

M.A. Home Science Semester II

Discipline Specific Course (HSC V)

The Course Home Science in III Semester has **Human Development (Management for Early Childhood Education)** Course paper I for **Three** credits:. The paper is compulsory. Details of the course is as under:

Course No 1 (Paper No. 7)

Course No.	Type of Course	Theory/Practical	Credits	Instruction hour per week	Total no. of lectures/Hours/Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
01	HSC V	Theory	03	03	45	2 hrs	30	45	75

Formative Assessment- 30 Marks: -

Weekly Home Assignments (03) - 30 Marks,

Summative Assessment – 45 marks: - Semester end exam marks -45

- Course 1: (Paper No. 7) Title: Human Development (Management for Early Childhood Education)

Course Outcomes (CO)

After completion of course (No. 1) Students will be able to:

CO1: Understand the influence of various philosophers, education & theories on E.C.C.E.

CO2: Learn significance of E.C.C.E.

CO3: Develop the skills and techniques to plan and conduct activities in E.C.C.E. centers of Different types and to work effectively with parents and community.

CO4: Identify special needs of exceptional children in educating them.

.Syllabus- Course 1: Title: Human Development (Management for Early Childhood Education)	Total Hours: 45
UNIT-I Management in Pre School Education	15 hrs
Chapter I- Management	5 hrs

<p>i) Principles, long & short term, weekly & daily planning outline & schedules</p>	
<p>Chapter II- Activities</p> <p>ii) Activities for early childhood care & education</p> <p>iii) Activities of Preschool Routine activities storytelling, music &</p>	<p>5hrs</p>
<p>Chapter-III Teaching aids & PTA</p> <p>iv) Rhymes, creative, activities, science experiences, social studies experiences, literature, reading, program, field trip, festivals & celebration.</p> <p>v) Preparation & use of teaching aids in Nursery school.</p> <p>vi) Different Ways for Parents Participation, Parent Teacher Association (PTA) Importance & its Activities.</p>	<p>5hrs</p>
<p>Unit II Teaching methods for Preschool Children</p>	<p>15 hrs</p>
<p>Chapter -1 Concept of formal & non-formal education</p> <p>i) Play way methods</p> <p>ii) Integrated approach to learning, teaching experience</p> <p>iii) Psychological effect of pressure on education and play activities</p>	<p>5hrs</p>
<p>Chapter-2 Discipline</p> <p>i) School discipline, rewards and punishment</p> <p>ii) Ways of ensuring effective institutional discipline</p>	<p>5hrs</p>
<p>Chaper-3 Accountability</p> <p>i) Accountability in School education</p> <p>ii) Methods used for assessment of accountability of Teaching & Non-Teaching staff.</p>	<p>5 hrs</p>
<p>Unit III Children with special needs</p>	<p>15 hrs</p>
<p>Chapter I-Children with special needs</p>	<p>05</p>

<p>A Definitions, causes & Need for Early Detection and Intervention.</p> <p>B Types of Disabilities: Characteristics.</p> <ol style="list-style-type: none"> 1. Sensory Deficits- Visually & Hearing impairment, Blind children. 2. Mental Retardation 3. Learning Disabilities 4. Children with speech defects. 5. Gifted children – meaning classification characteristics, identification, education, special program. 	
<p>Chapter II- Common behavioural Problems of Pre School Children: Causes and Prevention.</p>	5 hrs
<p>Chapter-III Child Guidance and Counselling</p> <ol style="list-style-type: none"> a. Concept, aim, scope, Principle of guidance & counseling with Reference to Child development b. Competencies of Child guidance worker & Counselor c. Process of Child Guidance and Counseling d. Different Technique of guidance and Counseling-Behavior, Modification, Play Therapy, Case Study 	5 hrs

Transactional Mode- Lecture-cum-Discussion, Seminars, Assignments ,Group discussion.

REFERENCE

1. Bhatia & Bhatia (1995). Theory and Principles of Education, Doaba House, Delhi.
2. Brews, J.A. 1998 Introduction to early childhood Education third Ed. Boton: Ahyn & Bacaon.
3. Carol : E.C. and Jan Allen (1933). Early Childhood curriculum, Unversity of Tennessee, New York: Macmillan.
4. Day Barbara (1989). Beginning and Beyond, Second Education, Dalmar Pub. Inc.
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6. Hydebrand Verma (1981). Introduction to Early Childhood Education N.Y, Macmillan.
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8. Kaul V. (1971). Early Childhood Education Programmes New Delhi. NCERT.
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14. Pankajam ,G. (1994) Preschool Education, Ambala: India Pub.
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17. Wagh Anutai : How to run a Balwadi. Thane, Gram Balshishan Kendra.
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19. Aasha Prulekar, Mulanche Mansik tanav va Upachar Unmesh, Prakashan Pune.
20. Mohan Joshi, sujan palak-nirogi, vishal prakashan.
21. Prof, Ramesh Panse Bashikshan – Swarup va Navi Disha, Diamond Publication, Pune.
22. DeMee he@Uskeâj, cegueebÛes ceveefmemekeâ leCeeJe Je GheÛeej Gvces<e ØekeâeMeve, hegCes.
23. Øee. jcesMe heevemes, yeeueefMe#eCe – mJe@he Je veJeer efoMee, [eÛceeb[heefyuekesâMevme, hegCes.
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M.A. Home Science Semester II

Discipline Specific Course (HSC VI)

The Course **Home Science** in I Semester has **Extension Education** Course paper I for **Three** credits:. The paper is compulsory. Details of the course is as under

Course No 1 (Paper No. 8)

Course No.	Type of Course	Theory/Practical	Credits	Instruction hour per week	Total no. of lectures/ Hours/ Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
01	HSC VI	Theory	03	03	45	2 hrs	30	45	75

Formative Assessment- 30 Marks: -

Class test: - 10 Marks

Book Exam -10 Marks

Group Discussion -10 Marks

Summative Assessment – 45 marks: - Semester end exam marks 45

- Course 1: Title: Extension Education

Course Outcomes (CO)

After completion of course (No. 1) Students will be able to

CO1: Understand the role of Home Science in Rural Development

CO2: Plan an Extension Education Program in Home Science

CO3: To develop skills in working with people.

.Syllabus- Course 1: Title: Extension Education	Total Hours: 45
Unit I Rural Sociology	15 hrs
Chapter I Rural Sociology Community, family, Groups and neighborhood, Concept and Characteristics.	5 hrs
Chapter II Rural & Urban Community i)Rural and urban community characteristics	5hrs

ii) Social mobility, social interaction, social institutes, culture, social control and social change	
Chapter III Gender Concept Understanding concept related to gender differences for society and development perspective. Patriarchy, caste class, gender and education, economic empowerment and gender, and issues related to women.	5 hrs
Unit II Teaching Learning Process	15 hrs
Chapter I Learning & Extension program a) Concept of learning , Elements & Principle involved in Learning b) Learning experience c) Types of Learning d) Adult Learning	5 hrs
Chapter II Extension Program Planning a) Meaning and importance of Extension Program Planning b) Principles of Extension Program Planning	5 hrs
Chapter III Steps in Program Planning a) Steps in Program Planning b) Problems in implementation of an Extension Program	5 hrs
Unit III Support Structure and their function in extension education	15 hrs
Chapter I Role of State. District & Block level Bodies i) Panchayat Raj Institution in India ii) Zilla Parishad iii) State social welfare board	5 hrs
Chapter II Rural development Programme, agencies and voluntary organizations in rural development-	5 hrs
Chapter III Development Programmes for farm sector-FAO, NAREGA, TRYSEM Development Programmes for non-farm sector-ICDS,SGSY, NIPCD,WHO, DWACRA,	5 hrs

Development agencies –RUDA, NABARD, ATMA, CAPARTC	
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Transactional Mode- Lecture-cum-Discussion, Seminars, Assignments 7Grup discussion.

