

SHIVAJI UNIVERSITY, KOLHAPUR.



Accredited By NAAC with 'A' Grade

Faculty of Interdisciplinary Studies

Structure, Scheme and Syllabus For

Bachelor of Arts Part –III

Semester V & VI

HOME SCIENCE

Syllabus to be implemented from June, 2020 onwards.



SHIVAJI UNIVERSITY, KOLHAPUR

REVISED SYLLABUS (SEMESTER PATTERN) FOR B.A. III – HOME SCIENCE

CBCS PATTERN

1. TITLE : B.A. Part III (Home–Science)
Under Faculty of Interdisciplinary Studies
2. YEAR OF IMPLEMENTATION : New Syllabus (CBCS Pattern) (Semester Pattern) will be implemented from June 2020 onwards.
3. DURATION : B.A.III – Two Semester (One Year)
4. PATTERN OF EXAMINATION : Semester (CBCS Pattern)
Practical– Semester V-Internal Evaluation
- Semester VI-External Examination
5. MEDIUM OF INSTRUCTION : English or Marathi.
6. STRUCTURE OF COURSE : B.A. Part – III Two Semesters
(Ten Papers)

CHOICE BASED CREDIT SYSTEM IN B.A. (PROG) HOME SCIENCE

Structure of Course NEW Syllabus

2020-2021

B.A. Home Science under CBCS Pattern

B.A. I

S. N.	Class	Semester	Name of the Course
1	B.A. I	I	DSC-B-11 (Paper I) Fundamentals of Food and Nutrition
		II	DSC - B-25 (Paper II) Resource Management

B. A. II

S. N.	Class	Semester	Name of the Course
1	B.A. II	III	DSC - D-21: (Paper III) Basics of Interior Design DSC - D-22 : (Paper IV) Introduction to Food Safety and Preservation
		IV	DSC - D-49 : (Paper V) Fundamentals of Textile Science and Apparel Construction-I DSC - D-50 : (Paper VI) Introduction to Human Development

B.A. III

S. N.	Class	Semester	Name of the Course
1	B.A. III	V	DSE-E-111 : (Paper VII) Nutrition for the Family DSE-E-112 : (Paper VIII Entrepreneurship Development DSE-E-113 : (Paper IX) Fundamentals of Textile Science and Apparel Construction - II DSE-E-114 : (Paper X) Life Span Development DSE-E-115 : (Paper XI) Research Methodology in Home Science
		VI	DSE-E-236 :(Paper XII) Therapeutic Nutrition DSE-E-237 : (Paper XIV) Traditional Indian Textiles and Embroideries DSE-E-238 : (Paper XIII) Space Planning and Design DSE-E-239 : (Paper XV) Introduction to Guidance and Counseling DSE-E-240 : (Paper XVI) Extension for Development

DSC - Discipline Specific Course

DSE - Discipline Specific Elective

B.A. Part - III : HOME SCIENCE

Sr. No.	Semester	Title of the Paper and Course	Discipline	Distribution of Credit			Workload			Total Credit	Total Workload	Theory Marks	Practical /Sessional work
				Theory	Practical	Total	Theory (Lectures/week)	Practical Lectures/week)	Total (Lectures/week)				
1.	V	Nutrition for the Family (Course 7)	Home Science Course-DSE-E-111	3	2	5	3	4	7	24 (Theory-18 Practical-6)	30 (Theory-18 Practical-12)	40	10
2.	V	Entrepreneurship Development (Course 8)	Home Science Course-DSE-E-112	3	2	5	3	4	7			40	10
3.	V	Fundamentals of Textile Science and Apparel Construction - II (Course 9)	Home Science Course-DSE-E-113	4	2	6	4	4	8			40	10
4.	V	Life Span Development (Course 10)	Home Science Course-DSE-E-114	4	--	4	4	-	4			40	10
5	V	Research Methodology in Home Science (Course 11)	Home Science Course-DSE-E-115	4	--	4	4	--	4			40	10
6	VI	Therapeutic Nutrition (Course 12)	Home Science Course-DSE-E-236	3	2	5	3	4	7			40	10
7	VI	Space Planning and Design (Course 13)	Home Science Course-DSE-E-237	3	2	5	3	4	7			40	10

8	VI	Traditional Indian Textiles and Embroideries (Course 14)	Home Science Course-DSE-E-238	4	2	6	4	4	8	24	30	40	10
9	VI	Introduction to Guidance and Counseling (Course 15)	Home Science Course-DSE-E-239	4	--	4	4	--	4	(Theory-18)	(Theory-18)	40	10
10	VI	Extension for Development (Course 16)	Home Science Course-DSE-E-240	4	--	4	4	--	4	Practical-6)	Practical-12)	40	10

8. SCHEME OF EXAMINATION:

- The examination shall be at the end of each semester.
- All papers shall carry 40 marks for Theory and 10 marks for practical/sessional work.
- The evaluation of the performance of the students in theory shall be on the basis of semester examination as mentioned above.
- Question paper will be set in the view of the entire syllabus preferably covering each unit of the syllabus.
- Nature of question paper (Theory)
 - Q. 1: Objective type question 5 marks
 - Q. 2: Solve the following questions. (Any two out of Three) 20 Marks
(Descriptive or essay type question)
 - Q. 3: Write short notes (Any three out of five) 15 Marks
- The evaluation of the performance of the students in practical shall be on the basis of internal evaluation at the end of fifth semester and external examination at the end of sixth semester.

