

# **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-2023-24

Approved by Board of Studies



# **Department of Home Science**

Faculty of Science Khwaja Moinuddin Chishti Language University 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

## 2. 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.

## 3. 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

## 4. 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.

## 5. 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:



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Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India) U.P. STATE GOVERNMENT UNIVERSITY, (Recognised Under Section 2(f) & 12(B) of the UGC Act, 1956 & B.Tech. Approved by (AICTE)

Ye	Se	Subject	Course	Paper Title	Theory	Practical	Total
ar	m						Credi
			Code				ts
1	I	Core Compulsory	A130701T	Advance Human	4	1	5
		26		Development			
		Core Compulsory 27	A130702T	Human Development- Theories and Current Trends	4	1	5
		Core Compulsory	A130703T	Research Methodology	4	1	5
		28					
		Core Compulsory 29	A130704T	Infant Stimulation Programmes	4	1	5
		GE 3/Minor Elective	A130705T	Food Science and Processing Techniques(VII/VIII Semester)	4		4
		Research Project/Industrial Training	A130706I/S R	Industrial Training/ Survey/ Research Project	4		4
1	II	Core Compulsory 30	A130801T	Guidance and Counselling	4	1	5
		Core Compulsory 31	A130802T	Statistics and Computer Applications/	4	1	5
		Core Compulsory 32	A130803T	Methods and techniques of assessment in human development	4	1	5
		Core Compulsory 33	A130804T	Women Studies	4	1	5
		GE 3/Minor Elective	A130805T	Food Science and Processing Techniques(VII or VIII Semester)	4		4
		Research Project/Industrial Training	A130806I/S/ R	Industrial Training/ Survey/ Research Project	4		4



#### 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	Admissions shall be made on the basis of University norms. Reservation policy as				
Policy	per rules of KMCL University will be followed.				
Course	The two year P.G. Course of MA/MSc Home Science is divided into four				
Content	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:				
	• 16 Core Courses of 05 credit each [16 x 5 = 80 Credits]				
	<ul> <li>01 Minor Elective Course (to be opted in one semester of the year) of 04 credits [01 x 04 = 04 Credits]</li> </ul>				
	• 04 Research Project/ Survey/Industrial Training of 04 credit (on any				
	relevant Topic/Discipline) $[04 \times 04 = 16$ Credits] on a Topic based on one of				
	Total Credits-100				
Distribution	• There theory papers will be each of 100 marks (70 marks for Written				
of Marks	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				
	• Theory paper including practical shall be 30 marks for internal				
	assessment+50 Marks for External Assessment +20 marks for practical				
	• Research Project/ Survey/Industrial Training will be of 100 marks. (70 marks for External Assessment + 30marks for Internal Assessment)				



# 7. Course Outlines

#### M.A./M.Sc. I Year (Semester I) Home Science Paper 1 Advance Human Development MHS CC 101

Programm	ne/Class: M.A./M.Sc.	Year: 1		Semester: 1	
		Subject-H	lome Science		
Course Code: MHS CC 101 Course Title: Advance Human Development					
<ul> <li>Course outcomes:</li> <li>To undertake an advanced study of the stages in human development with special focus on stages from prenatal development to adulthood.</li> <li>To understand the need for theory of Human Development.</li> <li>To develop practical knowledge among students regarding different developments of different sta</li> </ul>					ial focus on stages ents of different stages
Credits: 4			Course Type	e-Core Course	
	Max. Marks: 100(2	30+70)			
		Total No. o	of Lectures-6	50	
Unit	Торіс	s			No. of Lectures Total=60
I	<ul> <li>Human Developmen</li> <li>Concepts,</li> <li>Principles,</li> <li>Growth and Development</li> <li>Pre-natal period and Development</li> </ul>	nt: Development. d Birth:			8
	<ul> <li>Development</li> <li>factors affect</li> <li>Delivery and</li> </ul>	ing prenatal Deve birth.	elopment,		
п	<ul> <li>Infancy:</li> <li>Physical and</li> <li>Cognitive, so</li> <li>language det</li> </ul>	perceptual develo ocial and emotiona velopment	opment; al developme	nt.	8
III	Early and Middle C Physical and Cognitive de Social and E language dev	<b>Thildhood:</b> motor developme velopment; motional developm relopment	ent; ment,		9
IV	Adolescence : Physical development Cognitive de Social and Exproblems dur	elopment; velopment; motional developi ring adolescent	nent,		10