REFERENCES :

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2. Dhama, O.P. & Bhatnagar, O.P. :Communication for Development, 1991
3. Mandal, S. & Ray, G.L. A text Book of Rural Development, 2007.
4. Ray G.L. Extension Communication and management, 1999, Nays Prakashan, Calcutta.
5. Reddy, A.A. Extension Education , 1976, Shree Laxmi Press, Bapta A.B.
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8. [e@. yeefjos, [e@. kegâuekeâCeea, meecegoeefÙekee DeejesiÙe Je heefjÙeeefjkeâe mesJee mebkêsâle ØekeâMeve, Deewjbieeyeeo.
9. Øee. megOee keâeUoeles, DeeOegefvekeâ YeejleeÙÙee meeceefpekeâ mecemÙee.
10. kesâ. Heekeâ, DevegJeeokeâ – [e@. peieVeeLe efoef#ele, meeceefpekeâ DeejesiÙe heefjÙeÙee&.

M.A. Home Science Semester II

Discipline Specific Course (HSC VII)

The Course **Home Science** in I Semester has **Advance Nutrition** Course paper I for **Three** credits:. The paper is compulsory. Details of the course is as under

Course No 1 (Paper No. 9)

Course No.	Type of Course	Theory/ Practical	Credits	Instruction hour per week	Total no. of lectures/ Hours/ Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
01	HSC VII	Theory	03	03	45	2 hrs	30	45	75

Formative Assessment- 30 Marks: -

Weekly class Assignments marks- 20 Marks,

Objective Test-10 marks

Summative Assessment – 45 marks: - Semester end exam marks 45

Course 1: Title: Advance Nutrition

Course Outcomes (CO)

After completion of course (No. 1) Students will be able to

CO1-To understand the basic concept of metabolism of nutrients.

CO2-To plan and prepare innovative foods.

CO-3 understand the importance of enrichment of food.

.Syllabus- Course 1:	Total
Title: Advance Nutrition	Hours: 45
Unit – I Carbohydrate	15 hrs
Chapter I Composition & classification a) Composition b)Classification & Distribution characteristics	5 hrs
Chapter II Functions & Dietary allowances	5 hrs

a) Functions. b) Dietary allowances & food sources	
Chapter III Digestion a. Dietary fibers. b. Digestion & metabolism of carbohydrates.	5 hrs
Unit – II Proteins and amino acid & lipids	15 hrs
Chapter I a. Composition, structure & Classification b. Function. c. Dietary protein requirements and allowances, biological value.	5 hrs
Chapter II Improving protein quality of foods. Food sources. Digestion & absorption and metabolism of protein (in brief). Protein deficiency - Causes, classification & nutritional remedies, malnutrition.	5hrs
Chapter III Lipids a. Classification & Characteristics b. Functions of Fats c. Essential fatty acids, Phospholipids, cholesterol. d. Dietary allowances. e. Food sources f. Digestion, absorption & metabolism (in brief).	5 hrs
Unit – III Energy Metabolism	15 hrs
Chapter I 1. Introduction 2. Measurement, Kilocalories, Joules, Physiological Fuel and Specific Fuel	5 hrs

Chapter II Factors influencing the total energy requirement. a. Muscular activity b. Mental effort c. Calorigenic effect of food. d. Maintenance of body temperature e. Growth	5 hrs
Chapter III Measurement of energy .Measurement of energy exchange of body: Direct & indirect calorimeter. Basal metabolism test, Factors influencing on BMR.	5 hrs

Transactional Mode- Lecture-cum-Discussion, Seminars, Assignments ,Group discussion.

REFERENCES

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7. [e@. ceesUeJeCes cebpet<ee, DeenejMeeEe, kewâueeMe heefyuekesâMeveme, Deewjbieeyeeo-2000.

M.A. Home Science Semester II

Discipline Specific Course (HSCVIII)

The Course **Home Science** in II Semester has **Marriage & Family Dynamics** Course paper I for **One** credit. The paper is compulsory. Details of the course is as under

Course No 1 (Paper No. 10)

Course No.	Type of Course	Theory/Practical	Credits	Instruction hour per week	Total no. of lectures/ Hours/ Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
01	HSC VIII	Theory	01	01`	30	1 hr	10	20	30

Formative Assessment- 10 Marks: -

Home Assignments marks/ Case Studies: - 05 Marks,
MCQ Test-05 marks

Summative Assessment – 20 marks: - Semester end exam marks 20

Course 1: HSC VIII Title: Marriage & Family Dynamics

Course Outcomes (CO)

After completion of course (No. 1) Students will be able to

CO1 to understand the merits & demerits of marriage & Family system

CO2 to aware about the areas of adjustments in marriage and family

CO3 to share Knowledge about the laws related to Women, marriage & family

CO4 to develop awareness about counselling

.Syllabus- Course 1: Title: Marriage & Family Dynamics	Total Hours: 15
Chapter I Marriage 1. Definition and function of marriage 2. Types of Marriage- Arranged ,Love, Registered It's advantages & Disadvantages 3. Readiness for Marriage – Physiological & Psychological economical & social 4. Factors to be Considered for mate selection (Focus on Scientific Approval)	5hrs
Chapter II Family	5 hrs

<ol style="list-style-type: none"> 1. Definition & Functions of family 2. Types of family-Joint, Nuclear 3. Families with- Special Child, Single Child, Girl Child, adopted Child, no child, single parent 4. Changing forms of family,Surrogecy 5. Role of husband and wife-traditional &modern 6 Stages of family life cycle 	
<p>Chapter III Adjustment, parenthood, and family Cycle</p> <ol style="list-style-type: none"> 1.Adjustment in marriage and family, financial, sexual in-laws, career, religious and social 2. Parenthood-Need of parenthood & it's importance 3. Family planning-Need &Methods 4. Family Crisis- Concept, Causes, Divorce, Severe and prolonged illness, unemployment and Death 	5hrs

Transactional Mode- Lecture-cum-Discussion, Seminars, Assignments 7Grup discussion.

References

- 1) प्रा.पवार प्रा.चौधरी ,समुपदेशन मानसशास्त्र ,प्रशांत पब्लिकेशन पुणे
- 2)चांदवस्कर नलिनी किशोरवस्था महाराष्ट्र विद्यापीठ निर्मिती मंडळ 1982 नागपूर
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- 8) Rao P. &Rao V.N (1982) Marriage , The Family and Women in India, New Delhi, Vikas Publication
- 9) Guppy G.R. (1976) Family & Social change in modern India. New Delhi, Vikas Publication
- 10) Srinivasan K. , Mukerji E. “ Dynamics of population and family welfare, Bombay, Himalaya Publishing House.

HSE (HSE-II A/B/C)

The Course **Home Science** in II Semester has **IIA) System of Extension Education** Course paper I for **Four** credits. The paper is compulsory. Choose any one from HSEII/A/B/C..

