

 Estd. 1962 "A++" Accredited by NAAC (2021) With CGPA 3.52	SHIVAJI UNIVERSITY, KOLHAPUR 416 004, MAHARASHTRA PHONE : EPABX - 2609000, BOS Section - 0231-2609094, 2609487 Web : www.unishivaji.ac.in Email: bos@unishivaji.ac.in शिवाजी विद्यापीठ, कोल्हापूर, ४१६ ००४, महाराष्ट्र दूरध्वनी - इपीबीएक्स - २०६०९०००, अभ्यासमंडळे विभाग : ०२३१- २६०९०९४, २६०९४८७ वेबसाईट : www.unishivaji.ac.in ईमेल : bos@unishivaji.ac.in	 
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Ref.: SU/BOS/ IDS / 221

Date: 06 - 07- 2026

i) The Principal,
All concerned Affiliated Colleges/Institutions,
Shivaji University, Kolhapur

ii) The Head/Co-ordinator/Director,
All concerned Department,
Shivaji University, Kolhapur

Subject : Regarding revised syllabi of **B. A. Part III (Sem. III & IV)** degree programme under the Faculty of Inter- Disciplinary Studies as per NEP-2020 (2.0)

Sir/Madam,

With reference to the subject mentioned above, I am directed to inform you that the university authorities have accepted and granted approval to the revised syllabi, (nature of question paper and equivalence etc.) of **B. A. Part III (Sem. III & IV)** for following degree programmes under the Faculty of Inter- Disciplinary Studies as per National Education Policy, 2020 (NEP 2.0).

Education	Physical Education	Journalism
Home Science	Yoga	Social Work
Dress Making and Fashion Coordination (DMFC)	Sports (Entire)	Film Making

This syllabus (nature of question paper and equivalence etc) shall be implemented from the academic year **2026-2027** onwards. A soft copy containing the syllabus is attached herewith and it is also available on university website www.unishivaji.ac.in NEP-2020 (Online Syllabus)

The question papers on the pre-revised syllabi of above-mentioned programmes will be set for the examinations to be held in October /November 2026 & March/April 2027. These chances are available for repeater students, if any.

You are therefore, requested to bring this to the notice of all students and teachers concerned.

Thanking you,

Yours faithfully,



Dy Registrar

Encl. : as above

Copy to: For information and necessary action

1	The I/C Dean, Faculty of IDS	8	Affiliation T. 1 & T. 2 Section
2	Director, Board of Examination and Evaluation	9	Appointment A & B Section
3	The Chairman, Respective Board of Studies	10	P.G.Seminar Section
4	B. A. Exam Section	11	I. T. Cell
5	Eligibility Section	12	Internal Quality Assurance Cell (IQAC)
6	Computer Centre	13	Distance and online Education
7	P.G.Admission Section	14	O. E. 1 Exam Section

SHIVAJI UNIVERSITY, KOLHAPUR



Established: 1962

A⁺⁺ Accredited by NAAC (2021) With CGPA 3.52

New Syllabus For

BACHELOR OF ARTS (B. A.) IN HOME SCIENCE (23)

Under

FACULTY OF INTERDISCIPLINARY STUDIES

B. A. Part - III (Semester - V and VI)

STRUCTURE AND SYLLABUS IN ACCORDANCE WITH

NATIONAL EDUCATION POLICY - 2020

HAVING CHOICE BASED CREDIT SYSTEM

WITH MULTIPLE ENTRY AND MULTIPLE EXIT OPTIONS

(Syllabus To Be Implemented From Academic Year 2026-27 Onwards)

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1. PREAMBLE:

As a discipline Home Science integrates the ingredients of the Home Science, also known as Home Economics, is an interdisciplinary field of study that focuses on the scientific and systematic approach to home management. It encompasses a range of subjects such as resource management, food and nutrition, human development, textiles and clothing. Home Science provides individuals with the knowledge and skills necessary to maintain a healthy and harmonious home environment.

2. PROGRAMME LEARNING OUTCOMES (POs)

On the completion of the program student able to:

- Understanding of core knowledge of various specializations of Home Science.
- Apply the knowledge of the subject in day-to-day life through experiential learning.
- Identify their area of interest for further specialization.
- Develop skills; relate their knowledge to develop entrepreneurship.
- Develop skills in experimentation and research to understand the theoretical and experimental dimensions of Home Science

3. DURATION:

The bachelor of arts in **Home science** programme shall be a full time course of 3/4 years – 6/8 semesters duration with 22 credits per semester. (Total credits = 132/176)

4. ELIGIBILITY FOR ADMISSION:

The criteria for admission is as per the rules and regulations set from time to time by concerned departments, HEIs, university, government and other relevant statutory authorities.

5. MEDIUM OF INSTRUCTION:

The medium of instruction shall be ENGLISH or MARATHI. The students will have an option to write answer-scripts in ENGLISH or MARATHI. (except languages)

6. EXAMINATION PATTERN:

The pattern of examination will be Semester End Examination with Internal Assessment/Evaluation.

NOTE: Separate passing is mandatory for both, Semester End Examination and Internal Evaluation/Assessment. (Annexure-I)

7. SCHEME OF TEACHING AND EXAMINATION

Sr. No	Sem	Course	Course Category	Distribution of Credit			Workload (Lectures / week)			Total Credit	Total Work load	Theory Marks	Practical /Sessional work
				Theory	Practical	Total	Theory	Practical	Total				
1.	V	Nutrition for the Family	Major VII	3	1	4	3	2	5	Total Credit 22	Theory Work load 19 Practical Work load 6	80	20
2.	V	Textile science and Apparel construction II	Major VIII	3	1	4	3	2	5			80	20
3.	V	Entrepreneurship development	Major IX	2	-	2	2	-	2			40	10
4.	V	Life span development OR Community Nutrition	Elective I	3	1	4	3	2	5			80	20
5.	V	Dynamics Of Marriage And Family	Minor V	4	-	4	4	-	4			80	20
6.	V	Introduction to Indian traditional textiles	OE V	2	-	2	2	-	2			40	10
7.	V	Field Project	FP (Major)	-	2	2	-	2	2				50
8.	VI	Dietetics	Major X	3	1	4	3	2	5	Total Credit 22	Theory Work load 19 Practical Work Load 6	80	20
9.	VI	Traditional Indian textiles and embroideries	Major XI	3	1	4	3	2	5			80	20
10.	VI	Extension for Development	Major XII	2	-	2	2	-	2			40	10
11.	VI	Space planning and design OR Child Welfare and Children with Special Needs	Elective II	3	1	4	3	2	5			80	20
12.	VI	Introduction To Guidance And Counselling	Minor VI	4	-	4	4	-	4			80	20

13.	VI	On Job Training	OJT (Major)	-	4	4	-	4	4				100
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8.STRUCTURE OF PROGRAMME:

Credit Distribution Structure for B.A. I to III- with Multiple Entry and Exit Options.

COURSE CATEGORY	ABBREVIATION (Only 2 Letters)	DESCRIPTION
MAJOR	Mandatory (MM)	Major – Mandatory Course
	Elective (ME)	Major – Elective Course
MINOR	Minor (MN)	Minor - Course
IDC/MDC/GEC/OE	IDC (ID)	Interdisciplinary Course
	MDC (MD)	Multi-Disciplinary Course
	GEC (GE)	General Elective Course
	OE (OE)	Open Elective Course (Generic Course not from Major or Minor Category)
VSC/SEC	VSC (VS)	Vocational Skill Course
	SEC (SE)	Skill Enhancement Course
AEC/VEC/IKS	AEC (AE)	Ability Enhancement Course
	VEC (VA)	Value Education Course
	IKS (IK)	Indian Knowledge System
OJT/FP/CEP/CC/RP	OJT (OJ)	On Job Training
	FP (FP)	Field Project
	CEP (CE)	Community Engagement Project
	CC (CC)	Co-curricular Course
	RP (RP)	Research Project

Note:(Annexure-II)

C) Third Year Bachelor of Arts (B.A. – III) (UG DEGREE):

YEAR:	B.A. - III (Home Science)
SEMESTER:	V and VI
LEVEL:	5.5
TOTAL CREDITS	22 + 22 = 44
DEGREE AWARDED:	UG DEGREE (AFTER 132 CREDITS IN TOTAL)

C- I) B.A. – III : SEMESTER - V (TOTAL CREDITS - 22):

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
MAJOR	MAJOR - VII	Nutrition for the Family	BAU0325MMLP423E07	4
	MAJOR - VIII	Textile Science and Apparel construction II	BAU0325MMLP423E08	4
	MAJOR - IX	Entrepreneurship Development	BAU0325MML423E09	2
	ELECTIVE-I	Life Span Development	BAU0325MELP423E01	4
		Community Nutrition		
MINOR	MINOR - III	Dynamics Of Marriage And Family	BAU0325MNL423E03	4
OE	OE - V	Introduction to Indian Traditional Textiles	BAU0325OEL423E07	2
OJT/FP/CEP/CC/RP	FP (MAJOR)	Field Project	BAU0325FP423E01	2
TOTAL CREDITS:				22

