

RASHTRASANT TUKDOJI MAHARAJ NAGPUR
UNIVERSITY, NAGPUR.

FACULTY OF INTERDISCIPLINARY STUDIES

M.A. HOME ECONOMICS
NEP-2020 Based
Out Come Based (OB)
Choice Based Credit System
(CBCS)
2023 -2024

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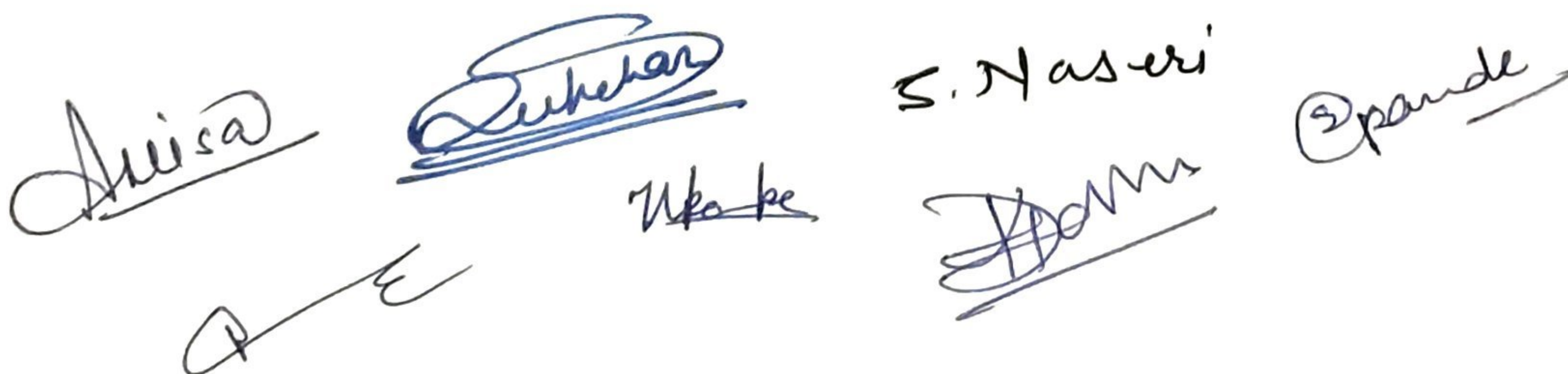
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Rashtrasant Tukdoji Maharaj Nagpur University.
Nagpur
NEP-2020 Based Syllabus of M.A. HOME-ECONOMICS.
Choice Based Credit System

Submitted by
Dr. Sampada Naseri
Chairperson ,
Board of Studies, Home-Economics,
Faculty of Interdisciplinary Studies

Syllabus Framing Committee:

Dr. Anuradha Nisal
Dr. Advita Deshmukh
Dr. Kshama Chavan
Dr. Pratibha Katkar

The block contains several handwritten signatures in blue ink. From left to right, there is a signature that appears to be 'Anisa', a signature that appears to be 'Sampada Naseri', a signature that appears to be 'Kshama Chavan', a signature that appears to be 'Pratibha Katkar', and a signature that appears to be 'Advita Deshmukh'. There are also some smaller, less legible marks and initials scattered around these signatures.

Rashtrasant Tukdoji Maharaj Nagpur University.
Nagpur

Revised Syllabus of M.A. HOME-ECONOMICS.
NEP-2020 -Based Syllabus
M. A. Semester I & II (Choice Based Credit System)
Effective from July, 2023 -2024 onwards
Curriculum Structure & Scheme of Evaluation

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**Theory: 4 periods/Week/Subject (4 Credits) Project/Sessional :
2 periods/Week/ Subject**

Textile and Clothing Practical (1P2) : 4 periods/Week (2 Credits)

No. of Students/Practical Batch: 10

including activity based teaching per week.

Expected classroom activities shall consist of the following.

1.Group Discussion 2.Role Play 3.Dramatization 4.Case Studies 5.Power Point Presentation, 6.Quiz 7. Debate
8.Brain Storming .

The teacher is expected to undertake a minimum of four of the above activity.

Eligibility for Admission to M.A. Home- Economics.

An applicant for admission to Semester I examination shall have passed the Bachelor Degree examination of this University or of any other statutory recognized University as equivalent to Bachelor Degree of this University.

Pattern of Question Paper and Examination

1. There will be six papers (Five Major and One compulsory Elective) in Semester I .There will be five papers in Semester II.
There will be four units in five papers and two units in one paper(Paper IV).
2. Question paper will consist of five questions and all questions shall be compulsory.
3. Four questions will be on four units with internal choice (one question on each unit).Fifth question will be compulsory with questions from each of the four units having equal weightage and there will be no internal choice.
For Paper IV , four questions will be on two units with internal choice and fifth question will be compulsory with questions from each four units having equal weightage and there will be no internal choice.
4. Each paper will be of 3 hours duration except Paper IV .Paper IV will be of two hours.
5. Minimum passing marks will be 40%.

M.A. Home Economics Semester I Students will have

- **Major Course - (Compulsory Subjects)**
 - Paper I (1T1) - Resource Management
 - Paper II (1T2) – Human Development
 - Paper III (1T3) -Textile and Clothing
 - Paper IV (1T4) - Research Methods and Statistics
 - Paper V - Electives –(Mandatory) (Any One) .
 - Elective Paper 1E1– Early Childhood Care and Education (ECCE).
 - Elective Paper - 1E1- Residential Interior Design.
 - Practical - (1P1) – Textile and Clothing Practical
 - Paper -VI - (1T6) - Research Methodology (RM)

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M.A. Home Economics Semester II Students will have –

- **Major Course - (Compulsory Subjects)**
 - **Paper I (2T1) -Resource Management**
 - **Paper II (2T2) – Human Development**
 - **Paper III (2T3) – Textile and Clothing**
 - **Paper IV (2T4) – Consumer and The Market**
 - **Paper V-(Electives)-Mandatory -(Any One)**
 - **Elective Paper -2E2 - Garbha Sanskar**
 - **Elective Paper -2E2- Guidance and Counselling**
 - **Practical - (2P1) – Textile and Clothing**
 - **On the Job Training (OJT)/ Field Project(FP) (Mandatory)**

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Rashtra Sant Tukadoji Maharaj Nagpur University, Nagpur.
M.A. Home Economics (Choice Based Credit System) -NEP-2020 Based

Semester I

Semester I													
Sr. No.	Paper	Subject code	Subject	Teaching Scheme (Hrs/Week)				Credits	Examination Scheme				
				Theory (Hours)	Practical/ (Hours)	Project/ Session al (Hours)	Total (Hours)		Duration (Hours)	Max. Marks		Total Marks	Min. Passing Marks
										External Th. Marks	Pract./ Internal Marks.		
1	I	1T1	Major Course -Resource Management	04	-	02	06	04	03	80	20	100	40
2	II	1T2	Major Course- Human Development	04	-	02	06	04	03	80	20	100	40
3	III	1T3	Major Course- Textile and Clothing	04	-	02	06	04	03	80	20	100	40
4	IV	1T4	Major Course- Research Methods and Statistics	02	-	02	03	02	1.5	40	10	50	20
5	V- Electives	1E1	Early Childhood Care and Education (ECCE) OR Residential Interior Design	02	-	02	04	04	03	80	20	100	40
6.	Practical	1P1	Textile and Clothing Practical	-	04	-	04	02	03	80	20	100	40
7.	VI	1T6	Major Course-Research Methodology (RM)	02	-	02	04	04	03	80	20	100	40
			Total	18	04	12	33	24	19.5	520	130	650	260

(Subject Code: I-Semester I, T-Theory, P-Practical)

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Rashtra Sant Tukadoji Maharaj Nagpur University, Nagpur.
M.A. Home Economics (Choice Based Credit System) -NEP -2020-Based
Semester II

Sr. No.	Paper	Subject code	Subject	Teaching Scheme (Hrs/Week)				Credits	Examination Scheme				
				Theory (Hours)	Practical/ (Hours)	Project/Sessional (Hours)	Total (Hours)		Duration (Hours)	Max. Marks		Total Marks	Min. Passing Marks
1	I	2T1	Major Course-Resource Management	04	-	02	06	04	03	80	20	100	40
2	II	2T2	Major Course- Human Development	04	-	02	06	04	03	80	20	100	40
3	III	2T3	Major Course- Textile and Clothing	04	-	02	06	04	03	80	20	100	40
4	IV	2T4	Major Course- Consumer and The Market	02	-	02	03	04	1.5	40	10	50	20
5.	V- Electives	2E2	Garbha Sanskar OR Guidance and Counselling	04		02	06	02	03	80	20	100	40
6.	Practical	2P1	Textile and Clothing Practical	-	04	-	04	02	03	80	20	100	40
7.	On Job Training/ Field Project (FP)	OJT/FP	-	-	-	02	02	4	3	80	20	100	40
			Total	18	04	12	33	24	19.5	520	130	650	260

(Subject Code: 2-Semester II, T-Theory , P-Practical)







M. A. Home Economics
Semester I
Paper -I
(Major Course)
RESOURCE MANAGEMENT
Subject Code - 1T1

Total Marks :100

Theory: 80

Sessional : 20

Objective : - To enable students to

- 1) Understand various concepts and principles of management and its functions.
- 2) Understand the significance of management in changing environment.
- 3) Develop the ability to use motion and time techniques.
- 4) Create awareness about resources.

Course Outcomes

After completion of this course it will help the students –

CO1	To utilize knowledge regarding managerial skills.
CO2	To understand and utilize the knowledge of decision making in their day to day life.
CO3	To develop insight regarding values in the family.
CO4	To clear the concepts of the role of woman in family life cycle.
CO5	To create awareness in the students regarding family budget saving and investment facilities.
CO6	To create awareness among students regarding reality and problems of community services.
CO7	To develop awareness regarding the role of ergonomics in daily life and its application in work simplification.
CO8	To understand stress and its management.

Course Content

Unit – I

a) Family Resources

Concept, definition and meaning, characteristics and classification of resources. Objectives and principles of use of resources.

Factors affecting family resources and methods to maximize the utilization of resources.

b) Aspect of Home Management –

Concepts, philosophy, definition and objectives of Home Management.

Obstacles in the improvement of Home Management and Process of Management. Qualities associated with management and methods of evaluating managerial ability.

c) Decision Making –

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Definitions, importance and steps of decision making.

Techniques and tools for decision making and the role of decision making in home management.

Stress and conflict during decision making.

Unit – II

a) Determinants of management process –

Values – Definitions, sources of values, patterns, status security. Goals – Definitions, types and factors affecting choice of goals; Standard – Quality control and total quality management.

Harmony and Ethics- Definition and importance.

b) Family life cycle-

Concept and stages of family life cycle.

Management during various stages of family life cycle. Role of woman in the various stages of family life cycle.

c) Management of material –

Concept and importance of material resources. Complexity of managing materials.

Planning, controlling and evaluating material resources.

Unit - III

a) Money Management

Definition, meaning and importance and Techniques of money management. Role of woman in managing family income budgets.

Contribution of working woman in improving economic conditions.

b) Savings and Investments

Saving facilities and investment opportunity. Role of credit in finance.

Economic security and financial alternatives.

c) Community Services / Resources:

Definition, importance in daily life, Local and National development. Reality and problems of community services.

Role of home makers in management of these resources.

UNIT: IV

a) Ergonomics:

Definition, scope and nature of ergonomics in home and other occupation. Ergonomics in Home- Anthropometric dimension of workers at work and at rest.

Man –Machine – Environment System. Normal and maximum vertical and horizontal reaches.

b) Work Simplification:

Definition, meaning and importance of work simplification. Principles and Techniques of work Simplification.

Mendel's classes of Change and Correct and Incorrect Work Practices.

c) Stress Management:

Definition, meaning and importance of stress and stress management. Causes and effect of stress.

Stress management techniques / Coping techniques.

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Sessional:

Total: 20 Marks

1. Seminar / Assignment on related Topics. **10 Marks**
 2. Practical on Maximum and comfortable reaching heights in different household activities. **10 marks**
- (a) Use of Different Pen – Pencil Techniques for house hold activities-
- (i) Process Chart- Washing Utensils, Roti Making.
 - (ii) Operation Chart – Vegetable Cutting, Dough kneading.
 - (iii) Pathway Chart –, Tea Making, Table Laying.
- (b) Kneading of dough at three different heights.
- (c) Ironing of clothes at three different heights.

References:

- 1) Management for Modern families - Gross and Crandall
- 2) Management in family living - Nickel and Dorsey.
- 3) Motion and Time Study - Alph M. Barnes.
- 4) Work Simplification- Gerald Nadler
- 5) Time and Motion Study - Mundel
- 6) Home Management Context & Concepts - R. E. Deawn and F. M. Firebough (Haughton Muffin Co-Boston 1975)
- 7) Modern Management Issues and Ideas - David R. Hampton.
- 8) Management a decision making Approach - Young Stanley.
- 9) Ergonomics of Home - Francis and Taylor Co.
- 10) प्रगत गृहव्यवस्थापन – डॉ. आशा निमकर
- 11) Parivarik Sansadhah Vyavastha –Dr. Vrunda Singh
- 12) Gruha Vyavastha aevam Gruha Kala- Dr G.P. Shiery
- 13) Introduction to Home Management- Swanson

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M. A. Home Economics
Semester I
Paper II
(Major Course)
Human Development
Subject Code - 1T2

Total Marks : 100
Theory : 80
Sessional : 20

Objectives

- To make students aware of Human Development.
- To enable students understand the importance and use of different psychometric tests.
- To understand different approaches and theories of learning, creativity and intelligence.

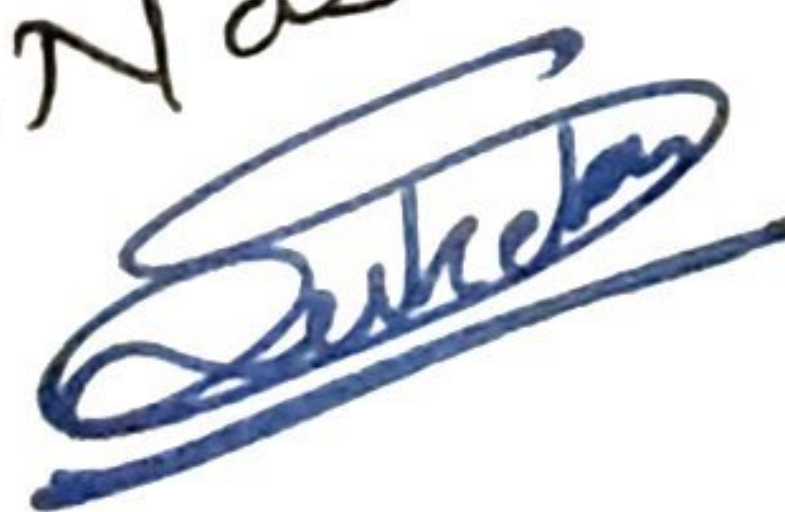
Course Outcomes


CO1	Given knowledge about domains of Human Development and Psychological tests students will be able to work with Psychologists for testing .
CO2	Given knowledge about different methods of child study students will be able to conduct research in the field of child research.
CO3	Given the knowledge about learning theories in education students will be able to implementation of theories in the field of education.
CO4	Given the knowledge about personality development students will be able to conduct personality development workshops.
CO5	Given the knowledge about theories of intelligence and creativity students will be able to conduct workshops of creativity for young children.


Course Content

Unit I: The study of Human Development

- a) The Three domain
- Biosocial Development
 - Cognitive Development
 - Psychological Development
- b) Methods of child study- Importance and its Need.
- Scientific method.
 - Observation method
 - Interview method
- c) Psychological Tests-Meaning, Importance and use of Psychological Tests.
- Psychometric method
 - Scale for infant assessment

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- Draw a man test
- Children Apperception Test.

Unit II: Theories of Learning

a) Definition of learning, Process, steps and stages of learning, Characteristics of Learning

Types of Learning –

1. Pavlov- Classical conditioning Experiment-Meaning , Nature and basic Principles of Classical Conditioning process. Educational importance or Implications of theory.

2) Skinner-Operant Conditioning Experiments 1,2 and 3. -Meaning, Operant Behaviour, Elicitate Behaviour, Meaning of Reinforcement, Types of Reinforcement- Positive and Negative reinforcement. Educational importance or implications of Theory.

3)Thorndike's Theory- Meaning, Primary Laws-Law of Learning, Law of Readiness, Law of Exercise, Law of Effect. Secondary Laws-Law of multiple response, Law of mental state, Law of partial activity, Law of Assimilation and Analogy, Law of Associative uplifting. Educational Implications of Theory.

Unit III: Personality Development

a) Definitions, Meaning, Importance.

b) Determinants of Personality

- Hereditry and environment
- Learning and maturation
- Family Environment
- School and Society
- Culture
- Experiences

c) Classification of Personality- a) Hippocrates b)Sheldon c) Kreshmer

Unit IV: Theories of Intelligence

a) Meaning ,definitions, Developments of Intelligence, Factors affecting intelligence.

Theories of Intelligence

i) Binet's Uni factor Theory.

ii) Spearman's two factor Theory.

b) i) Thurston's Group factor Theory.

ii) Guilford's three dimensional model of Intelligence.

c) Definitions and concept of creativity

i) Types of creativity (everyday creativity and eminent creativity, Gifted Child)

ii) Different approaches to the study of creativity-Dynamical approach (Freud)

Cognitive approach (Mackinnen)

Gardener Approach (Brain storming, problem solving.)

iii) Factors affecting creativity.