Details of the course is as under

Course No 1 (Paper No. 11)

Course No.	Type of Course	Theory/Practical	Credits	Instruction hour per week	Total no. of lectures/ Hours/ Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
01	HSE II :A/B/C	Theory	04	04	60	2 hours 30 min	40	60	100

Formative Assessment- 40 Marks: -

Home Assignments marks- 10 Marks

Case Studies/ nearby village model /panchayat raj/SHG: - 10 Marks,

Objective Test (02)-20 marks

Summative Assessment – 60 marks: - Semester end exam marks 60

Course Outcomes (CO) IIA) System of Extension Education

After completion of course (No. 1) Students will be able to

CO1- Understood system of extension education

CO2- Know the national extension system

CO3- Learn support structure & their functions in system of extension education

.Syllabus- Title: IIA) System of Extension Education	Total Hours: 60 hrs
Unit - 1 – Concept of Extension Education	15 hrs
Chapter I i) Extension:- Meaning, changing concept of extension, philosophy, ii)Objectives, principles, functions,	5 hrs
Chapter II components of extension and Dimensions of extension	5 hrs

Chapter III Extension education : Meaning, process and principles of learning in Extension	5 hrs
Unit -2-. Extension models and approaches	15 hrs
Chapter I) Models: Technology 1– Innovation transfer model, social education model indigenization model, social action / conscientization models, Empowerment participation model, combination models.	5 hrs
Chapter II) Approaches Agricultural extension, commodity specialized, training and visit, participatory, project, turning systems development, cost sharing,	5 hrs
Chapter III Educational institution, integrated area, cluster and target approach	5 hrs
Unit-3 National Extension systems.	15 hrs
Chapter I Community Development Programme Genesis and growth, objective, Principles, critical appraisal of the community development programme	5 hrs
Chapter II ICAR extension systems Agricultural Universities, KVK, TTCs	5 hrs
Chapter III Extension System Extension systems of ministry of Rural Development, Department of science and technology. Department of Industries and Department of women and child Development. Development work by NGO Government – NGO Collaboration	5 hrs
Unit-IV Support Structures and their functions	15 hrs
Chapter I Panchayat, Panchayat Union and DRDA	5 hrs
Chapter II Central Social Welfare Board, State Social Welfare Board	5 hrs
Chapter III National Level Voluntary Agencies like – CAPART, KVC, Local Level Voluntary agencies. Peoples Organisation at grass roots – SHG’s, elected panchayats	5 hrs

Transactional Mode- Lecture-cum-Discussion, Seminars, Assignments 7Grup discussion

HSEII/B

Course Title IIB Management of Entrepreneurship Development

Course Outcomes (CO)

After completion of course (No. 1) Students will be able to

CO1- Learn essentials for management to entrepreneurship development

CO2 – Enable preparation of Project report

CO3- Know contributory factors related to entrepreneurship

.Syllabus- Title: IIB) Management of Entrepreneurship Development	Total Hours: 60 hrs
Unit - 1 – Entrepreneurship	15 hrs
Chapter I 1. - Concept and meaning, need for entrepreneurship development. Competencies / qualities of an entrepreneur	5 hrs
Chapter II - Entrepreneurial Support system - District Industry Centres (DICs) - Commercial Banks - State Financial Corporations. - Small Industries Service Institutes (SISIs), Small industries	5 hrs
Chapter III - Development bank of India (SIDBI), National Bank for Agriculture and Rural Development (NABARD), National small Industries Corporation. (NSIC)	5 hrs
Unit-2 Entrepreneurship Development	15 hrs
Chapter I- Market Survey and Opportunity Identification (Business Planning) - How to start a small scale Industry - Procedures for registration of small scale industry. - List of items reserved for exclusive manufacture in small scale industry.	5hrs
Chapter II Assessment of demand and supply in potential areas of growth.	5 hrs

<ul style="list-style-type: none"> - Understanding business opportunity. - Consideration in production selection. - Data collection for setting up small venture 	
<p>Chapter III. Project Report Preparation</p> <ul style="list-style-type: none"> - Preliminary Project Report - Techno – Economic feasibility report - Project viability 	5 hrs
Unit-3 E-Management	15 hrs
<p>Chapter I Managerial Aspect of small Business</p> <ul style="list-style-type: none"> - Principles of Management - Operational Aspects of Production - Inventory management - Basic principles of financial management - Marketing Techniques 	5 hrs
<p>Chapter II Personnel Management.</p> <ul style="list-style-type: none"> - Importance of communication in business. 	5 hrs
<p>Chapter III Legal Aspects of small Business</p> <ul style="list-style-type: none"> - Elementary knowledge about income tax, sales tax, Patent rules & Excise rules. - Factory Act and Payment of wage Act. 	5hrs
Unit-IV Contribution Factors for E	15 hrs
<p>Chapter I Environmental Considerations</p> <ul style="list-style-type: none"> - Concepts of ecology and environment. - Factors contributing to Air, Water, Noise pollution and their standards and control - Personal Protection Equipment (PPEs) for safety at work places 	5hrs
<p>Chapter II Miscellaneous</p> <ul style="list-style-type: none"> - Human relations and performance in organization - Relation with subordinates, peers and superiors. - Motivation – Incentives, Rewards, Job satisfaction. - Leadership 	5hrs
<p>Chapter III Labour Welfare</p> <ul style="list-style-type: none"> - Worker’s participation in management 	5 hrs

Transactional Mode- Lecture-cum-Discussion, Seminars, Assignments 7Grup discussion.

References

1. Environmental Engineering and Management by Suresh K. Dhamija, S.K. Kataria and sons, New Delhi
2. Entrepreneurship Development by CB Gupta and P. Srinivasan, Sultan chand and sons, New Delhi.
3. A Hand book of Entrepreneurship, Edited by BS Rathore and Dr. JS Saini; Aapga Publications, Panchkula (Haryana)

HSEII/C

Course title: IIC) Gender and Development

Course Outcomes (CO)

After completion of course (No. 1) Students will be able to

CO1- Know the barriers with reference to gender & development

CO2- Understand the status of men &women in society

CO3-Acquire the knowledge of different forms of discrimination

.Syllabus-	Total Hours: 60 hrs
Title: IIC) Gender and Development	
Unit - 1 – Gender in context with development	15 hrs
Chapter I Concept of gender, i) Gender roles ii) changing trends, iii)gender analysis matrix	5 hrs
Chapter II Changing form of welfare from development and empowerment gender w.r.t. development,	5 hrs
Chapter III National and international efforts for gender empowerment	5 hrs
Unit-2 Status of men and women in society	15 hrs
Chapter I i)Demographic ii) education iii)employment	5 hrs
Chapter II i) Political health status	5 hrs
Chapter III i)General ii) Occupational	5 hrs

iii) Reproductive status in changing scenario.	
Unit-3 Violence Against men and Women	15 hrs
Chapter I Dowry, divorce, female feticide and infanticide, domestic violence	5 hrs
Chapter II sexual Harassment and exploitation portrayal of women/men in mass media	5 hrs
Chapter III Efforts taken for elimination of all forms of discrimination	5 hrs
Unit-4 Gender and Development	15 hrs
Chapter I Policies & programmes, National policies Empowerment Perspective – policy perspectives, mainstreaming Economic empowerment – Poverty eradication, micro-credit and self-help groups, women and agriculture, women industry and support services	5 hrs
Chapter II Social empowerment – Education, health, nutrition, drinking water and sanitation, housing and shelter, environment. Legal empowerment – Legal literacy on personal and family laws, Role of family court and legal aid centres. Political empowerment – Role of panchayat Raj in the political Empowerment of women/men	5 hrs
Chapter III Support system Role and functions of the Department of Women and Child Development, Central Social Welfare Board, State Social Welfare Board, National Commission For Women, Women’s Development Corporation	5 hrs

Transactional Mode- Lecture-cum-Discussion, Seminars, Assignments 7Grup discussion.

References

1. Black M, (1993): Girls and Women, A UNICEF Development Priority, Unicef, New York.
2. Yadav, C.P. (2000). Empowerment of women. Vol. I & II, Laxmi Shikshan, Sansthan and Anmol Publications Pvt. Ltd; New Delhi.
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5. Bamji, M.S, Prahalad Rao N, Reddy V, Textbook of Human Nutrition II Edition, Oxford and PBH publishing Co. Pvt. Ltd, New Delhi 2004.
6. Jelliffe, D.B: Assessment of Nutritional Status of the community. World Health Organization.

