

**MAA PATESWARI UNIVERSITY BALRAMPUR**

**M.A Home Science**

**Faculty of Arts**



**Syllabus Structure CBCS (NEP)**

**M.A. HOME SCIENCE**



# Maa Pateswari University, Balrampur

## M.A. Syllabus Structure CBCS (NEP)

### Subject: HOME SCIENCE

M.A. I YEAR (SEMESTER-I)			
	PAPER CODE	PAPER	CREDIT
Paper I	A120701T	RESEARCH METHODS AND STATISTICS	4
Paper II	A120702T	ADVANCE FOOD SCIENCE	4
Paper III	A120703T	CHILD DEVELOPMENT	4
Paper IV	A120704T	FUNDAMENTALS OF CLOTHING AND TEXTILES	4
Practical	A120705P	PRACTICAL	
M.A. I YEAR (SEMESTER-II)			
	PAPER CODE	PAPER	CREDIT
Paper V	A120801T	ENERGY MANAGEMENT AND HOUSEHOLD EQUIPMENTS	4
Paper VI	A120802T	EXTENSION TECHNIQUES AND PROGRAMMES	4
Paper VII	A120803T	COMMUNITY NUTRITION	4
Paper VIII	A120804T	ERGONOMICS	4
Practical	A120805P	PRACTICAL	
M.A. II YEAR (SEMESTER-III)			
	PAPER CODE	PAPER	CREDIT
Paper I	A120901T	INTRODUCTORY CLOTHING AND TEXTILES	4
Paper II	A120902T	RURAL SOCIOLOGY AND RURAL DEVELOPMENT	4
Paper III (E)	A120903T	ENTREPRENEURSHIP AND MANAGEMENT	4
Paper IV (E)	A120904T	GENDER STUDIES AND FAMILY RELATIONS	4
PRACTICAL	A120905P	HOME SCIENCE PRACTICAL	
	A120906R	RESEARCH PROJECT/ DISSERTATION	
M.A. II YEAR (SEMESTER-IV)			
	PAPER CODE	PAPER	CREDIT
Paper I	A121001T	COMMUNICATION MEDIA- ICT MEDIATED, PRINT & ELECTRONICS	4
Paper II	A121002T	HUMAN DEVELOPMENT	4
Paper III (E)	A121003T	RESOURCE MANAGEMENT- INTERIOR DESIGN	4
Paper IV (E)	A121004T	TEXTILE AND LAUNDRY PROCESS	4
PRACTICAL	A121005P	HOME SCIENCE PRACTICAL	
	A121006R	RESEARCH PROJECT/ DISSERTATION	



## Maa Pateswari University, Balrampur.

Syllabus Developed/Proposed by				
S. No.	Name of Expert/BOS Member	Designation	Department	College/ University
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# Maa Pateswari University, Balrampur

M.A. Syllabus Structure CBCS (NEP)

Subject: HOME SCIENCE

M.A. I Year (Semester-I)

Paper I; RESEARCH METHODS AND STATISTICS

Course Code: <b>A120701T</b>	Marks: 25+75	Credit- 4	Core Paper
Total no. of Lectures (in hours per week) - 4	Course Title: RESEARCH METHODS AND STATISTICS		
Unit	Topics	No. of Lectures	
I	<ul style="list-style-type: none"><li>• <b>Meaning and Scope of Statistics</b>- Definition, importance. Role of Statistics in Research.</li><li>• Descriptive Statistics. Classification, tabulation, frequency, distribution diagrammatic and graphical representation of data.</li><li>• Measures of central tendency, dispersion, kurtosis.</li><li>• Elements of testing of statistical hypothesis. Formulation of the problem. Need, importance, definition. Definition of Type-1 and Type-2 Errors. Level of signification. Lard sample test for proportions. Deference of Proportions for means and deference in mean.</li></ul>	15	
II	<ul style="list-style-type: none"><li>• <b>Data collection tools and techniques</b>-observations, telephone, survey, interview, questionnaire, case study, etc.</li><li>• Application of student's t-test for small sample for single mean, deference in mean. F-test for equality of variance.</li><li>• Correlation. coefficient of correlation and its interpretation. rank correlation regression equation and predictions.</li><li>• Non- parametric tests, parametric tests, difference between parametric and non- parametric tests, application for chi-square tests. Goodness of fit, independence of attributes 2x2 and RxC contingency tables.</li></ul>	15	

RESEARCH METHADODOLOGY		
III	<ul style="list-style-type: none"><li>• <b>Science and scientific methods.</b></li><li>• <b>Research</b>- Definition, need, importance and scope in Home Science.</li><li>• <b>Types of Research</b>- Historical, Survey, Experimental and Case study</li><li>• <b>Definition and identification of a research problem</b>- Selection of problem, characteristics of problem, theory,</li></ul>	15

