



Department of Home Science

M.A./M.Sc. 1st Year (Semester Ist) Home Science
Human Development: Theories and Current Trends

Programme/Class: M.A./M.Sc.	Year: 1 st	Semester: I st
Subject: Home Science		
Course Code: MHSCC102T	Course Title: Human Development: Theories and Current Trends	
Course outcomes: • To understand and demonstrate the basics of knowledge relating to human development. • To provide an understanding of various theories of human development. • To familiarize the students with changes occurring during life span.		
Credits: 4	Course Type: Major (Core)	
Max. Marks: 100 (25+75)		
Total No. of Lectures: 60		
Unit	Topic	No. of Lectures
I	Early Theories • Historical foundation, philosophies of the enlightenment. • Scientific Beginnings, Normative period.	10
II	Psychoanalytical perspectives • Freud’s Theory, Three parts of personality, Psychosocial Theory- Erik Erikson. • Contribution and limitations of the psycho analytical perspective.	12
III	Behaviorism and social learning theory • Social Learning Theory- Albert Bandura. • Learning Theories- Pavlov and Skinner. • Contribution and limitations of behaviorism and social learning theories.	12
IV	Cognitive Development Theory- Jean Piaget • Piaget’s stages, • Contribution and limitations of piagets theory. • Socio-Cultural Theory of Cognitive Development-	14



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	Vygotsky.	
V	• Kohlberg's Moral Judgement Theory. • Ecological Theory- Vrie Bronfenbrenner. • Recent Theoretical Perspectives of Human Development.	12

Suggested Readings:

- Child Development- L.E.Berk Basten-Allyn & Bacon, London.
- Child Development- E.B. Hurlock.
- Developmental Psychology- E.B.Harlock.
- Child Development & personality- P.H.Mussen, J.J. Conger & J.Kagan, A.C.Huston-Harper & Row Publications, New York.
- Human Development- F.P.Rice-Perntice Hall, New Jersey.
- The Development of Children- M.Cole & S.Cole-Scientific American Books- Freeman & Co,
- Child Development- An Introduction – J.W. Santrock & S.K.Yussen Iowa WMC. Brown Publishers.
- Child Development: Infancy through Adolescence-A.Clarke Stewart & S.Friedman, Johnwiley, New York.



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M.A./M.Sc. 1st Year (Semester Ist) Home Science

Research Methodology

Programme/Class: M.A./M.Sc.	Year: 1 st	Semester: I st
Subject: Home Science		
Course Code: MHSCC103T	Course Title: Research Methodology	
Course outcomes: • Understanding the nature of problem to be studied and identifying related area of knowledge. • Understanding meaning and concept of social science research and specifically areas of research in Home Science. • Understanding various steps of research (data collection, data analysis, interpretation and report writing.		
Credits: 4	Course Type: Major (Core)	
Max. Marks: 100 (25+75)		
Total No. of Lectures: 60		
Unit	Topic	No. of Lectures
I	Social Research • Concept, Nature, Scope, Types of Researches in Home Science. • Formulation and Selection of the Research Problems Participatory Research.	12
II	Hypothesis • Concept, Types & Significance. Research Design • Concept, Types and significance. Sampling • Concept, Types and Significance.	10
III	Sources of Data Collection • Primary and Secondary, Field and Documentary. Tools of Data Collection • Interview guide, Interview schedule, observation and questionnaire. Methods of data Collection • Interview, Questionnaire, Observation, Case Study and Projective techniques.	14
IV	• Measurement and Scaling. • Processing of Data.	12



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V	• Analysis and Interpretation of Data, • Report Writing.	12
Suggested Readings: • Gupta, S.P., Statistical Methods, Sultan Chand and Sons, New Delhi, 1994. • Jain, Gopal Lal, Research Methodology, Methods, Tools and Techniques, Mangal Deep Publications, Jaipur, 1998. • Kothari, C.R.: An Introduction to Operational Research, Vikas Publishing House Pvt. Ltd, New Delhi, 1994. • Wright, Susan E., Social Science Statistics Allyn and Bacon Inc., London, 1986. • Wisniekwski, Mik, Quantitative Methods for Decision Makers, Mcmillan India Ltd., New Delhi, 1986. • Kerlinger F. 1973. Foundations of Behavioural Research. Rinehart Winston. • Gay LR. Educational Research Competencies for Analysis and Application. • Bajpai SR. 1966. Methods of social Survey and Research. Kitab Ghar. • Best W. 1983. Research in Education. 4th Ed. Prentice Hall of India. • Carter Good V. 1966. Essential of Education Research. Appleton Century. • Profits, Educational Division, Meredith Corp. • Kaul Lokesh 1984. Methodology of Education Research. Vikas Publ.		
Suggested Continuous Evaluation Methods: • Test with multiple choice questions/short and long answer questions • Theoretical classes followed with practical exercises on same content for assessing understanding and applied learning of students.		