V	Adulthood :	10				
v	Dhysical sensory and cognitive changes during adulthood	10				
	• Filysteal, sensory and cognitive changes during additiood,					
	Social and emotional development					
	Adjustment problems during adulthood					
Practical	• Study of physical, motor, social, emotional, language,	15				
	intellectual and moral development at different ages and					
	writing interpretative report.					
	• Prepare Resource File.					
	• Seminar/Presentation on any topic related to Human Development.					
Suggested R	eadings:					
1. Berk L.E., 0	Child Development, Allyn ans Bacon, USA, 2000.					
2. Devadas R.	P.C. & Jaya N.A Textbook on Child Development, McMillan India Lt	d. Delhi, 1996.				
3. Stuart Clark	x- Life Span Development.					
4. Papalia D.E	., Human Development, Tata McGraw Hills Publishing Company 1997	•				
5. Turner Jeffe	ery.S. & Life Span Development. Harcourt Helms. Donald B.					
6. Dehart G.B	. & Sroufe. L Alan. Child Development- its Nature and Course.					
7. Santrok Joh	n W Child Development, McGraw Hill.					
Hughes, Noppe	& Nopp (1996). Child Development, Prentice Hall, New JeresyHouse,	New Delhi ;2015				
Suggested C	ontinuous Evaluation Methods:					
• Test v	vith multiple choice questions/short and long answer questions					
• Devel	opmental assessment					

• Seminar/Presentation



#### M.A./M.Sc. I Year (Semester I) Home Science Paper 2 Human Development: Theories and Current Trends MHS CC 102

D		¥7	Semester: 1		
Programme/Class: M.A./M.Sc.		Year: 1			
		Subject-Home Scien	ice		
Course Code: ]	MHS CC 102	Course Title: <b>Human Devel</b>	opment: Theories a	nd Current Trends	
Course outco	omes:				
• To un	derstand and demons	strate the basics of knowled	dge relating to hum	an development	
• To pro	ovide an understandi	ng of various theories of h	uman development.		
• To far	niliarize the students	with changes occurring du	uring life span.		
	Credits: 4	Course Ty	pe-Core Course		
	Max. Marks: 100(	30+70)			
		Total No. of Lectures	-60		
Unit	Topic	s		No. of Lectures	
	Early Theories	~		1 otal=60	
_				9	
I	Historical fo     Scientific Pa				
	• Scientific Be	ginnings, Normative period.			
	Psychoanalytical pe	rspectives.			
II	• Freud's Theo	ry, Three parts of personality, Psychosocial		9	
	Theory- Erik				
	Contribution     perspective	and limitations of the psych	o analytical		
	perspective.				
	Behaviorism and so	cial learning theory			
ш	Social Learning Theory- Albert Bandura			0	
	Learning The	Learning Theories- Pavlov and Skinner			
Contribution and limitations of behaviorism and social					
	learning theo	ories			
	Cognitive Develop	ment Theory- Jean Piaget			
IV	• Piaget's stag	es		9	
	Contribution	and limitations of piagets th	eory		
	Socio-Cultural Theory of Cognitive Development- Vygotsky				



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V	Kohlberg's Moral Judgement Theory	9
	Ecological Theory- Vrie Bronfenbrenner	
	• Recent Theoretical Perspectives of Human Development.	
Practical	<ul> <li>Group Discussions: Various Theories of Human Development and Crises Management</li> <li>Resource file-Collection of element articles, picture, tests about theories theorists, philosopher, thinkers, psychologist, educationists (related to Human Development).</li> </ul>	15
Suggested Read	lings:	
<ul> <li>Child D</li> </ul>	evelopment- 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 Research Methodology A130703T

