

SHIVAJI UNIVERSITY, KOLHAPUR
REVISED SYLLABUS FOR MASTER OF ARTS – HOME SCIENCE

1. TITLE : M.A. Part I (Home–Science)
Under Faculty of Science.
2. YEAR OF : Revised Syllabus will be implemented from
IMPLEMENTATION: June 2013 onwards.
3. DURATION : The Course shall be a full time course. The
duration of the course shall be two years.
M.A. I – One Year.
4. PATTERN OF : Semester
EXAMINATION : Practical and related Activities – internal
Examination
5. MEDIUM OF : English or Marathi.
INSTRUCTION
6. STRUCTURE OF : M.A. Part – I (Total papers - 8) Semester I - 4 papers, Semester II
- 4

COURSE papers

M.A. Part I Semester I

Sr. No.	Paper No.	Name of the subject	Distribution of Marks			
			Theory	Practical	Seminar/Assignment / Project	Total
1	I	Research Methods	80	--	20	100
2	II	Human Development	80	--	20	100

		(Adulthood to Old Age)				
3.	III	Management of Resources	80	--	20	100
4.	IV	Dietetics	80	20	--	100

M.A. Part I Semester II

Sr. No.	Paper No.	Name of the subject	Distribution of Marks			
			Theory	Practical	Seminar/Assignment / Project	Total
1	V	Statistical Applications	80	--	20	100
2	VI	Guidance and Counselling	80	--	20	100
3.	VII	Family Clothing	80	20	--	100
4.	VIII	Maternal and Child Nutrition	80		20	100

7. SCHEME OF TEACHING :

M.A. I (Home – Science) Semester I

Sr. No.	Paper No.	Name of the subject	Teaching Scheme (Lectures / week)		
			Theory	Practical / Seminar/ Assignment / Project	Total
1	I	Research Methods	4		4
2	II	Human Development (Adulthood to Old Age)	4	1	5
3.	III	Resource Management	5		5
4.	IV	Dietetics	4	3	7

M.A. I Semester II

Sr. No.	Paper No.	Name of the subject	Teaching Scheme (Lectures / week)		
			Theory	Practical / Seminar/ Assignment / Project	Total
1	V	Statistical Applications	4		4
2	VI	Guidance and Counselling	5		5
3.	VII	Family Clothing	4	3	7
4.	VIII	Maternal and Child Nutrition	5		5

8. SCHEME OF EXAMINATION:

- The Examination shall be as semester system. There will be two semester for a year.
- All papers shall carry 80 marks for Theory papers and 20 marks for Practical / Seminar / Assignment / Project.
- The evaluation of the performance of the students in theory shall be on the basis of Semester Examination as mentioned above.
- Question paper will be set in the view of the entire syllabus preferably covering each unit of the syllabus.

Nature of Question Paper (Theory) and Division of marks

Question No.1	Multiple choice (Total 10 questions)	10 Marks
Question No.2	Descriptive question with internal choice	20 Marks
Question No.3	Descriptive question with internal choice	20 Marks
Question No.4	Short answer type question (Three out of five)	30 Marks
	Total	80 Marks

- There will be – one objective type question (multiple choice questions) having 10 marks (total 10 questions)
- Two descriptive questions with internal choice having 20 marks each. i.e. $20 \times 2 = 40$ marks.
- One short answer type question having 30 marks (Three short questions out of five carrying 10 marks each)

Internal Evaluation for each semester:

The evaluation of the performance of the students in Practical / Project/ Seminar / Assignment shall be on the basis of internal evaluation for each semester as mentioned separately in the syllabus of each paper. There will be internal evaluation of 20 marks for each paper for each semester.

Semester 1	One Home assignment - shall be of at least 6-8 pages	20 marks
Semester 2	Oral Exam	20 marks
Semester 3	One Home assignment - shall be of at least 6-8 pages	20 marks
Semester 4	Seminar - Content of seminar shall be taken in a written form. Presentation skill of the student shall be observed.	20 marks

Standard of Passing –

- In order to pass in a theory paper and practical a candidate shall have to secure 40% marks in each theory and practical at the university examination. Candidate

shall be declared to have passed the examination in pass class if he/she passes in all the eight papers.