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**M.A./M.Sc. 1st Year (Semester Ist) Home Science
 Practical (Related to core paper)**

Programme/Class: M.A./M.Sc.	Year: 1 st	Semester: I st
Subject: Home Science		
Course Code: MHSCC104P	Course Title: Practical (Related to core paper)	
Course outcomes: <i>The student at the completion of the course will be able to:</i> • To develop practical knowledge of human development at different stages of life. • To analyze physical, motor, cognitive, language, social, emotional, and moral development across the lifespan. • To develop resource files and examine major theories and contributors in human development. • Demonstrate communication, analytical, and collaborative skills through seminars, presentations, and group discussions. • Apply research methodology for identifying problems, collecting, analyzing, and reporting data. • To prepare, and evaluate stimulation materials and low-cost developmental learning kits.		
Credits: 4	Course Type: Major (Core)	
Max. Marks: 100(25+75)		
Total No. of Lectures: 60		
Unit	Topic	No. of Lectures
I	• Study of physical, motor, social, emotional, language, intellectual and moral development at different ages and writing interpretative report. • Prepare Resource File. • Seminar/Presentation on any topic related to Human Development.	14
II	Group Discussions: • Various Theories of Human Development and Crises Management. • Resource file-Collection of element articles, picture, and tests about theories theorists, philosopher, thinkers, psychologist, and educationists (related to Human Development).	14



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III	Exercises with students to explore process of research • Selection of a research problem • Review of Literature • Developing Hypotheses and Objectives • Constructing measurement tools • Selection of sample • Data collection • Analysis of data • Report writing • Class presentation.	16
IV	• Visit to different day care, infant and toddler centers • Observation and recording of development and behavior in different ecological settings. • Study of existing stimulation practices and materials in home and institutional settings (infant, toddler centers, day care centres). • Preparation of stimulation material for physical, motor, cognitive, language, behavior, social and emotional domains. • Development of stimulation kit from indigenous low cost materials and evaluation. • Implementation of prepared programme in different ecological settings. Modification on the basis of evaluation.	16
Suggested Readings: • Berk L.E., Child Development, Allyn and Bacon, USA, 2000. • Devadas R.P.C. & Jaya N.A.- Textbook on Child Development, McMillan India Ltd. Delhi, 1996. • Stuart Clark- Life Span Development. • Papalia D.E., Human Development, Tata McGraw Hills Publishing Company 1997. • Turner Jeffery.S. & Life Span Development. Harcourt Helms. Donald B. • Dehart G.B. & Sroufe. L Alan. Child Development- its Nature and Course. • Santrok John W.- Child Development, McGraw Hill. • Hughes, Noppe & Nopp (1996). Child Development, Prentice Hall, New Jersey House, New Delhi ;2015 • Child Development- L.E.Berk Basten-Allyn & Bacon, London. • Child Development- E.B. Hurlock. • Human Development- F.P.Rice-Perntice Hall, New Jersey. • Gupta, S.P., Statistical Methods, Sultan Chand and Sons, New Delhi, 1994 • Kothari, C.R.: An Introduction to Operational Research, Vikas Publishing House Pvt. Ltd, New Delhi, 1994		



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- Swaminathan (1998). The first five years: A critical perspective on early childhood care and education in India.
- Child development, VII Edition Robert S. Feldman Pearson.
- Developmental Psychology: A life Span Approach Vth edition, Elizabeth B. Hurlock, Tata Mc. Graw- Hill Publishing Company Ltd. New Delhi.
- How to have a smarter Baby: The Infant Stimulation Program for enhancing your baby's natural developmental mass market paper back- May 1, 1987.

Suggested Continuous Evaluation Methods:

- Developmental assessment through observation, recording, and interpretation of developmental milestones and behaviors.
- Evaluation of students' understanding and application of concepts through theoretical instruction followed by practical exercises related to the same content.
- Assessment of research skills through preparation of reports, resource files, and practical assignments.
- Seminar, presentation, group discussion, and class participation for evaluating communication, analytical, and collaborative skills.



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M.A./M.Sc. 1st Year (Semester Ist) Home Science
Research Project/Dissertation/Internship/Field or Survey Work

Programme/Class: M.A./M.Sc.	Year: 1 st	Semester: I st
Subject: Home Science		
Course Code: MHSCC105 R/D/I/F/S	Course Title: Research Project/Dissertation/Internship/Field or Survey Work	
Topic related to Home Science will be Decided		



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**M.A./M.Sc. 1st Year (Semester IInd) Home Science
Guidance and Counselling**

Programme/Class: M.A./M.Sc.	Year: 1 st	Semester: II nd
Subject: Home Science		
Course Code: MHSCC201T	Course Title: Guidance and Counselling	
Course outcomes: • To understand meaning and concept of counselling and guidance. • To understand various approaches of counselling. • To understand the scope and importance of counselling in present scenario.		
Credits: 4	Course Type: Major (Core)	
Max. Marks: 100(25+75)		
Total No. of Lectures: 60		
Unit	Topic	No. of Lectures
I	Introduction to guidance and counseling • concept, aims, • Needs and Scope of guidance and counseling, • Basic principles of guidance and counseling.	10
II	Types of guidance • Educational, vocational and personal, marriage and family, leisure time. • Areas of guidance and counseling and Counseling techniques. Types of counseling • Specialized counseling, crises counseling, facilitative counseling and preventive counseling.	14
III	Competencies and role of guidance and counseling professionals • Limitations of a counselor, Modes and methods of Counseling. • Essentials for conducting guidance and counseling; understanding the process of guidance and counseling, Guidelines for setting up Child Guidance and Counseling unit.	12
IV	• Psycho therapies, Cognitive therapy, Affective therapy, Behavior therapy, Rational Emotive therapy, Transactional analysis, Gestalt therapy.	12
V	• Knowledge and skills to handle assessment tools, Knowledge and skills – continued. Effective	12



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	communication and documentation skills, networking with allied professionals and institutions. • Status of guidance services in education at state and center level and ethical Issues in counseling.	
Suggested readings: • Counseling and Guidance, S.Narayan Rao tata McGraw Hill Publishing Company Limited, • Counseling skills Training- P.Burnard, Viva Books, New Delhi. • Counseling: the Skills of finding solutions to Problems, R.Manthei, Routledge, London. • Individual Counseling: Therapy & practice, D.Nicolson & H.Ayers, David Fulton, London. • Encyclopedia of Guidance & counseling- Mittal Publications, New Delhi. • Educational & Vocational Guidance- R.Singh, Common Wealth Publishers, New Delhi. • Guidance & Counseling- I. Madhukar, Authe press Global Network.. • Principles of Guidance & Counseling- M.Asche Sarup & sons, New Delhi. • Guidance & Educational Counseling- S.K.Chibber- Common Wealth Publishers. • Sharma.R.N & Sharma.R., 2004, “<i>Guidance and Counselling in India</i>”, Atlantic Publishers and distributors, New Delhi.		
Suggested Continuous Evaluation Methods: • Test with multiple choice questions/short and long answer questions • Theoretical classes followed with practical exercises on same content for assessing understanding and applied learning of students. • Departmental discussions and seminars.		



