

M.A. (Home Science)
COURSE OUTLINE
From Session 2015-16
M.A. I

Paper	Title	Max Marks
I	Traditional textiles & Apparel Designing	100
II	Advance Nutrition and Institutional Management	100
III	Life span Development	100
IV	Research Methodology	100
Practical		
1-	Textiles & Apparel Designing	80
2-	Advanced Nutrition	20
		100

M.A. (Home Science)
COURSE OUTLINE
M.A. II

Paper	Title	Max Marks
I	Therapeutic Management & Community nutrition	100
II	Resource Management & Interior Designing	100
III	Early childhood care & Education/Dissertation	100
IV	Extension Education & Communication	100
Practical		
1-	Therapeutic Nutrition+ Project	(40+20) int. 60
2-	Resource Management & Interior Designing	15
3-	Project – Extension Education & Communication	10
4-	E.C.C.E – Teaching Aid/Case study	15
		100

M.A. I
PAPER – I

Traditional Textiles and Apparel Designing

Objective

- 1- To impart knowledge about the traditional textiles of India
- 2- To enable the students to familiarize with the essentials of apparel making
- 3- To acquaint with the various steps involved in the apparel making system and to gain skill in making certain garments.

Unit – I

Introduction to Traditional Indian textiles

- 1- Dacca Muslim
- 2- Chanderi Sarees and muslin
- 3- Kashmir shawls
- 4- Brocades of Hyderabad
- 5- Banaras Brocades
- 6- Brocades of Gujrat
- 7- Tie & Dye of Rajasthan and Gujrat
- 8- Patola of Gujrat, Orissa and Cuttack (Ikat)
- 9- Kota cotton and zari border sarees of Rajasthan

Unit – II

Embroideries of India

- 1- Chikan Kari of Uttar Pradesh
- 2- Kasuti of Karnataka
- 3- Phulkari of Punjab
- 4- Kashida of Kashmir
- 5- Kantha of Bengal
- 6- Embroidery of Kutch and Kathiawar
- 7- Zari Embroidery
- 8- Sindhi Embroidery
- 9- Chamba Rumal
- 10- Manipuri

Unit – III

Design Analysis with respect to apparel and textile design

- 1- Introduction to applied art
 - Elements of Design
 - Principles of Design
- 2- Designs : Structural, Decorative and abstract designs

Unit – IV

- 1- Introduction of Apparel Design with respect to Fashion
 - Fashion cycle
 - Theories of Fashion
 - Fashion terminology
- 2- Family clothing
 - Factor affecting family clothing
 - Wardrobe planning for the family

Unit – V

- 1- Layout Planning
 - Calculation and Estimation of fabric for garment construction
 - Type of layout
- 2- Fittings – Principles, common fitting problems for different figure type, their rectifications
 - Short figures
 - Thin figures
 - Large & flat chest
 - Flat & large hips
 - Broad & narrow shoulders
 - Long, short & thick neck
- 3- Techniques in pattern making
 - Flat pattern
 - Drafting
 - Draping

Practical

Dress Designing & Clothing Construction

- 1- Make samples of Indian traditional embroideries.
- 2- Design Ideals for fashion
 - Color wheel
 - Value chart
 - Intensity chart
 - Grey scale
 - Elements of Art
 - Principles of Art
- 3- Construction techniques (Make their samples on ½ scale of 2 yrs Bodice Block)
 - Seams
 - Methods of fullness control
 - Gathers
 - Pleats
 - Darts
 - Tucks
 - Necklines
 - Plackets
- 4- Drafting & stitching of
 - Basic child Bodice block (Age : 2 yrs)
 - Adults Bodies Block (with Darts) – ((Standard and self)
 - Blouse
 - Suit
 - Shirt
 - Salwar
 - Nighty/Gown

Sessional Work

- 1- Files – Drafting, designing, embroidery
- 2- Samples in Files
- 3- Garments :-
 - a. Designer Blouse
 - b. Party suit
 - c. Nighty/Gown