Programme/	Class: M.A./M.Sc	Year: I Semester: I			
		Subject-Ho	ome Scienc	e	
Course Code	:	Course Title: R	ESEARCH	I METHODOLO	OGY
Course outc Under Under in Hor Under writing	oomes: estanding the nature of p estanding meaning and of me Science. estanding various steps of g	problem to be stuc concept of social of research (data	died and ide science rese collection,	entifying related a earch and specific data analysis, inte	area of knowledge. Cally areas of research Perpretation and report
Credits: 4+1=	5		Course Typ	e-Core Course	
Max. Marks:	100(30+70)				
Total No. of I	Lectures-60				
Unit	Topics	5			No. of Lectures Total=60
I	<ul> <li>Social Research:</li> <li>Concept, Na Science.</li> <li>Formulation Participatory</li> </ul>	ture, Scope, Typ and Selection of Research	pes of Reso the Researc	earches in Home h Problems	7
П	Hypothesis: • Concept, Types & Significance Research Design: • Concept, Types and significance. Sampling: • Concept Types and Significance			8	
III	Sources of Data Co Primary and Tools of Data Colle Interview gu questionnaire Methods of data Co Interview, Q Projective teo	llection: Secondary, Field ction: uide, Interview e. ollection: questionnaire, Ot	and Docun schedule, oservation,	nentary. observation and Case Study and	12
IV	<ul><li>Measurement</li><li>Processing of</li></ul>	<b>nt</b> and Scaling f Data			8



## ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत) Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)

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<b>V</b>	Analysis and Interpretation of Data	8
v	Report Writing	
	Exercises with students to explore process of research	15
Practical	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	

#### **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.I Year (Semester I )Home Science Paper 4: Infant Stimulation Programmes A130704T

Programme/	Class: M.A./M.Sc.	Year	: I	Semester: I	
		Subject-H	ome Science		
Course Code	: A130704T	Course Title: Inf	ant Stimula	tion Programmes	
<ul> <li>Course outcomes:</li> <li>To understand and demonstrate the basics of knowledge relating to infar programme.</li> <li>To provide an understanding of basic concept, characteristics of infant.</li> <li>To familiarize the students with changes occurring during .infancy</li> </ul>					t stimulation
Credits: 4+1=	5		Course Type	-Core Course	
Max. Marks:	100(30+70)				
		Total No. o	f Lectures-6	0	
Unit	Торіс	8			No. of Lectures Total=60
	<ul> <li>Concept, characteristics, developmental task.</li> <li>Physical, social, emotional, cognitive and language development during infancy.</li> <li>Attachment theory</li> </ul>				9
п	<ul> <li>II</li> <li>Stimulation:</li> <li>Definition, Importance, early experiences and developmental consequences,</li> <li>Family and environmental stimulation</li> </ul>			9	
Ш	<ul><li>Child rearing practice</li><li>Importance</li><li>Role of environment</li></ul>	ctices: of child rearing vironment in chile	practices d rearing		9
IV	<ul> <li>Infant stimulatio</li> <li>Infant stim olfactory, g</li> <li>Infant stimu</li> </ul>	n concept: ulation (visual, ustatory) Ilation programm	auditory, ta	actile, vestibular,	9



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V	Infant stimulation programmes.	9
	Review of currently running infant stimulation     programmes	
Practical	<ul> <li>Visit to different day care, infant and toddler centers.</li> <li>Observation and recording of development and behavior in different ecological settings.</li> <li>Study of existing stimulation practices and materials in home and institutional settings (infant, toddler centers, day care centres).</li> <li>Preparation of stimulation material for physical, motor, cognitive, language, behavior, social and emotional domains.</li> <li>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</li> </ul>	15
Suggested Read Swamir educat	<b>lings:</b> nathan (1998). The first five years: Acritical perspective on yearly ion in India.	childhood carry and

- 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 (SemesterI)Home Science Paper 5: Food Science and Processing Techniques A130705T

Programme	/Class: M.A./M.Sc.	Year	: 1	Sem	ester: I	
	Subject-Home Science					
Course Code: A130705T       Course Title: Food Science and Processing Te         Course outcomes:       Course Title: Food Science and Processing Te					hniques	
<ul> <li>Enabling students to various methods for evaluating variety of foods.</li> <li>To understand and use various methods of preservation of food</li> <li>To provide an understanding of food processing technology</li> <li>To understand and demonstrate the basics of knowledge relating to nutri processing.</li> </ul>					ents loss during food	
	Credits: 4		Course Type	-Value Added Cou	rse(Credited)	
	Max. Marks: 100(2	30+70)				
		Total No. c	of Lectures-6	0		
Unit	Торіс	S			No. of Lectures Total=60	
I	<ul> <li>Introduction:         <ul> <li>Brief review of main food crops grown in the country – their nutritional importance.</li> <li>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.</li> <li>Physical principles in food processing operations: Thermal processing (Use of heat); Types of heat treatments; Heat resistance of micro-organism</li> </ul> </li> </ul>				9	
Π	<ul> <li>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.</li> <li>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.</li> </ul>			9		
	• Chemical I processing by	Principles of For y sugar, salt, curin	od Process	ing: Preservation/ ids and chemicals.	9	



