**Revised and Approved syllabus for**

**M.A. / M.Sc. Hons. Department of Home Science**

Specialization in Human Development & Family Studies

Programme Regulation- 2020

Academic session-2021-22

Approved by Board of Studies

**Members-**

1. Dr. Tatheer Fatma, Associate Professor and Head **Chairperson**

Department of Home Science KMCL University Lucknow

1. Dr. Rachna Mishra, Associate Professor **External Member**

Department of Home Science, IT College Lucknow

1. Dr. Meera Singh Incharge Department of Home Science, **External Member**

University of Lucknow

1. Dr. Priyanka, Assistant Professor, **Internal Member**

Department of Home Science KMCL University Lucknow

**Proposed by-**

Dr. Tatheer Fatma, Associate Professor and Head

Department of Home Science KMCL University Lucknow

**Department of Home Science**

**Faculty of Science**

**Khwaja Moinuddin chishti Language Universiy Lucknow, U.P. (India)**

**M.A. / M.Sc. Syllabus Department of Home Science**

Specialization in Human Development & Family Studies

Semester wise course distribution of M.A./MSc Home Science Programme Regulation 2020

1. **Applicability**

These Regulations shall apply to the Master in Arts/Master in Science in Home Science Programme from the session 2020-21

1. **Minimum Eligibility for Admission:**

Bachelors’ degree from a recognized University in concerned subject with a minimum of 45% marks in aggregate for General/OBC and 40% for SC/ST candidates.

1. **Programme Objectives:**

The objective of the Course is to develop responsive and responsible home-makers and skillful, talented, productive citizens of the nation with high potential and professionalism by imparting knowledge in various areas of Home Science and creating suitable attitude for the same. The major objectives are:

* Women empowerment
* Skill development and enhancement
* Capacity building
* Entrepreneurial development
* Student centric and job oriented courses

1. **Program Outcomes:**

The Program trains students to:

* Understand basic and advanced theoretical and practical knowledge in 05 branches of Home Science.
* Develop advanced skill in one of the five branches of Home Science.
* Convert knowledge and skill into entrepreneurship models.
* Become responsible citizens with professional attitude.

1. **Specific Programme Outcomes:**

The courses focus on skill development and capacity building to empower women to initiate their own enterprise

* Courses aim at equipping the students with necessary proficiencies for a wide variety of career with entrepreneurial skills and placement.
* Practical training/exposure through internship, field visit, project work, expert lectures, demonstration, workshops and seminars
* Specialised courses in sync with industry academic needs.
* Focus on updating with National & Global issues and concerns.
* Emphasis on capacity building  and sensitization to help individual, family,society and nation to understand needs, their development, challenges, issues of concern and possible remedies or steps for different stages of life cycle.
* Encouraging innovative and creative ideas for initiating entrepreneurship.
* Curriculum based capacity building through subject wise research methods and scientific writing.

**LEARNING OUTCOMES:**

In contemporary times, Home Scientists promote capacity building of individuals and communities for social and economic empowerment. They train community women and youth from various strata of society for entrepreneurship. Many Home Scientists have done exceptionally well as entrepreneurs themselves. They do not remain job seekers but have also become job creators. They gain and provide employment in research organizations, food and textile industries, dietetic practice, education and child development domains, accreditation of green buildings, strategic planning and communication technologies.

Years of national and international experience in the field has contributed to the wisdom that all the five windows of opportunity that Home Science offers be opened for i.e. Food and Nutrition, Human Development, Resource Management, Extension and Communication and Fabric and Clothing and Textile. In this course, the students will learn the fundamental principles and foundations of all the five areas. They are expected to internalize the principle of a Home Scientist, that is, to give back to the community from which they draw, for sustainable development.

* Understand and appreciate the role of interdisciplinary sciences in the development and well- being of individuals, families and communities
* Understand the sciences and technologies that enhance the quality of life of people
* Acquire professional and entrepreneurial skills for economic empowerment of self in particular, and community in general
* Develop professional skills in food, nutrition, textiles, housing, product making, communication technologies and human development
* Take science from the laboratory to community.

**6. COURSE STRUCTURE**

The Course Structure of the Master of Arts/Master of Science in Home Science Programme shall be as under:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Papers** | **Paper Code** | **Titles of Papers** | **Credits** | **Remarks** | **Theory/**  **Practical Marks** | **Internal Assessment/Sessional Marks** | **Total marks** |
|  |  | **Semester 1** |  |  |  |  |  |
| **Paper 1** | **MHS CC 101** | Advance Human Development | **4** | **Core Course** | **70** | **30** | **100** |
| **Paper 2** | **MHS CC102** | Human Development- Theories and Current Trends | **4** | **Core Course** | **70** | **30** | **100** |
| **Paper 3** | **MHS CC 103** | Gender & Development | **4** | **Core Course** | **70** | **30** | **100** |
| **Paper4** | **MHSCC 104** | Infant Stimulation Programmes | **4** | **Core Course** | **70** | **30** | **100** |
| **Paper 5** | **MHS CC 105** | Related to Core Papers(Practical) | **4** | **Core Course** | **70** | **30** | **100** |
| **Paper 6** | **MHSVC-101** | Food Science and Processing Techniques | **4** | **Value Added course (Credited)** | **70** | **30** | **100** |
|  |  | **Semester Total** | **24** |  |  |  |  |
|  |  | **Semester II** |  |  |  |  |  |
| **Paper 7** | **MHS CC 201** | Early childhood care and education | **4** | **Core Course** | **70** | **30** | **100** |
| **Paper 8** | **MHS CC 202** | Statistics and Computer Applications/ | **4** | **Core Course** | **70** | **30** | **100** |
| **Paper 9** | **MHS CC 203** | Methods and techniques of assessment in human development | **4** | **Core Course** | **70** | **30** | **100** |
| **Paper 10** | **MHS CC 204** | Women Studies | **4** | **Core Course** | **70** | **30** | **100** |
| **Paper 11** | **MHS CC 205** | Fabric ornamentation | **4** | **Core Course** | **70** | **30** | **100** |
| **Paper 12** | **MHS CC 206** | Related to Core Papers(Practical) | **4** | **Core Course** | **70** | **30** | **100** |
| **Paper 13** | **MHSVNC-201** | Garbh Sanskar | **00** | **Value Added course (Non Credited)** | **00** | **00** | **00** |
|  |  | **Semester Total** | **24** |  |  |  |  |
|  |  | **Semester III** |  |  |  |  |  |
| **Paper 14** | **MHS CC 301** | Research methodology | **4** | **Core Course** | **70** | **30** | **100** |
| **Paper 15** | **MHS CC 302** | Extension and communication concepts in community development | **4** | **Core Course** | **70** | **30** | **100** |
| **Paper 16** | **MHSEL-301A/B** | Guidance and Counselling/  Children with Special Needs | **4** | **Elective** | **70** | **30** | **100** |
| **Paper 17** | **MHSEL-302A/B** | Gerontology/Adolescents & Youth | **4** | **Elective** | **70** | **30** | **100** |
| **Paper 18** | **MHSIN-301** | Summer Internship | **4** | **Summer Internship** | **70** | **30** | **100** |
| **Paper 19** | **MHSIER-301A** | Dietetics and Therapeutic Nutrition | **4** | **Interdepartmental Course** | **70** | **30** | **100** |
|  |  | **Semester Total** | **24** |  |  |  |  |
|  |  | **Semester IV** |  |  |  |  |  |
| **Paper 20** | **MHSCC-401** | Community Nutrition | **4** | **Core Course** | **70** | **30** | **100** |
| **Paper 21** | **MHSEL401A/B** | Study of Family in Society/ Parent and Community Education | **4** | **Elective** | **70** | **30** | **100** |
| **Paper 22** | **MHSEL402A/B** | Methods and Materials for Early Childhood Care and Education /  Advances in Family Studies | **4** | **Elective** | **70** | **30** | **100** |
| **Paper 23** | **MHSMT-401** | Dissertation (from Elected Discipline) | **8** | **Master Thesis** | **140** | **60** | **200** |
| **Paper 24** | **MHSIRA-401** | Stress Management and Health/ Intradepartmental Course / MOOC course | **4** | **Intradepartmental Course** | **70** | **30** | **100** |
|  |  | **Semester Total** | **24** |  |  |  |  |
| **TOTAL CREDITS** | | | **96** |  |  |  |  |

**M.A./M.Sc. Home Science – Subject; MHSCC – Core Course ; MHSVC – Value added course (Credited) ; MHSVNC - Value added course (Non Credited); MHSEL –Elective; MHSIER – Interdepartmental Course ; MHSIRA – Intradepartmental Course**