C- 2) B.A. – III : SEMESTER - VI (TOTAL CREDITS - 22):

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
MAJOR	MAJOR - X	Dietetics	BAU0325MMLP423F10	4
	MAJOR - XI	Traditional Indian Textiles and Embroideries	BAU0325MMLP423F11	4
	MAJOR - XII	Extension for Development	BAU0325MML423F12	2

	ELECTIVE - II	Space Planning and Design	BAU0325MELP423F02	4
		Child Welfare and Children with Special Needs		
MINOR	MINOR - IV	Introduction To Guidance And Counselling	BAU0325MNL23F04	4
OJT/FP/ CEP/ CC/RP	OJT (MAJOR)	On Job Training	BAU0325OJT423F01	4
TOTAL CREDITS:				22
CREDITS FOR B.A. III (SEM V AND VI):				22 + 22 =44
CREDITS FOR B.A. – I (SEM I AND II) + B. A. II (SEM III AND IV) + B. A. III (SEM V AND VI) :				44 + 44 +44 = 132

9. EQUIVALENCE OF THE PAPERS AND COURSES:

Important Note: Under NEP, Equivalence will be given on the basis of Credits acquired at each Year and Not on the basis of Course/Subject. For Example, if student acquires 44 credits or Minimum required Credits prescribed in First Year of B.A., he or she will be eligible for B.A. II and can take admission for any course irrespective of his/her courses (Major or Minor) at B.A. I.

Equivalence: B. A. III Sem - V and VI

(Note: Add 'rows' as per course requirement and kindly apply proper course codes. The 'Papers' are considered as 'Course' in New Scheme.)

Sem No.	Paper Code	Title of Old Paper	Credit	Sem No.	Course Code	Title of New Course	Credit
V	95282	Nutrition for the Family	4	V	BAU0325MMLP423E07	Meal Planning For The Family (MM-VII)	4
V	95283	Entrepreneurship Development	4	V	BAU0325MMLP423E08	Textile science and Apparel construction II(MM-VIII)	4
V	95284	Fundamentals of Textile Science and Apparel Construction - II	4	V	BAU0325MML423E09	Entrepreneurship development (MM-IX)	2
V	95285	Life Span Development	4	V		Life span development /	4

					BAU0325MELP423E01	Community Nutrition (ME-I)	
V	95286	Research Methodology in Home Science	4	V	BAU0325MNL423E05	Dynamics Of Marriage And Family(MN-V)	4
V	97414	Fabric Ornamentation (SEC)	2	V	BAU0325OEL423E05	Introduction to Indian traditional textiles (OE-V)	2
V	95398	-		V	BAU0325FP423E01	Field Project	2
VI	95399	Dietetics	4	VI	BAU0325MMLP423F10	Dietetics (MM-X)	4
VI	95400	Space Planning and Design	4	VI	BAU0325MMLP423F11	Traditional Indian Textiles and Embroideries (MM-XI)	4
VI	95401	Traditional Indian Textiles and Embroideries	4	VI	BAU0325MML423F12	Extension for Development (MM-XII)	2
VI	95402	Introduction to Guidance and Counselling	4	VI	BAU0325MELP423F02	Space planning and design / Child Welfare and Children with Special Needs (ME-II)	4
VI	95403	Extension for Development	4	VI	BAU0325MNL23F06	Introduction To Guidance And Counselling (MN-VI)	4
VI	97434	Consumer Ergonomics (SEC)		VI	BAU0325OJT423F01	On Job Training	4

10. Determination of CGPA, Grading and declaration of results:

Shivaji University has adopted 10 point Grading System as follows:

- **In each semester, marks obtained in each course (Paper) are converted to grade points:** o If the total marks of course are 100 and passing criteria is 35%, then use the following Table for the conversion.

- If total marks of any of the course are different than 100 (e.g.50) and passing criterion is 35%, then marks obtained are converted to marks out of 100 as below:

1. Gradation Chart:

Table

Marks Obtained	Numerical Grade (Grade Point)		CGPA	Letter Grade
Absent	0 (zero)		-	Ab : Absent
0 - 34	0 to 4		0.0 – 4.99	F : Fail
35 - 44	5		5.00 – 5.49	C : Average
45 - 54	6		5.50 – 6.49	B : Above Average
55 - 64	7		6.50 – 7.49	B+ : Good
65 - 74	8		7.50 – 8.49	A : Very Good
75 - 84	9		8.50 – 9.49	A+ : Excellent
85 - 100	10		9.50 – 10.0	O : Outstanding

Note:

1. Marks obtained ≥ 0.5 shall be rounded off to next higher digit.
2. The SGPA & CGPA shall be rounded off to 2 decimal points.
3. Marks obtained in 50 marks or 200 marks paper shall be converted to 100 marks.

Calculation of SGPA & CGPA

1. Semester Grade Point Average (SGPA)

$$= \frac{\sum(\text{Course credits} \times \text{Grade points obtained}) \text{ of a semester}}{\sum(\text{Course credits}) \text{ of respective semester}} \text{ SGPA}$$

2. Cumulative Grade Point Average (CGPA)

$$= \frac{\sum(\text{Total credits of a semester} \times \text{SGPA of respective semester}) \text{ of all semesters}}{\sum(\text{Total course credits}) \text{ of all semesters}} \text{ CGPA}$$

11. NATURE OF QUESTION PAPER AND SCHEME OF MARKING:

I) For all **Undergraduate Programme (B.A.)** and programme under the faculty of Humanities Written Examination (80) + Internal Assessment (20) = Total (100 Marks)

1) FOR SOCIAL SCIENCES:

A) FOR FOUR CREDITS: Total Marks: 80 (Written)

Question No. 1: Multiple choice questions (10 MCQs) (02 marks each) 20 Marks

Pattern : Plain question with 4 alternatives.

Question No. 2: Short Notes (Any Four out of Six) 20 Marks

Question No. 3: Short Questions (Any Two out of Four) 20 Marks

Question No. 4: Long Question (Any One out of Two) 20 Marks

Note : Question Paper should cover all the units in the syllabus.

B) FOR TWO CREDITS: Total Marks: 40

Question No. 1: Multiple choice questions (05 MCQs) (02 marks each) 10 Marks

Pattern : Plain question with 4 alternatives.

Question No. 2: Short Notes or Questions with Brief Answers (Any Two out of Four) 10 Marks

Question No. 3: Long Questions (Any One out of Two) 20 Marks

Note : Question Paper should cover all the units in the syllabus.

SYLLABUS

HOME SCIENCE

B.A.Part - III

SEMESTER - V

HOME SCIENCE B. A. III, SEMESTER – V

Course Category: MAJOR MANDATORY

Course Name: MEAL PLANNING FOR THE FAMILY

Course Number: MM 07

Course Code: BAU0325MMLP423E07

Course Credits: 4

Marks: 4 Credits: Semester End: 80 Internal Practical Assessment: 20 Total Marks: 100

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 (Cos):

After studying the course, the student will be able to.....

- acquaint with the concept of RDA, nutritional guidelines, nutritional importance and healthy food choices.
- understand the concept and application of Balanced Diet, food exchange list and nutrition in daily meal planning.
- to apply knowledge of meal planning in day to day life.
- planning and preparation of diet with Nutritive value calculations.

Total Credits: 4

Theory: 3 Credits

Practical: 1 Credit

Workload: 5 lectures per week

Theory: 3 Lectures per week

Practical: 2 Lectures per week per batch

Module I: Basic Concepts Meal Planning

(Hours-15 , Credit - 1)

- 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 II: Nutrition during the Adult Years**(Hours-15 , Credit - 1)**

- 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 III: Nutrition during Infancy and Early Childhood**(Hours-15 , Credit - 1)**

- 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 IV: Nutrition during School going age and Adolescence**(Hours-15 , Credit - 1)**

- 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:

1. Factors to be consider while meal planning
2. Use of food exchange list
3. Nutritive value calculations
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:20****Scheme of Practical Assessment:**

Q. 1 Submission of Record book	10 marks
Q. 2 Viva voce	10 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. डॉ. मोळवणे मंजूषा स.(२००१) पोषणशास्त्र ,कैलाश पब्लिकेशनस,औरंगाबाद.
17. डॉ.मोळवणे मंजूषा स.(२०१६).अन्नाचे विज्ञान-पोषणशास्त्र आत्मभान प्रकाशन,हिंगोली.
18. फराकटे त्रिवेणी आणि गोंगे सुलभा (२०१०). पोषण आणि आहारशास्त्र पिंपळपुरे आणि को. पब्लिशर्स, नागपूर.
19. डॉ.संगीता जवंजाळ, डॉ.किरण बेल्लूरकर- मानवी पोषण आणि आहारशास्त्र, श्री.साईनाथ प्रकाशन, नागपूर.
20. मुटाटकर सुमती (२०१६) पोषण आणि आहारशास्त्र, कॉन्टिनेंटल प्रकाशन, ६९२ ,सदाशिव पेठ, पुणे.