Distribution of Marks : M.M. 80

1- Embroidery	-	10
2- Sessional	-	30
3- Drafting	-	10
Garments & cutting	-	25
Stitching & finishing	-	
Viva	-	05

Books & References

Paper I

Traditional Textiles & Apparel designing

- 1- Agarwal Rajni & Gupta Sanjula - Paridhan Nirman Avam Fashion Designing
- 2- Hanery Sapna & Patni Manju - Parivarik Paridhan Vyavastha
- 3- Patni Manju - Vastra Vigyan Avam Paridhan Vyavastha, Star Publication, Agra
- 4- Singh Vrinda - Vastra Vigyan Avam Paridhan
- 5- Tumter G.L. - Cutting & Tailoring
- 6- Verma Pramila - Vastra Vigyan Avam Paridhan

M.A. I
PAPER – II
Advanced Nutrition and Institutional Management

Objective

Advance Nutrition and Institutional Management

- To enable to understand about catering management for various organization
- To enable them to understand the basic attributes regarding foods
- To enable them to find out food costing in various institution
- To enhance the managerial skills required for institutional services.

Unit – I

Advance Nutrition

- 1- Nutrients - Sources, classification, function and deficiency diseases, RDA Calculation of nutritive value of meals for a college going girl & boy
- 2- Food Preparation - Methods & their effect on Nutrition values of foods & Prevention of nutrient losses during cooking
- 3- Food Fortification & Food Supplementation

Unit – II

- 1- Food Adulteration - Definition, common adulterants & Simple methods of Detection
- 2- Food Laws
- 3- Food Packaging & Labeling
- 4- Food Packaging materials

Unit – III

- 1- Sensory evaluation of food – Definition, methods & factors affecting Food acceptance
- 2- Leavening agents

Unit – IV

- 1- Concept & definition of catering services in various Institution
- 2- Type of services – cafeteria service, Hospital service, vendor, etc, self service

Unit - V

- 1- Type of menu – Cyclic, Al-a-carte, Table-d-hote etc
- 2- Serving meals for large groups & its management – Hostel, Canteen, Hospital, Railways & Air lines, Hotel

Practical

- 1- Calculation of one day's diet for adolescent boy & girl
- 2- Detection of common adulterants in the lab.
- 3- Report writing of visit to Hospital/ Hotel/ Hostel/ Canteen etc.
- 4- Running a food service unit.

Distribution of Marks

M.M. 20

- 1- Calculations - 10
- 2- File work - 10

Books & References

Paper II

Advance Nutrition & Institutional Management

- | | | |
|------------------------------|---|---|
| 1- Bamji, Rao and Reddy | - | Text Book of Human Nutrition |
| 2- Davidson and Passmore | - | Human Nutrition & Dietetics |
| 3- M. Swaminathan | - | Essential of Food & Nutrition |
| 4- M. Swaminathan | - | Advanced Text book on Foods & Nutrition – Volume – I & II |
| 5- Mohini Sethi | - | Institutional Management |
| 6- Proudfit and Robinson | - | Normal and therapeutic nutrition |
| 7- R. Rajlaxmi | - | Applied Nutrition |
| 8- Misra Usha & Agarwal Alka | - | Aahaar Avum Poshan Vigyaan |
| 9- Gopalan, C | - | Nutritive value of Indian foods |

M.A. I
PAPER – III
Life Span Development (L.S.D.)

Objectives

- To become acquainted with development stage from birth to old age
- To develop awareness of Important aspect of development during the whole life span
- To understand the Issues faced and adjustment required at each stage across the life span

Unit – I

- 1- Concept of L.S.D. and need to study development through the life cycles
- 2- Principles of growth & development
- 3- Developmental tasks during different life stages
- 4- Nature vs Nurture controversy (Heredity & environment)

Unit – II

Prenatal Development & infancy (0-2 yrs)

- 1- How life begins
- 2- Stages of Prenatal Development, Factors affecting Prenatal period
- 3- Birth Process
- 4- Complications related to birth process & genetic defect among children
- 5- New born features & capabilities
- 6- Physical & Motor Development
- 7- Early Interactions
- 8- Prespeech Forms

