



**Tararani Vidyapeeth's
Kamala College, Kolhapur
(Autonomous)**

**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		Credits	Maximum Marks	Minimum Marks	Exam. Hours	Maximum Marks	Minimum Marks	Exam. Hours	Total Marks			
			T	P/S									Total	T	
CGPA	1	DSE-101	4	-	4	4	-	4	80	32	3	20	8	-	100
	2	CC-102	4	-	-	4	-	4	80	32	3	20	8	-	100
	3	CC-103	4	-	-	4	-	4	80	32	3	20	8	-	100
	4	CC-104	4	4	8	4	2	6	80	32	3	20	8	3	100
Total (A)			16	4	20	16	2	18	320	--	--	80	--	--	400
			SEMESTER-II (Duration- Six Month)												
	1	DSE-201	4	-	4	4	-	4	80	32	3	20	8	-	100
	2	CCS-202	4	-	-	4	-	4	80	32	3	20	8	-	100
	3	CCS-203	4	4	8	4	2	6	80	32	3	20	8	3	100

CGPA	4	CCS-204	4	-	4	4	-	4	80	32	3	20	8	-	100
Total (B)			16	4	20	16	2	18	320	--	--	80	--	--	400
Total (A+B)			32	8	40	32	4	36	640	--	--	160	--	--	800
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
Total (C)			16	4	20	16	4	18	320	--	--	80	--	--	400
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
Total (D)			16	4	20	16	4	18	320	--	--	80	--	--	400
Total (C+D)			32	8	40	32	4	36	640	--	--	160	--	--	800

• Notes:

• Student contact hours per week :16Hours (Min.) /Theory Courses • 16 Hours (Min.) /Practical Courses	• Total Marks for M.A. I: 800 • Total Marks for M.A.II : 800
• Theory and Practical Lectures :60 Minutes Each	• Total Credits for M.A.(Semester I&II) : 36 • Total Credits for M.A (Semester III & IV): 36
• CC- Core Course • CCS- Core Course Specialization • DSE- Discipline Specific Elective	• Practical Assessment/Examination is semester wise. • *Duration of practical examination as per respective courses • Separate passing is mandatory for Theory, Internal and Practical examination

Total Credits and Marks:

	M.A.- I	M.A. -II	Total
Marks	800	800	1600
Credits	36	36	72

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	6
CGPA - Total Credit (Cumulative)			18
M.A. Sem. II			
DSE-201	Statistical Applications	4	4
CCS-202	Dynamics of Marriage and Family	4	4
CCS-203	Family Clothing	8	6
CCS-204	Maternal and Child Nutrition	4	4
CGPA - Total Credit (Cumulative)			36
M.A. Sem. III			
CC-301	Advanced Housing and Interior Decoration	4	4
DSE-302	Programme Planning and Community Development	4	4
DSE-303	Traditional Textiles in India	4	6
DSE-304	Community Nutrition	4	4
CGPA - Total Credit (Cumulative)			54
M.A. Sem. IV			
CC-401	Household Equipments and Ergonomics	4	4
CCS-402	Early Childhood Education	4	4
DSE-403	Costumes in India	4	4
DSE-404	Food Service Management and Food Quality Control	8	6
CGPA - Total Credit (Cumulative)			72

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.
 - Candidates 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.

Equivalence:

Sr. No.	Old Syllabus (Shivaji University, Kolhapur)	New Curriculum (KCK, Autonomous)
M.A. I Semester I		
1	Research Methods	DSE-101-Research Methodology
2	Human Development (Adulthood to Old age)	CC-102-Human Development (Adulthood to Old age)

