



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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Concept, Nature, Scope, Types of Researches in Home Science.• Formulation and Selection of the Research Problems Participatory Research	7
II	Hypothesis: <ul style="list-style-type: none">• Concept, Types & Significance Research Design: <ul style="list-style-type: none">• Concept, Types and significance. Sampling: <ul style="list-style-type: none">• Concept, Types and Significance	8
III	Sources of Data Collection: <ul style="list-style-type: none">• Primary and Secondary, Field and Documentary. Tools of Data Collection: <ul style="list-style-type: none">• Interview guide, Interview schedule, observation and questionnaire. Methods of data Collection: <ul style="list-style-type: none">• Interview, Questionnaire, Observation, Case Study and Projective techniques.	12
IV	<ul style="list-style-type: none">• Measurement and Scaling• Processing of Data	8
V	<ul style="list-style-type: none">• Analysis and Interpretation of Data	8

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Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)

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	Report Writing	
Practical	EXERCISES WITH STUDENTS TO EXPLORE PROCESS OF RESEARCH <ol style="list-style-type: none">1. Selection of a research problem2. Review of Literature3. Developing Hypotheses and Objectives4. Constructing measurement tools5. Selection of sample6. Data collection7. Analysis of data8. Report writing9. Class presentation	15
Suggested Readings: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">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: <ul style="list-style-type: none">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: <ul style="list-style-type: none">Concept, types, characteristics of different social groups, interests, attitudes and motivations for affiliation. Community Leadership: <ul style="list-style-type: none">Concept, leadership theories; patterns and characteristics of leadership in different communities;Role of leadership in community development.	8
III	Extension: <ul style="list-style-type: none">Meaning, changing concept of extension, philosophy, objectives, principles, functions, components of extension. Extension systems: <ul style="list-style-type: none">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	12

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	Social Welfare Board, • Panchayati Raj System.	
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 in Community (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
Semester: 3

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, <ul style="list-style-type: none">• concept, aims• Needs and Scope of guidance and counseling• Basic principles of guidance and counseling.	7
II	Types of guidance : <ul style="list-style-type: none">• Educational, vocational and personal, marriage and family, leisure time• Areas of guidance and counseling and Counseling techniques Types of counseling- <ul style="list-style-type: none">• Specialized counseling, crises counseling, facilitative counseling and preventive counseling.	8
III	Competencies and role of a guidance and counseling professionals. <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Psycho therapies, Cognitive therapy, Affective therapy, Behavior therapy, Rational Emotive therapy, Transactional analysis, Gestalt therapy.	8
V	<ul style="list-style-type: none">• Knowledge and skills to handle assessment tools, Knowledge and skills – continued. Effective communication and documentation skills, networking	8

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	with allied professionals and institutions. <ul style="list-style-type: none">• Status of guidance services in education at state and center level and ethical Issues in counseling	
Practical	<ul style="list-style-type: none">• 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.

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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:		
<ul style="list-style-type: none">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: <ul style="list-style-type: none">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: <ul style="list-style-type: none">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: <ul style="list-style-type: none">Definition and classification; Causes of mental retardation; Identification; Characteristics;Managing children with mental retardation at home; Special educational measures Gifted Children: <ul style="list-style-type: none">Definition, characteristics of gifted children, identification, special educational measures,Role of parents.	8

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IV	<p>Visually Impaired Children:</p> <ul style="list-style-type: none">• 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 <p>Hearing Impaired Children:</p> <ul style="list-style-type: none">• 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 <p>The Children with communication disorders:</p> <ul style="list-style-type: none">• Definition and meaning; Classification; Causes; Management and education of children with communication disorders.	12
V	<p>The Children with Cerebral Palsy and Orthopedic Disability:</p> <ul style="list-style-type: none">• 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. <p>Children with behavioural Disorders:</p> <ul style="list-style-type: none">• Definition; General causes; Types; Behavioural problems associated with Autism, Attention Deficit Hyper activity Disorder (ADHD), Enuresis;• Behavioural problems of children showing excessive anxiety, phobia, temper-tantrums, withdrawal behaviour and aggressive behaviour.	8
Practical	<ul style="list-style-type: none">• 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
<p>Suggested readings:</p> <ul style="list-style-type: none">• 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.		

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- Sahu B.K. (1993)- Education of the Exceptional Children, Kalyani Publishers, New Delhi.
- Gulati R. and Gugnani, A (1994)- Child Development- A practical..
- Gordon I J (1975). Human Development, New York, Harper and Row.
- 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.

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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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Meaning of aspiration how aspirations, how aspirations develop, variations in aspirations, the achievement	8



	syndromes (success & failure). <ul style="list-style-type: none">Educational & Vocational achievements, social mobility & achievement.	
IV	Personality development & family relationship: <ul style="list-style-type: none">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 <ul style="list-style-type: none">Physiological changes in elderly. Types of malnutrition in elderly <ul style="list-style-type: none">Nutritional problem of elderly peopleRecommended dietary allowances for elderly.	8
Practical	<ul style="list-style-type: none">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 gerontology
- Broderick.P.C.(2003). The life span,Human Development for helping professionals.
- Oray.M.G.(1992).Aging health and behaviour. Sage publications
- Kumudini Dandekar(1996). The elderly in India. Sage publications.
- Moody,Harry.R.(2002). Aging : Concepts and controversies, 4th Edn.
- The Psychology of later life: L.R.Aiken, WB Saunders Company. Philadelphia,
- Aged: Their Understanding & Care: Klaus Bergmann, London Wolfe Publicaitons. London
- Handbook of ageing & Social Sciences: R.H.Binstock & E. Shanes, , V.N. Reinhold, Co. New York
- 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.

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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
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Subject-Home Science

Course Code: MHSEL-302B	Course Title: Adolescents & Youth
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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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Meaning of aspiration, how aspirations, how aspirations develop, variations in aspirations, the achievement syndromes (success & failure).	8
IV	Personality development & Identity development. <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Educational & Vocational achievements ,• social mobility & achievement	8
Practical	<ul style="list-style-type: none">• 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.



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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.

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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



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	relevant workshops with students/ teachers/parents) with equal weight age (subject to approval of the Department Head).	
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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.

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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
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Subject-Home Science

Course Code: MHSIER-301 A

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: <ul style="list-style-type: none">• Preventive promotive and curative role of dietetics in health and disease.• Principles and importance of Menu Planning.	8
II	Nutrition during the life cycle: <ul style="list-style-type: none">• Infancy,• Early Childhood/ Preschool age,• School going age,• Adolescence,• Old Age	8
III	Dietary modification required in the following conditions: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Diabetes• Hypertension• Cardiovascular disorders• Cancer• Nutritional Anemia	12

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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 <ul style="list-style-type: none">• Srilaxmi B. Dietetics (2014), Seventh edition, New Age International Publisher.• Anita Singh, Ahar evam poshan vigyan, Star publication, Agra		
Suggested Continuous Evaluation Methods: <ul style="list-style-type: none">• Test with multiple choice questions/short and long answer questions• Theoretical classes followed with practical exercises on same content for assessing understanding and applied learning of students.• Departmental discussions and seminars.		

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