Unit – III

(a) Early childhood (2-6yrs)

- 1- Physical & motor development
- 2- Play & Social relationship
- 3- Language & Emotional development
- 4- Cognitive development – theory of Jean Piaget

(b) Late childhood (7-12yrs)

- 1- Changes in physical & Motor development
- 2- Moral development – Kohlberg's theory of moral development
- 3- Social relationship : Peers, siblings & Parents
- 4- Cognitive Development – Theory of Jean Piaget

Unit – IV

Adolescence (12-18yrs)

- 1- Physiological changes
- 2- Primary & secondary sex characteristic, early & late maturing adolescents
- 3- Identity Formations
- 4- Social & emotional development.
- 5- Problems of adolescence – Drugs, alcohol, delinquency, homo sexual relation, Academic failure, Psychological problems: causes & remedies.

Unit – V

Adult hood and old age

- 1- Young Adulthood – (19-35yrs.)
 - Significance of the period, Responsibilities & adjustment
- 2- Middle Adulthood (35-50yrs.) salient features
 - Physical changes, health issues and changing roles in the family

- 3- Late Adulthood – (50-60yrs.)
 - Changes in personality, social relationship
 - Occupational changes, health & disease
- 4- Old age – (60 & above)
 - Physical changes & Psychological influence of ageing

Books & References

Paper III

Life Span Development

- | | | |
|-------------------------------------|---|---|
| 1- Agarwal Neeta & Tripathi Akansha | - | Manav Vikas |
| 2- Berk Laura E (1996) | - | Child Development, New Delhi,
Prentice Hall |
| 3- Santrok John W | - | Samtrok Jhon W (1997) Life
Span Development |
| 4- Lal J.N. , Shrivastava Anita | - | Adhunik Vikasatmak
Manovigyan, Vinod Pustak
Mandir, Agra |
| 5- Papalia D.E. (1997) | - | Human Development, Tata
Mcgraw Hill Pub. Co. |
| 6- Rice F.P. | - | Human Development, A Life
Spam Approach, N.J. prentice
Hall- 1965 |
| 7- Singh Vrinda | - | Manav Vikas & Avam Parivarik
Sambandh |
| 8- Shrivastava D.N. & Verma Preeti | - | Bal Manovigyan & Bal Vikas |

M.A. I
PAPER – IV
Research Methodology

Objectives

- To understand the significance of Research methodology in Home Science
- To understand the types, tools & methods of Research
- To develop the ability to construct data gathering instruments of the research design

Unit – I

- 1- Definition & Meaning of Research, its nature & scope
- 2- Characteristics of Scientific research
- 3- Steps in Research
- 4- Importance of research
- 5- Recent trends in Research in Home science

6- Research Problem

- a- Definition & importance of Research problem
- b- Sources of problem
- c- Statement of problem
- d- Types of problems

7- Hypothesis

- a- Definition & importance of hypothesis
- b- Statement of hypothesis
- c- Types of hypothesis

Unit – II

1- Variables

- Definition & Classification of variables

2- Sample & sampling technique

- a- What is a sample
- b- Essentials of a good sample
- c- Sampling methods
- d- Advantages & limitation of sampling

3- Basic principles of Research designs – Single group Factorial design etc.

Unit – III

Research methods & Procedures/Types of research

- 1- Historical Research
- 2- Descriptive Research
- 3- Experimental Research
- 4- Ex Post Facto Research
- 5- Methodological Research
- 6- Action Research
- 7- Survey Research
- 8- Field Research
Their meaning, characteristics, Advantages & Disadvantages.