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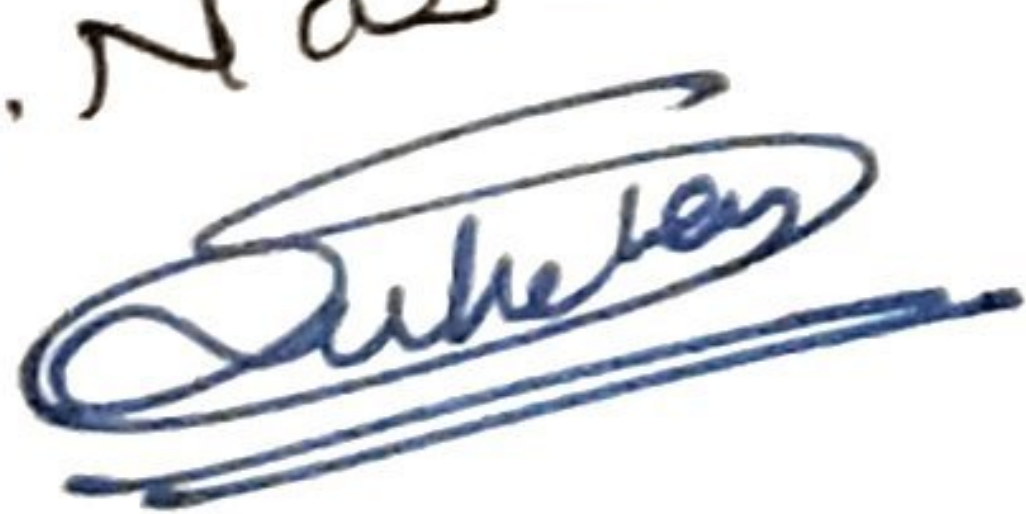
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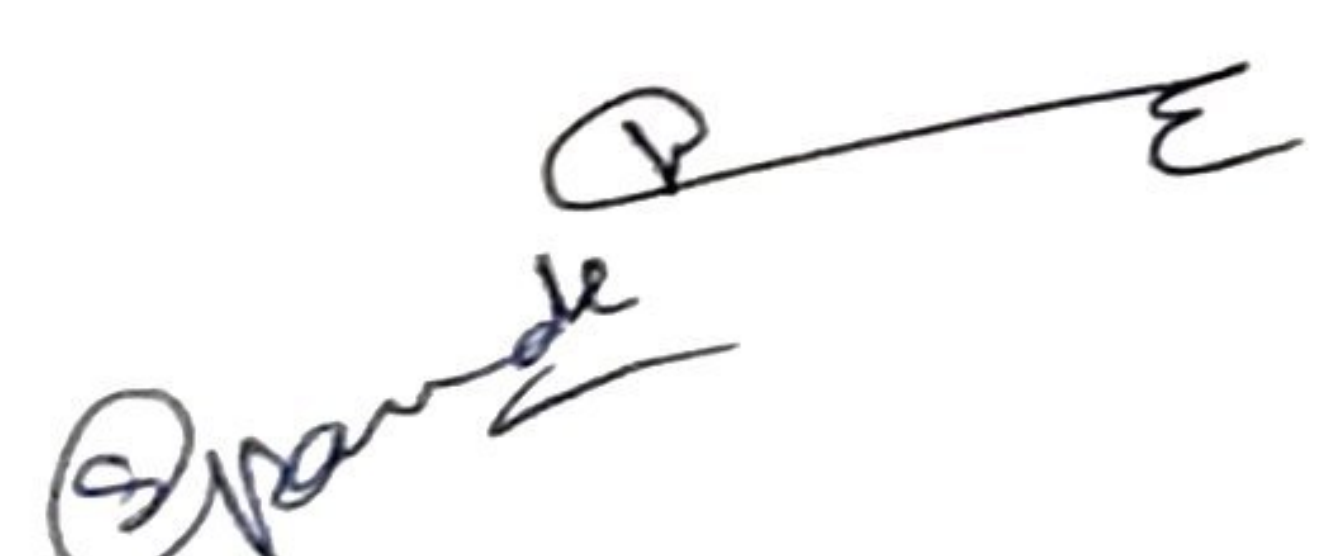
Sessional: 20 Marks

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|------|--|----------|
| a) | Seminar on curriculum related topics | 10 Marks |
| b) | Psychological Test -Use ,Collection of data and Methodology (Any One). | 10 Marks |
| (i) | Mental Health Test for Adolescents | |
| (ii) | Emotional Stability Test for Children | |

Reference Books: -

1. Child Development by Elizabeth Hurlock.
2. Developmental psychology by Elizabeth Hurlock.
3. Nursery school by Katherina Road.
4. Nursery schools in India by Pramila Barookh.
5. Personality and Education by David Eontana.
6. Kishoravastha by Nalinee Chandwaskar.
7. Child psychology by H. Rudolph Schaffer.
8. The developing person through the life span by Kathleen Stassen Berger.
9. Vasta, R (Ed) (1992) Six Theories of child Development. Revised Formulations and current issues. London: SessicaKingsley Publishers Ltd.
10. वैकासिक मानसशास्त्र कुमठेकर, वोरुडे, देसाई
11. Human Development by – Diane E Papalia and Sally Wendkos old^s 5th Edition 1981. Tata McGraw Hill PublishingCompany New Delhi.

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M. A. Home Economics

Semester I

Paper III

(Major Course)

Textile and Clothing

Subject Code - 1T3

Total Marks - 100

Theory - 80

Sessional - 20

Objectives-

1. To develop an understanding of different types of fibers, yarns and finishes.
2. To gain practical knowledge of dyeing and weaving.

Course Outcome: After completion of course, students will be able to,

CO1	Receive detailed knowledge about the properties of different fibers and their use in day to day life.
CO2	Gain detailed knowledge of manufacturing process of natural and manmade fibers and will be able to identify different types of yarns.
CO3	Use different methods of fabric construction.
CO4	Identify the differences in woven and nonwoven fabric.
CO5	Prepare different types of fabric finishes.
CO6	Prepare different types of dyes by using dyeing techniques, and application of suitable Dye on different types of fabric.
CO6	Attain skills on various printing techniques.
CO7	Prepare an album of origin of various Traditional Indian Textiles.

Course Content

Unit I- Textile Fibers and Yarns

a) Introduction to Textile Fibers:

Textile Fibers – Definitions, Classification

Natural Fibers: Cellulosic fibers - Manufacturing process, Properties and of Cotton and Linen, Hemp Jute, Ramie

Protein fiber- Manufacturing process, Properties and uses of Wool and Silk,

Specialty fibers - Properties and uses of Alpaca, Camel Hair, Cashmere, Llama, Mohair, Vicuna, Fur

Manmade fibers –

Non Thermoplastic Fibers: Manufacturing process and properties and uses of Viscose Rayon and Acetate Rayon

Thermoplastic fibers: Manufacturing process and properties and uses of Nylon, polyester, Acrylic, Spandex

b) Yarn formation – Mechanical and chemical spinning.

c) Types of yarns – Simple, Novelty, Textured yarn.

Unit II -- Fabric Construction

a) Weaving - Handloom and its parts and functions Basic weaves- Simple Weaves, Twill, Satin

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and Sateen weave Novelty Weaves- Huckaback, Honeycomb, Pile, Gauze, Leno, Crape, Birds Eye, Jacquard and Dobby weave

b) **Knitting** – Classification of Knitted fabrics-Warp and Weft knit and their uses.

c) **Non-Woven** - Felts, Bonded fabric, Braiding.

Unit – III - Finishes and Dyeing

a) **Finishes** -Definition, classification and Purpose of Finishes .

General Finishes —Mercerizing, Singing, Scouring, Bleaching, Sanforizing, Calendaring, Brushing, Weighting, Degumming, Tentering, Delustering, Sizing . Special Finishes-Waterproof, Fireproof, Mothproof and Crease resistant Finish. Special Finishes used to improve the Aesthetic value of fabrics- Shearing, Crapping, Embossing, Moiring and Napping . The Nano finish : Anti-Microbial Finish, Anti-Pollen Finish, Flame Retardant Finish, Odour Fights Finish, Uv Protection Finish

b) **Dyeing** - Classification of dyes- Natural and Synthetic Dyes Different dyeing Methods - Fiber dyeing, Top Dyeing, Yarn dyeing, Piece dyeing, Dope Dyeing and Garment dyeing.

c) **Methods of Fabric Printing**-Tie & dye, Batik, Screen, Stencil, Roller and Block Printing.

Environmental impacts of textile dyeing and printing process.

Unit – IV Traditional Textiles of India

a) **Traditional Embroideries of India**- Introduction, Kashmiri, Kasuti, Manipuri, Chikankari, Fulkari, Kantha, Applique work of Bihar, Chamba Rupal, Kuch and Katiyawad, Zardozi Embroidery.

b) **Woven Textiles of India**- Kam - Khwab, Bafta , Abi rawan, Brocades of Banaras, Paithani, Pitambar and Himru - Amru of Maharashtra, Kanjiwaram saris of Kanchipuram, Dacca Muslin, Balucheri and Jamdani of Bengal, Irkali sari of Karnataka, Chanderi and Maheshwari Saris of Madhya Pradesh.

c) **Painted and Dyed Fabrics of India**

Painted- Madhubani and Kalamkari,

Dyed Fabrics- Patola , Bandhani

Sessional :

1. Seminar on related Topics.

2. Preparing Album of Motifs of Various Printing Techniques/ Traditional Textiles of India.

20 Marks

10 marks

10 marks

References:-

- 1) Hess - Textile fabric and their uses
- 2) Joseph ML - Essential of Textiles - by Hot Winston New York
- 3) Potter MD 4 Corbman B.P. Textiles - Fibre for fabrics, By Mc Gowhill Inc, USA
- 4) Doongaji S & Deshpande R - Basic Process of Clothing Construction.
- 5) Prayag - Textile Printing
- 6) Pandit savitri - Indian Embroidery.
- 7) Dorothy Siegart - Lyle, Modern Textiles, John Wiley and Sonss Inc New York
- 8) Ritu Jindal - Hand book for fashion designing Mittal Publication, New Delhi
- 9) Zarakar K.R. Systems of Cutting, Bombay Zarakar Tailoring College.
- 10) John willow Nicholas Barnard - Traditional Indian Textiles.
- 11) Dr. Vimal Adhau.- Vastrashastra
- 12) Dr.Pramila Verma.Vastra-Vidyan aevam Paridhan .
- 13) Dr Vrunda Singh.- Vastra-Vidyan aevam Paridhan

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M. A. Home Economics
Semester I
Paper -IV
(Major Course)
Research Methods and Statistics
Subject Code - 1T4

Total Marks: 50
Theory : 40
Sessional : 10

Objectives: To enable students to -

- 1) Understand the significance of Research Method in Research.
- 2) Apply statistical techniques to research data for analyzing, interpreting and tabulating data meaningfully.
- 3) To develop ability to present and interpret data in a research report of thesis.

Course Outcome – After completion of this course students should be able to –

CO1	Discuss the importance of Research, Research process and types of research and their use.
CO2	Recognize the main characteristics of qualitative and quantitative research design.
CO3	Formulate a research problem, frame objectives, set hypothesis and a research design applicable to address the problem.
CO4	Design a good quantitative purpose statement and good quantitative Research questions and hypotheses.
CO5	Define the meaning of a variable, and to be able to identify independent, dependent, and mediating variables.
CO6	Discuss about importance of statistics in research and should be able to use the basic statistics i.e. mean, median, mode , standard deviation etc.
CO7	Appropriately apply the tools of descriptive statistics, e.g., frequency distributions, measures of central tendency, and measures of variability, to organize, summarize, and describe research data

Unit – I Introduction to Research

- a) **Scientific Method**-Meaning, Definitions, Characteristics of Scientific Method and Steps of Scientific Method. **Meaning and definitions of Research**, Objectives of Research, Research Process, Basic and Applied Research. Qualities of good research worker.
- b) **Types of Research Methods**: Historical, Survey and Experimental Research.
- c) **Formulation of Research Problem**- Meaning, definitions, Process of problem formation, helping factors to determine Research Problem and Essential conditions for formulation of Research Problem.

Unit – II Fundamentals of Statistics

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- a) **Meaning, Definitions and Scope of Statistics**, Functions of Statistics, Importance and Limitations of Statistics in Research.
 - b) **Measures of central tendency**: Mean, Mode, Median, and Variability.
 - a) **Concept of Deviation** - Range, Quartile Deviation, Mean Deviation and Standard Deviation.
- Correlation**: Concept of Correlation, Importance of correlation, Karl Pearson's Co-efficient of Correlation, Rank Correlation.

Sessional: 10 Marks

- 1. Assignment on statistical problems on related topics. **- 10 Marks**

References:

- 1. The Elements of Research – F.L. Whitney.
- 2. An Introduction of Scientific Research – E.B. Wilson.
- 3. A Handbook of Methodology of Research – Dr. R.P. Devdas
- 4. Methods in Social Research – Goode & Hart.
- 5. Methodology and Technique of Social Research – Wilkinson and Bhandarkar.
- 6. Fundamentals of Applied Statistics – S.C. Gupta
- 7. An Introduction of Statistical Methods – C.B. Gup
- 8. Applied General Statistics – Crowdon & Croxton
- 9. Sampling Methods for census and Education – G.A. Ferguson.
- 10. Research Methodology : Methods and Techniques- C. R. Kothari
- 11. Mulbhut Sankhyiki (Fundamental Statistics) Prof. Ram Deshmukh

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M. A. Home Economics
S e m e s t e r - I
Paper -V
(Elective Course)
Early childhood Care and Education
Subject Code – 1E1

Objectives:

1. To understand the principles of ECCE.
2. To understand the importance of ECCE in the development of Children

Total Marks : 100
Theory : 80
Sessional : 20

Course Outcomes: After completion of the course the students will be able to:

CO1	Learn aims and objectives of Early Childhood and Care Education, based on child development
CO2	Enhance the qualities of nursery (pre-primary) level teachers.
CO3	Prepare a plan of play-way approach for the holistic development of children.
CO4	Understand the Growth and Development of Child.
CO5	Understand the principles of programme planning, and acquire the skill set in planning and administration of ECCE centre.
CO6	Prepare themselves to work in the field of ECCE.

Unit I: Early Childhood Care and Education In India:

- a) Introduction, Early Childhood Years.
- b) Aim and Objectives of ECCE: General Objectives, Curriculum Implications, Early Childhood Education Movement in India: Pre-Independence Initiatives, Post-Independence Initiatives.
- c) Programmes /Scheme and Innovations in ECCE : Integrated Child Development Services, Balwadi, Mobile Crèches, Innovations.

Unit II: Growth and Development of Child

- a) Introduction, Meaning and Scope of Child Development
- b) Growth and Development: Role of Genetic and Environmental Factors in Development, Role of Home and School.
- c) The Preschool Experience: Children with Special Abilities and Disability, Factors Influencing Child Development, Role of Neighborhood, Community and Mass Media in Child Development.

Unit III : Early Childhood Education Curriculum:

- a) Introduction, Children and Their Developmental Characteristics, Essential Features of ECCE Curriculum: Variety, Playful Environment, Drawing and Art as a Medium of Expression, Cognitive Skills through Sensory Experiences, Balance Development, Components of ECCE Curriculum
- b) Methods ,Materials of ECCE and Techniques of ECCE Teaching
- c) Play and its Significance In ECCE: Significance of Play in Development of Child, Types of Play, Play Preferences

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Unit IV - ECCE Program Planning, Organization and Management


- a) ECCE Program Planning : Introduction, Planning of Activity, Long and Short Term Planning, Stages of Planning, Observation, Recording and Reporting: Observation, Preparing Records and Reporting Findings, Maintenance of Reports and Records.
- b) Organization and Management: School Premises :- Location, Planning The Facilities, Playground Equipment for Preschool/ECCE Centre: Characteristics of the Equipment, Criteria For Selecting Equipment and Play Material
- c) Staff Management: The Headmistress, Distribution of work, Duties , Qualities of Good ECCE Centre, Important School Registers And Records.

Sessional : 20 marks.