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M.A./M.Sc. 1st Year (Semester IInd) Home Science
Statistics and Computer Application

Programme/Class: M.A./M.Sc.	Year: 1 st	Semester: II nd
Subject: Home Science		
Course Code: MHSCC202T	Course Title: Statistics and Computer Application	
Course outcomes:		
- To understand the basics of statistics with relation of material and techniques. - Enable students to understand the basic needs of computer application. - To understand the various methods and techniques use in statistics. - To understand the significance of statistics and computer application in Home Science.		
Credits: 4	Course Type: Major (Core)	
Max. Marks: 100 (25+75)		
Total No. of Lectures: 60		
Unit	Topic	No. of Lectures
I	Classification & tabulation of Data - Meaning, objective and types of classification, - Formation of discrete and continuous frequency distribution, tabulation of data, parts of a table, General Rule of tabulation, - Types of tables, - Diagrammatical and graphical presentation of data: significance, types and limitation of different types of diagrams and graphs used for presentation of data.	14
II	Measure of Central tendency Mean, Median, Mode and their uses with examples and their advantages and disadvantages.	12
III	Measure of Dispersion: Significance and methods used in studying dispersion (range, quartile deviation, mean deviation and standard deviations) with their uses, advantages and disadvantages.	10
IV	Test of Relationship; Meaning, types and methods used to study correlation (simple Co-efficient of correlation, rank correlation, co-efficient of concurrent deviation and other methods)	12



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	regression along with their uses, advantages & disadvantages. Testing of Hypothesis; Meaning, basic concept concerning testing of hypothesis, procedure for testing hypothesis, Errors in testing hypothesis.	
V	Parametric and non-parametric tests: • Uses of chi square test, student 't' test, and 'z' test in testing hypothesis. Interpretation & Report writing, meaning, technique of interpretation, significance, steps followed, layout of report writing, • Types of report and techniques of writing a report, The computer system, important characteristics and application in Research.	12

Suggested Readings:

- Statistical Methods – S.P. Gupta, Sultan Chand & Sons Publisher- New Delhi.
- Research Methodology, Methods and Techniques- C.R. Kothari Wiley Eastern Limited - New 3. An Introduction to Statistical Methods- C.B.Gupta & V.Gupta., Vikas Publishing House PVT Ltd.
- Methodology and Techniques of Social Research - P.L.Bandarkar & T.S.Wilkinson – Himalaya Publishing House- Mumbai.
- Research Methods & Measurements in Behavioural & Social Sciences - G.L Bhatnagar – Agri. Cole. Publishing Academy, New Delhi.
- Statistics in Psychology & Education – Henry, E. Garrett, David Heley and Co.
- Experimental Design in Psychological Research – Edwards.
- The Quality of Life: Valuation in social Research – R. Mukherjee – Sage publications, New Delhi.



Department of Home Science

M.A./M.Sc. 1st Year (Semester IInd) Home Science
Women Studies

Programme/Class: M.A./M.Sc.		Year: 1 st	Semester: II nd
Subject: Home Science			
Course Code: MHSCC203T		Course Title: Women Studies	
Course outcomes: • To be familiar with the common problems faces by women. • To get exposure of the schemes to combat nutritional problems. • To be aware of the health hazards related to food and water • To know about women welfare programmes in India.			
Credits: 4		Course Type: Major (Core)	
Max. Marks: 100 (25+75)			
Total No. of Lectures: 60			
Unit	Topic		No. of Lectures
I	Women’s Studies: • Meaning, significance and growth of women’s studies in India. • Women’s role & status in the society, the changing position of Indian women. • The women’s movement in India, feminist theories. • Women empowerment.		12
II	Women’s situational& development: • Women & education • Women & employment • Women & health • Women in agriculture • Women in Industry • Women in Politics • Women’s personal laws.		14
III	Life Cycle Approach to Women’s Health – • Health status of women in India. • Factors influencing health and Nutritional status. • Maternal and Child Health (MCH) to Reproductive and Child health approaches. • Issues of declining Child Sex Ratio, Widowhood and old age.		12



IV	Women welfare Programmes • Women welfare programme in urban & rural areas. • Policies & programmes of social welfare floated at the center & state level, for the advancement of the Condition of women in India.	12
V	Women welfare organizations • Co-ordination of agencies of women welfare programmes, • Women empowerment, • Development of women entrepreneurships.	10

Suggested Readings:

- Desai N & Krishna M.1988. Women and Society in India. Ajanta publ.
- Krishnaraj M. (Ed). 1986. Women studies in India. Popular Prakshan.
- Patil AK. 1995. Women and Development. Ashish Publ.
- Poonacha V. 1999. Understanding women studies. SNDT Women's University. Mumbai.
- AbouZahr, C., and E. Royston 1991. Maternal Mortality: A Global Factbook. Geneva, Switzerland: World Health Organization.
- Ainsworth, M., and I. Semali 1998. The impact of adult deaths on the nutritional status of children. Ch. 9 in Coping with AIDS: The Economic Impact of Adult Mortality on the African Household. Washington, D.C.: World Bank.
- Arrowsmith, S., E.C. Hamlin, and L.L. Wall 1996. Obstructed labor injury complex: Obstetric fistula formation and the multifaceted morbidity of maternal birth trauma in the developing world. Obstetric and Gynecological Survey 51(9):568-574. [PubMed].



