

**SantGadge Baba Amravati University, Amravati**

**Choice Based Credit System (CBCS)**

**Syllabus For -2024-2025**

**Board Of Study – Home Economics**

**UG Programme – B.A.**

**B.A. Part III- SEMV & VI**

**Syllabus:Part III - SEM V &VI**

**Subject- Optional: Home Economics (DSC)**

| <b>Sr.No</b> | <b>Board Of Study – Home-Economics</b>   |
|--------------|--|
| 1.           | Prof.Dr.Sujata B. Sabane (Zade) <b>Chairman</b><br>Shri Shivaji Arts and Commerce College, Amravati. |
| 2.           | Prof.Dr.Neena S. Chaware<br>Late N.A.D. Arts and Commerce College, Chandur Bazar, Dist.Amravati.     |
| 3.           | Prof.Dr.Sandhya A. kale<br>ShankarlalKhandelwal Arts, Scienceand Commerce College, Akola.            |
| 4.           | Prof.Dr.KalpanaP.Korde<br>B.B. Shivshakti MV, Babhulgaon,DistYavatmal.                               |
| 5.           | Prof.Dr.LeenaKandalkar<br>IndirabaiMegheMahila MV, Amravati.   |
| 6.           | Prof.Dr.RadhaSawjiyani<br>R.D.G. College for Women, Akola.   |
| 7.           | Prof.Dr.Chanda M. Kantale<br>K.G.Mahila MV, Daryapur.  |
| 8.           | Dr.SwapnaDeshmukh<br>V.N.Mahila M, Pusad, DistYavatmal.  |
| 9.           | Dr.Rashmi P. Gajare<br>N.W. Arts College, Yavatmal.  |
| 10.          | Prof.Dr.KiranR.Belurkar<br>M.J.F Commerce, Science and V. R. Arts College, Bhatkuli, Dist. Amravati  |
| 11.          | Prof.Dr.SunitaBalapure<br>Late D.P. Arts College, NandgaonPethDist. Amravati.                        |
| 12.          | Prof.Dr.Manjiri C. Pande (Chepe)<br>N.R.MV,Badnera, Dist. Amravati.                                  |

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**Board Of Study – Home Economics**  
**B.A. Part III SEM V and VI**  
**Subject Optional: Home Economics (DSC)**

**Part – A**

**POs :**

1. **Critical thinking:** look the situation and take actions after identifying the problems that structure our thinking and checking. Explore the fact accurate and valid, and looking at our ideas and decisions intellectually from different viewpoints.
2. **Effective Function:** write and describe clearly by relating students' ideas through books, media and information technology.
3. **Human Relations and Interaction:** Elicit views of others and help to preserve the all-round development of human being.
4. **Contribute values and Principles of development:** Demonstrate Principles of development which will help to balance the physique. Understood the human values, ethics for positive thinking towards family members and community
5. **Learn Developmental task and Behaviour systems:** Studying the Developmental tasks, students will try to understand their duties and responsibilities in every stage in development.
6. **Identity. Study and Life Learning:** Develop abilities to participate in self-determining and lifelong learning in the widest context personal- socio-technological changes.

**PSOs:**

- PSO1. Describe how individuals develop and change from womb to tomb.
- PSO2. Relate the principles of human development with self, family and society.
- PSO3. HD gives us a prospective guidelines for growth and development from prenatal stages
- PSO4. Appraise and identify life situations in need of referral services.
- PSO5. Inculcate a humanist attitude and manage life crisis at every stage of life span.
- PSO6. The specific program is useful for enhancing knowledge of students concerning behaviour problems, handicapped Problems, and Counselling and guidance.

**Employability potential of the specific course- program**

The UG curriculum is designed considering the needs of day and age. The curriculum provides Platform to networks knowledge in various interdisciplinary subjects which relates at local, regional, national and international levels as well as has a great potential in respect of employability of students Human Development provide students with a strong background in development a cross the life span with a variety of contexts including the family, community and Society Human Development graduates are ready for carriers in public and private human service agencies ,local, state and federal government