**Master of Arts /Master of Science in Home Science Programme in Brief**

|  |  |
| --- | --- |
| **Title** | The title of the Course shall be Master of Arts in Home Science/Master of Science in Home Science (Specialization in Human Development and Family Studies) |
| **Objective** | The objective of the Course is to develop responsive an responsible home-makers and skillful, talented, productive citizens of the nation with high potential and professionalism by imparting knowledge in various areas of Home Science and creating suitable attitude for the same. |
| **Duration** | The total duration of the Course shall be of two years, spread in four semesters. |
| **Seats** | The total number of students to be admitted in the Course shall be 60 each. |
| **Eligibility** | Bachelors’ degree from a recognized University in concerned subject with a minimum of 45% marks in aggregate for General/OBC and 40% for SC/ST candidates. |
| **Fees** | Fee will be charged as per University Fee Structure from time to time. |
| **Admission Policy** | Admissions shall be made on the basis of University norms. Reservation policy as per rules of KMCL University will be followed. |
| **Course Content** | The two year P.G. Course of MA/MSc Home Science is divided into four semesters i.e. two each in M.A./MSc (Prev.) and M.A./MSc (Final). During these four semesters, knowledge enhancement of the students will be done through:   * 14 (Fourteen) Core Courses of 04 credit each [14 x 4 = 56 Credits] * 04 (Four) Discipline Elective Courses of 04 credit [04 x 04 = 16 Credits] * 02 (two) Value Added Course (01 Credited + 01 Non-credited) of 04 credit each [01 x 04 = 04 Credits] * 01 (one) Inter-Departmental Course of 04 credits [01 x 04 = 04 Credits] * 01 (one) Internship of 04 credit (on any relevant Topic/Discipline) [01 x 04 = 04 Credits] * 01 (one) Dissertation of 08 credit (on a Topic based on one of the Elective disciplines adopted by the student) [01 x 08 = 08 Credits] * 01 (one) Intradepartmental Course of 04 credit [01 x 04 = 04 Credits] * Total -96 |
| **Distribution of Marks** | * There theory papers will be each of 100 marks (70 marks for Written Examination + 30marks for Internal Assessment) for each theory paper. * Practical paper including Viva-Voce will be of 100 marks including 30 marks for Internal Assessment. * 20 marks will be for the practical with theory * Dissertation will be of 200 marks. |

**7. Course Outlines**

**M.A./M.Sc. I Year (Semester I) Home Science**

**Paper 1 Advance Human Development MHS CC 101**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class: M.A./M.Sc. | | Year: 1 | | Semester: 1 | |
| **Subject-Home Science** | | | | | |
| Course Code:MHS CC 101 | | Course Title: **Advance Human Development** | | | |
| Course outcomes:   * To undertake an advanced study of the stages in human development with special focus on stages from prenatal development to adulthood. * To understand the need for theory of Human Development. * To develop practical knowledge among students regarding different developments of different stages | | | | | |
| Credits: 4 | | | Course Type-Core Course | | |
| Max. Marks: 100(30+70) | | |  | | |
| Total No. of Lectures-60 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures**  **Total=60** |
| **I** | **Human Development:**   * Concepts, * Principles, * Growth and Development.   **Pre-natal period and Birth:**   * Development, genetic and environmental * factors affecting prenatal Development, * Delivery and birth. | | | | 8 |
| **II** | **Infancy:**   * Physical and perceptual development; * Cognitive, social and emotional development. * language development | | | | 8 |
| **III** | **Early and Middle Childhood:**   * Physical and motor development; * Cognitive development; * Social and Emotional development, * language development | | | | 9 |
| **IV** | **Adolescence :**   * Physical development; * Cognitive development; * Social and Emotional development, * problems during adolescent | | | | 10 |
| **V** | **Adulthood :**   * Physical, sensory and cognitive changes during adulthood, * Social and emotional development * Adjustment problems during adulthood | | | | 10 |
| **Practical** | * 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. | | | | 15 |
| **Suggested Readings:**   1. Berk L.E., Child Development, Allyn ans Bacon, USA, 2000. 2. Devadas R.P.C. & Jaya N.A.- Textbook on Child Development, McMillan India Ltd. Delhi, 1996. 3. Stuart Clark- Life Span Development. 4. Papalia D.E., Human Development, Tata McGraw Hills Publishing Company 1997. 5. Turner Jeffery.S. & Life Span Development. Harcourt Helms. Donald B. 6. Dehart G.B. & Sroufe. L Alan. Child Development- its Nature and Course. 7. Santrok John W.- Child Development, McGraw Hill.   Hughes, Noppe & Nopp (1996). Child Development, Prentice Hall, New JeresyHouse, New Delhi ;2015 | | | | | |
| **Suggested Continuous Evaluation Methods:**   * Test with multiple choice questions/short and long answer questions * Developmental assessment * Seminar/Presentation | | | | | |

**M.A./M.Sc. I Year (Semester I) Home Science**

**Paper 2 Human Development: Theories and Current Trends MHS CC 102**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class: M.A./M.Sc. | | Year: 1 | | Semester: 1 | |
| **Subject-Home Science** | | | | | |
| Course Code: **MHS CC 102** | | 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-Core Course | | |
| Max. Marks: 100(30+70) | | |  | | |
| Total No. of Lectures-60 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures**  **Total=60** |
| **I** | **Early Theories**   * Historical foundation, philosophies of the enlightenment. * Scientific Beginnings, Normative period. | | | | **9** |
| **II** | **Psychoanalytical perspectives.**   * Freud’s Theory , Three parts of personality, Psychosocial Theory- Erik Erikson * Contribution and limitations of the psycho analytical perspective. | | | | **9** |
| **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 | | | | 9 |
| **IV** | **Cognitive Development Theory- Jean Piaget**   * Piaget’s stages * Contribution and limitations of piagets theory * Socio-Cultural Theory of Cognitive Development- Vygotsky | | | | 9 |
| **V** | * Kohlberg's Moral Judgement Theory * Ecological Theory- Vrie Bronfenbrenner * Recent Theoretical Perspectives of Human Development. | | | | **9** |
| **Practical** | * Group Discussions: Various Theories of Human Development and Crises Management * Resource file-Collection of element articles, picture, tests about theories theorists, philosopher, thinkers, psychologist, educationists (related to Human Development). | | | | **15** |
| **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. | | | | | |

**M.A./M.Sc. I Year (Semester I) Home Science**

**Paper 3 Gender & Development MHS CC103**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class: M.A./M.Sc. | | Year: 1 | | Semester: 1 | |
| **Subject-Home Science** | | | | | |
| Course Code: **MHSCC103** | | Course Title: **Gender & Development** | | | |
| Course outcomes:   * To understand the concept, need, relevance and dimensions of gender empowerment. * To get sensitized to gender disparities and problems of women. * To understand the efforts at different levels for empowering women | | | | | |
| Credits: 4 | | | Course Type-Core Course | | |
| Max. Marks: 100(30+70) | | |  | | |
| Total No. of Lectures-60 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures**  **Total=60** |
| **I** | **Gender and Development:**   * Concept of gender * Importance of gender differences in human development. * Gender theories * Basic Gender Disparities found in society | | | | **9** |
| **II** | * Gender identity, * Gender Awareness, gender focus, Gender stereotyping, Gender Role behavior, Gender Labelling, Gender discrimination, Gender Mainstreaming, Gender sensivity, Gender Disparity. * Gender Discrimination in families. (Throughout life cycle) | | | | **9** |
| **III** | **Status of Women**:   * Meaning, status of women, a situational analysis, demographic, education employment, political & health (general occupational & reproductive) changing scenario, * Gender equality in educational access, * Impediments to female education, lacunae in health care system, population control, contraceptives & impact on women’s health. | | | | 9 |
| **IV** | **Problems & issues related to gender issues**:   * child marriage, female feticide & infanticide, female mortality, discrimination in nutrition & health care, Dowry, divorce, domestic violence, sexual harassment, female exploitation, portrayal of women in mass media, efforts for elimination of all forms of discrimination & women’s rights. | | | | 9 |
| **V** | **Policies and Programmes for Women’s Development:**   * National Policy for Empowerment of women, policy perspectives, mainstreaming, a gender perspective in the development process. * Economic empowerment * Social empowerment * Legal empowerment | | | | **9** |
| **Practical** | * 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. | | | | **15** |
| **Suggested Readings:**   * Women, tradition & culture-M.Subbamma; Sterling Publishers Private Limited, New Delhi. * Anthropological Exploration in Gender- Intersecting fields; Leela Dube, Sage Publications, New Delhi. * Sociology of Gender – The Challenge of Feminist Sociological Knowledge; Sharmila Rage, Sage Publications, New Delhi. * The Changing Position of Indian Women- M.N.Srinivas, Oxford University Press, New Delhi. * Encyclopedia of Human Rights & Women Development- V.Kaushik & B.R.Sharma, Sarup & Sons, * Women Employment in India-B.Sahoo, Satanetra Publications, Bhubaneswar. * Indian Social Problems-G.R.Madan, Allied Publishers, New Delhi, vol. I & II. * Female Exploitation & women’s Emancipation- Latika Menon, Kanishka Publishers Distributors, * Girl Child in India- Leelamma Devasia & V.V.Devasia, Ashish Publishing House, New Delhi. * Women & Development- Institute for Sustainable development- Laxmi Devi, Anmol Publishers. | | | | | |

