



Sant Gadge Baba Amravati University, Amravati

National Education Policy -2020 (NEP)

Syllabus For Academic year - 2026-27

Faculty: Humanities

Three Years Six Semester Bachelor's Degree Programme

Board Of Study - Home-Economics

Programme: B.A.,(Home-Economics)

Syllabus: Part III - SEM V & VI Subject -Home Economics (Code-630)

Board of Study – Home-Economics

Sr. No	Name of Members
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. Radha Sawjiyani R.D.G. College for Women, Akola.
4	Prof. Dr. Sunita Balapure Late D.P. Arts College, Nandgaon Peth Dist. Amravati.
5.	Prof. Dr. Chanda M. Kantale K.G.Mahila MV, Daryapur
6.	Dr. Swapna Deshmukh V.N.Mahila M, Pusad, Dist Yavatmal
6.	Dr. Rashmi P. Gajare N.W. Arts College, Yavatmal.
7.	Prof. Dr. Kiran R.Belurkar M.J.F Commerce, Science and V. R. Arts College, Bhatkuli, Dist. Amravati.
8.	Dr. Vaishali R. More Smt. S.J.Arts and Science MV, Mehkar Dist. Buldana.
9.	Prof. Dr. Manjiri C. Pande (Chepe) N.R.MV,Badnera, Dist. Amravati.
10.	Dr.Leena S.Gawande Smt. P.P..Mahila Mahavidyalay,Warud.
11.	Dr.Nilima Mahure Yuvashakti Mahavidyalay,Amravati.

Sant Gadge Baba Amravati University, Amravati
National Education Policy 2020 (NEP)
Syllabus For 2026-2027
Faculty: Humanities
Board Of Study – Home Economics
Programme B.A. (Home Economics) Part III SEM V and VI
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 helps 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 guideline 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.

1. **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.
2. **Early childhood teacher** – An early childhood teacher instructs young children in Social, Motor and adaptive skills to help them thrive later in life.
3. **Child care centre director** – A child care centre director supervises teachers and other team members to ensure a positive environment for students' child care.
4. **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.
5. **Child Psychologist** - A child Psychologist is mental health specialist who guides and conduct psychological tests with several types of therapies for teenagers and adults.
6. **Family Counsellors.**
7. **Geriatric care takers** in hospitals in old age homes etc.
8. **Child caretaker/Counsellor.**
9. **Child development training coordinator.**
10. **Become a pre-school teacher.**
11. **Become a Director of a Childcare Centre.**
12. **Providing Care in Homes.**
13. **Child care Centres. Day care Centres and Crèches.**

Sant Gadge Baba Amravati University, Amravati
FACULTY: HUMANITIES, Discipline/ Subject-Home Economics
Teaching and Learning Scheme: for the Degree of Bachelor of Arts with the Major: Home Economics
(Three Years- Six Semesters Bachelor's Degree Programme)
B.A. THIRD YEAR: SEMESTER– V (NEP) Level-5.5

Mode of Teaching	Vertical I. No	The Vertical	Type of Course	Course Code	Course Name	Credits	Workload (Hrs./Week)	Vertical Workload (Hrs./Week)	Maximum Marks					
									External	Internal	Total			
Classroom Teaching/Lab Work (Practical)/ Outdoor / Field	a.	Major: DSC Home Economics	Theory-VII	630212	Healthy Motherhood	2	2	16	30	20	50			
			Practical-VII	630213	Diet Planning	2	4 (4xNo.of Batches)		25	25	50			
			Theory-VIII	630214	Child Development	4	4		60	40	100			
		Major Elective (any one)	Theory-IX Elective (A)	630215	Family Dynamics and Relationship	2	2		30	20	50			
			Theory- IX Elective (B)	630217	Millets and Ranbhajya									
			Practical-IX Elective (A)	630216	Survey, project and chart	2	4(4xNo.of Batches)					25	25	50
			Practical- IX Elective (B)	630218	Recipes (Millets and Ranbhajya)									
	b.	Minor: DSC : Home Economies	Theory-V	630255	Fundamentals of Child Development	2	2	6	30	20	50			
			Practical-V	630256	Diet Planning	2	4 (4xNo.of Batches)		25	25	50			
	d.	VSC	VSC Practical-IV	630274	Cleanliness and Personal Hygiene	2	4 (4xNo.of Batches)	6	-	30 (College level Exam) +20 (Internal)	50			
		SEC	SEC Theory-III	630278	Parenting and Child Care	2	2		-	30 (College level Exam) +20 (Internal)	50			
	f.	FP/CES	Project-III	630288	Project in Home Economics	2	4	4		50	50			
		CC	-	-	-	-	-	-	-	-	-			
			Special Theory		Foundation of Artificial Intelligence	2	2	2		30 (College level Exam) +20 (Internal)				
		TOTAL				22 + 2 = 24			-	-	600			

Abbreviations: (T) Theory, (P) Practical **Note: - As per Regulation No.11 of 2026. 1 July 2026 The Practical Batch will consist of 15 students** Implementation of the Course of “Foundation of Artificial Intelligence” for the U.G. Programmes Under all the faculties. As per Extra-Ordinary Notification No.241/2025 of SGBAU, dated 24/12/2025. Students will earn grade from written examination marks conducted by the concern in college.

Sant Gadge Baba Amravati University, Amravati
FACULTY: HUMANITIES, Discipline/ Subject-Home Economics

Teaching and Learning Scheme: for the Degree of Bachelor of Arts with the Major: Home Economics

(Three Years- Six Semesters Bachelor's Degree Programme)

B.A. THIRD YEAR: SEMESTER– VI (NEP) Level-5.5

Mode of Teaching	Vertical.	The Vertical	Types Of Cours	Course Code	Course Name	Credits	Workload (Hrs./Week)	Vertical Workload (Hrs./Week)	Maximum Marks					
									External	Internal	Total			
Classroom Teaching/ Lab Work (Practical)/ Outdoor / Field	a.	Major: DSC Home Economics	Theory- X	630219	Child Rearing and Parenting	2	2	16	30	20	50			
			Practical- X	630220	Practical- Diet Planning	2	4 (4xNo.of Batches)		25	25	50			
			Theory-XI	630221	Human Development	4	4		60	40	100			
		Major: Elective (any one)	Theory-XII Elective (A)	630222	Textile and Traditional Costume	2	2		30	20	50			
			Theory-XII Elective (B)	630224	Stress Management									
			Practical-XII Elective (A)	630223	Fabric Dyeing and Painting	2	4 (4xNo.of Batches)					25	25	50
			Practical-XII Elective(B)	630225	Meditation, Yoga and Physical Exercise									
	b.	Minor: DSC: Home Economics	Theory-VI	630257	Adolescent and Development	2	2	6	30	20	50			
			Practical-VI	630258	Diet Planning	2	4 (4xNo.of Batches)		25	25	50			
	d.	VSC	VSC Practical-V	630275	Day Care Centre for Special Children	2	4 (4xNo.of Batches)	4	-	30 (College level Exam) +20 (Internal)	50			
	e.	VEC	-	-	-	-	-	-	-	-	-			
	f.	Internship/ Apprentice ship	OJT	630291	Internship/Apprentice ship in Home Economics	4	8	8	-	-	-			
			FP/CES	Project	-	-	-		-	-				
			TOTAL				22					450		

Abbreviations: (T) Theory, (P) Practical Note: - As per Regulation No.11 of 2026. 1 July 2026 The Practical Batch will consist of 15 students

Sant Gadge Baba Amravati University Amravati
NEP: Session 2026-27
Faculty: Humanities
Subject: Home Economics
B.A. Part III SEM V. Major VII (T) Level-5.5
Course Code-630212
Course Title: Healthy Motherhood.

Level	Semester	Course Code	Course Title	Credits	Teaching Hrs./Week	Total teaching Hours	Exam Duration	Max. Marks 50	
5.5	V	630212	Major VII (T) Healthy Motherhood.	2	2	30	3 Hrs.	Theory 30	Internal Assessment 20

Objectives of the Course	After studying this course, students will be able to: - Understand the concept and importance of healthy motherhood. - Explain the physical, psychological, nutritional, and social aspects of maternal health. - Describe the importance of antenatal, intranatal, and postnatal care. - Identify common maternal health problems and preventive measures. - Understand the role of nutrition, immunization, and breastfeeding. - Promote awareness of healthy pregnancy, safe delivery, and new-born care.			
Course Outcome's	After completing this course, students will be able to: - Explain the components of healthy motherhood and maternal care. - Analyse factors affecting maternal health. - Identify essential maternal and newborn care services. - Explain the importance of nutrition, breastfeeding, and immunization. - Promote maternal health awareness through effective communication.			
Unit	Contents	Workload allotted	Weightage of Marks allotted	Incorporation of pedagogies
Unit I	Motherhood. 1.1 Concept and definitions of motherhood. 1.2 Problems related to Menstruation and Menopause. 1.3- Female reproductive system. 1.4- Male reproductive system.	7	7	Digital board PPT's Videos Charts Lectures Experimental Learning Assignments Participative Learning Guest Lecture
Unit II	Prenatal development 2.1- Conception. 2.2- Importance of Garbha Sanskar 2.3- Types of delivery. 2.4- Factors affecting prenatal development.	8	8	
Unit III	Issues In Pregnancy. 3.1- Stages of prenatal development. 3.2- Pregnancy related disease. 3.3- Care during pregnancy. 3.4- Immunization - pregnant women and child.	7	7	

Unit IV	Care of baby. 4.1- Importance of breastfeeding. 4.2- supplementary food 4.3- premature baby - Causes, Symptoms and Care. 4.4- Sex determination and twins.	8	8	
Internal Assessment Theory (20Marks)	Internal assessment shall be carried out by the respective course teacher by choosing verity of Assessments Tools/ Methods Such as- Class Test/ Scrap Book, / Seminar, /Assignment- 10 Marks Field visit/ Demonstration, / Fieldwork, /Mini Project/ Guest Lecture/Case study - 10 Marks			

संदर्भ ग्रंथ-

1. मातृकला आणि बालसंगोपन- प्रा. कुसुम जुननकर, २००० पिंपळापुरे अ‍ॅण्ड कं. पब्लिशर्स, नागपूर
2. मानवी विकास- डॉ. संगीता जवंजाळ, डॉ. किरण बेलूरकर- श्री. साईनाथ प्रकाशन नागपूर
3. बालविकासाची ओळख- कुळकर्णी शरद, गोडसे जयश्री १९९८(यशवंतराव चव्हाण मुक्त विद्यापीठ,नाशिक)
4. बालविकासशास्त्र- डॉ. इंदिरा भा. खडसे १९९५ हिमालय पब्लिशिंग हाऊस, मुंबई.
5. पोषण आणि आहारशास्त्र- फरकाडे त्रिवेणी, गोगे सुलभा २००५, पिंपळापुरे अ‍ॅण्ड कं. पब्लिशर्स, नागपूर.
6. मानव विकास- डॉ. लिना कांडलकर, विद्या प्रकाशन, नागपूर
7. बालविकासशास्त्र- नलिनी वहरहाडपांडे पिंपळापुरे अ‍ॅण्ड कं. पब्लिशर्स, नागपूर.
8. बालविकास- नलिनी वहरहाडपांडे, पिंपळापुरे अ‍ॅण्ड कं. पब्लिशर्स, नागपूर
9. प्रसूती विज्ञान- डॉ. मृणमनी भुवानी

हिंदी संदर्भ ग्रंथ

1. महिला एवं बालविकास'- सुबुद्धि गोस्वामी, पाईन्टर पब्लिशर्स, जयपूर
2. मानव विकास (Human Development) – डॉ. उषा टंडन, हिंदी माध्यम कार्यान्वयन निदेशालय.
3. 'बालविकास अवं शिक्षा संदर्शिका'- डॉ. श्रीमती प्रमिला श्रीवास्तव, कनिष्क पब्लिशर्स, डिस्ट्रीब्युटर्स, नई दिल्ली
4. बालमनोविज्ञान - भाई योगेंद्रजीत १९८५, चौदावी आवृत्ती विनोद पुस्तक मंदिर, आग्रा
5. स्वास्थ्य एवं पोषण – National Institute of Open Schooling (NIOS) हिंदी अध्ययन सामग्री.

