

Sant Gadge Baba Amravati University, Amravati

Choice Based Credit System (CBCS)

Faculty: Humanities

Syllabus For -2024-2025

Board Of Study – Home-Economics

B.A. Part III SEMV and VI

Subject-Home-Economics: DSE I and DSE II

SEM V: DSE I:Child Psychology and Behaviour Problems

SEM VI: DSE II:Textile and India's Traditional Costumes

Sr.No	Board Of Study – Home-Economics
1.	Prof. Dr. Sujata B. Sabane (Zade) Chairman Shri Shivaji Arts and Commerce College, Amravati.
2.	Prof. Dr. Neena S. Chaware Late N.A.D. Arts and Commerce College, Chandur Bazar, Dist.Amravati.
3.	Prof. Dr. Sandhya A. kale Shankarlal Khandelwal Arts, Scienceand Commerce College, Akola.
4.	Prof. Dr. Kalpana P.Korde B.B. Shivshakti MV, Babhulgaon, Dist Yavatmal.
5.	Prof. Dr. Leena Kandalkar Indirabai Meghe Mahila MV, Amravati.
6.	Prof. Dr. Radha Sawjiyani R.D.G. College for Women, Akola.
7.	Prof. Dr. Chanda M. Kantale K.G.Mahila MV, Daryapur .
8.	Dr. Swapna Deshmukh V.N.Mahila M, Pusad, Dist Yavatmal.
9.	Dr. Rashmi P. Gajare N.W. Arts College, Yavatmal.
10.	Prof. Dr. Kiran R.Belurkar M.J.F Commerce, Science and V. R. Arts College, Bhatkuli, Dist. Amravati
11.	Prof. Dr. Sunita Balapure Late D.P. Arts College, Nandgaon Peth Dist. Amravati.
12.	Prof. Dr. Manjiri C. Pande (Chepe) N.R.MV,Badnera, Dist. Amravati.

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Part – A

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

The scope of child psychology in India is wide and includes working with children and adolescents in a variety of settings, such as schools, hospitals, clinics, and private practice. Some of the places where a child psychologist can practice in Schools. Hospitals both private and government. Behaviour problems can result from temporary stressors in the child's life, or they might represent more enduring disorders. Behaviour is a response to things that are happening: internally - thoughts and feelings. Externally - the environment, including other people.

Clothing in India varies with the different ethnicities, geography, climate, and cultural traditions of the people of each region of India. Historically, clothing has evolved from simple garments like kaupina, langota, achkan, lungi, sari, to rituals and dance performances. The history of Indian dress dates back to the 5th millennium BC, with the Indus Valley civilization that **used to spin, weave and dye cotton**. The cotton and silk industry was extremely advanced, and some of the techniques used in the past still survive today. In ancient times – and still today – silk and cotton were woven into various designs peculiar to each different region. Textiles have always been an important part of Indian trading. India used to trade with China, Southeast Asia, the Roman Empire, the Arabs, and, during the 17th century, also Europe, in a lucrative exchange of spices and clothing.

Textile cottage industry in India has been an integral part of our country's economy. A great example of a cottage industry in India is manufacturing cotton products. In India, Textile cottage industries are a major source of employment and livelihood. These industries are also the **backbone of the Indian economy**. The cottage industry is an industry that is small-scale and informal. This business idea among other small business ideas is typically a family business and the owner of the business lives on the premises. Weaving, Silverware, Bamboo, silk mark, and many more cottage industries are manufacturing companies that perform the majority of their labour by hand. India is renowned and well-known for its varied culture.

The export potential of Indian cottage industries is significant, driven by the global demand for unique, handcrafted products, sustainable practices, and traditional expertise. Handmade textiles, and regional specialties hold particular appeal in international markets. Government support, e-commerce platforms, and a growing awareness of ethical and sustainable production further enhance export opportunities.

Part B

**Sant Gadge Baba Amravati University, Amravati
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Faculty: Humanities

Syllabus For -2024-2025

Board Of Study –Home-Economics

B.A. Part III SEM V

Subject- Home-Economics: DSE I

Title: Child Psychology and Behaviour Problems

Code of the course / subject	Title of the course/ subject	Total number of periods	Credit	Total marks 100
1113 DSE I	Theory Child Psychology and Behaviour Problems	75 periods 60 (Theory) 15(SEM)	4	80 Theory External 20 Skill Enhanced Module (Internal)

Objectives

1. To determine social as well as environmental aspects for developing Child psychology.
2. To explain in what ways environmental factors influence a child's personality.
3. To recognize the children's Behavior Problems and kind of treatment they might need.
4. To identify the causes of children's Behavior Problems.

COS

After successful completion of course students should be able to –

CO1 Find out environmental aspects for developing Child psychology.

CO2.. Gain knowledge of psychological problems and counseling

CO3. Think about environmental factors which will influence on child's personality.

CO4. Explore the children's Behavior Problems using learned methods and remedies on.

