
 <p>Estd. 1962 "A++" Accredited by NAAC(2021) With CGPA 3.52</p>	<p align="center">SHIVAJI UNIVERSITY, KOLHAPUR - 416 004, MAHARASHTRA</p> <p align="center">PHONE : EPABX - 2609000, www.unishivaji.ac.in, bos@unishivaji.ac.in</p> <p align="center">शिवाजी विद्यापीठ, कोल्हापूर - ४१६ ००४, महाराष्ट्र</p> <p align="center">दूरध्वनी - ईपीएबीएक्स - २६०९०००, अभ्यासमंडळे विभाग दूरध्वनी ०२३१-२६०९०९३/९४</p>	
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Ref.No. SUK/BOS/ 508

Date: 12/07/2023

To,

The Principals,

All Concerned Affiliated Colleges / Institutions.

Shivaji University, Kolhapur.

Subject : Regarding syllabi of M.A. Part - I & Other under the Faculty of Inter-Disciplinary Studies.

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 syllabi of M.A. Part - I & Other under the Faculty of Inter-Disciplinary Studies, as per National Education Policy 2020.(NEP)

1)	M.A. Home Science Part - I
2)	Master of Social Work. Part - I
3)	M.A. Tabla Part - I
4)	M.A. Vocal / Instrumental Music Part - I
5)	M.A. Dramatics Part - I

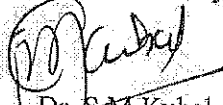
This syllabi shall be implemented from the academic year 2023-2024 onwards. A soft copy containing the syllabi is attached herewith and it is also available on university website www.unishivaji.ac.in. (Online Syllabus)

The question papers on the pre-revised syllabi of above mentioned course will be set for the examinations to be held in October /November 2023 & March/April 2024. 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,


Dr. S.M. Kubal
(Dy Registrar)

Copy to:

1	Director, Board of Evaluation and Examination	7	Centre for Distance Education
2	The Dean, Faculty of IDS	8	Computer Centre / I.T.cell
3	The Chairman, Respective Board of Studies	9	Affiliation Section (U.G.) / (P.G.)
4	B.A., B.Com., B.Sc. Exam	10	P.G. Admission / P.G. Seminar Section
5	Eligibility Section	11	Appointment Section -A/B
6	O.E. I, II, III, IV Section	12	Dy.registrar (On/ Pre.Exam)

SHIVAJI UNIVERSITY, KOLHAPUR



Estd. 1962

“A⁺⁺” Accredited by NAAC (2021)

With CGPA 3.52

Faculty of Interdisciplinary Studies

Revised Syllabus in accordance with NEP, 2020

Syllabus for

M.A. Part I (Sem I & II)

HOME SCIENCE

(Revised Syllabus to be implemented from June, 2023 onwards)

Shivaji University Kolhapur.
Syllabus to be implemented from June 2023 onwards

REVISED SYLLABUS /CURRICULUM (CBCS, SEMESTER PATTERN) FOR M.A. I

1. TITLE: M.A. Part I (Home–Science)
Under Faculty of Interdisciplinary Studies
2. YEAR OF IMPLEMENTATION: New Syllabus (CBCS Pattern) (Semester Pattern) will be implemented from June 2023 onwards
3. DURATION: M.A.I – Two Semester (One Year)(min. 90 teaching days/semester)
4. PATTERN OF EXAMINATION: Semester (CBCS Pattern)

80+20 per semester

80 Marks for theory
and 20 marks for Practical (Internal Evaluation)/ CIE
5. MEDIUM OF INSTRUCTION: English or Marathi
6. STRUCTURE OF COURSE: M.A. I- Two Semester (Eight Courses)

**Choice Based Credit System Proposed Course Structure and
Curriculum of M.A. Home Science
Two Years (4 Semester) Programme
Implemented from 2022-2023
M.A. I-Home Science**