इंग्रजी संदर्भ ग्रंथ

1. Child Development- Hurlock, E. B., 1978". 'Sixth Edition, McGraw-Hill, Kogarkusha Ltd.
2. Development Psychology. -Hurlock, E. B., 1981" Fifth Edition, Reprint 1998
3. Child Growth and Development,- Hurlock, E. B., 1978" Fifth Edition, TMH Edition, Tata McGraw Hill Publishing Company Ltd., New Delhi
4. 'Child Development and Adjustment Development of the Child'- Crow. L.D. and Crow, Alic, 1967:
1. वेबसाइट्स
2. NCERT (हिंदी ई-पुस्तकें एवं संसाधन)
3. NCERT ePathshala
4. NIOS (हिंदी अध्ययन सामग्री)
5. IGNOU (ई-ज्ञानकोश)
6. Ministry of Women and Child Development
7. Ministry of Health and Family Welfare
8. National Health Mission
9. UNICEF India (Adolescent Health)
10. World Health Organization (Adolescent Health)
11. National Digital Library of India

Sant Gadge Baba Amravati University, Amravati National Education Policy -2020 (NEP)
Syllabus for Academic year -2026-2027
Faculty: Humanities
Three Years Six Semester Bachelor's Degree Programme Board of Study – Home Economics
Programme: B.A., (Home Economics)
Syllabus: Part III – SEM V
Vertical-a
Course Code -630213

Level	Semester	Course Code	Course Name	Credits	Teaching Hrs. /week	Exam Duration	Max Marks
5.5	V	630213	Lab Practical Major (P) VII (Diet Planning)	2	4	3Hrs.	Practical 50 External 25 Internal 25

Course Objectives:	1. To understand the nutritional needs of pregnant women, lactating women, and infants. 2. To prepare healthy, balanced, and nutritious recipes for different stages of life. 3. To select suitable ingredients to improve the nutritional value of foods. 4. To develop basic skills in meal planning, food preparation, and hygienic cooking practices.		
Course Outcomes:	After successfully completion of practical course student will be able to- CO1. Prepare nutritious recipes for pregnant women, lactating women, and infants. CO2. Plan balanced diets according to the nutritional needs of different age groups. CO3. Apply safe and hygienic food preparation practices during cooking. CO4. Explain the nutritional benefits of the prepared recipes and promote healthy eating habits.		
Lab Practical Contents		Workload Allotted	Incorporation Of Pedagogies
Practical activity		20 Hours	Demonstration Practical Lecture Experiential Learning Practice
1.	Prepare Diet Plan 1) For pregnant women 2) For lactating women 3) for babyhood - (1-2 Years)		
2.	Prepare the chart of developmental task during in infancy (age group 0-2 years)		
Preparation of Folling Recipes			
1.	1) For pregnant women- 1. Ragi Idli, 2. Mix Veg Dhirda, 3. Paneer Bhurji. 4. Khajur Shake.	40 Hours	
2.	2) For lactating women- 1. Gam laddu. 2. Cutlet 3. Makhana khir. 4. Mix sprouts bhel		
3.	3) for babyhood - 1. Khir 2. Soup 3. Soft khichdi 4. Rajgira lapsi.		

Evaluation and Assessment (Distribution of Practical Marks)		Allotted Marks	Total Marks 50
Mode of Evaluation			
External	Preparation Diet Plan (Any one)	05	25
	1.Preparation and Presentation of Any One Dish	10	
	2 Prepare the chart of developmental task during in infancy (age group 0-2 years)	05	
	3. Viva	05	
Internal	1. Lab Work	10	25
	2. Class Work: Activity report	05	
	3. Record book	10	

Sant Gadge Baba Amravati University Amravati
NEP: Session 2026-27
Faculty: Humanities
Subject : Home Economics
B.A. Part III SEM V Major VIII (T) Level-5.5
Course Code-630214
Course Title: Child Development

Level	Semester	Course Code	Course Title	Credits	Teaching Hrs./Week	Total teaching Hours	Exam Duration	Max. Marks 100	
5.5	V	630214	Major VIII – (T) Child Development	4	4	60	3 Hrs.	Theory 60	Internal Assessment 40

Objectives of the Course	After studying this course, students will be able to: - To understand children’s growth and development. - To understand the physical, speech, and social development of children. - To learn how to children develop communication and language skills. - To understand the importance of play in children's growth and learning. - To identify the needs and abilities of children at different stages of development.			
Course Outcomes	After completing this course, students will be able to: - Explain the basic stages of child development. - Explain the basic physical, speech, and social development of children. - Describe how children's language and communication skills develop. - Understand the importance of play in children's overall development. - Identify the developmental needs of children at different ages.			
Unit	Contents	Workload allotted	Weightage of Marks allotted	Incorporation of pedagogies
Unit I	Introduction. 1.1 Meaning and definition of child development. 1.2 Importance of child development. 1.3 Principles of child development. 1.4 Factors affecting on child development.	10	10	- Digital board - PPT’s - Videos - Charts - Lectures - Experimental Learning - Assignments - Participative Learning - Guest Lecture
Unit II	Childhood. 2.1- Meaning and Definition of Childhood 2.2- Importance of Childhood. 2.3- Development Stages of Childhood. 2.4- Characteristics of Childhood.	10	10	
Unit III	Speech Development. 3.1- Speech development- Meaning and Definition. 3.2- Stages of Speech Development. 3.3- Causes of Speech Defects. 3.4- Types of Speech Defects	10	10	
Unit IV	Social Development 4.1- Social development- Meaning and Definition. 4.2- Factors affecting Socia Development 4.3- Leadership- Qualities and Types. 4.4- Social Adjustment	10	10	
Unit V.	Physical and Motor Development. 5.1- Physical Development Meaning And Importance.	10	10	

	5.2- Factors affecting Physical development. 5.3- Motor Development - Meaning and Motor Skills. 5.4- Causes of delay Motor Development.			
Unit VI.	Play. 6.1- Meaning of Play. 6.2- Importance of Play. 6.3- Types of Play. 6.4- Concept of Play Therapy.	10	10	
Internal Assessment Theory (20Marks)	Internal assessment shall be carried out by the respective course teacher by choosing verity of Assessments Tools/ Methods Such as- Class Test/Open book test/ Seminar, /Assignment- 20 Marks Field visit/ Survey/ Demonstration, / Fieldwork, /Mini Project/ Guest Lecture/Case study - 20 Marks			

संदर्भ ग्रंथ

1. मातृकला आणि बालसंगोपन- प्रा. कुसुम जुननकर, २००० पिंपळापुरे अ‍ॅण्ड कं. पब्लिशर्स, नागपूर
2. मानवी विकास- डॉ. संगीता जवंजाळ, डॉ. किरण बेलूरकर- श्री. साईनाथ प्रकाशन नागपूर
3. बालमानसशास्त्र- काळे, प्रेमला १९८६ द्वितीयावृत्ती महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ, श्रीविद्या प्रकाशन, पुणे
4. अपवादात्मक बालकांचे मानसशास्त्र- काळे, प्रेमला १९९०, प्रथमावृत्ती मॅजेस्टिक प्रकाशन, मुंबई
5. बालविकासाची ओळख- कुळकर्णी शरद, गोडसे जयश्री १९९८(यशवंतराव चव्हाण मुक्त विद्यापीठ, नाशिक)
6. बालविकासशास्त्र- डॉ. इंदिरा भा. खडसे १९९५ हिमालय पब्लिशिंग हाऊस, मुंबई.
7. पोषण आणि आहारशास्त्र- फरकाडे त्रिवेणी, गोगे सुलभा २००५, पिंपळापुरे अ‍ॅण्ड कं. पब्लिशर्स, नागपूर.
8. मानव विकास- डॉ. लिना कांडलकर, विद्या प्रकाशन, नागपूर
9. बालविकासशास्त्र- नलिनी वहरहाडपांडे पिंपळापुरे अ‍ॅण्ड कं. पब्लिशर्स, नागपूर.
10. किशोरावस्था- नलिनी चंदावासकर, १९७५,महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ, नागपूर
11. आधुनिक सामान्य मानसशास्त्र- प्रा. मुकुंद इनामदार, केशव गाडेकर डॉ. अनिता पाटील, २००५ २०१५, प्रथम आवृत्ती, डायमंड पब्लिकेशन, पुणे-१०
12. मानसशास्त्राची मूलतत्त्वे--प्रा. र.वि. पंडित, विद्या प्रकाशन, नागपूर, २००६
13. बालविकास- नलिनी वहरहाडपांडे, पिंपळापुरे अ‍ॅण्ड कं. पब्लिशर्स, नागपूर
14. प्रसुती विज्ञान- डॉ. मृणमनी भुवानी

हिंदी संदर्भ ग्रंथ

1. महिला एवं बालविकास'- सुबुद्धि गोस्वामी, पाईन्टर पब्लिशर्स, जयपूर
2. किशोरावस्था एवं मानव विकास – डॉ. प्रेमचंद्र मिश्र, प्रकाशन: उत्तर प्रदेश हिंदी संस्थान.
3. मानव विकास (Human Development) – डॉ. उषा टंडन, हिंदी माध्यम कार्यान्वयन निदेशालय.
4. बाल विकास एवं मनोविज्ञान – डॉ. एस. के. मंगल (हिंदी संस्करण).
5. शैक्षिक मनोविज्ञान एवं बाल विकास – डॉ. आर. एन. शर्मा.
6. विकासात्मक मनोविज्ञान – डॉ. अरुण कुमार सिंह.
7. किशोरावस्था शिक्षा एवं जीवन कौशल – (NCERT) हिंदी सामग्री.
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2. NCERT ePathshala
3. NIOS (हिंदी अध्ययन सामग्री)
4. IGNOU (ई-ज्ञानकोश)
5. Ministry of Women and Child Development
6. Ministry of Health and Family Welfare
7. National Health Mission
8. UNICEF India (Adolescent Health)
9. World Health Organization (Adolescent Health)
10. National Digital Library of India

Sant Gadge Baba Amravati University Amravati
NEP: Session 2026-27
Faculty: Humanities
Subject : Home Economics
B.A. Part III SEM V Major (T) IX Elective (A) Level-5.5
Course Code-630215
Course Title: Family Dynamics and Relationship

Level	Semester	Course Code	Course Title	Credits	Teaching Hrs./Week	Total teaching Hours	Exam Duration	Max. Marks 50	
5.5	V	630215	Major (T)-IX Elective (A) Family Dynamics and Relationship	2	2	30	3 Hrs.	Theory 30	Internal Assessment 20