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M.A./M.Sc. 1st Year (Semester IInd) Home Science
Practical (Related to core paper)

Programme/Class: M.A./M.Sc.	Year: 1 st	Semester: II nd
Subject: Home Science		
Course Code: MHSCC204P	Course Title: Practical (Related to core paper)	
Course outcomes: <i>The student at the completion of the course will be able to:</i> • To understand the concepts, principles, scope, and importance of guidance and counseling. • To administer, score, and interpret psychological tests and assessment tools. • Apply statistical techniques for classification, analysis, and interpretation of data. • Use various methods and techniques for assessment in human development. • To apply tests and scales for assessing different developmental domains. • To analyze women’s status and problems in community settings. • Prepare resource files, field reports, and documentation related to counseling, human development, and women’s issues. • To develop communication, analytical, research, and professional skills through practical work, seminars, and field visits.		
Credits: 4	Course Type: Major (Core)	
Max. Marks: 100(25+75)		
Total No. of Lectures: 60		
Unit	Topic	No. of Lectures
I	• Administration of any five psychological tests/ scales available in department laboratory and understanding its use in counseling.	12
II	• Classification and tabulation of data • Measures of central tendency • Measure of Dispersion • Test of Relationship; • Parametric and Non-parametric tests.	16
III	• Study and application of various methods of assessment in human development. • Case study method for understanding developmental characteristics and behavior. • Administration and interpretation of developmental screening tools and standardized tests.	16



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	• Development of tests/scales for assessment of physical, motor, cognitive, language, social, emotional, and moral development.	
IV	• Study of women's status in a community, • Identification of women's problems in a community, • Preparation of an album on women's issues. • Visit to Women Welfare Organizations. • Prepare resource file.	16

Suggested readings:

- Sharma.R.N & Sharma.R., 2004, "*Guidance and Counselling in India*", Atlantic Publishers and distributors, New Delhi.
- Statistical Methods – S.P. Gupta, Sultan Chand & Sons Publisher- New Delhi
- Research Methodology, Methods and Techniques- C.R. Kothari Wiley Eastern Limited - New 3.
- An Introduction to Statistical Methods- C.B.Gupta & V.Gupta., Vikas Publishing House PVT Ltd.
- Statistics in Psychology & Education – Henry, E. Garrett, David Heley and Co.
- Robert M. Kaplan, Dennis P. Saccuzzo, 2005, "Psychological Testing", Principles, Applications and issues, Wodsworth, U.S.A.
- Pestonjee D.M. 2003., "Third hand book of psychological and social instruments". Vol.1, Concept Publishing Company, New Delhi.
- Desai N & Krishna M.1988. Women and Society in India. Ajanta publ.
- Krishnaraj M. (Ed). 1986. Women studies in India. Popular Prakshan.
- Patil AK. 1995. Women and Development. Ashish Publ.
- Poonacha V. 1999. Understanding women studies. SNDT Women's University. Mumbai.
- AbouZahr, C., and E. Royston 1991. Maternal Mortality: A Global Factbook. Geneva, Switzerland: World Health Organization.

Suggested continuous evaluation methods:

- Test with multiple choice questions/short and long answer questions
- Theoretical classes followed with practical exercises on same content for assessing understanding and applied learning of students.
- Departmental discussions and seminars.



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M.A./M.Sc. 1st Year (Semester IInd) Home Science
Research Project/Dissertation/Internship/Field or Survey Work

Programme/Class: M.A./M.Sc.	Year: 1 st	Semester: II nd
Subject: Home Science		
Course Code: MHSCC205 R/D/I/F/S	Course Title: Research Project/Dissertation/Internship/Field or Survey Work	
Topic related to Home Science will be Decided		



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M.A./M.Sc. 2nd Year (Semester IIIrd) Home Science
Early Childhood Care and Education

Programme/Class: M.A./M.Sc.	Year: 2 nd	Semester: III rd
Subject: Home Science		
Course Code: MHSCC301T	Course Title: Early Childhood Care and Education	
Course outcomes: <i>The student at the completion of the course will be able to:</i> • To define and identify stages of Development. • To understand the importance of early years. • To apply the understanding in analysing basic needs of ECCE. • To evaluate the thoughts of various thinkers of ECCE. • To create and prepare literature and tools needed for ECCE.		
Credits: 4	Course Type: Major (Core)	
Max. Marks: 100 (25+75)		
Total No. of Lectures: 60		
Unit	Topic	No. of Lectures
I	ECCE • Concepts, objectives, need, scope and significance. Types of Pre-school • Play Centers, Day Care Montessori, Kindergarten, Balwadi, Aganwadi. • ECCE in the National Policy on Education 1986 and NEP 2020	12
II	Contribution of the thinkers in ECCE • Pestalozzi, Rousseau, • Frobel, John Dewey, • Maria Montessori, • M.K.Gandhi and • Rabindra Nath Tagore. .	14
III	ECCE in India • Pre Independence period, Post-Independence- Kothari Commission. • Contribution of Five Year Plans to ECCE. • Yash Pal Committee.	10
IV	Contribution of the mentioned agencies/ programmes to ECCE in India • ICCW, IAPC, NCERT, ICDS, UNICEF, NCTE • Mobile Creche etc.	12



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V	Pre-School Centers • Concept • Administrative set-up • Functions and Organization.	12
Suggested Readings: • Grewal J.S., 1998. Early Childhood Education - Foundation & Practices, Harprasad Bhargava Edu. Publishers, Agra. • Mohanty & Mohanty, 1994. Early Childhood Care and Education, Deep & Deep Pub., New Delhi. • Singh B, 1997. Pre-School Education, APH Publishing Corp., New Delhi. • Muralidharan R & Banerji V, 1991: A Guide for Nursery School Teacher, NCERT, New Delhi.		