SEMESTER-I (Duration- Six Month)															
	Sr. No.	Course Code	Teaching Scheme						Examination Scheme						
			Theory and Practical						Semester End Examination(Theory)			Practical/seminar/Internal Assessment (IA)/CIE			
			Workload		Total	Credits			Maximum Marks	Minimum Marks	Exam. Hours	Maximum Marks	Minimum Marks	Exam. Hours	Total Marks
			T	P/S		T	P/S	Total							
CGPA	1	DSC-101	4	-	4	4	-	4	80	32	3	20	8	-	100
	2	DSC-102	4	-	4	4	-	4	80	32	3	20	8	-	100
	3	DSE-103	4	-	4	4	-	4	80	32	3	20	8	-	100
	4	DSE-104	4	2	6	3	1	4	80	32	3	20	8	3	100
	5	SEC-1	2	-	2	2	-	2	50	20	2				50
	6	Internship/ Apprenticeship	-	-	-	4		4	100	40	--	--	--	--	100
Total (A)			18	2	20	17	1	22	470	--	--	80	--	--	550
SEMESTER-II (Duration- Six Month)															
CGPA	1	DSC-201	4	-	4	4	-	4	80	32	3	20	8	-	100
	2	DSC-202	4	-	4	4	-	4	80	32	3	20	8	-	100
	3	DSE-203	4	4	8	3	1	4	80	32	3	20	8	3	100
	4	DSE-204	4	-	4	4	-	4	80	32	3	20	8	-	100
	5	SEC-2	2	-	2	2	-	2	50	20	2	--	--	--	50
	6	Research Project		-	-	4		4	80	20	--	20	8	--	100
Total (B)			18	4	22	17	1	22	450	--	--	100	--	--	550
Total (A+B)			32	8	40	34	2	44	920	--	--	180	--	--	1100

M.A. II															
SEMESTER-III (Duration- Six Month)															
	Sr. No.	Course Code	Teaching Scheme						Examination Scheme						
			Theory and Practical						Semester End Examination			Practical/seminar/Internal Assessment (IA)			
			Workload			Credits			Maximum Marks	Minimum Marks	Exam. Hours	Maximum Marks	Minimum Marks	Exam. Hours	
			T	P/	Total	T	P	Total							
CGPA	1	CC-301	4	-	4	4	-	4	80	32	3	20	8	-	100
	2	DSE-302	4	-	4	4	-	4	80	32	3	20	8	-	100
	3	DSE-303	4	4	8	4	2	6	80	32	3	20	8	3	100
	4	DSE-304	4	-	4	4	-	4	80	32	3	20	8	-	100
	5	SEC-III	2	-	2	2	-	2	50	20	2	-	-	-	50
Total (C)			18	4	22	18	2	20	370	--	--	80	--	--	450
			SEMESTER-IV (Duration- Six Month)												
CGPA	1	CC-401	4	-	4	4	-	4	80	32	3	20	8	-	100
	2	CCS-402	4	-	4	4	-	4	80	32	3	20	8	-	100
	3	DSE-403	4	-	4	4	-	4	80	32	3	20	8	-	100
	4	DSE-404	4	4	8	4	2	6	80	32	3	20	8	3	100
	5	SEC-IV	2	-	2	2	-	2	50	20	2	-	-	-	50
Total (D)			18	4	22	18	2	20	370	--	--	80	--	--	450
Total (C+D)			36	8	44	36	4	40	740	--	--	160	--	--	900

Total Credits and Marks:

	M.A.- I	M.A. -II	Total
Marks	1100	900	2000
Credits	44	40	84

Course Structure (CBCS):

Course No.	Course Title	Teaching hours per week	Credits
M.A. Sem. I			
DSE-101	Research Methodology	4	4
CC-102	Human Development (Adulthood to Old age)	4	4
CC-103	Family Resource Management	4	4
CCS-104	Dietetics	8	4
SEC-1		2	2
Internship/ Apprenticeship			4
CGPA - Total Credit (Cumulative)			22
M.A. Sem. II			
DSE-201	Statistical Applications	4	4
CCS-202	Dynamics of Marriage and Family	4	4
CCS-203	Family Clothing	8	4
CCS-204	Maternal and Child Nutrition	4	4
SEC-2		2	2
Research Project			4
CGPA - Total Credit (Cumulative)			22

	M.A. Sem. III		
DSC-301	Advanced Housing and Interior Decoration	4	4
DSC-302	Programme Planning and Community Development	4	4
DSE-303	Traditional Textiles in India	8	6
DSE-304	Community Nutrition	4	4
SEC-III			2
	CGPA - Total Credit (Cumulative)		20
	CGPA - Total Credit (Cumulative) (SemI+SemII)		40
	M.A. Sem. IV		
DSC-401	Household Equipments and Ergonomics	4	4
DSS-402	Early Childhood Education	4	4
DSE-403	Costumes in India	4	4
DSE-404	Food Service Management and Food Quality Control	8	6
SEC-IV			2
	CGPA - Total Credit (Cumulative)		20
	CGPA - Total Credit (Cumulative) (SemIII+SemIV)		44

SCHEME OF EXAMINATION:

- The Examination shall be as semester system. There will be two semester for a year.
- All papers shall carry 80 marks for Theory papers and 20 marks for Practical / Seminar / Assignment / Project.
- 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) and Division of marks