- A practical will be separate head of passing.
- In order to secure IInd class, a candidate shall have to secure at least 50% or more marks.
- In order to secure Ist class, a candidate shall have to secure at least 60% or more marks.
- In order to secure Ist class with distinction a candidate shall have to secure 70% or more marks.
- The class will be awarded on the aggregate total of all the eight papers of Part I & II at the University examination.

Equivalence of Papers :

Old (Annual pattern)		Revised (Semester Pattern)		
Paper No.	Title of the paper	Paper No.	Semester	Title of the paper
I	Research Method and Statistics	I	I	Research Methods
		V	II	Statistical Applications
II	Human Development and Marriage – Family Relationship	II	I	Human Development (Adulthood to Old age)
		VI	II	Guidance and Counselling
III	Theory of Management and Management of Resources	III	I	Resource Management
		VII	II	Family Clothing
IV	Dietetics and	IV	I	Dietetics

	Community Nutrition	VIII	II	Maternal and Child Nutrition
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M.A. I (Home Science)
Paper I – Research Methods

Work Load – 4 lecturers / week

Total Marks –

100

Theory -

80

Sessional -

20

Objectives :

- To understand the meaning and importance of research.
- To know types, tools and methods of research.
- To develop the ability to construct data gathering tools appropriate to the research design
- To develop ability to interpret data and prepare research proposal.

Course Content

Theory

Research Methods

Unit I – Introduction to Scientific and Meaning of Scientific Research

- i Definition of Research
- ii Characteristics of research
- iii Scope of Research
- iv Importance of Research
- v Criteria of research

Unit II – Types of Research

- i Basic/Pure
- ii Applied
- iii Descriptive
- iv Explorative
- v Explanatory
- vi Experimental
- vii Action
- viii Evaluative
- ix In vivo and In vitro

Unit III – Nature and Scope of Research in Home Science

- i Research in Food & Nutrition
- ii Research in Family Resource Management
- iii Research in Textile & Clothing
- iv Research in Human Development
- v Research in Extension Education

Unit IV – Research Design

- i Definition and Requirement
- ii Types of Research Design
 - Exploratory
 - Descriptive
 - Diagnostic
 - Experimental

- iii Hypothesis- Meaning, Types and Importance

Unit V- Process of Scientific Research

- Steps in Research
 1. Formulation of the problems
 2. Formulation of Hypothesis
 3. Research Design
 4. Sampling
 5. Data processing and Classification
 - 6 Data Analysis and Interpretation
 7. Report writing and Conclusion.

Unit VI – Sources of Information

- i Concept and sources of information
- ii Importance Classification and sources of data collection

Unit VII – Sampling Techniques

- i Meaning and nature of sampling Techniques
- ii Methods of Sampling
 - Probability sampling
 - Non probability sampling
- iii Advantages and limitations of sampling technique

Unit VIII – Scientific Writing

- i) Different forms of Scientific writing
 - Articles in journals, Research notes
 - Review articles, Monographs, Dissertations
 - Bibliographies
- ii) Drafting titles, sub-titles, Tables illustrations
 - Tables as systematic means of presenting data in rows and columns and lucid way of indicating relationships and results.
 - Formatting Tables –

Title, body stab, stab column, Column Head, Spanner Head, Box head

Appendices – Use & guidelines

iii) Parts of Dissertation / Research Report Article.

- Introduction
- Review of Literature
- Methodology
- Result of discussion
- Conclusion

Sessional work –

20 Marks

- A) Survey of 10 samples in relation with any sub topic of Home science and its submission – 10 marks
- B) Preparation of a one scientific research writing – 10 marks

Reference Books :

- 1) Devdas R.P. & Kulandaivel K. Hand book of Research Methodology
- 2) S.P. Gupta .Research Methods
- 3) C.V. Good & D.E. Scafes . Methods of Research –
- 4) P.V. Young and Calvin F. Schmid. Scientific Social Survey and Research
- 5) Hans Raj. Theory and Practice in Social Research
- 6) Sharma R. N. Research Methods in Social Sciences
- 7) Bajpai S. R. Methods of Social Survey and Research. Kitab Ghar
- 8) Kaul Lokesh. Methodology of Education Research. Appleton Century profit, Educational Division, Mereelith Corp.
- 9) सामाजिक संशोधन पद्धती - डॉ. पु. ल. भांडारकर
- 10) सामाजिक संशोधन पद्धती - डॉ. गुरुनाथ नाडगोडे
- 11) सामाजिक संशोधन पद्धती - डॉ. आगलावे.
- 12) Kothari e.R, Research Methodology, Methods and Techniques (Second Revised Edition), New Age International Publishers.

