

**DR. BABASAHEB AMBEDKAR
MARATHWADA UNIVERSITY,
AURANGABAD.**



Syllabus of

M.A. First & Second Year

[Semester-Ist to IVth]

[Home Science]

[Effective from June-2010 & onwards]

**Dr. Babasaheb Ambedkar Marathwada University,
Aurangabad.**

**Revised Syllabus of
MA (Home Science)**

First Year
Semester – I & II
(With credit System)

(Effective from 2010 & onwards)

**Curriculum Structure & Scheme of Evaluation
For M.A. – I with effective from 2010**

Semester – I

Unit/ Paper No.	Course Code	Title of the Paper	Credit	Marks for Theory	Marks for Practical	Credit For practical	Total
I		Human Development (Early childhood care & education)	04	30	20	02	50
II		Research Method & statistics	04	30	20	02	50
III		Textiles & Clothing (Construction & Dress Designing)	04	30	20	02	50
IV		Textiles & Clothing practical (Construction & Dress Designing)	06	--	Practical 50	--	50

A candidate shall be admitted to the first year course for the degree of M.A. Home Science provided the candidate satisfied the following conditions :

1. A candidate who has passed B.A. with Home Science or B.Sc. Home Science examination from this or any other university may be held eligible for admission to M.A. Home Science Course.
2. A candidate who has passed B.Sc. or B.A. with any other subject may be held eligible for admission to M.A. Home Science course, subject to the conditions that the number of admissions shall not exceed 30, out of which not more than 10% seats should be allotted to the candidates belonging to the faculty of Science or social sciences.

**M.A. FIRST YEAR
HOME SCIENCE
(First Semester)**

Paper – I Human Development (Early childhood care & education)

Theory : 30

Practical : 20

SCOPE :

The Student would be eligible & qualified for teaching at pre primary level. This will provide opportunity for self employment a) Starting creche, b) Day care centers.

OBJECTIVE :-

1. To understand the principles and to develop interest and ability of childhood care and education.
2. To develop the skills & techniques to plan and conduct activities in early childhood care & education centers of different types and to work effectively with parents and community.
3. To interact effectively with parents and community.
4. To develop the concern regarding child's health and well being & to train / mould him in a socially acceptable manner.

Content :

Credit – I

1. Principles of early childhood care & Education :-

- i) Importance, need & scope of early childhood care & education.
- ii) Types of preschools : Play, center, Day-care, Center, Montessori, Kinder garten, Balwadi, Anganwadi.

Credit – I

2. Non – Formal & Formal or Structured Education :-

- i) Concept of non – formal & formal Education.
- ii) Play way methods.
- iii) Integrated approach to learning, teaching experience.
- iv) Psychological effect of pressure on educational / play activities.

Credit – I**3. Organization Set – up :**

- i) Administrative set up and function of personnel working at different levels.
- ii) Preschool Building – Site & location, elements of a building, plans for various types of buildings space, allotment for indoor & outdoor Play.
- iii) Play equipment : Principles of selection of equipment for various developments, care & use of play equipment.
- iv) Role & Responsibilities and essential qualities of a teacher & other personnel.
- v) Essential of records & reports in preschool types, aim & purpose – anecdotal, cumulative, sample work, medical.

Credit – I**4. Program planning -**

- i) Principles, long & short – term, weekly & daily planning – outline & schedules
- ii) Activities for early childhood care & education.
- iii) Routine activities, story telling, music & Rhymes, creative activities, science experiences, social studies experiences, children literature, reading, programs, field trips, festivals & celebration.
- iv) Preparation & use of teaching aids in Nursery school.

Related activities / Sessionals :-

1. Visits to Day – care centers, Balwadi, Anganwadi, Creche etc.
2. Observations & participation in the nursery school, preschool, creches & day care centre-for a week.
3. Planning & preparation of teaching aids & materials needed for young children such as puppets, posters, blocks, flash cards or any other.