Equivalence of Papers:

Sr. No.	Class	Semester	Title of the Paper(Old)	Course	Title of the Course (New)
1.	B.A. III	V	Advanced Food Science	7	Nutrition for the Family
2.	B.A. III	V	Entrepreneurship Development	8	Entrepreneurship Development
3.	B.A. III	V	Fabric Ornamentation and Accessory Designing	9	Fundamentals of Textile Science and Apparel Construction - II
4.	B.A. III	V	Late Childhood to Adolescence	10	Life Span Development
5.	B.A. III	V	Research Methodology	11	Research Methodology in Home Science
6.	B.A. III	VI	Meal Management and Diet Therapy	12	Therapeutic Nutrition
7.	B.A. III	VI	Interior Decoration	13	Space Planning and Design
8.	B.A. III	VI	Fashion and Apparel Designing	14	Traditional Indian Textiles and Embroideries
9.	B.A. III	VI	Dynamics of Marriage and Family	15	Introduction to Guidance and Counseling
10.	B.A. III	VI	Home Science Extension Education	16	Extension for Development

SHIVAJI UNIVERSITY, KOLHAPUR
SYLLABUS
Choice Based Credit System
B.A. Part – III Semester – V
HOME SCIENCE, Course – 7, DSE-E-111
June 2020 onwards

DSE-E-111: NUTRITION FOR THE FAMILY

Preamble:

The course aims at giving knowledge about nutrition, balanced diet, RDA and meal planning. Nutrition is an important aspect of our life. Health of an individual depends on the nourishment provided through daily diet. Hence, it is necessary to impart the knowledge of nutrition and planning of balanced diet for various age groups.

COURSE OUTCOMES:

After completion of the course, the students will be able to-

1. acquaint with the concept of RDA, nutritional guidelines, nutritional importance and healthy food choices.
2. understand the concept and application of food exchange list and nutrition in daily meal planning.
3. to apply knowledge of meal planning in day to day life.

Total Credits: 5

Theory: 3 Credits

Practical: 2 Credits

Total Marks: 50

Workload: 7 lectures per week

Theory: 3 Lectures per week

Practical: 4 Lectures per week per batch

(Each batch consisting of 10 to 12 students)

Theory-40 Marks Practical - 10 Marks

THEORY

Module 1: Basic Concepts Meal Planning

15

- 1.1 Concept and Importance of Balanced Diet
- 1.2 Concept and Use of Food Exchange List
- 1.3 Concept and Importance of DRI(Dietary Reference Intakes) and RDA

1.4 Factors Affecting Meal Planning

1.5 Dietary Guidelines for Indians and Food Pyramid

Module 2: Nutrition during the Adult Years

10

2.1 RDA, nutritional guidelines, nutritional importance and healthy food choices for Adult

2.2 Physiological changes, RDA, nutritional guidelines, nutritional importance and healthy food choice for Pregnant Woman

2.3 Physiological changes, RDA, nutritional guidelines, nutritional importance and healthy food choice for Lactating Mother

2.4 Physiological changes, RDA, nutritional guidelines, nutritional importance and healthy food choice for Elderly

Module 3: Nutrition during Infancy and Early Childhood

10

3.1 Growth and development, RDA, nutritional guidelines, nutritional importance and healthy food choices for Infants

3.2 Growth and development, RDA, nutritional guidelines, nutritional importance and healthy food choices for Preschool Children

Module 4: Nutrition during School going age and Adolescence

10

4.1 Growth and development, RDA, nutritional guidelines, nutritional importance and healthy food choices for School Children

4.2 Physiological changes, RDA, nutritional guidelines, nutritional importance and healthy food choice for Adolescents

.PRACTICALS:

Practical 1. Factors to be consider while meal planning

Practical 2. Use of food exchange list

Practical 3. Nutritive value calculations

Practical 4. Planning and preparation of diet with Nutritive value calculations for

- Adolescent/Young Adult

- Pregnant Woman / Lactating Mother
- Preschool Child/ School Going Child
- Elderly Person

PRACTICAL ASSESSMENT: Internal Evaluation

Total Marks : 10

Scheme of Practical Assessment:

- | | |
|--------------------------------|----------------|
| Q. 1 Submission of Record book | 5 marks |
| Q. 2 Viva voce | 5 marks |

References:

1. Edelstein S, Sharlin J (ed). Life Cycle Nutrition- An Evidence Based Approach; 2009; Jones and Barlett Publishers.
2. Khanna K et al. Textbook of nutrition and dietetics; 2013; Phoenix Publisher.
3. Sharma S, Wadhwa A. Nutrition in the community- A textbook; 2003; Elite Publishing House Pvt. Ltd.
4. Jain P et al. *Poshan va swasthya ke mool siddhant (Hindi)*; First Ed; 2007; Academic Pratibha.
5. Malhan, Gupta, Jain. *Aahar aayojan, khadya sangrakshan evam griha vyavastha (Hindi)*; 1993; Sultan Chand & Sons Publishing.
6. Vrinda S. *Aahar Vigyan (Hindi)*; 2003; Shyam Prakashan.
7. Ghosh S. Nutrition and child care- A practical guide; 1997; Jaypee Bros.
8. Savage King F, Burgess A. Nutrition for developing countries; Second Ed; 1993; Oxford University Press.
9. Dietary Guidelines for Indians- A Manual; 2011; NIN, ICMR, Hyderabad.
10. Gopalan,C et al. Nutritive Value of Indian foods; 1994; NIN, ICMR, Hyderabad.
11. Raina U, Kashyap S et al. Basic Food Preparation-Complete Manual; 2005; Orient Longman
12. Seth V and Singh K (2006). Diet Planning through the Life Cycle: Part 1 Normal Nutrition. A Practical Manual. Elite Publishing House Pvt. Ltd. New Delhi.
13. Chadha R and Mathur P eds. (2015) Nutrition: A Lifecycle Approach: Orient Blackswan, New Delhi.