3	Management of Resources	CC-103-Family Resource Management
4	Dietetics	CCS-104-Dietetics
M.A. I Semester II		
5	Statistical Applications	DSE-201-Statistical Applications
6	Guidance and Counselling	CCS-202-Dynamics of Marriage and Family
7	Family Clothing	CCS-203-Family Clothing
8	Maternal and Child Nutrition	CCS-204-Maternal and Child Nutrition
M.A. II Semester III		
9	Advanced Housing and Interior Decoration	CC-301-Advanced Interior Decoration
10	Programme Planning and Community Development	DSE-302Programme Planning and Community Development
11	Traditional Textiles in India	DSE-303- Traditional Textiles in India
12	Community Nutrition	DSE-304-Community Nutrition
M.A. II Semester IV		
13	Household Equipment and Ergonomics	CC-401-Household Equipment and Ergonomics
14	Early Childhood Education	CCS-402-Early Childhood Education
15	Costumes in India	DSE-403-Costumes in India
16	Food Service Management and Food Quality Control	DSE-404-Food Service Management and Food Quality Control

M.A. I (Home Science)
Course I – Research Methodology (DSE-101)

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 – Introduction to Scientific Research	08
1.1 Definition and meaning of Research	
1.2 Characteristics of research	
1.3 Scope of Research	
1.4 Importance of Research	
1.5 Criteria of research	
Module II – Types of Research	08
2.1 Basic/Pure Research	
2.2 Applied Research	
2.3 Descriptive Research	
2.4 Exploratory Research	
2.5 Explanatory Research	
2.6 Experimental Research	
2.7 Action Research	
2.8 Evaluative Research	
2.9 In-vivo and in vitro Research	
Module III – Nature and Scope of Research in Home Science	08
3.1 Research in Food & Nutrition	
3.2 Research in Family Resource Management	
3.3 Research in Textile & Clothing	
3.4 Research in Human Development	
3.5 Research in Extension Education	
Module IV – Research Design	08
4.1 Definition and Requirement	
4.2 Types of Research Design	
• Exploratory	
• Descriptive	
• Diagnostic	
• Experimental	
4.3 Hypothesis- Meaning, Types and Importance	
Module V- Process of Scientific Research	08
5.1 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 VI – Sources of Information	08
6.1 Concept and sources of information	
6.2 Importance Classification	
6.3 Sources of data collection	
Module VII – Sampling Techniques	08
7.1 Meaning and nature of sampling Techniques	
7.2 Methods of Sampling	

- Probability sampling
 - Non-probability sampling
- 7.3 Advantages and limitations of sampling technique

Module VIII – Scientific Writing

08

8.1 Different forms of Scientific writing

- Articles in journals, Research notes
- Review articles, Monographs, Dissertations
- Bibliographies

8.2 Drafting titles, sub-titles, Tables illustrations

- Formatting Tables –

Title, body stab, stab column, Column Head, Spanner Head, Box head

Appendices – Use & guidelines

8.3 Parts of Dissertation / Research Report Article.

- Introduction
- Review of Literature
- Methodology
- Result of discussion
- Conclusion

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, Vidya Prakashan, 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*

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M.A. I (Home Science)
Course II – Human Development (Adulthood to Old Age) (CC-102)

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 an 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 lecturers / week
Total Credits -4

Total Marks -100
 Theory -80 Marks
 CIE -20 Marks

Course Content

Theory

Lectures
08

Module I – Young Adulthood: Personal Adjustments

- 1.1 Characteristics of Young Adulthood
- 1.2 Developmental tasks of Young Adulthood
- 1.3 Changes in interest in Young Adulthood
- 1.4 Personal Hazards of Young Adulthood

Module II – Young Adulthood: Social and Vocational Adjustments

08

- 2.1 Social mobility in Young Adulthood
- 2.2 Sex Role Adjustments in Young Adulthood
- 2.3 Vocational Adjustment in Young Adulthood
- 2.4 Social and Vocational Hazards of Young Adulthood

Module III – Young Adulthood: Family Adjustments

08

- 3.1 Marital Adjustments
- 3.2 Adjustment to Parenthood
- 3.3 Adjustment to Singlehood
- 3.4 Hazards of Family Adjustments during Young Adulthood

Module IV – Middle Adulthood: Personal Adjustment

08

- 4.1 Characteristics of Middle Adulthood
- 4.2 Developmental tasks of Middle Adulthood
- 4.3 Adjustment to physical changes
- 4.4 Adjustment to mental changes
- 4.5 Adjustment to changed interests
- 4.6 Personal hazards of Middle Adulthood.