Question No.1 Objective - Multiple choice (Total 10 questions)	10 Marks
Question No.2 Descriptive question with internal choice	20 Marks
Question No.3 Descriptive question with internal choice	20 Marks
Question No.4 Short answer type question (Three out of five)	30 Marks

Total 80 Marks

- There will be – one objective type of question (multiple choice questions) having 10 marks (total 10 questions)
- Two descriptive questions with internal choice having 20 marks each. i.e., $20 \times 2 = 40$ marks.
- One short answer type question having 30 marks (Three short questions out of five carrying 10 marks each)

Internal Evaluation for each semester:

The evaluation of the performance of the students in Practical / Project/ Seminar / Assignment shall be based on internal evaluation for each semester as mentioned separately in the syllabus of each paper.

There will be internal evaluation of 20 marks for each paper for each semester.
Semester 1-Two Home assignment of 10 marks each - 20 marks
Semester 2 – One Group Discussion and Oral Examination of 10 marks each - 20 marks
Semester 3-One Group Discussion/ Role Play and One Home assignment of 10 marks each-

20 marks

Semester 4 – One Seminar - Content of seminar shall be taken in a written form, Presentation skill of the student shall be observed - 20 marks

Standard of Passing –

- To pass in a theory paper and practical/CIE a candidate shall have to secure 40% marks in each theory and practical/CIE examination. Candidate shall be declared to have passed the examination in pass class if she passes in all the eight papers.
- A practical will be separate head of passing.
- To secure IInd class, a candidate shall have to secure at least 50% or more marks.
- To secure Ist class, a candidate shall have to secure at least 60% or more marks.
- To secure Ist class with distinction a candidate shall have to secure 70% or more marks.
- The class will be awarded on the aggregate total of all the eight papers of Part I and part II examination

M.A. I (Home Science)
Course I – Research Methodology

Preamble:

Research methodology is a systematically design study to collect, process and validate the data for valid results. This course aims at providing the detail knowledge of research methodology in the field of Home Science.

Course outcomes: Students will be able to -

1. understand the meaning and importance of research.
2. know types, tools, and methods of research.
3. apply the skills of data gathering tools appropriate to the research design.
4. to interpret data and prepare research proposal.

Workload – 4 lecturers / week

Total Credits-4

Total Marks -100

Theory -80 Marks

CIE -20 Marks

Course Content

Theory

Lectures

Module I – Process of Scientific Research

15

1.1 Steps in Research

- Formulation of the problems
- Formulation of Hypothesis
- Research Design
- Sampling
- Data processing and Classification
- Data Analysis and Interpretation
- Report writing and Conclusion.

Module II – Research Design

15

2.1 Meaning, Definition and Significance of Research design

2.2 Types of Research Design

- Exploratory
- Descriptive
- Diagnostic
- Experimental

2.3 Hypothesis- Meaning, Types and Importance

Module III Data Collection and Sampling Techniques

15

3.1 Meaning and Types of Data and Methods of data collection

3.2 Meaning and nature of sampling Techniques

3.3 Methods of Sampling

- Probability sampling
- Non-probability sampling

3.4 Advantages and limitations of sampling technique

Module IV- Scientific Writing and Research Report Writing

15

4.1 Different forms of Scientific writing

- Articles in journals, Research notes

- Review articles, Monographs, Dissertations
 - Bibliographies
- 4.2 Drafting titles, sub-titles, Tables illustrations
- Formatting Tables –
- Title, body tab, tab column, Column Head, Spanner Head, Box head
- Appendices – Use & guidelines
- 4.3 Research Report Writing
- Outline research report
 - Style of report writing
 - References, Bibliography, quotation and footnotes

Sessional Work: Research Project

Reference Books :

