

**NEP-Based Syllabus of Two-Years
Post-Graduation Programme
Name of Degree- M.A. / M.Sc. Home Science
Specialization :
Food and Nutrition | Human Development**



**Department of Home Science
Faculty of Arts
Kashi Naresh University, Bhadohi
221310 , Uttar Pradesh**

Website : <https://www.knub.ac.in/>

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Yashwantrao *Dr. J. Pathi* *Meeta*
Pragya

Programme Specific Outcomes (PSOs)

M.A./M.Sc. Home Science - Food & Nutrition (F/N)

Advanced Nutrition Knowledge: *Acquire in-depth understanding of advanced, clinical, maternal, public and community nutrition for health promotion.*

Assessment & Research Skills: *Develop competence in nutritional assessment, research methodology, statistics and computer applications.*

Programme Management: *Gain skills to plan, implement and manage nutrition programs, institutional food service, food safety and quality control.*

Professional Practice: *Apply practical skills in dietary counseling, therapeutic diet planning and health & fitness for individuals and communities.*

Social Responsibility: *Contribute to national nutrition and health goals through evidence-based practice and ethical research.*

M.A./M.Sc. Home Science - Human Development (H/D)

Developmental Expertise: *Gain advanced knowledge of human growth, theories, adolescence, early childhood and family dynamics.*

Assessment & Counseling Skills: *Develop proficiency in assessment techniques, guidance and counseling for children, youth and families.*

Programme Planning: *Design and manage programs for child care, education, and welfare of children and families.*

Research & Scientific Writing: *Apply research methods, statistics and scientific writing for study of human development.*

Inclusive Practice: *Demonstrate sensitivity towards children with disabilities and promote holistic development in diverse social settings.*


H/S





Kashi Naresh University Bhadohi
M.A. / M.Sc. Home Science –Food and Nutrition (f/N)
Scheme of Examination Credit and grading system

Course Code		Course Title	L/ T/P	Credits	Evaluation (MM=100)	
					Internal	External
Semester I						
FN101	Core	Research Methodology	L/T	4	25	75
FN102	Core	Statistics and Computer Application	L/T	4	25	75
FN103	Core	Advanced Nutrition	L/T	4	25	75
FN104	Core	Applied Physiology	L/T	4	25	75
FN105	Practical	Practical Related to Theory Papers	T/P	4	25	75
Semester II						
FN201	Core	Problems in Human Nutrition	L/T	4	25	75
FN202	Core	Clinical and Therapeutic Nutrition	L/T	4	25	75
FN203	Core	Maternal and child Nutrition	L/T	4	25	75
FN204	Core	Basic Food Millets	L/T	4	25	75
FN205	Practical	Practical related To Theory Papers	P/T	4	25	75
Semester III						
FN301	Core	Public Nutrition	L/T	4	25	75
FN302	Core	Nutrition for Health and Fitness	L/T	4	25	75
FN303	Core	Assessment of Nutritional Status	L/T	4	25	75
FN304	Core	Improving Health and Nutrition	L/T	4	25	75
FN305	Practical	Practical related To Theory Papers	T/P	4	25	75
Semester IV						
FN401	Core	Management of Nutrition Program	L/T	4	25	75
FN402	Core	Institutional Food administration	L/T	4	25	75
FN403	Core	Food Safety and quality Control	L/T	4	25	75
FN404	Practical	Practical Related to Theory Papers	T/P	4	25	75
FN405		Research Project	T	4	—	100

M.A. / M.Sc. First Semester Home Science

Paper I: RESEARCH METHODOLOGY

Course Code	Course Category	Credit	Maximum Marks
FN101	Core	4	25+75

Objectives:

- ❖ To understand the significance of research methodology in Home Science research
- ❖ To develop skills in formulating research problems, hypotheses and selecting appropriate research designs.
- ❖ To acquire knowledge of sampling techniques and tools of data collection.
- ❖ To develop competency in applying basic statistical techniques for data analysis.
- ❖ To sensitize students towards research ethics and report writing.

UNIT	TOPIC	NO OF LECTURE
UNIT I	Foundation of Research: Science, scientific methods, scientific approach. - Objectives of research: Explanation, control and prediction. - Role of statistics and research in Home Science discipline.	8
UNIT II	Research Problem and Sampling: - Types of Research: Historical, descriptive, experimental, case study, social research, participatory research, - Definition and Identification of a Research Problem, Selection of research problem, Justification, Theory, - hypothesis, basis assumptions, limitations and delimitations of the problem. - Types of variables. - Sampling: Definition, types and Characteristic of goods sample. - Population and sample. - Probability sampling: simple random, systematic random sampling, two stages and multi stage sampling, cluster sampling.	20
UNIT III	Research Design and Qualitative Research Methods: Purposes of research design: Fundamental, applied and action, exploratory, descriptive, experimental, survey and	

	case study, ex-post facto. Experimental Designs: - Completely randomized design, - Randomized block design, - Latin square design, - Factorial design, - Trend analysis, Qualitative Research Methods: Theory and design in qualitative research , Definition and type of qualitative research Methods and techniques of data collection : - Group Discussion , - Interviews: Key informants & in-depth interviews, - Observations Social mapping, - Participatory rapid assessment, - Participatory learning assessment.	18
UNIT IV	Data Gathering Instruments: - Observation, - Questionnaire, - Interview, - Scaling methods, - Case study, - Home visits, - Reliability and validity of measuring instruments. Scales of measurement. Writing a research proposal, research and review paper writing. Analysis of data and research report and dissertation writing.	14