**M.A. /M.Sc. I Year (Semester I) Home Science**

**Paper 4: Infant Stimulation Programmes MHS CC 104**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class: M.A./M.Sc. | | Year: 1 | | Semester: 1 | |
| **Subject-Home Science** | | | | | |
| Course Code: **MHS CC 104** | | Course Title: **Infant Stimulation Programmes** | | | |
| Course outcomes:   * To understand and demonstrate the basics of knowledge relating to infant stimulation programme. * To provide an understanding of basic concept, characteristics of infant. * To familiarize the students with changes occurring during .infancy | | | | | |
| Credits: 4 | | | Course Type-Core Course | | |
| Max. Marks: 100(30+70) | | |  | | |
| Total No. of Lectures-60 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures**  **Total=60** |
| **I** | **Infancy**   * Concept, characteristics, developmental task. * Physical, social, emotional, cognitive and language development during infancy. * Attachment theory | | | | **9** |
| **II** | **Stimulation:**   * Definition, Importance, early experiences and developmental consequences, * Family and environmental stimulation | | | | **9** |
| **III** | **Child rearing practices**:   * Importance of child rearing practices * Role of environment in child rearing | | | | **9** |
| **IV** | **Infant stimulation concept**:   * Infant stimulation (visual, auditory, tactile, vestibular, olfactory, gustatory) * Infant stimulation programmes | | | | **9** |
| **V** | **Infant stimulation programmes.**   * Review of currently running infant stimulation programmes | | | | **9** |
| **Practical** | * 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 | | | | **15** |
| **Suggested Readings:**   * Swaminathan (1998). The first five years: Acritical perspective on yearly childhood carry 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 babys natural developmental mass market paper back- May 1, 1987. | | | | | |

**M.A./M.Sc. I Year (Semester I) Home Science**

**Paper 5 : Practical(Related to core paper) MHSCC 105**

|  |  |  |  |
| --- | --- | --- | --- |
| Programme/Class: M.A./M.Sc. | Year: 1 | | Semester: 1 |
| **Subject-Home Science** | | | |
| Course Code: **MHSCC 105** | Course Title: **Practical(Related to core paper)** | | |
| Course outcomes:   * To learn laboratory based and scientific techniques and demonstrate the basics of knowledge relating to nutrients loss during food processing . | | | |
| Credits: 4 | | Course Type-Practical(Related to core Papers) | |
| Max. Marks: 100(30+70) | |  | |

**M.A./M.Sc. I Year (Semester I) Home Science**

**Paper 6 : Food Science and Processing Techniques MHSVC101**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class: M.A./M.Sc. | | Year: 1 | | Semester: 1 | |
| **Subject-Home Science** | | | | | |
| Course Code: **MHSVC101** | | Course Title: **Food Science and Processing Techniques** | | | |
| Course outcomes:   * Enabling students to various methods for evaluating variety of foods. * To understand and use various methods of preservation of food * To provide an understanding of food processing technology * To understand and demonstrate the basics of knowledge relating to nutrients loss during food processing. | | | | | |
| Credits: 4 | | | Course Type-Value Added Course(Credited) | | |
| Max. Marks: 100(30+70) | | |  | | |
| Total No. of Lectures-60 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures**  **Total=60** |
| **I** | **Introduction:**   * Brief review of main food crops grown in the country – their nutritional importance. * **Food and its preservation (Home and Community Level including commercial operations):** Cause of food spoilage; Needs and benefits of Food Processing and Technology for Food Preservation. * **Physical principles in food processing operations:** Thermal processing (Use of heat); Types of heat treatments; Heat resistance of micro-organism | | | | **9** |
| **II** | * **Refrigeration (Use of low temperature):** Refrigeration and freezing – methods, principles and applications; Freezing and its effects of food components and structure; Shelf life of frozen foods. * **Drying and dehydration:** Types of foods – traditional and new food products; Principles and applications; Home, community and commercial methods of dehydration; Effect on food quality. | | | | **9** |
| **III** | * **Chemical Principles of Food Processing:** Preservation/ processing by sugar, salt, curing, smoke, acids and chemicals. * **Principles** and methods used for various products such as pickles, chutney, ketchup, sauces, fruit juices, squashes, fruit syrups and cordials. | | | | **9** |
| **IV** | * **Fruit** and vegetable processing methods and products * **Milk Processing:** Classification, standardization, homogenization and packaging. * **Meat, fish and egg processing:** Methods and products; Ageing ; tenderizing; curing; smoking; freezing. * **Food additives:** Classification and products | | | | 9 |
| **V** | * **Nutritional Implications of Food Processing:** Causes for loss of vitamins and minerals; Enrichment, restoration and fortification * **Sensory Analysis:** Definition, types of test, use in product evaluation | | | | **9** |
| **Practical** | * Advance Diploma Courses may be arranged for the students for Food Preservation and Bakery and Confectionery. * Visits to food processing units such as Dairy, Cold Storage Plant and Preservation Centres. * Prepare resource file | | | | **15** |
| **Suggested Readings:**   1. Cherley H (1982). Food Science (2nd edition), John Wiley & Sons, New York 2. Gopalan C. (eds.) (1993) Recent Trends in Nutrition, Oxford University Press 3. International Child Health: A Digest of Current Information 4. Jallinek G (1985). Sensory Evaluation of Food Theory and Practice, Ellis Harwood Chicester   Jelliffe DE and Jelliffe EFP (1989). Community Nutritional Assessment, Oxford University Press | | | | | |

**M.A./M.Sc. I Year (Semester II) Home Science**

**Paper 7 : Early Childhood Care and Education MHS CC 201**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class: M.A./M.Sc. | | Year: 1 | | Semester: 2 | |
| **Subject-Home Science** | | | | | |
| Course Code: **MHS CC 201** | | Course Title: **Early Childhood Care and Education** | | | |
| Course outcomes:   * To realize the importance of early years * Enabling students to understand the basic needs of ECCE. * To understand thoughts of various thinkers of ECCE * To provide an understanding of origination which works for ECCE | | | | | |
| Credits: 4 | | | Course Type-Core Course | | |
| Max. Marks: 100(30+70) | | |  | | |
| Total No. of Lectures-60 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures**  **Total=60** |
| **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** | | | | **9** |
| **II** | **Contribution of the thinkers in ECCE:**   * Pestalozzi, Rousseau, * Frobel, John Dewey, * Maria Montessori, * M.K.Gandhi and * Rabindra Nath Tagore. | | | | **9** |
| **III** | **ECCE in India:**   * Pre Independence period, Post Independence-Kothari Commission, * Contribution of Five Year Plans to ECCE, * Yash Pal Committee. | | | | **9** |
| **IV** | **Contribution of the mentioned agencies/ programmes to ECCE in India:**   * ICCW, IAPE, NCERT, ICDS, UNICEF, NCTE * Mobile Creche etc. | | | | 9 |
| **V** | **Pre-School Centers:**   * Concept, * Administrative set-up, * Functions and Organization. | | | | **9** |
| **Practical** | * 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** |
| **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. | | | | | |