Objectives of the Course	After studying this course, students will be able to: - To Promote positive attitude and family dissolution responsible behaviour in family life. - To understand the concept of family dynamic and relationships. - To identify different types of family relationship and their roles. - Recognize factors that influence Healthy and unhealthy family relationship.			
Course Outcome	After completing this course, students will be able to: - Understand the concept structure types and function of the family. - Explain family roles relationship and importance of effective communication within the family. - Analyse the impact of social cultural and economic changes on family dynamics. - Develop skills to promote Healthy positive and effective family relationship.			
Unit	Contents	Workload allotted	Weightage of Marks allotted	Incorporation of pedagogies
Unit I	Introduction of Marriage 1.1 The concept and meaning of marriage 1.2 Function of marriage 1.3 Characteristics of marriage 1.4 Types of marriage - Arrange, Love, Register, Inter caste.	7	7	Digital board PPT's Videos Charts Lectures Experimental Learning Assignments Participative Learning Guest Lecture
Unit II	Introduction of Family 2.1 Meaning and definition of family 2.2 Types of family 2.3 Function of family 2.4 Changing nature of the family	8	8	
Unit III	Family Adjustment 3.1 Concept of family adjustment 3.2 Causes and solution family conflict 3.3 Need of family adjustment 3.4 Types of adjustment-- Economic, Social Professional.	7	7	
Unit IV	Family Disintegration 4.1 Concept of family disintegration 4.2 Causes of family disintegration 4.3 Effect of family disintegration 4.4 Preventive measures to Reduce Family disintegration.	8	8	

Internal Assessment Theory (20 Marks)	Internal assessment shall be carried out by the respective course teacher by choosing verity of Assessments Tools/ Methods Such as-	
	Class Test/ Scrap Book, / Seminar, /Assignment-	10 Marks
	Field visit/ Demonstration, / Fieldwork, /Mini Project/ Guest Lecture/Case study -	10 Marks

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3. अॅड. प्रमिला जोशी: महिलांसाठी अत्यावश्यक कायदे, राजेश प्रकाशन, पुणे
4. डॉ. प्रकाश बोबडे: भारतीय समाज रचना पारंपारिक व आधुनिक, श्री मंगेश प्रकाशन, नागपूर
5. डॉ. प्रदीप आगलावे : आधुनिक भारतातील सामाजिक समस्या, विद्या प्रकाशन, नागपूर
6. डॉ. शैलजा भालेराव – विवाह आणि कुटुंब संस्था, विद्या प्रकाशन, नागपूर.
7. डॉ. सुनीता गायकवाड – कुटुंब जीवन शिक्षण, फडके प्रकाशन, कोल्हापूर.
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10. डॉ. बी. एम. कर्वे – भारतीय समाज व कुटुंब व्यवस्था, पिंपळापुरे अँड कंपनी, नागपूर.

हिंदी संदर्भ ग्रंथ

1. आशारानी वरोरा: मानसिक स्वास्थ्य और मन: चिकित्सा, आर्य प्रकाशन मंडल, दिल्ली
2. डॉ. राम आहूजा – भारतीय समाज, रावत पब्लिकेशन्स, जयपुर.
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4. डॉ. वी. डी. गुप्ता – परिवार एवं विवाह, राजस्थान हिन्दी ग्रंथ अकादमी.
5. डॉ. एस. एल. दोषी एवं डॉ. पी. सी. जैन – समाजशास्त्र, नेशनल पब्लिशिंग हाउस.
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English References

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2. Ram Ahuja: Indian social system, Rawat Publication, Jaipur.
3. Marriage and Family: The Quest for Intimacy – McGraw-Hill Education.
4. Marriages and Families: Changes, Choices, and Constraints – Pearson Education.
5. The Family: Diversity, Inequality and Social Change – W.W. Norton.
6. Marriage and Family Experience: Intimate Relationships in a Changing Society – Cengage Learning.
7. Human Development – McGraw-Hill.
8. Sociology – Polity Press.

Government and Educational Websites

1. National Institute of Open Schooling (NIOS) – Home Science Study Material
2. National Digital Library of India (NDLI)
3. e-PG Pathshala (UGC) – Sociology and Home Science Resources
4. SWAYAM Online Courses
5. e-Gyankosh (IGNOU)
6. National Council of Educational Research and Training (NCERT)
7. Ministry of Women and Child Development, Government of India
8. UNICEF India – Family and Child Development Resources
9. World Health Organization (WHO) – Family Health

Sant Gadge Baba Amravati University Amravati
NEP: Session 2026-27
Faculty: Humanities
Subject: Home Economics
B.A. Part III SEM V Major (T)-IX Elective (B) Level-5.5
Course Code-630217
Course Title: - Millets and Ranbhajya.

Level	Semester	Course Code	Course Title	Credits	Teaching Hrs./Week	Total teaching Hours	Exam Duration	Max. Marks 50	
5.5	V	630217	Major (T) - IX Elective (B) Millets and Ranbhajya.	2	2	30	3 Hrs.	Theory 30	Internal Assessment 20

Objectives of the Course	After studying this course, students will be able to: - To understand the history and characteristics of millets. - To study millets awareness research and dietary use. - To learn the health and environmental benefit of millets. - To understand the concept importance and health benefits of ranbhajya. - To learn the types of ranbhajya. - To learn the need for conservation and awareness of Ranbhajya			
Course Outcome's	After completing this course, students will be able to: - Understand millets research and process. - Learn health, lifestyle and environmental benefits of millets. - Identify uses of millets. - Explain the concept and health benefits of Ranbhajya. - Describe the importance and nutrients of Ranbhajya			
Unit	Contents	Workload allotted	Weightage of Marks allotted	Incorporation of pedagogies
Unit I	Introduction 1.1 History and characteristics of millets. 1.2 Properties of millets. 1.3 Health and environmental benefits of millets. 1.4 Benefits for problems caused by changing lifestyle	7	7	Digital board PPT's Videos Charts Lectures Experimental Learning Assignments Participative Learning Guest Lecture
Unit II	Importance 2.1 Bajara, Ragi. 2.2 Varai , Kodo. 2.3 Rajgira, Kutki. 2.4 Johar, Barti (Sava).	8	8	
Unit III	Introduction of Ranbhajya 3.1 Introduction and importance of Ranbhajya. 3.2 Medicinal properties of Ranbhajya 3.3 Health and economical benefits of Ranbhajya 3.4 Need of conservation Ranbhajya	7	7	
Unit IV	Importance 4.1 Chawli (Tandulja), Kartule. 4.2 Hadga, Ambadi. 4.3 Tarota (Takla), Gulwel. 4.4 Chawli (Chival), Kunjar	8	8	

Internal Assessment Theory (20Marks)	Internal assessment shall be carried out by the respective course teacher by choosing verity of Assessments Tools/ Methods Such as-	
	Class Test/ Scrap Book, / Seminar, /Assignment-Field visit/ Demonstration, / Fieldwork, /Mini Project/	10 Marks
	Guest Lecture/ -	10 Marks

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2. प्रा. परमेश्वरी पवार , कृषी पणन मित्र , एप्रिल २०२४.
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4. बाचूळकर, मधुकर, आरोग्यदायी रानभाज्या, सकाळ प्रकाशन.
5. नीलिमा जोरवर, बखर रानभाज्यांची: प्रवास रानभाज्यांच्या शोधाचा, लोकवाङ्मय प्रकाशन.
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9. प्रा. विनायक ठाकूर, रानभाज्यांची ओळख.
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हिंदी संदर्भ

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2. डॉ. उषा मिश्रा. (2019). खाद्य एवं पोषण विज्ञान. नई दिल्ली: राजकमल प्रकाशन.
3. भारतीय कृषि अनुसंधान परिषद (ICAR). (2023). श्री अन्न (Millets) उत्पादन एवं पोषण.
4. राष्ट्रीय पोषण संस्थान. (2022). मिलेट्स और स्वास्थ्य.
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2. Indian Council of Agricultural Research. (2023). Millets – Production, Processing and Nutritional Benefits.
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4. World Health Organization. (2021). Healthy Diet Factsheet.
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6. Gopalan, C., Rama Sastri, B. V., & Balasubramanian, S. C. (2020 Reprint). Nutritive Value of Indian Foods.
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6. Food Safety and Standards Authority of India (FSSAI) (2022)
7. World Health Organization (WHO) (2021)
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Sant Gadge Baba Amravati University, Amravati National Education Policy -2020 (NEP)
Syllabuses for Academic year -2026 2027
Faculty: Humanities
Three Years Six Semester Bachelor's Degree Programme, B.A., (Home Economics)
Syllabus: Part III – SEM V
Vertical-a
Course Code - 630216

Level	Semester	Course Code	Course Name	Credits	Teaching Hrs./week	Exam Duration	Max Marks Practical 50
5.5	V	630216	Major Elective Practical – (A) IX Survey, Project and Chart	2	4	2 Hrs.	External 25 Internal 25

Course Objectives:		1. To study family structure across three generations 2. To assist communication patterns within family 3. To conduct independence study on a family related topic. 4. To study changing trains in Indian families			
Course Outcomes:		1. Understanding family structure and intergenerational relationship 2. Understanding effective family communication 3. Understanding social changes affecting families			
Lab practical Contents			Workload Allotted	Incorporation of Pedagogies	
Practical Activity				ation al Learning	
1	Survey : 10 households five joint and five nuclear families compare and present findings using tables and charts		25		
2	Prepare a family tree (Genogram)		10		
3	Project work on marriage and family based on changing concept of marriage adjustment of working couple / relationship / impact of social media on family relationship / gender roles in modern families		25		
Evaluation and Assessment (Distribution of Practical Marks)				Allotted Marks	Total Marks 50
Mode of Evaluation					
External		1. Right finding of project /survey (any one)		10	25
		2. Prepare a family tree		10	
		3. Viva		05	
Internal		1. Class Work : Activity report		15	25
		2. Record book		10	

Sant Gadge Baba Amravati University, Amravati National Education Policy -2020
(NEP) Syllabus For Academic year -2026-2027
Faculty: Humanities
Three Years Six Semester Bachelor's Degree Programme B.A., (Home Economics)
Syllabus: Part III – SEM V
Vertical-a
Course Code -630218

Level	Semester	Course Code	Course Name	Credits	Teaching Hrs/week	Exam Duration	Max Marks 50
5.5	V	630218	Major Elective Practical - (B)-IX Recipes (Millets and Ranbhajya)	2	4	2 Hrs.	External 25 Internal 25

Course Objectives:	1. To promote the use of nutritious millets and traditional Ranbhaja in daily diets 2. To increase awareness about the health benefits of millets and Ranbhaja 3. To encourage sustainable and climate resilient food practices 4. To improve battery diversity and nutritional security through locally available foods				
Course Outcomes:	1. Give knowledge about the nutritional value of millets and Ranbhaja 2. Increase acceptance and consumption of millets and Ranbhaja based recipes 3. Encouragement of eco-friendly and sustainable food choices by using local seasonal ingredients 4. Improved healthy eating habits				
Lab practical Contents			Workload Allotted	Incorporation of Pedagogies	
Practical Activity				• Demonstration • Practical • Lecture • Experiential Learning • Practice	
1	Conducting survey on the consumption of Millets and Ranbhajya among local communities	20			
2	Recipes of millets (Any Five)	25			
3	Recipes of Ranbhajya (Any two)	15			
Evaluation and Assessment (Distribution of Practical Marks)			Allotted Marks		Total Marks
Mode of Evaluation					50
External	1. Millets Recipes (Any one)	10	25		
	2. Ranbhajya Recipes (Any one)	10			
	3. Viva	05			
Internal	1. Class Work: Activity report	15	25		
	2. Record book	10			