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२७. प्रा. रमेश पानसे, “ बालशिक्षण - स्वरूप व नवी दिशा”, डायमंड पब्लिकेशन्स, पुणे.
२८. प्रा. प्रियंवदा लाठकर, “मातृकला व बालविकास” विद्या बुक्स पब्लिशर्स, औरंगाबाद.
२९. ज्योती गायकवाड, “बालविकासशास्त्र” श्री मंगेश प्रकाशन, नागपूर.
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**M.A. FIRST YEAR
HOME SCIENCE
(First Semester)**

Paper – II Research Methods & Statistics

Theory – 30
Practical – 20
Credit – 04

OBJECTIVES :

1. To understand the significance of statistics and research methodology in Home Science Research.
2. To understand the Application of appropriate statistical technique for research design.

Contents :

(Credit – 1)

- I. Introduction to research methods and statistics.
 - a) Meaning, Definition and importance of research methods. Types of Research – Historical, Survey, experimental, case study, Social, participatory.
 - b) Meaning, Definition & Characteristics of statistics.
 - c) Introduction, Definition & importance of research design, Types of Research design – Exploratory, Descriptive, Diagnostic, experimental.

(Credit – 1)

II

- a) Formulation or identification of problem – meaning, definition, factors.
- b) Hypothesis – Meaning & types.
- c) Sources of collection of data – Meaning, Advantages and Limitations.
 1. Primary – Direct observation, Questionnaires, Interview, group discussion, schedule, case study.

2. Secondary – personal documents, public records and reports, Role of Library.

(Credit – 2)

III. Selection of Sample / sampling .

- a) Meaning, Definition, Selection of samples, Size of Sample, types of probability, sampling Systematic, random sampling, Two states and multistage sampling.
- b) Non probability Sampling, purposive sampling.
- c) Quota
- d) Volunteer / Self Selection, snowball sampling.
- e) Pilot study – Definition & characteristics.
- f) Data Analysis – Meaning, Definition, importance & steps, Classification, tabulation, Interpretation of statistical Information, Diagrammatic Presentation & Graphical Presentation.

Sessional / Practical :

Formulation of a Research Project

- i) Introduction
- ii) Importance
- iii) Objectives
- iv) Review of Literature.
- v) Hypothesis
- vi) Research Methodology
- vii) Results & Discussion
- viii) Summary & Conclusions
- ix) Bibliography

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१६. सं.प्रा. कुंभोजकर, "संशोधन पध्दती व संख्याशास्त्र" एम.व्ही.फडके अॅण्ड कंपनी कोल्हापूर.

**M.A. FIRST YEAR
HOME SCIENCE
(First Semester)**

Paper-III Clothing Construction & Dress Designing

Theory – 30
Practical – 20
Credit – 04

SCOPE :

Students will be able to work as dress designers in clothing manufacturing units and boutiques

OBJECTIVES :

1. To develop skills in dress designing & clothing construction.
2. To create awareness regarding Indian traditional textiles & regional embroideries.
3. To impart knowledge regarding fashion & apparel designing.

Unit-I : Drafting Basics –**Credit-I****1. Taking body measurement**

- a) Points to be considered while taking body measurements.
- b) Drafting height & girth measurements.
- c) Study of chest measurement system.

2. Principles of cutting & drafting.**3. Techniques of pattern making – drafting, flat pattern method & draping.****4. Basic cutting procedure – tracing, pinning & cutting.****5. Laying & cutting special fabrics - plaids, one way fabrics, bi-directional, border.****6. Facts about fabrics –**

- a) Importance & identification of grain.
- b) Identifying right & wrong side.
- c) Different widths of fabrics.
- d) Economical layout plan.