14. Shreelaxmi B.(2007). Dietetics: New Age International(P) Limited,Publishers, New Delhi
15. Joshi Shubhangini H.(2012). Nutrition and Dietetics with Indian Case Studies,Tata McGraw Hill Education Private limited, New Delhi
16. Dr. Molavane Manjusha S.(2001). *Poshhan Shastra(Marathi)*: Kailash Publications, Aurangabad.
17. Dr. Molavane Manjusha S.(2016). *Annache Vidnyan-Poshhan Shastra(Marathi): Aatmbhan Prkashan*, Hingoli. .
18. Farkade Triveni s. and Gonge Sulabha S.(2010). *Poshan Aani Aaharshastra(Marathi)*, Pimpalpure and co. Publishers, Nagpur.

Periodicals:

1. Asian Journal of Home Science
2. Indian Journal of Nutrition and Dietetics
3. Journal of Food Science and Technology
4. Indian Journal of Dairying, Food and Home Science
5. Indian Journal of Medical Research
6. American Journal of Clinical Nutrition
7. International Journal of Food Sciences and Nutrition
8. Journal of American Dietetics Association

SHIVAJI UNIVERSITY, KOLHAPUR
SYLLABUS
Choice Based Credit System

B.A. Part – III Semester – V
HOME SCIENCE, Course – 8, DSE E-112
June 2020 onwards

DSE E-112 : ENTREPRENEURSHIP DEVELOPMENT

Preamble:

Field of Home Science has "Entrepreneurship Development" as an integral part of the curriculum which act as a "Capacity Building" programme for potential entrepreneur in the field of Home Science. Each field of knowledge of Home Science opens the opportunities for entrepreneurship in various areas. This course aims at enriching the minds of the students who are interested in learning skills of entrepreneurship. Entrepreneurship development is the key to facilitate students and enhance the knowledge about process of entrepreneurship and understand the problem of entrepreneur and how to face the challenges before entrepreneurs.

COURSE OUTCOMES:

After the completion of course, students will be able to

1. Understand the concept of entrepreneurship
2. Prepare project proposal for new enterprise
3. Understand the policies and schemes of Go's and NGo's regarding start up of enterprise

Total Credits: 5

Workload: 7 lectures per week

Theory: 3 Credits

Theory: 3 Lectures per week

Practical: 2 Credit

Practical: 4 Lectures per week per batch

(Each batch consisting of 10 to 12 students)

Total Marks: 50

Theory-40 Marks Practical - 10 Marks

Theory

Module 1: Entrepreneur	10
1.1 Meaning and Definition of Entrepreneur	
1.2 Qualities of Successful Entrepreneur	
1.3 Types of Entrepreneur	
1.4 Obstacles to become an Entrepreneur	
1.5 Challenges before existing Entrepreneur	
Module 2: Entrepreneurship Development	15
2.1 Entrepreneurship - Concept, Definition and Importance	
2.2 Entrepreneurship Development - Concept, Objectives and Scope	
2.3 Process of Entrepreneurship Development	
2.4 Problems of Entrepreneurship Development	
Module III: Women Entrepreneurship	10
3.1 Concept and Functions of Women Entrepreneurship	
3.2 Qualities of Women Entrepreneur	
3.3 Problems and Remedies for Women Entrepreneurship	
3.4 Recent Trends in Women Entrepreneurship	
Module IV: Entrepreneurship Through Home Science Education	10
4.1 Scope of Home Science Education for Entrepreneurship	
4.2 Micro, Small and Medium Enterprises – Definition, Importance and Problems	
4.3 Policies and Schemes for Micro, Small and Medium Enterprises	

PRACTICALS:

Practical 1: Preparation of detail Project Report on any related topic.

Practical 2: Study Visit to any Small or Large Scale Industry

Practical 3: Interview of Successful Women Entrepreneur in the relevant field

Practical 4: One week training for skill development in any field and submission of report

PRACTICAL ASSESSMENT: Internal Examination

Total Marks: 10

Scheme of Practical Assessment:

- | | |
|---|-----------------|
| Q. 1 Submission of Record Book | 05 marks |
| Q. 2 Submission of Training Report with Viva-Voce | 05 marks |

RECOMMENDED READINGS:

1. Taneja and Gupta S.L., Entrepreneurship Development, New Venture Creation, Galgeha Publication Company, NewDelhi
2. Desai V., Entrepreneurship Development, Himalaya publication House, Mumbai
3. Khanna and Chand., Entrepreneurship Development, Ram Nagar New Delhi
4. Deshpande Manohar, Entrepreneurship of Small Scale Industries, Deep and Deep publication New Delhi.
5. Dr. A. K. Gawai, Fundamentals of Entrepreneurship; Fadake Prakashan, Kolhapur.
6. सुधीर सेवेकर, उद्योजकता: संकल्पना आणि प्रेरणा
7. डॉ.जितेंद्र अहिरराव उद्योजकता, चिन्मयप्रकाशनऔरंगाबाद
8. डॉ. शहा एन. व्ही, उद्योजकतेची मुलतत्त्वे, निराली प्रकाशन, पुणे
9. प्रा. सुधाकर मानकर, उद्योजकतेची मुलतत्त्वे, फडके प्रकाशन, कोल्हापूर २०१९
10. प्रा. शहा, उद्योजकता विकास, फडके प्रकाशन, कोल्हापूर २०१९

PERIODICALS:

1. Maharashtra Journal of Extension Education
2. उद्योजक MITCON, AURANGABAD
3. संपदा , मराठा चेंबर ऑफ कॉमर्स , मुंबई

SHIVAJI UNIVERSITY, KOLHAPUR
SYLLABUS
Choice Based Credit System
B.A. Part – III Semester – V
HOME SCIENCE, Course – 9, DSE E-113
June 2020 onwards

**DSE-E-113 - FUNDAMENTALS OF TEXTILE SCIENCE AND APPAREL
CONSTRUCTION -II**

Preamble:

The course with Textile Science and Apparel Construction aims at preparing students for entrepreneurship development in garment industry. The Course focuses on students to develop skills in apparel construction and textile printing and painting. The course familiarise the students with methods of printing, apparel construction, principles and elements of design etc. The course also introduces the basic knowledge of croqui. Course is equally focuses on imparting practical knowledge and understanding the subject.