**M.A./M.Sc. I Year (Semester II) Home Science**

**Paper 8 : Statistics and Computer Application MHSCC 202**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class: M.A./M.Sc. | | Year: 1 | | Semester: 2 | |
| **Subject-Home Science** | | | | | |
| Course Code: **MHSCC 202** | | 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-Core Course | | |
| Max. Marks: 100(30+70) | | |  | | |
| Total No. of Lectures-60 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures**  **Total=60** |
| **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. | | | | **9** |
| **II** | **Measure of Central tendency**:   * Mean, Median, Mode and their uses with examples and their advantages and disadvantages, | | | | **9** |
| **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. | | | | **9** |
| **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) 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. | | | | 9 |
| **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. | | | | **9** |
| **Practical** | * Prepare resource file * Classification and tabulation of data * Measures of central tendency * Measure of Dispersion | | | | **15** |
| **Suggested Readings:**   1. Statistical Methods – S.P.Gupta, Sultan Chand & Sons Publisher- New Delhi 2. 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. 3. Methodology and Techniques of Social Research – P.L.Bandarkar & T.S.Wilkinson –Himalaya Publishing House- Mumbai. 4. Research Methods & Measurements in Behavioural & Social Sciences – G.L.Bhatnagar – Agri. Cole. Publishing Academy, New Delhi. 5. Statistics in Psychology & Education – Henry, E. Garett, David Heley and Co. 6. Experimental Design in Psychological Research – Edwards 7. The Quality of Life: Valuation in social Research – R. Mukherjee – Sage publications, New Delhi. | | | | | |

**M.A./M.Sc. I Year (Semester II) Home Science**

**Paper 9 : Methods and Techniques of assessment in human development MHSCC 203**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class: M.A./M.Sc. | | Year: 1 | | Semester: 2 | |
| **Subject-Home Science** | | | | | |
| Course Code: **MHSCC 203** | | Course Title: **Methods and Techniques of assessment in human development** | | | |
| Course outcomes:   * To understand various techniques for studying Human Development.\ * To make the students aware about scientific method of analyzing Human Development. | | | | | |
| Credits: 4 | | | Course Type-Core Course | | |
| Max. Marks: 100(30+70) | | |  | | |
| Total No. of Lectures-60 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures**  **Total=60** |
| **I** | **Assessment**-   * Definition and function of assessment, * Assessment techniques, Approaches to assessment, * concept of measurement, * Techniques of measurement, * Relative efficacy of assessment tools and measuring different aspect of development. | | | | **9** |
| **II** | **Assessment scales-**   * Neonatal scales, infant and toddler assessment scales, * Infant- toddler scales, * Early childhood assessment \_ types, * Administration of cognitive test for children. | | | | **9** |
| **III** | **Administration of personality test for children-**   * New trends in assessment of human behavior, * Current challenges in assessment of human behavior, * Ethical issue in the assessment of human development | | | | **9** |
| **IV** | **Scientific method**-   * Importance, Criteria- reliability, validity, control, Types and test for reliability and validity, * Item analysis- Importance and types, Item analysis procedures. | | | | 9 |
| **V** | **Principles of developing a test / scale.** Standardization procedures.   * Types of scales – nominal scales – construction rules, Ordinal scales – construction rules, Interval scales, Ration scales – construction rules. | | | | **9** |
| **Practical** | * Development of test/ scales for assessment. | | | | **15** |
| **Suggested Readings:**   1. Robert M. Kaplan, Dennis P. Saccuzzo, 2005, “Psychological Testing”, Principles, Applications and issues, Wodsworth, U.S.A. 2. Pestonjee D.M. 2003., “Third hand book of psychological and social instruments”. Vol.1, Concept Publishing Company, New Delhi. 3. James Goodwin, 2002 “Research in Psychology”. Methods and design, 3rd edition, John Wiley & Sons, Inc. U.S.A. 4. L.R. Gay. Geoffrey, E. Mills and Peter Airasian, 2000, “Educational research”, Competencies for Analysis and applications, 8th edition, Pearson, Merrill Prentice Hall, New Jersy.. | | | | | |

**M.A./M.Sc. I Year (Semester II) Home Science**

**Paper 10 Women Studies MHS CC 204**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class: M.A./M.Sc. | | Year: 1 | | Semester: 2 | |
| **Subject-Home Science** | | | | | |
| Course Code: MHS CC 204 | | 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-Core Course | | |
| Max. Marks: 100(30+70) | | |  | | |
| Total No. of Lectures-60 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures**  **Total=60** |
| **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. | | | | **9** |
| **II** | **Women’s situational& development**:   * Women & education, * Women & employment, * Women & health, * Women in agriculture, * Women in Industry, * Women in Politics, * Women’s personal laws. | | | | **9** |
| **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. | | | | **9** |
| **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. | | | | 9 |
| **V** | **Women welfare organizations,**   * Co-ordination of agencies of women welfare programmes. * Women empowerment. * Development of women entrepreneurships. | | | | **9** |
| **Practical** | * 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. | | | | **15** |
| **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](https://www.ncbi.nlm.nih.gov/pubmed/8873157)] | | | | | |

**M.A./M.Sc. I Year (Semester II) Home Science**

**Paper 12 Fabric Ornamentation MHS CC 205**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class: M.A./M.Sc. | | Year: 1 | | Semester: 2 | |
| **Subject-Home Science** | | | | | |
| Course Code: **MHS CC 205** | | Course Title: **Fabric Ornamentation** | | | |
| Course outcomes:   * To understand the basics of textile with relation of material and techniques * To understand students about different types of embroidery * Enable students to understand different printing styles | | | | | |
| Credits: 4 | | | Course Type-Core Course | | |
| Max. Marks: 100(30+70) | | |  | | |
| Total No. of Lectures-60 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures**  **Total=60** |
| **I** | **Dyeing:**   * Tie and Dye and Batik; * Dyeing with natural dyes, use of pigments; * Dyeing auxiliaries and their use; * Dyeing defects and their remedies. | | | | **9** |
| **II** | **Printing**:   * Printing methods- Block, stencil, screen, roller, rotary; Printing auxiliaries, their use and importance; * Printing styles- direct, resist, discharge, photographic, transfer, flock printing; * After treatment of printed goods. | | | | **9** |
| **III** | **Embroidery:**   * General embroidery techniques; * Hand embroidery- knowledge of hand embroidery stitches; | | | | **9** |
| **IV** | **Traditional Indian embroidery**-   * Chikankari, * Kasuti, * Phulkari, * Kashida, * Kantha, * Kutch, and Kathiawar. | | | | **9** |
| **V** | **Appliqué Work and Quilting:**   * Appliqué Work- basics, hand appliqué; Machined appliqué, bias tape appliqué, reverse appliqué techniques; * Quilting - the art, quilting tools, designs; Basic quilting technique. | | | | **9** |
| **Practical** | 1. Sample preparation – Tie-n-Dye, Batik, and Printing. 2. Sample Preparation- Embroideries 3. Article- Appliqué work/Quilting | | | | **15** |
| **Suggested Readings:**   1. V.A. Shenai. Chemistry of dyes and principles of dyeing. Sevak Prakashan, Mumbai 2. R.S. Prayag Technology of textile printing. Noyes Data Corp. 3. V.A. Shenai Technology of printing- technology of textile processing, Vol.IV, Sevak Prakashan 4. M.L. Gulrajani and Deepti Gupta (1990) Natural Dyes and their application to textiles. Ed. IIT, Delhi Publications 5. Big Book of Needle Craft Odhamas Publications 6. Needle Craft Reader’s Digest 7. Creative Embroidery Designs Ondorisha Publications | | | | | |

**M.A./M.Sc. I Year (Semester I) Home Science**

**Paper 12 : Practical(Related to core paper) MHSCC 206**

|  |  |  |  |
| --- | --- | --- | --- |
| Programme/Class: M.A./M.Sc. | Year: 1 | | Semester: 1 |
| **Subject-Home Science** | | | |
| Course Code: **MHSCC 206** | Course Title: **Practical(Related to core paper)** | | |
| Course outcomes:   * To learn laboratory based and scientific techniques and demonstrate tools and techniques of assessment of Human Development * To learn fabric ornamentation | | | |
| Credits: 4 | | Course Type-Practical(Related to core Papers) | |
| Max. Marks: 100(30+70) | |  | |

**M.A./M.Sc. I Year (Semester II) Home Science**

**Paper 13: Garbh Sanskar MHSVNC 201**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class: M.A./M.Sc. | | Year: 1 | | Semester: 2 | |
| **Subject-Home Science** | | | | | |
| Course Code: **MHSVNC 201** | | Course Title: **: Garbh Sanskar** | | | |
| Course outcomes:   * To understand the role of prenatal care. * To aware students about all stages of pregnancy and health issues. * To understand the basics of sanskar. * Enable students to understand the role of yoga and exercise during delivery | | | | | |
| Credits: 4 | | | Course Type-Value Added Course(Non Credited) | | |
| Max. Marks: 100(30+70) | | |  | | |
| Total No. of Lectures-60 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures**  **Total=60** |
| **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. | | | | **9** |
| **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, swadhyay Meditation | | | | **9** |
| **III** | **Care of pregnant women:**   * Birth process. * Maternal care. * Nutrition during pregnancy. * Dress during pregnancy. | | | | 9 |
| **IV** | **Care of the mother after delivery**:   * Ideal practices for the new mother. * Role of health practitioner. * Prenatal influences on fetus: family environment, social environment, maternal nutrition, age of mother. | | | | 9 |
| **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. | | | | **9** |
| **Practical** | * Presentation and seminars on special topics * Preparation of Teaching Aids-Chart-Poster, Leaflet -pamphlet ,Booklet, Flipchart etc. | | | | **15** |
| **Suggested Readings:**  Guyton,A.c.(1985):Function of the Human Body,  2.Gopalan.C.and Kaur S.(1989):Women and Nutrition in India, Nutrition Foundation in India.  3. Brijesh Shukl, Karm Kaumudi, Nag Publisher, New Delhi.  4.P.C. Mishra, Aj ka Vikasatamk Manovigyan, Sahitya prakashan , Agra | | | | | |