- 13) आगलावे प्रदिप,सामाजिक संशोधन पद्धतीशास्त्र व तंत्रे ,साईनाथ प्रकाशन, नागपूर,2010
- 14) खैरनार दिलीप, प्रगत सामाजिक संशोधन पद्धती व सांख्यीकी डायमंड पब्लीकेशन,पुणे.
- 15) बर्वे ली.एन.मानसशास्त्रातील संशोधन पद्धती, विद्या प्रकाशन, नागपूर.

M.A. I (Home Science) Semester – I

Paper II – Human Development

Work Load	– 5 lectures / week	Total Marks –
100 Theory	– 4 lectures / week	Theory
-80		
Seminar / Project - 1 Lecture / week		Sessional
-20		

Objectives :

- 1) To undertake an advanced study of the stages in human development with specific Focus an adulthood and old age.
- 2) To understand characteristics and developmental tasks of adulthood and old age.
- 3) To understand hazards and adjustments in adulthood and old age.

Course Content

Theory

Human Development [Adulthood to Old Age]

Unit I – Young Adulthood : Personal Adjustments

- i Characteristics of Young Adulthood
- ii Developmental tasks of Young Adulthood
- iii Changes in interest in Young Adulthood
- iv Personal Hazards of Young Adulthood

Unit II – Young Adulthood : Social and Vocational Adjustments

- i Social mobility in Young Adulthood
- ii Sex Role Adjustments in Young Adulthood
- iii Vocational Adjustment in Young Adulthood
- iv Social and Vocational Hazards of Young Adulthood

Unit III – Young Adulthood : Family Adjustments

- i Marital Adjustments
- ii Adjustment to Parenthood
- iii Adjustment to Singlehood
- iv Hazards of Family Adjustments during Young Adulthood

Unit IV – Middle Adulthood – Personal Adjustment

- i Characteristics of Middle Adulthood
- ii Developmental tasks of Middle Adulthood
- iii Adjustment to physical changes
- iv Adjustment to mental changes
- v Adjustment to changed interests
- vi Personal hazards of Middle Adulthood.

Unit V – Middle Adulthood – Social and Vocational Adjustment

- i Social Adjustments

- ii Vocational Adjustments
- iii Social and Vocational Hazards of Middle Adulthood

Unit VI – Middle Adulthood – Family Adjustments

- i Adjustment to changed family pattern
- ii Adjustment to Singlehood
- iii Adjustment to Loss of spouse
- iv Adjustment to Approaching Old Age
- v Marital Hazards to Middle Adulthood

Unit VII- Old age – Personal and Social Adjustment

- i Characteristics of old age.
- ii Developmental Tasks of Old Age.
- iii Adjustments to Physical Changes in Old Age.
- iv Changes in Motor abilities and Mental abilities in Old Age.
- v Changes in interests in Old Age
- vi Hazards to Personal and Social Adjustment

Unit VIII – Old Age – Vocational and Family Adjustment

- i Vocational Adjustments in Old Age.
- ii Adjustment to Retirement
- iii Adjustment to Changes in Family life in Old Age.
- iv Adjustment to Loss of a Spouse
- v Vocational and Family life hazards of Old Age.

Sessional Work

: 20 Marks

- i) Home Assignment – 20 Marks

Reference Books :

1. Hurlock E. B. Developmental Psychology,
2. Santrock, John, W : Topical Approach to Lifespan Development, McGrawhill, Boston 2002
3. Santrock John W : Life Span Development, McGrawhill Higher Education, Boston 2004
4. Berk, Laura E : Development Through the Lifespan
5. Hurlock E. B. : Development Psychology, A life Span Approach. Tata Mc Graw Hill Publishing Company Ltd. New Delhi, 1980.
6. Kakkar S. (1992) Identity and Adulthood, Delhi oxford Uni. Press
7. Papalia Diane E., Sally Wendkos, Ruth Duskin Felsman: Human Development, The McGraw Hill Company Limited, New Delhi, 2004
8. Sapra Rekha: Integrated Approach to Human Development, Vishvabharati Publications, New Delhi, 2001.
9. Berk Laura E. : Development through Life Span, 7th Edition, 2007.
10. कुमटेर मेधा, वैकासिक मानसशास्त्र, निरालि पब्लिकेशन, पुणे