M.A. Home Science II Semester

HSCP-IV- (HSC-V+ HSC VI)

The Course **Home Science** in II Semester has **Management of Early childhood Education & Extension Education** Course. Practical paper is compulsory and has two credits. Details of the course is as under.

Course No 1 (Paper No- P-IV)

Course No.	Type of Course	Theory/ Practical	Credits	Instruction hour per week	Total no. of lectures/ Hours/ Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
01	HSCP-IV	Practical	02	04	60	2 hours	30	50	30

Syllabus- Course 1:	Total Hours:30
Title: Management of Early childhood Education & Extension Education	
Chapter-I Growth monitoring Anthropometric assessment standard for each (height & weight) Chapter –II Growth monitoring of any five preschool children.(anthropometric measurement.)	10hrs
Chapter-5 Play School Equipments Planning and preparation of teaching aids and materials needed for young children-puppets, poster, blocks, flash card, any other.	10hrs

Chapter-6 Visit to any one preschool and report writing on its working.	10hrs
Unit-2 Extension Education	30 hrs
1) Self-help Group- Case Study 2)Functioning 3) Role of SHG in extension education	10
1)Department of Women & Child welfare- Ongoing Programs 2) Visit to DRDA or Block office to study the program support for extension 3) Panchayat- Role of Panchayat in rural development (study report of visit)	10
Plan and execute Extension education program for rural/urban community from Home Science discipline which will help for extension education- Report.	10

Transactional Mode- Demonstration, Lecture, Guidance, participation, engagement

M.A. Home Science II Semester

HSCP -V (HSC-V+ HSC- VI)

The Course **Home Science** in I Semester has **Advance Nutrition & Marriage & Family Dynamics** Course. Practical paper is compulsory has two credits. Details of the course is as under.

Course No 1 (HSCP -V)

Course No.	Type of Course	Theory/ Practical	Credits	Instruction per week	Total no. of lectures/ Hours/ Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
01	HSCP-V	Practical	02	04	60	2 hours	20	30	50

.Syllabus- Course 1:	Total Hours: 60
Title: Advance Nutrition & Marriage & Family Dynamics	
Unit - 1 – Advance Nutrition	30 hrs
1. Enrichment : a. Protein – For malnourished children of different grades and income group (quality, quantity). b. c. Calories – Low & high calories diet (fat free recipes). d. Fiber – High & Low fiber food. e. Minerals – Calcium, Iron and Sodium High & Low. f. Vitamins – Vit A, B Complex : B1, B2, B3 and Vit C.	10
Preservation – Jam, Jelly, Ketchup, Chutney, Avala moravala, Avala Supari, Pickles with and without oil, Lime and orange squashes, Masala Kala Masala, Samber Masala, Pavbhaji Masala Garam Masala	10

Development and preparing non-conventional food.	
Recipe : Atleast 3 receipes made from waste of vegetables, fruits, cereals and milk.Sensory Evaluation Preparation of recipes containing probiotic foods	10
Unit-2 Marriage &Family Dynamics	30 hrs
- Laws related to women, Marriage and Family	
Hindu marriage act, special marriage act	10
PCPNDT Act, Family violence act , Sexual harassment at work place (Vaisakha), dowry and child marriage	10
Counselling Visit to counselor for following & write the report Scope, definition, importance 1. Premarital , post marital, family and vocational counselling	10

Transactional Mode- Demonstration, Lecture, Guidance, participation, engagement

M.A. Home Science Semester I

Discipline Specific Course (HSC I)

The Course Home Science in II Semester has **Early Child Education** Course paper I for **Three** credits: The paper is compulsory. Details of the course is as under

Course No 1 (Paper No.7)

Course No.	Type of Course	Theory/Practical	Credits	Instruction hour per week	Total no. of lectures/ Hours/ Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
01	HSC I	Theory	03	03	45	2 hour	30	45	75

Formative Assessment- 30 Marks: -

Case Studies: - 10 Marks,

Weekly Test (Any Four)-20 marks

Summative Assessment – 45 marks: - Semester end exam marks 45

Course 01-Title: Early Child Education

Course Outcomes (CO)

After completion of course (No. 1) Students will be able to:

CO1: Understand the principles and to develop interest and ability of childhood care and education.

CO2: Develop the skills & techniques to plan and conduct activities in earlier childhood care & education centers of different types and to work effectively with parents and community.

CO3: Interact effectively with parents and community.

CO4: Develop the concern regarding child's health and wellbeing & to train /mould him in a socially acceptable manner.

Syllabus- Course 1:	Total
Title: Early Child Education	Hours: 45
Unit I) Preschool Children Care,	15 hrs
Chapter I i) Introduction to early childhood Concept of early childhood ii) Characteristics	5 hrs
Chapter II physical and motor, social, emotional cognitive and language development, Behavioral Problems in early childhood. (Brief Review).	5 hrs

Growth Monitoring of Early Childhood	
Chapter III Happiness & common interest in early Childhood., Hazards during Early Childhood.	5 hrs
Unit II) Principles of Early Childhood Care	15 hrs
Chapter I Importance need & scope of early childhood care & education. Substitute care at home and outside a) By Parents, Grandparents, other at home b) Outside home- crèche /day care centre, Play centre	5 hrs
Chapter II Historical Development of Preschool Education Western Methods and Philosophies: Comenius, Rousseau, Pestalozzi, Frobel, Montessori and Dewey etc	5 hrs
Chapter III Indian Methods and Philosophies: Tagore, M.K. Gandhi, Giju Bhai Bhadaka & Tara bai Modak. Principles , (application and limitations) etc.	5 hrs
Unit III) Nursery School Building and Equipment's	15hrs
Chapter I i) Site & Location Plan of preschool ii) Types of preschool buildings, iii) Space for indoor & outdoor games	5 hrs
Chapter II i) Play Equipments - Play Equipment according to various development ii) Use of advanced Electronic games for Preschool Children and its Effects.	5 hrs
Chapter III Formal and Non-formal education . i) Concept ii) Play way method iii) Integrated approach to teaching, learning, experiences. iv) Psychological effect of pressure on education / play activities	5 hrs

Transactional Mode- Lecture-cum-Discussion, seminars, Assignments & group discussions

REFERENCES:

1. Bhatia & Bhatia (1995). Theory and Principles of Education, Doaba House, Delhi.
2. Brewster, J.A. 1998 Introduction to early childhood Education third Ed. Boston: Allyn & Bacon.
3. Carol : E.C. and Jan Allen (1933). Early Childhood curriculum, University of Tennessee, New York: Macmillan.
4. Day Barbara (1989). Beginning and Beyond, Second Education, Dalmar Pub. Inc.
5. Grewal, J.S. (1984). Early childhood Education, Agra National Psychology Corporation Pub.
6. Hydebrand Verma (1981). Introduction to Early Childhood Education N.Y, Macmillan.
7. Jinkinse. E. (1977) a Practical guide to early childhood curriculum, C.V. Mostey Co.
8. Kaul V. (1971). Early Childhood Education Programmes New Delhi. NCERT.
9. Kohn Ruth (1992). The Exploring child, Mumbai Orient Longman.
10. Kulkarni S. (1998) Parent Perspectives and Approaches. Jaipur, Ravat Publications.
11. Mohati & Mohati (1996). Early Childhood Care & Education New Delhi Deep & Deep Publication.
12. DeMee he@Uskeâj, cegueebÛes ceveefmemekeâ leCeeJe Je GheÛeej Gvces<e ØekeâeMeve, hegCes.
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M.A. Home Science I Semester

Discipline Specific Course (HSCII)

The Course **Home Science** in I Semester has **Apparel Designing and Construction** Course Paper II-- for **three** credits: The Paper is compulsory. Details of the course is as under:

Course No 1 (Paper No. II)

Course No.	Type of Course	Theory/ Practical	Credits	Instruction hour per week	Total no. of lectures/ Hours/ Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
01	HSCII	Theory	03	03	45	2 hours	30	45	75

Formative Assessment- 30 Marks: -

Home Assignments marks: - 10 Marks,

ICT tools for Quiz test /MCQ Test-10 Marks

Class Seminar -10 Marks

Summative Assessment – 45 marks: - Semester end exam marks-45

Course 1:Title: Apparel Designing and Construction

Course Outcomes (CO)

After completion of course Students will be able to

Co. 1 to develop skills in dress designing & clothing construction.