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

HOME SCIENCE B. A. III, SEMESTER – V

Course Category: MAJOR MANDATORY

Course Name: TEXTILE SCIENCE AND APPAREL CONSTRUCTION -II

Course Number: MM 08

Course Code: BAU0325MMLP423E08

Course Credits: 4

Marks: 4 Credits: Semester End: 80 Internal Practical Assessment: 20 Total Marks: 100

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 familiarize 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 Outcomes (Cos):

After studying the course, the student will be able to.....

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

Total Credits: 4

Theory: 3 Credits

Practical: 1 Credit

Workload: 5 lectures per week

Theory: 3 Lectures per week

Practical: 2 Lectures per week per batch

Theory

Module I : Introduction to Textile Printing and Painting

(Hours-15 , Credit - 1)

1.1 Concept of Textile Printing

1.2 Styles of Printing - Direct, Resist, Discharge

1.3 Methods of Painting - Block, Stencil, Screen

1.4 Fabric Painting - Plain, Dotted, Lining, Triangle, Shading

Module II : Principles and Elements of Design in Apparel Construction (Hours-15 , Credit - 1)

2.1 Principles of Design - Proportion, Balance, Rhythm, Centre of Interest, Harmony

2.2 Elements of Design- Color, Line, Texture, Space, Shape and Silhouette

Module III : Basics of Croquis

(Hours-15 , Credit - 1)

3.1 Concept and Importance of Croquis

3.2 Ten Head Croquis - Front and Back view

3.3 Hand and Leg movements

Module IV : Elements of Apparel Construction

(Hours-15 , Credit - 1)

4.1 Necklines

4.2 Yokes

4.3 Sleeves

4.4 Collars

4.5 Fasteners

PRACTICALS:

1. Preparation of samples of the Block Printing, Stencil Printing
2. Preparation of samples of Tie and Dye (Bandhani) - Single Colour and Double Colour
3. Drafting, cutting and stitching of Kamiz/ Designer Kurti/ Short Top using elements of Apparel Construction
4. Drafting, cutting and stitching of Salwar/Chudidar/ Patiala using elements of Apparel Construction

PRACTICAL ASSESSMENT: Internal Evaluation

Total Marks:20

Q.1: Record Book

10 marks

Q.2: Submission of Garments (05 marks each)

10 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. किटेकांचन, माळोदे भावना, फॅशन डिझायनिंगची मुलतत्वे, २०१४, श्री साईनाथ प्रकाशन नागपूर
8. वैरागडे उज्वला, अग्रवाल अन्वीता , वस्त्रशास्त्राची संकल्पना व फॅशन डिझायनिंग, 2009, विद्याबुक्स पब्लिशसस, औरंगाबाद
9. काळे सुनिता, वस्त्रशास्त्र, पवन प्रकाशन, परभणी
10. झारापकर का.रा., शिवणशास्त्र भाग 1 व 2 नवनीत पब्लिकेशन मुंबई.
11. भिसे पद्मावती, सोपे शिवणकाम, मेजेस्टीक बुकस्टॉल, मुंबई
12. हेगडे कृ. म. शास्त्रोक्त शिवणकाम भाग 1 व 2, हेगडे टेलरिंग कॉलेज , पुणे
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14. मुजुमदार, स्वाती. निर्मल पब्लिकेशन, नवी पेठ, पुणे. ४११०३०.
15. राजहंस, सुप्रिया. फॅशन डिझायनिंग, राजहंस प्रकाशन प्रा. लि. १०२५, सदाशिव पेठ, पुणे ४११०३०

HOME SCIENCE B. A. III, SEMESTER – V

Course Category: MAJOR MANDATORY

Course Name: ENTREPRENEURSHIP DEVELOPMENT

Course Number: MM 09

Course Code: BAU0325MML423E09

Course Credits: 2

Marks: 2 Credits: Semester End: 40 Internal Assessment: 10

Total Marks: 50

Preamble:

"Entrepreneurship Development" as an integral part of the curriculum which act as a "Capacity Building" programmer for potential entrepreneur in their own field. 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 studying the course, the student will be able to.....

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

Total Credits: 2

Workload: 2 lectures per week

Theory: 2 Credits

Theory: 2 Lectures per week

Theory

Module I : Entrepreneurship Development

(Hours-15 ,Credit -1)

- 1.1 Entrepreneurship Development : Definition, need, scope,
- 1.2 Process & Characteristics of Entrepreneurship Development
- 1.3 Problems of Entrepreneurship Development
- 1.4 Micro, Small and Medium Enterprises – Definition, Importance and Problems
- 1.5 Qualities of Successful Entrepreneur

Module II: Policies towards promotion of entrepreneurship

(Hours-15 , Credit -1)

- 2.1 Central government

2.2 State government

2.3 Funding Agencies

2.4 Entrepreneurship Development Programme (EDP)

2.5 Project Report

Sessional work:

1: Study Visit to any Small or Large Scale Industry

2.: Interview of Successful Women Entrepreneur in the relevant field

INTERNAL ASSESSMENT: Total Marks: 10

Scheme of Internal Assessment:

Q. 1 Submission of Record Book – 10 marks

References:

1. Taneja and Gupta S.L., Entrepreneurship Development, New Venture Creation, Galgeha Publication Company, New Delhi
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 अहिराव, उद्योजकता, चिन्मय प्रकाशन, औरंगाबाद
8. डॉ. शाह एन. व्ही. ,उद्योजकतेची मुलतत्वे, निराली प्रकाशन, पुणे
9. प्रा. सुधाकर मानकर , उद्योजकतेची मुलतत्वे, 2019 फडके प्रकाशन, कोल्हापूर,
10. प्रा. शाह, उद्योजकता विकास, फडके प्रकाशन, कोल्हापूर, 2019
11. डॉ.उज्वला वैरागडे, प्रा.विद् युल्लता मुळे-सामुदायिक विकास व विस्तार शिक्षण व महिला सबलीकरण, विद्याबुक्स पब्लिकेशन, औरंगाबाद.

PERIODICALS:

1. Maharashtra Journal of Extension Education
2. उद्योजकता MITCON, Aurangabad
3. संपदा, मराठा चेम्बर्स ऑफ कॉमर्स, मुंबई

HOME SCIENCE B. A. III, SEMESTER – V

Course Category: MAJOR ELECTIVE

Course Name: LIFE SPAN DEVELOPMENT

Course Number: ME-01

Course Code: BAU0325MELP423E01

Course Credits: 4

Marks: 4 Credits: Semester End: **80** Internal Practical Assessment: 20 **Total Marks: 100**

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.

Course Outcomes:

After studying the course, the student will be able to.....

- To understand the changes in the physical, motor, cognitive and moral development during late childhood and adolescence.
- To know about the effects and problems faced during adolescence.
- To understand the changes in socialization during late childhood and adolescence, its impact on the relationship.
- To identify the changes in emotionality of children and adolescence and the importance of self regulation.

Total Credits: 4

Theory: 3 Credits

Practical: 1 Credit

Workload: 5 lectures per week

Theory: 3 Lectures per week

Practical: 2 Lectures per week per batch

Theory

Module I : Late Childhood Physical, Motor & Emotional Development (Hours-15 , Credit - 1)

- 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

Module II : Late Childhood Cognitive, Social & Moral Development

- 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 behavior, 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 III : Adolescence Physical Development & Problems (Hours-15 , Credit - 1)

- 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, anemia), attitude and behavior, 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 behaviors (risks and accidents), Eating Disorders (Anorexia Nervosa , Bulimia Nervosa)

Module IV : Adolescence : Socialization (Hours-15 , Credit - 1)

- 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

PRACTICAL:

Comparative Study of Development in Late Childhood vs. Adolescence

Study Objective

To observe, record, and analyze the physical, cognitive, and social-emotional differences between a child in **Late Childhood (ages 7–11)** and an **Adolescent (ages 13–18)**.