	<p>hypothesis, types of hypothesis, basic assumptions and the limitations of problem.</p> <ul style="list-style-type: none"> <li>• <b>Sampling</b>- Basic concepts, sample, universe, sample framing, sample unit, sampling techniques. Types of sample, selection of sample, benefits of sampling, evaluating a sample.</li> </ul>	
IV	<ul style="list-style-type: none"> <li>• <b>Collection and analysis of data</b>- Categorization, coding, tabulation, graphical, representation of data and statistical testing.</li> <li>• Scaling techniques, variables, postulates, index, reliability and validity of data.</li> <li>• <b>Conclusions and recommendations</b>- Summary techniques. Conclusions and recommendations.</li> <li>• <b>Report writing</b>- Preparation of report-format. Types, points to be kept in mind while preparing reports, footnotes, bibliographical, citations, appendices- <ul style="list-style-type: none"> <li>a. Preparation of an Abstract.</li> <li>b. Paper for publication.</li> </ul> </li> </ul>	15
<b>PRACTICAL</b>		
I. Calculation of Parametric and Non-Parametric tests. II. Graphical representation of data. III. Developing hypothesis and objectives. IV. Developing scales, questionnaire, index etc. V. Preparation of interview schedules, schedules, scales, index. VI. Preparation of a report.		

## M.A. I Year (Semester-I)

### Paper II; ADVANCE FOOD SCIENCE

<b>Course Code:</b> <b>A120702T</b>	<b>Marks: 25+75</b>	<b>Credit- 4</b>	<b>Core Paper</b>
<b>Total no. of Lectures (in hours per week) - 4</b>	<b>Course Title: ADVANCE FOOD SCIENCE</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>	
<b>I</b>	<ul style="list-style-type: none"> <li><b>Introduction-</b> Definition of nutrients, nutrition, food and food science. Concept of nutrition, adequate nutrition, malnutrition, (overnutrition, undernutrition, and imbalance nutrition), balance diet and factors affecting balanced diet.</li> </ul>	15	
<b>II</b>	<ul style="list-style-type: none"> <li>Carbohydrate, Fat, Protein, Vitamins and Minerals and their classification, sources, functions, RDA and deficiency disease.</li> </ul>	15	
<b>III</b>	<b>Food Groups:</b> <ul style="list-style-type: none"> <li><b>Cereals-</b> Definition of gelatinization, dextrinization, gluten. Structure, nutritional composition, types and selection, various preparation and changes during preparations.</li> <li><b>Pulses and Legumes-</b> Composition, types and selection, different ways of preparation, effective cooking on nutritive value.</li> <li><b>Vegetables and Fruits-</b> Composition, care in storage, methods of cooking, losses during cooking.</li> <li><b>Milk and Milk products-</b> Types and nutritional composition, preparation, effect of cooking and use in cookery.</li> <li><b>Eggs-</b> Structure, composition, methods to evaluate quality of eggs, methods of cooking and uses in cookery.</li> <li><b>Meat, Fish and Poultry-</b> Types, meat tenderness, factors affecting tenderness, methods of cooking, effect of cooking on nutritive value.</li> <li><b>Condiments and Spices-</b> Types and uses in cookery.</li> <li><b>Fats and Oils-</b> Types and uses in cookery.</li> </ul>	15	
<b>IV</b>	<ul style="list-style-type: none"> <li><b>Food Preservation-</b> Definition, methods and importance of food preservation.</li> <li><b>Food Adulteration-</b> Definition, types, food laws and quality control.</li> </ul>	15	

<b>PRACTICALS</b>	
I.	Cereals and pulses based preparations, vegetable and fruit preparation, milk preparation, egg, meat fish preparations, soups and salads preparations.
II.	Preparations of preserved items like jams, jellies, squash, pickles, murabba, ketchup etc.
III.	Table setting and napkin folding.
IV.	Study on common adulteration.

**M.A. I Year (Semester-I)**

**Paper III; CHILD DEVELOPMENT**

<b>Course Code:</b> <b>A120703T</b>	<b>Marks: 25+75</b>	<b>Credit-4</b>	<b>Core Paper</b>
<b>Total no. of Lectures (in hours per week) - 4</b>	<b>Course Title: CHILD DEVELOPMENT</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>	
<b>I</b>	<ul style="list-style-type: none"> <li>• <b>Importance of Child Development and their aspects-</b> Role of nature in determining intelligence, personality and behaviour. Major development in eight periods of span.</li> <li>• <b>Personality Development-</b> Definition, biological and socio-cultural factors affecting personality like family, school, society.</li> <li>• <b>Theory-</b> Introduction to psycho-analytical and cognitive theory and it's importance in child development.</li> </ul>	15	
<b>II</b>	<ul style="list-style-type: none"> <li>• <b>Physiology of Pregnancy-</b> Menstrual cycle, conception, signs of pregnancy, stages of fetal development. Personal hygiene. Discomforts and complications during Pregnancy. Process of normal labour and new techniques in the field of fertility.</li> <li>• <b>Care of Mother and Neonate-</b> Immediate care of new born and the mother, physical characteristics and behaviour pattern of neonate, Evaluate the health of neonate, bath, sleep reflexes, vision, hearing, normal growth and development. Immunization schedule and their importance. AGPAR Scores.</li> </ul>	15	
<b>III</b>	<ul style="list-style-type: none"> <li>• <b>Infancy (0-2 years)</b> – Milestones of development, development tasks of infancy. Physical and psychological care, bowel and bladder habits, posture in feeding, baby's room, clothing and nutritional problems.</li> <li>• <b>Early Childhood (2 to 6 years)</b> – Developmental tasks, personal hygiene, development of habit- feeding, bathing, sleeping, clothing. Common problems, behaviour problems and their management.</li> <li>• <b>Middle Childhood (6 to 12 years)</b> – Importance of development tasks, socialization- causes of social isolation in schools. Physical, motor, emotional, mental, moral and language development among the school age children.</li> </ul>	15	
<b>IV</b>	<ul style="list-style-type: none"> <li>• <b>Adolescence Period-</b> Physiological changes, problems in adjustments, juvenile delinquency- causes and cures.</li> <li>• <b>Psychology of Adulthood-</b> Significance, responsibilities and adjustments: new family, work place, parenthood, menopause, health issues, stresses in middle age,</li> </ul>	15	