Co. 2 Use and apply the concept and techniques of pattern making, laying out and cutting

Co. 3 Apply the learnt concept of fit evaluation

Syllabus- Course 1:	Total Hours: 45
Title: Apparel Designing and Construction	
Unit - 1 - General Principals of clothing construction. Chapter-1 Fabric Identification- Different widths of fabric, laying and cutting of special fabric, basic stitching procedure Interrelationship of Foods; nutrition, diet and health Chapter- 2 Body Measurements, economical layout of cloth, folding fabrics for cutting lengthwise, crosswise and biased direction. Chapter-3 Basic cutting procedure- placing and tracing the draft, pinning, marking, cutting and stitching line, cutting the pattern.	15 hrs
Unit- II Pattern Making Chapter-4 Drafting technique- Method, types of drafts, Advantages and Disadvantages Chapter-5 Flat pattern method- Method, Darts and dart manipulation, advantages and disadvantages.	15 hrs

Chapter-6 Draping method- Method, making Dress form, advantages and disadvantages	
Unit-III Fitting Chapter-7 Figure irregularities and common problems encountered in fitting of garments. Chapter-8 Factors affecting good fit. Chapter-9 Basic alteration remedies for fitting defects. Neckline	15hrs

Transactional Mode Lecture-cum-Discussion, seminars, Assignments &group discussions

Books Recommended:-

1. Deulkar D. "House Hold Textile & Laundry Work" Atmaram & Son. New Delhi.
2. Dantyagi "Fundamentals of Textile & their care" 4th Edition, Orient Laongman Ltd. New Delhi-110002.
3. Isabel B.W., Textile Fabrics & Their selection. 8th Edition, Prentice Hall Inc. Eaglewood Cliff.
4. Fraef J.L. Concepts of Clothing Mc Graw Hill, New York.
5. A complete guide to fashion designing- Jenny Davis
6. Text book of clothing & Textiles by Sushma Gupta, Neru garg, Renu sani, Kalyani Publishers, Gedhan.
7. Zarakar-Complete guide to stitches- Vol. I & II- Zarakar, Navneet Publication, Mumbai.
8. Clothing for modern-Erwin M.D.
9. Fashion design & Product development- Lou Harold & Pomerony John, 8. Know about fabric & their manufacturing-K- Thomas.
10. वस्त्रशास्त्राची संकल्पना आणि फॅशन डिझायनिंग -डॉ. यु.के. वैरागडे आणि डॉ. ए.एस अग्रवाल, Vidya books publication, Aurangabad

Discipline Specific Course (HSC III)

The Course **Home Science** in I Semester has **Communication Techniques and computer Application** Course paper I for **Three** credits:. The paper is compulsory. Details of the course is as under

Course No 1 (Paper No.III)

Course No.	Type of Course	Theory/Practical	Credits	Instruction hour per week	Total no. of lectures/ Hours/ Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
01	HSC III	Theory	03	03	45	2 hrs	30	45	75

Formative Assessment- 30 Marks: -

Home Assignments marks - 10 Marks,

Class Seminar on Methods of Communication- 10 Marks

ICT tools for Quiz test / Objective Test-10 marks

Summative Assessment – 45 marks: - Semester end exam marks 45

Course Title: Communication techniques and Communication System

After completion of course Students will be able to

Co. 1 learn the importance of good communication

Co. 2 develop skills about the use of communication methods and media

Co. 3 acquire knowledge about various communication system

.Syllabus- Course 1:	Total Hours:
Title: Communication techniques and Communication System	
Unit - 1 – Communication Process	15 hrs
Chapter-1 Nature, scope and functions of communication. Rule of Five Seven C's in communication a) Interrelationship of Foods; nutrition, diet and health	05
Chapter- 2 Communication Models	05
Chapter-3 Barriers in Communication	05
Unit- II Methods of Communication	15 hrs

Chapter-4 Individual- Interview, Personal consultations	05
Chapter-5 Small Group- Role play, Demonstration	05
Chapter-6 Mass Communication- Printing materials, Audio Visual aids	05
Unit-III Communication System	15hrs
Chapter-7 Meaning, Principals, nature, Role and Significance of communication system.	05
Chapter-8 Types of communication system- mass communication and visual communication.	05
Chapter-9 Use of ICT in communication- Advantage and limitation, Government Policies and regulation on mass media in India	05

Transactional Mode Lecture-cum-Discussion, seminars, Assignments &group discussions

Books Recommended:-

1. Dahama O.P. and Bhatnagar O.P.: "Education & Communication for development Oxford and I.B.H. Publishing Co. New Delhi, 1977.
2. J.K. Singh: Mass Media and Information Technology (Issue for 21st Century) Mangal Deep Publication, Jaipur.
3. Kumar K.J.L. Mass Communication in India, Jaico Publishing House, Mumbai, 1989.
4. Snell Shelagh and Carpenter Jeff, Communication in Travel and Tourism- Hodder and Stoughton Ltd. Kenit by page Bros.(Norwich) Ltd., 1990.
5. Leisikar V. Raymond and Petit D. John. "Business Communication", Richard D. Irwin, 1992.
6. R.K. Madhukar, "Business Communication", Vikas Publishing House, New Delhi.
7. K.K. Sinha, Business Communication.
8. "Business Correspondence and report writing", Sharma, RC and Mohan, K, Tata McGraw hill, 1994, "Model Business Letters," Gartside, L, Pitman, 1992.
9. Body Language by Allan Pease, Publisher Sheldon press

Discipline Specific Course (HSCIV)

The Course **Home Science** in I Semester has **Human Development (Adulthood & Old Age)**

Course paper I for **Three** credits:. The paper is compulsory. Details of the course is as under

Course No 1 (Paper No. 6)

Course No.	Type of Course	Theory/ Practical	Credits	Instruction hour per week	Total no. of lectures/ Hours/ Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
01	HSC IV	Theory	01	01	15	1 hour	10	20	30

Formative Assessment- 10 Marks: -

Assignments no visit to old age home /Case studies on aged people (02) -05 Marks

Group discussion on problems during old age home- 05 Marks

Summative Assessment – 20 marks: - Semester end exam marks 20

Course 1 Title: Adulthood & old age

Course Outcomes (CO)

After completion of course (No. 1) Students will be able to

CO1: Understand the nature of developmental pattern adulthood & old age.

CO2: Know different aspects in adulthood.

CO3: Gain knowledge regarding adjustments during adulthood.