III	• <b>Principles</b> and methods used for various products such as pickles, chutney, ketchup, sauces, fruit juices, squashes, fruit syrups and cordials.		
IV	<ul> <li>Fruit and vegetable processing methods and products</li> <li>Milk Processing: Classification, standardization, homogenization and packaging.</li> <li>Meat, fish and egg processing: Methods and products; Ageing ; tenderizing; curing; smoking; freezing.</li> <li>Food additives: Classification and products</li> </ul>	9	
V	<ul> <li>Nutritional Implications of Food Processing: Causes for loss of vitamins and minerals; Enrichment, restoration and fortification</li> <li>Sensory Analysis: Definition, types of test, use in product evaluation</li> </ul>	9	
Practical	<ul> <li>Advance Diploma Courses may be arranged for the students for Food Preservation and Bakery and Confectionery.</li> <li>Visits to food processing units such as Dairy, Cold Storage Plant and Preservation Centres.</li> <li>Prepare resource file</li> </ul>	15	
<ol> <li>Suggested Readings:         <ol> <li>Cherley H (1982). Food Science (2nd edition), John Wiley &amp; Sons, New York</li> <li>Gopalan C. (eds.) (1993) Recent Trends in Nutrition, Oxford University Press</li> <li>International Child Health: A Digest of Current Information</li> <li>Jallinek G (1985). Sensory Evaluation of Food Theory and Practice, Ellis Harwood Chicester</li> </ol> </li> </ol>			

Jelliffe DE and Jelliffe EFP (1989). Community Nutritional Assessment, Oxford University Press



#### M.A./M.Sc.I Year (Semester II) HomeScience Paper 6 : Research Project / Industrial Training A130806R/I

Programme/Class: M.A./M.Sc.	Year: 1	Semester: I
Subject-Home Science		
Course Code: A130806R/I	Course Title: Research Project / Industrial Training	
Topic will be Decided		



#### M.A./M.Sc.I Year (Semester II )Home Science Paper 7: Guidance and Counselling A130801T

Programme/Clas	s: M.A./M.Sc.	Year	r: 1	Semester: II	
	Subject-Home Science				
Course Code: A1	30801T	Course Title: G	uidance an	d Counselling	
<ul> <li>Course outcom</li> <li>To underst</li> <li>To underst</li> <li>To underst</li> </ul>	es: and meaning and co and various approac and the scope and ir	ncept of counsel thes of counsellir nportance of cou	ling and gui ng. nselling in J	dance. present scenario.	
	Credits: 4+1=5		Course Typ	e- Elective	
N	Max. Marks: 100(30	+70)			
		Total No. of	Lectures-6	0	
Unit	Торіс	es			No. of Lectures Total=60
I	<ul> <li>Introduction to guidance and counseling,</li> <li>concept, aims</li> <li>Needs and Scope of guidance and counseling</li> <li>Basic principles of guidance and counseling</li> </ul>				7
Π	<ul> <li>Basic principles of guidance and counseling.</li> <li>Types of guidance :         <ul> <li>Educational, vocational and personal, marriage and family, leisure time</li> <li>Areas of guidance and counseling and Counseling techniques</li> </ul> </li> <li>Types of counseling-         <ul> <li>Specialized counseling, crises counseling, facilitative counseling and marriage</li> </ul> </li> </ul>			8	
III	<ul> <li>Competencies and role of a guidance and counseling professionals.</li> <li>Limitations of a counselor, Modes and methods of Counseling</li> <li>Essentials for conducting guidance and counseling; understanding the process of guidance and counseling, Guidelines for setting up Child Guidance and Counseling unit.</li> </ul>			12	
IV	Psycho ther Behavior th Transaction	Psycho therapies, Cognitive therapy, Affective therapy, Behavior therapy, Rational Emotive therapy, Fransactional analysis, Gestalt therapy			8
V	Knowledge     Knowledge     communica	al analysis, Gestalt therapy. and skills to handle assessment tools, and skills – continued. Effective tion and documentation skills, networking			8



## ख्वाजा मूईनृद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत) Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)

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	with allied professionals and institutions.	
	• Status of guidance services in education at state and	
	center level and ethical Issues in counseling	
Practical	• Administration of any five psychological tests/ scales	15
Tactical	available in department laboratory and understanding its	
	use in counseling.	