Sant Gadge Baba Amravati University Amravati
NEP: Session 2026-27
Faculty: Humanities
Subject : Home Economics
B.A. Part III SEM- V - VSC Level-5.5
Course Code-630274
Course Title: Cleanliness and Personal Hygiene

Level	Semester	Course Code	Course Title	Credits	Teaching Hrs./Week	Total teaching Hours	Exam Duration	Max. Marks 50	
5.5	V	630274	VSC- Cleanliness and Personal Hygiene.	2	4	30	2 Hrs.	Theory 30	Internal Assessment 20

Course Objectives	1. Understand the importance of cleanliness, hygiene, and healthy habits. 2. Explain the role of hygiene in health promotion and disease prevention. 3. Develop personal hygiene skills, including skin, oral, hair, and food hygiene. 4. Identify cleanliness practices for a healthy home environment. 5. Recognize the importance of balanced nutrition, adequate sleep, exercise, and meditation. 6. Apply healthy habits to improve overall well-being.				
Course Outcome's	After completing this course, students will be able to: - Define cleanliness, hygiene, personal hygiene, and healthy habits. - Explain the impact of hygiene on health. - Practice safe food handling and sanitation. - Adopt healthy lifestyle behaviours, including balanced nutrition, adequate sleep, exercise, and meditation. - Identify health problems related to poor hygiene and suggest preventive measures. - Promote cleanliness and hygiene within the family and community. - Develop lifelong habits that support health and well-being.				
Unit	Contents	Workload allotted	Weightage of Marks allotted	Incorporation of pedagogies	
Unit I	Cleanliness. 1.1 Meaning and Importance of Cleanliness 1.2 Cleanliness at Home 1.3 Cleanliness practices. 1.4 Role of Cleanliness in Healthy Living	7	7	Digital board PPT's Videos Charts Lectures Experimental Learning Assignments Participative Learning Guest Lecture	
Unit II	Personal Hygiene 2.1 Concept of hygiene. 2.2 Importance of hygiene. 2.3 Impact of Hygiene on health. 2.4 Personal Hygiene Practices	8	8		
Unit III	Hygiene Practices 3.1 Skin care and body hygiene. 3.2 Oral and Dental hygiene. 3.3 Hair and Scalp care. 3.4 Food hygiene.	7	7		
Unit IV	Healthy Habits 4.1 Importance of Healthy habits. 4.2 Importance of Adequate Sleep. 4.3 Importance of Balance Diet. 4.4 Exercise and Meditation.	8	8		

Internal Assessment Theory (20 Marks)	Internal assessment shall be carried out by the respective course teacher by choosing verity of Assessments Tools/ Methods Such as- Class Test/ Scrap Book, / Seminar, /Assignment- 10 Marks Field visit/ Demonstration, / Fieldwork, /Mini Project/ Guest Lecture - 10 Marks
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संदर्भग्रंथ (Reference Books)

मराठी संदर्भग्रंथ

1. आरोग्यशास्त्र आणि स्वच्छता - डॉ. सुलभा ब्रह्मे
2. वैयक्तिक स्वच्छता आणि आरोग्य शिक्षण - डॉ. मीनल पाटील
3. पोषण, आरोग्य आणि स्वच्छता - डॉ. सुजाता कुलकर्णी
4. समुदाय आरोग्य आणि स्वच्छता - डॉ. शैलजा देशमुख
5. गृहअर्थशास्त्र : आरोग्य व स्वच्छता - विविध विद्यापीठीय संदर्भग्रंथ

हिंदी संदर्भग्रंथ

1. स्वास्थ्य एवं स्वच्छता शिक्षा - डॉ. उषा टंडन
2. व्यक्तिगत स्वच्छता और स्वास्थ्य - डॉ. राजेश गुप्ता
3. पोषण एवं स्वास्थ्य - डॉ. उषा मिश्रा
4. सामुदायिक स्वास्थ्य - डॉ. बी. के. महाजन
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3. Centres for Disease Control and Prevention (CDC) – Hygiene – वैयक्तिक स्वच्छतेचे मार्गदर्शन
4. Ministry of Health and Family Welfare, Government of India – सार्वजनिक आरोग्यविषयक माहिती
5. Swachh Bharat Mission – स्वच्छता अभियान आणि जनजागृती
6. National Health Mission (India) – आरोग्य आणि स्वच्छता कार्यक्रम
7. Food Safety and Standards Authority of India (FSSAI) – अन्नसुरक्षा आणि अन्न स्वच्छता
8. National Institute of Nutrition (NIN) – संतुलित आहार आणि पोषणविषयक माहिती

Sant Gadge Baba Amravati University Amravati
NEP: Session 2026-27
Faculty: Humanities
Subject: Home Economics
B.A. Part III SEM V Minor V (T) Level -5.5
Course Code-630255
Course Title: Fundamentals Of Child Development

Level	Semester	Course Code	Course Title	Credits	Teaching Hrs./Week	Total teaching Hours	Exam Duration	Max. Marks 50	
5.5	V	630255	Minor V(T) Fundamentals Of Child Development	2	2	30	3 Hrs.	Theory 30	Internal Assessment 20

Course Objectives	After studying this course, students will be able to: - Understand the meaning and importance of child development. - Learn the stages and factors of child development. - Know the basics of prenatal development and child growth. - Understand the stages and characteristics of childhood. - Learn about speech, motor, physical development, and the importance of play.			
Course Outcome	After completing this course, students will be able to: - Explain the meaning and importance of child development. - Describe the stages of prenatal and childhood development. - Identify the factors that affect child development. - Explain speech, motor, and physical development. - Understand the importance of play in a child's overall development			
Unit	Contents	Workload allotted	Weightage of Marks allotted	Incorporation of pedagogies
Unit I	Introduction 1.1 Meaning and definition of development 1.2 Importance of child development 1.3vPrinciples of development 1.4 Factors affecting on development	7	7	- Digital board - PPT's - Videos - Charts - Lectures - Experimental Learning - Assignments - Participative Learning - Guest Lecture
Unit II	2.1 Female reproductive system 2.2 Male reproductive system 2.3 Stages of pre-natal development 2.4 Sex determination and twins	8	8	
Unit III	3.1 Meaning and definition of childhood 3.2 Importance of childhood 3.3 Stages of childhood 3.4 Characteristics of childhood	7	7	
Unit IV	4.1 Meaning and stages of speech development 4.2 Meaning of motor development and motor skills 4.3 Definition and importance of physical development . 4.4 Meaning and importance of play	8	8	
Internal Assessment Theory (20 Marks)	Internal assessment shall be carried out by the respective course teacher by choosing verity of Assessments Tools/ Methods Such as- Class Test/ Scrap Book, / Seminar, /Assignment- Field visit/ Demonstration, / Fieldwork, /Mini Project/ Guest Lecture/Case study -			10 Marks 10 Marks

संदर्भ ग्रंथ

1. मातृकला आणि बालसंगोपन- प्रा. कुसुम जुननकर, २००० पिंपळापुरे अँड कं. पब्लिशर्स, नागपूर
2. मानवी विकास- डॉ. संगीता जवंजाळ, डॉ. किरण बेळूरकर- श्री. साईनाथ प्रकाशन नागपूर
3. बालमानसशास्त्र- काळे, प्रेमला १९८६ द्वितीयावृत्ती महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ, श्रीविद्या प्रकाशन, पुणे
4. अपवादात्मक बालकांचे मानसशास्त्र- काळे, प्रेमला १९९०, प्रथमावृत्ती मॅजेटिक प्रकाशन, मुंबई
5. बालविकासाची ओळख- कुळकर्णी शरद, गोडसे जयश्री १९९८(यशवंतराव चव्हाण मुक्त विद्यापीठ, नाशिक)
6. बालविकासशास्त्र- डॉ. इंदिरा भा. खडसे १९९५ हिमालय पब्लिशिंग हाऊस, मुंबई.
7. पोषण आणि आहारशास्त्र- फरकाडे त्रिवेणी, गोगे सुलभा २००५, पिंपळापुरे अँड कं. पब्लिशर्स, नागपूर.
8. मानव विकास- डॉ. लिना कांडलकर, विद्या प्रकाशन, नागपूर
9. बालविकासशास्त्र- नलिनी वहरहाडपांडे पिंपळापुरे अँड कं. पब्लिशर्स, नागपूर.
10. किशोरावस्था- नलिनी चंदावासकर, १९७५, महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ, नागपूर
11. आधुनिक सामान्य मानसशास्त्र- प्रा. मुकुंद इनामदार, केशव गाडेकर डॉ. अनिता पाटील, २००५ २०१५, प्रथम आवृत्ती, डायमंड पब्लिकेशन, पुणे-१०
12. मानसशास्त्राची मूलतत्वे--प्रा. र.वि. पंडित, विद्या प्रकाशन, नागपूर, २००६
13. बालविकास- नलिनी वहरहाडपांडे, पिंपळापुरे अँड कं. पब्लिशर्स, नागपूर
14. प्रसुती विज्ञान- डॉ. मृणमनी भुवानी

हिंदी संदर्भ ग्रंथ

1. महिला एवं बालविकास'- सुबुद्धि गोस्वामी, पाईन्टर पब्लिशर्स, जयपूर
2. किशोरावस्था एवं मानव विकास – डॉ. प्रेमचंद्र मिश्र, प्रकाशन: उत्तर प्रदेश हिंदी संस्थान.
3. मानव विकास (Human Development) – डॉ. उषा टंडन, हिंदी माध्यम कार्यान्वयन निदेशालय.
4. बाल विकास एवं मनोविज्ञान – डॉ. एस. के. मंगल (हिंदी संस्करण).
5. शैक्षिक मनोविज्ञान एवं बाल विकास – डॉ. आर. एन. शर्मा.
6. विकासात्मक मनोविज्ञान – डॉ. अरुण कुमार सिंह.
7. किशोरावस्था शिक्षा एवं जीवन कौशल – (NCERT) हिंदी सामग्री.
8. 'बालविकास एवं शिक्षा संदर्शिका'- डॉ. श्रीमती प्रमिला श्रीवास्तव, कनिष्क पब्लिशर्स, डिस्ट्रीब्युटर्स, नई दिल्ली
9. बालमनोविज्ञान - भाई योगेंद्रजीत १९८५, चौदावी आवृत्ती विनोद पुस्तक मंदिर, आग्रा
10. शिक्षा मनोविज्ञान- पाठक, पी.डी. १९७५, सातवी आवृत्ती, विनोद पुस्तक मंदिर, आग्रा
11. स्वास्थ्य एवं पोषण – National Institute of Open Schooling (NIOS) हिंदी अध्ययन सामग्री.
12. गृह विज्ञान (Home Science) – (IGNOU) हिंदी अध्ययन सामग्री.