ASSESSMENT OF PRACTICAL EXAM (Internal Exam) : Total Marks: 20

- | | |
|---------------|----------|
| 1.Record Book | 10 marks |
| 2. Viva voice | 10 marks |

References:

1. Santrock John. W : Life Span Development, McGrawhill higher education, Boston,2004
2. Laura E. Berk : Child Development Prentice Hall of India Private Ltd. New Delhi(India) 2007
3. Diane E. Papalia, Sally Wendkos, Ruth Duskin Felsman : Human Development, The McGraw Hill Company Limited, New Delhi, 2004.
4. Hurlock E. B. : Child Development, 6th Edition, International Student Edition. McGraw Hill Book Company, 1987.
5. Hurlock E. B. : Development Psychology, A life Span Approach. Tata Mc Graw - Hill Publishing Company Ltd. New Delhi., 1980
6. Steinberg L. and Belsky J. : Infancy, Childhood & Adolescence Development Context. McGraw - Hill, Inc. USA, 1991
7. प्रा.प्रियंवदा श.विटकर –मातृकला आणि बालविकास
8. सौ.वीणा कांडिलकर – मानव विकास, विद्या प्रकाशन नागपूर.
9. सौ.सुमेधा लेले,मनीषा अष्टपुत्रे– बालविकास ,उच्च माध्यमिक
10. प्रा.त्रिवेणी फरकाडे, सौ.सुलभा गोंगे– विवाह आणि कौटुंबिक संबंध , विद्या प्रकाशन नागपूर.
11. डॉ.शशीकांत खाणे- वैकासिक मानसशास्त्र – अथर्व प्रकाशन,धुळे
12. हिरवे,तडसरे - वैकासिक मानसशास्त्र - फडके प्रकाशन, कोल्हापूर.
13. डॉ.जाधव के.एम.-वैकासिक मानसशास्त्र, डायमंड पब्लिकेशन,पुणे
14. डॉ. अनघा लवळेकर (२०१६). मानव विकास. पुणे,राजहंस प्रकाशन.

HOME SCIENCE B. A. III, SEMESTER – V

Course Category: MAJOR ELECTIVE

Course Name: COMMUNITY NUTRITION

Course Number: ME-01

Course Code: BAU0325MELP423E01

Course Credits: 4

Marks: 4 Credits: Semester End: 80 Internal Practical Assessment: 20 **Total Marks: 100**

Preamble:

This course provides a comprehensive understanding of public health nutrition and the socio-economic factors affecting the health of diverse communities. It focuses on identifying prevalent nutritional deficiencies in India and evaluating the effectiveness of national intervention programs. Students will gain practical expertise in nutritional assessment techniques and develop strategies for community-based health education. The curriculum aims to bridge the gap between academic theory and grassroots application to combat malnutrition. Ultimately, it prepares students to contribute effectively as nutrition educators and community health advocates.

Course Outcomes (COs):

- Understand the socio-economic determinants and current nutritional status of diverse communities in India.
- Recognize the clinical symptoms and causes of malnutrition, including protein-energy and micronutrient deficiencies.
- Demonstrate proficiency in using Anthropometric, Clinical, and Dietary methods to evaluate nutritional health.
- Assess the impact and functioning of national and international health programs like ICDS and Mid-Day Meal.
- Develop low-cost nutritional solutions and effective communication strategies for community-based health education.

Total Credits: 4

Theory: 3 Credits

Practical: 1 Credit

Workload: 5 lectures per week

Theory: 3 Lectures per week

Practical: 2 Lectures per week per batch

Theory

Module I: Nature and scope of community nutrition.

(Hours-15 , Credit - 1)

1. Nutritional problems of the community and implication for public health.
2. Causes, prevalence, signs & symptoms prevention and treatment of protein energy malnutrition, iron deficiency anaemia, iodine deficiency & fluorosis.

Module II : Nutrition Education.**(Hours-15 , Credit - 1)**

1. Meaning and importance of nutrition education.
2. Methods and evaluation of nutrition education programme.
3. Problems involved in organizing nutrition education programme for the community & how to solve them.

Module III: Nutritional programme & organizations**(Hours-15 , Credit - 1)**

4. National nutritional programme :- ICDS, M.D.M. programme, National Nutrition anaemia prophylaxis programme. (N.N.A.P.P.), vitamin A prophylaxis programme & Goitre control.
5. National organizations :- ICAR, ICMR, NIN, CFTRI.
6. International Organizations :- FAO, WHO, UNICEF, CARE.

Module IV : Nutritional Assessment.**(Hours-15 , Credit - 1)**

Assessment of nutritional status :-

- 1) Anthropometry
- 2) Dietary Survey
- 3) Clinical assessment
- 4) Laboratory methods : Biochemical & biophysical

PRACTICALS: (Any Two)

1. Scrap book regarding malnutrition.
2. Assignment on national nutrition programme or organizations working in the field of community nutrition.
3. Survey regarding malnutrition.
4. Conduct a study of malnutrition based on anthropometric measurements height, weight, head circumference & arm circumference (One sample).

ASSESSMENT OF PRACTICAL EXAM (Internal Exam) :**Total Marks: 20**

- | | |
|----------------|----------|
| 1. Record Book | 10 marks |
| 2. Viva voice | 10 marks |

REFERENCES:

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2. Swaminathan M.S. Essentials of foods and Nutrition, Vol.II, Bappa Publication.
3. Williams S.R. (1989) Women and Nutrition in India. Nutrition Foundation of India.
4. C Vaidya, D.B. Rao, "A text book of nutrition" Discovery Publishing House, New Delhi.
5. Wallace H. N. & Giri K. 1990 : Health Care of Women & Children in developing countries. Third party publishing co. Oakland California.
6. UNICEF (1994) : The Urban poor & Household food security, UNICEF.
7. IDRC (1993) : Gender, Health & Sustainable development.
8. केळकर शांता, आरोग्य आणि आहार शास्त्र, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई.
9. प्रा. सरल लेले, प्रा. आशा देऊसकर, महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळ, नागपूर-४४०००१.
10. डॉ. मोळवणे मंजुवा, आहारशास्त्र, कैलाश प्रकाशन औरंगाबाद.
11. प्रा. शोभा वाघमारे नईक, पोषण व आहार, विद्या बुक्स पब्लिशर्स, औरंगाबाद.
12. डॉ. आशा देऊसकर, मानवी पोषण आहारशास्त्राची मुलतत्ते विद्या प्रकाश नागपुर,
13. डॉ. सरले लेले, पोषण व आहारशास्त्राची मूलतत्वे, विद्या नागपुर,
14. प्रा. फरकाडे प्रा. गोमे, पोषण आणि आहारशास्त्र, पिपळापुरे अँड पब्लिशर्स नागपूर.
15. प्रा. राजकुमार कांबळे, अन्नसंरक्षण मेहता पब्लिशर्स हाऊस, पुणे.
16. प्रा. पी. के. कुलकर्णी, आरोग्य व समाज डायमंड, पब्लिकेशन्स, पुणे,

. HOME SCIENCE B. A. III, SEMESTER – V

Course Category: MINOR

Course Name: DYNAMICS OF MARRIAGE AND FAMILY

Course Number: MN-03

Course Code: BAU0325MNL423E03

Course Credits: 4

Marks: 4 Credits: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Preamble:

The course Dynamics of Marriage and Family offers an in-depth exploration of the core social institutions that shape human relationships and community structures. It aims to build a strong theoretical foundation by examining the evolving concepts of marriage and family within a modern context. Students will analyse critical life stages and challenges, including the transition to parenthood, family planning strategies, and methods for navigating domestic crises. Furthermore, the curriculum introduces essential legal frameworks to provide a clear understanding of the rights and responsibilities governing family life. By bridging the gap between sociological theory and practical adjustment, the course prepares students to understand and manage the complex interpersonal dynamics of contemporary society.

Course Outcomes:

After studying the course, the student will be able to.....

- Explain the fundamental structures and evolving social definitions of marriage and family.
- Identify strategies to navigate marital adjustment, parenthood challenges, and family crises effectively.
- Demonstrate an understanding of the diverse legal frameworks governing marriage and family institutions.
- Apply knowledge of family planning and interpersonal dynamics to foster healthy domestic environments.