	occupation and job satisfaction, preparation for retirement.	
<b>PRACTICALS</b>		
I.	Preparation of simple folder for parents regarding child guidance aspects.	
II.	Identifying behavioural problems among schools going children and giving suggestions to improve it.	
III.	Collection and study of any five problems of adolescence using newspaper and magazines.	
IV.	Study of available baby foods and their evaluation. Preparation of weaning foods.	
V.	Improving creativity among pre-schools: art activities, other materials, music, rhythm, poetry, puppetry and creative drama.	

<b>M.A. I Year (Semester-I)</b> <b>Paper IV; FUNDAMENTS OF CLOTHING AND TEXTILES</b>		
<b>Course Code:</b> <b>A120704T</b>	<b>Marks: 25+75</b>	<b>Credit- 4</b> <b>Core Paper</b>
<b>Total no. of Lectures (in hours per week) - 4</b>	<b>Course Title: FUNDAMENTS OF CLOTHING AND TEXTILES</b>	
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	<ul style="list-style-type: none"> <li>• <b>Unity in Diversity in Indian Costumes-</b> <ol style="list-style-type: none"> <li>a. North India</li> <li>b. South India</li> <li>c. Western India</li> <li>d. East India</li> <li>e. Middle India</li> </ol> </li> </ul>	<b>15</b>
<b>II</b>	<ul style="list-style-type: none"> <li>• Elements and Principles of Design.</li> <li>• Importance of colours, colour theories, colour wheel, colours in clothing.</li> <li>• <b>Classification of Design-</b> Structural and Decorative, realistic, abstract, stylised and geometric, traditional designs.</li> </ul>	<b>15</b>
<b>III</b>	<ul style="list-style-type: none"> <li>• Collors, sleeves, yoke, cuffs and their types.</li> <li>• Clothing of different age groups, male, female, infancy, toddler, babyhood, pre-school child, adolescence, adulthood, old age.</li> </ul>	<b>15</b>
<b>IV</b>	<ul style="list-style-type: none"> <li>• Introduction to Textile Industry in India, Importance in Indian Economy.</li> </ul>	<b>15</b>
<b>PRACTICALS</b>		
<ol style="list-style-type: none"> <li>I. Drafting and construction of differ garments for different age groups with variations like- baby frocks, cribs, apron, tops, pants, blouse, petticoat, dresses, salwar kameez, trousers, shirts, skirts etc (any one).</li> <li>II. Preparation of different samples on design types.</li> <li>III. Class presentation of Indian Costumes.</li> <li>IV. Field visits to Textile Miles, Handloom sectors, Weaver service centres, Khadi and village industries, Small Scale Industries.</li> <li>V. Organization of an exhibition on the dresses prepared.01</li> </ol>		

**M.A. I Year (Semester-II)**  
**Paper I; ENERGY MANAGEMENT AND HOUSEHOLD EQUIPMENTS**

Course Code: A120801T	Marks: 25+75	Credit- 4	Core Paper
Total no. of Lectures (in hours per week) - 4	Course Title: ENERGY MANAGEMENT AND HOUSEHOLD EQUIPMENTS		
Unit	Topics	No. of Lectures	
I	<ul style="list-style-type: none"><li>• <b>Concept of Home</b>- Meaning, characteristics, concept, components and motivation of management value, goals and standards, needs and wants.</li><li>• <b>Decision making</b>- Role and scope of decision- making, process and steps.</li><li>• Family Resource Management (Energy and Time).</li></ul>	15	
II	<ul style="list-style-type: none"><li>• <b>Application of New Technology</b> Family and community sized biogas plats, economic liability, socially acceptable, enough available to meet the energy needs particularly for the rural communities and low income groups. Refrigerators, solar energy coolers, solar water heaters, solar lamps, solar lights, solar pumps, considerations in biogas technology.</li></ul>	15	
III	<ul style="list-style-type: none"><li>• Developing of Design and Performance standards Development of standard, ergonomic considerations for equipment design organisation contributing to develop standards, types of standards already developed, standards for various equipment.</li></ul>	15	
IV	<ul style="list-style-type: none"><li>• <b>Characteristics and functions, design, use and care of equipment and their principles of work.</b><ul style="list-style-type: none"><li>a. Smart appliances.</li><li>b. Electrical appliances.</li><li>c. Motor appliances.</li><li>d. New electrical household appliances.</li><li>e. Personal case appliances.</li></ul></li></ul>	15	
PRACTICALS			
I.	Survey and study of equipments available in the market.		
II.	Developing Criteria for the selection of equipments.		
III.	Evaluation of selected electrical/ non-electrical equipment.		
IV.	Survey related to kitchen equipments used in homes.		
V.	A Comparative study of time norms determining time and energy saving devices.		