Syllabus- Course 1: Title: Adulthood & Old age	Total Hours: 15
Unit-1 Adulthood & old age Chapter-1 Early Adulthood (age 18 to 40 yrs.) i) Stages of adulthood, characteristics of early adulthood. ii) Developmental tasks and adjustments in early adulthood. iii) Vocational adjustments-selection of vocation, stability in vocation, adjustment to work and achievements. iv) Interrelationship of Foods; nutrition, diet and health	05hrs
Chapter- 2 Middle adulthood/ Middle age (age 40 to 60 yrs.) i) Characteristics, developmental tasks. ii) Adjustments to physical changes, social and mental changes, interest, vocational adjustments.	05hrs

iii) Menopausal syndrome. iv) Achievements.	
Chapter-3Late adulthood/Old age (age 60 to death) i) Characteristics, developmental tasks ii) Adjustments to physical changes in functions, sensory changes, sexual changes, prolonged illness. Changes in motor, mental abilities Changes in interests, emotional behavior, social status. iii)Adjustments to retirement iv) Adjustment to changes in relationship with a spouse and offspring.	05hrs

Transactional Mode- Lecture-cum-Discussion, seminars, Assignments &group discussions

References-

1. Book on laws related to family, marriage and women.
2. Craig G. C. (1999) Human Development, New Jersey, Prentice Hall.
3. Bhatia M. S., Aging and Society' Arays's book centre, Udaipur.
4. Desai K.G. Aging in India, Tata Institute of social sciences, Bombay.
5. Sinha J. M. P. 'Problems of Aging', Classical Publishing Company, New Delhi.
6. Sati P. N. "Retired and Aging People", Mittal Publishers, Delhi.
7. Gandhi, A. B., The Law of Maintenance of Wives, Children and parents in India, Milan Law Publishers, Bombay.
8. डॉ. बोरुडे आर. आर. वैकासिक मानसशास्त्र प्रा. प्रिवंदा लाटकर, मानव विकास, विद्या प्रकाशन, औरंगाबाद

Discipline Specific Elective (HSE-I)

The Course **Home Science** in I Semester has **IA) Natural Fibre & Dyes** Course paper I for Four credits. Choose any one from HSE-I A/B/C. Details of the course is as under

Course No 1 (Paper No. 6)

Course No.	Type of Course	Theory/ Practical	Credits	Instruction hour per week	Total no. of lectures/ Hours/ Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
01	HSE - I :A/B/ C	Theory	04	04	60	2 hours 30 min	40	60	100

Formative Assessment- 40 Marks: -

Scrap Book Preparation- 20 Marks,

Class Seminar - 10 Marks

ICT tools for Quiz test /MCQ Test/ Objective Test-10 marks

Summative Assessment – 60 marks: - Semester end exam marks 60

Course Outcomes (CO)HSE-IA- Natural Fibre & Dyes

After completion of course (No. 1) Students will be able to

Co. 1 Gain a comprehensive understanding of different natural fibers, including their sources, characteristics, properties,

Co. 2 Gain in-depth exploration of natural dyes.

Co. 3 Learn about the history, extraction methods, and practical usage of natural dyes.

Syllabus- Title: Natural Fibre & Dyes	Total Hours: 60 hrs
Unit - 1 – Natural Fibers and Dyes Chapter-1: Introduction, History and Tabular classification of Natural Fibers Chapter- 2 Overview of natural dyes, Classification and their historical significance Chapter-3 : Primary and secondary properties of fibres	15 hrs
Unit- II Natural Plant Fibers	15 hrs

<p>Chapter-4 : Cotton- Introduction, Manufacturing Process, Physical and chemical properties</p> <p>Chapter-5 : Linen- Introduction, Manufacturing Process, Physical and chemical properties.</p> <p>Chapter-6 : Jute- Introduction, Manufacturing Process, Physical and chemical properties..</p>	
<p>Unit-III Natural Animal and Mineral Fibre</p> <p>Chapter-7: Silk- Introduction, Types, Manufacturing Process, Physical and chemical properties.</p> <p>Chapter-8: Wool-Introduction, Types, Manufacturing Process, Physical and chemical properties.</p> <p>Chapter-9: Asbestos- Introduction, Manufacturing Process, Physical and chemical properties.</p>	15hrs
<p>Unit-IV Natural Dyes</p> <p>Chapter-10:Plant Dyes- Indigo, Alizarin, Logwood, Turmeric, sunflower, onion skin.</p> <p>Chapter-11:Animal Dyes _Cochineal, Tyrian Purple</p> <p>Chapter-12 : Mineral Dyes- Iron Buff, Ultramarine</p>	15hrs

Transactional Mode Lecture-cum-Discussion, seminars, Assignments &group discussions

Books Recommended:-

1. "Textile Fibre Atlas: Cotton, Linen, Ramie, and Other Vegetable Fibres" by Fritz and Paetzold
2. "Handbook of Textile Fibres: Natural Fibres" by J. Gordon Cook
3. "The Dyer's Handbook: Memoirs of an 18th Century Master Colourist" by Dominique Cardon
4. "Natural Color: Vibrant Plant Dye Projects for Your Home and Wardrobe" by Sasha Duerr
5. "Wild Color: The Complete Guide to Making and Using Natural Dyes" by Jenny Dean
6. "The Art and Craft of Natural Dyeing: Traditional Recipes for Modern Use" by J. N. Liles
7. Deulkar D. "House Hold Textile & Laundry Work" Atmaram & Son. New Delhi.
8. वस्त्रशास्त्राची संकल्पना आणि फॅशन डिझायनिंग -डॉ. यु.के. वैरागडे आणि डॉ. ए.एस अग्रवाल, Vidya books publication, Aurangabad.

Websites:

- The Sustainable Angle (<https://www.thesustainableangle.org/>): A non-profit organization providing information on sustainable textiles, including natural fibers and dyes.
- World Textile Information Network (WTiN) (<https://www.wtin.com/>): Offers industry news, reports, and resources related to textile fibers and dyes.
- Textile Exchange (<https://textileexchange.org/>): Provides information and resources on sustainable and organic textiles, including natural fibers and dyes.
- The Wild Dyer (<https://www.thewilddyery.com/>): Offers workshops, tutorials, and resources on natural dyeing techniques and plant-based dyes.
- The Botanical Colors (<https://botanicalcolors.com/>): Provides natural dye extracts, workshops, and resources for natural dyeing processes.
- Natural Dyeing (<https://naturaldyeing.com/>): A comprehensive resource on natural dyeing techniques, including information on fibers and dye sources.

HSE-IB- Traditional Textiles & Regional Clothing of India

Course Outcomes (CO) After completion of course (No. 1) Students will be able to

Co. 1 Learn about traditional textile techniques employed in different regions of India, such as weaving, block printing, tie-dyeing, embroidery, and more.

Co. 2 Understand the concept of regional costumes in India and their role in reflecting cultural diversity.

Co. 3 Understand contemporary adaptations and influences on Indian regional costumes

.Syllabus- Title: Traditional Textiles & Regional Clothing of India	Total Hours: 60 hrs
Unit - 1 - Traditional Indian Textiles and Regional Costumes of India Chapter-1 Introduction and history of Indian textiles a) Interrelationship of Foods; nutrition, diet and health Chapter- 2 -Introduction and history of Indian costumes Chapter-3- Overview of development of textiles industry in India	15 hrs
Unit- II Traditional textiles of India Chapter-4 - Resist dyed Textiles of India-Patola, Ikkat ,Bandhani Chapter-5 - Printed Textiles of India Bagru Print, Sanganer Print, Ajrak Print, Kalamkari Chapter-6 Woven Textiles of India –Paithani, Chanderi,Banarasi Brocade, Heemroo, Baluchari textiles.	15 hrs
Unit-III Indian costumes through ages Chapter-7 : Harappan period to the Mauryan times Chapter-8 :Second century BC to 11th century A.D	15 hrs