7. Folding fabrics for cutting – lengthwise, crosswise, bias.**Unit II : Fitting****Credit-I****1. Figure irregularities.****2. Factors affecting good fitting.****3. Common problems encountered in fittings of garments.****4. Basic alterations – remedies for fitting defects – lengthwise & widthwise, alteration for both above waist & below waist garments.****Unit III : Traditional textiles & regional embroideries of India****Credit-I**

1. Traditional textiles – Dhaka, Chanderi, Baluchedar & Buttedar, Himru-Amru, Kin-Khwab, Bafta-Ahirwhan, Paithani, Pitambari, Bandhani.
2. Regional embroideries – Phulkari, Kasuti of Karnataka, Kantha, Kashmiri, Chikankari, Kutch & Kathiawars, Applique work of Bihar

Unit IV : Fashion**Credit-I**

1. Introduction.
2. Fashion technology
3. Principles of fashions
4. Fashion cycle
5. Factors influencing fashion.
6. Study of fashion figure
 - a) Grid for making fashion figure.
 - b) Difference between human & fashion figure.
 - c) Division of figure in multiples of head.
 - d) Different views of female figure (front, rear, oblique)
7. Fashion buyers
 - a) Manufacture role
 - b) Types of manufacturer
 - c) Theories of fashion adaptation
 - d) cope of fashion business
8. Computer aided designing.

M.A. FIRST YEAR**HOME SCIENCE****(First Semester)****Paper – IV Clothing Construction & Dress Designing – Practical**

Credit – 06

Marks – 50

Content of practical**I Stitching of garment**

1. Salwar / Churidar
2. Kameez
3. Party wear frock
4. Blouse-Katori
5. Gown

II. Knitting of Sweater**III. Making of Designer's dupatta****IV. Fashion illustrations -**

a) Sketching of human figure

b) Fashion accessories hats & head wears, foot wear, Bags & Purses,
neck wears & jewellery

V. Assignment – Survey on various fabrics available in local market

VI Activities

Visits to the following institutions to gain information and write report.

a) Small Scale Industry – Paithani weaving center.

b) Computer aided designing institutions

c) Tailoring classes

d) Boutique

Distribution of Marks for practical Examination :

1) Stitching of garment	:	15
2) Knitting	:	10
3) Vina	:	05
4) Record Book	:	10
5) Stitched Garments	:	10
Total	:	50

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**Dr. Babasaheb Ambedkar Marathwada University,
Aurangabad.**

**Home Science
Syllabus for M.A. I
MA (Home Science)**

Effective from 2010 & onwards

Semester – II

Unit/ Paper No.	Course Code	Title of the Paper	Credit	Marks for Theory	Marks of for Practical	Credit For practical	Total
I		Human Development (Early childhood care & education)	04	30	20	02	50
II		Research Method & statistics	04	30	20	02	50
III		Advanced Nutrition	04	30	20	02	50
IV		Advanced Nutrition Practical	06	--	50	--	50

**M.A. FIRST YEAR
HOME SCIENCE
(Second Semester)**

Paper – I Human Development (Early childhood care & education)

Theory : 30

Practical : 20

SCOPE :

The Student would be eligible & qualified for teaching at pre primary level. This will provide opportunity for self employment a) Starting creche, b) Day care centers.

OBJECTIVE :-

1. To understand the influence of various philosophers, educators & theories on E.C.C.E.
2. To make parents aware of significance of E.C.C.E.,
3. To develop the skills and techniques to plan and conduct activities in E.C.C.E. centers of different type and to work effectively with parents and community.
4. To understand special needs of exceptional children in educating them.

CONTENTS :-

Unit-I	Historical Trends	Credit-I
	Historical review of early childhood education-contribution of Pastallozi. Rousseous, Froebal, Maria Montessori, John Dewey, M.K. Gandhi, Tarabai Modak, Ravindranath Tagore (their principles, application and limitation).	
Unit-II	Parent and community Education :	Credit-I
	1. Need for parent education, aspects of parent education, need for community education, and influence of community and neighborhood on the child.	

2. Methods and techniques of communicating with parents, parent-teacher meeting, visual aids-posters, charts, models, other audio-visual aids.