M.A. I (Home Science) Semester – I

Paper III – Resource Management

Work Load – 5 lectures / week

Total Marks –

100

Theory – 5 lectures /week

Theory

-80

Sessional -20

Objectives . :

- 1 To understand the individual entity as a Resource
- 2 To understand the significance of Resource Management
- 3 To know the conceptual, human and scientific aspects of management functions.
- 4 To develop the ability to evaluate the management efficiency and effectiveness in the family.
- 5 To increase awareness and importance of human resources and family health.
- 6 To become aware of the financial management

Course content

Theory

Resource Management

Unit I – Management Principles :

- i) Concept and definitions of management
- ii) Management Abilities /skill -
General Abilities, Conceptual, Human, Technical, Design skill

Unit II – Planning and Organization in Management

- i) Meaning, characteristics, steps in planning and importance of planning
- ii) Meaning, steps in organization , organization chart, importance of organization

Unit III – Co-ordination and Control in Management

- i) Meaning, need and functions of Supervision
- ii) Meaning, characteristics and steps in Controlling

Unit IV – Leadership and Communication –

- i Meaning, types and qualities of leader
- ii Meaning, types and process of Communication
- Errors in miscommunication, echos
- Disturbance Management due to communication skill

Unit V – Time Management –

- i Nature and meaning of Time
- ii Types of time
- iii Characteristics of time
- iv Time Management process

Unit VI – Energy management –

- i Nature and concept of energy as a human resource
- ii Types of efforts
- iii Fatigue- concept, types, causes
- iv Energy management process

Unit VII- Health Management –

- i Concept of Health
- ii Public Health Services
- iii Private Health Services

Unit VIII – Financial Management –

- i Budget –definition, types, significance
- ii Steps in making budget,
- iii Methods of handling money

Sessional Work

- 20

Marks

Home assignment

- 20 Marks

Reference Books :

- 1) Dwivedi R.S.(1981)–Professional Management S.K. Publishers, New Delhi.
- 2) Saiudain M.S. (1988) – Human Resources Management, Tata Mc-Graw Hill, New Delhi.
- 3) Dayal R. (1996) – Dynamics of Human Resources Development, Mttal Publications, New Delhi.
- 4) Rao N. P. (1986) – Human Resources Development in Management and Administration, B. K. Publishers, Delhi.
- 5) Karnik V. G. (1984) – Personal Management, - Jaiw Bombay.
- 6) Deconrath E. and Firebavgh F. M. – “Home – management concept and context”.
- 7) Gross Ima and Crandall Elizabeth – “Management for modern families”.
- 8) Swanson – “Management system”.
- 9) M. Shukul, Veena Gandotra – Home Management and Family Finance.
- 10) Educational Planning Group – Home Management – Arya Publishing House, New Delhi.
- 11) प्रा. सौ. लीना कांडलकर- प्रगत गृहव्यवस्थापन
- १२) प्रा. सौ. आशा निमकर- प्रगत गृहव्यवस्थापन
- १३) प्रा. सौ. नंदिनी जठार- गृहव्यवस्थापन व गृहकला.

M.A. I (Home Science) Semester – I

Paper IV – DIETETICS

Work Load –

Theory - 4 lectures / week

Total Marks – 100

Practical - 3 lectures/ week / batch

Theory - 80

Total = 7(4+3)

Practical -

20

Objectives. :

- 1 To enable students to make appropriate dietary modifications for various disease conditions
- 2 To develop skills to assess and maintain nutritional and health status of the patients

Course content

Theory

DIETETICS

Unit I – Dietary treatment for febrile condition –

- i Concept of fever
- ii Physiology of fever
- iii Causes and classification of fevers
- iv Metabolic changes due to fever
- v Dietary modifications in typhoid .