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M.A./M.Sc. 2nd Year (Semester IIIrd) Home Science
Stress Management and Health

Programme/Class: M.A./M.Sc.	Year: 2 nd	Semester: III rd
Subject: Home Science		
Course Code: MHSCC302T	Course Title: Stress Management and Health	
Course outcomes: <i>The student at the completion of the course will be able to:</i> • To define and identify the role of health, nutrition, physical activity, and wellness in daily life. • To understand the Stress management techniques. • To apply the knowledge in relating Psychological and emotional Health. • To evaluate the evidence to support healthy behaviours and life. • To create and prepare Stress management and self-help Plans.		
Credits: 4	Course Type: Major (Core)	
Max. Marks: 100(25+75)		
Total No. of Lectures: 60		
Unit	Topic	No. of Lectures
I	Introduction to Stress • Definition, • Concepts, • Types of stress, • Causes of Stress.	10
II	Stress Management • Factors causing stress, • Stress and health behaviour, • Types of coping strategies, • Stress Management.	12
III	Introduction to health • Definition, • Concepts, • Types of health, • Dimensions of Health, • Risk factors.	12
IV	Components of physical fitness • Muscular strength, endurance, and flexibility. • Nutrition, body composition, and eating disorders. • Cardiovascular diseases, • Personal safety.	14
V	Common conditions and diseases	12



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	• Lowering risk of infectious diseases, • Substance use and abuse, • Sexuality, sexually transmitted diseases, and AIDS. • Achieving and maintaining a healthy weight.	
Suggested Readings: • Allen, Mary Beth (2005) Sports, Exercise and Fitness. Libraries Unlimited. • Allman, Toney (2010) Eating Disorders. Lucent. • American College of Sports Medicine (2011) ACSM's Complete Guide to Fitness and Health Human Kinetics. • Birne, Emma Carlson (2007) Methamphetamine. Ref. Point Press. • Blass, Elliott M. (2008) Obesity: Causes, Mechanisms, Prevention and Treatment, Sinauer Associates. • Campbell, T. Colin (2006) The China Study. Ben Bella Books. • Corbin, Welk, Lindsey, and Corbin. Concepts of Fitness and Wellness. McGraw-Hill. • Egendorf, Laura (2007) Sexually Transmitted Diseases. Greenhaven Press. • Esselstyn, Caldwell B. (2007) Prevent and Reverse Heart Disease. Avery. • Fuhrman, Joel (2011) Eat to Live. Little, Brown and Company. • Hiber, Amanda (2006) Are American's Overmedicated. Thomson/Gale. • Hoyle, Brian (2006) AIDS/HIV. Thomson/Gale. • Kiesbye, Stefan (2007) Steroids. Greenhaven Press. • Latner, Janet D. (2007) Self-Help Approaches for Obesity and Eating Disorders. The Guilford Press. • McGill, Stuart (2007) Low Back Disorders: Evidence-based Prevention and Rehabilitation. • Nakaya, Andrea C. (2007) Marijuana. Reg. Point Press. • Nesbit, Mark (2007) Performance Enhancing Drugs. Ref. Point Press.		
Suggested Continuous Evaluation Methods: • Test with multiple choice questions/short and long answer questions • Developmental assessment • Seminar/Presentation		



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M.A./M.Sc. 2nd Year (Semester IIIrd) Home Science
Garbh Sanskar

Programme/Class: M.A./M.Sc.	Year: 2 nd	Semester: III rd
Subject: Home Science		
Course Code: MHSCC303T	Course Title: Garbh Sanskar	
Course outcomes: <i>The student at the completion of the course will be able to:</i> • To define importance of Prenatal Care. • To understand the basics of Sanskar. • To apply the knowledge in identifying early signs of pregnancy. • To evaluate the role of parents and environment on fetal development. • To create and prepare teaching Aids for awareness.		
Credits: 4	Course Type: Major (Core)	
Max. Marks: 100(25+75)		
Total No. of Lectures: 60		
Unit	Topic	No. of Lectures
I	Prenatal Development • Meaning of prenatal Development, concept of conception, Process of conception.. • Early sign of pregnancy, symptoms of pregnancy, physiological changes during pregnancy, complication during pregnancy	12
II	Sanskar • Scientific explanation of Garbh Sanskar, • Different therapies in Garbh Sanskar, • Garbh Samvaad. • Fetal Communication to keep piece rapidly growing fetal brain mother establishes conversation with child in uterus by various means-Music, Storytelling, Thought transfer, Swadhyaya Meditation.	14
III	Care of pregnant women • Birth process • Maternal care • Nutrition during pregnancy • Dress during pregnancy.	12
IV	Care of the mother after delivery • Ideal practices for the new mother, • Role of health practitioner,	12



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	Prenatal influences on fetus: family environment, social environment, maternal nutrition, age of mother.	
V	Some essential activities during pregnancy - Yoga: Meaning and definition of yoga, - Role and importance of yoga as a Garbh Sanskar. - Role of Ayurveda therapy during Pregnancy.	10
Suggested Readings: - Guyton,A.c.(1985):Function of the Human Body. - Gopalan.C.andKaur S.(1989):Women and Nutrition in India, Nutrition Foundation in India. - BrijeshShukl, KarmKaumudi, Nag Publisher, New Delhi. - P.C. Mishra, AjkaVikasatamkManovigyan, Sahityaprakashan , Agra.		