Total Credits: 4

Theory: 4 Credits

Workload: 4 lectures per week

Theory: 4 Lectures per week

Theory

Module I: Concept of marriage

(Hours-15,Credit -1)

1.1 Definition and functions of marriage

1.2 Readiness for marriage - physiological, psychological, economical and others.

1.3 Factors to be considered for mate selection

1.4 Types of marriage - arranged, love, registered and others advantages and disadvantages

1.5 Pre and post marital counselling

Module II: Concept of Family

(Hours-15,Credit - 1)

2.1 Definition and functions of family

2.2 Types of family - Nuclear, joint, extended

2.3 Changing forms of family - causes and consequences

2.4 Role of husband and wife - Traditional and modern

Module III: Adjustment in marriage and family

(Hours-15,Credit -1)

3.1 Adjustment in marriage and family economical, sexual, in laws, career, religious and social.

3.2 Parenthood-concept of parenthood, the task of parenting and parenting skills, joys and challenges.

3.3 Family crisis concept, causes and ways of coping - divorce,

Module IV: Laws related to marriage and family

(Hours-15 , Credit -1)

4.1 Hindu marriage act, special marriage act,

4.2 Family violence act, sexual harassment at work place act,

4.3 Hindu succession act (Amendment act, 2005),

4.4 Pre Conception and Pre-Natal Diagnostic Techniques (Prohibition of sex selection act,2003),

4.5 Hindu Adoption and Maintenance Act-(HAMA), 1956.

Internal Assessment:

1. Survey of different types of marriages/family and its report writing
2. Collection of matrimonial advertisements through internet and printing media
3. Visit to family court or counselling centre.

Internal Assessment: Total 20 marks

Submission of project work on:

- | | |
|--|----------|
| 1. Report Writing of Survey work | 10 marks |
| 2. Collection of matrimonial advertisement: | 5 marks |
| 3. Visit report for family court or counselling centre | 5 marks |

References:

1. Marriage and Family in India, Kapadia K.M., Oxford University Press, Bombay.
2. Marriage and Family Development, Durall, E.M. (1977), Lippincott Co., Philadelphia.
3. Courtship, Marriage and Family, Dyer E.D. (1983), American Style, The Dorsey Press. Illinois.
4. Personal Adjustment, Marriage and Family, Landis J.T. and Landis M.G.,
Prentice Hall International INC. 1975.
5. Encyclopaedia of Marriage and Family.
6. The Family, Its Structures and Functions, Coser Rose (1975). Memillion Publication, New York.
7. Counselling Psychology, Narayanrao S. (1991), 2nd edition, Reprint 2001, Tata McGraw Hill
Publishing Company, New Delhi.
- 8 . The Indian Family in Transition, Augustine, J.S., Vikas Publishing House, New Delhi.
- 9 . Family and Its Relationship, Skinner
- 10 . समुपदेशन मानसशास्त्र, प्रा. पवार, प्रा. चौधरी, प्रशांत पब्लिकेशन्स, पुणे..

Periodicals:

1. Journal of Home Science, Vadodara
2. Research Reach, SNDT, Mumbai
3. Family Welfare Magazine

Course Category: OTHER ELECTIVE

Course Name: INTRODUCTION TO TRADITIONAL INDIAN TEXTILES

Course Number: OE-05

Course Code: BAU0325OEL423E05

Course Credits: 2

Marks: 2 Credits: Semester End: 30 Internal Assessment: 20 Total Marks: 50

Preamble:

India is the rich heritage, in terms of traditional textiles It employs a wide variety of threads, fabrics and colours to beautify the traditional motifs from different aspects of nature and from different regions. 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 with reference to motifs, colour combination and its history. It has a wide scope for developing entrepreneurship.

Course Outcomes:

After studying the course, the student will be able to.....

- understand the history and importance of traditional Indian textiles.
- Explain the unique ways textiles are made.
- Identify the traditional patterns and colors used in all four regions.
- Compare the making techniques of all four textile types to tell them apart.

Total Credits: 2

Workload: 2 lectures per week

Theory: 2 Credits

Theory: 2 Lectures per week

Theory

Module I :Traditional Textiles of Maharashtra and Gujarat (Hours-15 , Credit - 1)

- 1.1 History, technique : Paithani of Maharashtra
- 1.2 Motifs and color combination : Paithani of Maharashtra
- 1.3 History, technique : Patola of Gujarat
- 1.4 Motifs and color: Patola of Gujarat

Module II :Traditional Textiles of Banaras and West Bengal (Hours-15 , Credit - 1)

- 2.1 History, technique: Brocades of Banasar
- 2.2 Motifs and colour: Brocades of Banasar

2.3 History, technique : Balucheri and Jamdani of West Bengal

2.4 Motifs and color: Balucheri and Jamdani of West Bengal

INTERNAL ASSESSMENT: Total - 20 Marks

Seminar Presentation on relevant topic

Seminar Presentation : 10 Marks

Seminar Submission : 10 Marks

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. Traditional Indian Textiles by Parul B. Abhishek Publications
6. Bajaj Amrit ,Creating Sketching for Embroidery,Sonali Publications New Delhi
7. Naik Shailaja, Traditional embroideries of India, A. P. H. Publishing Corporation New Delhi
8. S. R. Bastikar, Indian Embroideries published by Irwin and Hall, P.B. 28, Ahmedabad
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13. Bhushan Brij Jamila, The Costumes and Textiles in India, By, 1958, D. B. Taraporwala Sons and Co. Ltd, Bombay
14. Savitri Pandit, Indian Embroidery
15. Tyagi Anita, Traditional Indian Textiles, Sonali Publications, New Delhi, 2016
16. चंदापूरकर अनिता ,कर्नाटकी कशिदा , स्वाती प्रकाशन,पुणे ,2010
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18. वैरागडे उज्वला अग्रवाल अन्वीता , वस्त्रशास्त्राची संकल्पना व फॅशन डिझायनिंग, 2009, विद्याबुक्स औरंगाबाद
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20. डॉ. वृंदा सिंह - वस्त्रविज्ञान एवं परिधान निर्माण पंचशील प्रकाशन,जयपूर.

HOME SCIENCE B. A. III, SEMESTER – V

Type: Field Project

Course Name: FIELD PROJECT

Course Number: FP-01

Course Code: BAU0325FP423E01

Course Credits: 2

Marks: 50 (Semester End: Project (40) + Viva Voce (10) = 50)

Course Outcomes (Cos):

After studying the course, the student will be able to.....

- To identify real-life family and community problems related to Home Science and formulate objectives.
- To choose appropriate methodology with proper tools and techniques.
- To analyze and interpret the data collected from different sources.
- To make decision or find out conclusions on the basis of data analysis.
- To prepare and present a systematic field project report.

Instructions for teachers and students while doing Field Project:

1. Selection of Field project should be related to the mandatory or elective courses in the concerned subject.
2. Field project should be FORMALLY ASSIGNED (In Written Form) by concerned teacher.
3. Field Project should be based on field work to be carried out by the student.
4. Submission of Field Project Report duly signed and certified by concerned teacher/guide is A PRE-REQUISITE FOR APPEARING TO VIVA-VOCE EXAMINATION.
5. TWO COPIES of Field Project Report in BOUND FORMAT should be submitted before Viva-Voce. One copy will be kept by department and the other will be returned to student.

Important Notes for Teachers:

1. Prepare an Appropriate Format of **PERMISSION LETTER** to be given to student to do the Field Project under the guidance of a concerned teacher.
2. Prepare an Appropriate Format for Writing the Field Report. Kindly see that the First Page and Certificate Page is common for all students. In the remaining part, try to maintain uniformity.

The format may be as follows:

Chapter I : Introduction and Research Methodology

Chapter II : Review of Literature / Theoretical Background / Conceptual Framework

Chapter III : Profile of the Organization / Area

Chapter IV : Analysis and Interpretation of the Data

Chapter V : Conclusion - It will include observations, findings, suggestions and conclusions.

HOME SCIENCE

B.A.Part - III

SEMESTER - VI

HOME SCIENCE B. A. III, SEMESTER – V

Course Category: MAJOR MANDATORY

Course Name: DIETETICS

Course Number: MM-10

Course Code: BAU0325MMLP423F10

Course Credits: 4

Marks: 4 Credits: Semester End: 80 External Practical Assessment: 20 Total Marks: 100

Preamble:

The course aims at giving knowledge about modification of normal diet according to illness of an individual. In Dietetics 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 Outcome:

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

- understand the Meaning and Objectives of Dietetics & Role of Dietician.
- differentiate therapeutic adaptations of the normal diet
- understand the etiology, clinical features, and types of various diseases.
- to modify normal diet according changing needs of various therapeutic conditions.

Total Credits: 4

Theory: 3 Credits

Practical: 1 Credit

Workload: 5 lectures per week

Theory: 3 Lectures per week

Practical: 2 Lectures per week per batch

Theory

Module I. Introduction to Dietetics

(Hours-15 , Credit-1)

1.1 Meaning and Objectives of Dietetics

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 Modification of diet according nutrient requirement

Module II: Ethology, clinical features, types and nutritional management of Infections and Fevers

(Hours-15 , Credit - 1)

1.1 Typhoid

1.2 Tuberculosis

1.3 HIV

Module III: Ethology, clinical features, types and nutritional management of G I Tract Diseases:

(Hours-15 , Credit – 1)

3.1 Diarrhea

3.2 Constipation

Module IV: Ethology, clinical features and nutritional management in Life Style Disorders.