Unit II – Dietary treatment for pre and post operative condition –

- i Concept of pre and post operative condition

- ii Nutritional need during pre and post operative condition
- iii Dietary modifications in pre and post operative condition

Unit III – Dietary treatment for burn patient –

- i Concept of burns
- ii Classification of burns
- iii Nutritional needs during burn
- iv Dietary modification during burn.

Unit IV - Dietary treatment for Kidney disease. –

- i Concept of urinary system
- ii Renal functions
- iii Types of kidney disease
- iv Causes and symptoms of kidney stone
- v Nutritional needs and dietary modification in kidney stone

Unit V- Dietary treatment for liver disease –

- i Functions of liver
- ii Etiology of hepatitis
- iii Causes, symptoms and types of hepatitis
- iv Dietary modifications in hepatitis

VI – Dietary treatment in Gastrointestinal(GI) disease

- i Concept of GI tract
- ii Causes, types and symptoms of constipation
- iii Dietary modification in constipation
- iv Causes, types and symptoms of diarrhoea
- v Dietary management in diarrhoea.

Unit VII – Dietary treatment for Anaemia

- i Concept of Anaemia
- ii Causes, types and symptoms of Anaemia
- iii Nutritional need and dietary modification in Anaemia

Unit VIII – Dietary treatment for Cancer

- i Concept of Cancer
- ii Causes, types and symptoms of cancer
- iii Nutritional needs, dietary and other health management in Cancer

Practicals

1. Planning and preparation of one day diet plan for following [any five]

- 1 Typhoid
- 2 Pre and post operative condition
- 3 Burn condition
- 4 Kidney stone
- 5 Hepatitis
- 6 Constipation and diarrhoea
- 7 Anaemia
- 8 Cancer

Practical Examination Pattern

1. Planning and preparation of one day diet plan with dietary modification for any one given

disease condition .

- | | |
|--|---------|
| • Planning of diet | 5 marks |
| • Calculation of nutritive value | 5 marks |
| • Preparation of diet and its evaluation | 5 marks |

- Record book submission

5 marks

Total

20 marks

Reference Books :

- 1) Food Nutrition and Dietetics – M. Raheena Begum:
- 2) Human Nutrition and Dietetics – Davidson and Passmore:
- 3) Assessment of Community Nutritional status – Jelliffe:
- 4) Food, Nutrition and Health – Vijaya Khader
- 5) Shubhangini A Joshi – Nutrition and Dietetics..
- 6) आहार आणि पोषण - मिनाक्षी तारणेकर :
- 7) पोषण आणि आहारशास्त्र परिचय - सरल लेले :
- 8) मानवी पोषण व आहारशास्त्राची मुलतत्वे - डॉ. आशा देऊस्कर :
- 9) पोषणशास्त्र - डॉ. मंजुषा :

M.A. Part I (Home Science) Semester II

Paper V – Statistical Applications

Work Load – 4 lectures / week	Total Marks –
	100
Theory - 4 lectures / week	Theory
- 80	
	Sessional
- 20	

Objectives :

- 1 To understand the role of statistic in Home Science research
- 2 To apply statistical techniques to research data for analysis and interpreting data meaningfully.
- 3 To study the statistical techniques in the application of Home Science research

Unit I – Introduction to Statistics :

- i Meaning of statistics.
- ii Scope of statistics
- iii Classification of statistics
- iv Terms involved in statistics
- v Formation of frequency distribution with examples

Unit II – Presentation of Data

- i Concept of diagrams and tabulation of data
- ii Types of diagrams – bar (simple, multiple)
- iii Concept of graph

- iv Types of graph- histogram, o give curves, computations of median and mode from graphs

Unit III – Measures of Central Tendency –

- i Concept of measures of central tendency
- ii Arithmetic mean (AM) Median and Mode
- iii Merits and Demerits of AM, Median and mode
- iv Numerical examples for ungrouped and grouped data

Unit IV – Measures of Dispersion –

- i Concept of dispersion
- ii Absolute and relative measures of dispersion
- iii Quartile deviation, standard deviation and their merits and demerits
- iv Variance, coefficient of variation with numerical examples.