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M.A./M.Sc. 2nd Year (Semester IIIrd) Home Science
Practical (Related to core paper)

Programme/Class: M.A./M.Sc.	Year: 2 nd	Semester: III rd
Subject: Home Science		
Course Code: MHSCC304P	Course Title: Practical (Related to core paper)	
Course outcomes: <i>The student at the completion of the course will be able to:</i> • To develop practical knowledge of Early Childhood Care & Education and evaluate functioning of ECCE centres. • Plan ECCE programmes, prepare educational materials, and interact effectively with teachers and parents. • To apply stress management strategies and self-help plans for healthy lifestyle modification. • Demonstrate understanding of the concept, principles, and scientific aspects of Garbh Sanskar through practical activities and field observations. • Prepare balanced diet plans, nutritional charts, and healthy recipes for women during different stages of pregnancy.		
Credits: 4		Course Type: Major (Core)
Max. Marks: 100(25+75)		
Total No. of Lectures: 60		
Unit	Topic	No. of Lectures
I	ECCE • Visit to Early Childhood Care and Education Centres, recording information and observation and writing report. • Planning ECCE programmes including infra-structural facilities and budget proposals. • Conducting interaction programmes with teachers and parents. • Developing literature for parents preparing & using visual Aids.	15
II	Stress Management and Health • Stress management plan. • Practice of relaxation techniques such as deep breathing, meditation and Yoga. • Observation and recording of lifestyle habits related to physical and mental health. • Study of coping strategies and stress management techniques • Preparation of health awareness materials—posters, charts, pamphlets.	14



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	• Prepare Resource File. • Seminar/Presentation on any topic related to Stress management and health.	
III	<u>Garbh Sanskar</u> • Study of traditional and scientific concepts of Garbh Sanskar. • Study of stages of pregnancy and fetal development. • Observation and practice of prenatal relaxation techniques including Yoga, meditation, and breathing exercises. • Preparation of pregnancy observation records. • Interviewing pregnant women regarding pregnancy experiences, health issues, and lifestyle practices. • Recording growth and developmental milestones of fetus during different trimesters.	16
IV	Presentation and seminars on special topics Preparation of developmental records, case studies, and teaching-learning materials: • Preparation of Teaching Aids- Chart-Poster, Leaflet - Pamphlet, Booklet, Flipchart etc. • Prepare resource file	15

Suggested readings:

- Grewal J.S., 1998. Early Childhood Education - Foundation & Practices, Harprasad Bhargava Edu. Publishers, Agra.
- Mohanty & Mohanty, 1994. Early Childhood Care and Education, Deep & Deep Pub., New Delhi.
- Singh B, 1997. Pre-School Education, APH Publishing Corp., New Delhi.
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Suggested Continuous Evaluation Methods:

- Test with multiple choice questions/short and long answer questions
- Developmental assessment
- Seminar/Presentation



Department of Home Science

M.A./M.Sc. 2nd Year (Semester IIIrd) Home Science
Research Project/Dissertation/Internship/Field or Survey Work

Programme/Class: M.A./M.Sc.	Year: 2 nd	Semester: III rd
Subject: Home Science		
Course Code: MHSCC305 R/D/I/F/S	Course Title: Research Project/Dissertation/Internship/Field or Survey Work	
Topic related to Home Science will be Decided		



Department of Home Science

M.A./M.Sc. 2nd Year (Semester IVth) Home Science
Gerontology

Programme/Class: M.A./M.Sc.	Year: 2 nd	Semester: IV th
Subject: Home Science		
Course Code: MHSCC401T	Course Title: Gerontology	
Course outcomes: <i>The student at the completion of the course will be able to:</i> • To define Gerontology. • To understand meaning and scope of Gerontology. • To apply the knowledge for solving elderly problems. • To evaluate the needs and requirements of old age. • To create and modify nutritional diet plans for elderly according to their health conditions.		
Credits: 4	Course Type: Major (Core)	
Max. Marks: 100(25+75)		
Total No. of Lectures: 60		
Unit	Topic	No. of Lectures
I	Gerontology • Emergence & scope of gerontology & elderly care, demographic trends in India, concept of ageing & problems. • Biological, Physiological, social & economic aspects (social, economic, single & retired status) Security, occupational aspects & spiritual aspects. • Nutritional requirements of the aged & dietary management, nutritional problems in old age.	14
II	The aged in the family context • Adjustment pattern, family pattern in later life, changing roles and the ageing family, conjugal relations in old age and adjustment, retirement years and adjustments, marital adjustments. • Intergenerational family relations & adjustment.	12
III	Development of aspiration & achievement: • Meaning of aspiration how aspirations, how aspirations develop, variations in aspirations, the achievement syndromes (success & failure). • Educational & Vocational achievements, social mobility & achievement.	12
IV	Personality development & family relationship: • Meaning of improvement of personality, obstacles,	12



