



ख़्वाजा 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))

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:

Year	Sem	Subject	Course Code	Paper Title	Theory	Practical	Total Credits
	III	Core Compulsory 34	A130901T	Early Childhood care and education	4		4
		Core Compulsory 35	A130902T	Stress Management and Health	4		4
		Core Compulsory 36	A130903T	Dietetics and Therapeutic Nutrition	4		4
		Core Compulsory 37	A130904T	Garbh Sanskar	4		4
		Core Compulsory 38	A130905P	Practical (Related to core paper)		4	4
		Research Project/Industrial Training	A130906 I/S/R	Industrial Training/ Survey/ Research Project	4		4
5	IV	Core Compulsory 39	A1301001T	Gerontology	4		4
		Core Compulsory 40	A1301002T	Children with special needs	4		4
		Core Compulsory 41	A1301003T	Dynamics of Marriage and Family	4		4
		Core Compulsory 42	A1301004T	Extension and Communication concepts in Community Development	4		4
		Core Compulsory 43	A1301005P	Practical Related to core paper		4	4
		Research Project/Industrial Training	A1301006 I/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 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.
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	<p>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:</p> <ul style="list-style-type: none">• 16 Core Courses of 05 credit each [16 x 5 = 80 Credits]• 01 Minor Elective Course (to be opted in one semester of the year) of 04 credits [01 x 04 = 04 Credits]• 04 Research Project/ Survey/Industrial Training of 04 credit (on any relevant Topic/Discipline) [04 x 04 = 16Credits] on a Topic based on one of the Elective disciplines adopted by the student) <p>Total Credits-100</p>
Distribution of Marks	<ul style="list-style-type: none">• 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.• 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. II Year (Semester III) Home Science
Paper Name: Early Childhood Care and Education A130901T

Programme/Class: M.A./M.Sc	Year: 2	Semester: 3
Subject-Home Science		
Course Code: A130901T	Course Title: Early Childhood Care and Education	
Course outcomes: Students will be able <ul style="list-style-type: none">To define and identify stages of DevelopmentTo understand the importance of early yearsTo apply the understanding in analysing basic needs of ECCE.To evaluate the thoughts of various thinkers of ECCETo create and prepare literature and tools needed for ECCE		
Credits: 4	Course Type-Core Course	
Max. Marks: 100(30+70)		
Total No. of Lectures-60		
Unit	Topics	No of Lectures
I	<ul style="list-style-type: none">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: <ul style="list-style-type: none">Pestalozzi, Rousseau,Frobel, John Dewey,Maria Montessori,M.K.Gandhi andRabindraNath Tagore.	9
III	ECCE in India: <ul style="list-style-type: none">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: <ul style="list-style-type: none">ICCW, IAPE, NCERT, ICDS, UNICEF, NCTEMobile Creche etc.	9
V	Pre-School Centers: <ul style="list-style-type: none">Concept,	9



	<ul style="list-style-type: none">• Administrative set-up,• Functions and Organization.	
Practical	<ul style="list-style-type: none">• 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. <p>Developing literature for parents preparing & using visual Aids.</p>	15
Suggested Readings: <ul style="list-style-type: none">□□ Grewal J.S., 1998. Early Childhood Education - Foundation & Practices, HarprasadBhargavaEdu. 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. II Year (Semester III) Home Science
Paper Name: Stress Management and Health A130902T