Module V – Middle Adulthood: Social and Vocational Adjustment

08

- 5.1 Social Adjustments
- 5.2 Vocational Adjustments
- 5.3 Preparation for retirement
- 5.4 Social and Vocational Hazards of Middle Adulthood

Module VI – Middle Adulthood: Family Adjustments

08

- 6.1 Adjustment to changed family pattern
- 6.2 Adjustment to Singlehood
- 6.3 Adjustment to Loss of spouse
- 6.4 Adjustment to Approaching Old Age
- 6.5 Marital Hazards to Middle Adulthood

Module VII- Old Age Personal and Social Adjustment

08

- 7.1 Characteristics of old age
- 7.2 Developmental Tasks of Old Age

- 7.3 Adjustments to Physical Changes in Old Age
- 7.4 Changes in Motor abilities and Mental abilities in Old Age
- 7.5 Changes in interests in Old Age
- 7.6 Hazards to Personal and Social Adjustment

Module VIII – Old Age: Vocational and Family Adjustment

08

- 8.1 Vocational Adjustments in Old Age
- 8.2 Adjustment to Retirement
- 8.3 Adjustment to Changes in Family life in Old Age
- 8.4 Adjustment to Loss of a Spouse
- 8.5 Vocational and Family life hazards of Old Age

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 (CC-103)

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	08
1.1 Concept and definitions	
1.2 Elements and types	
1.3 Application of system approach in family resource management	
1.4 Management Abilities /skill -	
General Abilities, Conceptual, Human, Technical, Design skill	
Module II – Planning and Organization	08
2.1 Meaning, characteristics of planning	
2.2Steps in planning and importance of planning	
2.3 Meaning, steps in organization	
2.4Organization chart, importance of organization	
Module III – Co-ordination and Control	08
3.1 Meaning and need co-ordination and control	
3.2Functions of Supervision	
3.3 Meaning and definition of controlling	
3.4 Characteristics, and steps in Controlling	
Module IV – Leadership and Communication	08

4.1 Meaning, types, and qualities of leader	
4.2 Meaning, types, and process of Communication	
4.3 Errors in miscommunication,	
4.4 Elements of effective communication	
Module V – Time Management	08
5.1 Nature and meaning of Time	
5.2 Classification of time	
5.3 Characteristics of time	
5.4 Components of Time Management	08
Module VI – Energy management	
6.1 Nature and concept of energy as a human resource	
6.2 Types of efforts	
6.3 Fatigue- concept, types, causes	
6.4 Energy management process	
Module VII- Health Management	08
7.1 Concept of Health	
7.2 Public Health Services	
7.3 Private Health Services	
Module VIII – Financial Management	08
8.1 Budget –definition, types, significance	
8.2 Steps in making budget,	
8.3 Importance and Methods of Account Keeping	

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. Ujwala Vairagade, P.S.Lathkar, Mule- Kulkarni(2010)AadhunikGruhVyavsthapan, Vidya Book Publishers, Aurangabad

M.A. I (Home Science) Semester – I
Course IV – DIETETICS (CC-104)