Unit-III Exceptional Children Credit-II

1. Definition, classification, ethological factors, characteristics, Identification, treatment, education and Rehabilitation. Programmes for the following.
 - a. Mentally challenged children.
 - b. Blind children
 - c. Deaf and dumb.
 - d. Physically crippled
 - e. Children with speech defects.
2. Gifted children – meaning, classification, characteristics, Identification, education, special programmes.

Early Childhood Care and Education

SESSIONAL ACTIVITIES / PRACTICAL

Unit – I Visits to institutions and families for the study of

- a. Mentally challenged children.
- b. Blind Children
- c. Deaf and dumb children
- d. Physically crippled children.
- e. Children with speech defects.

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**M.A. FIRST YEAR
HOME SCIENCE
(SECOND SEMESTER)**

PAPER-II**Research Methods & Statistics**

Theory : 30
Sessional / Practical : 20

OBJECTIVES :

To develop understanding of report writing & techniques in statistics.

CONTENTS :-**Unit-I Report Writing**

- a) Introduction, Definition & objectives of report writing. Factors of report writing – Introduction, Review of Literature, Methodology, Result & Discussions, summary and Conclusion, Bibliography, Appendix.

Unit-II Statistical Techniques (Credit I)

- i) Introduction, Definition, use, merits and demerits of mean, median & mode.

- ii) Measures of Variability – Introduction, definition, Mean deviation, standard deviation, characteristic, Use, limitations

Unit – III Correlation & Degree of Freedom

(Credit I)

A) Correlation – Introduction, definition & Types – Carl Pearson's & Spearman's rank correlation method. Correlation of coefficient – Meaning & use.

Unit-IV Degree of Freedom – Introduction, Definition.

(Credit – I)

- i) X^2 (chi-square) Test for $2 \times 2 \times 2 \times 3$ table.
- ii) Application of 't' test for small samples (below 30 samples)
- iii) 'f' test.
- iv) Analysis of Variance (ANOVA)

Practical / Sessionals

1. Deciding class – interval with examples.
2. Graphic presentation – Different types; mean, Median & Mode
3. Standard Deviation
4. Co-relation
5. Test applications
 - i) Chi-square Test (x^2 Test)
 - ii) 't' test
 - iii) 'f' test

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**M.A. FIRST YEAR
HOME SCIENCE
(Second Semester)**

Paper-III **Advanced Nutrition**

Theory : 30
Sessional : 20

SCOPE :-

This will help student for self-employment in areas such a counsellor for mal-nutrition, small-scale industry, in the production of food preservation, non conventional foods etc.

OBJECTIVES :-

1. To understand the basic concept of metabolism of nutrients
2. The course designed will develop competency to plan and prepare innovative foods.
3. To understand the importance of enrichment of food.

CONTENTS :-

Unit – I

Credit -1.5

I. Carbohydrates

Digestion, Absorption and metabolism of carbohydrates – Glycogenesis and glycolysis, T.C.A. cycle, Pentose Phosphate pathway.

II. Proteins

Digestion, absorption and metabolism of proteins – Anabolism & catabolism, urea cycel.

III. Lipids

Digestion, absorption and metabolism of lipids – Lipolysis & Lipogenesis, importance of essential fatty acids, concept of omega 3 and 6, role of liver and galbladder.

(Role of vitamins & minerals in the metabolism of macro-nutrients-I, II & III mentioned above)

Unit – II**Credit .5****1. Mal-Nutrition**

- a. Definition, causes.
- b. Over and under nutrition.
- c. Nutritional remedies.

Unit-III**Credit-1.5****Food Toxins and food microbiology****1. Toxins**

- a) Natural toxins – saponin, haemagglutinin, lathyrisms, afta toxin, solanin, tripsin inhibitor, aspurgilus, niget.
- b) Accidental – international toxins – pesticides metal packaging.

2. Microbiology –

- a) Water Contamination.
- b) Milk contamination
- c) Role of microbiology in food industry.