#### Suggested readings:

- Counseling and Guidance, S.Narayan Rao tata McGraw Hill Publishing Company Limited, •
- Counseling skills Training- P.Burnard, Viva Books, New Delhi. •
- Counseling: the Skills of finding solutions to Problems, R.Manthei, Routledge, London.
- Individual Counseling: Therapy & practice, D.Nicolson & H.Ayers, David Fulton, London. •
- Encyclopedia of Guidance & counseling- Mittal Publications, New Delhi. .
- Educational & Vocational Guidance- R.Singh, Common Wealth Publishers, New Delhi. •
- Guidance & Counseling- I. Madhukar, Authe press Global Network.. •
- Principles of Guidance & Counseling- M.Asche Sarup & sons, New Delhi. •
- Guidance & Educational Counseling- S.K.Chibber- Common Wealth Publishers. •
- Sharma.R.N & Sharma.R., 2004, "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.I Year (Semester II) Home Science Paper 8: Statistics and Computer Application A130802T

Programme/Class: M.A./M.Sc. Year: 1		Sen	nester: II		
Subject-Home Science					
Course Code: A130802T Course Title: Statistics and Computer App					lication
<ul> <li>Course outcomes: <ul> <li>To understand the basics of statistics with relation of material and techniques</li> <li>Enable students to understand the basic needs of computer application</li> <li>To understand the various methods and techniques use in statistics</li> <li>To understand the significance of statistics and computer application in Home Science</li> </ul> </li> </ul>					hniques 1 ation in Home
Credits: 4+1=5			Course Type	e-Core Course	
Max. Marks: 10	0(30+70)				
Total No. of Le	ectures-60		1		
Unit	Unit Topics				No. of Lectures Total=60
I	<ul> <li>Classification &amp; tabulation of Data:</li> <li>Meaning, objective and types of classification,</li> <li>Formation of discrete and continuous frequency distribution, tabulation of data, parts of a table, General Rule of tabulation,</li> <li>Types of tables,</li> <li>Diagrammatical and graphical presentation of data: significance, types and limitation of different types of diagrams and graphs used for presentation of data</li> </ul>			9	
<ul> <li>Measure of Central tendency:</li> <li>Mean, Median, Mode and their uses with examples and their advantages and disadvantages,</li> </ul>			9		
Ш	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	<ul> <li>Test of Relationship;</li> <li>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 &amp; disadvantages.</li> </ul>			9	



# ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत) Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)

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	Testing of Hypothesis; Meaning, basic concept concerning	
	testing of hypothesis, procedure for testing hypothesis, Errors	
	in testing hypothesis.	
V	Parametric and Non-parametric tests:	9
	<ul> <li>uses of chi square test, student 't' test, and 'z' test in testing hypothesis. Interpretation &amp; Report writing; meaning, technique of interpretation, significance, steps followed, layout of report writing,</li> <li>Types of report and techniques of writing a report, The computer system, important characteristics and application in Research.</li> </ul>	
Practical	<ul> <li>Prepare resource file</li> <li>Classification and tabulation of data</li> <li>Measures of control tendency</li> </ul>	15
	• ivieasures of central tendency	
	Measure of Dispersion	
Suggested Read	lings:	

- 1. Statistical Methods S.P.Gupta, Sultan Chand & Sons Publisher- New Delhi
- Research Methodology, Methods and Techniques C.R. Kothari Wiley Eastern Limited New 3. An Introduction to Statistical Methods – C.B.Gupta & V.Gupta- Vikas Publishing House PVT Ltd.
- 4. Methodology and Techniques of Social Research P.L.Bandarkar & T.S.Wilkinson –Himalaya Publishing House- Mumbai.
- Research Methods & Measurements in Behavioural & Social Sciences G.L.Bhatnagar Agri. Cole. Publishing Academy, New Delhi.
- 6. Statistics in Psychology & Education Henry, E. Garett, David Heley and Co.
- 7. Experimental Design in Psychological Research Edwards
- 8. 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 A130803T