**M.A./M.Sc. II Year (Semester III) Home Science**

**Paper 14: Research Methodology MHSCC301**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class: **M.A./M.Sc**. | | **Year: II** | | **Semester: 3** | |
| **Subject-Home Science** | | | | | |
| Course Code: **MHS CC 301** | | 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-Core Course | | |
| Max. Marks: 100(30+70) | | |  | | |
| Total No. of Lectures-60 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures**  **Total=60** |
| **I** | **Social Research:**   * Concept, Nature, Scope, Types of Researches in Home Science. * Formulation and Selection of the Research Problems   Participatory Research | | | | **7** |
| **II** | **Hypothesis:**   * Concept, Types & Significance   **Research Design:**   * Concept, Types and significance.   **Sampling:**   * Concept, Types and Significance | | | | **8** |
| **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. | | | | **12** |
| **IV** | * **Measurement** and Scaling * **Processing** of Data | | | | **8** |
| **V** | * **Analysis** and Interpretation of Data   **Report** Writing | | | | **8** |
| Practical | **EXERCISES WITH STUDENTS TO EXPLORE PROCESS OF RESEARCH**   1. Selection of a research problem 2. Review of Literature 3. Developing Hypotheses and Objectives 4. Constructing measurement tools 5. Selection of sample 6. Data collection 7. Analysis of data 8. Report writing 9. Class presentation | | | | **15** |
| **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 Stastics Allyn and Bacon Inc., London, 1986 * Wisniekwski, Mik, Quantitative Methods for Descision 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. | | | | | |

**M.A./M.Sc. II Year (Semester III) Home Science**

**Paper 15: Extension and communication concepts in community development**

**MHS CC 302**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class: **M.A./M.Sc**. | | **Year: II** | | **Semester: 3** | |
| **Subject-Home Science** | | | | | |
| Course code**: MHS CC 302** | | Course Title: **Extension and communication concepts in community development** | | | |
| Course outcomes:   * To be aware of the approaches to development. * To understand the existing support structure for development efforts. * To understand the process of communication in development work. | | | | | |
| Credits: 4 | | | Course Type-Core Course | | |
| Max. Marks: 100(30+70) | | |  | | |
| Total No. of Lectures-60 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures**  **Total=60** |
| **I** | **Community:**   * Definition, concept and characteristics of a community; * Structure and organization of different types of communities: tribal, rural and urban. | | | | **7** |
| **II** | **Social groups and Organizations:**   * Concept, types, characteristics of different social groups, interests, attitudes and motivations for affiliation.   **Community Leadership:**   * Concept, leadership theories; patterns and characteristics of leadership in different communities; * Role of leadership in community development. | | | | **8** |
| **III** | **Extension:**   * Meaning, changing concept of extension, philosophy, objectives, principles, functions, components of extension.   **Extension systems:**   * Outline of National Extension Systems in India: Community Development Programme, ICAR Extension System; State Agricultural Universities; KVK; * Role of State Governments in Extension Programmes related to Community Health and other policies, Central Social Welfare Board, * Panchayati Raj System. | | | | **12** |
| **IV** | **Extension Teaching:**   * Methods and Process; Steps in extension teaching methods; Teaching Aids: types, characteristics and functions; * Role of Media in the Process of Learning; * Cone of Learning. | | | | **8** |
| **V** | **Development Communication:**   * Definition, Nature, Role and Significance of Development * Communication; Interrelation between Development and Development Communication; Models of Development Communication. | | | | **8** |
| Practical | * Preparation of Teaching Aids: Charts, Posters, Flash Cards and Literature * Visit to nearby slum areas and other places * Preparation of reports based on survey | | | | **15** |
| **Suggested Readings:**   1. Communication for Development in the Third World Theory and Practices (1991) . Sage Publication, New Delhi. 2. Chaubey BK (1990) A Handbook of Education Extension, Jyoti Publication, Allahabad 3. Singh , R. (1987)Text Book of Extension Sahitya Kala Prakashan , Ludhiana 4. Extension Education inCommunity (1961) Ministry of Food and Agriculture, Government of India, New Delhi   Extension Programme Planning, Oxford and IBH Publishing Company Pvt. Ltd. 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. | | | | | |

**M.A./M.Sc. II Year (Semester III) Home Science**

**Paper 16: Guidance and Counseling MHSEL-301A**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class: **M.A./M.Sc**. | | **Year: II** | | **Semester: 3** | |
| **Subject-Home Science** | | | | | |
| Course Code**: MHSEL-301A** | | Course Title: **Guidance and Counseling** | | | |
| **Course outcomes**:   * To understand meaning and concept of counseling and guidance. * To understand various approaches of counseling. * To understand the scope and importance of counseling in present scenario. | | | | | |
| Credits: 4 | | | Course Type- Elective | | |
| Max. Marks: 100(30+70) | | |  | | |
| Total No. of Lectures-60 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures**  **Total=60** |
| **I** | **Introduction to guidance and counseling**,   * concept, aims * Needs and Scope of guidance and counseling * Basic principles of guidance and counseling. | | | | **7** |
| **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. | | | | **8** |
| **III** | **Competencies and role of a 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. | | | | **8** |
| **V** | * Knowledge and skills to handle assessment tools, Knowledge and skills – continued. Effective 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 | | | | **8** |
| Practical | * Administration of any five psychological tests/ scales available in department laboratory and understanding its use in counseling. | | | | **15** |
| **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, “***Guidance and Counselling in India***”, 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. | | | | | |

**M.A./M.Sc. II Year (Semester III) Home Science**

**Paper 16: Children with Special Needs MHSEL-301B**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class: **M.A./M.Sc**. | | **Year: II** | | **Semester: 3** | |
| **Subject-Home Science** | | | | | |
| Course Code**: MHSEL-301B** | | Course Title: **Children with Special Needs** | | | |
| Course outcomes:   * To develop competence in understanding the well being of children with special needs. * To sensitize students and motivate people in understanding and being sensitive for children with special needs. | | | | | |
| Credits: 4 | | | Course Type-Elective | | |
| Max. Marks: 100(30+70) | | |  | | |
| Total No. of Lectures-60 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures**  **Total=60** |
| **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. | | | | **7** |
| **II** | **Services for Special Children:**Prevalence in India; The issues of labeling; Policies and legislation for the disabled;Prevention of the disability; Rehabilitation; Approach towards disability | | | | **8** |
| **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:**   * Definition, characteristics of gifted children, identification, special educational measures, * Role of parents. | | | | **8** |
| **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. | | | | **12** |
| **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, Allenton Deficit Hyper activity Disorder (ADHD), Enuresis; * Behavioural problems of children showing excessive anxiety, phobia, temper-tantrums, withdrawal behaviour and aggressive behaviour. | | | | **8** |
| Practical | * Study of etiology, characteristics, diagnosis of children with different disabilities and recording information. * Visit of Centres and Institutions for special children and recording information and observation. * Writing Reports. | | | | **15** |
| **Suggested readings:**   * Kirk Samuel, Educating Exceptional Children, TBH, New Delhi. * Bhargava M. (1994) - Introduction to Exceptional Children, Sterling Publishers, New Delhi. * Kar Chintamani (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 Develoment- A practical.. * Gordon I J (1975). Human Development, New York, Harper and Row. * 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. Kaghn, 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. | | | | | |