<b>M.A. I Year (Semester-II)</b> <b>Paper II; EXTENSION TECHNIQUES AND PROGRAMMES</b>		
<b>Course Code:</b> A120802T	<b>Marks: 25+75</b>	<b>Credit- 4</b> <b>Core Paper</b>
<b>Total no. of Lectures (in hours per week) - 4</b>	<b>Course Title: EXTENSION TECHNIQUES AND PROGRAMMES</b>	
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	<b>Concept</b> Meaning, Scope, importance, need, principles, philosophy and objectives of extension. Steps and process, elements involved in the extension education. Teaching, learning process. Qualities of extension worker. Role of extension in Research works and Development. Extension teaching methods.	15
<b>II</b>	<ul style="list-style-type: none"> <li>• <b>Methods of communication:</b> Models, Classification of extension teaching methods according to individual, group and mass approach.</li> <li>• <b>Media of Communication:</b> Definition, meaning, need, importance. Scope, process. theories. Classification of Audio - visual aids, its importance in Extension. Significance of each with respect to community needs. Advantages and Limitations of each.</li> </ul>	15
<b>III</b>	<ul style="list-style-type: none"> <li>• <b>Understanding Adult Learners:</b> Characteristics of Adult learners, theories and principles of adult learning. Adult learning process, difference between adult learning and child learning, motivation technique. Problems of adult learners. Need based education. The Process of Adoption process. Factors influencing adoption innovation.</li> <li>• <b>Rural Development Programme:</b> History of Community Development Movement in India. Evolution of Panchayati Raj and Democratic Decentralisation – 5 year Plan. Factors influencing adoption innovation.</li> </ul>	15
<b>IV</b>	<ul style="list-style-type: none"> <li>• <b>Role of Voluntary Agencies:</b> Contribution of voluntary agencies to Rural development – <ul style="list-style-type: none"> <li>a. Central and State Welfare Boards Bhartiya Grameen Mahila Sang.</li> <li>b. All India Women's Conference.</li> <li>c. Kasturba Gandhi National Memorial Trust and other's.</li> </ul> </li> <li>• <b>Entrepreneurship-</b> Concept and process.</li> </ul>	15
<b>PRACTICALS</b>		
I. Assessment of the status in nearby village/Slum and location of their needs. II. Visits to any development organization, NGO's in nearby location III. Organize and conduct an adult education programme in the form of skit/drama/puppet etc. IV. Preparation and use of Audio - Visual aids.		

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| V.   | Preparation and Use of different extension teaching methods.                    |
| VI.  | Organizing small communication programme  |
| VII. | Visit to any self enterprise and Preparation of sample entrepreneurship project |

M.A. I Year (Semester-II) Paper III; COMMUNITY NUTRITION			
Course Code: A120803T	Marks: 25+75	Credit- 4	Core Paper
Total no. of Lectures (in hours per week) - 4	Course Title: COMMUNITY NUTRITION		
Unit	Topics	No. of Lectures	
I	<ul style="list-style-type: none"><li>• <b>Introduction-</b> Community nutrition, health and role of community nutrition on public health.</li><li>• <b>Nutritional Status.</b></li><li>• Assessment of nutritional status- Anthropometric measurement, dietary survey and clinical survey. Role of national and international organizations in improving the nutritional status of the community.</li></ul>	15	
II	<ul style="list-style-type: none"><li>• <b>Pregnancy and lactation-</b> Food requirement during pregnancy and lactation. Complication and physiological and hormonal changes during pregnancy.</li><li>• <b>Infancy-</b> Nutritional requirement during infancy. Colostrums, breast feeding, bottle feeding, weaning food, supplementary foods. Nutritional problems in infancy.</li><li>• <b>Pre-school age-</b> Nutritional requirement. Nutritional problem and food habits of pre school children.</li></ul>	15	
III	<ul style="list-style-type: none"><li>• <b>School age children-</b> Nutritional requirement, food habits and nutritional problem.</li><li>• <b>Adolescence-</b> Physiological changes, nutritional requirement and eating disorders, food habits.</li><li>• <b>Adulthood-</b> Nutritional requirement and food habits.</li><li>• <b>Old age-</b> Physiological changes, nutritional requirement. food habits and nutritional problems.</li></ul>	15	
IV	<ul style="list-style-type: none"><li>• Therapeutic adaption of normal diet, progressive diets, regular diet, liquid diet, semi liquid diet, clear liquid diet, soft diet.</li><li>• Special feeding methods.</li><li>• Etiology, pathology, metabolic changes, complication, dietary management for the following disorder-<ul style="list-style-type: none"><li>a. Gastro-intestinal disorder, fever, liver and gall bladder, cardio vascular disease.</li><li>b. Metabolic disorder- diabetes and gout. Obesity, overweight and underweight. Pre and post operative diet.</li></ul></li></ul>	15	
PRACTICALS			
I.	Identification of nutritional problem prevalent in community using method of nutritional assessment.		
II.	Plan a diet for different age group.		
III.	Plan a liquid, semi liquid, soft and regular diet for a patient.		
IV.	Plan a diet for gastro intestinal disorder, febrile disease, fever, liver, gall bladder, cardio vascular, metabolic disorder- Diabetes and gout, obesity and under-weight patient.		