Programme/Class: M.A./M.Sc.		Year	Year: 1 Sem		ester: II
Subject- Home Sc	ience				
Course Code: Course Title: Methods and Techniques of as development					essment in human
<ul> <li>Course outcomes:</li> <li>To understand various techniques for studying Human Development.\</li> <li>To make the students aware about scientific method of analyzing Human Development</li> </ul>					ent.
Credits: 4+1=5			Course Type	-Core Course	
Max. Marks: 100(3	30+70)				
Total No. of Lectu	ares-60				
Unit	Торіс	2S			No. of Lectures Total=60
I	<ul> <li>Assessment-</li> <li>Definition an</li> <li>Assessment to concept of me</li> <li>Techniques of Relative efficiency aspect of dev</li> </ul>	<ul> <li>sessment-</li> <li>Definition and function of assessment,</li> <li>Assessment techniques, Approaches to assessment,</li> <li>concept of measurement,</li> <li>Techniques of measurement,</li> <li>Relative efficacy of assessment tools and measuring different aspect of development.</li> </ul>			
Π	<ul> <li>Assessment scales-</li> <li>Neonatal scales, infant and toddler assessment scales,</li> <li>Infant- toddler scales,</li> <li>Early childhood assessment _ types,</li> <li>Administration of cognitive test for children.</li> </ul>			9	
III	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	<ul> <li>Scientific method-</li> <li>Importance, Criteria- reliability, validity, control, Types and test for reliability and validity,</li> <li>Item analysis- Importance and types, Item analysis procedures.</li> </ul>			9	
V	<ul> <li>Item analysis- Importance and types, Item analysis procedures.</li> <li>Principles of developing a test / scale. Standardization procedures.</li> <li>Types of scales – nominal scales – construction rules, Ordinal scales – construction rules, Interval scales, Ration scales – construction rules.</li> </ul>		9		



#### ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत) Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)

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Pra	Development of test/ scales for assessment.	15
Suggest	Readings:	
1.	obert M. Kaplan, Dennis P. Saccuzzo, 2005, "Psychological Testing", Principles	, Applications and issues,
	odsworth, U.S.A.	

- 2. Pestonjee D.M. 2003., "Third hand book of psychological and social instruments". Vol.1, Concept Publishing Company, New Delhi.
- James Goodwin, 2002 "Research in Psychology". Methods and design, 3<sup>rd</sup> edition, John Wiley & Sons, Inc. 3. U.S.A.
- 4. L.R. Gay. Geoffrey, E. Mills and Peter Airasian, 2000, "Educational research", Competencies for Analysis and applications, 8<sup>th</sup> edition, Pearson, Merrill Prentice Hall, New Jersy..



रूवाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)

Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India) U.P. STATE GOVERNMENT UNIVERSITY, (Recognised Under Section 2(f) & 12(B) of the UGC Act, 1956 & B.Tech. Approved by (AICTE)

#### M.A./M.Sc.I Year (Semester II) Home Science Paper 10: Women Studies A130804T

Programme/Class: M.A./M.Sc.		Year: 1 Sem		nester: II	
Course Code: A130804T Course Title: Women Studies					
Course outco To be to To get To be to To be to To known	mes: familiar with the comm exposure of the schem aware of the health haz ow about women welfa	non problems face nes to combat nutr zards related to foo are programmes in	es by women. itional proble od and water india.	ems.	
Credits: 4+1=5	;		Course Type	e-Core Course	
Max. Marks: 1	00(30+70)				
Total No. of L	ectures-60		1		
Unit	Торіс	:S			No. of Lectures Total=60
I	<ul> <li>Women's Studies:</li> <li>Meaning, significance and growth of women's studies in India,</li> <li>Women's role &amp; status in the society, the changing position of Indian women,</li> <li>The women's movement in India, feminist theories,</li> <li>Women empowerment.</li> </ul>				9
Π	Women's situation • Women & ed • Women & ed • Women & ed • Women & h • Women in a • Women in Ir • Women in F • Women in F	<ul> <li>Women's situational&amp; development:</li> <li>Women &amp; education,</li> <li>Women &amp; employment,</li> <li>Women &amp; health,</li> <li>Women in agriculture,</li> <li>Women in Industry,</li> <li>Women in Politics,</li> <li>Women's personal laws.</li> </ul>			9
ш	<ul> <li>Life Cycle Approach to Women's Health –</li> <li>Health status of women in India,</li> <li>Factors influencing health and Nutritional status.</li> <li>Maternal and Child Health (MCH) to Reproductive and Child health approaches.</li> </ul>			9	