3. Food additives and preservatives _

- a) Leavening agent, bread improvers, stabilizers.
- b) Salt, sugar, spices, oil, common chemical preservatives.

Unit-IV**Credit .5**

Significance of Non-Conventional food, need, production, acceptability and nutritional importance.

Practical / Sesimal :-

- Activities : Making and selling of products like pickles, Masale, squash, Dry Chutneys etc.
- Sesimal : Survey of mal-nourished child with corrective measures suggested.

Practical Paper IV

Credit-06
Mark : 50

1. Enrichment

- a. Protein - For malnourished children of different Grades and income group (quality, quantity)
- b. Calories - Low & high calories diet (fat free recepies)
- c. Fiber - High & Low fiber food.
- d. Minerals - Calcium, Iron and sodium – High & Low.
- e. Vitamins - Vit A, B complex and vit-C

2.I Bread improver

- a. with comparison.
- b. without comparison.

II. Ice-Crèam.

- a. with stabilizer and
- b. without.

III. Curd Formation

Variation in temperature and culture.

3. **Preservation** – Jam, Jelly, Ketchup, Chutney, Avala moravala, Avala supari. Pickles with and without oil. Lime and orange squashes, Masala – kala masala, sambar masala, Pav-bhaji masala Garam Masala.

4. Developing and preparing non conventional food recipe –

At least 3 recipes made from nutritional – Waste of vegetables, fruits, cereals and milk.

Distribution of Marks for Practical Examination

1. Enrichment planning 3 recipes (one for each income group) of a given nutrient : 10
2. Preparation of one recipe : 10

3.	Calculation of one recipe	:	10
4.	Preservation :- Planning any one given recipe	:	10
5.	Viva	:	05
6.	Record Book	:	05
	Total	:	50

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**Dr. Babasaheb Ambedkar Marathwada University,
Aurangabad.**

**Revised Syllabus of
MA (Home Science)**

Second Year
Semester – III & IV
(With credit System)

(Effective from 2010 & onwards)

**Curriculum Structure & Scheme of Evaluation
For M.A. – II with effective from 2010-2011**

Semester – III

Unit/ Paper No.	Course Code	Title of the Paper	Credit	Marks for Theory	Marks for Practical	Credit For practical	Total
I		Mental Health & Counseling	04	30	20	02	50
II		Extension & Community Health Management	04	30	20	02	50
III		Advanced Nutrition	04	30	20	02	50
IV		Advanced Nutrition Practical	06	--	50	--	50

**M.A. SECOND YEAR
HOME SCIENCE
(Third Semester)**

Paper – I Mental health and Counselling

Marks : 50

Theory : 30

Sessional / Activities 20

OBJECTIVE :-

1. To understand the importance of good mental health.
2. To develop skills of organizing school mental health programmes.
3. To acquaint students to the concepts and needs of counseling.
4. To make them aware of the qualities and skills required for counseling.

Content :

Credit – 1/2

Unit-I Mental health

- a) Definition, concept and importance of holistic health, well being and happiness.
- b) National and mental health policy of India (1982)
- c) Community mental health – need & programmes.

Unit-II School Mental health programmes

Credit ½

- a) Need for mental health programmes.
- b) Importance of teachers in mental health aspect of children.

Unit-III A) Counseling

Credit 1.5

- a. Meaning, need, objectives, & functions
- b. Principles and goals of counseling.
- c. History of Counseling.

B) Techniques of securing information

- a. Introspection, observation, case History.
- b. Play method, Interview, case record and school records.
- c. Process of Counseling
- d. Qualities and skills of a counselor.

Unit – IV Counseling Applications**Credit-1.5**

Child Counseling, family counseling, marriage counselling, counseling in school, career counseling, Alcohol and drug & Abused counselling, group counseling, crisis-intervention Counseling, Counseling for the aged, Counseling for women.

SESSIONAL ACTIVITIES :-

1. Visit to schools / institutions that have counseling centers / mental health programmes.
2. Attending a day's workshop on counseling techniques.
3. Implant training at mental health clinic. (maximum for 3 days)
4. Two Hypothetical problems, their diagnosis & counseling.