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	factors influencing self- concept (acceptance & rejection) level of adjustment & happiness. • Effect of family relationship, on home climate, conditions affecting family relationship, common recreational interest & activities.	
V	Elderly Nutrition • Physiological changes in elderly. Types of malnutrition in elderly • Nutritional problem of elderly people, • Recommended dietary allowances for elderly.	10
Suggested readings: • AtchleyRobert.C.(2001).Continuity and adaptation in aging: Creating positive experiences. • Baars et al. (2006).Aging globalization and inequality: The new critical gerontology. • Broderick.P.C.(2003). The life span, Human Development for helping professionals. • Oray.M.G.(1992).Aging health and behaviour. Sage publications. • KumudiniDandekar(1996). The elderly in India. Sage publications. • Moody,Harry.R.(2002). Aging : Concepts and controversies, 4th Edn. • The Psychology of later life: L.R.Aiken, WB Saunders Company. Philadelphia. • Aged: Their Understanding & Care: Klaus Bergmann, London Wolfe Publicaitons, London. • Handbook of ageing & Social Sciences: R.H.Binstock& E. Shanes, , V.N. Reinhold, Co. New York. • Old age in a changing society: ZanaSmith, Blau, , New View prints. New York. • Ageing in India: Problems and potentialities: A.B.Bose, & K.D GangradeAbhinav Publications.		



Department of Home Science

M.A./M.Sc. 2nd Year (Semester IVth) Home Science
Children with Special Needs

Programme/Class: M.A./M.Sc.	Year: 2 nd	Semester: IV th
Subject: Home Science		
Course Code: MHSCC402T	Course Title: Children with special needs	
Course outcomes: <i>The student at the completion of the course will be able to:</i> • To define the needs of Children with developmental challenges. • To understand the developmental competence of children with developmental challenges. • To apply the knowledge to sensitize students and motivate people in understanding and being sensitive for children with developmental challenges. • To evaluate the needs and requirements of children with developmental challenges. • To create awareness among the people.		
Credits: 4	Course Type: Major (Core)	
Max. Marks: 100(25+75)		
Total No. of Lectures: 60		
Unit	Topics	No. of Lectures
I	Introduction to Children with Special Need • Definition and terminology, • Types of special children, • Children at risk- poverty and gender issues; Genetic and environmental factors in disability. • Effect of the disability on the child; Early detection, screening identification. • Need for intervention, education, rehabilitation; Role of family and child care worker.	12
II	Services for Special Children • Prevalence in India; The issues of labelling; Policies and legislation for the disabled. • Prevention of the disability; Rehabilitation; Approach towards disability.	10
III	The Child with mental Retardation • Definition and classification; Causes of mental retardation; Identification; Characteristics. • Managing children with mental retardation at home; Special educational measures. Gifted Children	12



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	• Definition, characteristics of gifted children, identification, special educational measures, • Role of parents.	
IV	Visually Impaired Children • Definition- Blind and partially sighted children, Identification; Causes; Effect of visual impairment on child's development. • Special education & training, • Role of family in detection, early stimulation and training. Hearing Impaired Children • Definitions: Deaf and hard of hearing children, • Classification: Mild, moderate, severe and profound loss, • Causes of hearing impairment: Identification, care, early stimulation and education of hearing impaired children. • Role of family in detection and child's language development. The Children with communication disorders • Definition and meaning; Classification; Causes; Management and education of children with communication disorders.	14
V	The Children with Cerebral Palsy and Orthopedic Disability • Definition and classification; Causes and associated conditions. • Identification and integrated education, • Rehabilitation of children with physical disability, • Role of family in care and early training. Children with behavioural Disorders: • Definition; General causes; Types; Behavioural problems associated with Autism, Attention Deficit Hyper activity Disorder (ADHD), Enuresis. • Behavioural problems of children showing excessive anxiety, phobia, temper-tantrums, withdrawal behaviour and aggressive behaviour.	12
Suggested readings: • Kirk Samuel, Educating Exceptional Children, TBH, New Delhi. • Bhargava M. (1994) - Introduction to Exceptional Children, Sterling Publishers, New Delhi. • KarChintamani (1996)- Exceptional Children: Their Psychology and Education, Sterling Publishers, New Delhi. • Sahu B.K. (1993)- Education of the Exceptional Children, Kalyani Publishers, New Delhi. • Gulati R. and Gugnani, A (1994)- Child Development- A practical.. • Gordon I J (1975). Human Development, New York, Harper and Row.		



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- Harrism A.C. (1986). Child development. West Publications, St. Paul.
- .Lerner and Hulsch (1983). Human Development. A life span perspective McGraw Hill Book Co., New York.
- Nussen O., Conger, J.J. Kagh, J. and Huston, A.C. (1990). Child Development and Personality. Harper and Row, New York.

Suggested Continuous Evaluation Methods:

- Test with multiple choice questions/short and long answer questions
- Theoretical classes followed with practical exercises on same content for assessing understanding and applied learning of students.
- Departmental discussions and seminars.



Department of Home Science

M.A./M.Sc. 2nd Year (Semester IVth) Home Science
Dynamics of Marriage and Family

Programme/Class: M.A./M.Sc.	Year: 2 nd	Semester: IV th
Subject: Home Science		
Course Code: MHSCC403T	Course Title: Dynamics of Marriage and Family	
Course outcomes: <i>The student at the completion of the course will be able to:</i> • Understand different concepts related to marriage. • Know the different forms of marriage. • Aware of marriage systems among different religions. • Know the areas, obstacles and techniques of marital adjustments. • Understand the changing trends in gender roles. • Know about alternative styles of marriages. • Aware of different Laws related to marriage. • Know the need and importance of premarital, marital and family counseling. • Understand the concept of family life cycle and changes in its characteristics and functions. • Aware of the causes for marital dissolution, divorce and family under distress. • Recognize the need and importance of sex education and family life education.		
Credits: 4	Course Type: Major (Core)	
Max. Marks: 100(25+75)		
Total No. of Lectures: 60		
Unit	Topic	No. of Lectures
I	Introduction to Marriage: • Goals of marriage • Functions of marriage • Preparation for Marriage • Types of marriages in India • Prevalent forms of marriage • Premarital Counseling • Theories for mate selection • Mate Selection: Psychological Factors • Engagement.	14
II	• Muslim marriage, Christian marriage, Hindu marriage • Marriage among Sikh, Buddhist and Parsi's. • Marital Roles and Behaviour • Gender Role-Change	12