Unit V- Correlation –

- i Concept of correlation
- ii Types of correlation
- iii Scattered diagram method
- iv Karl Pearson's correlation coefficient
- v Rank Correlation coefficient method

Unit VI – Regression –

- i Concept of lines of regression
- ii Regression coefficients
- iii Relation between correlation coefficient and regression coefficient
- iv Numerical examples of regression coefficient

Unit VII – Probability –

- i Definition of probability
- ii Laws of probability

- iii Types of probability
- iv Numerical examples of probability

Unit VIII – Testing of hypothesis and statistical techniques -

- i Concept of hypothesis
- ii Types of hypothesis
- iii Level of significance in statistical technique
- iv Statistical techniques
 - a) Chi- square test
 - b) ‘t’ - test (student ‘t’ test and paired ‘t’ test)
 - c) ‘z’ – test
 - d) ‘f’ – test
 - e) Completely randomized design (CRD) completely block design (CBD) Latin square design (LSD)

Sessional Work -

20 Marks

1 Application of computerized diagrams and graphs in given data and its submission – (10 Marks)

2 Application of statistical techniques (chi- square test, ‘z’ test, ‘t’ test, ‘f’ test ,CRD,CBD,LSD) in given data and its submission – (10 marks)

Reference Books –

- 1 , P.V. Young and Calvin F Solmid, Scientific Social Survey in Social Research
- 2 R.N. Sharma, Research Methods in Social Sciences
- 3 Goon, Gupta ad Dasgupta , Fundamentals of Statistics

- 4 V.K. Rohatgi ,Probability Theory and Mathematical Statistics
- 5 H. Garret, Statistics in Education and Psychology
- 6) सामाजिक संशोधन पद्धती - डॉ. पु. ल. भांडारकर
- 7) सामाजिक संशोधन पद्धती - डॉ. गुरुनाथ नाडगोडे
- 8) सामाजिक संशोधन पद्धती - डॉ. आगलावे.

M.A. Part I (Home Science) Semester – I I

Paper VI – Guidance and Counselling

Work Load – 5 lectures / week

Theory - 5 lectures / week

Total Marks – 100

Theory -80

Sessional -20

Objectives :

- 1 To understand the need for guidance and counselling in human development

- 2 To understand the importance of educational, career and marriage and family counselling and the process of counselling.
- 3 To know the types, causes and effects of disabilities of children and counselling to children with special needs.

Course Content

Theory

GUIDANCE AND COUNSELLING

Unit I – Introduction to Guidance and Counseling

- i Concept, aims and need of Guidance and Counseling
- ii Nature and scope of Guidance and Counseling
- iii Basic principles of Guidance and Counseling

Unit II – Counselling Process

- i Pre- requisites and Preparation for Counselling
- ii Counselling process

Unit III – Professional ethics and Methods of counselling

- i Professional ethics and Qualities of a counsellor
- ii Methods and Approaches of counselling
- iii Areas of Counselling

Unit IV - Educational Counselling

- i Meaning and definition
- ii Nature and methods of Educational Counselling [
- iii Education counselling for elementary, school and high school children.
- iv Educational counselling for college students

Unit V- Family Counselling

- i Meaning and types of family counselling
- ii Parent counseling

Unit VI – Pre-marital and marital counseling

- i Concept and importance of pre-marital counseling
- ii Factors affecting Marital Relations
- iii Need of Marital counselling

Unit VII – Career counselling

- i Concept and importance of career counselling
- ii Factors to be considered in selection of career
- iii Role of career counsellor

Unit VIII – Guidance and counselling to children with special Needs

- i Definition
- ii Types of disabilities, causes and effects of sensory deficits (visually and hearing impairment) mental retardation and learning disabilities
- iii Guidance and counselling to children with special needs.

Sessional Work

- 20 Marks

Oral Test –
Marks

Total Marks - 20

References Books :

- 1 Bigher J. (1979) Parent child relation. An Introduction to Parenting, N.Y. Mcmillan pub.
- 2 Fine Marwin (1980) Handbook on parent education
- 3 Kulkarni Sudha (1988) Parent Education, Jaipur, Rawat Pub
- 4 Narayanrao's (1991) Counseling psychology 2nd Reprint 2001, Tata megraw hill publishing Comp. New Delhi

5 . प्रा. पवार बी. एस. समुपदेशन मानसशास्त्र, प्रशांत पब्लिकेशन्स, पुणे

6 . वैकासिक मानसशास्त्र – प्रा. हिरवे. प्रा तडसरे.