Course Outcome:

Students will be able to

1. understand the concept of textile printing and painting.
2. apply the knowledge of elements and principles of design in apparel construction.
3. describe basic concepts of croqui.
4. demonstrate the elements of apparel construction.

Total Credits: 6

Theory: 4 Credits

Practical: 2 Credits

Total Marks: 50

Workload: 8 lectures per week

Theory: 4 Lectures per week

Practical: 4 Lectures per week per batch

(Each batch consisting of 10to 12 students)

Theory-40 Marks Practical - 10 Marks

Theory

Module1 : Introduction to Textile Printing and Painting

15

1.1 Concept of Textile Printing and Painting

1.2 Styles of Printing - Direct, Resist, Discharge

Methods of Evaluation: Internal Evaluation of Practical **Total marks: 10**

Q.1: Record Book **04 marks**

Q.2: Submission of Garments (03 marks each) **06 marks**

References:

1. Sodhia Manmeet, Dress Designing, Kalyani Publishers new Delhi.
2. Sodhia Manmeet, Designing Studies, Kalyani Publishers New Delhi
- 3 Sahu R. K., Handbook of Fashion and Textile Designing, Satyam Publishers and Distributors
Jaipur
4. Khurana Kamal, Draping and Pattern Making for Fashion Designing , 2012 Sonali Publication
New Delhi
5. Encyclopedia of Dress Making ,2010 A.P.H. Publishing House New Delhi
6. Gupta Sushma, Garg Neeru, Saini Renu ,Text Book of Clothing and Textiles, 2004
Kalyani Publishers New Delhi.
7. किटे कांचन,माळोदे भावना फॅशन डिझाईनिंगची मुलतत्वे २०१४ श्री साईनाथ प्रकाशन,
नागपूर
8. वैरागडे उज्ज्वला,अग्रवाल अन्विता ,वस्त्रशास्त्राचीसंकल्पनाव फॅशन डिझाईनिंग
2009 विद्या बुक्सपब्लिशर्सऔरंगाबाद .
9. काळे सुनिता,वस्त्रशास्त्र ,पवन प्रकाशन ,परभणी
10. झारापकर का.रा.शिवण शास्त्र भाग 1 व २ नवनीत पब्लिकेशन्स मुंबई
11. भिसे पद्मावती ,सोपे शिवणकाम ,मॅजेस्टीक बुकस्टॉल मुंबई
12. हेगडे कृ.म.शास्त्रोक्त शिवणकला भाग १ व २ हेगडे टेलरिंग कॉलेज पुणे.

SHIVAJI UNIVERSITY, KOLHAPUR

SYLLABUS

Choice Based Credit System

B.A. Part – III Semester – V

HOME SCIENCE, Course – 10, DSE E-114

June 2020 onwards

DSE-E-114 – LIFE SPAN DEVELOPMENT

Preamble:

The course in Life Span Development aims at preparing students in the field of Human Development. The course focuses on students developing an understanding of the changes and development during late childhood and adolescence. It familiarizes the students with characteristics of development in every area such as physical, motor, cognitive, social, emotional and moral. It also makes the students aware about the effect of the changes and problems faced during these stages. The course also equips the students with the understanding of the influence of family, peers and teachers during these years.

Objectives/Outcomes:

The course will enable students-

1. To understand the changes in the physical, motor, cognitive and moral development during late childhood and adolescence.
2. To know about the effects and problems faced during adolescence.
3. To understand the changes in socialization during late childhood and adolescence, it's impact on the relationship.
4. To understand the development of morality.
5. To identify the changes in emotionality of children and adolescence and the importance of self regulation.

Total Credits: 4

Workload: 4 lectures per week

Theory: 4 Credits

Theory: 4 Lectures per week

Total Marks: 50

Theory-40 Marks Sessional work- 10 Marks

Theory

Module 1 : Late Childhood (6 to 12 years): Physical, Motor and Emotional Development 15

- 1.1 Characteristics of Late Childhood
- 1.2 Physical Development- Height, weight, body proportion, muscle and fat, skeleton, brain.
- 1.3 Motor Development- Abilities for Motor Skills- flexibility, balance, agility, force, speed
- 1.4 Emotional Development- Developing sense of self, self- esteem, self control, heightened emotionality, emotional catharsis

Module2 : Late Childhood- Cognitive development, Social and Moral development 15

- 2.1 Cognitive Development- Logical thinking (concrete operations), development of concepts- conservation, seriation, classification, reversibility, numerate.
- 2.2 Social Development- Characteristics of child gangs, impact of gang behaviour, peers during late childhood, group leadership.
- 2.3 Moral Development- Parents and moral development, Kohlberg's theory (pre-conventional, conventional, post-conventional) , discipline and it's elements, role of family relationship.