Programme/Class: M.A./M.Sc	Year: 2	Semester: 3
Subject-Home Science		
Course Code: A130902T	Course Title: Stress Management and Health	
Course outcomes: Students will be able <ul style="list-style-type: none">To define and identify the role of health, nutrition, physical activity, and wellness in daily lifeTo understand the Stress management techniquesTo apply the knowledge in relating Psychological and emotional HealthTo evaluate the evidence to support healthy behaviours and lifeTo create and prepare Stress management and self-help Plans		
Credits: 4	Course Type: Core Course	
Max. Marks: 100(30+70)		
Total No. of Lectures-60		
Unit	Topics	No of Lectures
I	Introduction to Stress <ul style="list-style-type: none">• Definition• Concepts• Types of stress• Causes of Stress	8
II	Stress Management <ul style="list-style-type: none">• Factors causing stress• Stress and health behaviour• Types of coping strategies• Stress Management	8
III	Introduction to health <ul style="list-style-type: none">• Definition• Concepts• Types of health• Dimensions of Health• Risk factors	9
IV	Components of physical fitness <ul style="list-style-type: none">• Muscular strength, endurance, and flexibility• Nutrition, body composition, and eating disorders• Cardiovascular diseases• Personal safety	10
V	Common conditions and diseases <ul style="list-style-type: none">• Lowering risk of infectious diseases• Substance use and abuse• Sexuality, sexually transmitted diseases, and AIDS• Achieving and maintaining a healthy weight	10



Practical	<ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Test with multiple choice questions/short and long answer questions• Developmental assessment• Seminar/Presentation		



M.A./M.Sc. II Year (Semester III) Home Science
Paper Name: Dietetics and Therapeutic Nutrition A130903T

Programme/Class: M.A./M.Sc	Year: 2	Semester: 3
Subject-Home Science		
Course Code: A130903T	Course Title: Dietetics and Therapeutic Nutrition	
Course outcomes: Students will be able <ul style="list-style-type: none">To define principles of diet therapyTo understand importance of nutrition in different stages of life and health conditionsTo apply the knowledge in diet planningTo evaluate the needs and health conditions before meal planningTo create and prepare Diet plans for various stages of life		
Credits: 4	Course Type: Core Course	
Max. Marks: 100(30+70)		
Total No. of Lectures-60		
Unit	Topics	No of Lectures
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">DiabetesHypertensionCardiovascular disordersCancerNutritional 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 <ul style="list-style-type: none">• Srilaxmi B. Dietetics (2014), Seventh edition, New Age International Publisher.• Anita Singh, Aharevamposhanvigyan, 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.		



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

Paper Name: GarbhSanskarA130904T

Programme/Class: M.A./M.Sc	Year: 2	Semester: 3
Subject-Home Science		
Course Code: A130904T	Course Title: GarbhSanskar	
Course outcomes: Students will be able <ul style="list-style-type: none">To define importance of Prenatal CareTo understand the basics of sanskar.To apply the knowledge in identifying early signs of pregnancyTo evaluate the role of parents and environment on fetal developmentTo create and prepare teaching Aids for awareness		
Credits: 4	Course Type: Core Course	
Max. Marks: 100(30+70)		
Total No. of Lectures-60		
Unit	Topics	No of Lectures
I	Prenatal Development: <ul style="list-style-type: none">Meaning of prenatal Development, concept of conception, Process of conceptionEarly sign of pregnancy, symptoms of pregnancy, physiological changes during pregnancy, complication during pregnancy.	9
II	Sanskar: <ul style="list-style-type: none">Scientific explanation of GarbhSanskar,Different therapies in GarbhSanskar,GarbhSamvaad,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: <ul style="list-style-type: none">Birth process.Maternal care.Nutrition during pregnancy.Dress during pregnancy.	9
IV	Care of the mother after delivery: <ul style="list-style-type: none">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. <ul style="list-style-type: none">Yoga: Meaning and definition of yoga ,Role and importance of yoga as a GarbhSanskar.Role of Ayurveda therapy during Pregnancy.	9



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Practical	<ul style="list-style-type: none">• Presentation and seminars on special topics• Preparation of Teaching Aids-Chart-Poster, Leaflet - pamphlet ,Booklet, Flipchart etc.	15
Suggested Readings: 1. Guyton,A.c.(1985):Function of the Human Body, 2.Gopalan.C.andKaur S.(1989):Women and Nutrition in India, Nutrition Foundation in India. 3. BrijeshShukl, KarmKaumudi, Nag Publisher, New Delhi. 4.P.C. Mishra, AjkaVikasatamkManovigyan, Sahityaprakashan , Agra		