**M.A./M.Sc. II Year (Semester III) Home Science**

**Paper 17: Gerontology MHSEL-302A**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class: **M.A./M.Sc**. | | **Year: II** | | **Semester: 3** | |
| **Subject-Home Science** | | | | | |
| Course Code**: MHSEL-302A** | | Course Title: **Gerontology** | | | |
| **Course outcomes:**  To understand meaning and scope of gerontology.  To understand elderly problems and requirements.  To gain knowledge about health issues and nutritional requirement and modification for elderly. | | | | | |
| Credits: 4 | | | Course Type-Elective | | |
| Max. Marks: 100(30+70) | | |  | | |
| Total No. of Lectures-60 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures**  **Total=60** |
| **I** | **Gerontology**:   * Emergence & scope of gerontology & elderly care, deographic 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. | | | | **12** |
| **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, widowhood/single hood, alternative life style in old age. | | | | **8** |
| **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. | | | | **8** |
| **IV** | **Personality development & family relationship**:   * Meaning of improvement of personality, obstacles, 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. | | | | **7** |
| **V** | **Elderly Nutrition**   * Physiological changes in elderly.   **Types of malnutrition in elderly**   * Nutritional problem of elderly people * Recommended dietary allowances for elderly. | | | | **8** |
| Practical | * Interviewing elderly about their problems and issues. * Visit of Centres and Institutions for elderly and recording information and observation. * Writing Reports. * Meal planning for elderly | | | | **15** |
| **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 gerentology * 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 * Old age in a changing society: ZanaSmith, Blau, , New View prints. New York * Ageing in India: Problems and potentialities: A.B.Bose, & K.D Gangrade Abhinav Publications, | | | | | |
| **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. | | | | | |

**M.A./M.Sc. II Year (Semester III) Home Science**

**Paper 17: Adolescents & Youth MHSEL-302B**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class: **M.A./M.Sc**. | | **Year: II** | | **Semester: 3** | |
| **Subject-Home Science** | | | | | |
| Course Code**: MHSEL-302B** | | Course Title: **Adolescents & Youth** | | | |
| **Course outcomes:**   * To understand transition in adolescence. * To understand development (physical, social, emotional etc) in adolescence. * To understand challenges faced by adolescence and role of parent, teachers and society in supporting them in present circumstances. * To understand personality and identity development in adolescence. | | | | | |
| Credits: 4 | | | Course Type- Elective | | |
| Max. Marks: 100(30+70) | | |  | | |
| Total No. of Lectures-60 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures**  **Total=60** |
| **I** | **Physical & sexual development:**   * Age of transition, social attitudes & expectations towards adolescents, effects of transition to adulthood, meaning & age of puberty, causes of puberty, significance and effect of body transformation on behaviour, * Meaning of adult sexuality, knowledge about sex & sex roles, attitudes towards sex, pattern of approved sexual behaviour. | | | | **12** |
| **II** | **Social & emotional & development:**   * Meaning of social acceptance, factors influencing social acceptance, effects of social acceptance on attitudes & behaviour, effects of group status, meaning of heightened emotionality, common emotion pattern, effect of the emotion on adolescent adjustment, emotional control. | | | | **8** |
| **III** | **Development of aspiration & achievement:**   * Meaning of aspiration, how aspirations, how aspirations develop, variations in aspirations, the achievement syndromes (success & failure). | | | | **8** |
| **IV** | **Personality development & Identity development**.   * Family relationship: Meaning of improvement of personality, obstacles, 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. | | | | **7** |
| **V** | * Educational & Vocational achievements , * social mobility & achievement | | | | **8** |
| Practical | * Interviewing adolescents for their problems and issues. * Administration of any five psychological tests/ scales available in department laboratory for adolescent age group. | | | | **15** |
| Suggested readings  1. Adolescent development- E.B.Hurlock, International Student Edition. 2. Psychology of Adolescent- S.S.Chauhan, Allied publishers private Limited, New Delhi. 3. Adolescent Psychology-S.P.Chaube, Vikas Publishing Pvt Ltd, New Delhi. 4. Adolescent development-D.E.Balk, Brooks/Cole, New York. 5. Identity: Youth & crisis-E.H.Erikson, Faber & Faber, London. 6. Identity & Adulthood-S.Kakar-Oxford University Press 7. Adolescent Girl’s Scheme-An evaluation-NIPCCD, New Delhi. 8. Identity of the Adolescent girl- N.Sharma, Discovery Publishing House, new Delhi. 9. Understanding Adolescence-N.Sharma, National Book Trust, New Delhi. 10. Invisible Boundaries: Grooming for adult roles – T.S. Saraswathi & R.Dutta-Northern Book Centre, 11. Encyclopedia of Child Development- Anmol Publications, 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. | | | | | |

**M.A./M.Sc. II Year (Semester III) Home Science**

**Paper 18: Summer** **Internship MHSIN-301**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class: **M.A./M.Sc**. | | **Year: II** | | **Semester: 3** | |
| **Subject-Home Science** | | | | | |
| Course Code**: MHSIN-301** | | Course Title: **Summer** **Internship** | | | |
| **Course outcomes:**  1. To provide opportunities to students to clarify specialized interests related to work and careers.  2. To provide hands-on experience to students in real-life work settings relevant to their field.  3. To have students rehearse skills analogous to job search skills: how to identify, enter and participate in already existing work settings relevant to their field or create work opportunities for themselves.  4. To have students build practical skills and knowledge and learn to apply theoretical knowledge to the field. | | | | | |
| Credits: 4 | | | Course Type- SUMMER INTERNSHIP | | |
| Max. Marks: 100(30+70) | | |  | | |
| Total No. of Hrs: 60 | | | | | |
| **INTERNSHIP PROTOCOL** | | | | | **No. of hours** |
|  | Students are required to place themselves as interns and complete an internship of 30 hours in any Human Development agency of their choice (subject to approval of the Department Head) such as: counselor trainees with counselors, curriculum developers/teacher trainers with educational institutions, soft skill trainers with an HR department, research assistants in a research centre, teaching assistant in a college etc.  Students can select from a wide range of educational, research, mental health, and welfare settings. They can choose to work with those from nonclinical populations as well as those from special or vulnerable or clinical populations.  The student's role in the internship agency must be clearly specified and the contribution made in the 30 hours must be in tangible form such as workshops/sessions conducted, module developed, data collected/analyzed, clients counseled etc.  At the end of the internship, students are required to submit a soft copy and a hardbound report to the college.  The internship has to be concluded at least one month before the commencement of semester-end examinations. Students can also take up an entrepreneurial activity (e.g., freelance with schools and conduct relevant workshops with students/ teachers/parents) with equal weight age (subject to approval of the Department Head). | | | | **60** |
| **Suggested Continuous Evaluation Methods:**   * Continuous feedback in form of weekly reports of internship should be submitted. * 70 marks for overall report submitted by the student at the time of assessment. * 30 marks for viva voice and presentation of internship outcomes. | | | | | |

**M.A./M.Sc. II Year (Semester III) Home Science**

**Paper 19: Dietetics and Therapeutic Nutrition MHSIER-301A**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class: **M.A./M.Sc**. | | **Year: II** | | **Semester: 3** | |
| **Subject-Home Science** | | | | | |
| Course Code**:** MHSIER-301A | | Course Title: **Dietetics and Therapeutic Nutrition** | | | |
| **Course outcomes:**   * To know the principles of diet therapy. * To understand the modification of normal diet for therapeutic purposes. | | | | | |
| Credits: 4 | | | Course Type-(Interdepartmental Course) | | |
| Max. Marks: 100(30+70) | | |  | | |
| Total No. of Lectures-60 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures**  **Total=60** |
| **I** | **Principles of Dietetics:**   * Preventive promotive and curative role of dietetics in health and disease. * Principles and importance of Menu Planning. | | | | **8** |
| **II** | **Nutrition during the life cycle:**   * Infancy, * Early Childhood/ Preschool age**,** * School going age**,** * Adolescence**,** * Old Age | | | | **8** |
| **III** | **Dietary modification required in the following conditions:**   * Overweight and underweight. * Fever and infections. * Lower and upper Gastro-intestinal tract disorders. * Liver and Pancreatic disorders. | | | | **8** |
| **IV** | **Causes, symptoms and dietary modification required for the following conditions:**   * Diabetes * Hypertension * Cardiovascular disorders * Cancer * Nutritional Anemia | | | | **12** |
| **V** | **Planning and preparation** of normal and therapeutic diets for various physiological and disease conditions. | | | | **8** |
| Practical | Menu planning for various stages of life span. | | | | **15** |
| **Suggested readings**   * Srilaxmi B. Dietetics (2014), Seventh edition, New Age International Publisher. * Anita Singh, Ahar evam poshan vigyan, Star publication, Agra | | | | | |
| **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. | | | | | |