- 1) Devdas R.P. &Kulandaivel K. Hand book of Research Methodology
- 2) S.P. Gupta .Research Methods
- 3) C.V. Good & D.E. Scafes . Methods of Research –
- 4) P.V. Young and Calvin F. Schmid. Scientific Social Survey and Research
- 5) Hans Raj. Theory and Practice in Social Research
- 6) Sharma R. N. Research Methods in Social Sciences
- 7) Bajpai S. R. Methods of Social Survey and Research. Kitab Ghar
- 8) Kaul Lokesh. Methodology of Education Research. Appleton Century profit, Educational Division, Mereelith Corp.
- 9) *Dr. P.L. Bhandarkar- SamajikSanshodhanPaddhati*
- 10) *Dr.GurunathNadgode(1986)- SamajikSanshodhanPaddhati,PhadakePrakashan,Kolhapur*
- 11) *Dr. Aaglave- SamajikSanshodhanPaddhati*
- 12) Kothari C.R(2019)-Research Methodology, Methods and Techniques (Second Revised Edition), New Age International Publishers.
- 13) *Aaglave Pradip (2010)-SamajikSanshodhanPaddhati ani Tantre, VidyaPrakashan, Nagpur,2010*
- 14) *KhairnarDilip, PragatSamajikSanshodhanPaddhati ani sankhyashastra, Dimand Publication, Pune*
- 15) *Barve L. N. – ManasshastratilSanshodhanPaddhati, Vidya Prakashan, Nagpur*
- 14) *KumbhojkarG.V.(1989), PragatSamajikSanshodhanPaddhati ani Sankhyashastra, PhadakePrakashan,Kolhapur*
- 15) संशोधन पद्धती – डॉ. श्रीकृष्ण गायकवाड, डॉ. अर्जुन ननावरे

M.A. I (Home Science)
Course II – Human Development (Adulthood to Old Age)

Preamble: This course covers the entire life span of adulthood. The emphasis is given on adjustments and hazards in various stages of adulthood.

Course outcomes: Students will be able to -

- 1) undertake an advanced study of the stages in human development with specific focus on adulthood and old age.
- 2) understand characteristics and developmental tasks of adulthood and old age.
- 3) understand hazards and make adjustments in adulthood and old age.

Workload – 4 lectures / week

Total Credits -4

Total Marks -100

Theory -80 Marks

CIE -20 Marks

Course Content

Theory

Lectures

Module I – Young Adulthood: Personal Adjustments

15

- 1.1 Characteristics of Young Adulthood
- 1.2 Developmental tasks of Young Adulthood
- 1.3 Changes in interest in Young Adulthood
- 1.4 Sex role adjustment and vocational adjustment, social and vocational hazards of young adulthood

Module II – Young Adulthood: Family Adjustments

15

- 2.1 Marital Adjustments
- 2.2 Adjustment to Parenthood
- 2.3 Adjustment to Singlehood
- 2.4 Hazards of Family Adjustments during Young Adulthood

Module III – Middle Adulthood: Personal Adjustment

15

- 3.1 Characteristics of Middle Adulthood
- 3.2 Developmental tasks of Middle Adulthood
- 3.3 Adjustment to physical, mental changes
- 3.4 Social, Vocational Adjustment, Preparation for retirement
- 3.5 Adjustment to changed family pattern, Adjustment to Singlehood, Adjustment to Loss of spouse, Marital hazards to middle adulthood

Module IV – Old Age Personal and Social Adjustment

15

- 4.1 Characteristics of old age
- 4.2 Developmental Tasks of Old Age
- 4.3 Adjustments to Physical Changes in Old Age, Retirement, Loss of a Spouse
- 4.4 Changes in Motor abilities and Mental abilities in Old Age
4. Personal, Social, Vocational, Social and Family life hazards of old age

Sessional Work: Seminar/ Field visit

Reference Books:

1. Hurlock E. B. Developmental Psychology,
2. Santrock, John, W : Topical Approach to Lifespan Development, McGrawhill, Boston 2002
3. Santrock John W : Life Span Development, McGrawhill Higher Education, Boston 2004
4. Berk, Laura E : Development Through the Lifespan
5. Hurlock E. B. : Development Psychology, A life Span Approach. Tata Mc Graw Hill Publishing Company Ltd. New Delhi, 1980.
6. Kakkar S. (1992) Identity and Adulthood, Delhi oxford Uni. Press
7. Papalia Diane E., Sally Wendkos, Ruth DuskinFelsman: Human Development, The McGraw Hill Company Limited, New Delhi, 2004
8. Sapra Rekha: Integrated Approach to Human Development, Vishvabharati Publications, New Delhi, 2001.
9. Berk Laura E. : Development through Life Span, 7th Edition, 2007.
10. *Kumthekar Medha, Dr. R. R. Borude (1988) - Vaikasik Manasshastra, Vidyarthi Gruh Prakashan, Pune*

M.A. I (Home Science) Semester – I

Course III – Family Resource Management

Preamble: This course deals with management of resources in the family with reference to achieve family goals. The course is design to create awareness and understanding of management process applied to various family resources. The purpose of inclusion of this course is to develop managerial skills among students.

Course outcomes: Students will be able to –

1. understand the individual entity as a Resource.
2. understand the significance of Resource Management.
3. know the conceptual, human, and scientific aspects of management functions.
4. develop the ability to evaluate the management efficiency and effectiveness in the family.
5. increased awareness and importance of human resources and family health.
6. become aware of the financial management.