Chapter-9 :The era of Sultan and Mughal emperor.	
Unit-IV- Regional costumes of India Chapter-10 : Male and female costumes of Northern and Western region- Kashmir , Himachal Pradesh, Punjab, Rajasthan, Gujarat, Uttar Pradesh, Madhya Pradesh Chapter-11: Male and female costumes of eastern region- Bengal and Orissa ,Sikkim, Assam, Meghalaya, Tripura, Manipur, Mizoram, Nagaland, Arunachal Pradesh Chapter-12 : Male and female costumes of Southern region Maharashtra ,Karnataka, Andhra Pradesh, Tamil Nadu ,Kerala	15 hrs

Transactional Mode Lecture-cum-Discussion, seminars, Assignments &group discussions

Books Recommended:-

1. Traditional Indian Costumes and Textiles, Dr. Parul Bhatnagar, Abishek Publications, Chandigarh (2004).
2. Traditional Indian Textiles, Russel Gillow, Nicholas Barnard, Thames and Hudson Ltd., London. (1991)
3. Hand woven Fabrics of India, Dhanija Jain . Mapin publishing, Ahmedabad (1989) .
4. Costumes and Textiles of Royal India, Ritu Kumar, Christieâ€™s Books, London (1999).
5. Indian Textiles: Past and Present" by G. N. Pant
6. "Costumes and Textiles of Royal India" by Ritu Kumar
7. "The Sari: Styles, Patterns, History, Techniques" by Linda Lynton
8. "Indian Costumes in the Collection of the Calico Museum of Textiles" by Rta Kapur Chishti
9. "Traditional Indian Costumes and Textiles" by Jasleen Dhamija
10. "Handwoven Fabrics of India" by R. Neelamegam
11. "Costumes and Ornaments of Chamba" by O.C. Handa
12. "Indian Costumes" by Roshen Alkazi
13. "The Costumes and Textiles of India" by J.B. Balsara
14. "The Costumes and Textiles of India: Unity in Diversity" by Shilpa Shah
15. वस्त्रशास्त्राची संकल्पना आणि फॅशन डिझायनिंग -डॉ. यु.के. वैरागडे आणि डॉ. ए .एस अग्रवाल, Vidya books publication, Aurangabad.

Websites:

- Indian Textile Sourcing (www.indiantextilesourcing.com)
Textile Tour India (www.textiletourindia.com)
Calico Museum of Textiles (www.calicomuseum.com)
National Institute of Fashion Technology (www.nift.ac.in)
Sutra: The Indian Textile Journal (www.indiantextilejournal.com)

Crafts Council of India (www.craftscouncilofindia.org)
 Virtual Costume Museum (www.virtualcostumemuseum.com)
 Crafts Museum, Delhi (www.craftsmuseum.org)
 Textile Heritage Museum, Ahmedabad (www.texmin.nic.in/heritage_museum)
 Indian Costume and Textile Research Centre (www.indiancostume.in)

Course Outcomes (CO) HSE-IC-

After completion of course Students will be able to

- Co. 1 Students will gain a comprehensive understanding of textile handicrafts.
 Co. 2 Students will gain an appreciation for the cultural and historical significance of textile traditions
 Co. 3 Students will gain knowledge different regional embroideries.

.Syllabus- Course 1:	Total Hours:60
Title: HSE-I C Textile handicrafts	
Unit - 1 - Introduction to Textile Handicraft Chapter-1 -Overview of textile handicraft and its significance Interrelationship of Foods; nutrition, diet and health Chapter- 2 -Historical development of textile handicraft traditions Chapter-3-Introduction to various textile materials, tools, and equipment	15 hrs
Unit- II Carpets Chapter-4 Kashmiri carpets Chapter-5 Rugs and carpets of Rajasthan Chapter-6 Carpets of Uttar Pradesh	15 hrs
Unit-III Embroidery craft Chapter-7 Introduction to regional embroideries and its role in textile handicraft Chapter-8 Traditional and contemporary embroidery styles of Northern region- Kashmiri, Phulkari, Chamba Rumal, Chikankari Chapter-9 Traditional and contemporary embroidery styles of southern western and eastern region- Kasuti, Kantha, Kutch and Kathiyawad	15hrs
Unit-IV Textiles Handicraft Industries (survey and report writing Chapter-10- Khadi Industries Chapter-11- Solapur textile industries	15hrs

Transactional Mode Lecture-cum-Discussion, seminars, Assignments &group discussions

Books Recommended:-

1. Havell, E. B. (1908). Indian sculpture and painting. John Murray, London.
2. Coomaraswamy, Ananda K. (1914). Visvakarma ; examples of Indian architecture, sculpture, painting, handicraft. London.
3. Havell, E. B. (1920). A Handbook of Indian Art. John Murray, London.
4. Indian Painting, by Percy Brown. Published by Y. M. C. A. publishing house, 1960.
5. Lerner, Martin (1984). The flame and the lotus: Indian and Southeast Asian art from the Kronos collections. New York: The Metropolitan Museum of Art. ISBN 0-87099-374-7.
6. Ramayana by Valmiki illustrated with Indian miniatures from the 16th to the 19th century, Diane de Selliers Publisher, 2011, ISBN 978-2-903656-76-8
7. Welch, Stuart Cary (1985). India: art and culture, 1300-1900. New York: The Metropolitan Museum of Art. ISBN 978-0944142-13-4.
8. "Indian Embroideries" by Jamila Brij Bhushan
9. "Indian Embroidery" by Rosemary Crill
10. "The Art of Indian Asia: Its Mythology and Transformations" by Heinrich Zimmer
11. "The Story of Indian Embroidery" by Sonia Ashmore
12. "Traditional Indian Embroidery" by Shailaja D. Naik

Web links

1. <http://www.camelcraft.com/karnataka-handicrafts.html>
2. <http://blog.mapsofindia.com/handicrafts/north-india-handicrafts/>
3. [http://ignca.nic.in/craft001 .htm](http://ignca.nic.in/craft001.htm)
4. <http://blog.mapsofindia.com/handicrafts/west-india-handicrafts/>
5. Crafts Council of India (www.craftscouncilofindia.org)
6. Dastkari Haat Samiti (www.dastkar.org)
7. Indian Crafts (www.indiancrafts.com)
8. The Indian Textile Journal (www.indiantextilejournal.com)
9. Indian Embroideries (www.indianembroideries.org)
10. Crafts Museum, New Delhi (www.craftsmuseum.org)
11. Indiacrafts.com (www.indiacrafts.com)
12. Crafts of India (www.craftsofindia.com)

Research Methodology (HSRM)

The Course **Home Science** in I Semester has **Research Methods & Statistics** Course paper I for **Two** credits:. The paper is compulsory. Details of the course is as under

Course No 1 (Paper No. 6)

Course No.	Type of Course	Theory/ Practical	Credits	Instruction hour per week	Total no. of lectures/ Hours/ Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
01	HSRM	Theory	02	02	30	1 hour	20	30	50

Formative Assessment- 20 Marks: -

Home Assignments marks- 10 Marks,

MCQ Test/ Objective Test-10 marks

Summative Assessment – 30 marks: - Semester end exam marks 30

Course Title: Research Methodology & Research Statistics

Course Outcomes (CO)

After completion of course Students will be able to

CO1.To understand the significance of statistics and research methodology in Home Science Research.

CO2. To understand the Application of appropriate statistical techniques for research design.

CO3.To know the sampling methods for research work.