Module 3 : Adolescence (12-20 years): Physical Growth, Effects and Problems 15

- 3.1 Meaning, definition and characteristics of Adolescence
- 3.2 Physical Growth- Height, weight, body proportion, changes in (primary and secondary) sexual characteristics, growth spurt.
- 3.3 Effect of Puberty- Health (importance of balanced diet, exercise, obesity, anaemia), attitude and behaviour, early and late maturity
- 3.4 Adolescent problems- Addictions (drugs, alcohol, mobile, gaming, social media), pre marital sex, teenage pregnancy, juvenile delinquency, Sexually Transmitted Diseases (STD's), depression and suicide, impulsive behaviours (risks and accidents), Eating Disorders (Anorexia Nervosa , Bulimia Nervosa)

Module 4 : Adolescence : Socialization 15

- 4.1 Friendships - Importance, characteristics, types of friendships (cliques, crowds, gang)

4.2 Relationship with family: Importance, causes of conflict with parents and siblings, Improvement

4.3 Relationship with peers: Importance, influence of peers

4.4 Relationship with teachers: Importance, influence of teachers

Sessional Work:

Seminar /Project on related topic

Internal Evaluation

Total marks - 10

Scheme of Sessional Work:

- | | |
|-----------------|-----------|
| 1. Submission | - 5 marks |
| 2. Presentation | - 5 marks |

References:

1. Dr. Khalane Shashikant, **वैकासिक मानसशास्त्र** (*Vaikasic Manasshashtra*)
(*Marathi*), Atharv Publication, Dhule
2. Dr. Jadhv K. M., **वैकासिक मानसशास्त्र** (*Vaikasic Manasshashtra*) (*Marathi*), Diamand
Publication, Pune
3. Hirave R. S. , Tadasare V. D. . **वैकासिक मानसशास्त्र** (*Vaikasic Manasshashtra*)
(*Marathi*), Phadake Prakashan, Kolhapur
4. Santrock John. W : Life Span Development, McGrawhill higher education, Boston
2004
5. Laura E. Berk : Child Development Prentice Hall of India Private Ltd. New Delhi
(India), 2007
6. Diane E. Papalia, Sally Wendkos, Ruth Duskin Felsman : Human Development, The
McGraw Hill Company Limited, New Delhi, 2004.
7. Hurlock E. B. : Child Development, 6th Edition, International Student Edition.
McGraw Hill Book Company, 1987.
8. Hurlock E. B. : Development Psychology, A life Span Approach. Tata Mc Graw - Hill
Publishing Company Ltd. New Delhi., 1980
9. Steinberg L. and Belsky J. : Infancy, Childhood & Adolescence Development Context.
McGraw - Hill, Inc. USA, 1991

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SYLLABUS
Choice Based Credit System
B.A. Part – III Semester – V
HOME SCIENCE, Course – 11, DSE E-115
June 2020 onwards

DSE-E-115- RESEARCH METHODOLOGY IN HOME SCIENCE

Preamble:

Research methodology is the path through which researcher formulate their problem and objective and present their result from the data obtained during the study period. Present paper focuses on types and steps in research, methodology- locale of the study, sources of data, data collection, sampling techniques, interpretation of data, researches in Home science, thrust areas in Home Science etc.

Course Outcomes:

After completion of course, students will be able to -

1. understand the concept and importance of research
2. know tools and methods of research
3. apply research tools in Home Science

Total Credits: 4

Theory: 4 Credits

Total Marks: 50

Workload: 4 lectures per week

Theory: 4 Lectures per week

Theory-40 Marks Practical - 10 Marks

Theory

Module 1: Introduction to Research	15
1.1 Concept of Research	
1.2 Need and Importance of Research	
1.3 Types of Research	
1.4 Steps of research	
Module 2: Research Methodology	15
2.1 Concept and Types of data	
2.2 Methods of Data collection	
2.3 Sampling techniques	
2.4 Interpretation of data - Measures of Central Tendency	
Module 3 – Researches in Home Science	15
3.1 Scope of Home Science Education in Research	
3.2 Facilities required for conducting research	
3.3 Use of reference material	
3.4 Report Writing - Concept and steps	
Module 4 – Thrust areas of Research in Home Science	15
4.1 Food and Nutrition	
4.2 Family Resource Management	
4.3 Human Development and Family Studies	
4.4 Textile Science and Apparel Construction	
4.5 Communication and Extension	
Sessional works –	Total 10 marks
Research Project on any topic related to Home Science	
Internal Evaluation:	Total Marks: 10
Project Submission	- 05 marks
Viva voce	- 05 marks

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SYLLABUS
Choice Based Credit System
B.A. Part – III Semester – VI
HOME SCIENCE, Course – 12, DSE E-236
June 2020 onwards
DSE-E-236: THERAPEUTIC NUTRITION

Preamble:

The course aims at giving knowledge about modification of normal diet according to illness of an individual. Therapeutic diet therapy proved to be beneficial in restoring normal health and protecting individual from further health attacks. Proper nutritional management is very crucial in treating any disease.

COURSE OUTCOMES:

After completion of the course, the students will be able to-

1. understand the etiology, clinical features , and types of various diseases.
2. to modify normal diet according changing needs of various therapeutic conditions.

Total Credits: 5

Theory: 3 Credits

Practical: 2 Credits

Total Marks: 50

Workload: 7 lectures per week

Theory: 3 Lectures per week

Practical: 4 Lectures per week per batch

(Each batch consisting of 10 to 12 students)

Theory-40 Marks Practical - 10 Marks

THEORY

Module 1. Introduction to Therapeutic Nutrition

15

1.1 Meaning and Objectives of Therapeutic Nutrition

1.2 Role of Dietician in Nutrition Care Process

1.3 Therapeutic adaptations of the normal diet

a. Progressive diets—clear fluid, full fluid, soft and regular

b. Method of Feeding-tube, parenteral

c. Modification of diet according nutrient requirement

Module 2: Etiology, clinical features, types and nutritional management of Infections and Fever **10**

- 2.1 Typhoid
- 2.2 Tuberculosis
- 2.3 HIV

Module III: Etiology, clinical features, types and nutritional management of G I Tract Disorders: **10**

- 3.1 Diarrhoea
- 3.2 Constipation

Module IV: Etiology, clinical features and nutritional management in Weight Imbalance: **10**

- 4.1 Overweight and Obesity
- 4.2 Underweight

PRACTICALS

Practical 1. Planning and preparation of Progressive diets—clear fluid, full fluid, soft and regular

Practical 2. Planning, preparation and nutritive value calculations of diet for Typhoid/Tuberculosis

Practical 3. Planning, preparation and nutritive value calculations of diet for Diarrhoea/Constipation,