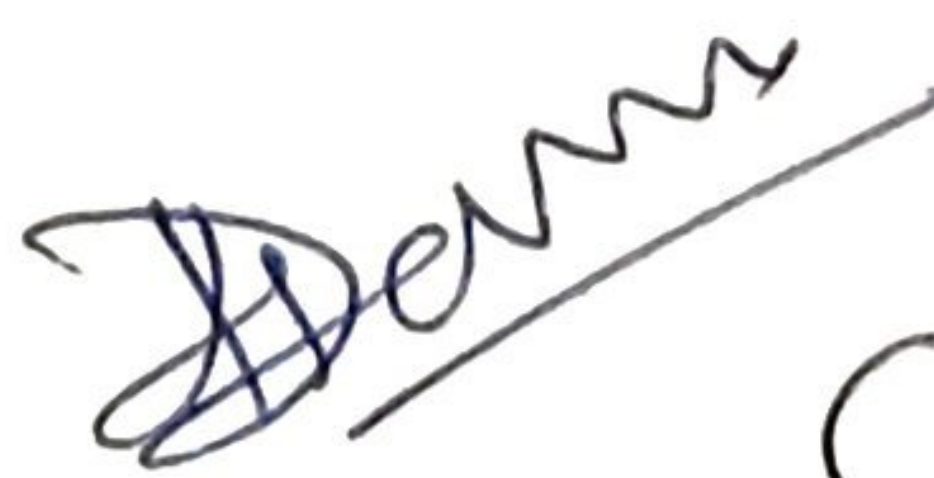
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|--|-----------|
| 1. Assignment on any related topic. | 10 marks |
| 2. Plan a lesson for ECCE and conduct a lesson with the help of teaching aids. | 10 marks. |

Reference Books: -

1. Child Development by Elizabeth Hurlock.
2. Developmental psychology by Elizabeth Hurlock.
3. Nursery school by Katherina Road.
3. Nursery schools in India by Pramila Barookh.
4. Personality and Education by David Eontana.
5. Kishoravastha by Nalinee Chandwaskar.
6. Child psychology by H. Rudolph Schaffer.
7. The developing person through the life span by Kathleen Stassen Berger.
8. Vasta, R (Ed) (1992) Six Theories of child Development. Revised Formulations and current issues. London: SessicaKingsley Publishers Ltd.
एष वैकासिक मानसशास्त्र कुमठेकर, बोरुडे, देसाई
10. Human Development by – Diane E Papalia and Sally Wendkos old^s 5th Edition 1981. Tata McGraw Hill Publishing Company New Delhi.
12. Praramhik balyaastha -dekh bhal aur shiksha- Manjit Sen Gupta. PHI Learning Private Limited. Delhi.
13. Early Childhood Care and Education -M.Sen Gupta, PHI Learning Private Limited. Delhi.

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M. A. Home Economics
Semester –I
Paper -V
(Elective Course)-1E1
Residential Interior Design

Total Marks : 100

Theory : 80

Sessional : 20

Objectives -To enable students to –

- To acquire basic knowledge of principles involved in residential houses and its interiors.
- To provide knowledge of the principles and methods of creating attractive interiors.
- To understand the different components of interiors.
- To understand the needs of managing space with relation to needs and efficiency.

Course Outcomes

CO1	Given the information about Element and principles of Design, in interior designing terminology , students will be able to make use of elements and principles of design in interior designing.
CO2	Given the information about materials and methods of interior construction students will be able to make use of materials and methods of interior.
CO3	Given the knowledge of fixtures and finishes and lightings, Students will experience and learn by visiting actual interior construction sites.
CO4	Given the knowledge of Accessories in interior designing, students will be able to work in the field of gardening, sculpture, paintings, flower arrangement and start their self -employment.
CO5	Given the detail information about designing of various spaces, students will be able to prepare work plan of living space, kitchen, sleeping space, child's room bathroom etc.

Course Content

Unit-1

a. Interior Design

Elements of arts and principles of design with reference to interior designing .

Meaning, importance of elements of arts and its use in interior design.

1.Line

2.Light

3.Space

4.Pattern

5.Shape

6.Colour

7. Texture

8. Idea

Meaning, importance of principles of design and its use in interior design.

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1. Harmony
2. Emphasis
3. Balance
4. Rhythm
5. Proportion

b. Terminology used in interior designing.

1. Focal point
2. Elevation
3. Interior wall
4. Hue
5. Case goods

c. Importance of technical drawing and graphic presentation.

Basic symbols used in interior design .

Unit-2

a Interior construction

Materials used for interior construction – Traditional and Modern.

- b. Importance of planning and proper utilization of space for interior construction.**
Connecting the Space

c. Types of space

Social-Living and Dining area.

Private-Bedroom

Work-Office

Storage

Unit-3

- a. Study of various types of Fixtures , used in Home Interior, their use , selection, care, merits and demerits.**

- b . Study of various types of Finishes used in Home Interior ,their use, selection, care ,merits and demerits.**

- c. Study of various types of Lightings used in Home Interior ,their use, selection, care ,merits and demerits.**

Study of various types of Furniture design used in Home Interior ,their use, selection, care ,merits and demerits.

Unit-4

a. Accessories in interior designing

- Gardening,
- sculpture,
- paintings,
- flower arrangement

b. Designing of space

- Living space
- Kitchen
- Sleeping space
- Children's room
- Bathroom

c. Furnishing

Sessional

20 Marks

1. Assignment on related topic --10 Marks
2. Survey of any one site interior design -10 Marks

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References

1. Ball, Vietorims, K. (1980)- The of Interior Design, McMillan & Co., New York.
2. Bhatt. P.D., Goenka S (1990)- Foundation of Art & Design, Lakhani Book Depot, Mumbai
3. Encyclopedia of Interior Design
4. Gross, I.H. and Crendall, E.W., and Knoll, M.M.- Management for Modern Families, Prentice Hall Inc. New Delhi
5. Bherathe W and Redsh, K. (1986)- Family Resource Management, Discovery Publishing House, New Delhi, 1994
6. Caroline Atkins, The Sunday Times- Small Spaces for Modern Living
7. Geetika Khanna: The art of interior designing
8. Encyclopedia of interior designs
9. Ball, Vietorims K.- The art of interior design, Mc Millan & Co., New York
10. Nickell and Dorsey- Management in family living. CBS Publishers and Distributors, New Delhi
11. A new smart approach to home decorating- Creative Home Owner-Upper Saddler, River, New Jersey

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M. A. Home Economics

Semester I

1P1

Textile and Clothing Practical

Total Marks: 100

External: 80

Internal: 20

20 Marks

1. Preparing an album of samples of different regional Embroideries of India-

- a) Kashida of Kashmir
- b) Kasuti of Karnataka
- c) Phulkari of Punjab
- d) Kantha of Bengal
- e) Chikankari of Uttar-Pradesh
- f) Embroidery of Manipur
- g) Chamba of Himachal Pradesh
- h) Kathiyawadi Embroidery
- i) Kutchha Embroidery of Gujarat
- j) Zardozi work

10 Marks

2. Making samples of different types of printing-

Tie and Dye, Batik, Block, Stencil and Screen printing

Article Making-

Total: 25 Marks

- ✓ Making Article using Regional Embroidery Stitches (Any One)-
Yoke/Sleeves/Boarder/Wall Frame/Cushion covers.

15 Marks

- ✓ Making Article using Printing techniques (Any One)-
Scarves/ Dupatta/Table cloth/Table mats/Table runner/Cushion covers.

10 Marks

Marking Scheme for Practical examination-

Total: 25 Marks (Time – Three Hours)

- Embroidery sample (Any one) 12 Marks
- Sample of any type of printing 08 Marks
- Viva- Voce 05 Marks

Internal Activity-

Total: 20 Marks

1. Visit to Weaver's Center/ Sericulture center/Exhibitions/Dyeing and Printing Units and writing a report of the visit. **10 Marks**

2. Collection of samples of different types of Fibers, yarns and fabric and making a Album .

10 Marks

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M. A. Home Economics
Semester I
(Major Course)
Research Methodology (RM)
Subject Code – 1T6

Total Mark: 100
Theory : 80
Sessional : 20

Objectives : To enable students to -

- 1) Understand the significance of research method in research.
- 2) Apply statistical techniques to research data for analyzing, interpreting and tabulating data meaningfully.
- 3) To develop ability to present and interpret data in a research report of thesis.

Course Outcome – After completion of this course students should be able to -

CO1	Design a good quantitative purpose statement and good quantitative Research questions and hypotheses.
CO2	Define the meaning of a variable, and to be able to identify independent, dependent, and mediating variables.
CO3	Distinguish between a population and a sample.
CO4	Know the various types of quantitative sampling and general consideration in determination of sample size.
CO5	Prepare the steps in the process of quantitative data collection and appropriate selection of method to be used.
CO6	Adopt the techniques of coding, various types of classification tabulation, interpretation and its application in research.
CO7	Interpret the diagrams and graphs.
CO8	To write a research paper.
CO9	Appropriately apply inferential statistical procedures, e.g., t-test, correlation, ANOVA, Chi square to test research hypotheses and interpret the results.

Course Content

Unit – I

a) Research Design-Meaning, Definitions and characteristics of Research Design, Objectives, and Steps of Research Design. Types of Research Design – Exploratory, Descriptive, Diagnostic and Experimental Research Design. **Hypothesis** – Meaning, Definitions, Sources of Hypothesis, Characteristics of Good or usable hypothesis, Importance and Types of Hypothesis, Variables: Importance and Types.

b) Sample and Census Method- Meaning and definition of sample and census, characteristics of good sample, difference between census and sample, Main steps of sampling, Advantages of sampling, Limitations of sampling, Size of sample. Sampling Techniques with its merits and demerit,

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problems of sampling and their remedies,

c) **Data collection**- Meaning and Definition of data, Data Collection - Meaning Definition and characteristics of data, Importance & Types of Data, Sources of Data, Methods of Data collection, their merits and demerits.

Unit - II

a) **Classification of Data** - Definitions, characteristics and objectives of Classification, Types of Classification, characteristics of Ideal Classification.

b) **Tabulation of Data** - Definitions, Objectives of the tabulation, Characteristics of a good Table, Types of Tables, Rules and precautions while preparing Tables, Advantages of tabulation.

c) **Interpretation of Data**- Meaning and definition of Analysis and Interpretation, Importance of Analysis and Interpretation of data, preparation of analysis and interpretation, process of Analysis and Interpretation.

Unit - III

a) **Report Writing** – Meaning, definitions and importance of research of report, Objectives of Research Report, contents of Report, characteristics of good Report, problems in preparing research report, Bibliography.

b) **Graphical and diagrammatic representation-**

Meaning of graph, procedure of constructing graph, use of scale in graph. Types of graphs- Histogram and frequency distribution graphs, Merits and Demerits of graphs. Objectives, Characteristics of Diagram, Importance and limitations of Diagram, Types of diagram. Importance and Application of Computer in Research.

c) **Association of attributes.**

Unit – IV

a) Chi square and its application.

b) t test and f test and its application.

c) Analysis of Variance (One way ANOVA).

Sessional: 20 Marks.

1.Seminar presentation on the related topics with MS Power point.

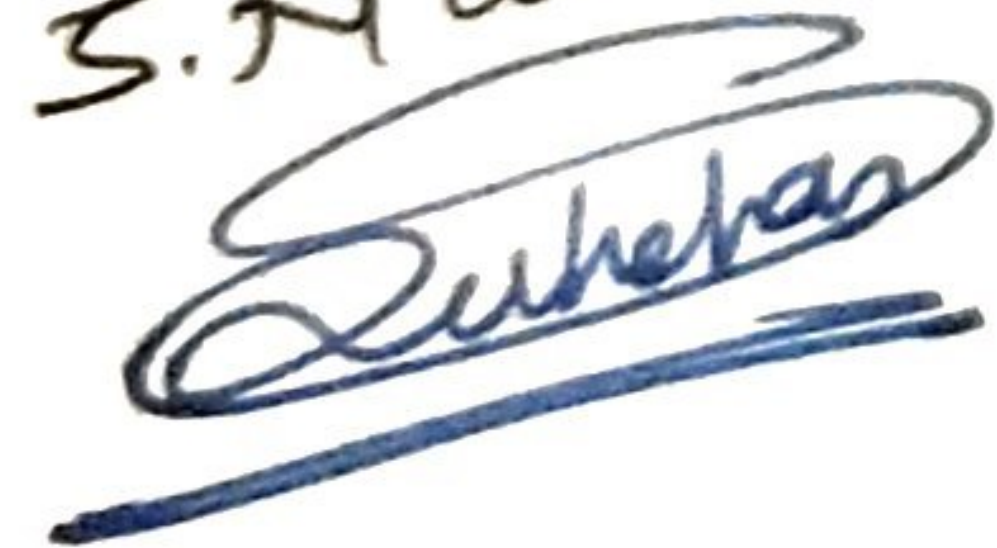
10 Marks

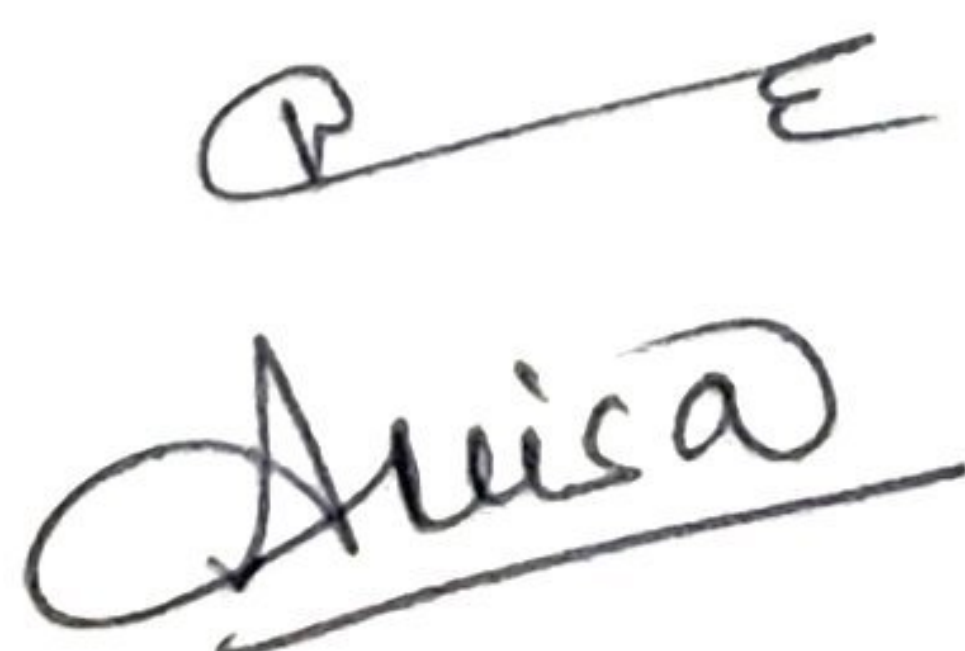
2.Assignment on statistical problems on related topics.

10 Marks

References:

1. The Elements of Research – F.L. Whitney.
2. An Introduction of Scientific Research – E.B. Wilson.
3. A Handbook of Methodology of Research – Dr. R.P. Devdas
Methods in Social Research – Goode & Hart.
4. Methodology and Technique of Social Research – Wilkinson and Bhandarkar.
5. Fundamentals of Applied Statistics – S.C. Gupta
6. An Introduction of Statistical Methods – C.B. Gup
7. Applied General Statistics – Crowdon & Croxton
8. Sampling Methods for census and Education – G.A. Ferguson.
9. Research Methodology : Methods and Techniques- C. R. Kothari
10. Mulbhut Sankhyiki (Fundamental Statistics) Prof. Ram Deshmukh
11. Shasatriya Sanshodhan Paddhati- Dr. B. M. Karhade
12. Samajik Sanshodhan Paddhati shastra va Tante – Dr. Pradeep Aaglave
13. Sankhyiki Tatwa ani Vyavahar- Prof. S.M.Kolte.

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M. A. Home Economics
Semester II
Paper I
(Major Course)
RESOURCE MANAGEMENT
Subject Code - 2T1

Total Marks : 100
Theory : 80
Sessional: 20

Objective :- To enable students to –

- 1) Understand the different spheres of interaction.
- 2) Understand the significance of family health.
- 3) Inculcate the concept of entrepreneurship development.
- 4) Develop the ability to use time and motion techniques.
- 5) Achieve practical knowledge as a home manager.

Course Outcomes

After completion of this course ,

CO1	The students will be aware about the importance of interaction in the family and society as a whole.
CO2	The students will be able to apply practical knowledge regarding management.
CO3	The students will be motivated to develop entrepreneurial competency.
CO4	The students will gain knowledge regarding Government and Private Policies and Schemes for enterprise development.
CO5	The students will be able to use time and motion techniques in daily life.
CO6	The students will be motivated to understand the importance of leisure time and recreation in self health.

Course Content

UNIT: I

a) Spheres of Interaction-


Introduction and meaning of sphere of interaction. Types of Spheres of interaction- Individual, Family, Shelter, Immediate and Distant. Subsystems of Spheres of interaction- Economic, Political and Cultural.

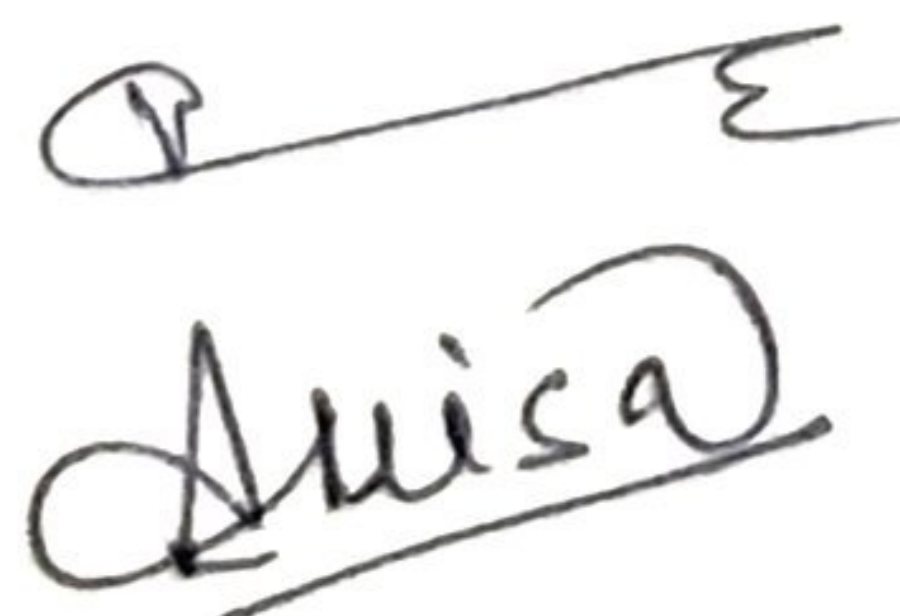
b) Resident Course:

Concept and importance of resident course. Values, goals, standards and decision making in resident course. Organization of house, rotation of duties and evaluation of managerial abilities.

c) Family Health Management

Contribution of public and private agencies in maintaining family health. Planning of preventive measures. Annual budget for family medical care.