(Hours-15 , Credit - 1)

4.1 Obesity

4.2 Diabetes Mellitus

4.3 Hypertension

PRACTICALS:

1. Planning and preparation of **Progressive diets—clear fluid, full fluid, soft and regular**
2. Planning, preparation and nutritive value calculations of diet for **Tuberculosis / HIV**
3. Planning, preparation and nutritive value calculations of diet for **Diarrhea /Constipation,**
4. Planning, preparation and nutritive value calculations of diets for **Diabetes Mellitus / Hypertension**

PRACTICAL ASSESSMENT: External Examination

Total Marks: 20

Scheme of Practical Assessment:

Q. 1 Submission of Record book **10 marks**

Q. 2 Diet planning, preparation and nutritive value calculations of the following

Therapeutic conditions (any one) **10 marks**

(Diet plan 4 marks, Preparation 3 marks and Calculations 3 marks each)

- Tuberculosis / HIV
- Diarrhea/ Constipation
- Diabetes Mellitus / Hypertension

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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
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5. Joshi Shubhangini H.(2002). Nutrition and Dietetics with Indian Case Studies,Tata McGraw Hill Education Private limited, New Delhi
6. Shreelaxmi B.(2007). Dietetics: New Age International(P) Limited,Publishers, New Delhi
7. Farkade Triveni s. and Gonge Sulabha S.(2010). *Poshan Aani Aharshastra(Marathi)*, Pimpalapure and Co. Publishers, Nagpur
8. Dr.Sangita Javanjal and Dr.Kiran Belurkar (2018) *Manavi Poshan Aani Aaharshastra (Marathi) :* Sri Sainath Prakashan,Nagpur
9. डॉ. मंजुषा सुभाष मोळवणे – आहार शास्त्र , कैलाश पब्लिकेशन्स,औरंगपुरा,औरंगाबाद (सांभाजीनगर)
10. प्रा. सौ. शोभा वाघमारे नाईक- आहारोपचार आणि सामुदाईक पोषण, विद्याबुक्स पब्लिकेशन्स, औरंगाबाद
11. डॉ.संगीता जवंचाळ, डॉ.किरण बेललूरकर– मानवी पोषण आणि आहारशास्त्र,श्री.साईनाथ प्रकाशन,नागपूर.
12. कुलकर्णी,सई निराली,उपचारात्मक आहारशास्त्र .(२०१८)प्रकाशन, पुणे ४११००५
13. देशपांडे,माधुरी.(२०१४). आहार आणि आरोग्य,मेहता पब्लिशिंग हाऊस,सदाशिव पेठ,पुणे.

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

HOME SCIENCE B. A. III, SEMESTER – VI

Course Category: MAJOR MANDATORY

Course Name: TRADITIONAL INDIAN TEXTILES AND EMBROIDERIES

Course Number: MM-11

Course Code: BAU0325MMLP423F11

Course Credits: 4

Marks: 4 Credits: Semester End: 80 External Practical Assessment: 20 Total Marks: 100

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 Outcomes:

After studying the course, the student will be able to.....

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

Total Credits: 4

Theory: 3 Credits

Practical: 1 Credit

Workload: 5 lectures per week

Theory: 3 Lectures per week

Practical: 2 Lectures per week per batch

Theory

Module I :Traditional Textiles of Maharashtra and Gujarat

(Hours-15 , Credit -1)

1.1 History, technique, designs and colour: Paithani of Maharashtra

1.2 History, technique, designs and colour: Patola of Gujarat

Module II :Traditional Textiles of Banaras and West Bengal

(Hours-15 , Credit - 1)

2.1 History, technique, designs and colour: Brocades of Banasar

2.2 History, technique, designs and colour: Balucheri and Jamdani of West Bengal

Module III : Basic Indian Hand Embroidery Stitches**(Hours-15 , Credit - 1)**

- 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

Module IV :Traditional Indian Hand Embroideries**(Hours-15 , Credit - 1)**

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:

- a) Kantha of West Bengal
- b) Kasuti of Karnataka
- c) Chikankari of Utter Pradesh
- d) Phulkari of Punjab

PRACTICAL ASSESSMENT: External Examination**Total Marks: 20****Nature of Question Paper****Q.1: Record Book****10 marks**

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

10 marks

Basic Hand Embroidery Stitches (Minimum Four Stitches)

OR

Kantha / Kasuti / Chikankari / Phulkari

(2 marks for colour combination, 2 marks for stitches used, 6 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
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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. Savitri Pandit, Indian Embroidery
17. Tyagi Anita, Traditional Indian Textiles, Sonali Publications, New Delhi, 2016
18. प्रभावती पूरम भरतकला,उत्कर्ष प्रकाशन
19. सौ.विजया साळगावकर – भरतकला व फॅब्रीक पेंटिंग
20. डॉ. कांचन काटे, भावना माळोदे- फॅशन डिझायनिंगची मुलतत्वे
21. वैरागडे उज्वला अग्रवाल अन्वीता , वस्त्रशास्त्राची संकल्पना व फॅशन डिझायनिंग, 2009, विद्याबुक्स पब्लिशसस, औरंगाबाद
22. निर्मला सी. मिस्त्री – भरतकाम डिझाईन्स, नवनीत पब्लिकेशन्स (इंडिया) लिमिटेड

23. चंद्रपूरकर, अनिता, (२०१०) कर्नाटकी कशिदा, स्वाती प्रकाशन, पुणे.
24. डॉ. वृंदा सिंह – वस्त्रविज्ञान एवं परिधान निर्माण पंचशील प्रकाशन, जयपूर
25. आठवले, सुहासिनी. (२००८). भारतीय भरतकाम आणि कला, विद्या प्रकाशन, नागपूर.

HOME SCIENCE B. A. III, SEMESTER – VI

Course Category: MAJOR MANDATORY

Course Name: EXTENSION FOR DEVELOPMENT

Course Number: MM-12

Course Code: BAU0325MML423F12

Course Credits: 2

Marks: 2 Credits: Semester End: 40 Internal Assessment: 10 Total Marks: 50

Preamble:

Extension is a program 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 familiarize 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 (Cos):

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

- understand the concept of extension for development
- apply the principles and use of extension teaching methods
- utilize the means of communication for extension development

Total Credits: 2
Theory: 2 Credits

Workload: 2 lectures per week
Theory: 2 Lectures per week

Theory

Module I: Extension Education & Extension Teaching Methods (Hours-15 , Credit -1)

1.1 Extension Education – Meaning, Definition and Objectives

1.2 Process & Principles of Extensions Education

1.3 Extension workers: Definition and Qualities

1.4 Definition and Classification of Extension Teaching Methods

- Individual Contact Methods – Farm & home visit, Telephone call, Personal letters
- Group Contact Methods – General meeting, Lecture, Demonstration, Workshop
- Mass Contact Methods – Radio, Television, Film shows, Street play

Module II.Communication Means of Communication in Extension Education

(Hours-

15,Credit-1)

- 2.1 Communication – Definition, Process, Types
- 2.2 Audio Visual Aids - Meaning and Classification
- 2.3 Non Projected Aids: Posters, Boards, Graphs, Charts, Flash cards, Exhibition, Booklets and Models
- 2.4 Projected Aids: LCD, Interactive Board
- 2.5 Means of Advance Communication : ICT and Social Networking

Sessional Work:

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

Internal Assessment: 10 marks

Project submission : 10 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
- 8. बा.बा.तिजारे- सामुदायिक विकास आणि विस्तार शिक्षण, महाराष्ट्र विद्यापीठ ग्रंथप्रसारण मंडळ
- 9. डॉ.उज्वला वैरागडे,प्रा.विद् युल्लता मुळे-सामुदायिक विकास व विस्तार शिक्षण व महिला सबलीकरण, विद्याबुक्स पब्लिकेशन,औरांगाबाद .
- 10.च. बा. लाखे- सामुदायिक विकास व विस्तार कार्याची मुलतत्वे, श्री. मंगेश प्रकाशन, नागपूर
- 11. प्रा. फरकाडे त्रिवेणी,सौ. गोंगे सुलभा – गृहविज्ञान विस्तार, विद्याबुक्स पब्लिकेशन,नागपूर
- 12. वाघमारे, शोभा .(२०१५). गृहविज्ञान विस्तार पद्धती,निराली प्रकाशन,पुणे.
- 13. गुल्हाणे,रश्मी .(२०२८). गृहविज्ञान विस्तार शिक्षण. श्री प्रकाशन.

HOME SCIENCE B. A. III, SEMESTER – VI

Course Category: MAJOR ELECTIVE

Course Name: SPACE PLANNING AND DESIGN

Course Number: ME-02

Course Code: BAU0325MELP423F02

Course Credits: 4

Marks: 4 Credits: Semester End: 80 External Practical Assessment: 20 Total Marks: 100

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 (Cos):

After completion of course, students will able to-

- understand the basic concepts of Space Planning and Design
- gain the ability to analyze and prepare floor plan according to various income group.
- utilize the skills of kitchen gardening and landscaping.