Workload – 4 lecturers / week

Total Credits -4

Total Marks -100

Theory -80 Marks

CIE -20 Marks

Course content

Theory

Lectures

Module I – Management as a system

15

1.1 Concept , definitions and Elements

1.2 Management Abilities /skill -

General Abilities, Conceptual, Human, Technical, Design skill

1.3 Steps in planning and importance of planning

1.4 Meaning, steps in organization

Module II – Planning and Organization

15

2.1 Meaning and need co-ordination and control

2.2 Characteristics, and steps in Controlling

2.3 Meaning, types of leadership and communication

2.4 Elements of effective communication

Module III – Time Management

15

3.1 Nature and meaning of Time

3.2 Classification of time

3.3 Characteristics of time

3.4 Components of Time Management

Module IV – Energy management

15

4.1 Nature and concept of energy as a human resource

4.2 Types of efforts

4.3 Fatigue- concept, types, causes

4.4 Energy management process

Sessional Work: Seminar

Reference Books :

- 1) Dwivedi R.S.(1981)–Professional Management S.K. Publishers, New Delhi.
- 2) Saiudain M.S. (1988) – Human Resources Management, Tata Mc-Graw Hill, New Delhi.
- 3) Dayal R. (1996) – Dynamics of Human Resources Development, Mttal Publications, New Delhi.
- 4) Rao N. P. (1986) – Human Resources Development in Management and Administration, B. K. Publishers, Delhi.
- 5) Karnik V. G. (1984) – Personal Management, - Jaiw Bombay.
- 6) Deconrath E. and Firebavgh F. M. – “Home – management concept and context”.
- 7) Gross Ima and Crandall Elizabeth – “Management for modern families”.
- 8) Swanson – “Management system”.
- 9) M. Shukul, Veena Gandotra – Home Management and Family Finance.
- 10) Educational Planning Group – Home Management, Arya Publishing House, New Delhi.
- 11)Dr. UjwalaVairagade, P.S.Lathkar, Mule- Kulkarni(2010)AadhunikGruhVyavsthapan, Vidya Book Publishers, Aurangabad

M.A. I (Home Science) Semester – I

Course IV – DIETETICS

Preamble: Nutritional modifications and dietary treatment proved to be beneficial in restoring health of patient and protecting patient from further health attacks. Proper nutritional modification and dietary management is very crucial in treating any patho-physiological situations. The course aims to build a more extensive knowledge base and skills in modification of normal diet according to illness of an individual.

Course outcomes: Students will be able to –

1. make appropriate dietary modifications for various disease conditions
2. develop skills to assess and maintain nutritional and health status of the patients

Workload –

Total - 8(4+4)

Theory - 4 lectures / week

Practical - 4 lectures/ week / batch

Total Credits- 6(4+2)

Total Marks – 100

Theory – 80 marks

Practical -20 marks

Course content

Theory

Lectures

Module I – Dietary treatment for coronary heart diseases

15

1.1 Etiology

1.2 Clinical features

1.3 Types

1.4 Nutritional needs and dietary modification in Atherosclerosis

Module II - Dietary treatment for kidney disease

15

2.1 Introduction to urinary system

2.2 Renal functions

2.3 Types of kidney disease

2.4 Clinical features of kidney stone

2.5 Nutritional needs and dietary modification in kidney stone

Module III – Dietary treatment in Diabetes Mellitus

15

3.1 Etiology of diabetes mellitus

3.2 Clinical features and types of diabetes mellitus

3.3 Nutritional needs in diabetes mellitus

3.4 Dietary modification in diabetes mellitus

Module IV – Dietary treatment for Anaemia

15

4.1 Etiology of Anaemia

4.2 Clinical features of Anaemia

4.3 Types of Anaemia

4.4 Nutritional need and dietary modification in Anaemia

Practicals:

1. Planning and preparation of one day diet plan for following [any five]

1 Atherosclerosis

2 Pre and post operative to condition

3 Burn condition

4 Kidney stone

5 Hepatitis

6 Diabetes Mellitus

7 Anaemia

8 Cancer

Practical Examination Pattern

Total 20 marks

1. Planning and preparation of aday's diet plan with dietary modification for any one Givendisease condition.

- Planning of diet -5 marks
- Calculation of nutritive value -5 marks
- Preparation of diet and its evaluation -5 marks
- Record book submission -5 marks

Reference Books :

1)M. RaheenaBegum:- Food Nutrition and Dietetics

2) Devidson and Passmore- Human Nutrition and Dietetics:

3)Jelliff:- Assessment of Community Nutritional status

4)Vijaya Khader- Food, Nutrition and Health

5) Shubhangini A Joshi – Nutrition and Dietetics..