M.A. I Year (Semester-II) Paper IV; ERGONOMICS			
Course Code: A120804T	Marks: 25+75	Credit- 4	Core Paper
Total no. of Lectures (in hours per week) - 4	Course Title: ERGONOMICS		
Unit	Topics	No. of Lectures	
I	<ul style="list-style-type: none"> <li>• <b>Concept of Work</b> <ol style="list-style-type: none"> <li>Classical concepts of work as an essential activity for survival.</li> <li>Modern concepts of work - Major determinant in relationships of human behaviour to develop personality, identity, self esteem, social attitude, economic security and status symbol.</li> </ol> </li> </ul>	15	
II	<b>Considerations of ergonomics in interior designing-</b> <ol style="list-style-type: none"> <li>Importance or ergonomics in interior design.</li> <li>Work, worker and working environment relationships.</li> <li>Kitchen and storage as the most important working areas.</li> <li>Ergonomically evaluation for health and safety of user in residential space design.</li> <li>Study of different body postures used in different activities and it's relation to fatigue.</li> </ol>	15	
III	<ul style="list-style-type: none"> <li>• <b>Work environment</b> <ol style="list-style-type: none"> <li>Indoor and outdoor climate-               <ol style="list-style-type: none"> <li>Temperature, Air movement. Air humidities and general air.</li> <li>Human heat balance, heat exchange between human body and surroundings.</li> <li>Comfort and discomfort, factors affecting comfortable temperature.</li> <li>Ventilation, requirements of air movements (Windows and doors).</li> </ol> </li> </ol> </li> </ul>	15	
IV	<ul style="list-style-type: none"> <li>• <b>General Features of working conditions.</b> <ol style="list-style-type: none"> <li>Lighting- Adequate of lighting at work place - Physiological requirements, day light and artificial lighting, psychological effects of lights and colour.</li> <li>Flooring-               <ol style="list-style-type: none"> <li>Thermal properties of flooring and their effect on physical conditions at work.</li> <li>Accident safety.</li> <li>Ease of cleaning.</li> </ol> </li> <li>Noise-</li> </ol> </li> </ul>	15	

	<ul style="list-style-type: none"> <li>i. Terms and definitions, source of noise, indoor and outdoor, noise load and noise levels.</li> <li>ii. Effects of noise - Physical and psychological and intellectual activities.</li> </ul>	
<b>PRACTICALS</b>		
<ul style="list-style-type: none"> <li>I. Determining minimum space required for selected activities.</li> <li>II. Determining the relationship of anthropometric dimension of workers with space requirement of selected activities.</li> <li>III. Measuring physical fatigue arising from performing household activities.</li> <li>IV. Practical application of work simplification techniques.</li> <li>V. A survey of channel of distribution of goods available through retail marketing, general stores, whole sale marketing.</li> </ul>		

<b>M.A. II YEAR (SEMESTER III)</b> <b>Paper I; INTRODUCTORY CLOTHING AND TEXTILE</b>		
<b>Course Code:</b> <b>A120901T</b>	<b>Marks: 25+75</b>	<b>Credit- 4</b> <b>Core Paper</b>
<b>No. of Lectures (in hours per week): 4</b>	<b>Course Title:- INTRODUCTORY CLOTHING AND TEXTILE</b>	
UNITS	TOPICS	No. of Lectures
I	<ul style="list-style-type: none"> <li>• <b>Classification of Textile fibres-</b> Natural and manmade fibres</li> <li>• <b>Textile Properties</b> - Action of heat, light, acid, alkali, oxidising and reducing agents on the fibres.</li> </ul>	15
II	<b>Fabric Finishes-</b> Classification of different finishes: <ul style="list-style-type: none"> <li>a. Shearing, calendering, singeing, desizing, scouring, mercerising, sanforising and bleaching of different textiles.</li> <li>b. Special finishes as water proof, wash and wear. water repellent, flame proof, flame repellent and flame resistant.</li> </ul>	15
III	<b>Methods of Printing-</b> Traditional and modern printing techniques: <ul style="list-style-type: none"> <li>a. Fundamental of printing - Study of dyes and pigments for printing.</li> <li>b. Hand printing - Painting. stencil block, spray, hand screen, batik etc.</li> <li>c. Machine printing - spray, block.</li> <li>d. Introduction of computer design software CAD,CAM.</li> </ul>	15
IV	<ul style="list-style-type: none"> <li>• <b>Introduction to draping-</b> Basic pattern on dress form : basic upper block, Basic lower block.</li> <li>• <b>Embroidery Stitches</b> - Types and methods.</li> <li>• <b>Types of threads, needles and other accessories etc, used on different fabrics.</b></li> </ul>	15
PRACTICALS		
I. Dyeing - Dyeing of different textile using dyes. II. Tie and dye, block printing, stencil printing, screen printing. III. Embroidery of India. <ul style="list-style-type: none"> <li>a. U.P.</li> <li>b. Kashmir</li> <li>c. Rajasthan</li> <li>d. Gujrat</li> <li>e. West Bengal</li> <li>f. Punjab</li> </ul> IV. Embroideries- <ul style="list-style-type: none"> <li>a. Shadow work</li> <li>b. Drawn thread work</li> <li>c. Smocking,</li> <li>d. Applique' work and others.</li> </ul>		