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

Module I – Dietary treatment for coronary heart diseases

Lectures

08

1.1 Etiology

1.2 Clinical features

1.3 Types

1.4 Nutritional needs and dietary modification in Atherosclerosis

Module II – Dietary treatment for pre and post operative condition

08

2.1 Definition and Meaning of pre and post operative condition

2.2 Nutritional need during pre and post operative condition

2.3 Dietary modifications in pre and post operative condition

Module III – Dietary treatment for burn patient

08

3.1 Definition and Meaning of burns

3.2 Classification of burns	
3.3 Nutritional needs during burn	
3.4 Dietary modification during burn.	
Module IV - Dietary treatment for kidney disease	08
4.1 Introduction to urinary system	
4.2 Renal functions	
4.3 Types of kidney disease	
4.4 Etiology and Clinical features of kidney stone	
4.5 Nutritional needs and dietary modification in kidney stone	
Module V- Dietary treatment for liver disease	08
5.1 Functions of liver	
5.2 Etiology of hepatitis	
5.3 Clinical features and types of hepatitis	
5.4 Nutritional needs and Dietary modifications in hepatitis	
Module VI – Dietary treatment in Diabetes Mellitus	08
6.1 Etiology of diabetes mellitus	
6.2 Clinical features and types of diabetes mellitus	
6.3 Nutritional needs in diabetes mellitus	
6.4 Dietary modification in diabetes mellitus	
Module VII – Dietary treatment for Anaemia	08
7.1 Etiology of Anaemia	
7.2 Clinical features of Anaemia	
7.3 Types of Anaemia	
7.4 Nutritional need and dietary modification in Anaemia	
Module VIII – Dietary treatment for Cancer	08
8.1 Etiology of Cancer	
8.2 Clinical features of cancer	
8.3 Types of cancer	
8.4 Nutritional needs, dietary and other health management in Cancer	

Practical:

Total Lectures
60

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 a day's diet plan with dietary modification for any one given disease 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. Raheena Begum:- Food Nutrition and Dietetics
- 2) Davidson and Passmore- Human Nutrition and Dietetics:
- 3) Jelliffe:- Assessment of Community Nutritional status
- 4) Vijaya Khader- Food, Nutrition and Health
- 5) Shubhangini A Joshi – Nutrition and Dietetics..
- 6) *Minakshi Tarnekar -Aahar ani Poshan*
- 7) *Sarla Lele - Poshan ani Aaharshastra Parichay*
- 8) *Dr. Aasha Deuskar- Manvi Poshan ani Aaharshastrachi Multatve*
- 9) *Dr. Manjusha Mulvane- Poshanshastra*

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

Course V – Statistical Applications (DSE-201)

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 various Statistical tools & techniques in the applications of Home Science research.
3. apply Statistical techniques for analysis of research data & interpreting the data meaningfully.

Workload – 4 lectures / week

Total Credits -4

Total Marks -100

Theory -80 Marks

CIE -20 Marks

Course content Theory

Lectures

Module – I: Introduction to Statistics:

08

- 1.1 Definition and scope of Statistics.
- 1.2 Data: primary and secondary data, quantitative and qualitative data, attributes, variables.
- 1.3 Presentation of data: Classification & Tabulation.
- 1.4 Formation of frequency distribution with examples.

Module – II: Diagrammatic & Graphical presentation of data:

08

- 2.1 Concept of Diagrams and Graphs.
- 2.2 Diagrams – Simple & multiple bar diagrams, Pie diagram.
- 2.3 Graphs – Histogram and Ogive curves.
- 2.4 Procedures to obtain Mode and Median from graphs and simple examples on both the graphs.

Module – III: Measures of Central Tendency:

08

- 3.1 Concept of Measures of Central Tendency
- 3.2 Requirements of good statistical average.
- 3.3 Definitions of Arithmetic Mean (A.M), Median, Quartiles and Mode along with their merits and demerits.
- 3.4 Numerical examples for ungrouped and grouped data.

Module – IV: Measures of Dispersion:

08

- 4.1 Concept of dispersion,
- 4.2 Absolute and Relative measures of dispersion,
- 4.3 Quartile Deviation (Q. D.) and Standard Deviation (S.D.)
- 4.4 Variance and Coefficient of Variation. Examples for ungrouped and grouped data for Q.D., S.D. & their relative measures.

Module – V: Correlation:

08

- 5.1 Concept of correlation & their types.
- 5.2 Scatter diagram method of obtaining correlation.
- 5.3 Karl Pearson's coefficient of correlation (r): Definition, Computation for ungrouped data. Interpretation when $r = -1, 0, 1$.
- 5.4 Spearman's rank correlation coefficient: Definition, Computation (with and without ties).