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**M.A. SECOND YEAR
 HOME SCIENCE
 (Third Semester)**

Paper – II Extension and Community health Management.

Marks : 50
 Theory : 30
 Sessional / Activities 20
 Marks : 50

OBJECTIVE :-

1. To understand the concept of sustainability and development.
2. To apply the principles of Management to the management of extension organization services.
3. To realize the problems of the community and the scientific intervention.
4. To know the supportive services and programs for community health management.

Content :

Credit – 1/2

Unit-I Sustainable Development.

- a) Concept, philosophy, goals and challenges in sustainable development.
- b) Sustainability – Meaning, concept and implications for development.

Unit-II People’s participation

Credit 1/2

- a) Concepts, Controversies, forms in development initiatives.
- b) Importance of people’s participation in development.

Unit-III Financial Sustainability

Credit 1/2

- a. Concept and importance.
- b. Microfinance and self help group.

- Unit-IV Concept of Extension Management Credit ½**
- a) Definition, nature.
 - b) Principles of extension management.
 - c) Extension management process – planning, controlling, monitoring & evaluation.
 - d) personnel management, Recruitment of extension workers, Training of workers.
- Unit-V Indices Credit-1**
- a. Health indices and related indices, community health, fertility indicators, Vital statistic, mortality & morbidity indicators.
 - b. Human development index & reproductive health index
- Unit – VI Health Care Services Credit ½**
- a. Role of NGOs
 - b. National health programmes / National and international agencies.
 - c. Health information education.
 - d. Basic epidemiology, health regulations and acts, census.
- Unit-VII Community health Needs & problems Credit ½**

SESSIONAL ACTIVITIES

- a. Project work is compulsory
- b. Select any topic from five major areas Human Development, Nutrition, Dietetics, extension, family resource management, Textile & clothing.
- c. Select any method
 - 1. Survey
 - 2. Case Study
 - 3. Experiment
 - 4. preparation of audio visual aid.

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M.A. SECOND YEAR

HOME SCIENCE (Third Semester)

Paper – III Advanced Nutrition

Total Marks : 50

Theory : 30

Sessional / Activities 20

OBJECTIVE :-

This course is designed to provide :

1. In-depth knowledge of the physiological & metabolic role of various nutrients and their interactions in Human Nutrition
2. Understanding physiological actions of nutrients and their implications.
3. Acquaintance to the students with the recent advances in the nutrition.

Unit-I

Credit-1

- a. Human Digestive System, Structure and function of different organs.
- b. Carbohydrates, digestion, absorption, metabolism.
- c. Proteins-digestion, absorption & metabolism.
- d. Facts – digestion, absorption & metabolism.

Unit-II

Credit-1

Vitamins and Minerals – Classification, functions, deficiencies –
Nutritional importance & their interrelationship

Unit-III

Credit ½

Food Preservation – importance, Principles different 4 methods of
food preservations.

Unit-IV Food Microbiology Credit -1

- a. Food Contamination, Spoilage,, Micro- Organisms – Role of Microbiology in food industry.
- b. Food toxins – Natural and Accidental.

Unit-V Credit 1/2

Sensory Evaluation – Concept, importance, different methods of sensory evaluation

RELATED ACTIVITIES

- a) Visit to food industries .
- b) Making and selling of products where preservatives are used.

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PRACTICAL

Paper IV Advanced Nutrition

Marks – 50

Unit-I

Practical on sensory Evaluation.

Unit-II

Preparation of Jam, Jelly, Squash, pickles, Ketch-up, chutneys.

Unit-III

Enrichment :-

- a. Protein – for malnourished children of diff. grades & income groups (quality, quantity)

- b. Calories – Low & high calories diet (Falt – free recipes)
- c. Fiber – High & Low fiber diet.
- d. Minerals – Calcium, Iron & Sodium – High & Low.
- e. Vitamins – Vit-A, B-complex, Vit C.