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UNIT: II

a) Entrepreneurship Development

Concept, need and process of Entrepreneurship Development. Role of Enterprise in National and Global Economy. Types of enterprises – Merits and Demerits.

b) Government and Private policies and schemes for enterprise development

Government policies /schemes – MFSC (Maharashtra State Finance Corporation), DIC (District Industries Centers), MIDC (Maharashtra Industrial Development Corporation), MAVM (Mahila Arthik Vikas Mahamandal) Private policies / schemes- Co-operative Banks and Commercial Banks. Semi Government policies/Schemes NABARD, SIDBI , MUDC (Mahila Udyojakta Vikas Mahamandal).

c) The Entrepreneur-

Entrepreneurial motivation. Entrepreneurial Competency- Concepts. Developing Entrepreneurial Competency- requirements and understanding the process of entrepreneurship development, self- awareness, interpersonal skills, creativity, assertiveness and achievements.

UNIT: III

a) Time Management -

Nature and meaning of time, Process of Time Management. Time demands in different stages of family life cycle. Tools of Time Management.

b) Energy Management

Nature and meaning of energy and Process of Energy Management. Energy demands in different stages of family life cycle, Energy costs of different home making activities. Fatigue – (i) Physiological (ii) Psychological, Workload, heart rate (pulse rate) as a measure of body stress.

c) Labour Saving Equipments

Concept and utility of labour saving equipment. Trends in equipments available in market. Electrical and non-electrical labour saving equipment.

UNIT: IV

a) Leisure Time

Definition, concept and importance of leisure time. Types of spending leisure time. Changing nature of leisure time and factors affecting leisure time.

b) Family Recreation Management. Definition and importance of recreation. Family centered recreation. Annual budget on family recreation.

c) Contribution of Public and Private agencies in providing recreation facilities.

Clubs- International, National and Local.

Libraries-- International, National and Local. Cinema/Theatre, Parks, Tourism.

Sessional : Total Marks 20

1. Seminar/Assignment on curriculum related topics

10 Marks

2. Practical -

10 Marks

- Thermal regulation of the body at rest and during work. Body temperature to be recorded before and after work

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- Determination of workload of some selected household activities, pulse rate before and after the activity, and time taken while performing the activity, to be recorded.

(Any two activities from the given - Sweeping and mopping of kitchen, cleaning utensils, cleaning the kitchen platform and sink, cleaning of kitchen cabinets and cupboards)

- Table Setting and Decoration- (Formal, informal and buffet/Decoration- Flower arrangement for dining Table, fruit display. /Napkin Folding.)

OR

Cottage Stay

References:

- 1) Management for Modern families - Gross and Crandall
- 2) Management in family living - Nickel and Dorsey.
- 3) Motion and Time Study - Alph M. Barnes.
- 4) Work Simplification - Gerold Nadler
- 5) Time and Motion Study - Mundel
- 6) Home Management Context & Concepts - R. E. Deawn and F. M. Firebough (Houghton Muffin Co-Boston 1975)
- 7) Modern Management Issues and Ideas - David R. Hampton.
- 8) Management a decision making Approach - Young Stanley.
- 9) Ergonomics of Home - Francis and Taylon Co.
- 10) प्रगत गृहव्यवस्थापन - डॉ. आशा निमकर
- 11) Parivarik Sansadhah Vyavastha -Dr. Vrunda Singh
- 12) Gruha Vyavastha aevam Gruha Kala- Dr G.P. Shiery
- 13) Introduction to Home Management- Swanson

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M. A. Home Economics
Semester II
Paper II
(Major Course)
Human Development
Subject Code - 2T2

Total Marks : 100
Theory :80
Sessional: 20

Objectives:-

- a) To enable students become aware of Early Childhood care & Education.
- b) To understand the changes, characteristics & problems of Adolescence.
- c) To get acquainted with the process of counselling.

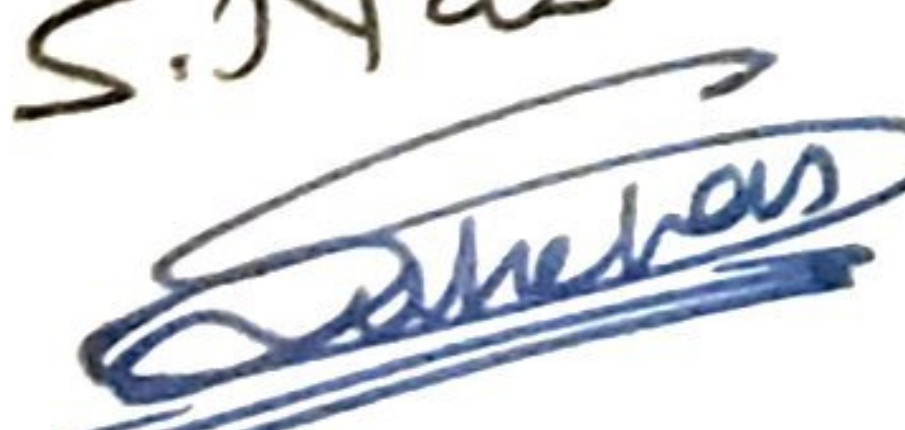
Course Outcomes

CO1	Given the knowledge of ECCE students will be able to work as a preschool teachers.
CO2	Given the knowledge of organization and management of preschool centres students will be able to start their own preschool .
CO3	Given the knowledge of Puberty and Adolescence and their problems, students will be able to guide teenagers.
CO4	Given the knowledge about Counselling Process, students will be able to work in the field of counselling.
CO5	Given the knowledge about Guidance process ,students will be able to work as a career counsellor .

Course Content

Unit I: - Early Childhood Care and Education.(ECCE)

- a)
 - i) M e a n i n g , Importance of ECCE.
 - ii) Aims and Objectives of ECCE. General and Specific Objectives of ECCE.
 - iii) Methods of ECCE – Play Centres, Day Care Centres , Montessori Method , Kindergarten Method Nursery Method , Balwadi, Anganwadi, etc.
- b) **Organization and Management of preschool centers**
 ECCE Curriculum -Introduction, Essential features of ECCE Curriculum, Components of ECCE Curriculum.
 School Premises- Location and site, arrangement of rooms, different types and size of rooms
 Planning the facilities- Indoor and outdoor facilities, storage facilities.
 Play ground -Traditional and Creative Playground
 Equipment- Characteristics and Criteria for selection of equipment .
- c) **Staff Management** -The Headmistress, Distribution of work, Duties. Qualities of good ECCE

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Some Important School registers and Records. -Important purpose of registers and records.

Types of Registers -Admission register, Attendance register, Stalk register, Library register, Cash book, teachers diary.

Preparing records and reporting findings, Needs for records .

Types of records-Anecdotal, Cumulative, Health records.

Unit: II – Early and Late Childhood

- a) Early childhood – characteristics, Developmental task, Skills of early childhood, Emotions during early childhood, Socialization and social behaviour, Happiness and Hazards during early childhood.
- b) Late childhood - Characteristics, developmental tasks, skills of late childhood, Hazards and happiness of late childhood.
- c) Moral Development – Definition , Theory of Kohlberg (Stages of moral development).

Unit: III - Puberty and Adolescence

- a) Puberty - Characteristics, Developmental tasks, causes of Puberty, Criteria of Puberty, Body changes during Puberty, Primary and Secondary sex Characteristics, problems during puberty, Unhappiness and Hazards.
- b) Adolescence – Characteristics, Developmental Tasks, physical changes during Adolescence, Emotionality during adolescence, sex interest and sex behaviour. Sense of Identity, autonomy, individualism during adolescence, Problems related to physical appearance and sexuality during adolescence.
- c) Family Relationship during adolescence – Family frictions during adolescence ,Causes of family frictions.

Unit: IV - Guidance and counselling

- a) Counselling: Meaning, objectives, History of counselling ,characteristics of counselling process, new trends in counselling, Roles and functions of counsellor. Qualities and skills of Counsellor.
- b) Guidance – Meaning, Need of guidance .Distinction between Guidance and counselling.
- c) Mental Health -Definition, concept and importance of holistic health, wellbeing and happiness.

Sessional: 20 Marks

- a) Preparation of teaching aids and materials for young children **10 Marks**
such as puppets, posters, blocks, flash cards or any other.
- b) Conducting lesson at ECCE centre (Any One) using teaching aids and report writing . **10 Marks**

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Reference Books: -

1. Child Development by Elizabeth Hurlock
2. Developmental psychology by Elizabeth Hurlock
3. Nursery school by Katherina Road
4. Nursery schools in India by Pramila Barookh
5. Personality and Education by David Eontana
6. Kishoravastha by Nalinee Chandwaskar
7. वैकासिक मानसशास्त्र कुमठेकर, बोरुडे, देसाई
8. Human Development by – Diane E Papalia and Sally Wendkos old^s 5th Edition 1981. Tata McGraw Hill Publishing Company New Delhi.
9. The psychology of Adolescents - A.T. Jersild 7th Edition Prentice Hall INC Englewood Cliff^s N. J. USA.
10. Early Childhood Care and Education- M.Sen Gupta -PHI Learning Pvt. Ltd. ,Delhi
(English Edition)

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M. A. Home Economics
Semester II
Paper III
(Major Course)
Textile and Clothing
Subject Code - 2T3

Total Marks: 100

Theory: 80

Sessional: 20

Objectives:

1. To gain practical knowledge of dyeing and painting.
2. To Develop skills of making paper pattern of different types of garments.

Course Outcomes: After completion of the course, students will be able to,

CO1	Learn about general psychology and fashion in clothing.
CO2	Apply Elements and principles of design and their application to clothing.
CO3	Take body measurements and prepare standard body measurement chart.
CO4	Prepare different bodice block and their application. They will get hands on knowledge of laying, cutting and stitching fabrics.
CO5	Select clothing according to different types of Figure, age and occasion.
CO6	To make best out of waste using renovation techniques.
CO7	Acquire practical knowledge about garment fitting techniques.

Course Content

Unit -I Understanding Clothing and Fashion

a) History of Clothing, Psychological effects of clothing and factors affecting selection of clothing.

b) **Design Analysis-** Application of Elements of design- Silhouette, Line, Colour and Texture.

Principles of design in clothing- Harmony, Balance, Proportion, Rhythm, and Emphasis.

c) **Fashion-** Definition , History , Fashion adoption Theories, Fashion cycle, factor affecting fashion and trends.

Scope of fashion designing- Textile Designing, fashion Designing, Fashion Marketing or Merchandizing.

Unit II Clothing Construction

a) **Body measurement and construction –**

Body measurements, its importance and preparing measurement chart.

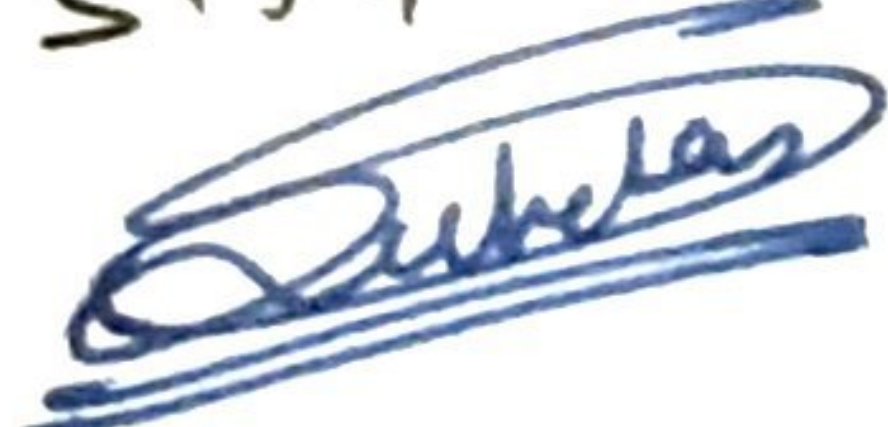
Preparation of fabric for clothing construction, Fabric Layout, placing and cutting paper patterns in relation to texture and design (Stripe, Printed, Checks and Bordered Fabric) Basic stitching procedure.

b) **Basic blocks -** Child's basic bodice block, Adult basic bodice block, Skirt and sleeve basic block.

c) **Pattern making -** Introduction, advantages and Uses

Methods of pattern Making- Drafting, Draping, and Flat patterns.

Unit - III Basic Elements in Garment Construction

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- a) **Seams**- Definition, Types and Functions.
- b) **Types of Fullness**- Darts, Tucks, Gathers, Pleats, and Ruffles
- c) **Sleeves** - Plain, Bell, Flared, Puff, Raglan, Magyar, Kimono. **Collars** -Flat Collar, Peterpan, Stand, Cape, Bishop, Shawl and Shirt collar. **Skirts** - Pleated, A-line, Half and Full ircular,(umbrella), and Wrap Around. **Necklines** and trimming materials.

UNIT IV: Selection and management of clothing

- a) Selection of dress design according to different body types and shapes.
- b) Fitting problems and their remedies.
- c) Wardrobe Planning, Selection of Clothing for different age groups, Clothing for different occasions. Renovation of garments- Introduction and Types- Darning, patchwork and alteration.

Sessional :

- 1. Seminar on related Topics.
- 2. Preparing Album on dress design according to different types of figures.

20 Marks

10 Marks

10 Marks

References

- 1) Hess - Textile fabric and their uses
- 2) Joseph ML - Essential of Textiles - by Hot Winston New York
- 3) Potter MD 4 Corbman B.P. Textiles - Fibre for fabrics, By Mc Gowhill Inc, USA4)Deongajis, & Deshpande R - Basic Process of Clothing Construction.
- 5) Prayag - Textile Printing
- 6) Pandit savitri - Indian Embroidary.
- 7) Dorothy Siegart - Lyle, Modern Textiles, John Wiley and Sonss Inc New York
- 8) Ritu Jindal - Hand book for fashion designing Mittal Publication, New Delhi.
- 9) Zarapkar K.R. Systems of Cutting, Bombay Zarapkar Tailoring College.
- 10) John willow Nicholas Barnard - Traditional Indian Textiles.
- 11) Vastrashastra -Dr. Vimal Adhau.
- 12) Vastra-Vidyan aevam Paridhan -Dr.Pramila Verma.
- 13) Vastra-Vidyan aevam Paridhan - Dr Vrunda Singh.

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M.A.(Home Economics)
Semester -II
Paper-IV
(Major Course)
Subject Code 2T4
Consumer and The Market

Total Marks -50
Theory -40
Sessional – 10

Objectives : To enable students to -

- 1) To Understand basic concept of consumer economics.
- 2) Become familiar with the economic system and the market processes.
- 3) Understand the role and responsibilities of consumers in the market.
- 4) Know the techniques and principle in wise decision – making as a consumer.

Course Outcomes:

After completion of the course students will be able to ,

CO1	Understand scope and subject matter of consumer economics.
CO2	Become familiar with the economic systems.
CO3	Understand basic concept of goods and services.
CO4	Understand the meaning of consumption and human wants.
CO5	Know about concept of Utility and law of diminishing marginal utility.

Course Content

Unit I --Introduction of consumer Economics and Basic Economics

Concept :

- a) The Scope and subject matter of consumer economics, special branch of Economics, Different branches of economics.
- b) Types of economic systems. 1. Capitalist 2. Socialistic 3. Mixed economy, its characteristics & effects on consumer.
- c) Basic economics, concepts of goods and services, its classification.

Unit II --Human wants and Utility:

- a) Meaning of consumption, Nature of wants, classification of human wants and Factors affecting human wants
- b) Utility, characteristics of utility Law of diminishing marginal utility, Marginal and Total utility, Average utility, Types of utility, utility and price of the commodity.
- c) Law of Equity-Marginal Utility, consumer's equilibrium – scale of preference, Indifference curve ,Price line.

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Sessional: 10 Marks

10 Marks

i) Survey and report writing. (Sample size 20)

OR

ii) Visit to Consumer Forum and prepare two case studies.

Reference Books:

- 1) Consumer Economics – Principles and Problems – Wilhelms and Heamer.
- 2) The Family as Consumers – Oppenheim
- 3) Economics for Consumers – L.J. Gordo.

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M.A. Home Economics
Semester II
Paper – V
(Elective)
Garbh Sanskar
Subject Code – 2E2

Total Mark: 100
Theory: 80
Sessional: 20

Objectives : To enable students to

1. Understand the role of prenatal care.
2. Be aware about all stages of pregnancy and health issues.
3. Gain knowledge on physical and psychological issues related to Garbh.
4. Expand knowledge about biological, environmental, and psychological issues and their management related to garbh.
5. Gain knowledge about Vedic rituals, yoga and other allied approaches related to garbh sanskar.

Course Outcome-After completion of the course, student will be able to,

CO1	Develop insight and analyze the different issues related to garbh.
CO2	Develop Ability to manage the issues related to garbh.
CO3	Create Awareness towards different rituals related to garbh sanskar.
CO4	learn the importance of different practices like yoga, music, other allied therapies (aroma therapy) related to garbh sanskar.
CO5	sensitized to issues related to mother and child care.

Course Content

Unit-1 Prenatal Development:

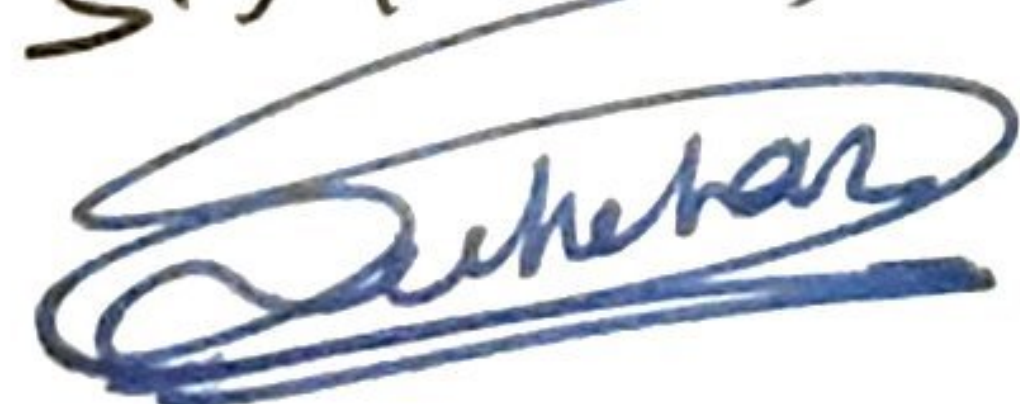
- a. Meaning of prenatal development, concept of conception, process of conception.
- b. Early signs of pregnancy, symptoms of pregnancy, physiological changes during pregnancy, complication during pregnancy.
- c. Stages of pregnancy, maternal care, clothing during pregnancy.

Unit -2: Some essential activities during pregnancy:

- a. Yoga- Meaning and definition of yoga, Role and importance of yoga as a Garbh Sanskar.
- b. Ayurveda-Role of Ayurveda therapy during pregnancy and ayurveda- a traditional medicine system from India.
- c. Nutrition during pregnancy- Importance, Nutritional requirement during pregnancy.

Unit-3 Sanskar:

- a. Scientific explanation of Garbh Sanskar, Different therapies in Garbh Sanskar.

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- b. Garbh Samvaad, Fetal Communication for rapidly growing fetal brain through mother's conversation with child in uterus by various means-music, storytelling, thought transfer and meditation.
- c. Saatvikta and garbh sanskar, Indian mythological Approach to Garbh Sanskar -Ved, Upnishad, Bhagwad Geeta, importance of Hawan and other ritual in Garbh sankar, Garbh Sanskar- (Buddhism) Garbh Mangal Sanskar, Sheel yachna and kathayein.

Unit-4 Ideal practices for the new mother:

- a. Labour and Birth process- natural and C -Section
- b. Care of new mother and the new born.
- c. Compare the efficacy and duration of various types of contraception

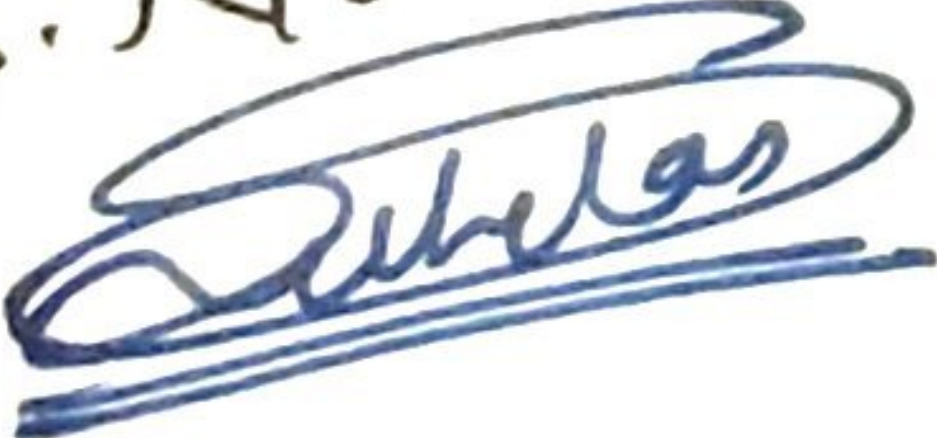
Sessional:

20 Marks

- 1. Visit/Field work/survey, report writing and preparation of Teaching Aids-Chart-Poster, Leaflet -pamphlet, Booklet, Flipchart etc. -10 Marks
- 2. Assignment on curriculum related topics. - 10 Marks

References:

1. Guyton, A.C. (1985): Function of the Human Body,
2. Gopalan, C. and Kaur S. (1989): Women and Nutrition in India, Nutrition Foundation in India.
3. Brijesh Shukl, Karm Kaumudi, Nag Publisher, New Delhi.
4. P.C. Mishra, Aj ka Vikasatamk Manovigyan, Sahitya prakashan, Agra
5. Tambe, B. S. (2014). Ayurvedic Garbha Sanskar: The Art and Science of Pregnancy
6. Tambe, B. S. (2007). Ayurvediya Garbh Sanskar - Ayurvedic way to wellness during Pregnancy and Child Care.
7. Kumar, R. and Kumar M. (2009). Pregnancy and Antenatal Care: Healthy Mother and Healthy Child.

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M.A. Home Economics
Semester II
Paper – V
(Elective)
Guidance and Counselling -2E2

Total Marks -100
Theory -80
Sessional – 20

Objectives

- 1.To prepare students for adopting the field of vocational counselling.
- 2.To study the different types of guidance and its use.
- 3.To study the areas of counselling.
- 4.To study the counselling techniques.

Course Outcomes

CO1	Given knowledge of Guidance the students will be able to prepare plan for career guidance.
CO2	Given knowledge of Educational guidance the students will be able to prepare themselves to assist in schools for providing career guidance.
CO3	Given knowledge of Vocational guidance the students will be able to prepare a plan of action of vocational guidance.
CO4	Given knowledge of areas of counselling the students will be able to prepare themselves to adopt the field of counselling at the end of the semester.
CO5	Given knowledge of counselling skills the students will be able to prepare themselves to work in the field of counselling.

Course Content

Unit –I : GUIDANCE: NATURE AND CONCEPT OF GUIDANCE

- a) **Nature and scope of guidance.** Concept, definition, basic assumptions and principles of guidance.
- b) **Importance of understanding** the individual, Barriers to understanding, Aids in understanding, Measurement and application of self-understanding, Guidance movement in India.
- c) **Role of guidance in education.**

Unit II: TYPES OF GUIDANCE

- a) **Educational Guidance:** Nature, Pupil personnel work, pupil appraisal information, Role of teacher, Preparation and training, School curriculum and guidance.
- b) **Vocational guidance:** Nature, study of occupations, occupational information, Theories of occupational choices, Job placement and Satisfaction.
- c) **Personal Guidance:** Nature of emotional problem, adjustment problems of adolescents and delinquents: prevention and treatment.

Unit-III: COUNSELLING : MEANING & TYPES OF COUNSELLING

- a) **Meaning, Historical development and Importance of Counselling .**
Individual and Group Counselling, Emerging Trends in Counselling.
- b) **Approaches of Counselling:** Directive, Non directive, and Elective.
Qualities and Professional Ethics of a Counsellor.
- c) **Areas of Counselling:** Counseling Families Concerning Children.
Counseling with Parents, Counseling the Delinquents.
Marriage Counseling, Premarital Counseling, Counseling the Handicapped
Career Counseling, and Adolescent Counseling. Role of Counsellor in developing Good Mental Health.

Unit-IV: COUNSELING SKILLS

- a) **Qualities and skills of counsellor.** The process of counselling-First contact, assessment, intervention, closure, follow up. Building Trust: Listening, Attending, Observing, Building Rapport, Demonstrating Empathy.
Specialized Concerns in Counselling : Substance Abuse, Drug Addiction; HIV AIDS; Child Abuse (Trauma), Internet and Technological Abuse.
- b) **Counselling at different stages of life span:** Childhood, Adolescence and youth
Adulthood and Old age
- c) **Construct of guidance and counselling** -Basic difference between guidance and counselling. Guidance and counselling needs of individuals, families and systems.
Role of culture in influencing counselling needs and practices.

Sessional Activity – 20 marks

1. Visit counselling centre and prepare report on five case studies. **10 marks**
2. Conduct a survey on mental health related issues of adolescents and submit the project report. (30 samples) . **10 marks**

References

- Aggarwal J. C., (2004). Educational and Vocational Guidance and Counseling, 7th Edition, Delhi. Doaba House.
- Aggarwal J.C. (2005). Career Information in Career Guidance - Theory and Practice, Delhi, Doaba House.
- Chauhan, S.S. (1982). Principles and Techniques of Guidance.
- Dash, M. (1997). Education of Exceptional Children, New Delhi, Atlantic publishers.
- Dev Kapil (2006). Educational Counseling, New Delhi Pragun Publications.
- Gibson Robert & Mitchell Marianne (2005). Introduction to Guidance and Counseling, 6th Edition, New Delhi, Prentice Hall of India. •
- Gladding Samuel (2011). Counseling - A Comprehensive Profession, 6th Edition, New Delhi, Dorling Kindersley India Pvt. Ltd.
- Kenkateish, S (2001). Special Education, Anmol Publication Pvt. Ltd. New Delhi. • Kochhar S.K. (1981). Guidance in Indian Education. New Delhi
- Kochhar S.K. (1987). Educational and Vocational Guidance in Secondary Schools. New Delhi, Sterling Publishers.
- Kochhar S.K. (1987). Guidance and Counseling in Colleges and Universities. New Delhi Sterling Publishers.
- Milne Aileen (2003). Teach Yourself Counseling, McGraw Hill, Chicago companies.
- Panda, K.C. (1997). Education of Exceptional Children , Delhi ,Vikas Publishing House.
- Sharma R.A. Fundamentals of Guidance and Counseling .
- Sharma Ramnath and Sharma Rachana (2004). Guidance and Counseling in India , New Delhi, Atlantic Publishers and Distributors.

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M. A. Home Economics
Semester II
Textile and Clothing Practical
2P1

Total Mark: 100
External: 80
Internal: 20
20 marks

1. Drafting Cutting and Stitching of five garments-

- a) Salwar/Chudidar
- b) Kurta
- c) Skirt
- d) Top
- e) Evening Gown
- f) Blouse with yoke/Katori Blouse

2. Making Two samples of--

Seams, Pockets, Plackets, Tucks and Pleats

3. Article making- Total Marks:

1. Making Article using surface ornamentation techniques

(Tucks/Gathers/Pleats/Piping/Ruffles)- (Any One) -

Pillow cover/Cushion Cover/Table mats/Table Runner/Bags

2. Making different types of yoke-(Any two)

Marking Scheme for Practical Examination-

Total Marks: 25 (Time – Three Hours)

1. Drafting, Cutting and Stitching of Any one garment-

a) Salwar/Chudidar b) Kurta c) Skirt d) Top e) Evening Gown f) Blouse with yoke/Katori Blouse

Drafting 05

Stitching 08

Finishing 02

2. Any two Sample

Seams, Pockets, Plackets, Tucks and Pleats

3. Viva-Voce

Internal Activity-

1. Visit to Boutique/Readymade garment showrooms /Garment Exhibition and writing a report of the visit.

2. Making survey of recent Fashion trends and presentation.

10 marks

25 marks

15 marks

10 marks

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05 marks

05 marks

20 marks

10 marks

10 marks

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Nagpur

M.A. HOME-ECONOMICS -NEP-2020 Based

M.A. Semester III & IV (With CBCS) Choice Based Credit System

Curriculum Structure & Scheme of Evaluation

Theory: 4 periods/Week/Subject (4 Credits)

Food and Nutrition Practical: (3P1): 4 periods/Week (2 Credits)

No. of Students/Practical Batch: 10

M.A. Home Economics Semester III Students will have –

• Major Course- (Four Major Subjects)

- Paper I (3T1) - Food and Nutrition.
- Paper II (3T2) – Family Dynamics
- Paper III (3T3) – Optional Subjects (Any One From Elective 1(a) ,1(b)
- Major Elective 1(a) - Home Science Extension Education.

OR

- Major Elective 1(b) - Housing and Interiors.
- Paper IV (3T4) – The Consumer and the Market
- Paper V - Electives (Mandatory) (Any one)
Elective (3E3) - Gender and Development
Elective (3E3) -Communication Technologies in Extension
- Practical - (3P1) – Food & Nutrition
- (RP)- Research Project

Pattern of Question Paper and Examination

1. There will be five papers (Four Major and One compulsory Elective) in Semester III and IV. There will be four units in five papers and two units in one paper (Paper IV).
2. Question paper will consist of five questions and all questions shall be compulsory.
3. Four questions will be on four units with internal choice (one question on each unit). Fifth question will be compulsory with questions from each of the four units having equal weightage and there will be no internal choice.
For Paper IV , four questions will be on two units with internal choice and fifth question will be compulsory with questions from each four units having equal weightage and there will be no internal choice.
4. Each paper will be of 3 hours duration except Paper IV .Paper IV will be of two hours.
5. Minimum passing marks will be 40%.

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Research Project (RP) –

1. Research Project can be conducted on related major subjects or any other concern subjects of Home Economics.
2. Research Project should be properly submitted to the department in the form of file at the end of Semester IV .
3. Appropriate Research Methodology should be followed in research project.
4. Presentation/Viva should be taken after submission of Project.
5. Assessment of research project will be done by external examiner.

M.A. Home Economics Semester IV Students will have –

- **Major Course - (Four Major Subjects)**

Paper I (4T1) - Food and Nutrition

Paper II (4T2) – Family Dynamics

Paper III (4T3) – Optional Subjects (Any One From Elective 1(a) , 1(b)

Major Elective 1(a) - Home Science Extension Education.

OR

Major Elective 1(b) - Housing and Interiors.

Paper -IV- Elective 4E4- (Any one).

1. Entrepreneurship Development
 2. Communication Technologies in Extension
- **Practical - (4P1) – Food & Nutrition**
 - **Research Project (RP)**

Pattern of Question Paper and Examination for Semester IV

1. There will be four papers (Three Major and One compulsory Elective) in Semester IV.
2. Question paper will consist of five questions and all questions shall be compulsory. Four questions will be on four units with internal choice (one question on each unit). Fifth question will be compulsory with questions from each of the four units having equal weightage and there will be no internal choice.
3. Each paper will be of 3 hours duration .
4. Minimum passing marks will be 40%.

Research Project (RP) - 1. Research Project can be conducted on related major subjects or any other concern subjects of Home Economics.

1. Research Project should be properly submitted in the form of file.
2. Appropriate Research Methodology should be followed in research project.
3. Presentation/Viva should be taken.
4. For assessment of research project external examiner should be present.

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Nagpur.

M.A. Home Economics (Choice Based Credit System)-NEP- 2020 Based

Semester III

Semester III													
					Teaching Scheme (Hrs/Week)			Credits		Examination Scheme			
Sr. No.	Paper	Subject Code	Subject	Theory (Hours)	Practical (Hours)	RP/ Project/ Sessional (Hours)	Total (Hours)		Duration (Hours)	Max. Marks		Total Marks	Min. Passing Marks
										External Th. Marks	Pract./ Internal Marks./ Viva/ Presentation		
1	I	3T1	Major Course- Food and Nutrition	04	-	02	06	04	03	80	20	100	40
2	II	3T2	Major Course- Family Dynamics	04	-	02	06	04	03	80	20	100	40
3	III	3T3	Major Elective 1(a) Home (Major)ScienceExtension Education OR Major Elective 1(b) Housing and Interior.(Major)	04	-	02	06	04	03	80	20	100	40
4.	IV	3T4	Major Course- Consumer and The Market	02		02	04	02	1.5	40	10	50	20
5.	V- Electives	3E3	Gender and Development OR Communication Technologies in Extension	04	-	02	06	04	03	80	20	100	40
6.	VI	3P1	Food and Nutrition(Practical)	--	04		04	02	03	80	20	100	40
7.	VII	RP	Research Project (RP) (Mandatory)	-	-	02	06	04	03	80	20	100	40
			Total	18	04	12	38	24	19.5	440	130	650	260

(Subject Code: 3-Semester III, T-Theory, P-Practical)

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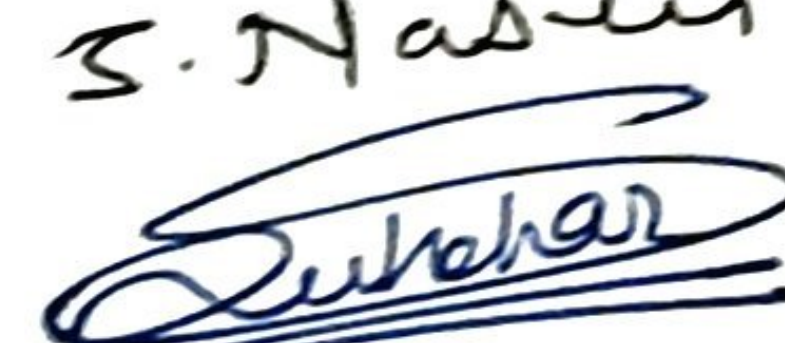

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Rashtra Sant Tukadoji Maharaj Nagpur University, Nagpur.
M.A. Home Economics (Choice Based Credit System)-NEP-2020 Based

Semester IV

Sr. No.	Paper	Subject Code	Subject	Teaching Scheme (Hrs/Week)				Credits	Duration (Hours)	Examination Scheme			Min. Passing Marks
				Theory (Hours)	Practical (Hours)	Project/Sessional (Hours)	Total (Hour)			Max. Marks		Total Marks	
1	I	4T1	Major Course - Food and Nutrition	04	-	02	06	04	03	80	20	100	40
2	II	4T2	Major Course -Family Dynamics	04	-	02	06	04	03	80	20	100	40
3	III	4T3	Major-Elective I(a) Home Science Extension Education OR Major Elective I(b) Housing and Interior	04	-	02	06	04	03	80	20	100	40
4	IV-Electives	4E4	Entrepreneurship Development OR Family Relation and Family Welfare	04	-	02	06	04	03	80	20	100	40
5	V	4P1	Food and Nutrition Practical	-	04	-	04	02	03	80	20	100	40
4	VI	RP	Research Project (RP)	04	-	02	06	06	04	80	20	100	40
			Total	20	04	10	34	24	19	480	120	600	240

(Subject Code: 4-Semester IV, T-Theory, P-Practical)

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M. A. Home Economics
Semester III
Paper – I
(Major Course)
Food and Nutrition
Subject Code - 3T1

Total Marks: 100
Theory: 80
Sessional: 20

Objectives: To enable students to –

- 1) To understand role of diet in management of various diseases, to plan, calculate and prepare diets for these diseases.
- 2) To understand causes & consequences of nutritional problems in society.
- 3) To understand the relationship between nutritional status and Health of women.
- 4) To understand Food Chemistry.

Course Outcome: (CO): After successful completion of this paper students will be able to –

CO1	Understand the health effects of all nutrients.
CO2	Understand the process of Digestion, Absorption and Metabolism of the Macronutrients.
CO3	Understand the purpose of modified diet in health care and will be able to plan, calculate and prepare diets for various diseases
CO4	Aware about various nutritional problems in India, their causes and Remedies.
CO5	Understand the relationship between nutrition and health status of women and common health problems among women in India.
CO6	Gain knowledge regarding various Schemes for improving health.
CO7	Identify toxins in food, New Food and their importance.

Course Content

Unit I:

- a) Review of nutrients- Proteins, Carbohydrates, fats, Vitamins A,D,E,K,C,B1,B2,B3, B6,B12, Folic acid, Minerals- Calcium, Phosphorus, Iron, Iodine, Fibres – Health benefits of fibres, Water and Health – Body water composition and Distribution, Water Balance, Functions of Water, Benefits of good hydration.
- b) Digestive System: Review of structures, digestive and absorptive functions, Role of liver, pancreas and gall bladder. Digestion, absorption and metabolism of Carbohydrates, Proteins and Fats.
- c) Diet Therapy: Causes, Symptoms and Principle of Dietary Management of
Peptic Ulcer Diarrhea
Atherosclerosis Constipation
Diabetes Fever
Obesity

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Unit II:

a) Community Nutrition

Population and food production, Current Nutritional problems in India and their Causes.

Nutrition Education- Objectives, Importance, Methods of Nutrition Education.

b) Nutrition and Infection: Vicious Cycle of Malnutrition and Infection, Mechanism of immune response to infection,

Malnutrition and mental health.

c) Existing programmes to combat malnutrition in India – ICDS, SNP, ANP, Vitamin A Prophylaxis programme, Prophylaxis against nutritional Anemia, Control of Iodine Deficiency Disorder.

National agencies – ICMR, ICAR, CFTRI and NIN

International agencies – FAO, WHO, UNICEF and CARE.

Unit III:

a) Assessment of Nutritional Status

Anthropometry, Diet Survey, Clinical Assessment, Radiological & biophysical Assessment, Vital Statistics, Ecological Factors.

b) Women and Nutrition

Nutrition and health status of women in India, Micronutrient malnutrition among women of India, Maternal and Reproductive health, Health problems of women, Women and Education, Importance of Women's Education, Empowerment of Women.

c) Various National Schemes-

Integrated Child Development Scheme (ICDS) and POSHAN (Prime Minister's overarching Scheme for Holistic Nutrition) Abhiyan and POSHAN 2.0.

Reproductive, Maternal, Newborn, Child and Adolescent Health Programme.

Janani Shishu Suraksha Karykram . Rashtriya Bal Swasthya Karykram.

Rashtriya Kishor Swasthya Karykram and Universal Immunization Programme.

Unit IV

a) Toxins: Aflatoxins, BOAA, in Khesari Dal, Ergot Poisoning and Radioactive materials.

b) New Food : Natural foods or uncommon foods structure, composition, uses in Cookery e.g. Bamboo rice, Oil Cake, Tapioca, Blue Green Algae, Leaf Protein concentrates.

c) Space Food –Structure, Composition and Use

Sessional: 20 Marks

1. Assignment on related topics.

10 Marks

2. Organize a low cost recipe competition .

10 marks

References:

1. NIN Publications
2. Human Nutrition and Dietetics, Davidson and Passmore.
3. Normal and Therapeutic Nutrition Proud fit and Robinson.
4. Applied Nutrition, R. Raj Laxmi.
5. Essentials of food and Nutrition (Vol. I & II) by M. Swaminathan
6. Text Book on Human nutrition, M.S. Bamji, N. Prahalad Rao, V. Reddy Oxford & IBM publishing Co. Pvt. Ltd. New Delhi & Calcutta
7. Dietetics, B. Srilakshmi (2000) Published by K.K. Gupta for New Age International Pvt. Ltd. New Delhi.

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8. Clinical Nutrition and Dietetics, F.P. Antia Philip Abraham Oxford publishing Company.
9. Experimental Cookery, Belle Lowe.
10. Food Science, B. Srilakshmi, New Age International (P) Ltd., Publishers
11. Food Chemistry: A.H. Mayer.
12. Preventive and Social medicine, K. Park.
13. Women and Nutrition in India (1989) Gopalan C. and Kaur, S. Nutrition Foundation of India.
14. Nutritional Problems of India. Prentice Hall of India (1982) P.K. Shukla.

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M. A. Home Economics
Semester III
Paper – II
(Major Course)
Family Dynamics
Subject Code- 3T2

Total Marks: 100

Theory: 80

Sessional: 20

Objectives : To enable students to –

1. To familiarize the students with the role of marriage in family life
2. To make students aware about the necessity of marriage counseling.
3. To familiarize the students with the laws related to marriage and divorce.
4. To introduce basic skills of counseling to the students.
5. To understand the family as a component of socio – cultural milieu and its context.

Course Outcomes -

CO1	Given the knowledge of motives of marriage, students will be able to prepare for marriage .
CO2	Given the knowledge of changing concepts of marriage, students will be able to prepare themselves accordingly the changing concepts of marriage.
CO3	Given the knowledge of laws of marriage ,students will be aware of legal sides of marriage and divorce.
CO4	Given the knowledge of family and family disorganization, students will be able to learn the family as an institutions.
CO5	Given the knowledge of family relationships, students will be able to enhance their relationship.

Course Content

Unit – I- Marriage :

- a) Definitions, Motives for marriage- (Earlier and Now).

1.Age 2. social experience,3. motivation and maturity, 4.vocational and educational .5. parental readiness.

Readiness for marriage- 1) Economic Readiness2) Physical Readiness 3) Mental Readiness


Functions of marriage, factors affecting marital relationship.



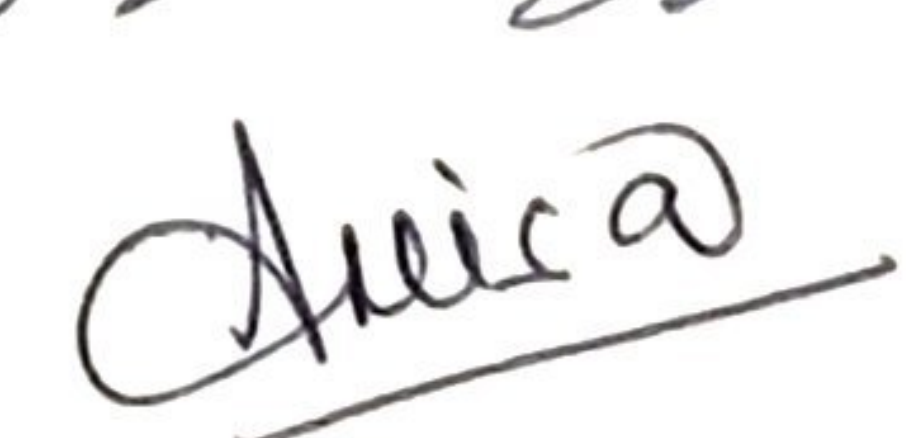
- b) Marital Success. Changing concept of marriage.

Dual career marriage- benefits, job establishment, child care, effects on children, strains.

- c) Increasing rate of divorce in India -Causes ,Remedies .

Marriage Counseling

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Need of marriage counseling, History,
Phases of marriage Counseling- Premarital Counseling, Counseling for marital
harmony, Crisis intervention, The counseling process-

1. An initial appointment
2. Exploration of client's problems.
3. Goal specification
4. Development and implementation of programme towards goal achievement.
5. Evaluation of results.
6. Termination of relationship with client.
7. Follow-up.

Unit II - Laws

- a) Laws related to marriage and divorce. Importance of Laws. Hindu Marriage and divorce act.
- b) Muslim Marriage and divorce. Christian Marriage and divorce.
- c) Parsi Marriage and divorce. Special Marriage and divorce.

Unit - III- The Family

- a) The family in the social context.
 - a. Family as a component of social system, structure and context.
 - b. Family as an evolving and dynamic institution.
 - c. Functions of family.
- b) Socio - cultural studies of family pattern in India.
Family structure: Traditional, Extended, Nuclear, Joint families.
- c) Family disorganization and tension- definition and meaning, causes of family disorganization, causes of family tension- situation of Fundamental and Primary tension. Tensions in Secondary and Familial situation.
Alternate families - Single Parent, Childless Families and Female Headed Families, Extended family .

Unit - IV

- a) Family relationships
Influence of the family on children- Positive and negative influence .
Influence of parental attitude on family relationship. Disciplinary methods used by elders, its effect on the family.-1. Authoritarian 2. Permissive 3. Democratic .
- b) Family size, its influence on family relationship.
Sibling relationship, its effect on family relationship.
Influence of broken homes on family relationship.
- c) Preference for one parent and its effect on parent - child relationship. Influence of concept of family roles on family relationship.
Increasing use of social media and its effect on family and family relationships.

Sessional : 20 Marks

- a. Case study on family relationship. **10 Marks**
- b. Survey and Report writing on marriage and family (Sample size 20) - **10 Marks**

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References:

1. Marriage and Parenthood – F. Philip Rice. University of Maine.
2. Marriage, the family and personal fulfillment – David Schulz.
3. Marriage and divorce problems – S.K. Sharma.
4. Personal adjustment and Marriage – Landis and Landis.
5. Sociology – Bogardus.
6. Vivaha aani Kautimbik Sambandh- Triveni Pharkade.

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M.A. Home Economics
Semester III
Paper – III
(Major Elective Course) (1a)
Home Science Extension Education
Subject Code - 3T3

Total Mark: 100
Theory: 80
Sessional: 20

Objectives : To enable students to –

1. To enable students understand the methods of teaching Home-Science.
2. To acquaint the students about the role of extension – education in community development.
3. To create awareness about the role of NGO's in community development.
4. To create an awareness about the importance of public relations.
5. To develop faith in the capacity of the people to take responsibility for their own development.

Course Outcome-After completion of course, students will be able to,

CO1	Understand the various career opportunities in the field of Home Science.
CO2	Understand the methods of teaching Home Science and its application.
CO3	Use the method of teaching Extension Education.
CO4	Contribute their efforts as a Gram Sevika, Mahila Mandal, Youth Club in Community development.
CO5	Prepare themselves to work with NGOs .
CO6	Ready to work in the field of Extension education.

Course Content

Unit I

- a) Definition, Philosophy and objectives of Home Science. Career opportunities in various branches of Home Science, Early development of Home Science programme.
- b) Methods of teaching Home Science. Importance of Methods.
- c) Selecting the methods and making the method effective.
Role of Home Science in helping to solve the problems of the community.

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Unit II -

- a) Definition, scope, philosophy and objectives of Extension Education. Methods of teaching Extension Education, classification of the methods. Characteristics of Extension Education, Extension Education Process.
- b) Contribution of Home Science Extension Worker in programmes for better living. Role of the extension worker in community development. Role, function and contribution of Gram Sevika, Mahila Mandals, Youth Clubs.
- c) NGOs -Meaning, Nature, Functions. Some NGOs at State Level and other local agencies in Extension Education.

Unit III

- a) Contribution of U.N. Agencies towards Extension work.-UNESCO, UNICEF.
- b) UNDP, ESOSOC
- c) Rashtriya Mahila Aayog, U.N. Resolution 1325

Unit IV

Communication –

- a) Importance of communication in Extension work. Functions of communication- Information function, Instructive/command function Influence/persuasive function, integrated function.
- b) Models of Communication – Aristotal's Model, Shammon Weave's Model, JP Leagons's Model
- c) Characteristics of a good Communicator, Problems related to Communication.

Sessional : 20 Marks

1. Field work/survey, report writing ----- 10 Marks
2. Assignment on curriculum related topics. - 10 Marks

References:

- 1 - Dr. S.V. Supe. – An introduction to Extension – Education.
- 2- Reddy A. (1997) – Extension Education, Sri Lakshmi Press. Bapatla.
- 3- Education and communication for Development-.O.P. Dahama and D.P. Bhatnagar.
- 4- Dr. Shail Bansal – Prasar Shiksha. (Hindi)
- 5- Dr. Smt. Manju Patni- Gruah Vidnayn Prasar Shiksha (Hindi)
6. Gita Pusp Shaw, Joyse Shila Shaw, Robin Shaw Pushpa and Shweta Tyagi - Prasar shikha evam sanchar vyavastha , Agarawal Publications, Agra.

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M.A. Home Economics
Semester III
Paper –III
(Major Elective Course) (1b)
Housing and Interior
Subject Code - 3T3

Total Marks: 100

Theory : 80

Sessional: 20

Objectives: To enable students to –

1. Understand the history of housing and recognize the family needs in relation to housing responsibilities.
2. Acquire basic knowledge of principles involved in residential houses and its interiors.
3. Create awareness about the housing schemes for various income groups and home loan facilities.
4. Gain knowledge of the principles and methods of creating attractive interiors.

Course Outcome-

After completion of the course students will be able ,

CO1	To utilize knowledge regarding the trends that affect housing in India.
CO2	To understand and utilize the knowledge about the major factors that control and economize the cost of Housing.
CO3	To create awareness regarding the housing schemes and housing conditions in India.
CO4	To develop insight regarding principles and methods of creating attractive interiors.
CO5	To gain and utilize knowledge of home loan and its procedure.
CO6	To clear the concepts of housing legislations and by-laws of essential services.
CO7	To inculcate and encourage them to use principles and methods to create attractive interior spaces.

Course Content

Unit – I

- a) **History of housing –**
Concept and history of housing. Changes in housing needs and standard.
Housing values and goals at the present time.
- b) **Housing in India as affected by trends in-**
Population and economics status. Occupation and family mobility.
Social and cultural status.
- c) **Cost of house and finance for housing**
Factors influencing cost of house.
Estimation of the cost of housing.

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Ways to control and economizing the cost of housing.

Unit –II

a) Housing Schemes

Public rural and urban housing schemes for various economic groups.

Role of Co-operative Societies in development of housing in urban and rural areas.

Role of private sector in development of housing in urban and rural areas.

b) Factors to be considered while designing interior spaces.

Orientation, grouping of rooms, privacy of rooms.

Circulation between and within user's area, light, ventilation, and aesthetics.

Flexibility, roominess, services, cost.

c) Present housing conditions in India.

Quality and quantity of housing available.

Availability of building material.

Housing management problems.

Unit –III

a) Housing Loans.

Loan providing agencies- Government and Private.

Legal procedure for purchase of house.

Factors affecting disbursement of housing loan.

b) Housing legislations and Building Byelaws

Meaning, definition, and importance of housing legislations and building byelaws.

Housing legislations.

Building Codes/ Byelaws.

c) Essential Services

Importance and need of essential services.

Types of services- Water supply, drainage system, electricity, telephone.

Bye-laws related to the essential services.

Unit –IV

a) Concept of Vastushastra in Housing

Historical background of Vastushastra.

Location of rooms and walls.

Placement of doors and accessories.

b) Landscaping :-

Concept and importance of landscaping.

Approaching landscape design with an artistic touch – space, line, form, texture, colour, balance, rhythm, scale and proportion.

Factors associated with the choice of landscape design.

c) Bonsai :-

History of Bonsai.

Preparation of Soil and Selection of Plants.

Selection of Containers, Potting and Repotting, care of Bonsai.

Sessional : 20 Marks

1. Seminar/Assignments based on curriculum.

10 Marks

2. Project work, survey based on subject curriculum and Report writing

10 Marks

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References:

- 2 Ruth Murray, 'The Home and its Furnishings'
- 3 Shrivastav - 'Remedial Vastushastra, Manoj Publications, Delhi, 2001.
- 4 'Wonderworld of Tropical - Bomsai - Jyoti & Nikunj Parekh
- 5 'The complete practical encyclopedia of Bomsai - Ken Norman.

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M.A. Home Economics
Semester III
Paper –IV
Major Course
Consumer and The Market
Subject code - 3T4

Total Marks: 50

Theory: 40

Sessional: 10

- Objectives :-**
1. To understand consumer protection tools.
 2. To gain knowledge about Consumer protection acts.
 3. To know channels of distribution.

Course Outcome :After completion of course, students will be able to,

CO1	Develop ability to be a wise consumer in students .
CO2	Gain knowledge regarding quality control department and labels
CO3	Gain knowledge about consumer protection Acts
CO4	Understand role of consumer organization and co-operatives.
CO5	Ready to conduct market research /survey.

Course Content

Unit I--Consumer awareness:

- a) Meaning and definition of consumer, Rights and responsibilities of consumer, Needs for protection of consumer, Guarantee regarding weights measure and quantity of goods.
- b) Remedies – Standardization, development of quality control and BIS, Agmark, Informative labelling, Types and function of labels.
- c) Consumer Education and knowledge regarding Consumer Laws. Need for Consumer's education, Consumer education and consumer forums.

Consumer Protection Acts, Organization and Co-operatives :

- a) Food Adulteration Act, 1954
Essential Commodity Act, - 1955
Standard Weight and Measures Act, 1956
Consumer Protection Act, 1986
Right to Information Act, 2005
- b) Consumer Organization and their objectives and functions. Progress and scope of Consumer's movement in India and Abroad – England, America and Europe. Role of women in consumer movement.
- c) Consumer Co-operatives in India, objectives, principles, types, advantage and disadvantages of consumer co-operatives.

Unit II -Market, Facilities provided to consumers and Methods of payment :

- a) Meaning and types of market, Organization, functions and control of market, Role and utility of middleman in the market, Channels of distribution –Wholesale marketing, Retail shops, Departmental

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stores, Co-operative stores, Shopping Malls, Modern methods of marketing.
b) Packing and delivery, Return facility, Facility for inspection and selection, self-service, Guarantee, use of phone and internet in purchasing.
c) Methods of payment- Cash, Credit, Credit Card and Debit Card, Hire purchase and Instalment payments, Online payments.

Sessional : 10 Marks

i) Survey and report writing (Sample size 20)

10 Marks

Reference Books:

- 1) Consumer Economics – Principles and Problems – Wilhelms and Heamer.
- 2) The Family as Consumers – Oppenheim
- 3) Economics for Consumers – L.J. Gordon
- 4) Consumer Economics J.N. Morgon
- 5) Consumer Economics Problems – E.B. Phil
- 6) Consumer Problems and Personal Finance – A.W. Troelstrup

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Total Marks-100
Theory -80
Sessional-20

1. To understand the concept, need, relevance and dimensions of gender empowerment.
2. To get sensitized to gender disparities and problems of women.
3. To understand the efforts at different levels for empowering women.

CO1	Given the knowledge of Gender development, students will be able to understand concept of gender, its role.
CO2	Given the knowledge of status of women, students will be able to prepare small project on the same.
CO3	Given the knowledge of violence against women, student will be able to organize workshop on the same.
CO4	Given the knowledge of policies and programmes for women empowerment ,students will be able to take benefit of the schemes.
CO5	Given the knowledge of support system for women, students will be able to work with social organizations.

c) Political empowerment: Role of Panchayati Raj in the political empowerment of women.

Unit – 4

- a) **Support System:** Role and functions of the Department of Women and Child Development.
- b) Central Social Welfare Board, State Social Welfare Boards, National Commission for Women, Women's Development Corporation.
- c) Government Schemes for women .

Sessional

20 Marks

1. Preparation of an album on women's issues.

10 Marks

2. Visit to Women Welfare Organizations and report writing

10 Marks

References

1. Choudhary, D.Paul- Child Welfare and Development.
2. Desai, N and Pate, V., Indian Women: Change and Challenge in the International Decade.
3. Singh, Surendra and Srivastavam S.P. Gender Equality Through Women's Empowerment:
4. Strategies and Approaches
5. Kant, Anjani- Women and the Law.

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M.A. Home Economics
Semester -III
Paper -V
(Elective Course)
Communication Technologies in Extension
Subject Code- 3E3

Total Marks – 100
Theory – 80
Sessional - 20

Objectives --

- 1.To impart knowledge and understanding of various communication systems.
2. To enhance the versatility of the students in the selection and use of media in different socio-cultural environments.
3. To impart skill in preparation of Computer Aided Media messages .

Course Outcomes

CO1	Given knowledge of communication system, students will be able to prepare themselves to work in the mass communication field.
CO2	Given knowledge of media system, students will be able to adopt techniques of mass communication.
CO2	Given knowledge of , Electronic Media students will be able to prepare themselves ready to work in electronic media.
CO3	Given knowledge of , advertising students will be able to assist in advertising agencies.
CO4	Given knowledge of mock interviews, students will be able to conduct interviews for research purpose.
CO5	Given the overall knowledge of communication technology in extension, students will be prepared themselves to appear for examination in the field of extension .

Course Content

Unit-1

Communication Systems:

- a) Types of communication systems- concept, functions and significant interpersonal, organizational, public and mass communication.
- b)Elements, characteristics and scope of mass communication.
- c)Mass communication-models and theories; Visual communication-elements of visual design - colour, line, form, texture and space; Principles of visual design - rhythm, harmony, proportion, balance and emphasis; Visual composition and editing.

Unit-2

- a)Media Systems: Trends and Techniques: Concept, scope and relevance of media in society.
- b)Historical background: nature, characteristics, advantages and limitations and future prospects of media.
- c)Traditional media vs. Modern media.

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Unit-3

- a) Electronic Media: Trends in Radio, TV and Cyber Media.
- b) Impact and policies, future challenges and scope.
- c) Media Research: Need, scope and approaches.

Unit-4

- a) Print Media: Role of press in Mass Media Press Law in India: History and present scenario.
- b) News: Its meaning, concept and news agencies .
- c) Advertising: Definition, concept and role of advertising in modern marketing system and national economy.

Sessional - 20 Marks

1. Conduct an interview of a famous personality and prepare an article and present it in the classroom.
10 Marks
2. Preparation of Digital Library of Photographs /prepare a short video film on current issues
10 Marks

References—

1. Chaubey BK (1990) A Handbook of Education Extension, Jyoti Publication, Allahabad
2. Singh , R. (1987) Text Book of Extension Sahitya Kala Prakashan , Ludhiana
3. Extension Programme Planning, Oxford and IBH Publishing Company Pvt. Ltd. New Delhi
4. Joshi Umer (1997). Textbook of Mass Communication and Media, Anmol Publications, New Delhi.
5. Kergner, Harold, Project Management- A System Approach to Planning, Scheduling and Controlling, New Delhi, CSB Publishers and Distributors.

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M. A. Home Economics
Semester III
Food and Nutrition Practical
Subject Code 3P1

Total Marks: 100

External: 80

Internal: 20

- 1. Planning and Preparation of Diets. It's evaluation and Calculation of Nutritive Value for - 20 Marks (Internal)**
 - Peptic Ulcer
 - Diabetes
 - Obesity
 - Atherosclerosis
 - Diarrhea
 - Constipation
 - Fever
- 2. Conducting surveys on various topics related to Community Nutrition and preparing a report and Presentation of the Report -30 marks**
- 3. Scheme for Practical Examination- 50 Marks (Time- Three Hours)**

Diet Planning and Calculation –	20 Marks
Preparation and Presentation –	15 Marks
Viva Voce	-- 15 Marks

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M. A. Home Economics
Semester- IV
Paper – I
(Major Course)
Food and Nutrition
Subject Code - 4T1

Total Mark: 100
Theory : 80
Sessional: 20

Objectives : To enable students to –

- 1) To understand food Chemistry.
- 2) To know the principles underlying food preparation.

Course Outcomes: After successful completion of this paper students will be able to -

CO1	Use various methods of cooking food accordingly.
CO2	Implement knowledge about the various kinds of cereal and their role in cooking.
CO3	Understand the role of egg, sugar, pulses, milk, fruits, vegetables and fats in cookery.
CO4	Know about the various pigments in vegetables and fruits, their importance and effect of cooking method.

Course Content

Unit I:

a) Food Microbiology –

Study of Bacteria, Yeast, Mould, and Algae,
 Microbiology of Fruits, Vegetables, Milk and Water.

b) Leavening agents – Chemical & Biological.

Preservatives- Natural, Chemical.

Antioxidants: Classification and types, Role of antioxidant in health and disease, Sources of natural antioxidants and antioxidant supplement.

c) Food sanitation and Hygiene

Food – Food handling, Food contamination. Practical rules of Food sanitation, Control of rodents and Insects, Hygienic food handling, Personal hygiene, Food Standards.

Water – Sources of contamination of water, Treatment of Water.

d) Activity and Report (Any one):

- ✓ Seminar with the help of power point presentation on any one of the above topics.
- ✓ Preparation of chart.
- ✓ Group discussion on food handling and hygiene.

Unit II:

a) Methods of cooking- Preliminary preparation methods with their Advantages and disadvantages. Objectives of cooking, Various cooking methods, their advantages and disadvantages, Effect of cooking on nutrients especially - Protein, Fats and Carbohydrates.

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b) Sugar Cookery – Processing of sugar, Properties of Sugar, Factors affecting Crystallization of Sugar, Solutions, Syrups, Sugar Crystals, Fudge and Fondants.

c) Cereal Cookery – Structure, Composition and Nutrition value

Specific cereals- wheat & wheat product, Rice, Maize, Jowar, Ragi & Bajra. Cereal cookery- Cereal Protein- Gluten, factors affecting Gluten formation. Cereal starch- Effect of moist heat- Gelatinization, factors affecting

Gelatinization. Effect of dry heat – Dextrinization, Fermented Products of cereals. Effect of cooking on nutritive value of cereals and Role of cereals in cookery.

Unit -III:

a) Pulse Cookery – Structure, Composition and nutritive value.

Processing of pulses-mealing, soaking, germination, Fermentation, parching of Pulses, Effect of cooking methods on different forms of pulses, and role of pulses in cookery, Toxic constituents.

b) Egg Cookery - Structure, composition, nutritive value and quality of egg. Effect of different cooking methods on eggs. Evaluation of egg quality, deterioration during storage, Preservation of eggs.

c) Milk & Milk products- composition, nutritive value, effect of cooking methods on milk, Milk processing – clarification & pasteurization, Milk products, Role of milk and milk products in cookery.

Unit IV:

a) Vegetable cookery – Classification, composition, pigments and nutritive value, Flavor compounds, changes during cooking- loss of nutrients during cooking, Storage of vegetable, Role of vegetables in cookery. Effect of different cooking methods on vegetables.

b) Fruit cookery – Classification, composition, nutritive value, pigments, enzymes, organic acids, flavonoids, Post-Harvest changes & storage, Effect of cooking on fruits, medicinal value of fruits.

c) Fats and Oils -Nutritional importance, composition, emulsions, smoking point, rancidity, Processing and refining of fats, specific fats- Lard, butter, margarine. Role of fats in cookery.

Sessional: 20 Marks

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| 1) Assignment on curriculum related topics. | 10 Marks . |
| 2) Preparation of recipe book on experimental cookery .(Any Five) - | 10 Marks |

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References:

1. NIN Publications
2. Human Nutrition and Dietetics, Davidson and Passmore.
3. Normal and Therapeutic Nutrition Proud fit and Robinson.
4. Applied Nutrition, R. Raj Laxmi.
5. Essentials of food and Nutrition (Vol. I & II) by M. Swaminathan
6. Text Book on Human nutrition, M.S. Bamji, N. Prahalad Rao, V. Reddy Oxford & IBM publishing Co. Pvt. Ltd. New Delhi & Calcutta
7. Dietetics, B. Srilakshmi (2000) Published by K.K. Gupta for New age International Pvt. Ltd. New Delhi.
8. Clinical Nutrition and Dietetics, F.P. Antia Philip Abraham Oxford publishing Company.
9. Experimental Cookery, Belle Lowe.
10. Food Science, B. Srilakshmi, New Age International (P) Ltd., Publishers
11. Food Chemistry: A.H. Mayer.
12. Preventive and Social medicine, K. Park.
13. Women and Nutrition in India (1989) Gopalan C. and Kaur, S. Nutrition Foundation of India.
14. Nutritional Problems of India. Prentice Hall of India (1982) P.K. Shukla.
15. Aaharshastra vividh drushtikonatun (1982) Dr. Asha Deoskar and Saral Lele

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M.A. Home Economics
Semester IV
Paper – II
(Major Course)
Family Dynamics
Subject Code - 4T2

Total Marks: 100
Theory: 80
Sessional: 20

Objectives : To enable students to –

1. To understand the status of women during different eras.
2. To understand the problems of old age.
3. To understand the important of mental health and hygiene in the child's Life.
4. To identify mental health issues.

Course Outcomes

CO1	Given the knowledge of women in India, students will be able to understand status of women in India.
CO2	Given the knowledge of violence against women, students will be able to prevent any kind of violence .
CO3	Given knowledge of problems of old age, students will be able to provide service in the old age homes.
CO4	Given the knowledge of mental health and hygiene ,students will be able to create awareness in the community.
CO5	Given the knowledge of child guidance clinics, students will be prepared themselves to work in child guidance clinics.

Course Content

Unit – I : Women in India.

- a) Women in ancient India.
Women in Pre – independence period.
Women in Post – independent period.
- b) Status of women in Indian society.
Educations and women, women and employment, women and Health, Social Status of women, political status of women
- c) Changing role of women.

Unit – II

- a) Violence against women - Types of Violence, Causes of violence.
- b) Domestic violence, Violence at work place- Definition, Types, Potential perpetrators, effects, safety tips, prevention.

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- c) Women as peace builders. Meaning of peace, importance of introduction of peace education at home and in schools.
Activity and report writing (Any one).

Unit – III: Concept of Aging and the Aging Process

- a) Biological and physiological aspects, psychological aspect, Social aspect, retired status, single status, economic status, security, social adjustment and recognition, spiritual aspect.
- b) Adjustment pattern and changing lifestyle during old – age. Family pattern during old-age :- changing roles and the aging family, conjugal husband- wife relationship, sexual adjustment. Intergenerational family relations, grand parenthood, widowhood, Alternative life style, second marriage in old-age.
- c) Services and programs for the aged : - Laws and facilities favoring the senior citizens. Categories of services : - Housing, Health, leisure time activities, institution for the aged, (old age homes, adoption of the old) day care centers, rearrangement after retirement, economic programmes – retirement pension, death cum retirement gratuity, provident fund, insurance schemes.

Unit – IV: Mental health and hygiene

- a) Emotions and mental health :- Anger and hostility, fear and anxiety, defense mechanisms, kinds of mental illnesses, Reasons leading to Mental Ill health, Factors affecting mental health and maintaining mental health.
- b) Concept of mental hygiene. Value of prevention of mental ill health during child-hood.
- c) Mental health agencies- National Association of Mental Health, State Mental Health Agencies , Child Guidance Clinics, Government and non – government mental health agencies.

Sessional : 20 Marks

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| a. Assignment on curriculum related topics. | 10 Marks |
| b. Survey and Report writing from syllabus. (Sample size 20) | 10 Marks |

References:

1. Women in India – a search for identity – Sharada Rath.
2. Women and Society – G. Vijayeshwari Rao
3. Contemporary social problems in India. – B. Ghosh.
4. Aging and the aged.- Paul Chowdhry.
5. Women and the Law. – Anjani Kant.
6. Health and Safety for you – Franklin C. Vaughn.

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M.A. Home Economics
Semester IV
Paper – III
Major Elective Course (1a)
Home Science Extension Education
Subject Code - 4T3

Total Marks: 100

Theory: 80

Sessional: 20

Objectives:- To enable students to –

1. To understand the various programmes, favouring the wellbeing of the community.
2. To understand the relevance and importance of educating the Community at large.
3. To create awareness about problems due to over population.
4. To understand the role of “leaders” in community development.

Course Outcomes-After completion of course,

CO1	Students will be able to understand the importance of adult education in National development.
CO2	Students will be able to gain knowledge regarding the adult education programmes of India.
CO3	Students will be able to work for the welfare programmes for rural women.
CO4	Students will be motivated to develop leadership in extension education.
CO5	Students will be able to work for population education and various family welfare programmes.

Course Content

Unit I:

Adult Education:

- a) Adult learning process, difference between child learning and adult learning. Stimulus – response theory of adult learning. Factors affecting adult motivation. Requisite conditions for adult learning.
- b) Adult Education- back ground and meaning , Defining adult education and aims of adult education.
- c) Adult education and National Development Adult Education Programmes in India.

Unit II :

Welfare Programmes for Rural Women in India ---

- a) Development of women and children in Rural areas (DWCRA) Objectives’ and Administrative structure of DWCRA Training for DWCRA, integration of DWCRA with other departments.
- b) ICDS- Objectives , Programmes.

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c) Some other Specific Welfare Programmes for Rural Women --- TRYSEM , Jawahar Rojgar Yogna, Self help Programmes, Rajiv Gandhi Scheme for Empowerment of Adolescent Girls.

Unit III:

Population Education --

a) Definition, Importance and need of Population Education, Objectives- National objectives, objectives of Population Education at School Level. Causes and effect of population growth.

b) Scope of Family planning services, health aspect of family planning.

c) National Family Welfare Programmes --

Family Planning Programme- Hindrance in Implementation of Family Planning Programme.

Unit IV:

Leadership in Extension --

a) Definition of Leader, Definition of leadership, need and importance, Characteristics and types of leadership.

b) Methods of identifying and selecting local leaders in extension work, Role and Qualities of local leaders. Role of leadership in Development.

c) Leadership training.

Sessional: 20 Marks

1. Field work/survey, report writing

10Marks

2. Assignment on curriculum related topics.

05 Marks

3. Participation and completion of activities

05 Marks

References:-

1. C.L. Adivi Reddy – Extension – Education

2. Robin Shaw Pushp – Prasar Shiksha. (Hindi)

3. Dr. Harpalani – Prasar Shiksha (Hindi)

4. Gita Pusp Shaw, Joyse Shila Shaw, Robin Shaw Pushpa and Shweta Tyagi - Prasar shikha evam sanchar vyavastha , Agarawal Publications, Agra.

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M.A. Home Economics
Semester IV
Paper –III
Major Elective Course -(1b)
Housing and Interior
Subject Code - 4T3

Total Mark: 100
Theory : 80
Sessional : 20

Objectives:

To enable the students to -

1. Understand the different components of interiors.
2. Understand ecosystem and importance of environment management.
3. Acquire insight of different types of garbage disposal and water disposal processes.
4. Gain knowledge of pollution and environmental standards.

Course Outcomes-

After completion of this course it will help the students –

CO1	To utilize knowledge regarding the component of trends in interiors.
CO2	To understand home furnishing and utilize the knowledge about it in interiors.
CO3	To develop insight about wall treatment and methods of creating attractive interiors using various wall treatments.
CO4	To create awareness regarding ecosystems of India and the effect of pollution on them.
CO5	To inculcate in the students about the knowledge of environment management and natural resource management.
CO6	To develop insight about garbage disposal and water conservation.
CO7	To inculcate and encourage them to use principles and methods to create attractive interior spaces.

Course Content

Unit I

a) Furniture

Furniture – an important component of interiors.

Modern trends-wrought iron, nu-wood, syntax, press-wood, cane and molded furniture.

Care of different types of furniture.

b) Home Furnishing

Window Treatment – 1) draperies, 2) curtains, 3) roller shades, 4) valences, 5) Venetian blinds.

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- Selection of upholstery fabrics.
- Care of upholstery fabrics
- c) **Wall Treatment**
 - Wall paper- Types and care.
 - Paints- Types and care
 - Tiles- Types and care.

Unit II

- a) **Environment Management**
 - Fundamental principles of environment and natural resource management.
 - Basic concept of ecology and its application in daily life.
 - Environmental management strategies for industries.
- b) **Pollution- Causes, Effects and Remedies**
 - Air pollution and Water Pollution.
 - Soil Pollution and Solid Waste Pollution.
 - Noise Pollution and Radiation Pollution.
- c) **Prevention and Control Strategies for Pollution**
 - At local, national and international level.
 - Role of companies and industries.
 - Role of scientists and researchers.

Unit – III

- a) **Garbage Disposal**
 - Types of garbage and importance of garbage disposal. Vermi composting.
 - Garbage disposal for multi-storied buildings.
- b) **Study of various types of Fixtures and Fittings used in Home, their use, selection, care merits and demerits**
 - False ceiling.
 - Kitchen platform.
 - Paneling and cladding of walls.
- c) **Household Lighting**
 - Types of lighting, sources of light.
 - Types of lighting-fixtures, lighting fixtures providing different types of lighting.
 - Factors affecting illumination, requirement of an ideal lighting and lighting for different location / activities.

Unit – IV

- a) **Water Drainage System**
 - Importance and types of drainage system.
 - Garden kitchen, soak pit.
 - Rain water harvesting from terrace
- b) **Environmental standards**
 - ISO14000.
 - EMS.
 - Environment auditing.
- c) **Role of Different Organizations in Environment Management**

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Role of National and International organizations in
environment management.
Public policy toward environment management.
Environment protection enactments.

Sessional : 20 Marks

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|---|----------|
| 1. Seminar/Assignments based on curriculum. | 10 Marks |
| 2. Project work, survey based on subject curriculum and Report writing. | 10 Marks |

References:

1. Agan. T.C.- 'The House', Oxford and I.B.H. publishing co.
2. Deshpande, R.S. - 'Modern India Homes in India', United Book Corporation, Poona, 2nd edition.
3. Rutt, A. - 'Home Furnishing', Wiley Eastern Pvt. Ltd., New Delhi, 2nd edition.
4. Pak-Fin and Helen Yeap - 'Feng-Shui, Health Harmony', B. Jain Publishers Pvt. Ltd., New Delhi, 1998.
5. Goptlied, L.D., 'Environment and Design in Housing'
6. Paryavarnshastra - Erak Bharucha
7. Gruha Vyavastha aevam Gruha Kala- Dr G.P. Shiery
- 8^० कौटुंबिक संसाधनांचे व्यवस्थापन आणि गृह सजावट - त्रिवेणी फरकाडे आणि सुलभा गोंगे.

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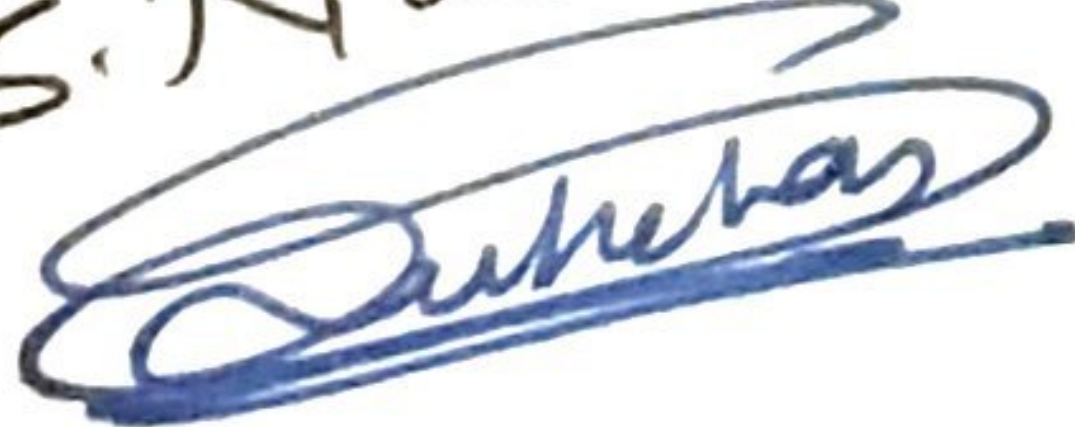
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M. A. Home Economics Semester IV
Foods and Nutrition Practical
Subject Code - 4P1

Total Marks: 100
External: 80 Marks
Internal: 20 Marks

- A. Experimental Cookery and It's Evaluation - 20 Marks (Internal)**
1. Sugar Cookery- Fudge- Khajoor fudge, Cocco Fudge
Chikki- Any Two (Using Sugar or Jaggery)
Chirote-Two Variations (Using- 1. Maida, 2. Maida+ Rawa)
 2. Cereal Cookery –
Bhature- Two Variations (Using-1. Maida, 2. Maida+Wheat Flour)
Shankarpale – Two Variations (Using- 1. Maida, 2. Maida+ Rawa)
Appe- Two Variations
 3. Pulse Cookery-
Dhokla- Two Variations (Instant and Fermented , Using Besan)
Shev- Two Variations (Using Soda and Without Soda)
Dahi Wada – Two Variations (Using 1. Black Gram Dal, 2. Green Gram Dal)
- B. Conducting Survey on related topic such as Food Sanitation, Food Handling, etc ,**
- | | |
|---|------------------------------|
| Preparation of Report and Presentation of the Report— | 30 Marks. |
| Practical Examination | 50 Marks (Time— Three Hours) |
| Sugar/ Cereal/ Pulse / Egg Cookery - | 20 Marks |
| Evaluation and Presentation - | 15 Marks |
| Viva Voce | 15 Marks |

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M. A. Home Economics
Semester IV
Paper – V
(Elective Course)
Entrepreneurship Development

Subject Code – 4E4

Total Marks: 100
Theory: 80
Sessional: 20

Objectives: To enable students to

1. To understand the concept of entrepreneurship.
2. To study the basics related to managing business related to Home Economics.

Course Outcome: After successful completion of the students shall be able to-

CO1	Understand the concept and importance of Entrepreneurship.
CO2	Be aware of various entrepreneurships related to Home Economics.
CO3	Gain the knowledge about the opportunities for entrepreneurs in rural and service sector.
CO4	Gain knowledge about steps involved in project planning and implementation.

Course Content:

Unit I: Introduction:

- a. Entrepreneur – Meaning, Definitions, Characteristics and Functions of an Entrepreneur and Types of Entrepreneur., Social responsibility of entrepreneurs.
- b. Entrepreneurship – Definition, need, scope, characteristics and Importance of entrepreneurship, Challenges & Issues in entrepreneurship, Barriers of entrepreneurship
- c. Entrepreneur and Economic Development, Types of Enterprise, Factors affecting Entrepreneurial Growth, Entrepreneurial Competencies.

Unit II: Entrepreneurship Development in India:

- a. Historical background of Entrepreneurship Development.
- b. Meaning of Entrepreneurship Development Programme (EDP), Objectives, Process and phases of EDP.
- c. Institutions for Entrepreneurship Development: NIESBUD, EDII, NAYE, TCO, NEDB, NISIET, EDP's by Banks, SIDBI.
Role of Co-operative Banks in Entrepreneurship Development.

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Unit III: Innovations in Entrepreneurship:

- a. Meaning and definitions of Innovation, Need and Importance for Innovation.
- b. Types of Innovation.
- c. Innovative work culture, Inventor and Entrepreneur.

Unit IV: Opportunities for Entrepreneurs:

- a. Rural Entrepreneurship: Concept, Importance, Characteristics, Barriers and Schemes for Rural Entrepreneurship Development.
- b. Service Sector opportunities for Entrepreneurs: Meaning, Characteristics and opportunities in service sector and its types.
- c. Infrastructure and support system, Procedure and steps involved in setting up an enterprise. Project planning and formulation of project, identification and product selection, generating project ideas, short listing, final selection, market survey, market alternatives, an overview of the future, Product development, Product Selection, Preparation of project report.

Sessional:

Total 20 Marks

- a. Assignment on curriculum related topics. 10 marks
- b. Interaction with entrepreneurs/Visit to industry/Project planning /formulation and report preparation / Case studies and report writing. 10 marks

References:

1. Bedekar, S.J. (1991): Marketing- Concept and Strategies, Oxford University Press, Mumbai.
2. Entrepreneurship Development: S.S Khanka, Sultan Chand & Co.Ltd.
3. Fundamentals of Entrepreneurship: G.S. Sudha, Ramesh Book Depot.
4. Entrepreneurship Development: Colombo Plan Staff College for Technician Education, Manila, Tata McGraw Hill
5. Small Scale Industries and Entrepreneurship: Vasant Desai, Himalaya Publishing House.
6. Entrepreneurship Development: C.B. Gupta & N.P. Srinivasan, Sultan Chand & Sons.
7. Entrepreneurship Development: E. Gordon, K.Natrajan, Amishi Arora, Himalaya Publishing House 1st Edition (2009).
8. Udyojakta : Sankalpana ani Prerana I and II: Prof. Sudhir Sevekar, Vidya Books Publishers, Aurangabad.

M.A. Home Economics
Semester IV
Paper – V
(Elective Course)
FAMILY RELATIONS AND FAMILY WELFARE
Subject Code – 4E4

Total Marks: 100

Theory: 80

Sessional: 20

Objectives

1. To understand the marriage as an important institution.
2. To understand the changing concepts of marriage.
3. To understand the family as an institution .
4. To identify the child at risk, including exceptional children.

Course Outcomes

CO1	Given the knowledge of marriage and alternative to marriage ,students will be able to take proper decision about marriage in the future.
CO2	Given the knowledge of family, students will be able to prepare themselves for formation of family.
CO3	Given the knowledge about child at risk, students will be able to work with NGO's working in the field of children related issues.
CO4	Given the knowledge of counselling and family welfare students will be able to work in the field of counselling and family welfare.

Unit I

- 1. Marriage:** Definition, meaning, types, functions, importance. Goals. Readiness for marriage: physiological, social, psychological, economic, etc. Adjustment, success and conflicts.
- 2. Alternatives to marriage:** co-living, singlehood, child marriage, group marriage, open marriage, lesbianism, gay culture.
3. Registration of marriage, marriage counselling, laws pertaining to marriage and its adoption in different religious groups. Family courts.


Unit II

Family: Definition, meaning, types, functions, importance, impact of social changes.
Family life cycle. Role of family members.
Parent-child relationship, parental discipline techniques, other socializing agents.
Crisis in family life: breakup of the family, death of the partner, prolonged illness, single parenthood etc.

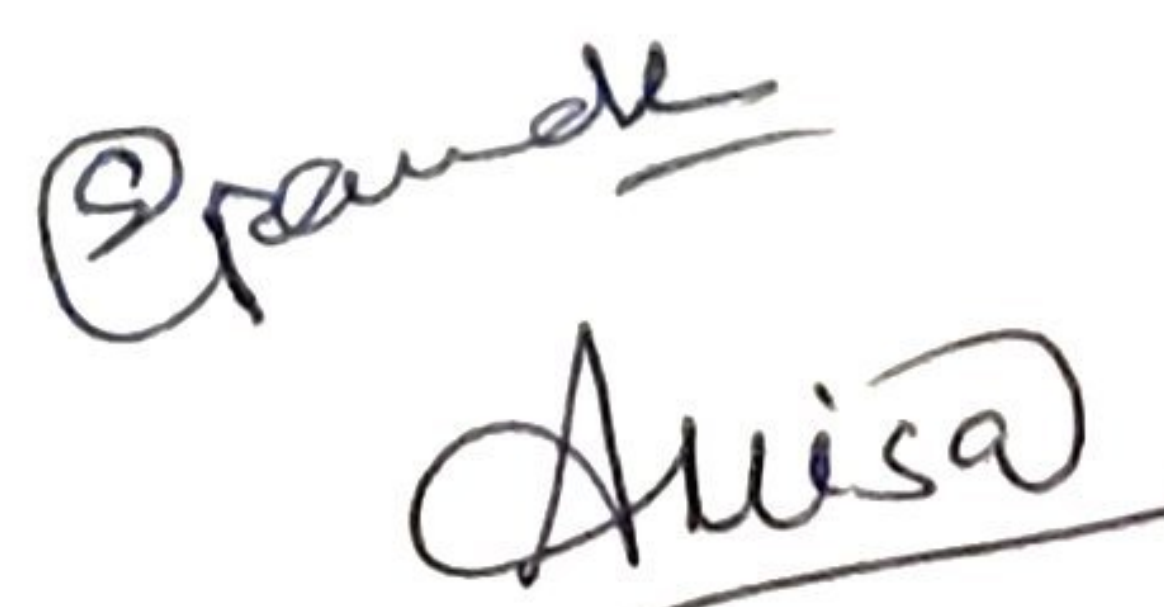
Unit III –

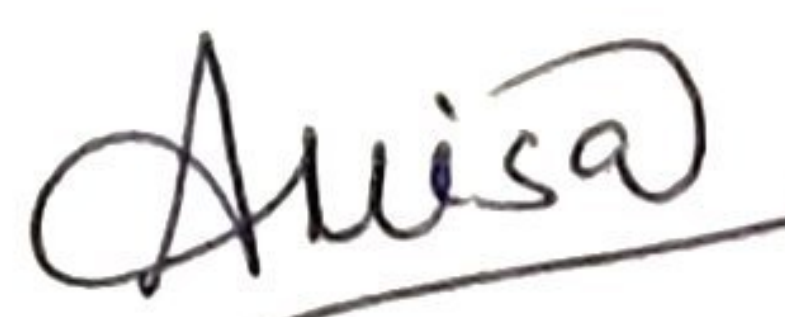
Child at risk: child labour, street children, child abuse and their intervention program.

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Exceptional children: Definition, classification and types. Identification and methods of training. Special schools available in India for exceptional children. Gifted children: identification and educational facilities.

Unit IV - Counselling: Definition, goals, scope and limits. Characteristics of an effective counsellor. Process of counselling: problem exploration and classification; developing new perspective and setting goals; implementation; evaluation. Counselling techniques.

Rights and responsibilities of child, parents and society.

Family welfare: programmes at local, national and international level, their functions, objectives and beneficiaries.

Sessional -20 Marks

1. Conduct a survey on family problems and its remedies. 10 Marks
2. Prepare a resource file on various issues related to child labour/ Exceptional children/Crisis in family life. (Any one) .10 Marks .

REFERENCES 1. Govt. of India: Profile of the Child in India: Policies and programme, New Delhi: Ministry of Social Welfare, 1980.

2. Duvall, E. Family Development 3rd., New York, J.B. Lippincott, 1967.

3. Khasgiwari, A. Family Dynamics: Social work Perspective, Amol Pub., 1993.

4. Smart, M.S. and Smart, R. Families developing relationships, 2nd ed., New York, McMillan Pub. Co., 1980.

5. Williamson, R.C. Marriage and Family relations, New York, John Wiley and Sons inc., 1967.

6. Chaudhary, P.D. Child welfare and development, Atmaram and Sons, New Delhi, 1988.

7. Shanker, U. Problem Children, Atmaram and Sons Pub., New Delhi, 1978. 8. Cruickshank, W.H. and Jophnson, G.U.

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