**M.A./M.Sc. II Year (Semester IV) Home Science**

**Paper 20: Community Nutrition MHSCC-401**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class: **M.A./M.Sc**. | | **Year: II** | | **Semester: 4** | |
| **Subject-Home Science** | | | | | |
| Course code**: MHSCC-401** | | Course Title: **Community Nutrition** | | | |
| Course outcomes:   * To be familiar with the common nutritional problems of the community. * To get exposure of the schemes to combat malnutrition. * To be aware of the health hazards related to food and water | | | | | |
| Credits: 4 | | | Course Type-Core Course | | |
| Max. Marks: 100(30+70) | | |  | | |
| Total No. of Lectures-60 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures**  **Total=60** |
| **I** | **Concepts of community nutrition.**   * Nutritional problems of the community and its implications for public health. * Causes, incidence, * Signs and symptoms and treatment of PEM, Vitamin A deficiency, Iron Deficiency, Iodine Deficiency, Fluorosis and Lathyrism. | | | | **7** |
| **II** | **Sociological factors contributing in the Etiology and Prevention of Malnutrition:**   * Food production and availability, cultural influences, socio-economic factors, food consumption and distribution, emergency disaster conditions. | | | | **8** |
| **III** | **Assessment of Nutritional Status:**   * Meaning, Need, Objectives and Techniques.   **Primary Methods:**   * Anthropometric measurements: Weight, Height, Skin Fold Thickness, Head Circumference, MUAC, Chest Circumference; Use of Growth Chart; Bio-chemical Assessment; Clinical Method; Dietary Survey - Types. | | | | **12** |
| **IV** | **Secondary Methods:**   * Vital Statistics; Mortality Rates- Crude death rate; infant mortality rate,; maternal mortality rate; survival rate; morbidity rate; fertility rate. | | | | **8** |
| **V** | **Malnutrition and Infection:**   * Interrelationship between the two, Immunization. | | | | **8** |
| Practical | * Assessment of a community using Rapid Assessment Procedure. * To undertake Dietary Survey by different Methods. * Calculation of food and nutrient intake of a particular class of people. * Determination of Hemoglobin Content in Human. * Anthropometric assessments. * Clinical Observations. | | | | **15** |
| **Suggested Readings:**   1. Publications of the International Life Science Institute. 2. Serimshow N and Glesson G (ed.) (1991). Rapid Assessment Methodologies for Planning and Evaluation. Health Related Programme published by (INFDC) International Nutrition Foundation for Developing Countries. 3. Stryer L (1984). 4th ed. Bio-Chemistry WH Freeman and Co. 4. UNICEF's State of the World's Children. 5. WHO (1999) Nutrition for Health and Development Progress and Prospects. On the eve of the 21st Century WHO INHD, 99.9 Geneva. | | | | | |
| **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. | | | | | |

**M.A./M.Sc. II Year (Semester IV) Home Science**

**Paper 21: Study of Family in Society MHSEL401A**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class: **M.A./M.Sc**. | | **Year: II** | | **Semester: 4** | |
| **Subject-Home Science** | | | | | |
| Course Code**: MHSEL401A** | | Course Title: **Study of Family in Society** | | | |
| Course outcomes:   * To understand meaning, nature, origin, functions & forms of the family. * To understand marriage system, changing trends & its future. * To understand family contemporary issues & concerns and counseling. | | | | | |
| Credits: 4 | | | Course Type-Elective | | |
| Max. Marks: 100(30+70) | | |  | | |
| Total No. of Lectures-60 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures**  **Total=60** |
| **I** | **The family:**   * Meaning, nature, origin & forms of the family, function of the family, causes of decay of patriarchal family, features of modern family, instability of modern family, reconstructing the family. * Approaches and theories in family studies (Developmental approach, systematic approach, structural & functional approach) | | | | **7** |
| **II** | **Family patterns:**   * Traditional extended/joint families: meaning, definitions, characteristics, merits & demerits of different * Type of families, * Disintegration of joint families, * Alternate families, single parent, childless, female headed, unitary families, * Family disintegration causes & remedial measures. | | | | **8** |
| **III** | **Marriage**:   * Concept, definition, types & forms of marriage, mate selection, factors in mate selection, Hindu marriage ceremonies, * Hindu marriage act, marital adjustments, factors contributing to success & failure in marriage. Changing trends & its future. | | | | **12** |
| **IV** | **Contemporary issues & concerns:**   * Family violence, battered women, sexual abuse, dowry, divorce, separation & remarriage, marriage & family counseling: Concept, need, counseling process, family welfare programmes. | | | | **8** |
| **V** | * Legal provisions to meet the challenges related to marriage & family. | | | | **8** |
| Practical | To analyze family contemporary issues & concerns.  To analyze marriage system, changing trends & its future | | | | **15** |
| **Suggested Readings:**   1. An introduction to sociology- Vidya Bhusan & D.R. sachdeva – Kitab Mahal, New Delhi. 2. Indian Social Problems- Vol I & II, G.R. Madan. 3. Encyclopedia of Child & Family Welfare- Anmol Publication, New Delhi. 4. The Family: A Sociological Interpretation- B.N Adams- Rand &McNully Chicago. 5. Indian Social System- R.Ahuja- Rawat Jainpur. 6. Hand Book of Family Life Education: The Practice of Family Life Education ( vol II) H.E Arcus & others Sage Publications, New Delhi. 7. Family Measurement in India – S.Bharat- Sage Publications, New Delhi. 8. Family: its Structure & Functions- R. Cooer- Macmillan , New York. 9. Women & Work in India Society- T.M.Dak. 10. Marriage & Family in India- Kapadia- Oxford University Press, Calcutta. | | | | | |
| **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. | | | | | |

**M.A./M.Sc. II Year (Semester IV) Home Science**

**Paper 21: PARENT AND COMMUNITY EDUCATION MHSEL 401B**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class: **M.A./M.Sc**. | | **Year: II** | | **Semester: 4** | |
| **Subject-Home Science** | | | | | |
| Course Code**: MHSEL401B** | | Course Title: **PARENT AND COMMUNITY EDUCATION** | | | |
| Course outcomes:   * To acquaint the students with the significance and approaches of parent education and develop skills in using various techniques of parent education. | | | | | |
| Credits: 4 | | | Course Type-Elective | | |
| Max. Marks: 100(30+70) | | |  | | |
| Total No. of Lectures-60 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures**  **Total=60** |
| **I** | **Concept and history of parent education; with special reference to India;**   * Need for parent education in India * Setting goals for parent education – Issues determining goals – Formulation of broad goals- defining specific goals, Guidelines for setting goals | | | | **7** |
| **II** | **Theoretical approaches to parent education programmes-**   * Dreikur’s Democratic approach –Theoretical principles, techniques and their application; Berne’s Transactional analysis – * Application to Parent education programmes Skinner’s behaviour Modification approach based on learning theory – principles of operant conditioning, Behaviour modification programmes * Ginott’s Humanistic approach based on Rogerian theory – Basic principles, techniques for educating parents. | | | | **8** |
| **III** | **Basic approaches to communication** –   * Group -Mass/Large and Mini group; Individual approach; Multimedia approach; Distance home education; Parent education in school and community. Role of teacher as parent educator. | | | | **6** |
| **IV** | **Communication techniques –**   * written media/printed matter, Visual media, Parents library and Parent’s corner * Special projects – Parent study groups/ parent interest groups; Open house; Parent training centers. * Increasing competency of a parent educator – Knowledge of the subject matter; Training of personnel. * Parent involvement - rationale, concept, advantages; Models of parent involvement. | | | | **10** |
| **V** | **Special target groups for parent education** –   * Parents of young children; parents of economically and socially disadvantaged children * Parents of adopted children; Parents of physically * handicapped children; Divorced/single parents and parents of children with developmental delays and disabilities. * Exclusive parent education programmes – Center for the development of parenting skills; Parent education in hospitals and clinics * Parent/ Family Education – Philosophical assumptions; Specific behaviour changes reported by parents | | | | **12** |
| Practical | * Selection of urban/Slum/Rural area for conducting parent and community education programmes * Preparing an interview schedule to identify the needs of the parents and community. * Identifying the needs of the parents and community using interview schedule. * Preparing an interview schedule to study the knowledge and attitudes of parents on child care practices. * Data collection on the knowledge and attitudes of parents on child care practices. * Educating parents on better child care practices * Preparation of educational material on developmental milestones. * Organizing educational programme for parents on developmental milestones. | | | | **15** |
| **Suggested Readings:**  Billman , J & Sherman, J 2003 *Observation and Participation in Early Childhood settings: A practicum Guide.*Pearson Education.  Brahma D. 1989 *Children’s literature and education in India.* Deep & Deep Publ.  Green MM & Woods EL. 1969 *A Nursery School,  Handbook for Parents Teachers.* Universal Book Stall.  Marshall MR. 1982 *An Introduction to the World of  Children’s Books.* Grower Publ.  Rudolph M & Cohen DH. 1977 *Kindergarten and            Early Schooling.* Prentice Hall.  Seefeldt C. 1980 *Teaching Young Children.* Prentice Hall. | | | | | |
| **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. | | | | | |