6) *MinakshiTarnekar -Aahar ani Poshan*

7) *SarlaLele - Poshan ani AaharshastraParichay*

8) *Dr. AashaDeuskar- ManviPoshan ani AaharshastrachiMultatve*

9) *Dr. Manjusha Mulvane- Poshanshastra*

M.A. Part I (Home Science) Semester II

Course V – Statistical Applications

Preamble: Statistics is a set of activities for gathering, organising, analysing and presenting quantitative data collected for research purpose. Application of various statistical techniques gives meaningful interpretation of collected data. This course is intended to aware students regarding statistical applications and provide the foundation for research.

Course outcomes: Students will be able to –

1. understand the role of statistic in Home Science research
2. apply statistical techniques to research data for analysis and interpreting data meaningfully.
3. study the statistical techniques in the application of Home Science research

Workload – 4 lecturers / week

Total Credits -4

Total Marks -100

Theory -80 Marks

CIE -20 Marks

Course content

Theory

Lectures

Unit I – Introduction to Statistics and data

15

- 1.1 Meaning and Scope of statistics
- 1.2 Classification of statistics
- 1.3 Concept of diagrams and tabulation of data
- 1.4 Types of diagrams – bar (simple, multiple)
- 1.5 Types of graph- histogram, ogive curves, computations of median and mode from graphs

Unit II – Presentation of Data

15

- 2.1 Concept of diagrams and tabulation of data
- 2.2 Types of diagrams – bar (simple, multiple)
- 2.3 Concept of graph
- 2.4 Types of graph- histogram, ogive curves, computations of median and mode from graphs

Unit III – Correlation and Probability

15

- 3.1 Concept and types of correlation
- 3.2 Definition of probability,
- 3.3 Laws of probability
- 3.4 Types of probability

Unit IV– Testing of hypothesis and statistical techniques -

15

- 4.1 Concept of hypothesis
- 4.2 Types of hypothesis
- 4.3 Level of significance in statistical technique
- 4.4 Statistical techniques

- a) Chi- square test
- b) 't'- test (student 't' test and paired 't' test)
- c) 'z' – test
- d) 'f' – test

Sessional Work: Seminar

Reference Books –

- 1 , P.V. Young and Calvin F Solmid, Scientific Social Survey in Social Research
- 2 R.N. Sharma, Research Methods in Social Sciences
- 3 Goon, Gupta ad Dasgupta , Fundamentals of Statistics
- 4 V.K. Rohatgi ,Probability Theory and Mathematical Statistics
- 5 H. Garret, Statistics in Education and Psychology
- 9) *Dr. P.L. Bhandarkar- Samajik Sanshodhan Paddhati*
- 10) *Dr. GurunathNadgode(1986)- Samajik Sanshodhan Paddhati, PhadakePrakashan, Kolhapur*
- 11) *Dr. Aaglave- Samajik Sanshodhan Paddhati*

M.A. Part I (Home Science) Semester – II
Course VI – Dynamics of Marriage and Family

Preamble:

The course aims to build knowledge on Marriage and Family. Family is a foundation of society of our Indian culture. In our day to day life many rituals are related to our marriage system. In changing scenario of globalisation family system and marriage culture is changed.

Course outcomes: Students will be able to –

1. understand the need of marriage and family for betterment of society,
2. Create awareness about concept of marriage and family.
3. Understand the issues related to adjustment parenthood, family planning and family crises.
4. Acquaint with laws of marriage and family in India.

Workload – 4 lecturers / week

Total Credits -4

Total Marks -100

Theory -80 Marks

CIE -20 Marks

Course content

Theory

Lectures

Module I –Marriage

15

- 1.1 Definition ,Concept and Functions of marriage
- 1.2 Types of marriage—Arranged ,Love, Registered with Advantages and Disadvantages
- 1.3 Factors to be consider for Marriage
- 1.4 Pre and post marital counselling—Definition, need, Advantages

Module II – Family

15

- 2.1 Definition and Functions of Family
- 2.2 Types of Family-Nuclear, Joint, Extended and Changing forms of Family-Live in relationship, Single person living
- 2.3 Role of Husband and Wife and adjustment factors in Economical, Sexual, and Career
- 2.4 Stages of family life cycle

ModuleIII—Family Planning and Parenthood

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- 3.1 Definition, concept of Parenthood and family planning
- 3.2 Tasks of parenting and parenting skills
- 3.3 Definition and Need of family planning
- 3.4 Methods of family planning

Module IV—Laws related to Marriage and Family

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- 8.1 Hindu Marriage Act.-1954
- 8.2 Special Marriage Act.-1954
- 8.3Dowry Act-1961
- 8.4 Pre-conception and pre –natal Diagnostic techniques Act 2003

Sessional Work

1. Survey of different type of marriage/family with minimum five sample size and report writing.
2. Collection of Matrimonial advertisements through internet and printing media.
3. Visit to family court or counselling centre and report writing.