Distribution of Marks for Practical Examination

1.	Enrichment : Planning 3 recipes (one for each income group)		
	of a given nutrient	:	10
2.	Preparation of one recipe	:	10
3.	Calculation of one recipe	:	10
4.	Preservation – Planning any one given recipe	:	10
5.	Viva	:	05
6.	Record Book	:	05
		Total :	50

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**Dr. Babasaheb Ambedkar Marathwada University,
Aurangabad.**

**Revised Syllabus of
MA (Home Science)**

Second Year
Semester – IV
(With credit System)

(Effective from 2010 & onwards)

**Curriculum Structure & Scheme of Evaluation
For M.A. – II with effective from 2010-2011**

Semester – IV

Unit/ Paper No.	Course Code	Title of the Paper	Credit	Marks for Theory	Marks for Practical	Credit For practical	Total
I		Welfare of the Women & child	04	30	20	02	50
II		Development communication	04	30	20	02	50
III		Clinical & Therapeutic Nutrition	04	30	20	02	50
IV		Clinical & Therapeutic Nutrition Practicals	06	--	50	--	50

**M.A. SECOND YEAR
HOME SCIENCE
(Fourth Semester)**

Paper – I Welfare of Women and Child

Marks : 50
Theory : 30
Sessional / Activities 20

OBJECTIVE :-

To enable students to become aware and sensitised to issues related to welfare of child, women & elderly.

Content :

Credit – 1/2

Unit-I Welfare Services to Community introduction

- a) Concept of Welfare of Women, child & elderly.
- b) History of Women & child welfare in India.

Unit-II Agencies working for welfare of Women

- a) Central and state social welfare board.
- b) Bhartiya Grameen Mahila Sangh
- c) Kasturba Gandhi National Memorial Trust.
- d) All India Women's Conference
- e) SEWA (Self – Employed Women's Association)
- f) Women' study centre, Chetna
- g) Women's Universities.
- h) Role of NGOs
- i) Legislations for Women's Welfare.

Unit-III Agencies working for the welfare of children

- a) Indian Council of child welfare.
- b) National institute for public cooperation and child development.
- c) Integrated child development services.
- d) Central Social Welfare Board.

- e) Nutrition programmes in the Country.
- f) Legislation related to child welfare
- g) World bank.
- h) Role of NGOs in welfare of Children.

Unit-IV The Aged in India.

- a) Policies and programmes.
- b) Role of Voluntary organizations.
- c) Old Age home, day centres.

sessional activities (any two)

1. Visit to old age home.
2. Visit to Remand home / Orphanage.
3. Survey of child labour (minimum Ten) and report writing.
4. Visit to NGOs working for women.

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७. डॉ. उज्वला वैरागडे, प्रा.विद्युलता मुळे, "सामुदायिक विकास व विस्तार शिक्षण" विद्या बुक्स पब्लिशर्स, औरंगाबाद.
८. विजय कविमंडळ व गंगाधर कराळे अनुवादक - ग्रामीण विकासाचा एकात्मिक दृष्टीकोण
९. डॉ सरेन्द्र कटारिया, गुज्जन वैद्य, "भारत में ग्रामीण विकास"
१०. के पार्क, अनुवादक- डॉ जगन्नाथ दिक्षित, " सामाजिक आरोग्य परिचर्या".

**M.A. SECOND YEAR
HOME SCIENCE
(Fourth Semester)**

Paper – II Development Communication

Marks : 50
Theory : 30
Sessional / Activities 20

OBJECTIVES :-

1. To understand the concept of development, its indices and relationship with development communication.
2. To understand the effort at different levels for women empowerment .
3. To impart knowledge and understanding of various communication systems.
4. To provide knowledge about applicability of various media used in communication.

Contents :

Credit – 1/2

Unit-I Development

- a) Definitions, basic concepts, significance, functions & dynamics of development.
- b) Indicators of development – human development index, gender empowerment measure, human poverty index.