<b>M.A. II YEAR (SEMESTER III)</b> <b>Paper II; RURAL SOCIOLOGY AND RURAL DEVELOPMENT</b>		
<b>Course Code:-</b> <b>A120902T</b>	<b>Marks: 25+75</b>	<b>Credit- 4</b>
<b>No. of Lectures (in hours per week): 4</b>	<b>Couse Title:- RURAL SOCIOLOGY AND RURAL DEVELOPMENT</b>	
<b>UNITS</b>	<b>TOPICS</b>	<b>No. of Lectures</b>
<b>I</b>	<b>Socio-Economic Structure of Indian rural society-</b> Concept, Structure of Rural Community. Dynamics of changes in Society-Evolutionary and planned. Role of leadership in influencing changes. Main features of the Indian Rural Economy dependency on agriculture, low income and low living standard, socio economic gradations.	15
<b>II</b>	<ul style="list-style-type: none"> <li>• <b>Rural institutional and Organization-</b> The three basic institutions - Panchayat, School and Co-operatives - their contribution to Rural Development. People's participation in Rural Development. Organizations working in Rural areas - Mahila Mandals, Youth Clubs and others - their contribution to Rural Development. Rural leaders and leadership, features of leaders, identification methods of leaders, training of leaders.</li> <li>• <b>Training of Rural Development</b> Concept and need of training. Importance and principles of training, training cycle, Types - Creative training, field, training group, Dynamic, Laboratory training, Motivation Training, Self - awareness and self - development. Techniques for training. Monitoring and Evaluation.</li> </ul>	15
<b>III</b>	<b>Programme Planning and implementation-</b> Importance of Program planning, implementation and evaluation. Principles of Programme planning - Programme Development Cycle. Steps and models of programme planning. Utilisation of various infrastructures for planning and execution. Critical analysis of Five year plans, criteria, tools & techniques for evaluation.	15
<b>IV</b>	<ul style="list-style-type: none"> <li>• <b>Plans for Development of Women in changing India-</b> Employment status of women in India. Women development approaches, framework of gender development, categories of employment, problem and need of Self – Employment. Shift of 'Welfare' Approach to Development and Empowerment' Approach.</li> <li>• <b>National policy on Women-</b> Efforts by the ministry particularly by the Department of Women and child development. Post Beijing scenario. Role of National Commission for Women.</li> </ul>	15

<b>M.A. II YEAR (SEMESTER III)</b> <b>ELECTIVE; ENTREPRENEURSHIP AND MANAGEMENT</b>		
<b>Course Code:</b> <b>A120903T</b>	Marks-25+75 Credit-	<b>ELECTIVE</b>
<b>No. of Lectures (in hours per week)-4</b>	Course Title:- <b>ENTREPRENEURSHIP AND MANAGEMENT</b>	
<b>UNITS</b>	<b>TOPIC</b>	<b>No. of Lectures</b>
<b>I</b>	<b>Entrepreneurship-</b> Concept, characteristics, approaches, theories, need for enterprises development. Types of Entrepreneurs. Traits of entrepreneurs - Risk taking, Leadership, Decision making, Planning, Organising, Coordinating and Marketing. Stages of establishing enterprise - Identification of sound enterprise, steps to be considered in setting up an enterprise.	15
<b>II</b>	<b>Micro enterprises, Agro Processing, KYIC industries, Micro financing-</b> Meaning, Sources of Finance, Banks, Small scale industries development organizations. Marketing for enterprises - Product sales and promotion. Gender issues in entrepreneurship development - Understanding gender and subordination of women, Gender as a development tool, Policy approaches for women entrepreneurship development. Success and Failure stories for enterprises - Issues relating to success and failure of enterprises - Personal. Production, Finance, Social, Marketing.	15
<b>III</b>	<b>Management-</b> Meaning, concept, nature and importance. Approaches to management, Levels of management, Qualities and skills of a manager. Principles of management. Classification of Functions of Management. Concept of Posdcorb.	15
<b>IV</b>	<b>Training and Development-</b> <ol style="list-style-type: none"> <li>Performance appraisal - Meaning, Concept, Methods.</li> <li>Direction- Concept, Principles. Requirements of effective direction. Giving orders, Techniques of direction.</li> <li>Leadership - Concept, Characteristics, Functions, Approaches to leadership, Leadership styles.</li> <li>Organizational Communication - Concept, Process. Types, Net Works. Barriers to Communication.</li> <li>Managing work motivation - Concept, Motivation and Performance, Approaches to motivation</li> </ol>	15

<b>PRACTICALS</b>	
I.	Field visit to Successful enterprises.
II.	Study of Characteristics of Successful entrepreneurs.
III.	Development of Project Proposal - Case Studies of Success / Failure enterprises.
IV.	Exercise on Market Survey-Field visit to Financial institutions
V.	Simulated exercise to understand management process-Field visit to extension organizations to understand the functions of management.
VI.	Group exercise on development of short term and long term plan-Simulated exercise on techniques of decision making.
VII.	Designing organizational structure -Group activity on leadership development skills.