References Books :

- 1 Bigher J. (1979) Parent child relation. An Introduction to Parenting, N.Y. McMillan pub.
- 2 Fine Marwin (1980) Handbook on parent education
- 3 Kulkarni Sudha (1988) Parent Education, Jaipur, Rawat Pub
- 4 Narayanrao's (1991) Counselling psychology 2nd Reprint 2001, Tata megrim hill publishing Comp. New Delhi
- 5 *TriveniPharkade, SulabhaGonge(1999)- Vivah ani KoutambikSambandh, Vidya Prakashan, Nagpur*
- 6 *Prof.Pawar B.S.-SamupadeshanManasshastra, Prashant Publications*
- 7 Gunner J. 1984, Counselling and therapy for Children. The Free Pass.
- 8 Kenedy E. 1977. On Becoming a Counselor: A Basic Guide for Non-Professional Counselor. Gill and McMillan.
- 9 Skinner C. 2006. Educational Psychology. Printice Hall of India.
- 10 Lily, Stephan M. Children with Exceptional needs, Holt. Rinehert, 1979.
- 11 J.warters, Techniques of Counselling
- 12 L.E. Moser and R.S. Moser, Counselling and Guidance: An Exploration
- 13 Sharma N. R. Educational and Vocational Guidance, Vinod Pustak Mandir, Agra.
14. Narayanrao. S. Councilling and Guidance, Second Edition,
15. Barki B.G., Mukhopadyay, Guidance and Councelling ,Sterling publishers Pvt Ltd, 2004
16. David A, Guidance and Counselling, commonwealth, 2009
17. *Shirgave, Naik, Ghaste, Biratte-SamupadeshanManasshastra, NiraliPrakashan, Pune*
- 18 *Hirve, Tadsare, SamupadeshanManasshastra, PhadakePrakashan, Kolhapur*
- 19 *TriveniPharkade, SulabhaGonge(1999)- Vivah ani KoutambikSambandh, Vidya Prakashan, Nagpur*
- 20 *Hirave, Tadsare- VaikasikManasshastra*
- 21 *Janai, Mali, Tadsare- VaikasikManasshastra*

Preamble:

Clothing is the basic need of every individual. Clothing provides protection, gives identity and status to individuals. It is very necessary to identify the clothing needs of family members and manage the same by systematic planning. This course aims at providing the knowledge of clothing according to age group, occasions, and profession. It also develops skills in apparel construction and family clothing budget.

Course outcomes: Students will be able to –

1. understand clothing needs of family members and factors affecting selection of clothing
2. get acquainted with selection of clothing for different age groups, occasions, activities etc.
3. to develop skills in clothing construction
- 4.

Workload –

Total - 8(4+4)

Theory - 4 lectures / week

Practical - 4 lectures/ week / batch

Total Credits- 6(4+2)

Total Marks – 100

Theory – 80 marks

Practical -20 marks

Module I - Introduction of Family Clothing and Clothing Management 15

- 1.1 Definition and Concept of Family Clothing and Clothing Management
- 1.2 Importance of clothing – Physical, Psychological, Social, Emotional, Religious, Health, Personality development.
- 1.3 Budgeting for family clothing
- 1.4 Wardrobe planning

Module II – Clothing for New-born, Toddler, Preschool and School children 15

- 2.1 Selection of fabric
- 2.2 Colour
- 2.3 Print and design
- 2.4 Suitability
- 2.5 Types and styles of garment and its care and maintenance

Unit III - Clothing for Adolescent, Adult, Pregnant, Lactating mother 15

- 3.1 Selection of fabric
- 3.2 Colour
- 3.3 Print and design
- 3.4 Suitability
- 3.5 Types and styles of garment and its care and maintenance

Unit IV – Clothing for various occasions and occupations sport and fitness exercise 15

- 4.1 Formal occasion for special work –
 - 1 Business / occupation- Doctors and nurse, lawyers, Teachers
 - Travelling
- 4.2 Non special events
 - 1 Minor events – Birthdays, Religious functions, and festivals