**M.A./M.Sc. II Year (Semester IV) Home Science**

**Paper 22 Methods and Materials for Early Childhood Care and Education MHSEL402A**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class: **M.A./M.Sc**. | | **Year: II** | | **Semester: 4** | |
| **Subject-Home Science** | | | | | |
| Course code: **MHSEL402A** | | Course Title: **Methods and Materials for Early Childhood Care and Education** | | | |
| Course outcomes:   * To study different methods and techniques of understanding Human Development. * To apply the various methods in a practical context | | | | | |
| Credits: 4 | | | Course Type-Core Course | | |
| Max. Marks: 100(30+70) | | |  | | |
| Total No. of Lectures-60 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures**  **Total=60** |
| **I** | * **Basic principles and methods of Early Childhood Education** * Play**:** Role of Play in development and education in early years; Types of play activities. * Programme Planning for young children: * Principles, goals, objectives, schedule of activities. | | | | **7** |
| **II** | **Play activities and materials for physical and motor development:**   * Movement and mobility; Gross and fine motor skills; Healthful living; Role of educator * Play activities for social and emotional development and for exploring the environment | | | | **8** |
| **III** | **Play activities for developing Communication- language skills:**   * Importance of communication, promotion of language skills- listening, speaking, reading and writing; * Activities for language development: conversation, pre-reading, writing skills, songs and rhymes, storytelling, riddles. | | | | **12** |
| **IV** | **Literature for children:** Need and types; Importance of storytelling and techniques of storytelling.  **Art and creative activities:**   * Significance, types of art activities; Role of teacher in planning the activity, motivating children; Music | | | | **8** |
| **V** | **Activities to promote mathematical concepts in young children:**   * Development of mathematical concepts; Principles of teaching mathematical concepts   **Activities to promote Science:**   * Thinking, observing, inferring, classifying, communicating; Concept formation - differentiation, grouping, labeling; Developing scientific outlook and * Role of teacher in some important science experiences. | | | | **8** |
| Practical | * Developing and conducting activities to promote the development of the child. * Developing theme based projects for children (eg.-science concepts and mathematical concepts) and implementing them in pre-school programmes. * Developing educational and play materials for pre-schoolers using indigenous materials. * Developing picture books/story books and rhymes. * Developing and conducting creative art activities for pre-scholars. * Prepare Resource files for children. | | | | **15** |
| **Suggested Readings:**   1. Grewal, J.S., Early Childhood Education Foundation and Practice, II Ed., Educational Publishers. 2. Singh, Bhoodev, Pre-School Education, Ist Ed. APH Publishing Corporation. 3. Mohanty & Mohanty, Early Childhood Care and Education, Deep & Deep Publications Pvt. Ltd. 4. Swaminathan M. (1998) The first five year. Sage Publications, New Delhi   Muralidharan R (1991), A Guide to Nursery School Teachers, NCERT, 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. | | | | | |

**M.A./M.Sc. II Year (Semester IV) Home Science**

**Paper 22 Advances in Family Studies** **MHSEL402B**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class: **M.A./M.Sc**. | | **Year: II** | | **Semester: 4** | |
| **Subject-Home Science** | | | | | |
| Course code: **MHSEL402B** | | Course Title: **Advances in Family Studies** | | | |
| Course outcomes:   * To understand changes and challenges of families in present society. * To understand marriage institution and relationship issues. * Understanding and developing skills to resolve relationship issues with healthy problem solving skills. | | | | | |
| Credits: 4 | | | Course Type-Elective | | |
| Max. Marks: 100(30+70) | | |  | | |
| Total No. of Lectures-60 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures**  **Total=60** |
| **I** | **Definition and changing patterns of Indian family**,   * Different approaches to family studies: Nature and importance of conceptual framework, Institutional framework, Structural functional framework, * Developmental frame work, interactional framework. | | | | **7** |
| **II** | **Sociological viewpoint of family by Persons.**   * Interdisciplinary approaches to family measurement,. * Psychological approaches to assessment in family, * The Psychiatric approach, * Interactive approach, * Measurement of marital roles and relationship, * Ethnographic approach, * Demographic approach. | | | | **8** |
| **III** | **Current issues for research in Indian family,**   * Fatherhood: Concept, Changing role of parents in parenting, Disorganized and reorganized families, marital distress, psychiatric disorder and family therapy, Alternate family patterns -single parent families, female headed households, dual career families, sibling families etc, Adoptive families | | | | **12** |
| **IV** | * National policies and programmes for family welfare. | | | | **8** |
| **V** | **Theoretical developments in marital and family therapy**,   * Schools for family therapy, structured, strategic, experimental family and integrated family therapy. | | | | **8** |
| Practical | * Analysis of changing role of family as parenting, role of women, elderly care etc. * Interviews and surveys on family structure, household surveys, marital adjustment etc. | | | | **15** |
| 1. **Suggested Readings:** White.J.M. & David.M.K., 2002, “ ***FamilyTheories***”, Second edition, Sage Publications, New Delhi. 2. Karen Mc. Curdy and Elizabeth D. Jones, 2000, “ ***Suppoting Families”***, Sage Publications Inc, New Delhi. 3. Richard J. Gelles, 1995, “ ***Contemporary Families***”, A sociological view, Sage Publications, New Delhi. 4. Goode.W.J, 1982, “***The Family***”, 2nd edition, Printice Hall of Indian Private Ltd, 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. | | | | | |

**M.A./M.Sc. II Year (Semester IV) Home Science**

**Paper 23 Dissertation** **MHSMT-401**

**Course Name: Dissertation**

**Course Code: MHSMT-401**

**CREDITS: 4**

Each student has to carry out the dissertation work immediately after registration in the fourth Semester and submit the final dissertation containing Introduction, Literature review, objectives, Hypothesis, Methodology, Result & discussion, summary, conclusion, recommendation references etc for evaluation by one internal & one external examiner in the end of Fourth Semester. The candidate has to submit two copies and a soft copy of the final dissertation to the Head/ Incharge of the department. The valuation of dissertation shall be followed by an open Viva voice. In the final dissertation evaluation (4CH), 50% weight age shall be given to continuous evaluation during the dissertation work, 25% to the evaluation of content and rest 25% to seminar presentation & viva voce by the examiners.

**M.A./M.Sc. II Year (Semester IV) Home Science**

**Paper 24 Stress Management and Health/ Intradepartmental Course/MOOC** **MHSIRA401**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Programme/Class: M.A./M.Sc. | | Year: II | | Semester: IV | |
| **Subject-Home Science** | | | | | |
| Course Code: **MHSIRA-401** | | Course Title: **Stress Management and Health** | | | |
| Course outcomes:   * The students will be able to know about stress * Stress management techniques * The role of health, nutrition, physical activity, and wellness in your daily life * An understanding of how psychological and emotional health are connected to our overall wellbeing and health * How to identify personal health risks based upon current lifestyle choices * How to identify lifestyle changes that will enhance lifelong health * How to evaluate the evidence to support healthy behaviors and life * practical knowledge among students regarding different developments of different stages | | | | | |
| Credits: 4 | | | Course Type- **Intradepartmental** | | |
| Max. Marks: 100(30+70) | | |  | | |
| Total No. of Lectures-60 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures**  **Total=60** |
| **I** | **Introduction to Stress**   * Definition * Concepts * Types of stress * Causes of Stress | | | | 8 |
| **II** | **Stress Management**   * Factors causing stress * Stress and health behaviour * Types of coping strategies * Stress Management | | | | 8 |
| **III** | **Introduction to health**   * Definition * Concepts * Types of health * Dimensions of Health * Risk factors | | | | 9 |
| **IV** | **Components of physical fitness**   * Muscular strength, endurance, and flexibility * Nutrition, body composition, and eating disorders * Cardiovascular diseases * Personal safety | | | | 10 |
| **V** | **Common conditions and diseases**   * Lowering risk of infectious diseases * Substance use and abuse * Sexuality, sexually transmitted diseases, and AIDS * Achieving and maintaining a healthy weight | | | | 10 |
| **Practical** | * Stress management plan * Self-help plan for lifestyle change * Prepare Resource File. * Seminar/Presentation on any topic related to Stress management and health | | | | 15 |
| **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.  BenBella 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.  Human Kinetics * 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 | | | | | |