<table>
<thead>
<tr>
<th>Paper</th>
<th>Title</th>
<th>Max Marks</th>
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<tbody>
<tr>
<td>I</td>
<td>Traditional textiles &amp; Apparel Designing</td>
<td>100</td>
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<tr>
<td>II</td>
<td>Advance Nutrition and Institutional Management</td>
<td>100</td>
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<tr>
<td>III</td>
<td>Life span Development</td>
<td>100</td>
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<td>IV</td>
<td>Research Methodology</td>
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Practical

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<th></th>
<th>Textiles &amp; Apparel Designing</th>
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<td>2-</td>
<td>Advanced Nutrition</td>
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M.A. (Home Science)

COURSE OUTLINE

M.A. II

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<tr>
<td>I</td>
<td>Therapeutic Management &amp; Community nutrition</td>
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<tr>
<td>II</td>
<td>Resource Management &amp; Interior Designing</td>
<td>100</td>
</tr>
<tr>
<td>III</td>
<td>Early childhood care &amp; Education/Dissertation</td>
<td>100</td>
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<tr>
<td>IV</td>
<td>Extension Education &amp; Communication</td>
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Practical

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<tr>
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<th>(40+20) int.</th>
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<td>Resource Management &amp; Interior Designing</td>
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<td>Project – Extension Education &amp; Communication</td>
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<td>4-</td>
<td>E.C.C.E – Teaching Aid/Case study</td>
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</table>
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
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
<table>
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<tr>
<th>No.</th>
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<tbody>
<tr>
<td>1</td>
<td>Bamji, Rao and Reddy</td>
<td>Text Book of Human Nutrition</td>
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<td>2</td>
<td>Davidson and Passmore</td>
<td>Human Nutrition &amp; Dietetics</td>
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<td>M. Swaminathan</td>
<td>Essential of Food &amp; Nutrition</td>
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<tr>
<td>5</td>
<td>Mohini Sethi</td>
<td>Institutional Management</td>
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<tr>
<td>6</td>
<td>Proudfit and Robinson</td>
<td>Normal and therapeutic nutrition</td>
</tr>
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<td>7</td>
<td>R. Rajlaxmi</td>
<td>Applied Nutrition</td>
</tr>
<tr>
<td>8</td>
<td>Misra Usha &amp; Agarwal Alka</td>
<td>Aahaar Avum Poshan Vigyaan</td>
</tr>
<tr>
<td>9</td>
<td>Gopalan, C</td>
<td>Nutritive value of Indian foods</td>
</tr>
</tbody>
</table>
Objectives

- To become acquainted with development stage from birth to old age
- To develop awareness of important aspects 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
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

(b) Late childhood (7-12yrs)

1. Changes in physical & Motor development
2. Moral development – Kohlberg’s theory of moral development

Unit – IV

Adolescence (12-18yrs)

1. Physiological changes
2. Primary & secondary sex characteristic, early & late maturing adolescents
3. Identity Formations
4. Social & emotional development.

Unit – V

Adulthood 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
3- Santrok John W - Samtrok Jhon W (1997) Life Span Development
4- Lal J.N. , Shrivastava Anita - Adhunik Vikasatmak Manovigyan, Vinod Pustak Mandir, Agra
7- Singh Vrinda - Manav Vikas & Avam Parivarik Sambandh
8- Shrivastava D.N. & Verma Preeti - Bal Manovigyan & Bal Vikas
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- AshtanaVipin, 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 nephrites
5- Diet in relation to endocrine disorders, diabetes millets, Hyperthyroidism

Unit – III
1- Diet in relation to diseases of the gastrointestinal traits, 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

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
Books & References

PAPER – II
Resource Management & Interior Designing

1- Bakshi B.K. - Grah Prabandh
3- Deshpande R.S. - (1974) Modern ideal Homes of India, United Book Corporation
4- Etienne Grandjean - Ergonomics of the home, Taylor & Francis Ltd., London
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
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 wire 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, Kindergartner, 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
**Dissertation (Theory)**

**M.A. II**

**PAPER – III (B)**

**Early Childhood Care & Education**

**Books & References**

<table>
<thead>
<tr>
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<tr>
<td>2- Agarwal J.C.</td>
<td>Purva Prathmic Shiksha ka Itihas &amp; Darshan, Doaaba House Pub.</td>
</tr>
<tr>
<td>4- Jain Sashsi Prabha</td>
<td>Balyavastha Dekhbhal Aur Siksha, Shiva Publication, Indore</td>
</tr>
<tr>
<td>5- Kaul Venita</td>
<td>Early Childhood Education Programme, NCERT Publication</td>
</tr>
<tr>
<td>6- Kudesia, Umeshchand</td>
<td>Shiksha Prashasan</td>
</tr>
<tr>
<td>7- Soni Romila</td>
<td>Early Childhood care &amp; Education</td>
</tr>
<tr>
<td>8- N. Murlidharan</td>
<td>The System of Preschool Education in India, Indian Association for preschool Education, 1982</td>
</tr>
</tbody>
</table>
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, TRYCEM, ICDS, SHG, CARE, CHETNA, SEWA
(d) National and International Institutions working for welfare of women & children

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
### Books & References

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<th></th>
<th>Author(s)</th>
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<tr>
<td>2</td>
<td>Harpalani</td>
<td>Prasar Shiksha</td>
</tr>
<tr>
<td>3</td>
<td>Joshi Uma</td>
<td>Understanding Development Communication, Domincent Publisher, New Delhi – 2001</td>
</tr>
<tr>
<td>4</td>
<td>Kuppuswami B.</td>
<td>Communication &amp; Social Development in India, Media Promoters &amp; Publishes Pvt. Ltd., Mumbai</td>
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<td>5</td>
<td>Patel V.</td>
<td>Women Entrepreneurship, Developing New Entrepreneurship, Ahmedabad-1987</td>
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<td>6</td>
<td>Shah Pushp Geeta, Shasheela Jayas</td>
<td>Prasar Shiksha</td>
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