M.A. II YEAR (SEMESTER III)			
ELECTIVE; GENDER STUDIES AND FAMILY RELATIONS			
Course code: A120904T	Marks- 25+75	Credit-	ELECTIVE
No. of Lectures (in hours per week):- 4	Course Title:- GENDER STUDIES AND FAMILY RELATIONS		
UNITS	TOPICS	No. of Lectures	
I	Gender concepts. issues and challenges in development; terminologies, Gender roles, gender balance, status, need and scope.	10	
II	National policy for empowerment of women since independence; Developmental programmes for women; Women development approaches. Gender budgeting - A tool for empowering women.	10	
III	Gender analysis tools and techniques. Gender frameworks-Harvard Analytical framework, Social relation framework, SEAGA etc.	10	
IV	Five year plans and gender development, programmes and schemes for women and children.	10	
V	<ul style="list-style-type: none"><li>• <b>Family relationships and structure in India:</b> Family, definition, function. Compositions and types- Nuclear, Joint and extended family system.</li><li>• <b>Definition and Function of marriage:</b> Marriage Customs and practices in Indian culture, Registration of marriage, Marriage counselling: Laws pertaining to marriage and its adoption in different religious group.</li></ul>	10	
VI	<ul style="list-style-type: none"><li>• <b>Crisis in Family Life:</b> Prolong illness, death, suicide, mental illness and unemployment. Breakup of the family - divorce, separation, dissection, death of the partner, single parenthood.</li><li>• <b>Exceptional Children:</b> Definition, Classification and types. Identification and methods of training. Special schools available in India for exceptional children. Gifted children - Identification and education facilities</li></ul>	10	
PRACTICALS			
Study of some agencies/individuals to understand gender development pattern in society, development of various questionnaires with special focus on gender development.			

M.A. II YEAR (SEMESTER IV)			
Paper-I; COMMUNICATION MEDIA- ITC MEDIATED, PRINT AND ELECTRONIC			
Course code: A121001T	Marks- 25+75	Credit- 4	Core Paper
No. of Lectures (in hours per week)- 4	Course Title- COMMUNICATION MEDIA-ICT MEDITATED, PRINT AND ELECTRONIC		
UNITS	TOPICS	No. of Lectures	
I	ICTs- Concept, definition, tools and application in extension education. Reorganizing the extension efforts using ICTs, advantages. limitations and opportunities.	15	
II	Community Radio, Web, Tele, and Video conferencing. Computer Aided Extension. Knowledge management, Information kiosks, Multimedia. Online, Offline Extension. Tools Mobile technologies. e-learning concepts.	15	
III	ICT Extension approaches-pre-requisites. Information and science needs of community. Need integration. Human resource information. Intermediaries. Basic e-extension training issues. ICT enabled extension pluralism. Emerging issues in ICT.	15	
IV	Various ICT tools and techniques- traditional and modern. Development of these tools and techniques. Basics of developing traditional and modern tools. Radio and TV talk script writing.	15	
PRACTICALS			
I.	Content analysis of ICT Projects.		
II.	Handling of ICT tools.		
III.	Designing extension content- Online extension service.		
IV.	Project work on ICT enabled extension.		
V.	Creation of extension blogs.		
VI.	Visit to ICT extension projects.		

M.A. II YEAR (SEMESTER IV) Paper-II; HUMAN DEVELOPMENT			
Course Code: A121002T	Marks- 25+75	Credit- 4	Core Paper
No. of Lectures (in hours per week) - 4	Course Title:- <b>CHILD DEVELOPMENT- HUMAN DEVELOPMENT AND FAMILY RELATIONS</b>		
UNITS	TOPIC	No. of Lectures	
I	<ul style="list-style-type: none"> <li>• <b>Meaning, definition and scope of child development. Growth and development-</b> definition, principles, factor affecting growth and development. Effect of heredity and environment on child development. Methods of child study- longitudinal cross-sectional and socio-gram approaches.</li> <li>• <b>Pregnancy-</b> Course of prenatal development, overview of birth process and Complications. Conditions affecting prenatal development. Hazards during prenatal development. Stages of birth process-               <ol style="list-style-type: none"> <li>a. Stages of child birth and types of child birth. Latest concepts in the field of fertility.</li> <li>b. Post Natal care.</li> </ol> </li> </ul>	15	
II	<ul style="list-style-type: none"> <li>• <b>Infancy (0-2 years):</b> The Neonate Characteristics, Behaviour and adjustment. Physical growth and development in infancy. Sensory and perceptual development during infancy. Theoretical approaches to early personality development- psycho sexual theory of Sigmoid Freud. Psycho Social theory of Erik Erikson and Piagets cognitive development theory of sensory motor and pre-operational stage.</li> <li>• <b>Early Childhood (3 to 6 years):</b> Significance of early years, physical, motor, social development. Erickson's psycho - social theory psycho analytical theories. Emotional development, speech and intellectual development. Piagets preoperational stage personality development. Psycho sexual theory - Freud's phallic period. Habit and Habit formation. Child training methods, accidents and prevention. Significance of play - values, types, characteristics and Theories of play.</li> <li>• <b>Pre- School Education:</b> <ol style="list-style-type: none"> <li>a. Its role in all round development.</li> <li>b. Types of pre-schools - Montessori, Laboratory, Balwadi and Kindergarten.</li> </ol> </li> </ul>	15	