Unit – IV

(A) Reliability & Validity

- 1- Definition & meaning
- 2- Different types – in brief

(B) Data collection tools & techniques

- 1- Observation
- 2- Interviews
- 3- Questionnaire & schedule
- 4- Socio metric techniques
- 5- Rating Scales in brief
- 6- Psychological test- their meaning, characteristics & types

Unit – V

Treatment & Interpretation of Research Data

- A- Classification & tabulation of data
 - 1- Different types of graphs
 - 2- Measurement of central tendency – Mean, Median & Mode
- B- Presentation of Research Report – Result and conclusion & Bibliography

Books & References

Paper IV

Research Methodology

- 1- Ashtana Vipin, Srivastava Vijay - Educational Research And
Statistics
& Asthana Nidhi
- 2- Elhens D.N. - Fundamentals & Statistics
- 3- Goode & Halt - Methods of Social Research
- 4- Kapil H.K. - Research Methods in Behavioral
Sciences
- 5- Karlinger F.N. - Foundation of Behavioral
Research
- 6- Paras Nath Rai - Anusandhaan Parichay
- 7- Sareen & Sareen - Educational Research Methods
- 8- Shrivastava D.N. - Anusandhaan Vidhia

M.A. II
PAPER – I
Therapeutic Management & Community Nutrition

Objectives

This course will enable the student to

- Know the principle of diet therapy
- Understand the modification of normal diet for therapeutic purposes
- Be able to make appropriate dietary modifications for various disease conditions
- To have elementary knowledge of community nutrition

Unit – I

Therapeutic meal management

- 1- Recommended dietary allowances. Meaning and basis for the I.C.M.R. allowances
- 2- Meal Planning: Principles involved in planning menus. Menus modification to suit different age groups and special condition.
- 3- Adaptation of normal diet for therapeutic purpose: Light, soft, full fluid and clear fluid diet, bland diet applications

Unit – II

Planning following therapeutic diets

- 1- Nutritional anaemia
- 2- Diet in fever, acute and prolonged typhoid
- 3- Diet for overweight
- 4- Diet in kidney diseases, acute & chronic nephritis
- 5- Diet in relation to endocrine disorders, diabetes mellitus, Hyperthyroidism

Unit – III

- 1- Diet in relation to diseases of the gastrointestinal tract, Diarrhea, constipation and duodenal ulcer etc.
- 2- Liver diseases – Liver cirrhosis, Jaundice, Convalescent and post operation diets
- 3- Diet in cancer

Unit – IV

Community Nutrition

- 1- Assessment of the nutritional status of community
 - Clinical examination
 - The study of vital statistics (in brief)
 - The study of anthropometric data
 - Dietary surveys

Unit – V

- 1- Method and aids for imparting nutrition education

Practicals

M.M. – 60

1- Preparation of the following diet

- Soft & low fiber diet
- Low calorie diet
- High calorie diet
- Diabetic diet – food exchange list
- High protein diet
- Low fat diet
- Sodium restricted diet

2- Sessional work

- Practical note book
- Recipe file
- Project work

Distribution of Marks

- Planning & calculation of various nutrients - 10 marks
- Cooking & serving of the therapeutic diet - 20 marks
- Viva - 10 marks
- Seasonal - 20 marks

Books & References

Paper I

Therapeutic Management & Community Nutrition

- 1- Anita - Clinical Dietetics and Nutrition
- 2- Barber cooper Mitchell - Nutrition and health disease
- 3- Bakshi B.K. - Pathyapathay Avum Upchararth Poshan
- 4- Davidson & Passmore - Human Nutrition and Dietetics
- 5- Jellife - Clinical Nutrition
- 6- Proudfitl & Robinson - Nutrition and diet therapy

M.A. II
PAPER – II
Resource Management & Interior Designing

Objectives

- To create an awareness about management in the family as well as the other system
- To recognize the importance of wise use of resources in order to achieve goals
- To know the consumer legislation and their limitations

Unit – I

Management

- (a) Meaning & basic concept of Home Management/Resource Management
- (b) Process of management – Planning, Organizing, Controlling & Evaluation
- (c) Decision making – Meaning & concepts, methods of resolving conflicts
- (d) Resources – Classification, factors affecting their use
- (e) Family life cycle – Stages , Demands upon resources time, energy & money