Practical 4. Planning, preparation and nutritive value calculations of diets for Obesity/ Underweight

PRACTICAL ASSESSMENT: External Examination **Total Marks: 10**

Scheme of Practical Assessment:

- Q. 1 Submission of Record book **4 marks**
- Q. 2 Diet planning, preparation and nutritive value calculations of the following Therapeutic conditions (any one) **6 marks**
(Diet plan, Preparation and Calculations 2 marks each)
- Typhoid/ Tuberculosis
- Diarrhoea/Constipation
- Overweight and Obesity/ Underweight

RECOMMENDED READINGS:

1. Khanna, K, Gupta S, Seth, R, Passi, S. J, Mahna, R, Puri, S (2013). Text book of Nutrition• and Dietetics. Phoenix Publishing House Pvt. Ltd.
2. Mahan, L. K and Escott Stump, S (2013). Krause's Food & Nutrition Therapy, 13thed. Saunders-Elsevier. Stacy, Nix (2009)
3. William's Basic Nutrition and Diet Therapy, 13th Edition. Elsevier, Mosby
4. ICMR (1999). Nutritive Value of Indian Foods. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad
5. Joshi Shubhangini H.(2012). Nutrition and Dietetics with Indian Case Studies, Tata McGraw Hill Education Private limited, New Delhi
6. Waghmare-Naik, Shobha(2010): *Aaharopchar Aani Samudayik Poshan(Marathi)*, Vidya Books Publishers, Aurangabad
7. Shreelaxmi B.(2007). Dietetics: New Age International(P) Limited,Publishers, New Delhi
8. Farkade Triveni s. and Gonge Sulabha S.(2010). *Poshan Aani Aharshastra(Marathi)*, Pimpalpure and Co. Publishers, Nagpur

Periodicals:

1. Asian Journal of Home Science
2. Indian Journal of Nutrition and Dietetics
3. Journal of Food Science and Technology
4. Indian Journal of Dairying, Food and Home Science
5. Indian Journal of Medical Research
6. American Journal of Clinical Nutrition
7. International Journal of Food Sciences and Nutrition
8. Journal of American Dietetics Association

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HOME SCIENCE, Course – 13, DSE E-237
June 2020 onwards

DSE E-237: SPACE PLANNING AND DESIGN

Preamble:

Housing is the basic need of every person. Considering the availability of space and resources, it is necessary to plan the available space with proper amenities. This course aims at giving knowledge about principles and objectives of space planning, landscaping and kitchen gardening. Practical aspect of this course proved to be beneficial to develop various skills in space planning among students. Landscaping and Kitchen gardening skills help in developing attitude of Entrepreneurship in students.

Course Outcome:

After completion of course, students will able to-

1. prepare floor plan according to various income group.
2. utilise the skills of kitchen gardening and landscaping.

Total Credits: 5

Theory: 3 Credits

Practical: 2 Credits

Total Marks: 50

Workload: 7 lectures per week

Theory: 3 Lectures per week

Practical: 4 Lectures per week per batch

(Each batch consisting of 10 to 12 students)

Theory-40 Marks

Practical - 10 Marks

THEORY

Module I. Basic Concept in Space Planning and Design 10

- 1.1 Concept of house and adequacy of space
- 1.2 Characteristics and Principles of Space Planning
- 1.3 Importance of Housing
- 1.4 Factors affecting of housing needs of the family

Module II Space Planning 10

- 2.1 Factors in House planning- site selection (Soil, Health and Community facilities)
- 2.2 Types of houses
- 2.3 Symbols used in house plan
- 2.4 Types of House Plans.

Module III Housing and Interior Environment 15

- 3.1 Features of housing: Storage spaces, Kitchen, Terrace, Parking area, and Boundary walls.
- 3.2 Room by room planning
- 3.3 Plumbing
- 3.4 Drainage facility

Module IV Landscaping 10

- 4.1 Definition, Concept and Importance
- 4.2 Plants used in Landscaping
- 4.3 Material /Objects /Articles used in Landscaping
- 4.4 Kitchen Gardening –Concept, Importance, Guidelines

Practical:

- 1. Drawing of Symbols used in House plan with its meaning
- 2. Drawing of floor plan for Low income group.
- 3. Drawing of floor plan for Middle income group.
- 4. Drawing of floor plan for High income group.
- 5. Collection of Object/ Material used in Landscaping.
- 6. Visit to Landscaping site / Kitchen Garden.

Assessment of Practical Exam (External Exam) : Total Marks: 10

- 1. Record Book : 4 marks
- 2. Drawing floor plan for lower/middle/high income group: 4marks
- 3. Submission and evaluation of visit report: 2 marks

Reference Books:

1. Mark Kerlen, Space planning Basics, 3rd Edition. John Willey and Amp.sons.
2. Joseph De Chiara, Interior Design and Space, 2nd edition. Time Saver Standards
3. Aadhunik Gruha Yojana va Antargat Sajavat (Marathi): Dr. Vairagade, Latakar, Mule; Vidya Publishers Aurangabad.
4. Margaret G. and Greves Beryl, Fabric Furnishing Bulter, S. B.T. Batsford Ltd., London.
5. Deongarikerry K.S., Interior Decoration in India.
6. Encyclopedia of Interior Design and Decoration.
4. Fauliner and Faulkner, Inside Todays Home, Helt Rinehort and Winstd, New York.
5. Anna Rutt and Heng, Home Purnishing, Willey Eastern Pvt. Ltd., Delhi
9. Purohit S.S., Home Gardening.