Course Content

Unit System	Contents	Workload Allotted	Incorporation of Pedagogies
Unit I Introduction of Psychology	1.1. Definition and nature of Child Psychology 1.2. Branches of Psychology: (Educational, Counselling and Clinical) 1.3. Factors influencing child psychology 1.4. Concept of Health	12 Hours	<ul style="list-style-type: none"> • Classroom Lecture • Self-Study • Experiential learning • Assignment • Participative learning • Guest Lectures
Unit II Intelligence	2.1- Meaning and Definition of intelligence 2.2- Types of intelligence 2.3- Intelligence quotient 2.4- Factors affecting intelligence	12 Hours	
Unit III Emotions	3.1. Meaning and Definition of Emotions 3.2- Importance of emotions in child life 3.3- Characteristics of Child emotions 3.4- Types of emotions	12 Hours	
Unit IV Behavior Problem	4.1 lying - Causes and Remedies 4.2- Stealing - Causes and Remedies 4.3- Nail Biting-Causes and Remedies 4.4-Phobia - Causes and Remedies	12 Hours	
Unit V Personality	5.1. Meaning and Definition of personality 5.2- Types of Personality. 5.3- Factor affecting on personality. 5.4- Allport's theory of personality	12 Hours	

SEM (Module) Measurement of Personality		Total 15 periods
Objectives- <ul style="list-style-type: none"> To Know the measuring techniques of personality. To acquire skill to measure personality traits through tests COs- After successfully completion of module course students should be able to- CO 1- Acquire knowledge measuring techniques of personality CO 2- Apply learn skill techniques while measuring personality traits among child.		
Activities	1. Administration of Personality test	5 periods
	i. Minnesota multiphasic personality Inventory.	5 Periods
	ii. Projective techniques methods	5 Periods
	iii. Sentence Completion Test.	
Assessment (Internal)	Administration, Observation and Report (Any Two out of three activities)	20 marks

References:

- Bond, T. (1997) Standards and Ethics for counsellors in action, New Delhi: Sage
- Felthman, C., & Horton, I. (2000) (Ed), Handbook of Counselling and Psychotherapy, New Delhi: Sage
- Robert, G. L., & Marianne, M.H. (2003), Introduction to Counselling and Guidance, Pearson education, Inc
- Sharma, R .N.,& Sharma,R. (2004), Guidance and Counselling in India.
- Counselling and Psychotherapy in an International Context, Routledge, New York.
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- ns'keq[k] ,u- ,e- ¼2007½ vH;kl dks'kY;] osneqæk çdk'ku] vejkorh-
- निंबाळकर के. पी. मानसशास्त्रीय प्रयोग व परीक्षण
- कतरणी स्फूर्ती, मानसशास्त्र विचार विषय व उपयोजन, प्रकाशन नागपूर
- आळंदीकर ज. ग, अभिनव शैक्षणिक मानसशास्त्र, लेखन वाचन भांडार पुणे
- देशमुख एल. जी. शैक्षणिक मानसशास्त्र, शिवाजी विद्यापीठ कोल्हापूर
- पंडित र. वी. शैक्षणिक मानसशास्त्र, विद्या प्रकाशन नागपूर
- बालमनोविज्ञान; डॉजिग्नेशटापरिया. डॉ. आरकेचोचारावतप्रकाशन , नईदिल्ली. २०१३

Sant Gadge Baba Amravati University, Amravati
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Syllabus For -2024-2025
Board Of Study – Home-Economics
B.A. Part III SEM VI
Subject- Home-Economics: DSE II
Title: Textile and India's Traditional Costumes

Code of the course / subject	Title of the course/ subject	Total number of periods	Credit	Total marks 100
1113 DSE II	Textile and India's Traditional Costumes	75 periods 60 (Theory) 15(SEM)	4	80 Theory External 20 Skill Enhanced Module

Objectives

1. To aware about the basic textile requisites.
2. To know the India's renowned and well-known Cottage industries.
3. To preserve the cultural richness and artisanal skills
4. To understand the potential of cottage industries that is significant driven by the global demand.
5. To support, e-commerce platforms, and a growing awareness of ethical and sustainable production

COS

After successfully completion of course students should be able to –

CO 1. Identify the basic textile fundamentals for cotton industries.

CO2. Familiar with the India's renowned and well-known Cottage industries.

CO 3. Understand the cultural richness and artisanal skills

CO 4. Exhibit the Regional costumes and artisans skills

CO 5. Arrange provision for e-commerce platforms, and a growing awareness of sustainable production.

Course Content

Unit System	Contents	Workload Allotted	Incorporation of Pedagogies
Unit I Introduction of textile	1.1 Classification of textile 1.2- Properties of textile 1.3- Types of fibers (Natural and Man-made) 1.4 Classification of yarns	12 Hours	<ul style="list-style-type: none"> • Classroom Lecture • Demonstration • Self-Study • Experiential learning • Assignment • Participative learning • Guest Lectures
Unit II Introduction of Traditional Textile	2.1. Pitambar, Paithani and Chanderi 2.2. Patola, and Maheshwari 2.3. Dhaka Mulmal and Banarasi 2.4. Irfal-Italkaranji	12 Hours	
Unit III Regional Costumes of Male and Female	3.1. Maharashtra 3.2. Gujarat 3.3. Bengal 3.4. Manipur	12 Hours	
Unit IV	4.1. Karnataka	12 Hours	

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 and VI

Home-Economics

DSE I and II

Examination and question pattern of B.A. Degree Programme: (Semester 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

Subjects: (Home-Economics)

- a) 20 Marks for Multiple Choice Questions (M.C.Q. 4 x 5)
- b) 60 Marks for Descriptive Type Questions. 12x5
- c) 20 Marks for Skill Enhancement Module.(Internal)

Evaluation System

Marks	Internal	External Theory
Total 100	20	80
	Skill Enhanced Module	1. Multiple Choice Questions 1x20=20 (Ask on All units) 1st Question 2. Essay type Answer - 2 questions 2x12=24 (12 marks each) 3. Short Answer - 3 questions 3 x12=36 Internal choice (4 marks each) (Solve any 3 out of 5)
100	20	80

Chairman of the BOS in Home Economics:

Members of the BOS in Home Economics: