

M. A. Home Economics
Semester II
Paper – IV
(Elective Course)
Human Development
Subject Code - 2T4

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) Meaning , 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 teacher.

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.

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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

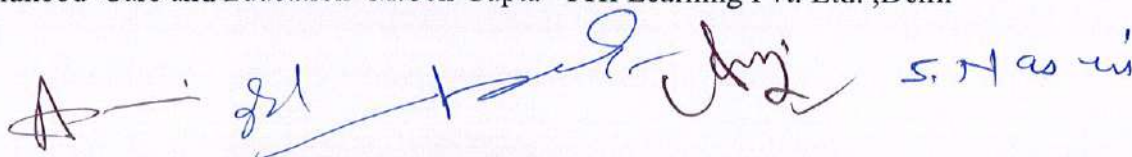
- a) Counselling: Meaning, objectives, History of counselling ,characteristics of counselling process, new trends in counselling, Roles and functions of counsellor. Qualities and skills of Counsellor.
- b) Guidance – Meaning, Need of guidance .Distinction between Guidance and counselling.
- c) Mental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

Sessional: 20 Marks

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

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 HillPublishing 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)



M.A.(Home Economics)
Semester -II
Paper-IV
(Elective Course)
Subject Code 2T4
Guidance and Counselling

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.

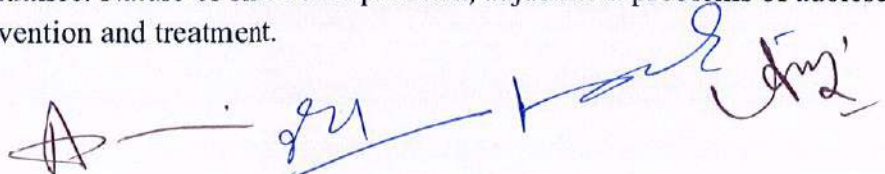
Course Content

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.

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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
Paper II
Textile and Clothing Practical
2P2

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.

05 marks

05 marks

20 marks

10 marks

10 marks

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Rashtrasant Tukdoji Maharaj Nagpur University.

Nagpur

Revised Syllabus of M.A. HOME-ECONOMICS.

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

Curriculum Structure & Scheme of Evaluation

Theory: 4 periods/Week/Subject (4 Credits) Project/Sessional: 2 periods/Week/ Subject (0.5Credit)

Food and Nutrition Practical: (3P1): 4 periods/Week (2 Credit) No. of Students/Practical Batch: 10 per Practical Batch

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

- **Core Course** (Two Compulsory Subjects)

Paper I (3T1) - Food and Nutrition. Paper II (3T2) – Consumer and the Market

- **Elective Course**

Paper III (3T3) – Optional Subjects (Any One From Elective 1(a) ,1(b) and 1 (c)

Elective 1(a) - Home Science Extension Education.

OR

Elective 1(b) - Housing and Interiors.

OR

Elective (1c)- Gender and Development

- **Elective Course - Paper IV (3T4) – Family Dynamics**

OR

Communication Technologies in Extension

- **Practical - (3P1) – Food & Nutrition**

Audit Course (Non Credit Course) - Online Distance Learning Course

Pattern of Question Paper and Examination

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

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Theory: 4 periods/Week/Subject (4 Credits) Project/Sessional: 2 periods/Week/ Subject (0.5Credit)
Food and Nutrition Practical: (4P1): 4 periods/Week (2 Credit)No. of Students/Practical Batch: 10 per Practical Batch

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

- **Core Course** (Two Compulsory Subjects)

Paper I (4T1) - Food and Nutrition

Paper II (4T2) – Consumer and the Market

- **Elective Course**

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

Elective 1(a) - Home Science Extension Education.

OR

Elective 1(b) - Housing and Interiors.

OR

Elective 1(c)- Entrepreneurship Development

- **Elective Course - Paper IV (4T4) Family Dynamics**

OR

Communication Technologies in Extension

- **Practical - (4P1) – Food & Nutrition**

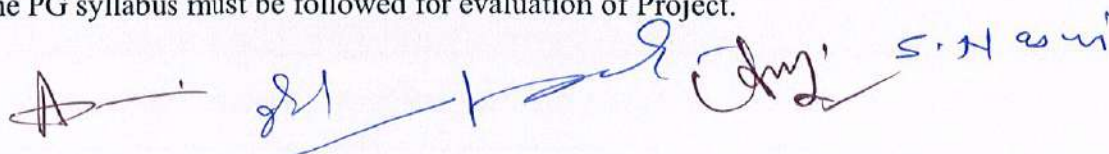
Audit Course(Non Credit Course) -Project

Pattern of Question Paper and Examination

1. There will be four units in each paper.
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).
4. Fifth question will be compulsory with questions from each of the four units having equal weightage and there will be no internal choice.
5. Each paper will be of 3hours duration.
6. Minimum passing marks will be 40%.

Project

Project is an audit course (Noncredit Course). Therefore student will have option to choose this.. Minimum eligibility for Project is 70% aggregate in last examination. University norms laid down in the ordinances of the PG syllabus must be followed for evaluation of Project.

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Rashtra Sant Tukadoji Maharaj Nagpur University,

Nagpur.

M.A. Home Economics (Choice Based Credit System)

Semester III

Sr. No.	Paper	Subject Code	Subject	Theory (Hours)	Teaching Scheme (Hrs/Week)			Credit	Duration (Hours)	Examination Scheme			
					Practical (Hours)	Project/Sessional (Hours)	Total (Hours)			External Th. Marks	Max. Marks	Pract./ Internal Marks.	Min. Passing Marks
1	I	3T1	Core -Food and Nutrition	04	-	02	06	4.5	03	80	20	100	40
2	II	3T2	Core- Consumer and The Market	04	-	02	06	4.5	03	80	20	100	40
3	III	3T3	Elective 1(a)Home ScienceExtension Education OR Elective 1(b)Housing and Interior. OR Elective 1(c) Gender and Development	04	-	02	06	4.5	03	80	20	100	40
4	IV	3T4	Elective- Family Dynamics OR Communication Technologies in Extension (Elective).	04	-	02	06	4.5	03	80	20	100	40
5.	Practical	3P1	Food and Nutrition(Practical)	--	04		04	02	03	80	20	100	40
			Total	16	04	08	28	20	15	400	100	500	200
6.	Audit Course (Non Credit course)- Online Distance Learning Course												

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

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Rashtra Sant Tukadoji Maharaj Nagpur University, Nagpur.

M.A. Home Economics (Choice Based Credit System)

Semester IV

SEMESTER IV													
Sr. No.	Paper	Subject Code	Subject	Theory (Hours)	Teaching Scheme (Hrs/Week)			Credit	Duration (Hours)	Examination Scheme			
					Practical (Hours)	Project/Sessional (Hours)	Total (Hour)			Max. Marks		Total Marks	Min. Passing Marks
										Externa ITh. Marks	Pract./ Internal Marks.		
1	I	4T1	Core- Food and Nutrition	04	-	02	06	4.5	03	80	20	100	40
2	II	4T2	Core- Consumer and The Market	04	-	02	06	4.5	03	80	20	100	40
3	III	4T3	Elective 1(a) Home Science Extension Education OR Elective 1(b) Housing and Interior OR Elective 1 (c) Entrepreneurship Development	04	-	02	06	4.5	03	80	20	100	40
4	IV	4T4	Elective-Family Dynamics OR Family Relations and Family Welfare	04	-	02	06	4.5	03	80	20	100	40
5	Practical	4P1	Food and Nutrition Practical	--	04	-	04	02	03	80	20	100	40
			Total	16	04	08	28	20	15	400	100	500	200
6.	Audit Course (Non Credit Course)			Project									

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

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M. A. Home Economics
Semester III
Paper – I
(Core 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.

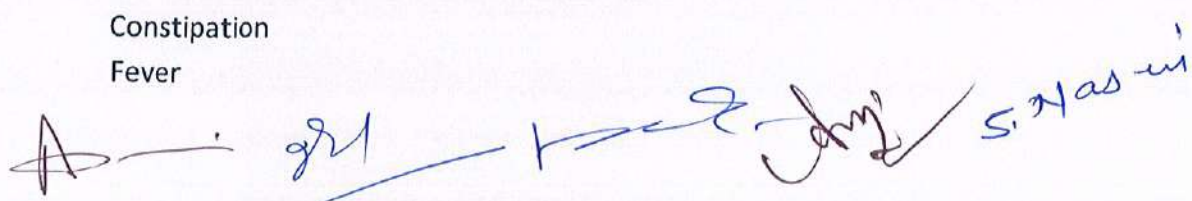
Course Outcome: (CO): After successful completion of this paper students will be able to –

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 & IBMpublishing 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.

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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
(Core Course)
Consumer and The Market
Subject Code - 3T2

Total Marks: 100

Theory: 80

Sessional: 20

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.
CO6	Understand the concept of demand and elasticity and law of demand.
CO7	Know the characteristics of good budget planning.
CO8	Understand consumer decision making process and its effects.

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.

A. S. J. S. Haseen

Unit III--Demand and Budget planning:

- a) Consumer's demand, Law of demand, factors affecting demand, Demand curve, Giffen's paradox, Types of Demand.
- b) Market demand, Expansion and contraction of demand, Increase and decrease in demand Elasticity of Demand. Determinants of Elasticity of Demand and its practical utility.
- c) Characteristics of a good budget planning, A budget for family with fixed income and Seasonal income.

Unit IV--Buying decision and Price determination:

- a) Consumer buying decision process, Buying motives, classification of buying motives, Factors affecting buying motives, Social effects of consumer's decisions.
- b) Price and price level, factors affecting price, Role of demand and supply. Price determination under perfect competition and monopoly, Characteristics of Monopoly and Perfect competition.
- c) Factors affecting price level and effect of price level and fluctuations on consumers and society.

Sessional: 20 Marks

- | | |
|--|----------|
| i) Survey and report writing. (Sample size 20) | 10 Marks |
| ii) Assignment on curriculum related topics. | 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. Gordo.

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M.A. Home Economics
Semester III
Paper – III
(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 –

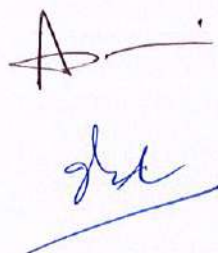
- a) Importance of communication in Extension work. Functions of communication- Information function, Instructive/command function Influence/persuasive function, integrated function.
- b) Models of Communication – Aristotal's Model, Shammon Weave's Model, JP Leagons's Model
- c) Characteristics of a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

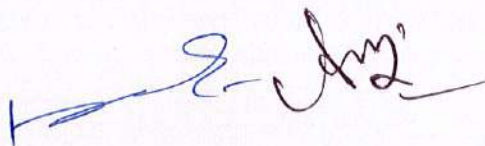
Sessional : 20 Marks

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

(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.

Ways to control and economizing the cost of housing.

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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



References:

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

  S. H. Asmi
 

M.A. Home Economics
Paper III
(Elective Course) (1c)
Gender and Development
Subject Code -3T3

Total Marks-100
Theory -80
Sessional-20

Objectives

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.

Course Outcomes

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.

Unit-1

- a) **Gender and Development:** Concept of gender, gender roles, changing trends, gender analysis matrix; Shift from welfare to development and empowerment.
- b) **Gender in development-** gender and development, National and international efforts for gender empowerment.
- c) **Sustainable Development Goals and Women empowerment.**

Unit-2

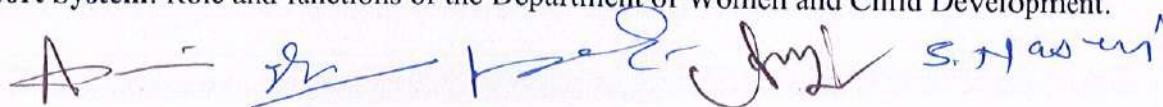
- a) **Status of Women:** Status- meaning, status of women-a situational analysis, demographic, education, employment, political and health (general, occupational and reproductive); Changing scenario.
- b) **Violence Against Women:** Dowry, divorce, female foeticide and infanticide, domestic violence, sexual harassment and exploitation, portrayal of women in mass media.
- c) **Efforts for elimination of all forms of discrimination.**

Unit-3

- a) **Policies and Programmes for Women's Development:** National Policy for Empowerment of women, policy perspectives, mainstreaming, a gender perspective in the development process.
- Economic empowerment:** Poverty eradication, micro-credit, self-help groups, women and agriculture, women and industry and support services.
- b) **Social empowerment:** education, health, nutrition, drinking water and sanitation, housing and shelter, environment.
- Legal empowerment:** Legal literacy on personal and family laws, role of family court and legal aid centres.
- 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.

 S. H. Aswani

- 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.

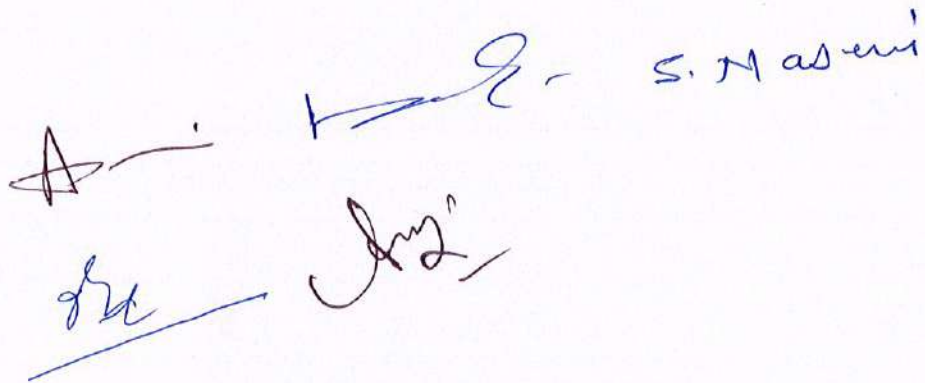
10 Marks

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 Srivastava S.P. Gender Equality Through Women's Empowerment:
4. Strategies and Approaches
5. Kant, Anjani- Women and the Law.



M.A. Home Economics

Semester III

Paper – IV

(Elective Course)

Family Dynamics

Subject Code - 3T4

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. 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) Marriage Counseling

  S. N. Das

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.

Unit - IV

- a) Family relationships
Influence of the family on children.
Influence of parental attitude on family relationship. Disciplinary methods used by elders, its effect on the family.
- 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.

Sessional : 20 Marks

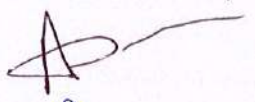



- | | |
|--|-----------------|
| a. Assignment on curriculum related topics. | 10 Marks |
| b. Survey and Report writing. (Sample size 20) | 10 Marks |

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.

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5. Sociology – Bogardus.
6. Vivaha aani Kautimbik Sambandh- Triveni Pharkade.

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M.A. Home Economics
Semester -III
Paper -IV
(Elective Course)
Communication Technologies in Extension
Subject Code- 3T4

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.

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.

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Unit-4

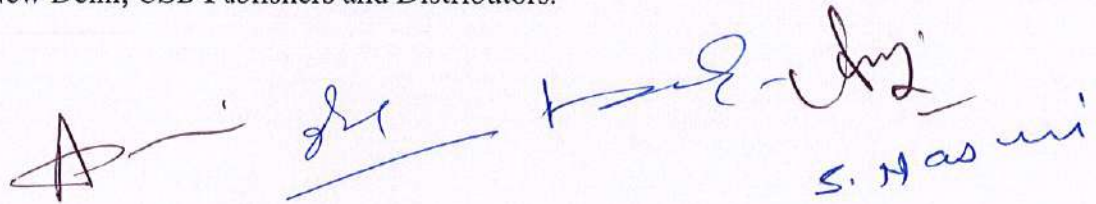
- a) Print Media: Role of press in Mass Media Press Law in India: History and present scenario.
- b) News: Its meaning, concept and news agencies .
- c) Advertising: Definition, concept and role of advertising in modern marketing system and national economy.

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.

 S. Hasani

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

Total Marks: 100

External: 80

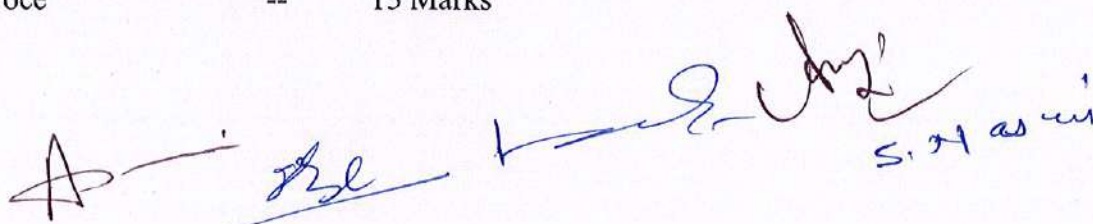
Internal: 20

1. **Planning and Preparation of Diets. It's evaluation and Calculation of Nutritive Value for -**
 - Peptic Ulcer
 - Diabetes
 - Obesity
 - Atherosclerosis
 - Diarrhea
 - Constipation
 - Fever

20 Marks (Internal)
2. **Conducting surveys on various topics related to Community Nutrition and preparing areport 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
(Core 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.

Experimental Cookery

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.

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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

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



M.A. Home Economics
Semester IV
Paper –II
Core Course
Consumer and The Market
Subject code - 4T2

Total Marks: 100

Theory: 80

Sessional: 20

- 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.
CO6	Create awareness about facilities provided in the market to the consumers.
CO7	Know the role of advertisement in marketing
CO8	Aware other students regarding advertisements among as a consumer.

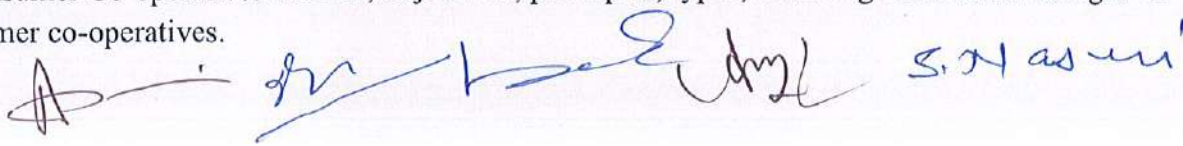
Course Content

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.

Unit II-- 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 III---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 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.

Unit IV-- Advertising and Salesmanship:

- a) Meaning, objectives and types of Advertisement, Modes of Advertisement. Merits and demerits of advertisement.
- b) Responsibility of women as a consumer. Deteriorating image of women in Advertisement.
- c) Need for control over advertising –By Government, Traders, Associations and Consumers.

Sessional : 20 Marks

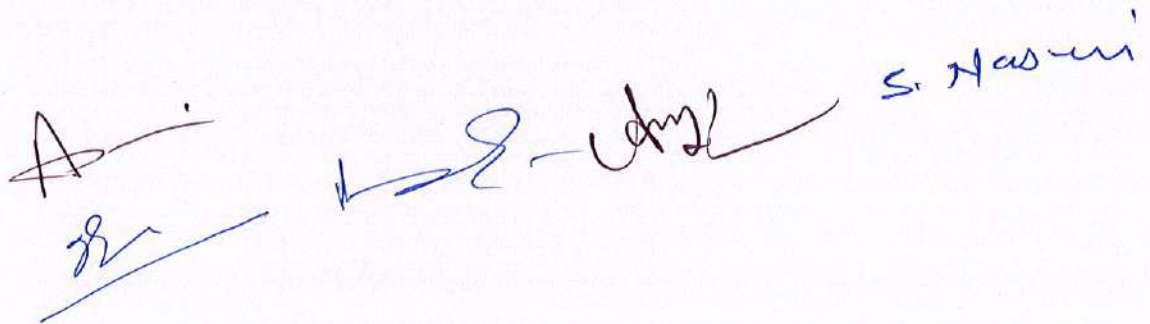
- i) Survey and report writing (Sample size 20)
- ii) Assignment on curriculum related topics.

10 Marks

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

The block contains several handwritten signatures and initials in blue ink. On the left, there is a signature that appears to be 'A.' with a flourish underneath. In the center, there is a signature that looks like 'V. S. - J. S.'. On the right, there is a signature that reads 'S. Hasani'.

M.A. Home Economics
Semester IV
Paper – III
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:

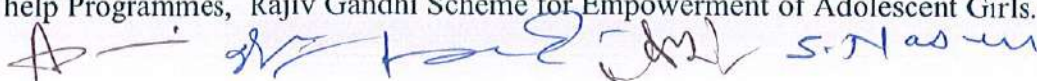
Adult Education:

- 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.
- c) Some other Specific Welfare Programmes for Rural Women --- TRYSEM , Jawahar Rojgar Yogn, 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
(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.

Selection of upholstery fabrics.

Care of upholstery fabrics

c) Wall Treatment

Wall paper- Types and care.

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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**

Role of National and International organizations in environment management.

Public policy toward environment management.

Environment protection enactments.

Sessional : 20 Marks

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^u कौटुंबिक संसाधनांचे व्यवस्थापन आणि गृह सजावट - त्रिवेणी फरकाडे आणि सुलभा गोंगे.

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M. A. Home Economics

Semester IV

Paper – III

(Elective Course) (1c)

Entrepreneurship Development

Subject Code - 4T3

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.

  S. N. Aswini

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:

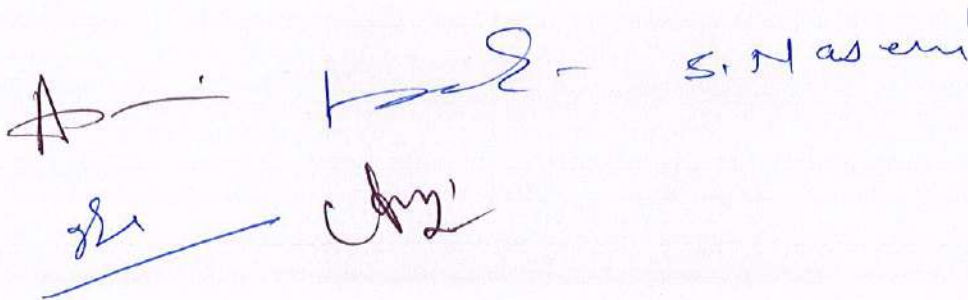
- a. Rural Entrepreneurship: Concept, Importance, Characteristics, Barriers and Schemes for Rural Entrepreneurship Development.
- b. Service Sector opportunities for Entrepreneurs: Meaning, Characteristics and opportunities in service sector and its types.
- c. Infrastructure and support system, Procedure 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.

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M.A. Home Economics
Semester IV
Paper – IV
(Elective Course)
Family Dynamics
Subject Code - 4T4

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.
- 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).

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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

- 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 – IV
(Elective Course)
FAMILY RELATIONS AND FAMILY WELFARE
Subject Code - 4T4

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

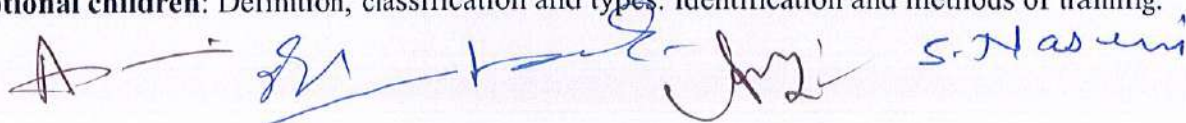
- 1. Marriage:** Definition, meaning, types, functions, importance. Goals. Readiness for marriage: physiological, social, psychological, economic, etc. Adjustment, success and conflicts.
- 2. Alternatives to marriage:** co-living, singlehood, child marriage, group marriage, open marriage, lesbianism, 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.
Exceptional children: Definition, classification and types. Identification and methods of training.


S. N. Aswini

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/Crisi 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. Khasgiwali, 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.



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

Total Marks: 100

External: 80 Marks

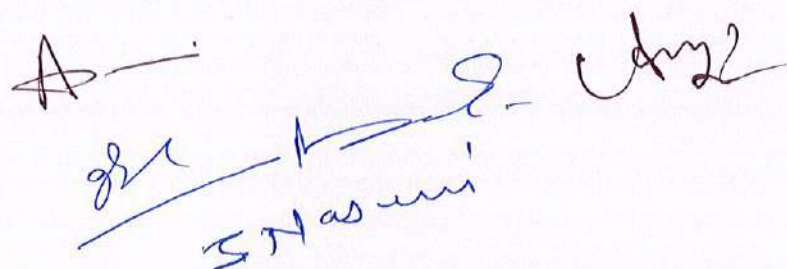
Internal: 20 Marks

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)
Apple- 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 – IV

Project

(Audit Course)

Project is an audit course (Non Credit Course). Minimum eligibility for Project is 70% aggregate in last examination. University norms laid down in the ordinances of the PG syllabus must be followed for evaluation of Project.



 A. S. Masani