Unit – II

Management of Resources

- (a) Ergonomics – Importance & applications
- (b) Energy & time management
- (c) Money management – Income, Expenditure, Budget, Saving & Investment
- (d) Work Simplification – Concept & techniques, Mundel's classes of change

Unit – III

Consumer behavior & Problems

- (a) Problems faced by Indian consumers
- (b) Sources of consumer information
- (c) Government Program for consumer Protection – Standardization, Quality control, Fixation of prices
- (d) Major consumer laws

Unit – IV

Housing

- (a) Factors affecting house planning
- (b) House plans for different income groups
- (c) Kitchen plans – Types of kitchen & Areas of kitchen
- (d) Financing agencies – L.I.C., Banks, Housing boards & Co-operative Societies
- (e) Basic building material used in construction of a House

Unit – V

Interior Design

- (a) Application of Elements & Principles of design
- (b) Colors – Importance, classification (Prang), Dimensions, Colors schemes
- (c) Basics of furniture Design and type of furniture design, current trends in interior design

Practical

- 15 marks

File work

- 10 marks

- 1- Application of Principles & Elements of design
- 2- Color schemes
- 3- House plans for different income group
- 4- Different types of kitchen plans

Final Practical

One House/Kitchen plan

- 5 marks

Books & References

PAPER – II

Resource Management & Interior Designing

- | | | |
|--|---|---|
| 1- Bakshi B.K. | - | Grah Prabandh |
| 2- Dacon R.E. and Firabaugh F.M. | - | Family Resource Management
Principle & Application, Allyn &
Bacon Ins London 1988 |
| 3- Deshpande R.S. | - | (1974) Modern ideal Homes of
India, United Book Corporation |
| 4- Etienne Grandjean | - | Ergonomics of the home, Taylor
& Francis Ltd., London |
| 5- Gross I.H. & Crendall E.W. Knoll M.M. | - | Management for Modern
families, Prentice Hall Inc., New
Jersey 1980 |
| 6- Nickell and Dorsey | - | Management in family living |
| 7- Patani Manju | - | Grah Prabandh |
| 8- Patni Manju & Sharma Lalita | - | Grah Prabandh |
| 9- Singh Vrinda | - | Grah Prabandh & Antrtik Sajja |
| 10- Wadhwa T. | - | Indian Home plans, Kohinoor
Pub., Agra 1990 |

M.A. II
PAPER – III (A)
Early Childhood Care & Education

Objectives

- To enable the students understand different types of education
- To make them aware of basic set up of & requirements of a pre school
- To understand basic needs of children with special needs.
- To enable them to prepare teaching materials for different aspects of development

Unit – I

- 1- Importance, need & scope of ECCE
- 2- Objective of ECCE
- 3- Gen. Contribution of following thinkers to the Development of ECCE
 - (a) Frobel
 - (b) Maria Montessori
 - (c) M.K. Gandhi
 - (d) Rabindra Nath Tagore

Unit - II

- 1- Type of Preschool Programs : Play centers, Kindergarten, Day care centers, Balwadi, Anganwadi, Crèche, Balbhawan
- 2- Concepts of formal, non-formal & play way methods
- 3- Methods of child study & Assessment

Unit – III

Organizational set up of ECCE

- 1- Basic infrastructure building, indoor & outdoor space
- 2- Equipment & material required to set up a preschool
- 3- Administrative set up & personnel working at different levels
- 4- Essential qualities of a preschool teacher
- 5- Activities & related material for :
 - (a) Language development
 - (b) Mathematical concepts
 - (c) Art & Motor creative abilities
 - (d) Science concepts
 - (e) Physical & Motor activities

Unit – IV

Children with special needs

- 1- Definition & classification of children with special needs
- 2- Needs & techniques for early detection, screening & assessment, guidance & counseling
- 3- Classification, Characteristics, Causes, Care, Education & Vocational training & counseling of the following –
 - (a) Physically handicapped
 - (b) Slow learners & mentally retarded
 - (c) Children with behavioural problems