Module – VI: Regression:**08**

6.1 Concept of regression

6.2 Lines of regression

6.3 Regression coefficients (b_{xy} & b_{yx})

6.4 Relation between correlation coefficient & regression coefficients.

Examples on ungrouped data.

Module – VII: Probability and Testing of Hypothesis:**08**

7.1 Definition of probability and laws of probability and Simple examples on probability without permutation & combination.

7.2 Concept of testing of Hypothesis. Notion of Population, Sample, Parameter, Statistic, hypothesis, Simple and composite hypothesis, Null and alternative hypothesis, type I and type II errors, Critical region, level of significance, one and two tailed test, power of test

7.3 Statistical Tests:

- a) Large sample tests: i) Testing of population mean; $H_0: \mu = \mu_0$,
ii) Testing equality of population means; $H_0: \mu_1 = \mu_2$

- b) Small sample tests: I) t- tests:

- i) $H_0: \mu = \mu_0$,

- ii) $H_0: \mu_1 = \mu_2$, (for $\sigma_1^2 = \sigma_2^2$),

- iii) Paired t- test.

- II) Chi-square tests:

- i) Testing of independence of attributes

- ii) Testing of Population Variance

Module – VIII: Demography:**08**

8.1 Introduction & need of Vital Statistics

8.2 Mortality Rates: Crude Death Rate (CDR), Specific Death Rate (SDR), Standardized Death Rate (STDR)

8.3 Fertility Rates: Crude Birth Rate (CBR), General Fertility Rate (GFR), Age Specific Fertility Rate (ASFR), Total Fertility Rate (TFR).

8.4 Illustrative examples on each one of above rates.

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. Gurunath Nadgode (1986)- *Samajik Sanshodhan Paddhati, Phadake Prakashan, Kolhapur*11) Dr. Aaglave- *Samajik Sanshodhan Paddhati*

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

Course VI – Dynamics of Marriage and Family (CCS-202)

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 globalization 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	08
1.1 Definition and Objectives of marriage	
1.2 Concept and Functions of marriage	
1.3 Types of marriage—Arranged, Love, Registered with Advantages and Disadvantages	
Module II – Readiness for Marriage	08
2.1 Factors to be consider for Marriage	
2.2 Pre –marital counselling—Definition, need, Advantages	
2.3 Post -marital counselling—Definition, need, Advantages	
Module III – Family	08
3.1 Definition and Functions of Family	
3.2 Types of Family-Nuclear, Joint, Extended.	
3.3 Changing forms of Family-Live in relationship, Single person living,	
Module IV – Adjustments in marriage and Family	08
4.1 Role of Husband and Wife.	
4.2 Adjustment factors in Economical, Sexual, and Career, religious, social	
4.3 Stages of family life cycle	
4.4 Adjustments in in-laws relations	
Module V—Parenthood	08
5.1 Definition and concept of Parenthood	
5.2 Tasks of parenting and parenting skills	
5.3 Challenges in parenting	
Module VI –Family planning	08

- 6.1 Definition and Meaning of family planning
- 6.2 Need and Importance of family planning
- 6.3 Methods of family planning

Module VII – Family crises

08

- 7.1 Concept and causes of family crises
- 7.2 Common family crises-Divorce, severe and prolonged illness of family member, unemployment, death of family member
- 7.3 Family counselling to overcome crises

Module VIII—Laws related to Marriage and Family

08

- 8.1 Hindu marriage Act.-1954
- 8.2 Special marriage Act.-1954
- 8.3 Dowry 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

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

Course VII – FAMILY CLOTHING (CCS-203)