इंग्रजी संदर्भ ग्रंथ:

1. Child Development- Hurlock, E. B., 1978". 'Sixth Edition, McGraw-Hill, Kogarkusha Ltd.
2. Development Psychology.-Hurlock, E. B., 1981" Fifth Edition, Reprint 1998
3. Child Growth and Development,- Hurlock, E. B., 1978" Fifth Edition, TMH Edition, Tata McGraw Hill Publishing Company Ltd., New Delhi
4. 'Child Development and Adjustment Development of the Child'- Crow. L.D. and Crow, Alic, 1967:

वेबसाइट्स:

1. NCERT (हिंदी ई-पुस्तकें एवं संसाधन)
2. NCERT ePathshala
3. NIOS (हिंदी अध्ययन सामग्री)
4. IGNOU (ई-ज्ञानकोश)
5. Ministry of Women and Child Development
6. Ministry of Health and Family Welfare
7. National Health Mission
8. UNICEF India (Adolescent Health)
9. World Health Organization (Adolescent Health)
10. National Digital Library of India

Sant Gadge Baba Amravati University, Amravati National Education Policy -2020
(NEP) Syllabus For Academic year -2026-2027
Faculty: Humanities
Three Years Six Semester Bachelor's Degree Programme B.A., (Home Economics)
Syllabus: Part III - SEM V
Vertical-b
Course Code -630256

Level	Semester	Course Code	Course Name	Credits	Teaching Hrs/week	Exam Duration	Max Marks Practical 50
5.5	V	630256	Lab Practical Minor - V (Diet Planning)	2	4	3Hrs.	External 25 Internal 25

Course Objectives:	1. Understand the nutritional needs of pregnant women, lactating women, and infants. 2. Prepare healthy, balanced, and nutritious recipes for different stages of life. 3. Develop basic skills in meal planning, food preparation, and hygienic cooking practices.		
Course Outcomes:	After successfully completion of practical course student will be able to- CO1. Prepare nutritious recipes for pregnant women, lactating women, and infants. CO2. Apply safe and hygienic food preparation practices during cooking. CO3. Explain the nutritional benefits of the prepared recipes and promote healthy eating habits.		
lab practical Contents		Workload Allotted	Incorporation of Pedagogies
Practical activity		20 Hours	• Demonstration • Practical • Lecture • Experiential Learning • Practice
1.	Prepare Diet Plan 1) For pregnant women 2) For lactating women 3) for babyhood - (1-2 Years)		
Preparation of Folling Recipes			
1.	1) For pregnant women- 1. Makhana khir 2. paneer bhurji 3. veg upma.	40 Hours	
2.	2) For lactating women 1. Aaliv khir 2. gum laddu 3. beetroot paratha		
3.	3) For Babyhood – (1-2 years) 1. Khir 2. Soup 3. Jeera-Potato.		
Evaluation and Assessment (Distribution of Practical Marks)		Allotted Marks	Total Marks 50
Mode of Evaluation			
External	1. Preparation and Presentation of Dish (Any Two)	15	25
	2. Prepare Diet Plan	05	
	3. Viva	05	
Internal	1. Lab Work	10	25
	2. Class Work: Activity report	05	
	3. Record book	10	

Sant Gadge Baba Amravati University, Amravati National
Education Policy -2020 (NEP)
Session -2026-27
Faculty: Humanities
B.A.Part III Sem-V
Subject- Home Economics
Vertical: E- Field Project
Course Code -630288

Level	Semester	Course Code	Course Name	Credits	Teaching Hrs/week	Max Marks
5.5	V	630288	Field Project-III (Food Science)	2	4	External 30 Internal 20

Assessment Components of Marks

External	Components	Marks	Total Marks 50
	Final Project Report	15	30
	Presentation	10	
	Viva	05	
Internal	Project Planning	05	20
	Field Work	05	
	Record Book/Project File/Data collection	05	
	Attendance and participation	05	

Sant Gadge Baba Amravati University Amravati
NEP: Session 2026-27
Faculty: Humanities
Subject : Home Economics
B.A. Part III SEM VI Major X. Level-5.5
Course Code-630219
Course Title: Child Rearing and Parenting

Level	Semester	Course Code	Course Title	Credits	Teaching Hrs./Week	Total teaching Hours	Exam Duration	Max. Marks 50	
5.5	VI	630219	Major X (T) Child Rearing and Parenting	2	2	30	3 Hrs.	Theory 30	Internal Assess-ment 20

Objectives of the Course	After studying this course, students will be able to: 1. To understand the basics of child rearing and parenting. 2. To identify common challenges faced by parents while raising children. 3. To learn positive and effective methods of child discipline. 4. To develop awareness of the importance of a supportive family environment.			
Course Outcome	After completing this course, students will be able to: 1. Explain the meaning and importance of child rearing and parenting. 2. Describe common parental challenges in raising children. 3. Identify positive and appropriate discipline methods. 4. Understand the role of parents in promoting children's healthy development and responsible behaviour.			
Unit	Contents	Workload allotted	Weightage of Marks allotted	Incorporation of pedagogies
Unit I	Child Rearing. 1.1 Meaning and definitions of child rearing. 1.2 Importance of child rearing. 1.3 Methods of child rearing. 1.4 Family role in child rearing.	7	7	Digital board PPT's Videos Charts Lectures Experimental Learning Assignments Participative Learning Guest Lecture
Unit II	Parenting. 2.1- Parental challenges- Television watching, social media and Online game. 2.2- Single parenting. 2.3- Digital parenting. 2.4- Managing children's behaviour	8	8	
Unit III	Discipline. 3.1- Meaning and definition of Discipline. 3.2- Types Of Discipline. 3.3- Techniques of discipline- positive and negative. 3.4- Importance of Self Discipline.	7	7	
Unit IV	Healthy Habits 4.1- Importance of healthy habits. 4.2- Objectives of developing healthy habits. 4.3- Essential Healthy habits for children – Diet, Hygiene, Physical Activity, Adequate Sleep 4.4- Factors affecting on healthy habits - Family, School, Community, Media.	8	8	
Internal Assessment Theory (20 Marks)	Internal assessment shall be carried out by the respective course teacher by choosing verity of Assessments Tools/ Methods Such as-			
	Class Test/ Scrap Book, / Seminar, /Assignment-			10 Marks
	Field visit/ Demonstration, / Fieldwork, /Mini Project/ Guest Lecture/Case study -			10 Marks

संदर्भ ग्रंथ

1. मातृकला आणि बालसंगोपन- प्रा. कुसुम जुननकर, २००० पिंपळापुरे अँड कं. पब्लिशर्स, नागपूर
2. मानवी विकास- डॉ. संगीता जवंजाळ, डॉ. किरण बेळूरकर- श्री. साईनाथ प्रकाशन नागपूर
3. बालमानसशास्त्र- काळे, प्रेमला १९८६ द्वितीयावृत्ती महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ, श्रीविद्या प्रकाशन, पुणे
4. अपवादात्मक बालकांचे मानसशास्त्र- काळे, प्रेमला १९९०, प्रथमावृत्ती मॅजेटिक प्रकाशन, मुंबई
5. बालविकासाची ओळख- कुळकर्णी शरद, गोडसे जयश्री १९९८(यशवंतराव चव्हाण मुक्त विद्यापीठ, नाशिक)
6. बालविकासशास्त्र- डॉ. इंदिरा भा. खडसे १९९५ हिमालय पब्लिशिंग हाऊस, मुंबई.
7. पोषण आणि आहारशास्त्र- फरकाडे त्रिवेणी, गोगे सुलभा २००५, पिंपळापुरे अँड कं. पब्लिशर्स, नागपूर.
8. मानव विकास- डॉ. लिना कांडलकर, विद्या प्रकाशन, नागपूर
9. बालविकासशास्त्र- नलिनी वहरहाडपांडे पिंपळापुरे अँड कं. पब्लिशर्स, नागपूर.
10. किशोरावस्था- नलिनी चंदावासकर, १९७५, महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ, नागपूर
11. आधुनिक सामान्य मानसशास्त्र- प्रा. मुकुंद इनामदार, केशव गाडेकर डॉ. अनिता पाटील, २००५ २०१५, प्रथम आवृत्ती, डायमंड पब्लिकेशन, पुणे-१०
12. मानसशास्त्राची मूलतत्त्वे--प्रा. र.वि. पंडित, विद्या प्रकाशन, नागपूर, २००६
13. बालविकास- नलिनी वहरहाडपांडे, पिंपळापुरे अँड कं. पब्लिशर्स, नागपूर

हिंदी संदर्भ ग्रंथ

1. महिला एवं बालविकास'- सुबुद्धि गोस्वामी, पाईन्टर पब्लिशर्स, जयपूर
2. किशोरावस्था एवं मानव विकास – डॉ. प्रेमचंद्र मिश्र, प्रकाशन: उत्तर प्रदेश हिंदी संस्थान.
3. मानव विकास (Human Development) – डॉ. उषा टंडन, हिंदी माध्यम कार्यान्वयन निदेशालय.
4. बाल विकास एवं मनोविज्ञान – डॉ. एस. के. मंगल (हिंदी संस्करण).
5. शैक्षिक मनोविज्ञान एवं बाल विकास – डॉ. आर. एन. शर्मा.
6. विकासात्मक मनोविज्ञान – डॉ. अरुण कुमार सिंह.
7. किशोरावस्था शिक्षा एवं जीवन कौशल – (NCERT) हिंदी सामग्री.
8. 'बालविकास एवं शिक्षा संदर्शिका'- डॉ. श्रीमती प्रमिला श्रीवास्तव, कनिष्क पब्लिशर्स, डिस्ट्रीब्युटर्स, नई दिल्ली
9. बालमनोविज्ञान - भाई योगेंद्रजीत १९८५, चौदावी आवृत्ती विनोद पुस्तक मंदिर, आग्रा
10. शिक्षा मनोविज्ञान- पाठक, पी.डी. १९७५, सातवी आवृत्ती, विनोद पुस्तक मंदिर, आग्रा
11. स्वास्थ्य एवं पोषण – National Institute of Open Schooling (NIOS) हिंदी अध्ययन सामग्री.