- **Day Care assistant** - A day care assistant Works with a child care teacher to provide a safe environment for children they take daily attendance and maintain reports about children in their care
- **Early childhood teacher** – An early childhood teacher instructs young children in Social, Motor and adaptive skills to help them thrive later in life.
- **Child care centre director** – A child care centre director supervises teachers and other team members to ensure a positive environment for students child care.
- **Early childhood education** consultant provides information on educational and child care programs they collaborate with management to recommend resources and tools that address the needs of student.
- **Child Psychologist** - A child Psychologist is mental health specialist who guides and conduct Psychological tests with several types of therapies for teenagers and adults.
- **Family Counsellors**
- **Geriatric care takers** in hospitals in old age homes etc.
- Child caretaker/Counsellor
- Child development training coordinator
- Become a Pre-school teacher.
- Become a Director of a Childcare Center
- Providing Care in Homes
- Child care Centers. Day care Centers and Crèches

- Parent guidance and Counseling Centers Remedies on Behavioral Problems

## Part B

SantGadge Baba Amravati University, Amravati

Choice Based Credit System (CBCS)

Syllabus For -2024-2025

Board Of Study – Home Economics

B.A. Part III SEM V

Subject Optional: Home Economics (DSC)

| Code of the course / subject | Title of the course/ subject                 | Total number of periods                |
|------------------------------|--|--|
| 1113                         | <b>Home Economics</b><br>(HUMAN DEVELOPMENT) | 75 periods<br>60 (Theo) + 15(SEM) = 75 |

### Objectives-

- To introduce the concept of human development.
- To know the factors affecting on human development.
- To define the terms regarding growth and development
- To understand the areas of development

**After successfully completion the course students should be able to-**

CO1.Explain the concept of human development.

CO2.Describe the factors affecting on human development.

CO3.Apply the acquired knowledge for balancing growth and development.

CO4. Realize the areas of human development

### Course Content

| Unit  | Content  | Total 60 periods |
|---|--|------------------|
| <b>Unit I</b><br>Introduction of human development    | 1.1 Meaning and Definition of human development.<br>1.2 Stages of Pre-natal Development-<br>1.3 Stages of post natal development.<br>1.4 Factor affecting on growth and development.         | 12 periods       |
| <b>Unit II</b><br>Reproduction system                 | 2.1 Female reproduction system<br>2.2 Male reproduction system<br>2.3 Sex determination.<br>2.4 Principles of human development.   | 12 periods       |
| <b>Unit III</b><br>Motor development                  | 3.1 Motor development- Meaning and skills<br>3.2 Causes of delay motor development<br>3.3 Physical development and changes<br>3.4 Factor affecting physical development                      | 12 periods       |
| <b>Unit IV</b><br>Intellectual and Speech Development | 4,1.Classification of Intelligence.<br>4.2 Factor affecting on intellectual development<br>4.3 Stages of speech development and speech defect<br>4.4 Discipline – types, merits and demerits | 12 periods       |
| <b>Unit V</b><br>Play and play therapy                | 5.1 Play- Importance and types<br>5.2 Play therapy – Concept, Meaning and Definition.<br>5.3 Types of play therapy<br>5.4 Techniques of play therapy   | 12. periods      |

| SEM(Module)  |  | Total 15 periods |
|--|--|------------------|
| <b>Play therapy( For Pre School Children)</b>  |  |                  |
| <b>Objectives-</b><br>•To explain the importance of play in child development.<br>•To understand the concept of play and play therapy.   |  |                  |
| <b>COs-</b><br>After successfully completion of module course students should be able to-<br>CO 1- Apply obtained knowledge for physical development of child<br>CO 2- Use play therapy techniques in intellectual, social and emotional development of child. |  |                  |
| <b>Activities</b>  | 1. Create play technique material for play therapy (Group activity)                                    | 5 periods        |
|  | 2. Visit pre-primary school and apply the techniques of play therapy upon children (Group Activity)    | 5 Periods        |
|  | 3. Study of Pre-primary school and know the techniques of play therapy use by teachers while teaching. | 5 Periods        |
| <b>Assessment</b>  | <b>Total 20 Marks</b>  |                  |
|  | 1. Create model using play technique material.   | 10 Marks         |
|  | 2. Visit Report  | 10 Marks         |

### References:

1. Hurlock Elizabeth- Child development
2. Swaminathan M.B. & Bhargava R.K.- Our Food
3. Hurlock Elizabeth- Child growth and Development
4. Fontana Devind- Personality and Education
5. Gender D. Bruce – Development of early childhood
6. जुन्नकरकुसुम – मातृकला
7. चांदवस्करनलिनी – मातृकला आणि बाळ संगोपन, पिंपळापुरे प्रकाशन प्रा. कं. नागपूर
8. काळेप्रेमला - बालमानसशास्त्र
9. जुन्नकरकुसुम- बालविकासवखेळणे
10. जुन्नकरकुसुम- मातृकला आणि बालसंगोपन पिंपळापुरे अँड पब्लिशर्स, महलनागपूर
11. वऱ्हाडपांडेनलिनी – बालविकास
12. कांडलकरलिना – मानवविकास, विद्याप्रकाशन, नागपूर
13. गणोरकरमीना – बालविकास आणि संबंधित क्षेत्रम. वि. ग्र. नी. पुणे
14. जवंजाळडॉ. संगीता, बेलूरकरडॉ. किरण - मानवी विकास, श्री. साईनाथ प्रकाशन नागपूर.
15. सबानेडॉ. सुजाता, कांबळे प्रिया, भुईभारडॉ. सीमा- मानवी विकास, साईज्योती पब्लिकेशन, नागपूर
16. काळेलेडॉ. मिना- मानवविकास भाग 2, पिंपळापुरे अँड पब्लिशर्स, महलनागपूर.
17. फरकाडे त्रिवेणी, गोंगे सुलभा- मातृत्व आणि बालविकास शास्त्र भाग 1, पिंपळापुरे अँड पब्लिशर्स, महलनागपूर.
18. Google Links-
19. <http://www.corewellceu.com>
20. <http://www.verywellmind.com>
21. <http://www.a4pt.org>

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**Syllabus For -2024-2025**  
**Board Of Study – Home Economics**  
**B.A. Part III SEM V**  
**Subject Optional: Home Economics (DSC)**

| Code of the course / subject | Title of the Course/ Subject<br>(Laboratory/Practical/practicum/hands- on/Activity) | Total number of the practical   |
|------------------------------|---|---|
| 1113                         | HUMAN DEVELOPMENT   | (15 Practical)<br>2 periods =1 practical)<br>1 Practical/ Week/ Batch |

**Objectives-**

- To know about foods used in various stages.
- To draft the diet plan for various stages.
- To practice preparation of given Nutritious dishes.

**COs-**

**After successfully completion of practical course students will be able to-**

**CO1.** Decide proper foods recipes for respective stages.

CO2. Design the diet plan for pregnant, Lactating women and Baby during weaning period.

**CO 2.** Apply practical Knowledge while making dishes.

| Sr. No. | Practical course / activities ( 2 Periods /Week/batch)               |
|---------|--|
|         | <b>Cooking, Diet planning and Preparation of following recipes</b>   |
| 1       | For pregnant women- 1. Veg Paratha 2. Veg Paneer 3. Fruit chat       |
| 2       | For Lactating Women- 1. Veg cutlet 2. Gum Ladoo3. Bhagar             |
| 3       | Baby during weaning period – 1. Khir 2. Soft khichadi 3. Tomato soup |

**Distribution of practical Marks.**

**Total Marks -20**

| Practical work      | Marks | Evaluation Mode | Total Marks |
|---------------------|-------|-----------------|-------------|
| Activity report     | 07    | Internal        | 10          |
| Record Book         | 03    |                 |             |
| Preparation Of dish | 05    | External        | 10          |
| Menu planning       | 02    |                 |             |
| Viva                | 03    |                 |             |



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**Board Of Study – Home Economics**  
**B.A. Part III SEM VI**  
**Subject Optional: Home Economics (DSC)**

| Code of the course / subject | Title of the course/ subject | Total number of periods                |
|------------------------------|------------------------------|--|
| 1113                         | HUMAN DEVELOPMENT            | 75 periods<br>60 (Theo) + 15(SEM) = 75 |

**Objectives:**

1. To aware the role of heredity & Environment in human development.
2. To learn the role of parent & teacher in child development.
3. To introduce the behaviourproblems of child.
4. To encourage the students forcommunity-based activity.
5. To utilize the course material for increasing employability of graduate students.

**COs –**

**After successfully completion of course student should be able to-**

- CO1. Describe the role of heredity & Environment in human development.  
CO2. Illuminate the role of parent & teacher in child development.  
CO3. Identify the behavior problems among child and talk remedies.  
CO4. Give choices for community-based activity for social work.  
CO5. Do carrier though counselling and guidance centers.

**Course Content**

| Unit  | Content  | Total 60 Periods  |
|---|--|-------------------|
| <b>Unit - I<br/>Heredity &amp; Environment</b>            | 1.1 Heredity- Meaning and Definition<br>1.2 Role of Heredity in development of child.<br>1.3 Role of Environment in development of child.<br>1.4 Role of family in development of child<br>(Nuclear & Joint)   | <b>12 periods</b> |
| <b>Unit - II<br/>Personality &amp; Self-concept</b>       | 2.1. Personality - Concept and Types.<br>2.2. Defense Mechanism.<br>2.3. Self-Concept- Types (Positive & Negative)<br>2.4. Role of Self-Concept in Personality Development.  | <b>12 periods</b> |
| <b>Unit- III<br/>Leadership &amp; Behavioral problems</b> | 3.1 Leadership- Concept and Types<br>3.2. Childhood behavioral problems- Thumb sucking, Stealing and lying. (Causes & Remedies)<br>3.3. Handicapped child- Types.<br>3.4. Need and importance of Sex education.  | <b>12 periods</b> |
| <b>Unit - IV<br/>Adolescence</b>                          | 4.1. Adolescence- Developmental task.<br>4.2. Physical and emotional changes in adolescence.<br>4.3. Adolescence habits and its effect on their life.<br>(juvenile delinquency, Drugs & Alcoholic)<br>4.4. Role of parents in developing positive attitude towards life. | <b>12 periods</b> |
| <b>Unit – V<br/>Parenting</b>                             | 5.1 Parenting- Importance & Types.<br>5.2 Parent- Child relationship.<br>5.3 Methods of child rearing Practices<br>5.4 Parental challenges-<br>(Junk food, Television, Watching and social media)  | <b>12 periods</b> |

| SEM ( Module)<br>Parenting and Child Rearing Practices.  |   | Total 15periods |
|--|---|-----------------|
| <b>Objectives-</b> <ul style="list-style-type: none"> <li>To make aware the knowledge of parenting.</li> <li>To realize the parent and child relationship.</li> <li>To know about child rearing practices.</li> </ul> <b>COs-</b><br><b>After successfully completion of module course students should be able to-</b><br><br><b>CO 1.</b> Develop positive attitude towards parenting.<br><b>CO 2.</b> Preserve parent-child relationship.<br><b>CO 3.</b> Grip the knowledge of child rearing practices for inculcate better habits among children |   |                 |
| <b>Activities</b>  | 1 Assignment and reading-Parent-child relationship/<br>Child Rearing Practices            | 5 periods       |
|  | 2 Survey - Parent to face the challenges.   | 5 periods       |
|  | 3 Guest lecture on junk food.   | 5 periods       |
| <b>Assessment-</b>   | <b>Total: 20 Marks</b><br>1. Survey report. 10 marks<br>2. Guest lecture report. 10 marks |                 |

References:

- Hurlock Elizabeth- Child development
- Swaminathan M.B. & Bharghave R.K.- Our Food
- Hurlock Elizabeth- Child growth and Development
- Fontana Devind- Personality and Education
- Gender D. Bruce – Development of early childhood
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- कांडलकरलिना – मानवविकास, विद्याप्रकाशन, नागपूर
- गणोरकरमीना – बालविकासआणिसंबंधितक्षेत्रम. वि. ग्र. नी .पुणे
- जवंजाळडॉ. संगीता ,बेलूरकरडॉ. किरण -मानवीविकास, श्री. साईनाथप्रकाशननागपूर.
- सबानेडॉ. सुजाता, कांबळेप्रिया, भुईभारडॉ. सीमा- मानवीविकास ,साईज्योतीपब्लिकेशन, नागपूर
- काळेलेडॉ. मिना – मानवविकासभाग 2, पिंपळापुरेअँडपब्लिशर्स , महलनागपूर.
- फरकाडेत्रिवेणी , गोंगेसुलभा – मातृत्वआणिबालविकासशास्त्रभाग 1, पिंपळापुरेअँडपब्लिशर्स , महलनागपूर.
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- <http://www.a4pt.org>
- <https://en.wikipedia.org>



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**B.A. Part III SEM VI**  
**Subject Optional: Home Economics (DSC)**

| Code of the course / subject | Title of the Course/ Subject<br>Practical course / activities | Total number of the practical   |
|------------------------------|---|---|
| 1113                         | HUMAN DEVELOPMENT   | (15 Practical)<br>( 2 periods =1 practical)<br>1 Practical/ Week/ Batch |

**Objectives-**

- To know the food used in various stages.
- To adopt skill of diet plan for various stages.
- To prepare various Nutritious dishes.