.Syllabus- Course 1:	Total Hours:60
Title: Research Methodology & Research Statistics	
Unit - 1 - Introduction to research methods and statistics	15hrs
i)	
Chapter-1 Research methods-	
ii) Meaning, definition and importance of research methods. Types of research - Historical, Survey, experimental, case study, Social, participatory.	5 hrs
iii) Statistics-Meaning, Definition & characteristics of statistics.	
iv) Role of statistics & research in Home Science discipline	
v) Interrelationship of Foods; nutrition, diet and health	

<p>Chapter- 2 : Research Design</p> <p>i) Introduction, definition and Importance of research design.</p> <p>ii) Types of Research design - Exploratory, Descriptive, Diagnostic; Experimental</p>	5hrs
<p>Chapter-3: Steps of Research method.</p> <p>i) Identification of problem- meaning, definition, factors</p> <p>ii) Hypothesis - Meaning & types, limitations</p> <p>iii) Data collection- sources of data. Primary- Direct observation, Questionnaires, Interview, group discussion, schedule, case study, scaling methods & Home Visits</p> <p>Secondary - Personal documents, Public records & reports, Role of library</p> <p>iv) Reliability and validity of data collection instrument (measuring tools)</p>	5 hrs
<p>Unit- II Sampling & Data analysis.</p> <p>Chapter-4 - Sample selection</p> <p>i) Meaning, Definition of sample, size of sample.</p> <p>ii) Selection of sample- Probability & types of Sample - Systematic, random, two stage, multistage. Non Probability sampling - Purposive, Quota, Volunteer/self-selection, snowball.</p> <p>Chapter-5 - Pilot study and data analysis</p> <p>(i) Pilot study - Definition & Characteristics) Data analysis - Meaning, Definition, importance, steps. Classification, tabulation interpretation of</p> <p>(ii) statistical information</p> <p>Chapter-6 -Dramatic and graphic presentation of data</p>	15 hrs

Transactional Mode Lecture-cum-Discussion, seminars, Assignments &group discussions

Books Recommended

1. Bandarkar, P.L. and Wikinson T.S. (2000): methodology and Techniques of Social Research, Himalaya Publishing House, Mumbai.
2. Bhatnagar, G.L. (1990): Research Methods and Measurement in Behavioural and social Science, Agri, Cole Publishing Academy, New Delhi.
3. Kerlinger:m Foundation of Education Research.
4. An Introduction of Science research : E. B. Wilson.
5. An n handbook of methodology research : Dr. R.R. Deodar.
6. Methods in social Research :Goode & Half.

7. Ajit Kumar Parnaik (2000) Research Methodology in social science, coomonwelth publishers, darya Ganj, New Delhi.
8. Dr. Suman Bahare Samajik Sushodhan Padhati Vidhya Prakashan, Ruikar road, Nagpur.
9. R.R. Mule V. L. Umale Shikshanik Mutatve Maharashtra University Nimit Mandal Nagpur.
10. Dr. Kachode Samajik Saushodhan Padhati Kailas Publication, Aurangapaura.
11. Prof. Khatode, Samajshastra Saushodhan Tatve Va, Shri. Mangesh Prakashan, Nagpur
12. Dr. Deshkar, Prof. Deshpande Sankhikishastra.

M.A. Home Science I Semester

HSCP-1 (HSC-I+ HSC II)

The Course Home Science in I Semester has 1) **Human Development (Early Childhood Education) & Apparel Designing and Construction Practical** Course. The Paper is compulsory for **Two** credits:

Course No 1 (Paper No. 1)

Course No.	Type of Course	Theory/ Practical	Credits	Instruction on hour per week	Total no. of lectures/ Hours/ Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
01	HSCP-I	Practical	02	04	60	2 hours	20	30	50

.Syllabus- Course 1:	Total Hours:60 hrs
Title: Early Childhood Education & Apparel Designing and Construction Practical	
Unit - 1 – Apparel Construction	30 hrs
Chapter-I Draft Cutting and Stitching of Full Size 1. Salwar/ Straight pant/ palazzo 2. Kameez- Straight cut/ Anarkali	10hrs
Chapter- II Draft Cutting and Stitching of Full Size Gown Blouse- Princes cut/ Katori	10hrs
Chapter-III Designing Making a Designer Dupatta	10hrs
Unit- II Early Child Education	30 hrs

Planning & preparation of teaching aids & Material needed for young such as puppets, posters, blocks, flash cards or any other.	10hrs
Observation of Child in Nursery School for his Development stage(10 Samples)i)Motor Skills ii) Handiness iii)Emotional Development iv) Play activity V)Group Play	10hrs
Visit to Day care centers, ICDS Balwadi, Anganwadi, Creche (any one) Submission of observation report	10hrs

Transactional Mode- Demonstration, Lecture, Guidance, participation, engagement

M.A. Home Science I Semester

HSCP-II (HSC-III+ HSC IV)

The Course **Home Science** in I Semester has 1) **Communications Techniques & Computer Application & Human Development (Adulthood & old Age) Practical Course**. The Paper is compulsory for **Two** credits

Course No 1

Course No.	Type of Course	Theory/ Practical	Credits	Instruction hour per week	Total no. of lectures/ Hours/ Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
01	HSCP-2	Practical	02	04	60	2 hours	20	30	50

.Syllabus- Course 1:	Total Hours:
Title: Communications Techniques & Computer Application & Human Development (Adulthood & old Age)	60hrs
Unit - 1 – Communications Techniques & Computer Application	30 hrs
Chapter-I Preparation of PPT on various topic minimum 10 PPT	10
Chapter-II Preparation of slides more than 10	10
Chapter-III Project Preparation on Specific area in development in	10
Unit- II Human Development (Adulthood & old Age)	30 hrs
Chapter-I Old age home ,Importance, Functioning ,Scrap Book on aged	10
Chapter-II Early adulthood people Characteristics & case studies (02)	10

Chapter III Middle & Late adulthood people Characteristics & case studies (02	10
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Transactional Mode- Demonstration, Lecture, Guidance, participation, engagement

M.A. Home Science I Semester

Research Methodology (HSRMP-III)

The Course **Home Science** in I Semester has **Research Methodology and Research Statistics (Practical)** Course. The Paper is compulsory for **two** credits.

Course No 1 (Paper No. 1)

Course No.	Type of Course	Theory/ Practical	Credits	Instruction hour per week	Total no. of lectures/ Hours/ Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
01	HSRMP-III	Theory	02	02	60	01	20	30	50

Transactional Mode- Demonstration, Lecture, Guidance, participation, engagement

.Syllabus- Course 1:	Total Hours: 60
Title: Research Methodology and Research Statistic (Practical)	
Unit - 1 - Report Writing	30 hrs
Chapter-1 <ul style="list-style-type: none"> i) Introduction, Definition & objectives of report writing. ii) Factors of report writing - Introduction, Review of Literature, Methodology, result & Discussions, Summary and Conclusion, Bibliography, Appendices iii) Preparation of research design on selected topic to be conducted in fourth semester iv) Interrelationship of Foods; nutrition, diet and health 	10

Chapter- 2 Statistical Techniques	
<ul style="list-style-type: none"> i) Introduction, Definition, use of mean, median & mode. ii) Calculate mean median and more from scores of any class 	10
Chapter-3 Variables	
<ul style="list-style-type: none"> i) Measures of Variability- Introduction, definition, Mean deviation & standard deviation, use ii) Calculate standard deviation from scores of any class 	10
Unit- II Correlation & Degree of freedom	30 hrs
Chapter-4 Correlation	
<ul style="list-style-type: none"> i) Introduction, definition & Types- Karl Person's & Spearman's rank correlation method. Correlation of coefficient- Meaning & use. ii) Find correlation of different variables 	10
Chapter-5 Degree of Freedom	
<ul style="list-style-type: none"> i. Introduction, Definition. X² (Chi-square) Test for 2x2x2x3 table. ii. Test application of chi- square test 	10
Chapter-6 Test application	
<ul style="list-style-type: none"> i. Application of 't' for small samples (below 30 samples) ii. Application of 'f' test. iii. Analysis of Variance (ANOVA) 	10

Transactional Mode- Demonstration, Lecture, Guidance, participation, engagement