इंग्रजी संदर्भ ग्रंथ

1. Child Development- Hurlock, E. B., 1978". 'Sixth Edition, McGraw-Hill, Kogarkusha Ltd.
2. Development Psychology. -Hurlock, E. B., 1981" Fifth Edition, Reprint 1998
3. Child Growth and Development,- Hurlock, E. B., 1978" Fifth Edition, TMH Edition, Tata McGraw Hill Publishing Company Ltd., New Delhi
4. 'Child Development and Adjustment Development of the Child'- Crow. L.D. and Crow, Alic, 1967:

वेबसाइट्स

1. NCERT (हिंदी ई-पुस्तकें एवं संसाधन)
2. NIOS (हिंदी अध्ययन सामग्री)
3. IGNOU (ई-ज्ञानकोश)
4. Ministry of Women and Child Development
5. Ministry of Health and Family Welfare
6. National Health Mission
7. UNICEF India (Adolescent Health)
8. World Health Organization (Adolescent Health)
9. National Digital Library of India

Sant Gadge Baba Amravati University, Amravati National Education Policy -2020
(NEP) Syllabus For Academic year -2025-2026
Faculty: Humanities
Three Years Six Semester Bachelor's Degree Programme: B.A., (Home Economics)
Syllabus: Part III - SEM VI
Vertical-a
Course Code -63020

Level	Semester	Course Code	Course Name	Credits	Teaching Hrs/week	Exam Duration	Max Marks Practical 50
5.5	VI	630220	Lab Practical Major (P) X (Diet Planning)	2	4	3Hrs.	External 25 Internal 25

Course Objectives:	1. Understand the nutritional needs of preschool, school-going, and adolescent children. 2. Prepare simple, healthy, and nutritious recipes for different age groups. 3. Use locally available and nutritious ingredients in food preparation. 4. Follow basic hygiene and safe cooking practices while preparing food.		
Course Outcomes:	After successfully completion of practical course student will be able to- CO1. Prepare nutritious recipes suitable for preschool, school-going, and adolescent children. CO2. Plan simple and balanced meals according to the nutritional needs of different age groups. CO3. Practice hygienic and safe methods of food preparation. CO4. Explain the nutritional value and health benefits of the prepared recipes.		
lab practical Contents		Workload Allotted	Incorporation of Pedagogies
Practical activity		20 Hours	Demonstration Practical Lecture Experiential Learning Practice
1.	Prepare Diet Plan – 1. Pre-school children 2. School going child 3. Adolescence		
2.	Prepare a chart showing behavioural problems and their solutions.		
Preparation of Folling Recipes			
1.	1) pre-school children - 1. Sandwich 2. Veg puri 3. Shahi tukda 4. Appe- chatni	40 Hours	
2.	2) school going child- 1. Multi-grai uttappa 2. Veg manchurian 3. Wheat flour halwa 4. 4. Mix Dal vada.		
3.	3) Adolescence- 1. Pav bhaji. 2. Dry fruit shake 3. Sweet- corn bhel 4. 4. Veg biryani		

Evaluation and Assessment (Distribution of Practical Marks)		Allotted Marks	Total Marks 50
Mode of Evaluation			
External	1. Prepare Diet Plan (Any One)	05	25
	2. Preparation and Presentation of Any One Dish	10	
	3. Prepare a chart showing behavioural problems and their solutions.	05	
	4. Viva	05	
Internal	1. Lab Work	10	25
	2. Class Work: Activity report	05	
	3. Record book	10	

Sant Gadge Baba Amravati University Amravati
NEP: Session 2026-27
Faculty: Humanities
Subject : Home Economics
B.A. Part III SEM VI Major XI (T) Level-5.5
Course Code-630221
Course Title: Human Development.

Level	Semester	Course Code	Course Title	Credits	Teaching Hrs./Week	Total teaching Hours	Exam Duration	Max. Marks 100	
5.5	VI	630221	Major XI (T) Human Development.	4	4	60	3 Hrs.	Theory 60	Internal Assessment 40

Course Objectives:	After studying this course, students will be able to: - 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 area of development. - To study the importance of heredity and environment in human Development.			
Course Outcome:	After completing this course, students will be able to: - Explain the concept of human Development. - Describe the factors affecting on human Development. - Apply the acquired knowledge for balancing growth and development. - Understand the importance of heredity and environment in development. - Realise the area of human Development .			
Unit	Contents	Workload allotted	Weightage of Marks allotted	Incorporation of pedagogies
Unit I	Introduction 1.1 Meaning and Definition of Development. 1.2 Importance of human Development. 1.3 Stages of human Development. 1.4 Importance of health and nutrition in Development	10	10	Digital board PPT's Videos Charts Lectures Experimental Learning Assignments Participative Learning Guest Lecture
Unit II	Adolescence 2.1- Physical changes in adolescence. 2.2- Emotional changes in adolescence. 2.3- Development test in adolescence. 2.4- Habits in adolescence.	10	10	
Unit III	Development stages. 3.1 Introduction and life skills of young age. 3.2 Family life and responsibility of adulthood. 3.3. Old age - Challenges and its Management. 3.4- Mental stress- Symptoms and Management.	10	10	
Unit IV	Values and roll. 4.1- Moral development- Meaning & definitions. 4.2- Types of values- Moral, Immoral, Social, Religious. 4.3- Heredity- Definition and roll in Development. 4.4- Environment- types and role in development.	10	10	
Unit V.	Personality. 5.1- Concept of Personality Development and types of Personality. 5.2- Mental health. 5.3- Communication skills. 5.4- Factors affecting on Personality development.	10	10	

Unit VI.	Intellectual Development. 6.1- Definitions of Intellectual Development. 6.2- Types of Intelligence 6.3- Factors affecting on intellectual Development 6.4- Digital awareness	10	10	
Internal Assessment Theory (20 Marks)	Internal assessment shall be carried out by the respective course teacher by choosing verity of Assessments Tools/ Methods Such as- Class Test/Open book test/ Seminar, /Assignment- 20 Marks Field visit/ Survey/ Demonstration, / Fieldwork, /Mini Project/ Guest Lecture/Case study - 20 Marks			

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2. मानवी विकास- डॉ. संगीता जवंजाळ, डॉ. किरण बेलूरकर- श्री. साईनाथ प्रकाशन नागपूर
3. बालमानसशास्त्र- काळे, प्रेमला १९८६ द्वितीयावृत्ती महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ, श्रीविद्या प्रकाशन,पुणे
4. अपवादात्मक बालकांचे मानसशास्त्र- काळे, प्रेमला १९९०, प्रथमावृत्ती मॅजेस्टिक प्रकाशन, मुंबई
5. बालविकासाची ओळख- कुळकर्णी शरद, गोडसे जयश्री १९९८(यशवंतराव चव्हाण मुक्त विद्यापीठ, नाशिक)
6. बालविकासशास्त्र- डॉ. इंदिरा भा. खडसे १९९५ हिमालय पब्लिशिंग हाऊस, मुंबई.
7. पोषण आणि आहारशास्त्र- फरकाडे त्रिवेणी, गोगे सुलभा २००५, पिंपळापुरे अँड कं. पब्लिशर्स, नागपूर.
8. मानव विकास- डॉ. लिना कांडलकर, विद्या प्रकाशन, नागपूर
9. बालविकासशास्त्र- नलिनी वहर्हाडपांडे पिंपळापुरे अँड कं. पब्लिशर्स, नागपूर.
10. किशोरावस्था- नलिनी चंदावासकर, १९७५,महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ, नागपूर
11. आधुनिक सामान्य मानसशास्त्र- प्रा. मुकुंद इनामदार, केशव गाडेकर डॉ. अनिता पाटील, २००५ २०१५, प्रथम आवृत्ती, डायमंड पब्लिकेशन, पुणे-१०
12. मानसशास्त्राची मूलतत्वे--प्रा. र.वि. पंडित, विद्या प्रकाशन, नागपूर, २००६
13. प्रसुती विज्ञान- डॉ. मृणमनी भुवानी

हिंदी संदर्भ ग्रंथ

1. महिला एवं बालविकास'- सुबुद्धि गोस्वामी, पाईन्टर पब्लिशर्स, जयपूर
2. किशोरावस्था एवं मानव विकास – डॉ. प्रेमचंद्र मिश्र, प्रकाशन: उत्तर प्रदेश हिंदी संस्थान.
3. मानव विकास (Human Development) – डॉ. उषा टंडन, हिंदी माध्यम कार्यान्वयन निदेशालय.
4. बाल विकास एवं मनोविज्ञान – डॉ. एस. के. मंगल (हिंदी संस्करण).
5. शैक्षिक मनोविज्ञान एवं बाल विकास – डॉ. आर. एन. शर्मा.
6. विकासात्मक मनोविज्ञान – डॉ. अरुण कुमार सिंह.
7. किशोरावस्था शिक्षा एवं जीवन कौशल – (NCERT) हिंदी सामग्री.
8. 'बालविकास अवं शिक्षा संदर्शिका'-डॉ. श्रीमती प्रमिला श्रीवास्तव, कनिष्क पब्लिशर्स, डिस्ट्रीब्युटर्स, नई दिल्ली
9. बालमनोविज्ञान - भाई योगेंद्रजीत १९८५, चौदावी आवृत्ती विनोद पुस्तक मंदिर, आग्रा
10. शिक्षा मनोविज्ञान- पाठक, पी.डी. १९७५, सातवी आवृत्ती, विनोद पुस्तक मंदिर, आग्रा
11. गृह विज्ञान (Home Science) – (IGNOU) हिंदी अध्ययन सामग्री.

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वेबसाइट्स

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2. NCERT ePathshala
3. NIOS (हिंदी अध्ययन सामग्री)
4. IGNOU (ई-ज्ञानकोश)
5. Ministry of Women and Child Development
6. Ministry of Health and Family Welfare
7. National Health Mission
8. UNICEF India (Adolescent Health)
9. World Health Organization (Adolescent Health)

Sant Gadge Baba Amravati University Amravati
NEP: Session 2026-27
Faculty: Humanities
Subject: Home Economics
B.A. Part III SEM VI Major (T)-XII Elective (A). Level-5.5
Course Code-630222
Course Title: Textile and Traditional Costume

Level	Semester	Course Code	Course Title	Credits	Teaching Hrs./Week	Total teaching Hours	Exam Duration	Max. Marks 50	
5.5	VI	630222	Major(T) - XII Elective (A). Textile and Traditional Costume.	2	2	30	3 Hrs.	Theory 30	Internal Assessment 20

Course Objectives	After studying this course, students will be able to: - To aware about the basic textile requisites. - To know the India's renowned and well-known cottage industries. - To preserve the culture richness and artisanal skills. - To understand the potential of cottage industries that is significant driven by the global demand. - To support a growing awareness of ethical and sustainable production.			
Course Outcome	After completing this course, students will be able to: - Identify the basic textile fundamentals for cotton industries. - Familiar with the India's renowned and well-known cottage industries. - Understand the culture richness and artisanal skills. - Exhibit the regional costumes and artisanal skills. - Growing awareness of sustainable production.			
Unit	Contents	Workload allotted	Weightage of Marks allotted	Incorporation of pedagogies
Unit I	Introduction of fibre and yarn 1.1 Introduction and properties of textile fibre. 1.2 Classification of textile fibre - natural and man-made. 1.3 Introduction and properties of yarn. 1.4 Classification of yarn	7	7	Digital board PPT's Videos Charts Lectures Experimental Learning Assignments Participative Learning Guest Lecture
Unit II	Traditional textile. 2.1- Pitambar 2.2- Paithani. 2.3- Chanderi. 2.4- Patola	8	8	
Unit III	Textile Printing. 3.1- Batik. 3.2- Tie and dye. 3.3- Block printing. 3.4- Screen printing	7	7	
Unit IV	Traditional costume. 4.1- Maharashtra. 4.2- Gujarat. 4.3- Punjab. 4.4- Karnatak.	8	8	

Internal Assessment Theory (20 Marks)	Internal assessment shall be carried out by the respective course teacher by choosing verity of Assessments Tools/ Methods Such as-	
	Class Test/ Scrap Book, / Seminar, /Assignment-	10 Marks
	Field visit/ Demonstration, / Fieldwork, /Mini Project/ Guest Lecture/ -	10 Marks

संदर्भ

मराठी संदर्भ ग्रंथ

1. डॉ सुनिता बाळापुरे, वस्त्र शास्त्र आणि भारतीय पारंपरिक वस्त्र कला, श्री साईनाथ प्रकाशन नागपूर.
2. विमल अढाऊ, वस्त्र शास्त्र, वी ग्रंथ निर्मिती मंडळ , नागपूर.
3. उज्वला वैरागडे ,अन्विता अग्रवाल, वस्त्र शास्त्राची संकल्पना व फॅशन डिझायनिंग, विद्या बुक्स पब्लिशर्स, औरंगाबाद.
4. विमल आढाऊ, वस्त्र विज्ञान, श्रीकांत प्रकाशन अमरावती.
5. प्रभावती पूरम, भरत कला, मॅजिस्टिक बुक डेपो मुंबई.
6. वस्त्रशास्त्र (Textile Science) – डॉ. शुभांगी देशमुख.निराली प्रकाशन, पुणे.
7. वस्त्रविज्ञान व वस्त्रपरिचय – प्रा. मंगला कुलकर्णी.विद्याभारती प्रकाशन, लातूर.
8. गृहविज्ञान – वस्त्र व परिधान यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ (YCMOU), नाशिक.
9. भारतीय पारंपरिक वस्त्रकला – प्रा. मीनाक्षी पाटील.डायमंड पब्लिकेशन्स, पुणे.
10. हस्तकला व वस्त्र सजावटमहाराष्ट्र राज्य साहित्य व संस्कृती मंडळ.