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M.A./M.Sc. 2 Year (Semester III) Home Science
Paper name: Industrial Training/ Survey/ Research Project

Programme/Class: M.A./M.Sc.	Year: 2	Semester: III
Subject-Home Science		
Course Code: A130906 I/S/R	Course Title: Industrial Training/ Survey/ Research Project	
Topic will be Decided		



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

Paper Name: Gerontology A1301001T

Programme/Class: M.A./M.Sc	Year: 2	Semester: 4
Subject-Home Science		
Course Code: A1301001T	Course Title: Gerontology	
Course outcomes: Students will be able <ul style="list-style-type: none">To define GerontologyTo understand meaning and scope of gerontology.To apply the knowledge for solving elderly problemsTo evaluate the needs and requirements of old ageTo create and modify nutritional diet plans for elderly according to their health conditions		
Credits: 4	Course Type: Core Course	
Max. Marks: 100(30+70)		
Total No. of Lectures-60		
Unit	Topics	No of Lectures
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,	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).Educational & Vocational achievements, social mobility & achievement.	8
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 people• Recommended 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: <ul style="list-style-type: none">• 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• KumudiniDandekar(1996). The elderly in India. Sage publications.• Moody,Harry.R.(2002). Aging : Concepts and controversies, 4th Edn.• The Psychology of later life: L.R.Aiken, WB Saunders Company. Philadelphia,• Aged: Their Understanding & Care: Klaus Bergmann, London Wolfe Publicaitons. London• Handbook of ageing & Social Sciences: R.H.Binstock& E. Shanes, , V.N. Reinhold, Co. New York• Old age in a changing society: ZanaSmith, Blau, , New View prints. New York• Ageing in India: Problems and potentialities: A.B.Bose, & K.D GangradeAbhinav Publications,		



M.A./M.Sc. II Year (Semester IV) Home Science
Paper Name: Children with Special needs A1301002T

Programme/Class: M.A./M.Sc	Year: 2	Semester: 4
Subject-Home Science		
Course Code: A1301002T	Course Title: Children with special needs	
Course outcomes: Students will be able <ul style="list-style-type: none">To define the needs of Children with developmental challengesTo understand the developmental competence of children with developmental challengesTo apply the knowledge to sensitize students and motivate people in understanding and being sensitive for children with developmental challengesTo evaluate the needs and requirements of children with developmental challengesTo create awareness among the people		
Credits: 4	Course Type: Core Course	
Max. Marks: 100(30+70)		
Total No. of Lectures-60		
Unit	Topics	No of Lectures
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; <ul style="list-style-type: none">• 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; <ul style="list-style-type: none">• 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
IV	Visually Impaired Children:	12



	<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.	
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.• KarChintamani (1996)- Exceptional Children: Their Psychology and Education, Sterling Publishers, New Delhi.• Sahu B.K. (1993)- Education of the Exceptional Children, Kalyani Publishers, New Delhi.		



- Gulati R. and Gugnani, A (1994)- Child Development- A practical..
- Gordon I J (1975). Human Development, New York, Harper and Row.
- Harrism A.C. (1986). Child development. West Publications, St. Paul.
- .Lerner and Hulsch (1983). Human Development. A life span perspective McGraw Hill Book Co., New York.
- Nussen O., Conger, J.J. Kagh, J. and Huston, A.C. (1990). Child Development and Personality. Harper and Row, New York.

Suggested Continuous Evaluation Methods:

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



M.A./M.Sc. II Year (Semester IV) Home Science
Paper Name: Dynamics of Marriage and FamilyA1301003T