Unit-II Policies and programmes for Women development

- a) National policy for empowerment of women.
- b) Economic empowerment – women in agriculture, women in industry.
- c) Social empowerment – Education, health, Nutrition, housing, drinking water and environment.
- d) Legal empowerment - Legal literacy on personal and family laws. Role of family court and legal aid centres.
- e) Political empowerment – Role of panchayat Raj in political empowerment of women.

Unit – III Communication Systems

- a) Types of communication systems- Concept, functions, significance.
- b) Mass communication, elements, characteristics and scope.
- c) Visual communication.
- d) Media in development communication, understand the role of traditional and modern media in development of communication.
- e) Traditional Media – puppetry , folk media

Unit-IV Modern Media of Communication

- a) Print Media – books, news papers, magazines, leaflets and pamphlets.
- b) Electronic Media – Radio, T.V. Video, Computer based Technologies.
- c) Out door Media – Exhibitions & fairs.
- d) Barriers of Communications.

Practicals / Sessionals (Any Four)

1. Visit and Report Writing to Panchayatraj.
2. Visit and report Writing to household industry.
3. Visit and report writing on family court / Legal aid centres.
4. Visit and report writing on Social Welfare Department.
5. Collection of paper cutting / pamphlets related to any specific topic.
6. Plan and prepare slides / C.D. on any concerned topic

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8. प्रा. बाबा तिजारे, “सामुदायिक विकास व विस्तार शिक्षण” महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळ, विद्या बुक्स औरंगाबाद.
९. डॉ. उज्वला वैरागडे, प्रा. विद्युलता मुळे, “ सामुदायिक विकास व विस्तार शिक्षण”, विद्या बुक्स पब्लिशर्स, औरंगाबाद.
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**M.A. SECOND YEAR
HOME SCIENCE
(Fourth Semester)**

Paper – III Clinical & Therapeutic Nutrition.

Marks : 50

Theory : 30

Sessional / Practicals 20

OBJECTIVES :

This course will enable the students : (1) To understand the etiology, physiological & metabolic abnormalities of acute & chronic diseases & patient needs. (2) To know the effect of various diseases on nutritional status & nutritional & dietary requirements. (3) To be able to recommend & provide appropriate nutritional care for prevention & treatment of various diseases.

Contents :

Credit – 1

Unit-I

- a) Concept of Therapeutic diets, need and importance; Types of therapeutic diet – Consistency, texture, Nutrient content; Feeding Practices.

- b) Dietician – qualities, role and responsibilities, need in hospitals and community, qualification.
- c) I.D.A. – Indian Dietetics Association.
- d) Patient care and counseling, assessment of Nutritional status – hospitalized and out door patient.

Unit-II**Credit ½**

Drug and Nutrients interactions – effect on ingestion, digestion, absorption & metabdism.

Unit-III**Credit ½**

Herbal medicines and home made remedies for common disorders

Unit-IV**Nutritional Management in following diseases :**

- a) Obesity
- b) Diabetes
- c) Heart diseases – Hypertension & Athero Sclerosis
- d) Cancer
- e) Peptic ulcer
- f) Hepatitis
- g) Nephritis & kidney stones
- h) AIDS

Practicals / Sessionals

1. Visits to diet counseling centers & report writing.
2. Preparation of diet counseling aids.

PRACTICAL
Paper IV
Clinical & Therapeutic Nutrition

Marks – 50

Planning and preparation of diet for following diseases; Obesity, Diabetes, Heart Diseases, Cancer, Peptic Ulcer, Hepatitis, Nephritis, Kidney Stone, AIDS

Distribution of Marks of Practical Examination

1.	Planning of diet for any one given disease	:	10
2.	Preparation of any one recipe	:	10
3.	Write – up	:	10
4.	Calculation of Nutritive Values	:	10
5.	Viva	:	05
6.	Record Book	:	05
	Total	:	50

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