Unit – V

- (a) **Gifted children** – Identification, classification & guidance Special educational measures
- (b) **Children at risk** - Street children, Child labor, Child abuse, Delinquent children, Orphans– Identification, causes, education & rehabilitation measures, guidance & counseling

Practical

Sessional 15 Marks

- 1- Prepare teaching learning material for pre-school children
- 2- Case study of a child with special needs/Project

**M.A. II
PAPER – III (B)**

Dissertation (Theory)

M.M. - 100

Note – Dissertation will be allowed to candidates with minimum 55% marks in Previous Examination

**M.A. II
PAPER – III
Early Childhood Care & Education
Books & References**

- | | | |
|----------------------------------|---|---|
| 1- Agarwal J.C. | - | Nursery School Sangthan
Samudaya Bal Swasthya and
Poshan, Doaaba House Pub. |
| 2- Agarwal J.C. | - | Purva Prathmic Shiksha ka Itihas
& Darshan, Doaaba House Pub. |
| 3- Grewal, J.S. 1998 | - | Early Childhood Education,
Foundation & Practices,
Harprasad Bhargava Educational
Publishers, Agar |
| 4- Jain Sashsi Prabha
Siksha, | - | Balyavastha Dekhbhal Aur

Shiva Publication, Indore |
| 5- Kaul Venita | - | Early Childhood Education
Programme, NCERT Publication |
| 6- Kudesia, Umeshchand | - | Shiksha Prashasan |
| 7- Soni Romila
Education | - | Early Childhood care & |
| 8- N. Murlidharan | - | The System of Preschool
Education in India, Indian
Association for preschool
Education, 1982 |

M.A. II
PAPER – IV

Extension Education and Communication

Objectives

- To Understand the process of communication in development work
- To be sensitive to the interests & need of the people and the power of the media and method in catering to these needs & interests
- TO enhance self employment, potential through entrepreneurial skill training

To be aware of the agencies working for the welfare of women & children

Unit – I

Extension Education

- (a) Concept, need & Aims of extension education
- (b) Principles of extension education
- (c) Non formal, formal & Extension Education
- (d) Home Science Extension Education – Meaning, Characteristics, History & Development program

Unit – II

Communication

- (a) Definition, concept, elements and classification of communication
- (b) Traditional & modern methods and materials of communication
- (c) Communication model
- (d) Barriers of communication and measures for effective communication
- (e) Feedback in communication

Unit – III

Policies and programs for Women Development

- (a) Concept of gender & changing trends
- (b) Women & development Approaches
- (c) Welfare Programmes for women & children
DWCRA, TRYCSEM, ICDS, SHG, CARE, CHETNA, SEWA
- (d) National and International Institutions working for welfare of women & children
C.S.W.B., I.C.A.R., I.C.M.R., WHO, UNICEF, NIPCCD

Unit – IV

Community Development Programme

- (a) Meaning, Principles, aims of Community Development
- (b) Method of Community Development
- (c) Achievement of community Development Programme

Unit –V

Entrepreneurship

- (a) Definition meaning, importance & scope of entrepreneurship
- (b) Functions & types of entrepreneurship
- (c) Process of Entrepreneurship
- (d) Sources of finance/funding, financial and development institution, assisting small enter premiership ventures

Seasonal work

Project

10 Marks

PAPER – IV
Extension Education and Communication
Books & References

- | | | |
|--------------------------------------|---|--|
| 1- Daham O.P. & Bhatnagar O.P. | - | Education & Communication for Development, Oxford Pub. Company, New Delhi |
| 2- Harpalani | - | Prasar Shiksha |
| 3- Joshi Uma | - | Understanding Development Communication, Domincent Publisher, New Delhi – 2001 |
| 4- Kuppuswami B. | - | Communication & Social Development in India, Media Promoters & Publishes Pvt. Ltd., Mumbai |
| 5- Patel V. | - | Women Entrepreneurship, Developing New Entrepreneurship, Ahemdabad-1987 |
| 6- Shah Pushp Geeta, Shasheela Jayas | - | Prasar Shiksha |
| 7- Singh Vrinda | - | Prasar Shiksha |