Periodicals:

1. Inside and Outside
2. Journal of Interior Design
3. Interior Architecture and Interior Design
4. Journal of Architecture, London
5. Human Factors: The Journal of Human factors and Ergonomics Society
6. International Journal of Occupational safety and Ergonomics

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HOME SCIENCE, Course – 14, DSE E-238
June 2020 onwards

DSE-E-238: TRADITIONAL INDIAN TEXTILES AND EMBROIDERIES

Preamble:

India is the rich heritage, in terms of traditional textiles including hand embroideries of different states of India. It employs a wide variety of stitches, threads, fabrics and colours to beautify the traditional motifs from different aspects of nature and from different regions such as Kantha of West Bengal, Kasuti of Karnataka, etc. Indian traditional textile has a great market at global level due to its uniqueness in motifs, colour combination and fabrics. Brocade, Jamdani, Baluchari, Paithani, Patola etc. are famous traditional textiles of India. The course focuses on traditional textiles and embroideries with reference to motifs, colour combination and its history. It has a wide scope for developing entrepreneurship.

Course Outcome:

After completion of course, students will be able to-

1. understand the concept of Traditional Indian textile.
2. demonstrate skills in Traditional Indian Embroideries.
3. acquaint skill of basic and traditional embroidery.
4. develop entrepreneurship skills in traditional embroidery and stitches.

Total Credits: 6

Theory: 4 Credits

Practical: 2 Credit

Total Marks: 50

Workload: 8 lectures per week

Theory: 4 Lectures per week

Practical: 4 Lectures per week per batch

(Each batch consisting of 10 to 12 students)

Theory-40 Marks

Practical - 10 Marks

Theory

Module1 :Traditional Textiles of Maharashtra and Gujarat	15
1.1 History, technique, designs and colour: Paithani of Maharashtra	
1.2 History, technique, designs and colour: Patola of Gujarat	
Module 2 :Traditional Textiles of Banaras and West Bengal	15
2.1 History, technique, designs and colour: Brocades of Banasar	
2.2 History, technique, designs and colour: Balucheri and Jamdani of West Bengal	
Module 3 : Basic Indian Hand Embroidery Stitches	10
3.1 Material required for Indian Hand Embroidery	
3.2 Design and colour combination used in Hand Embroidery	
3.3 Basic Hand Embroidery Stitches- Running, Back, Stem, Lazy-Dazy, Chain, French Knot, Feather, Bullion, Satin, Buttonhole and Herringbone Stitch	
Module4 :Traditional Indian Hand Embroideries	20
History, Motiffs, Colour Combinations, Types of Threads and Stitches used in-	
4.1 Kantha of West Bengal	
4.2 Kasuti of Karnataka	
4.3 Chikankari of Utter Pradesh	
4.4 Phulkari of Panjab	

Practicals

1. Material used in Indian Hand Embroidery
2. Selection, drawing and tracing of motifs
3. Preparation of embroidery samples of the following Stitches:
 Running, Back, Stem, Lazy-Dazy, Chain, French Knot, Feather, Bullion, Satin,
 Buttonhole and Herringbone Stitch

4. Preparation of samples of the following:

1. Kantha of West Bengal
2. Kasuti of Karnataka
3. Chikankari of Uttar Pradesh
4. Phulkari of Punjab

Methods of Evaluation: External Practical Examination

Total marks : 10

Nature of Question Paper

Q.1: Record Book

04 marks

Q.2: Preparation of the following sample (Any One)

06 marks

Basic Hand Embroidery Stitches (Minimum Four Stitches)

OR

Kantha / Kasuti / Chikankari / Phulkari

(2 marks for colour combination, 2 marks for stitches used, 2 marks for finishing and neatness)

References:

1. The Costumes and Textiles in India, By Bhushan Brij Jamila, 1958, D. B. Taraporwala Sons and Co. Ltd, Bombay
2. The Kanthas of Bengal, By Dhamija Jasleen , 1971, The Times of India Annual
3. Indian Embroideries, By Irwin and Hall, published by S.R.Bastikar, P.B. 28, Ahemadabad
4. Kasuti of Karanataka, By Joshi Indira Popular Prakashan , Bombay,1963
5. Indian Embroidery By Savitri Pandit
6. Traditional Indian Textiles by Parul B. Abhishek Publications
7. Colourful Textiles of Rajasthan by Gulab Kothari Jaipur Printers
8. Bajaj Amrit ,Creating Sketching for Embroidery,Sonali Publications New Delhi

9. Naik Shailaja, Traditional embroideries of India, A. P. H. Publishing Corporation New Delhi
10. S. R. Bastikar, Indian Embroideries published by Irwin and Hall, P.B. 28, Ahmedabad
11. Joshi Indira, Kasuti of Karanataka (1963) Popular Prakashan , Bombay
12. Parul B. Traditional Indian Textiles, Abhishek Publications
13. Dhamija Jasleen, TheKanthas of Bengal (1971), The Times of India (Annual)
14. Kothari Gulab, Colourful Textiles of Rajasthan, Jaipur Printers
15. Bhushan Brij Jamila, The Costumes and Textiles in India, By, 1958, D. B. Taraporwala Sons and Co. Ltd, Bombay
16. SavitriPandit, Indian Embroidery
17. Chandapurkar Anita, *कर्नाटकी कशिदा, स्वाती प्रकाशन, पुणे, २०१०*
18. Tyagi Anita, Traditional Indian Textiles, Sonali Publications, New Delhi, 2016

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HOME SCIENCE, Course – 15, DSE E-239
June 2020 onwards

DSE-E-239 – Introduction To Guidance And Counseling

Preamble:

The course Introduction to Guidance and Counseling aims at introducing the basic concepts of Guidance and Counseling to students. It will familiarize the students with the qualities and skills of a good counselor and the process of counseling. Students will get acquainted to educational counseling as well as application of counseling for parents, family, in marriage relationships and career goals.