Total Credits: 4

Workload: 5 lectures per week

Theory: 3 Credits

Theory: 3 Lectures per week

Practical: 1 Credit

Practical: 2 Lectures per week per batch

THEORY

Module I: Basic Concept in Space Planning and Design

(Hours-15 , Credit - 1)

1. Concept of house and adequacy of space
2. Characteristics and Principles of Space Planning
3. Importance of Housing
4. Factors affecting of housing needs of the family

Module II: Space Planning**(Hours-15 , Credit - 1)**

- 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**(Hours-15 , Credit - 1)**

- 1.1 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**(Hours-15 , Credit - 1)**

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

Practical's:

- 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: 20**

- | | |
|--|----------|
| 1.Record Book : | 10 marks |
| 2.Drawing floor plan for lower/middle/high income group: | 5 marks |
| 3.Submission and evaluation of visit report: | 5 marks |

References:

- 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.
7. Fauliner and Faulkner, Inside Todays Home, Helt Rinehort and Winstd, New York.
8. Anna Rutt and Heng, Home Purnishing, Willey Eastern Pvt. Ltd., Delhi
9. Purohit S.S., Home Gardening.
10. प्रा.त्रिवेणी फरकाडे,सौ सुलभा गोंगे- कौटुंबिक संसाधनांचे व्यवस्त्रथापन आणि गृह सजावट
11. डॉ.सौ. लीना कांडिकर – कौटुंबिक संसाधनांचे संकल्पना
12. डॉ.वैरागडे,प्रा.लाठकर,मुळे – आधुनिक गृहयोजना व अंतर्गत सजावट, विद्या बुक्स पब्लिशस,औरंगपुरा,औरंगाबाद
13. वाघमारे ,शोभा.(२०१६). गृहसजावट आणि गृहव्यवस्थापन.निराली प्रकाशन,पुणे
14. कुलकर्णी,अंजली . अ २०१४). आंतरिक गृहसजावट,कॉन्टिनेन्टल प्रकाशन,सदाशिव पेठ,पुणे.
15. काळे,प्रज्ञा.(२०१८). जागा नियोजन आणि गृहसजावट,विद्या प्रकाशन,नागपूर.

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 Ergonomic

HOME SCIENCE B. A. III, SEMESTER – VI

Course Category: MAJOR ELECTIVE

Course Name: CHILD WELFARE AND CHILDREN WITH SPECIAL NEEDS

Course Number: ME-02

Course Code: BAU0325MELP423F02

Course Credits: 4

Marks: 4 Credits: Semester End: 80 External Practical Assessment: 20 Total Marks: 100

Preamble :

The quality of a nation's human capital is fundamentally determined by the care and opportunities provided to its children. Home Science, as an interdisciplinary field, emphasizes the holistic development of individuals within the family and society. This course, "Child Welfare and Children with Special Needs," is designed to provide students with a comprehensive understanding of the protective, developmental, and rehabilitative frameworks required to ensure every child reaches their full potential, regardless of their physical, cognitive, or social circumstances.

Course Outcomes (Cos):

After completion of course, students will able to-

- Identify and advocate for the fundamental rights of children as per national and international standards.
- Recognize early signs of developmental delays and disabilities, facilitating timely intervention.
- Critically evaluate the role of community and institutional services in rehabilitating vulnerable children.
- Develop empathy and professional ethics required to work with diverse populations in inclusive settings.

Total Credits: 4

Workload: 5 lectures per week

Theory: 3 Credits

Theory: 3 Lectures per week

Practical: 1 Credit

Practical: 2 Lectures per week per

batch

THEORY

Unit I: Introduction to Child Welfare

(Hours-15 , Credit - 1)

1.1 Definition and objectives of Child Welfare.

1.2 Rights of the Child (UNCRC).

1.3 National Policies for Children in India.

1.4 Institutional and Non-institutional services: Orphanages, Foster care, Adoption, and Observation homes.

Unit II: Children with Special Needs (CWSN) - Physical & Sensory (Hours-15 , Credit - 1)

2.1 Definition and Classification of Special Children.

2.2 Visual Impairment: Causes, identification, and educational integration.

2.3 Hearing Impairment: Types, causes, and sign language basics.

2.4 Orthopedic Impairment: Causes and rehabilitation.

Unit III: Intellectual and Developmental Challenges (Hours-15 , Credit - 1)

3.1 Intellectual Disability (Mental Retardation): Classification (Educable, Trainable, Profound) and causes.

3.2 Learning Disabilities (Dyslexia, Dysgraphia, Dyscalculia): Characteristics and remedial teaching.

3.3 Autism Spectrum Disorder (ASD): Early signs and behavioral characteristics.

3.4 Gifted Children: Characteristics and enrichment programs.

Unit IV: Social and Emotional Challenges (Hours-15 , Credit - 1)

4.1 Juvenile Delinquency: Causes and prevention.

4.2 Children in Difficult Circumstances: Street children, Child labor, and Abused children.

4.3 Role of NGO's (Childline, UNICEF, CARE) in child protection.

PRACTICALS:

1. **Case Study:** Preparation of a detailed case study of a child with special needs (based on observation and interviews).
2. **Institutional Visit:** A visit to a Special School, Orphanage, or Remand Home and submission of a detailed report.
3. **Survey:** A survey of 5 parents to understand their awareness regarding child rights and welfare schemes.

ASSESSMENT OF PRACTICAL EXAM (EXTERNAL EXAM) : Total Marks: 20

- | | |
|----------------|----------|
| 1. Record Book | 10 marks |
| 2. Viva voice | 10 marks |

REFERENCES:

1. Dass, M. (2018). Child Development and Welfare Services. New Delhi: Dominant Publishers.
2. Hurlock, E. B. (2017). Child Development (6th ed.). New Delhi: McGraw Hill Education.
3. Pani, M. (2015). Children with Special Needs. New Delhi: Discovery Publishing House.
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5. Taneja, S. (2020). Introduction to Exceptional Children. New Delhi: Pearson Education.
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8. पॅट्रिक, ए. (२०१७). विशेष गरजा असणारी बालके. नागपूर: हिमालय पब्लिशिंग हाऊस.
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HOME SCIENCE B. A. III, SEMESTER – VI

Course Category: MINOR

Course Name: INTRODUCTION TO GUIDANCE AND COUNSELLING

Course Number: MN-04

Course Code: BAU0325MNL423F04

Course Credits: 4

Marks: 4 Credits: Semester End: 80 Internal Assessment: 20 Total Marks: 100

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 (Cos):

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

- Understand the basic concepts of guidance and counseling and its importance.
- Know the qualities and skills of a good counselor.
- Become aware of the ethical and professional issues.
- Understand the process of counseling.
- Get acquainted to educational and family counseling , role of teachers and its application in schools and colleges.
- Become aware of the application of counseling for parents, families, in marriage and career.

Total Credits: 4

Theory: 4 Credits

Workload: 4 lectures per week

Theory: 4 Lectures per week

Theory

Module I : Introduction to Guidance and Counselling

(Hours-15 ,Credit -1)

1.1 Definition and importance of Guidance and Counselling, difference between guidance and counselling.

1.2 Goals of Counselling

- 1.3 Professional and Ethical Issues
- 1.4 Characteristics and skills of a counselor

Module II : Counselling Process

(Hours-15,Credit -1)

- 2.1 Preparation of Counselling
- 2.2 Counselling relationship
- 2.3 Content of Counselling
- 2.4 Factors affecting the counselling process

Module III : Educational Counselling

(Hours-15 , Credit - 1)

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

Module IV : Counselling Application

(Hours-15 , Credit - 1)

- .1 Family Counselling
- .2 Parent Counselling
- .3 Pre-marital and Marital Counselling
- .4 Career Counselling

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 counseling tools and submission of reports (5-10 subjects).

INTERNAL EVALUATION

Total marks – 20

- 1.Submission of visit report - 10 marks
- 2.Submission of counselling report - 10 marks

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 15. देशपांडे, अनिरुद्ध (२०१०). मार्गदर्शन आणि समुपदेशन, फडके प्रकाशन, कोल्हापूर.
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HOME SCIENCE B. A. III, SEMESTER – VI

C) TEMPLATE FOR INTERNSHIP (ON JOB TRAINING) AND RESEARCH INTERNSHIP:

Syllabus format for On the Job Training/ Internship (OJ)

Type: On Job Internship (Training) (OJ)

Course Name: On Job Training

Course Number: OJT-1

Course Code: BAU0325OJT423F01

Course Credits: 4

Marks: 100

Semester End: Training (80) + Viva Voce (20) = **Total Marks: 100**

Course Learning Outcomes:

After successful completion of this On Job Training, the students will be able to:

- Identify entrepreneurial opportunities related to Home Science & Understand the rules, regulations and the work procedures by adopting them in their day-to-day performance.
- Learn the practical methods of work by observing and assisting his / her senior.
- Equip with important skills like adaptability and flexibility and learn to become dexterous in any situation and gain expertise in various domains.
- Develop problem-solving, decision-making, risk-taking abilities & develop positive approach towards inevitable changes that occurs in the workplace.

