

M.A. FINAL

2016-17

Paper – V

Advanced Human Development and Family Welfare

Unit I

1. Early childhood care and development: meaning, characteristics, importance of early childhood years and developmental tasks.
 - Objectives of ECCE
2. Types of Preschool Programmes: Creche, open school, Montessori, Kindergarten Balwadi, Anganwadi.
3. Concept of formal and playway method.

Unit II

4. Concept of organisation and administration of early childhood centres, budget building, equipment, staff weekly and daily planning. Maintenance of records and registers.
5. Concept of ECCE curriculum – different indoor and outdoor activities, significance of play, science activity, art and craft activity.
6. Parental involvement in early childhood education and care programmes and its importance.

Unit III

7. Young Adulthood (19-40 years).
 - Definition of an “Adult” need to study.
 - Developmental tasks of a young adult.
 - Significance of the period, responsibilities and adjustment: New family, work place, parenthood, Independence, financial matters.
8. Sex role - Meaning, concept, issues and their coping strategies, implications on young adults.

9. Middle Adulthood (41 to 60 years).
Definition, Physical changes Development Task and diseases.
 - Menopause, Health issues.
10. Stresses in middle age, coping with stress at family, workplace.
 - Occupation and Job satisfaction.
11. Pre-retirement and leisure – Preparation for retirement.

Unit IV

Late Adulthood and Aging

12. Definition, characteristics, developmental tasks physiological changes, Health problems.
 - Retirement – effect of retirement on self, family society, finances.
13. Old age and social adjustments.
 - Issue – Old age homes, loneliness, coping with loneliness.

Unit V

14. Family Welfare:
 - Programmes at local, state, national and international level.
15. Principles, Policies, organisations:
 - Functions objectives of these programmes and beneficiaries.
16. Rights and responsibilities of child, parent and society.

References:

1. Berk, L.E. (1996): Child Development, New Delhi, Prentice Hall.
2. Craig, G. (1999): Human Development, NJ: Prentice Hall.
3. Lerner, R.M. and Hultseh, D.F. (1983): Human Development A Life span perspective, N.Y.: McGraw Hill.
4. Santrock, J.W. (1997): Life span Development, N.Y. Brown and Bench Mark.
5. Chowdhury Paul, D. (1988): Youth: Participation and Development, New Delhi: Atmaram and Sons Units V, XII, XIV, XV (entire book).
6. Chowdury, D. Paul: Child welfare/ Development.

7. Govt. of India, Ministry of Human Resource Development, Department of Women and Child Development. National perspective plan on Women. Unit VII (entire report).
8. Govt. of India Profile of the Child in India: Policies and programme, New Delhi: Ministry of Social Welfare. 1980: Units II, III.
9. Bhatia and Bhatia (1995): Theory and Principles of Education, Doaba House, Delhi.
10. Bremer, J.A. (1998): Introduction to early childhood Education.
11. Carol, E.C. and Jan Allen (1993) Early Childhood Curriculum, University of Tennessee, NY: Macmillan.
12. Foster and Heedley, Education in the Kindergarten.
13. Green and words, Nursery School Handbook for parents and teachers.
14. Dale, skipper, Witherspoon. Good School for young children.

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M.A. FINAL

Paper – VI

Extension and Communication Management

Unit I

1. Concept of extension education in Home Science
 - Principles, philosophy and objectives.
2. Principles of Extension teaching and learning.
3. Approaches used in Extension teaching and learning.
4. Extension teaching methods and their uses.
5. Guidelines in selecting and using Extension teaching methods.

Unit II

6. Definition, need and classification of Audio Visual-aids.
 - (a) Non Projected Aids – Charts, posters, flash cards, flip charts, model and print material.
 - (b) Projected Aids – Slides, OHP. Radio and Recordings, T.V. films, Video.

Unit III

7. Concept, importance and scope of communication:
 - Elements of communication
 - Basic models of communication
 - Role of mass media in communication – Radio, T.V., Print & Electronic Media

Unit IV

Role of community workers in Extension Education

8. Qualities and skills required for a community worker.
9. Leadership: Concept, importance, types:
 - Role of different leaders in rural development.