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	• Marital Adjustments • Marital Dissolution • Divorce • Alternatives to marriage • Marriage Education.	
III	Family • Characteristics & Functions • Family life cycle • Structures and forms of family.	10
IV	• Family change • Family Stress- Causes and symptoms • Coping strategies Family life education.	12
V	• Family life Education • Sex Education • Family Planning • Laws Related to Marriage.	12

Suggested readings:

- Atchley Robert.C.(2001).Continuity and adaptation in aging: Creating positive experiences.
- Baars et al. (2006).Aging globalization and inequality.: The new critical gerontology.
- Broderick.P.C.(2003). The life span, Human Development for helping professionals.
- Oray.M.G.(1992).Aging health and behaviour. Sage publications.
- Kumudini Dandekar(1996). The elderly in India. Sage publications.
- Moody, Harry .R.(2002). Aging: Concepts and controversies, 4th Edn.
- The Psychology of later life: L.R.Aiken, WB Saunders Company. Philadelphia, Aged: Their Understanding & Care: Klaus Bergmann, London Wolfe Publicaitons. London.
- Handbook of ageing & Social Sciences: R.H.Binstock& E. Shanes, V.N. Reinhold, Co. New York.



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M.A./M.Sc. 2nd Year (Semester IVth) Home Science
Practical (Related to core paper)

Programme/Class: M.A./M.Sc.	Year: 2 nd	Semester: IV th
Subject: Home Science		
Course Code: MHSCC404P	Course Title: Practical (Related to core paper)	
Course outcomes: <i>The student at the completion of the course will be able to:</i> • To understand the needs, problems, and care of elderly persons. • To identify characteristics and needs of children with disabilities. • To analyze marital issues, family types, and family life cycle. • To prepare teaching aids, extension literature, and survey reports.		
Credits: 4	Course Type: Major (Core)	
Max. Marks: 100(25+75)		
Total No. of Lectures: 60		
Unit	Topic	No. of Lectures
I	Gerontology and Care of Elderly • Preparation of interview schedules/questionnaires for elderly persons. • Interviewing elderly persons regarding physical, psychological, social, emotional, and economic problems. • Assessment of health, nutritional status, lifestyle, and daily living activities of elderly persons. • Meal planning for elderly under normal and special health conditions. • Preparation of nutritious recipes suitable for elderly persons. • Visit to old age homes, day care centres, and community centres for elderly care; recording observations. • Study of welfare schemes, social security measures, and services for senior citizens in India. • Writing reports and presentations.	14
II	Children with Special Needs • Study of etiology, characteristics, diagnosis, and educational needs of children with different disabilities. • Observation of children with visual, hearing, intellectual, learning, autism spectrum, locomotor, and developmental disabilities.	15



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	• Visit to special schools, rehabilitation centres, therapy centres, and inclusive education institutions; recording observations. • Observation of assistive devices, educational aids, and therapy materials. • Development of teaching-learning materials and activity aids for children with special needs. • Writing Reports.	
III	Dynamics of Marriage • Interviewing Married couple about their problems and issues • Observation of gender roles, decision-making patterns, and family relationships. • Study of changing trends in marriage, mate selection, and marital roles. • Visit of people of different religions and learn about their ways of marriage. • Comparative study of marriage customs and rituals among different religious and cultural communities. • Writing Reports.	16
IV	Family Life Cycle and Family Dynamics • Study of different types of families—nuclear, joint, extended, single-parent, and blended families. • Analysis of stages of family life cycle. • Study of parent-child relationships and sibling relationships • Observation of family communication patterns and role relationships. • Study of family stress, crisis, coping mechanisms, and adaptation. • Writing reports and presentations.	15

Suggested readings:

- Broderick.P.C.(2003). The life span, Human Development for helping professionals.
- Handbook of ageing & Social Sciences: R.H.Binstock& E. Shanes, V.N. Reinhold, Co. New York
- Old age in a changing society: ZanaSmith, Blau, , New View prints. New York.
- Ageing in India: Problems and potentialities: A.B.Bose, & K.D GangradeAbhinav Publications.
- Kirk Samuel, Educating Exceptional Children, TBH, New Delhi.
- Bhargava, M. (1994) - Introduction to Exceptional Children, Sterling Publishers, New Delhi.
- Harrism A.C. (1986). Child development. West Publications, St. Paul.
- .Lerner and Hulsch (1983). Human Development. A life span perspective McGraw Hill Book Co., New York.
- Broderick.P.C.(2003). The life span, Human Development for helping professionals.
- Communication for Development in the Third World Theory and Practices (1991) . Sage Publication,



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New Delhi.

- Extension Education in Community (1961) Ministry of Food and Agriculture, Government of India, New Delhi.

Suggested continuous evaluation methods:

- Test with multiple choice questions/short and long answer questions
- Developmental assessment
- Seminar/Presentation



Department of Home Science

M.A./M.Sc. 2nd Year (Semester IV) Home Science
Research Project/Dissertation/Internship/Field or Survey Work

Programme/Class: M.A./M.Sc.	Year: 2 nd	Semester: IV th
Subject: Home Science		
Course Code: MHSCC405 R/D/I/F/S	Course Title: Research Project/Dissertation/Internship/Field or Survey Work	
Topic related to Home Science will be Decided		