	<p>c. Development of pre-school Education in India - Aims and Objectives.</p> <p>d. Indian and American philosophers who developed pre-school education.</p> <ul style="list-style-type: none"> <li>• <b>Middle Childhood (6 - 12 years):</b> Physical, motor, social - Erickson's 4th crisis of psychosocial theory and emotional development, Intellectual development and Piagets stage of Concrete operations. Moral and Personality development. Psychosexual Theory - Freud's Latency period. Home - school relationship.</li> </ul>	
III	<ul style="list-style-type: none"> <li>• <b>Adolescence (13 to 18 years):</b> Development tasks, significance of physical, emotional, social- Eriksons's 5<sup>th</sup> crisis of psychosocial theory, sexual maturity, Intellectual development. Piagets stage of formal operations. Moral Development- Kholbergs Moral Theory, Personality development, Psychosexual theory- Freud's Genital period and values interests.</li> </ul>	15
IV	<ul style="list-style-type: none"> <li>• <b>Psychology of adulthood (19 to 40 years):</b> Developmental tasks. Significance of physical emotional, social -Erickson's 6thcrisis, intellectual development and Personality development.</li> <li>• <b>Middle adulthood (41 to 60 years):</b> Development tasks, Significance of physical, emotional, social - Erickson's 7th crisis of psychosocial theory, intellectual development and personality development.</li> <li>• <b>Late adulthood and Ageing (67 years - till death):</b> Developmental tasks, Physical and Social - Erickson's 8th crisis of psychosocial theory, emotional, intellectual, and personal and Social Adjustments Mental Health. Welfare services for aged, recreational interest of the aged.</li> </ul>	15
<b>PRACTICALS</b>		
I.	Visit to a Special children schools/ Institutes.	
II.	Observation study on physical, moral, language. social development of children.	
III.	Play on different types of marriages in India.	

M.A. II YEAR (SEMESTER IV)			
ELECTIVE; RESOURCE MANAGEMENT & INTERIOR DESIGNING			
Course Code: <b>A121003T</b>	Marks- 25+75	Credit-	ELECTIVE
No. of Lectures (in hours per week)-4	Course Title- RESOURCE MANAGEMENT & INTERIOR DESIGNING		
UNITS	TOPIC	No. of Lectures	
I	<b>Interior design:</b> Current trends in interior design, terminology of interior architecture and structure and its relation to interior design.	15	
II	<b>Interior Decoration:</b> Meaning and importance of good taste. Objectives of decoration and furnishing, elements of arts, principles of design. Styles in furnishing materials. Furniture, their selection, arrangement and care. Slip covers, bed covers and table covers, carpet, curtain. draperies. rugs. their selection and care.	15	
III	<ul style="list-style-type: none"> <li>• <b>Residential structural features of architecture:</b> Foundation footing, plinth, beams, columns, walls, slabs, floor, ceiling, window, doors, staircase, ramp etc.</li> <li>• <b>Material and finishes :</b> Wood, glass, plastics, acrylics, metals, emphasis to be given to their characteristics, adaptability and use in interiors, special finishes liking staining melamine's etc.</li> <li>• <b>Illumination:</b> Purpose, types of lighting, natural and artificial, reflection and inadequate lighting, lighting stands for various tasks, tumbler and modular switches.</li> <li>• <b>Services:</b> Services in relation to interiors liking drainage plumbing and electricity.</li> </ul>	15	
IV	<ul style="list-style-type: none"> <li>• <b>Costing and estimating :</b> Methods of estimating.</li> <li>• <b>Accessories and their role in interiors :</b> Various types and their place in interior decoration, paintings. sculpture and pots etc.</li> <li>• <b>Introduction to pottery</b> - Principles of pottery, care and precautions, designs and newer technologies or trends.</li> </ul>	15	

M.A. II YEAR (SEMESTER IV) ELECTIVE; TEXTILE AND LAUNDRY PROCESS		
Course Code: <b>A121004T</b>	Marks- 25+75	Credit- <b>ELECTIVE</b>
No. of Lectures (in hours per week)- 4	Course Title- <b>TEXTILE AND LAUNDRY PROCESS</b>	
UNITS	TOPIC	No. of Lectures
I	<b>Classification of Textile fibres</b> - A review of structure, chemical and physical properties of textile fibres, natural regenerated and synthetic fibres.	15
II	<b>Textile Properties</b> - Action of heat, light, acid, alkali, oxidising and reducing agents on the fibres.	15
III	<ul style="list-style-type: none"> <li>• <b>Classification and introduction to laundry process</b> <ul style="list-style-type: none"> <li>a. Wet</li> <li>b. Dry cleaning</li> </ul> </li> <li>• Water-               <ul style="list-style-type: none"> <li>a. Hard Water</li> <li>b. Soft Water</li> </ul> </li> <li>• Soaps and Detergents- Definition, chemical nature. manufacture, properties and their cleaning action.</li> </ul>	15
IV	<b>Textile Testing</b> - Introduction, definition and importance.	15
PRACTICALS		
I. Microscopic study- Study of longitudinal section of textile fibres. II. Chemical Study - Testing different fibres through chemicals. III. Burning test - Identifying fibres through burning. IV. Laundering of cotton, rayon, silk, wool and synthetics. V. Bleaching and whitening of cotton. VI. Starching of cotton. VII. Visit to a dry cleaning, or a textile mill. VIII. Visit to cleaning agent manufacturing company. IX. Testing of Water.		