Course Outcomes:

After completion of course, the students enables to-

1. understand the basic concepts of guidance and counseling and its importance
2. know the qualities and skills of a good counselor
3. become aware of the ethical and professional issues
4. understand the process of counseling
5. get acquainted to educational and family counseling , role of teachers and its application in schools and colleges
6. become aware of the application of counseling for parents, families, in marriage and career

Total Credits: 4

Workload: 4 lectures per week

Theory: 4 Credits

Theory: 4 Lectures per week

Total Marks: 50

Theory-40 Marks

Sessional work - 10 Marks

Theory

- 1.5 Definition and importance of Guidance and Counseling, difference between guidance and counseling.
- 1.6 Goals of Counseling
- 1.7 Professional and Ethical Issues
- 1.8 Characteristics and skills of a counselor

Module2 : Counseling Process **15**

- 2.1 Preparation of Counseling
- 2.2 Counseling relationship
- 2.3 Content of Counseling
- 2.4 Factors affecting the counseling process

Module 3 : Educational Counseling **15**

- 3.1 Counseling the Elementary school child
- 3.2 Counseling High school child
- 3.3 Counseling college student
- 3.4 Role of teacher in Counseling

Module 4 : Counseling Application **15**

- 4.1 Family Counseling
- 4.2 Parent Counseling
- 4.3 Pre-marital and Marital Counseling
- 4.4 Career Counseling

Sessional Work:

1. Visit to family court/ Family Counselling Centre/ Career or School Counselling Centre
2. Counseling to Preschool/School children/college students/Parents with the help of counselling tools and submission of reports (5-10 subjects).

Internal Evaluation

Total marks - 10

1. Submission of visit report - 5 marks
2. Submission of counseling report - 5 marks

References:

1. Rao N.S. (2006), Counselling and Guidance, ISBN 0-07-460474-0, Tata McGraw Hill Publishing Co. Ltd., New Delhi, India
2. Gibson L.R., Mitchell H.M. (2005), Introduction to Counselling and Guidance, ISBN 81 297-1029-3, Pearson Education (Singapore) Pvt. Ltd., New Delhi India.
3. Narayanrao (1991) Counseling Psychology 2nd Reprint 2001, Tata McGraw Hill Publishing Comp. New Delhi
4. Alam S. (2008) Basics of Guidance and counseling . Global vision
5. Barki B.C. and Mukhopadhaya B. (1989) Guidance and Counseling : A Manual , sterling
6. Gunner J. 1984, Counselling and Therapy for Children
7. Kenedy E. 1977. On Becoming a Counselor: A Basic Guide for Non-Professional Counselor. Gill and McMillan.
8. Skinner C. 2006. Educational Psychology. Printice Hall of India.
9. Lily, Stephan M. Children with Exceptional Needs, Holt. Rinehart, 1979.
10. J. Warters, Techniques of Counselling
11. L.E. Moser and R.S. Moser, Counselling and Guidance: An Exploration
12. Sharma N. R., Educational and Vocational Guidance, Vinod Pustak Mandir, Agra.

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HOME SCIENCE, Course – 16, DSE E-240
June 2020 onwards

DSE-E-240 : EXTENSION FOR DEVELOPMENT

Preamble:

Extension is a programme and a process of helping rural people. It helps in adoption /of innovations. It improves standard of living of rural area. Extension promotes better social, natural, recreational, intellectual and spiritual aspect of the people. This course focuses on teaching learning and communication as well as use of ICT and modern communication means in extension development. It helps to familiarise with various conventional as well as advanced teaching methods to percolate the knowledge of Home Science to rural and urban slum for better living.

Course Outcomes:

After completion of the course, students will be able to-

1. understand the concept of extension for development
2. apply the principles and use of extension teaching methods
3. utilise the means of communication for extension development

Total Credits: 4

Theory: 4 Credits

Total Marks: 50

Workload: 4 lectures per week

Theory: 4 Lectures per week

Theory-40 Marks Sessional work - 10 Marks

Theory

Module 1: Education and Communication

15

- 1.1 Teaching – Definition and Principles
- 1.2 Learning – Definition and Principles
- 1.3 Education – Definition, Meaning and Types

Module 2: Extension Education **15**

- 2.1 Introduction, Definition and Objectives
- 2.2 Principles of Extensions Education
- 2.3 Extension Education Process
- 2.4 Extension workers: Definition and Qualities

Module 3:. Extension Teaching Methods **15**

- 3.1 Definition and Classification of Extension Teaching Methods
- 3.2 Individual Contact Methods – Farm & home visit, Telephone call, Personal letters
- 3.3 Group Contact Methods – General meeting, Lecture, Demonstration, Workshop, Seminar, Conferences, Symposium
- 3.4 Mass Contact Methods – Radio, Television, Film shows, Puppet show, Drama, Street play

Module 4. Means of Communication in Extension Education **15**

- 4.1 Communication – Definition, Process, Types
- 4.2 Audio Visual Aids - Meaning and Classification
- 4.3 Non Projected Aids: Posters, Boards, Graphs, Charts, Flash cards, Exhibition, Booklets and Models
- 4.4 Projected Aids: LCD, Interactive Board
- 4.5 Means of Advance Communication : ICT and Social Networking

Sessional Work:

- 1. Preparation of Chart /Poster
- 2. Preparation of Flash card/Folder
- 3. Preparation of Booklet/Model

Internal Assessment:

10 marks

Project submission : 05 marks

Viva -voce : 05 marks

References:

1. Dhama O.P. and Bhatnagar O. P., (2003), Education for Communication, New
2. Kumar and Hansra, (1997), Extension Education for Human Resource Development, Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi
3. Barker, L. (1990), 'Communication', New Jersey, Prentice Hall, Inc, 171
4. Devito, J. (1998), Human Communication, New York; Harper and Row
5. Patri and Patri (2002); Essentials of Communication, Greenspan Publications
6. A. Adivi Reddy, Extension Education
7. A. S. Sandhu, Text Book on Agricultural Communication