**COs-**

**After successfully completion of practical course students will be able to-**

CO1. Demonstrate Nutritious dishes for various stages.

CO2. Draft the diet plan for Pre-school children, School going and Adolescence stage

CO3. Apply the knowledge of practical theory.

**Practical course / activities**

| Sr. No. | Practical course / activities ( 2 Periods /Week/batch)<br>Cooking- Diet planning and Preparation of following recipes |
|---------|---|
| 1       | Pre-school children- 1. Sandwich 2. Mix Ladoo 3. Veg puri   |
| 2       | School going child- 1. Appe & Chutney 2. Mix Dal Wada 3. Chirvante  |
| 3       | Adolescence -1. Dhokla 2. Halwa 3. Pavbhaji   |

**Distribution of practical Marks. Total Marks -20**

| Practical work      | Marks | Evaluation Mode | Total Marks 20 |
|---------------------|-------|-----------------|----------------|
| Activity report     | 07    | Internal        | 10             |
| Record Book         | 03    |                 |                |
| Preparation Of dish | 05    | External        | 10             |
| Menu planning       | 02    |                 |                |
| Viva                | 03    |                 |                |

**Scheme of teaching, learning & Examination**  
**leading to the Degree Bachelor of Arts (B.A.) (Three Years-**  
**Six Semesters Degree Programme - C.B.C.S) (B.A. Part-III) Semester V & VI**

**Home-Economics (Human Development)**

Examination and question pattern of B.A. Degree Programme: (Semester V & VI)

- 1) Examinations shall be conducted in Offline mode in accordance with Ordinance No. 9. However, under special circumstances and in specific cases, those can be conducted in online mode on the recommendations of Board of Examination & Evaluation and approval by the Academic Council.
- 2) An examinations shall be held at the end of each semester.
- 3) Question paper of examination shall be in English, Marathi and Hindi as applicable.
- 4) The question bank for theory/subject/paper (MCQ, Long answer, short answer, problems or numerical, computations, design as applicable) except case study should be prepared along with memorandum and solutions of problem.
- 5) Syllabi of respective papers have been divided in to five units for each paper/subject.
- 6) Weightage shall be equal for each unit of the respective paper/subject.
- 7) All questions in the question paper shall be compulsory.

**Notes :**

**1) Distribution of Marks of Theory & Practical**

**For Practical Subjects: (Home-Economics)**

- a) 20 Marks for Multiple Choice Questions (M.C.Q. 4 x 5)
- b) 40 Marks for Descriptive Type Questions. 8x5
- c) 20 Marks for Skill Enhancement Module.
- d) 20 Marks for Practical (Practical Internal 10+Practical External 10)

**Evaluation System**

| Marks                      | Internal                             | External   |   |          |          |           |           |
|----------------------------|--------------------------------------|--|---|----------|----------|-----------|-----------|
|                            |                                      | Theory   | Practical   |          |          |           |           |
| <b>Total</b><br><b>100</b> | <b>20</b>                            | <b>60</b>  | <b>20</b>   |          |          |           |           |
|                            | <b>Skill<br/>Enhanced<br/>Module</b> | <b>1. Multiple Choice Questions 1x20=20</b><br><b>(Ask on All units)</b><br><b>1st Question</b><br><b>2. Essay type Answer - 2 questions 2x8=16</b><br>(8 marks each)<br><b>3. Short Answer - 3 questions 3x8=24</b><br>Internal choice (2 marks each) | <table border="1"> <thead> <tr> <th>Internal</th> <th>External</th> </tr> </thead> <tbody> <tr> <td><b>10</b></td> <td><b>10</b></td> </tr> </tbody> </table> | Internal | External | <b>10</b> | <b>10</b> |
| Internal                   | External                             |  |   |          |          |           |           |
| <b>10</b>                  | <b>10</b>                            |  |   |          |          |           |           |
| <b>100</b>                 | <b>20</b>                            | <b>60</b>  | <b>20</b>   |          |          |           |           |

**BOS in Home Economics**

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