7 . वैकासिक मानसशास्त्र – प्रा. जनई, प्रा.माळी.प्रा.तडसरे.

8 Alam S. (2008) Basics & Guidance and counseling . Global vision

9 Barki B.C. and Mukhopadhaya B. (1989) Guidance and Counseling : A Manual , sterling

10 Gunner J. 1984, Counselling and therapy for Children. The Free Pass.

11 Kenedy E. 1977.On Becoming a Counselor: A Basic Guide for Non-Professional Counselor. Gill and McMillan.

12 Skinner C. 2006. Educational Psychology. Printice Hall of India.

13 Lily, Stephan M. Children with Exceptional needs, Holt. Rinehart, 1979.

14 J. warters, Techniques of Counselling

15 L.E. Moser and R.S. Moser, Counselling and Guidance: An Exploration

16 Sharma N. R. Educational and Vocational Guidance, Vinod Pustak Mandir, Agra.

17. Narayanrao. S. Councilling and Guidance,Second Edition,

18. Barki B.G., Mukhopadyay, Guidance and Councelling ,Sterling publishers Pvt Ltd,2004

19.David A,Guidance and Counselling, commonwealth,2009

20.देशपांडे चंद्रशेखर,समुपदेशन: शास्त्रीय प्रक्रीया व उपयोजन,उन्मेष प्रकाशन, पुणे,2010

21 शिरगावे,नाईक,धस्ते, बिरात्ते– समुपदेशन मानसशास्त्र, निरालि प्रकाशन,पुणे

22 हिरवे,तडसरे, समुपदेशन मानसशास्त्र, फडके प्रकाशन, कोल्हापूर.

M.A. Part I (Home Science) Semester – II

Paper VII – FAMILY CLOTHING

Work Load – 7 lectures / week	Total Marks -
100	
Theory - 4 lectures / week	Theory -
80	
Practical – 3 lectures / week/ batch	Practical -
20	

Objectives :

- 1 To understand clothing needs of family members and factors affecting selection of clothing
- 2 To get acquainted with selection of clothing for different age groups, occasions, activities etc.
- 3 To enable the student to develop skills in clothing construction

Unit I - Introduction of Family Clothing

- i Concept of Family Clothing
- ii Importance of clothing – Physical, Psychological, Social, Emotional, Religious, Health, Personality development.
- iii Factors influencing selection of family clothing

Unit II – Clothing for New born and Toddler

- i Selection of fabric
- ii Colour
- iii Print and design
- iv Suitability
- v Types and styles of garment and its care and maintenance

Unit III – Clothing for Preschool and School children

- i Selection of fabric
- ii Colour
- iii Print and design
- iv Suitability
- v Types and styles of garment and its care and maintenance

Unit IV - Clothing for Adolescent and Adult

- i Selection of fabric
- ii Colour
- iii Print and design
- iv Suitability
- v Types and styles of garment and its care and maintenance

Unit V – Clothing for Pregnant, Lactating mother and Old age person

- i Selection of fabric
- ii Colour
- iii Print and design
- iv Suitability ,body figure
- v Types and styles of garment and its care and maintenance

Unit VI – Clothing for various occasions and profession

- i Formal occasion for special work –
 - 1 Business / occupation

- 2 Education
- 3 Travelling
- ii Non special events
 - 1 Minor events – Birthdays, Religions functions and festivals
 - 2 Major events – weddings, party
- iii Informal occasions
 - 1 Daily clothing
 - 2 Clothing for Rest and leisure

Unit VII - Clothing for various occupations sport and fitness exercise

- i. For various occupation- Doctors and nurse, lawyers, Teachers, Automobile workers etc.
- ii. For various sports person -
 - 1 Active – cricket, Tennis, Swimming, Gymnastic
 - 2 Passive- chess, carom
- iii Selection of garments for fitness exercise- ie yoga , arobic

Unit VIII – Clothing Management :

- i. Developing skills in clothing management
- ii. Budgeting for family clothing
- iii. Wardrobe planning

Practicals –

- 1 Drafting, cutting and stitching of Party Frock (10 to 12 years old girl)
- 2 Drafting, cutting and stiching of Sari Blouse/ Shirt
- 3 Collection of fabric samples used in clothing for different age group (minimum 5 Samples)