Instructions for teachers and students while doing On-the-Job Training:

1. Selection of Institute/Organization/Consultant/Professional etc. should be based on the areas in the mandatory or elective courses in the concerned subject.
2. The Institute/Organization/Consultant/Professional etc. under whom the Training/Internship/Apprenticeship is expected, should be FORMALLY ASSIGNED (In Written Form) by concerned teacher to every student.
3. Submission of On-the-Job-Training Report duly signed and certified by concerned teacher/guide is A PRE-REQUISITE FOR APPEARING TO VIVA-VOCE EXAMINATION.
4. TWO COPIES of On-the-Job-Training Report in BOUND FORMAT should be submitted before Viva-Voce. One copy will be kept by department and the remaining will be returned to student.

Important Notes for Teachers:

1. Prepare a Draft Letter for getting permission from the appropriate authority within the Institute/Organization or from Consultant/Professional etc. for the On-the-Job-Training/Internship/Apprenticeship
2. Prepare an Appropriate Format for Writing the On-the-Job Training Report. **Kindly see that the First Page and Certificate Page is common for all students. In the remaining part, try to maintain uniformity.**

For Example:

Home Science:

The On-the-Job Training Report format may be as follows:

Student's Name: -----

Name Of the College: -----

Class: -----Semester: -----

Subject: -----Seat Number: -----

Year -----Duration of Internship: -----

Internship Site/ Name of the Institution: -----

Institute Supervisor's Name: -----

College Teacher who supervised: -----

Introduction:

This section should provide the area of interest, its' importance in contemporary world, the reasons for choosing this area as well as the institution/organization/consultant/professional etc. .

Description of the organization:

This section should provide a brief overview of the organization where the internship will take place, including its mission, goals, and services and experience.

Duties and responsibilities:

This section should describe the specific tasks and responsibilities the student had during the internship, as well as any notable projects or activities they were involved in.

Reflection on learning outcomes and accomplishments:

This section should highlight the key learning and accomplishments the student achieved during the internship (skills, knowledge, attitude etc.). The student is expected to provide an in-depth reflection on the overall growth and impact of training.

Areas for improvement:

This section should address areas for improvement the student seen by himself / herself during the internship. He/she should reflect on how to overcome these challenges or plan strategies for improvement.

Conclusion:

This section should summarize the key takeaways from the internship experience.

Appendices:

This section should include following documents:

- Formal permission letter by Concerned Teacher /Guide sent to concerned Institution/Organization/Professional/Consultant etc.
- Formal Acceptance Letter by Institution/Organization/Professional/Consultant etc. for Training.
- Activity Log Book (which may contain Attendance sheet with Day, Date, Time, Number of Hours, Brief description of Training/ Learning activities, Responsibilities taken, Signature of Institutional Authority, Signature of Concerned Teacher).
- Google Tagged photos of showing Attendance as well as Doing Work
- Compliance Certificate with remarks duly signed by Institutional Authority
- Other supporting material

(Annexure-I)

SHIVAJI UNIVERSITY, KOLHAPUR

NEP-2020 (2.0): Credit Framework for UG (BA) Programmes under Faculty of HUMANITIES

SEM (Level)	COURSES			OE	VSC/ SEC	AEC/ VEC / IKS	OJT/FP/CEP/ CC/RP	Total Credits	Degree/Cum . Cr. MEME
	Course-1	Course-2	Course-3						
SEM I (4.5)	DSC-I (4)	DSC-I (4)	DSC-I (4)	OE-1 (2)	SEC-I (2)	AEC - ENG - I (2) IKS Generic (2)	CC (2)	22	UG Certificates 44
SEM II (4.5)	DSC-II (4)	DSC-II (4)	DSC-II (4)	OE-2 (2)	SEC-II (2)	AEC - ENG - II (2) VEC - DEC (2)	CEP (2)	22	
Credits	4+4=8	4+4=8	4+4=8	2+2=4	2+2=4	4+4=8	2+2=4	44	Exit Option: 4 credit Skill/NSQF/Inte rnship
	MAJOR		MINOR						
	MAJOR	ELECTIVE							
SEM III (5.0)	MAJOR -III (4) MAJOR -IV (4)	-	MINOR- (4)	OE-3 (2)	VSC- I (2) SEC III (02)	AEC - ENG - III (2) IKS Specific (2)	-	22	UG Diploma 88
SEM IV (5.0)	MAJOR -V (4) MAJOR -VI (4)	-	MINOR- (4)	OE-4 (2)	VSC- II (2) SEC IV (02)	AEC - ENG - IV (2) VEC - EVS (2)	-	22	
Credits	8+8=16		4+4=8	2+2=4	4+4=8	4+4=8	-	44	Exit Option: 4 credit Skill/NSQF/Inte rnship
SEM V (5.5)	MAJOR -VII (4) MAJOR -VIII (4) MAJOR -IX (2)	MAJOR-EL-1 (4)	MINOR- (4)	OE-5 (2)	-	-	FP - (02)	22	UG Degree 132
SEM VI (5.5)	MAJOR -X (4) MAJOR -XI (4) MAJOR -XII (2)	MAJOR-EL-11 (4)	MINOR- (4)	-	-	-	OJT - (04)	22	
Credits	10+10=20	4+4=08	4+4=08	2+0=2	-	-	2+4=6	44	
	8+16+20+8+8		8+8+8	4+4+2	4+8	8+8	4+6		

Total Credits	60		24	10	12	16	10	132	
SEM VII (6.0)	MAJOR -XIII (4) MAJOR -XIV (4) MAJOR -XV (4) MAJOR -XVI (2)	MAJOR -EI-3 (4)	RM-I (4)	-	-	-	-	22	Four Year UG Honours Degree 176
SEM VIII (6.0)	MAJOR -XVII (4) MAJOR -XVIII (4) MAJOR -XIX (4) MAJOR -XX (2)	MAJOR -EI-4 (4)	-	-	-	-	OJT (04)	22	
Credits	14+14=28	4+4=08	4+0=4	-	-	-	0+4=4	44	
Total Credits	60+28+8								
	96		28	10	12	16	14	176	
SEM VII (6.0)	MAJOR -XXI (4) MAJOR -XXII (4) MAJOR -XXIII (2)	MAJOR -EI-3 (4)	RM-I (4)	-	-	-	RP- (4)	22	Four Year UG Honours With Research Degree 176
SEM VIII (6.0)	MAJOR -XXIV (4) MAJOR -XXV (4) MAJOR -XXVI (2)	MAJOR -EI-4 (4)	-	-	-	-	RP- (8)	22	
Credits	10+10=20	4+4=08	4+0=04	-	-	-	4+8=12	44	
	60+20+8								
Total Credits	88		28	10	12	16	22	176	

Note:

- University may decide to offer maximum of three subjects (Courses) in the first year. The student may select one subject out of combination of three subjects (Courses), (which a student has chosen in the first year) as a **MAJOR** subject (Course) and one subject (Course) as **MINOR** Subject in the second year. Thereby it is inferred that the remaining third subject (Course) shall stand discontinued.
- **DSC: Discipline Specific Course**
- **MAJOR:** Mandatory /Elective
- **MINOR:** Course may be from different disciplines of same faculty of DSC Major
- **OE (Open Elective):** Elective courses/**Open Elective to be chosen compulsorily from faculty other than that of the Major.**
- **VSC/ SEC: Vocational Skill Courses (MAJOR related)/ Skill Enhancement Courses**
- **AEC/ VEC / IKS:** Ability Enhancement Courses (English, Modern Indian Language)/Value Education Courses (Sem. II - Democracy, Elections & Indian Constitution, (DEC) Sem. IV – Environmental Studies (EVS)/ Indian Knowledge System (Generic & Specific))

- **OJT/FP/RP/CEP/CC:** On-Job Training (Internship/Apprenticeship) / Field Project (Major related)/ Research Projects (Major related) Community Engagement (**Major related**)/ **Co-Curricular courses(CC)** such as Health & Wellness, Yoga Education, Sport, and Fitness, Cultural activities, NSS/NCC and Fine /applied/visual/performing Arts / Vivek Vahini etc.