Programme/Class: M.A./M.Sc	Year: 2	Semester: 4
Subject-Home Science		
Course Code: A1301003T	Course Title: Dynamics of Marriage and Family	
Course outcomes: Students will be able <ul style="list-style-type: none">• Understand different concepts related to marriage• Know the different forms of marriage• Aware of marriage systems among different religions• Know the areas, obstacles and techniques of marital adjustments• Understand the changing trends in gender roles• Know about alternative styles of marriages• Aware of different Laws related to marriage• Know the need and importance of premarital, marital and family counseling• Understand the concept of family life cycle and changes in its characteristics and functions• Aware of the causes for marital dissolution, divorce and family under distress• Recognize the need and importance of sex education and family life education		
Credits: 4	Course Type: Core Course	
Max. Marks: 100(30+70)		
Total No. of Lectures-60		
Unit	Topics	No of Lectures
I	Introduction to Marriage: <ul style="list-style-type: none">• Goals of marriage• Functions of marriage• Preparation for Marriage• Types of marriages in India• Prevalent forms of marriage• Premarital Counseling• Theories for mate selection• Mate Selection: Psychological Factors• Engagement	12
II	<ul style="list-style-type: none">• Muslim marriage, Christian marriage, Hindu marriage• Marriage among Sikh, Buddhist and Parsi's• Marital Roles and Behaviour• Gender Role-Change• Marital Adjustments• Marital Dissolution• Divorce• Alternatives to marriage• Marriage Education	8
III	Family <ul style="list-style-type: none">• Characteristics & Functions	8



	<ul style="list-style-type: none">• Family life cycle• Structures and forms of family•	
IV	<ul style="list-style-type: none">• Family change• Family Stress- Causes and symptoms• Coping strategies Family life education	7
V	<ul style="list-style-type: none">• Family life Education• Sex Education• Family Planning• Laws Related to Marriage	8
Practical	<ul style="list-style-type: none">• Interviewing Married couple about their problems and issues.• Visit of people of different religions and learn about their ways of marriage• Study different types of family and the stages of family life cycle• Writing Reports.	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
- KumudiniDandekar(1996). The elderly in India. Sage publications.
- Moody,Harry.R.(2002). Aging : Concepts and controversies, 4th Edn.
- The Psychology of later life: L.R.Aiken, WB Saunders Company. Philadelphia,
- Aged: Their Understanding & Care: Klaus Bergmann, London Wolfe Publicaitons. London
- Handbook of ageing & Social Sciences: R.H.Binstock& E. Shanes, , V.N. Reinhold, Co. New York



M.A./M.Sc. II Year (Semester IV) Home Science
Paper Name: Extension and Communication concepts in Community Development A1301004T

Programme/Class: M.A./M.Sc	Year: 2	Semester: 4
Subject-Home Science		
Course Code: A1301004T	Course Title: Extension and Communication concepts in Community Development	
Course outcomes: Students will be able <ul style="list-style-type: none">To define the approaches to developmentTo understand the existing support structure for development efforts.To apply the knowledge to in understanding importance of extension educationTo evaluate existing development programs for rural peopleTo create and prepare teaching aids to educate the rural people		
Credits: 4	Course Type: Core Course	
Max. Marks: 100(30+70)		
Total No. of Lectures-60		
Unit	Topics	No of Lectures
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.	12
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 Social Welfare Board,Panchayati Raj System.	8



IV	Extension Teaching: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Definition, Nature, Role and Significance of Development• Communication; Interrelation between Development and Development Communication; Models of Development Communication.	8
Practical	<ul style="list-style-type: none">• 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: <ol style="list-style-type: none">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, Allahabad3. Singh , R. (1987)Text Book of Extension Sahitya Kala Prakashan , Ludhiana4. Extension Education in Community (1961) Ministry of Food and Agriculture, Government of India, New Delhi <p>Extension Programme Planning, Oxford and IBH Publishing Company Pvt. Ltd. New Delhi</p>		
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.		



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

U.P. STATE GOVERNMENT UNIVERSITY,
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M.A./M.Sc. 2 Year (Semester IV) Home Science

Paper name: Industrial Training/ Survey/ Research Project A1301006 I/S/R

Programme/Class: M.A./M.Sc.	Year: 2	Semester: 4
Subject-Home Science		
Course Code: A1301006 I/S/R	Course Title: Industrial Training/ Survey/ Research Project	
Topic will be Decided		