Examination pattern of Practical examination**– 20 marks**

Submission of garments = 5 2 =	10 marks
Journal and submission of sample collection =	05 marks
Drafting and paper cutting of any one garment of full measurement =	05 marks

Reference Books –

- 1 Clothing for children - Thompson and Rea, John Wiley and Son
- 2 Clothing - Latzke and Quitan, Hippincotoo , Chicago
- 3 Fabric and Dress - Rathbone and Tarplay Hongten miffin co.
- 4 Manual of children's clothing – Pandit savitri, Orient Longmans
- 5 Guide of modern clothing – starn M and Gliesser
- 6 Comparative clothing construction – Lewis
- 7 .वस्त्रशास्त्र– सौ. आढावा विमल, महाराष्ट्र ग्रंथ निर्माते मंडळ, औरंगाबाद.
8. शास्त्रोक्त शिवणकला भाग 1 व 2– हेगडे, हेगडे टेलरींग कॉलेज , पुणे.
9. वस्त्रशास्त्राची संकल्पना व फॅशन डिझायनिंग– डॉ. उज्ज्वला.

M.A. Part I (Home Science) Semester – I I

Paper VIII – Maternal and Child Nutrition

Work Load – 5 lectures / week

Total marks -

100

Theory - 5 lectures / week

Theory -

80

Sessional -

20

Objectives :

- To understand the significance of maternal and child nutrition

- To enable the students to understand the role of nutrition during pregnancy, lactation, and infancy

Course content

Theory

Maternal and Child Nutrition

Unit I - Current status of Maternal and Child nutrition –

- Current Nutritional and Health status of Women and Children in India
- Malnutrition in Mother and Child

Unit II – Importance of Maternal Nutrition

- Prior to and During pregnancy
- Pre-requisite for successful outcome effect of under nutrition on mother and child.

Unit III - Pregnancy

- Nutrition requirement during pregnancy
- Adolescent Pregnancy - normal ,early and late : pros and cons
- Pregnancy and AIDS
- Pregnancy and Tuberculosis

Unit IV – Lactation

- Development of mammary tissues and role of hormones
- Milk components , lactational amenorrhea, effect of breast feeding on maternal health
- Human milk composition and factors affecting breast feeding and fertility

Unit V – Management of Lactation

- Problems related to lactation – sore nipple inverted nipples etc.
- Exclusive Breast Feeding

- iii) Breast feeding and AIDS
- iv) Importance of Breast feeding week

Unit VI – Infant

- i) Preterm and low birth weight infant - causes , efforts and remedies
- ii) Growth and development during infancy
- iii) Feeding infant and children and their dietary management

Unit VII – Family planning

- i) Concept, Importance
- ii) Methods of family planning

Unit VIII – Policies and Programmes for promoting Maternal and Child Nutrition and

Health

- i) ICDS
- ii) National Mid day meal programme
- iii) Vitamin. A. Prophylaxis programme
- iv) National Iodine Deficiency disorder control programme

Sessional :

20 -

Marks Oral Examination

- 20 marks

References Books –

1. Bamji M.S., Rao N.P. and Reddy V. 1999. Text Book of Human Nutrition, Oxford and

IBH.

2. Falkner F. and Tanner J.M. 1978. Human growth - Postnatal Growth and neuro biology, Vol.II. Plenum Press.
3. Sachdeva PHS and Choudhary P. 1994. Nutrition in Children, Cambridge Press.
4. Williams S. R. Worthington R. S. Snehilinka ED, Pipes P, Riss JM and Mahal KL. 1988
Nutrition throughout the Life Cycle. Times Mirror/Mosby College Publ.
5. NIN: Maternal and Child Nutrition.
6. Francis DEM, 1986. Nutrition in the Life span. John Wiley and Sons
7. NNMB Reports.
8. Ziegler EE and Filer LJ. 1996. Present Knowledge in Nutrition. International Life Science Institute, Washington, D.C.
9. Food Nutrition and Dietetics – M. Raheena Begum:
10. Human Nutrition and Dietetics – Davidson and Passmore:
11. Assessment of Community Nutritional status – Jelliffe:
12. Food, Nutrition and Health – Vijaya Khader