हिंदी संदर्भ ग्रंथ

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Sant Gadge Baba Amravati University Amravati
NEP: Session 2026-27
Faculty: Humanities
Subject: Home Economics
B.A. Part III SEM VI Major (T)-XII Elective (B) Level-5.5
Course Code-630224
Course Title: Stress Management.

Level	Semester	Course Code	Course Title	Credits	Teaching Hrs./Week	Total teaching Hours	Exam Duration	Max. Marks 50	
5.5	VI	630224	Major (T) - XII Elective (B) Stress Management.	2	2	30	3 Hrs.	Theory 30	Internal Assessment 20

Course Objectives	After studying this course, students will be able to: 1. To understand the concept of stress and its effects. 2. To identify sources and symptoms of stress. 3. To learn techniques for managing stress effectively. 4. To develop healthy cooking skills for personal and professional life.			
Course Outcome	After completing this course, students will be able to: 1. Students will understand the basic concept and types of stress. 2. Student will be able to identify common stress sources and stress symptoms. 3. Students will be learning practical ways to cope with stressful situation. 4. Students will be developed skills to manage stress effectively.			
Unit	Contents	Workload allotted	Weightage of Marks allotted	Incorporation of pedagogies
Unit I	Introduction 1.1 Meaning and definitions of stress. 1.2 Types of stress- positive and negative. 1.3 Causes of stress. 1.4 Symptoms of stress - Physical, Mental, and Behavioural.	7	7	Digital board PPT's Videos Charts Lectures Experimental Learning Assignments Participative Learning Guest Lecture
Unit II	Symptoms and effects. 2.1. Sources and symptoms of stress. 2.2. Personal and family stress. 2.3. Physical and psychological Effects of stress. 2.4. Social and educational effects of stress.	8	8	
Unit III	Skill of Stress Management. 3.1. Time management. 3.2. Positive thinking. 3.3. Communication skills. 3.4. Healthy life style.	7	7	
Unit IV	Stress Coping Strategies. 4.1. Meaning of coping. 4.2 Healthy and unhealthy coping methods. 4.3 Problem focused coping 4.4. Emotion focused coping	8	8	
Internal Assessment Theory (20 Marks)	Internal assessment shall be carried out by the respective course teacher by choosing verity of Assessments Tools/ Methods Such as- Class Test/ Scrap Book, / Seminar, /Assignment-Field visit/ Demonstration, / Fieldwork, /Mini Project/ Guest Lecture/Case study - 10 Marks 10 Marks			

संदर्भ ग्रंथ (मराठी)

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2. आरोग्य मानसशास्त्र. -डॉ. सु. दा. गोरे -पुणे: फडके प्रकाशन.
3. समुपदेशन व मानसिक आरोग्य -डॉ. अर्चना देशमुख -. पुणे: विद्या प्रकाशन.
4. स्ट्रेस मॅनेजमेंट गाईड,- डॉ विमल छाजेड, , डायमंड बुक्स, औरंगाबाद.
5. ताण आणि आरोग्य विषयक मानसशास्त्र -डॉ बी. एन. बर्वे, , विद्या प्रकाशन, नागपूर.
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6. मानवी विकास आणि मानसशास्त्र -डॉ. एस. एम. माटे -. पुणे: डायमंड पब्लिकेशन्स.
7. आरोग्य व शारीरिक शिक्षण - महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ (बालभारती) – (संबंधित आवृत्ती).

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5. UNICEF India – Adolescent mental health resources.
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10. यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ (YCMOU), नाशिक – मानसशास्त्र व आरोग्य शिक्षण अभ्याससाहित्य.
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Sant Gadge Baba Amravati University, Amravati National Education Policy -2020
(NEP) Syllabuses for Academic year -2026-2027
Faculty: Humanities
Three Years Six Semester Bachelor's Degree Programme: B.A., Home Economics
Syllabus: Part III – SEM VI
Vertical-a
Course Code -630223

Level	Semester	Course Code	Course Name	Credits	Teaching Hrs./week	Exam Duration	Max Marks Practical 50
5.5	VI	630223	Major – XII Elective Practical – (A) Fabric dyeing and Printing	2	4	2 Hrs.	External 25 Internal 25

Course Objectives:		1. To introduce the basics of textile dyeing and printing 2. To develop practical skills in fabric preparation dying and printing techniques 3. Train students in simple dying and printing methods			
Course Outcomes:		1. Identify different types of textile fibres and suitable dies 2. Prepare fabric for dying and printing 3. Perform simple dying techniques 4. Create printed designs			
Lab practical Contents			Workload Allotted	Incorporation of Pedagogies	
Practical Activity				Demonstration Practical Lecture Experiential Learning Practice	
1	Classification of fabric dyeing colour - natural and synthetic dyes		20		
2	Fabric painting batik / Tie and dye / block / stencil (Any one)		30		
3	Fabric dyeing in natural dyes		10		
Evaluation and Assessment (Distribution of Practical Marks)				Allotted Marks	Total Marks 50
Mode of Evaluation					
External		1. Prepare Fabric printing sample (Any one)		10	25
		2. Prepare Fabric dyeing sample		10	
		3. Viva		05	
Internal		1. Class Work: Activity report		15	25
		2. Record book		10	

Sant Gadge Baba Amravati University, Amravati National Education Policy -2020
(NEP) Syllabuses for Academic year -2026-2027

Faculty: Humanities

Three Years Six Semester Bachelor's Degree Programme: B.A., (Home Economics)

Syllabus: Part III – SEM VI

Vertical-a

Course Code -630225

Level	Semester	Course Code	Course Name	Credits	Teaching Hrs./week	Exam Duration	Max Marks Practical 50
5.5	VI	630225	Major -XII Elective Practical - (B) Meditation, Yoga and Exercise	2	4	2 Hrs.	External 25 Internal 25

Course Objectives:		1. Assess individual stress level 2. To develop present movement awareness 3. To identify personal stress triggers 4. To evaluate the impact of yoga practices 5. To observe psychological responses to stress 6. To examine coping styles		
Course Outcomes:		1. Application of mindfulness for stress management 2. Enhance self-monitoring and copying awareness 3. Appreciation of holistic stress management approaches 4. Understanding psychological markers of stress 5. Understanding adaptive coping		
lab practical Contents		Workload Allotted	Incorporation of Pedagogies	
Class Work			Demonstration Practical Lecture Experiential Learning Practice	
(Stress Diary) maintain a diary for one week and record stressful situation, emotions and coping methods		10		
Practical Activity				
1	Meditation	10		
2	Types of yoga Tadasan, Vrukshasan, Bhujangasan, Shawasan	20		
3	Types of physical exercise	20		
Evaluation and Assessment (Distribution of Practical Marks)			Allotted Marks	Total Marks 50
Mode of Evaluation				
External	1. Physical exercise/Meditation (Any one)	10	25	
	2. yoga (Anyone)	10		
	3. Viva	05		
Internal	1. Class Work: Activity report	15	25	
	2. Record book	10		

Sant Gadge Baba Amravati University Amravati
NEP: Session 2026-27
Faculty: Humanities
Subject: Home Economics
B.A. Part III SEM VI VSC Level-5.5
Course Code -630275
Course Title: Day Care Centre for Special Children

Level	Semester	Course Code	Course Title	Credit	Teaching Hrs./Week	Total Teaching Hours	Exam Duration	Max. Marks 50	
5.5	VI	630275	VSC- Day Care Centre for Special Children	2	4	30	2 Hrs	Theory 30	Internal Assessment 20

Course Objectives	- Understand the concept and importance of Day Care Centre for a special needs child. - Identify different types of disability and developmental conditions. - Learn basic care giving safety and health management practices - Understand communication and behaviour management techniques. - Develop skills for supporting inclusive and child friendly environments - Work effectively with families and community support system.			
Course Outcome	After completing this course, students will be able to: - Explain the concept of special need - Describe the function of Day Care Centre. - Identify major categories of disabilities. - Apply basic safety and hygiene practices. - Plan simple recreational activities. - Communicate effectively with a children and families.			
Unit	Contents	Workload allotted	Weightage of Marks allotted	Incorporation of pedagogies
Unit I	Introduction 1.1 Meaning and concept of special needs children. 1.2 Meaning objectives of Day care centres. 1.3 Importance of Day care centre. 1.4 Characteristics and need of children with disability.	7	7	Digital board PPT's Videos Charts Lectures Experimental Learning Assignments Participative Learning Guest Lecture
Unit II	Types of disability and development need. 2.1 Intellectual disability. 2.2 Speech Disability 2.3 Hearing Disability 2.4 Visual Disability	8	8	
Unit III	Care, Safety and Daily Leaving Skills. 3.1 Personal Hygiene and Healthcare 3.2 Nutrition and Meal Planning. 3.3 Safety measures in Day care setting. 3.4 Supporting daily leaving skills.	7	7	
Unit IV	Communication and Family Support. 4.1 Effective communication with a child. 4.2 Positive Behaviour Management. 4.3 Parent and Family Involvement. 4.4 Collaboration with Teacher and professionals in day Care Centre.	8	8	

Internal Assessment	Internal assessment shall be carried out by the respective course teacher by choosing verity of Assessments Tools/ Methods Such as-	
Theory	Class Test/ Scrap Book, / Seminar, /Assignment-	10 Marks
(20Marks)	Field visit/ Demonstration, / Fieldwork, /Mini Project/ Guest Lecture -	10 Marks

संदर्भग्रंथ (Reference Books)

मराठी संदर्भग्रंथ

1. विशेष बालकांचे शिक्षण आणि पुनर्वसन – डॉ. मंगला देशमुख
2. अपंग बालकांचे मानसशास्त्र – डॉ. शैलजा पाटील
3. बालविकास आणि विशेष शिक्षण – डॉ. नीला पांडे
4. विशेष गरजा असलेल्या मुलांचे संगोपन – डॉ. सविता जोशी
5. समावेशक शिक्षण : संकल्पना आणि व्यवहार – डॉ. सुनीता कुलकर्णी

हिंदी संदर्भग्रंथ

1. विशेष आवश्यकता वाले बच्चों की शिक्षा – डॉ. एस. के. मंगल
2. असाधारण बाल मनोविज्ञान – डॉ. अरुण कुमार सिंह
3. समावेशी शिक्षा – डॉ. रमेश पाण्डेय
4. विकलांग बच्चों का विकास एवं पुनर्वास – डॉ. उषा शर्मा
5. बाल विकास एवं विशेष शिक्षा – डॉ. रामनाथ शर्मा