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

1.1 Definition and Concept of Family Clothing

1.2 Importance of clothing – Physical, Psychological, Social, Emotional, Religious, Health, Personality development.

1.3 Factors influencing selection of family clothing

Module II – Clothing for New-born and Toddler

2.1 Selection of fabric

2.2 Desirable features

2.3 Safety and Health

2.4 Garments for new-born and toddlers

v Types and styles of garment and its care and maintenance

Module III – Clothing for Preschool and School children

3.1 Factors to be considered while selecting and making children's garments

3.2 Colour, Print and design, Suitability

3.3 Types and styles of garment and its care and maintenance

Module IV - Clothing for Adolescent and Adult

4.1 Selection of fabric

4.2 Colour, Print and design, Suitability

4.3 Types and styles of garment and its care and maintenance

Module V – Clothing for Pregnant, Lactating mother and old age person

5.1 Selection of fabric

5.2 Colour, Print and design, Suitability

5.3 Types and styles of garment and its care and maintenance

Module VI – Clothing for various occasions

6.1 Clothing for Formal occasions

6.2 Education- Uniforms, Specific clothing for laboratory work, Sports and exercise

6.3 Clothing for various events

1 Minor events – Birthdays, Religious functions, and festivals

2 Major events – Traditional weddings, Reception and party

6.5 Daily clothing, Clothing for Rest and leisure

Module VII - Clothing for various occupations sport and fitness exercise

7.1 For various occupation- Doctors and nurse, lawyers, Teachers, Automobile workers etc.

7.2 For various sports person -

1 Active – Cricket, Tennis, Swimming, Gymnastic

2 Passive- chess, carom

7.3 Selection of garments for fitness exercise- yoga ,aerobics

Module VIII – Clothing Management

8.1 Developing skills in clothing management

8.2 Budgeting for family clothing

8.3 Wardrobe planning

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
- 4 Pandit savitri, Orient Longmans- Manual of children's clothing
- 5 Starn M and Gliesser - Guide of modern clothing
- 6 Lewis- Comparative clothing construction
- 7 .VimalAadhavu- Vastrashastra, Maharashtra GranthNirmate Mandal, Aurangabad
- 8 Hegade-ShastroktshivankalaBHag 1 ani 2, Hegade Tailoring College, Pune
- 9 Dr.UjwalaVairagade, Anvita Agrawal(2009)- VastrashastrachiSankalpana v Fashion Designing, Vidya Books Publishers, Aurangabad

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

Course VIII – Maternal and Child Nutrition(CCS-204)

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

- 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

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

Module III - Pregnancy

- 3.1 Physiology and endocrinology of pregnancy
- 3.2 Adolescent Pregnancy and late Pregnancy -definition, causes, advantages and disadvantages
- 3.3 Pregnancy and AIDS
- 3.4 Pregnancy and Tuberculosis

Module IV – Lactation

- 4.1 Development of mammary tissues and role of hormones
- 4.2 Lactational amenorrhea, effect of breast feeding on maternal health
- 4.3 Human milk composition
- 4.4 Factors affecting breast feeding and fertility

Module V – Management of Lactation

- 5.1 Problems related to lactation – sore nipple, inverted nipples, engorged nipples, abscess etc.
- 5.2 Child health issues and problems in lactation
- 5.3 Exclusive Breast Feeding- Meaning, concept, importance and advantages
- 5.3 Breast feeding and AIDS

Module VI – Infant

- 6.1 Preterm and low birth weight infant - causes, implications, and remedies
- 6.2 Growth and development during infancy
- 6.3 Feeding of infant and children and dietary management

Module VII – Breast Feeding initiatives

- 7.1 Concept, Importance
- 7.2 World Breast-feeding week- History, themes, objectives and importance
- 7.3 Role of WABA, WHO in promotion of Breast feeding
- 7.4 Baby friendly hospitals initiatives

Module VIII – Policies and Programmes for promoting Maternal and Child Nutrition and Health

- 8.1 ICDS
- 8.2 National Mid day meal programme (PM-POSHAN Scheme)
- 8.3 Vitamin. A. Prophylaxis programme
- 8.4 National Iodine Deficiency disorder control programme

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