- Major events – weddings, party
- 4.3 For various sports person -
- 1 Active – cricket, Tennis, Swimming, Gymnastic
 - Passive-chess, carom
- 4.4 Selection of garments for fitness exercise- yoga ,aerobics

Practicals:

- 1 Drafting, cutting and stitching of Party Frock (10 to 12 years old girl)
- 2 Drafting, cutting and stitching of Sari Blouse/ Shirt
- 3 Collection of fabric samples used in clothing for different age group (minimum 5 Samples)

Examination pattern of Practical examination – 20 marks

Submission of garments = 5 *2 = 10 marks

Journal and submission of sample collection = 05 marks

Drafting and paper cutting of any one garment of full measurement = 05 marks

Reference Books –

- 1 Thompson and Rea, John Wiley and Son - Clothing for children
- 2 Latzke and Quitan, Hippincotoo , Chicago - Clothing
- 3 Rathbone and TarplayHongtenmiffin co.- Fabric and Dress
- 4Pandit savitri, Orient Longmans- Manual of children's clothing
- 5Starn M and Gliesser - Guide of modern clothing
- 6Lewis- Comparative clothing construction
- 7 .VimalAadhavu- Vastrashastra, Maharashtra GranthNirmate Mandal, Aurangabad
- 8Hegade-ShastroktshivankalaBHag 1 ani 2, Hegade Tailoring College, Pune
- 9Dr.UjwalaVairagade, Anvita Agrawal(2009)-VastrashastrachiSankalpana v Fashion Designing, Vidya Books Publishers, Aurangabad

Preamble: Maternal and child nutrition is an important aspect in the life span development and wellbeing of mother and child. Proper nutrition and health care during pregnancy, lactation and early childhood greatly improves the health indices and malnutrition in the vulnerable group. This course aims to create awareness to minimize the preventable health issues among women, children.

Course outcomes: Students will be able to –

1. understand the significance of maternal and child nutrition
2. to understand the role of nutrition during pregnancy, lactation, and infancy

Workload – 4 lecturers / week

Total Credits -4

Total Marks -100

Theory -80 Marks

CIE -20 Marks

Course content

Theory

Lectures

Module I - Status of Maternal and Child nutrition

15

- 1.1 Current Nutritional and Health status of Women and Children in India
- 1.2 Changing concept of Maternal and Child nutrition
- 1.3 Etiology and management of Malnutrition in Mother and Child

Module II – Importance of Maternal Nutrition

15

- 2.1 Prior to and During pregnancy
- 2.2 Pre-requisite for successful outcome
- 2.3 Effect of under nutrition on pregnancy outcome and mother and child health
- 2.4 Pregnancy and AIDS and Tuberculosis

Module III – Lactation

15

- 3.1 Development of mammary tissues and role of hormones
- 3.2 Lactational amenorrhea, effect of breast feeding on maternal health
- 3.3 Problems related to lactation – sore nipple, inverted nipples, engorged nipples, abscess etc.
- 3.4 Exclusive Breast Feeding and AIDS

Module IV – Management of Lactation

15

- 4.1 Preterm and low birth weight infant – causes ,implications, and remedies
- 4.2 Feeding of infant and children and dietary management
- 4.3 World Breast-feeding week, concept and importance
- 4.4 Role of WABA,WHO in promotion of Brest feeding

Sessional Work: Seminar / Project

References Books –

1. Bamji M.S., Rao N.P. and Reddy V. 1999. Text Book of Human Nutrition, Oxford and IBH.

2. Falkner F. and Tanner J.M. 1978. Human growth - Postnatal Growth and neuro biology, Vol.II. Plenum Press.
3. Sachdeva PHS and Choudhary P. 1994. Nutrition in Children, Cambridge Press.
4. Williams S. R. Worthington R. S. Snehilinka ED, Pipes P, Ress JM and Mahal KL. 1988
Nutrition throughout the Life Cycle. Times Mirror/Mosby College Publ.
5. NIN: Maternal and Child Nutrition.
6. Francis DEM, 1986. Nutrition in the Life span. John Wiley and Sons
7. NNMB Reports.
8. Ziegler EE and Filer LJ. 1996. Present Knowledge in Nutrition. International Life Science Institute, Washington, D.C.
9. M. Raheena Begum - Food Nutrition and Dietetics
10. Davidson and Passmore - Human Nutrition and Dietetics
11. Jelliffe:-Assessment of Community Nutritional status
12. Vijaya Khader - Food, Nutrition and Health