English Reference Books

1. Exceptional Children: An Introduction to Special Education – William L. Heward
2. Introduction to Special Education: Making a Difference – Deborah Deutsch Smith
3. Child Development – Laura E. Berk
4. Including Children with Special Needs: A Practical Guide for Classroom Teachers – Ruth E. Cook and Diane L. Klein
5. Early Childhood Special Education – Michael L. Wehmeyer
6. Children with Disabilities – Mark L. Batshaw

उपयुक्त संकेतस्थळे (Websites)

1. UNICEF – Children with Disabilities – विशेष गरजा असलेल्या मुलांबाबत माहिती आणि संसाधने
2. World Health Organization – Disability – अपंगत्व, आरोग्य आणि पुनर्वसन
3. Centres for Disease Control and Prevention – Developmental Disabilities – विकासात्मक अडचणींबाबत माहिती
4. Ministry of Social Justice and Empowerment, Government of India – दिव्यांग व्यक्तींसाठी शासकीय योजना
5. Department of Empowerment of Persons with Disabilities (DEPwD) – दिव्यांग कल्याणविषयक माहिती
6. National Institute for the Empowerment of Persons with Intellectual Disabilities (NIEPID) – बौद्धिक दिव्यांगतेसाठी प्रशिक्षण आणि संसाधने
7. Rehabilitation Council of India (RCI) – विशेष शिक्षण आणि पुनर्वसन क्षेत्रातील माहिती
8. National Institute of Open Schooling (NIOS) – समावेशक शिक्षणासाठी शैक्षणिक साधने
9. National Institute for Empowerment of Persons with Visual Disabilities (NIEPVD) – दृष्टिदोष असलेल्या मुलांसाठी संसाधने
10. Ali Yavar Jung National Institute of Speech and Hearing Disabilities (AYJNISHD) – श्रवण आणि वाणीदोष विषयक माहिती

Sant Gadge Baba Amravati University Amravati
NEP: Session 2026-27
Faculty: Humanities
Subject: Home Economics
B.A. Part III SEM VI Minor VI (T) Level-5.5
Course Code-630257
Course Title: Adolescence and Development

Level	Semester	Course Code	Course Title	Credits	Teaching Hrs./Week	Total teaching Hours	Exam Duration	Max. Marks 50	
5.5	VI	630257	Minor VI(T) Adolescence and Development	2	2	30	3 Hrs.	Theory 30	Internal Assessment 20

Course Objectives	After studying this course, students will be able to: - Understand human development and its stages. - Learn the changes during adolescence. - Know the importance of health and good habits. - Understand the effects of TV, social media, and online games. - Develop good values, personality, and stress management skills.			
Course Outcome	After completing this course, students will be able to: - Explain human development and its stages. - Describe the physical and emotional changes in adolescence. - Follow healthy habits and avoid bad habits. - Use social media and digital technology in a safe and positive way. - Practice good values, improve personality, and manage stress effectively.			
Unit	Contents	Workload allotted	Weightage of Marks allotted	Incorporation of pedagogies
Unit I	Introduction 1.1 Meaning and Definition of Human Development 1.2 Importance of Human Development 1.3 Stages of Development 1.4 Importance of Health and Nutrition in Development	7	7	Digital board PPT’s Videos Charts Lectures Experimental Learning Assignments Participative Learning Guest Lecture
Unit II	Adolescence 2.1 Physical changes in adolescence 2.2 Emotional changes in adolescence 2.3 Development task in adolescence 2.4 Bad habits in adolescence	8	8	
Unit III	Parental Changes 3.1 Television 3.2 Social media 3.3 Online gaming 3.4 Managing children's behaviour	7	7	
Unit IV	4.1 Types of values -a. moral, b. immoral, c. Social 4.2 Concept of personality development and types of personality 4.3 intellectual development and digital awareness 4.4 Mental stress symptoms and management	8	8	

Internal Assessment Theory (20Marks)	Internal assessment shall be carried out by the respective course teacher by choosing verity of Assessments Tools/ Methods Such as-	
	Class Test/ Scrap Book, / Seminar, /Assignment-	10 Marks
	Field visit/ Demonstration, / Fieldwork, /Mini Project/ Guest Lecture/Case study -	10 Marks

संदर्भ ग्रंथ

1. मातृकला आणि बालसंगोपन- प्रा. कुसुम जुननकर, २००० पिंपळापुरे अॅण्ड कं. पब्लिशर्स, नागपूर
2. मानवी विकास- डॉ. संगीता जवंजाळ, डॉ. किरण बेतूरकर- श्री. साईनाथ प्रकाशन नागपूर
3. बालमानसशास्त्र- काळे, प्रेमला महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ, श्रीविद्या प्रकाशन, पुणे
4. अपवादात्मक बालकांचे मानसशास्त्र- काळे, प्रेमला १९९०, प्रथमावृत्ती मॅजेस्टिक प्रकाशन, मुंबई
5. बालविकासाची ओळख- कुळकर्णी शरद, गोडसे जयश्री १९९८(यशवंतराव चव्हाण मुक्त विद्यापीठ,
6. बालविकासशास्त्र- डॉ. इंदिरा भा. खडसे १९९५ हिमालय पब्लिशिंग हाऊस, मुंबई.
7. पोषण आणि आहारशास्त्र- फरकाडे त्रिवेणी, गोगे सुलभा २००५, पिंपळापुरे अॅण्ड कं. पब्लिशर्स, नागपूर.
8. मानव विकास- डॉ. लिना कांडलकर, विद्या प्रकाशन, नागपूर
9. बालविकासशास्त्र- नलिनी वहरहाडपांडे पिंपळापुरे अॅण्ड कं. पब्लिशर्स, नागपूर.
10. किशोरावस्था- नलिनी चंदावासकर, १९७५, महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ, नागपूर
11. आधुनिक सामान्य मानसशास्त्र- प्रा. मुकुंद इनामदार, केशव गाडेकर डॉ. अनिता पाटील, २००५ २०१५, प्रथम आवृत्ती, डायमंड पब्लिकेशन, पुणे-१०
12. मानसशास्त्राची मूलतत्वे--प्रा. र.वि. पंडित, विद्या प्रकाशन, नागपूर, २००६
13. प्रसुती विज्ञान- डॉ. मृणमनी भुवानी

हिंदी संदर्भ ग्रंथ

1. महिला एवं बालविकास- सुबुद्धि गोस्वामी, पार्इन्टर पब्लिशर्स, जयपूर
2. किशोरावस्था एवं मानव विकास – डॉ. प्रेमचंद्र मिश्र, प्रकाशन: उत्तर प्रदेश हिंदी संस्थान.
3. मानव विकास (Human Development) – डॉ. उषा टंडन, हिंदी माध्यम कार्यान्वयन निदेशालय.
4. बाल विकास एवं मनोविज्ञान – डॉ. एस. के. मंगल (हिंदी संस्करण).
5. शैक्षिक मनोविज्ञान एवं बाल विकास – डॉ. आर. एन. शर्मा.
6. विकासात्मक मनोविज्ञान – डॉ. अरुण कुमार सिंह.
7. किशोरावस्था शिक्षा एवं जीवन कौशल – (NCERT) हिंदी सामग्री.
8. 'बालविकास अवं शिक्षा संदर्शिका'- डॉ. श्रीमती प्रमिला श्रीवास्तव, कनिष्क पब्लिशर्स, डिस्ट्रीब्युटर्स, नई दिल्ली
9. बालमनोविज्ञान - भाई योगेंद्रजीत १९८५, चौदावी आवृत्ती विनोद पुस्तक मंदिर, आग्रा
10. शिक्षा मनोविज्ञान- पाठक, पी.डी. १९७५, सातवी आवृत्ती, विनोद पुस्तक मंदिर, आग्रा
11. स्वास्थ्य एवं पोषण – (NIOS) हिंदी अध्ययन सामग्री.
12. गृह विज्ञान (Home Science) –GNOU) हिंदी अध्ययन सामग्री.

इंग्रजी संदर्भ ग्रंथ

1. Child Development- Hurlock, E. B., 1978". 'Sixth Edition, McGraw-Hill, Kogarkusha Ltd.
2. Development Psychology.-Hurlock, E. B., 1981" Fifth Edition, Reprint 1998
3. Child Growth and Development,- Hurlock, E. B., 1978" Fifth Edition, TMH Edition, Tata McGraw Hill Publishing Company Ltd., New Delhi
4. 'Child Development and Adjustment Development of the Child'- Crow. L.D. and Crow, Alic, 1967:

वेबसाइट्स

1. NCERT (हिंदी ई-पुस्तकें एवं संसाधन)
2. NIOS (हिंदी अध्ययन सामग्री)
3. IGNOU (ई-ज्ञानकोश)
4. Ministry of Women and Child Development
5. Ministry of Health and Family Welfare
6. National Health Mission
7. UNICEF India (Adolescent Health)
8. World Health Organization (Adolescent Health)

Sant Gadge Baba Amravati University, Amravati National Education Policy -2020
(NEP) Syllabus For Academic year -2025-2026
Faculty: Humanities
Three Years Six Semester Bachelor's Programme: B.A., (Home Economics)
Syllabus: Part III - SEM VI
Vertical-b
Course Code -630258

Level	Semester	Course Code	Course Name	Credits	Teaching Hrs/week	Exam Duration	Max Marks Practical 50
5.5	VI	630258	Minor lab Practical - VI (Diet Planning)	2	4	3Hrs.	External 25 Internal 25

Course Objectives:		1. Understand the nutritional needs of preschool, school-going, and adolescent children.	
		2. Prepare simple, healthy, and nutritious recipes for different age groups.	
		3. Use locally available and nutritious ingredients in food preparation.	
		4. Follow basic hygiene and safe cooking practices while preparing food.	
Course Outcomes:		After successfully completion of practical course student will be able to-	
		CO1. Prepare nutritious recipes suitable for preschool, school-going, and adolescent children.	
		CO2. Plan simple and balanced meals according to the nutritional needs of different age groups.	
		CO3. Practice hygienic and safe methods of food preparation.	
		CO4. Explain the nutritional value and health benefits of the prepared recipes.	
lab practical Contents		Workload Allotted	Incorporation of Pedagogies
Practical activity		20 Hours	Demonstration Practical Lecture Experiential Learning Practice
1.	Prepare Diet Plan – 1. Pre-school children 2. School going child 3. Adolescence		
Preparation of Folling Recipes			
1.	1) Pre -school children- 1. Sandwich, 2. Appe-Chatni, 3. Bottle gourd halwa.	40 Hours	
2.	2) School going children 1. Bajari khichdi 2. Ragi idli 3. peanut and sesame laddu.		
3.	3) Adolescence- 1. Bread roll 2. Sweet-corn bhel 3. Veg biryani.		

Evaluation and Assessment (Distribution of Practical Marks)		Allotted Marks	Total Marks 50
Mode of Evaluation			
External	1. Preparation and Presentation of Dish (Any Two)	15	25
	2. Prepare Diet Plan	05	
	3. Viva	05	
Internal	1. Lab Work	10	25
	2. Class Work: Activity report	05	
	3. Record book	10	