# रूवाजा मूईनूद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत) Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)

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	• Issues of declining Child Sex Ratio, Widowhood and old age.	
IV	<ul> <li>Women welfare Programmes:</li> <li>Women welfare programme in urban &amp; rural areas,</li> <li>Policies &amp; programmes of social welfare floated at the center &amp; state level, for the advancement of the Condition of women in India.</li> </ul>	9
V	<ul> <li>Women welfare organizations,</li> <li>Co-ordination of agencies of women welfare programmes.</li> <li>Women empowerment.</li> <li>Development of women entrepreneurships.</li> </ul>	9
Practical	<ul> <li>Study of women's status in a community</li> <li>Identification of women's problems in a community</li> <li>Preparation of an album on women's issues.</li> <li>Visit to Women Welfare Organizations.</li> </ul>	15
Suggested Read	<b>lings:</b> & Krishna M.1988. Women and Society in India. Ajanta publ. raj 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]



रूवाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)

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#### M.A./M.Sc.I Year (Semester II) Home Science Paper 11 : Food Science and Processing Techniques

Programme/C	lass: M.A./M.Sc.	Year	: 1	Sen	nester: II
Subject-Home Science					
Course Code:	A130805T	Course Title: Foo	od Science a	nd Processing Tec	hniques
Course outco Enablin To und To pro To und proces	mes: ng students to various erstand and use variou vide an understanding lerstand and demons sing.	methods for evalua as methods of prese of food processing strate the basics o	ating variety ervation of fo g technology f knowledg	of foods. ood e relating to nutri	ents loss during food
Credits: 4			Course Type	-Value Added Cou	rse(Credited)
Max. Marks: 10	00(30+70)				
Total No. of L	ectures-60				
Unit	Торіс	S			No. of Lectures Total=60
Ι	<ul> <li>Introduction:</li> <li>Brief review nutritional in</li> <li>Food and in including co Needs and b Food Preserv</li> <li>Physical pri processing ( resistance of</li> </ul>	y of main food crop nportance. ts preservation (I commercial operat penefits of Food F vation. (inciples in food pr Use of heat); Types i micro-organism	os grown in Home and ( ions): Cause Processing an ocessing op s of heat trea	the country – their Community Level e of food spoilage; nd Technology for erations: Thermal tments; Heat	9
<ul> <li>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.</li> <li>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.</li> </ul>			9		
ш	<ul> <li>Chemical I processing b</li> <li>Principles a pickles, chut</li> </ul>	Principles of For y sugar, salt, curin nd methods used for mey, ketchup, sauc	od Process g, smoke, ac or various pr es, fruit juice	ing: Preservation/ ids and chemicals. oducts such as es, squashes, fruit	9



	syrups and cordials.	
IV	<ul> <li>Fruit and vegetable processing methods and products</li> <li>Milk Processing: Classification, standardization, homogenization and packaging.</li> <li>Meat, fish and egg processing: Methods and products; Ageing ; tenderizing; curing; smoking; freezing.</li> <li>Food additives: Classification and products</li> </ul>	9
V	<ul> <li>Nutritional Implications of Food Processing: Causes for loss of vitamins and minerals; Enrichment, restoration and fortification</li> <li>Sensory Analysis: Definition, types of test, use in product evaluation</li> </ul>	9
Practical	<ul> <li>Advance Diploma Courses may be arranged for the students for Food Preservation and Bakery and Confectionery.</li> <li>Visits to food processing units such as Dairy, Cold Storage Plant and Preservation Centres.</li> <li>Prepare resource file</li> </ul>	15
Suggested Read 5. Cherley 6. Gopalar 7. Internati 8. Jallinek	<b>lings:</b> H (1982). Food Science (2nd edition), John Wiley & Sons, New York C. (eds.) (1993) Recent Trends in Nutrition, Oxford University Press ional Child Health: A Digest of Current Information G (1985). Sensory Evaluation of Food Theory and Practice. Ellis Harw	ood Chicester

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 12 :Research Project / Industrial Training

Programme/Class: M.A./M.Sc.	Year: 1	Semester: II
Subject-Home Science		
Course Code: A130806R/I	Course Title: Research Project / Industrial Training	
Topic will be Decided		