Unit V

10. Brief history, philosophy, principles objectives, administrative structure, weakness and achievements of community development programmes and panchayati raj.
11. Concept, objectives and salient features of women and child development programmes – ICDS, IRDP, SJRY, MNREGA.

References:

1. Dhama O.P. and Bhatnagar O.P. Education and Communication for development Oxford and IBM Publications, New Delhi, 1980.
2. Kumar K.J. Mass Communication in India: Jaico Publishing House, Bombay.
3. Chakrabharti, Audio Visual Education in India, Oxford Book Co., New Delhi, 3rd Ed. 1967.
4. Chandra, Arvinda, Shah Alpana Joshi, Uma Fundamentals of Teaching House Science, Sterling Publishers, New Delhi.
5. Chandra Arvinda and Shah Anupama, Non formal education for all. Sterling Publishers, New Delhi, 10. Green Park Extension.

M.A. FINAL

Paper – VII

Advance Textile and Family Clothing

Unit I

1. Essential of Design:
 - (a) Review of the design, elements and art principles applied in textile designing.
 - (b) Classification of design: Structural and decorative, Types of motifs – natural, stylized, abstract, geometric.
 - (c) Textile design: Layout in design. Pattern repeat for all over pattern.
 - (d) Developing designs for decorating fabrics for various end uses.

Unit II

2. Importance and objectives of textile testing.
3. Standardization and research organization working in the field of textiles.
 - (a) Fabric construction analysis – weave ends picks, count weight, crimp thickness.
 - (b) Dimensional stability of fabric shrinkage, heat setting.
 - (c) Apparel fabric properties, their measurements and advantages – strength, crease recovery, stiffness.

Unit III

- Fabric construction methods – Foam, felt and non woven.
- Weft knitting, warp knitting and hosiery stitches.
- Fabric finishes – chemical and functional finishes.
- Chemical constitution of dyes, application methods and suitability of various dyes to different fibres.

Unit IV

- Role of clothing in sociological, psychological and personality development of human being. Impact of society on clothing choices, fashion, fads, conformity, mobility.
- Factors affecting choice of clothes, Physical, aesthetic, economic and social clothing needs of family, requirement of child's clothing family, budget and wardrobe planning.
- Selection of fabrics for clothing and furnishing items.

Unit V

- Pattern making techniques – drafting flat pattern.
- Matching of checks and plaids.
- Fitting – principles of fitting, factor affecting good fit, common fitting problems of blouse, remedying fitting defects.

References:

1. Booth, 1968, Principles of textile testing, Newness Butterworths, London.
2. Potter, R. 1957, fiber to fabric, Corbman Gregg Publishing Div. Mc. Hill.
3. Skinkle, Textile Testing, 1949, D.B. Taraporevala Sons and Co. Bombay.
4. Bogle, Michad, 1977, Textile dyes, finishes and auxiliaries. Garland Pub. Inch. New York.
5. Marsh, J.T. 1979. An Introduction to textile finishing, IBH Publication, New Delhi.
6. Nattale Bray, Dress designing.
7. Peters: Textile chemistry.

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M.A. FINAL

Paper – VIII

Project Report Writing

The oral examination will be conducted on project submitted by students in any area of Home Science.

The subject of the project work will be selected by the students in consultation with the head of the department and the teacher guiding the project work by the beginning of IInd term of M.A. Part-I.

The project report will be evaluated of the candidates own work and will have to be certified by the teacher guiding the project work and the head of the department and three typed copies will have to be submitted before on month of commencement of the examination date.

The candidate will be evaluated on the combined performance of the subject reporting and by the duly constituted committee of department.

A candidate failing at M.A. II Examination but has obtained the minimum marks required for passing in this project report will not be required to re-submit the project report at his/her option and in that case the marks obtained in previous examination in this project will be carried forward and the candidate will be eligible to get class but will not be eligible to get prize or scholarship.