References :

- Bhandarkar, P.L. and Wilkinson T.S. (2000): Methodology and Techniques of Social Research, Himalaya Publishing House, Mumbai.
- H.K. Kapil (1978) Research Methods in Behavioural Sciences
- Singh, A.K. (2014). Research Method in Psychology Sociology and education, 11th Edition, Motilal Banarsi Das.
- Gupta, S.P. (2011) Research Introductory: Concepts Methods and Techniques, Sharda Pustak bhandar, Allhabad

M.A./ M.Sc. First Semester Home Science

Paper II: STATISTICS & COMPUTER APPLICATIONS

Course Code	Course Category	Credit	Maximum Marks
FN102	Core	4	25+75

Objectives:

- ❖ To understand the role of statistics and computer applications in research.
- ❖ To apply statistical techniques to research data for analyzing and interpreting data meaningfully.

Note: Student should be given hands on experience to use appropriate software packages for selected statistical analyses

UNIT	TOPIC	NO OF LECTURE
UNIT I	Descriptive Statistics and Data Presentation : - Conceptual understanding of statistical measures. Classification and tabulation of data. - Measurement of central tendency-Mean, Median, Mode - Measures of variation- Range, Quartile Deviation, Mean Deviation, Standard Deviation - Frequency distribution, histogram, frequency, polygons, Ogive.	16
UNIT II	Probability distribution and Hypothesizes Testing - Normal distribution- Use of normal probability tables. - Parametric and non-parametric tests. - Testing of hypothesis. Type I and Type II errors. Levels of significance.	16
UNIT III	Inferential Satatitcs And Data Analysis Tecniques - Chi-square test. Goodness of fit. Independence of attributes 2x 2 and r x c contingency tables. - Application of student't' tests for small samples Difference in proportion for means and difference in means. - Correlation, coefficient of correlation, rank correlation	18

	- Regression and prediction. - Analysis of variance, one way and two way classification	
UNIT IV	Application Of Computer In Research - Components of Computer and Applications of Computer. - Use of Computer in Research & Statistics. - Importance of Computer in Home Science.	10

References :

- H.K Kapil:(2005-2006) Sankhyiki Ke Mool Tatv,
- SP Gupta(2016), Vyavharparak Vigyanon mein Sankhyiki Vidhiyan
- Srivastava DN & Varma Preeti: (2005), Manovigyan aur Shiksha mein Sankhyiki
- Garrett, Henry E (1971): Statistics in Psychology and Education: David Healy and Co. Edwards: Experimental Design in Psychological Research
- Kerlinger: Foundation of Educational Research SPSS/PC for the IBM PC/XT :SPSS Inc

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M.A./M.Sc. First Semester Home Science

Paper III : ADVANCED NUTRITION

Course Code	Course Category	Credit	Maximum Marks
FN103	Core	4	25+75

Objectives:

- ❖ Provide in-depth knowledge of the physiological and metabolic role of various nutrients and their interactions in human nutrition.
- ❖ Enable students to understand the basis of human nutritional requirements and recommendations through the life cycle.
- ❖ Enable students to understand the pharmacological actions of nutrients and their implications.
- ❖ Familiarize students with the recent advances in nutrition.

UNIT	TOPIC	NO OF LECTURE
UNIT I	Energy: Energy content of foods. Physiological fuel value-review. Measurement of Energy Expenditure: BMR, RMR, thermic effect of feeding and physical activity, methods of measurement. Estimating energy requirements of individuals and groups. Regulation of energy metabolism: control of food intake, digestion, absorption and body weight. Carbohydrates: Types, classification, digestion, and transport- review, dietary fibre, fructo-oligosaccharides, resistant starch-chemical composition and physiological effects Glycaemic index of foods. Sweeteners -nutritive and non- nutritive.	16
UNIT II	Proteins: Classification, digestion, absorption and transport- review Metabolism of proteins: Role of muscle, liver and gastro intestinal tract. Protein quality, methods of evaluating protein quality. Protein and amino acid requirements. Therapeutic applications of specific amino acids: Branched chain, glutamine arginine, homocysteine, cysteine Lipids: Classification digestion, absorption, transport-review.	16

	Functions of EFA. Role of n-3, n-6 fatty acids in health and disease. Requirements of total fat and fatty acids. Trans fatty acids. Prostaglandins. Water: Regulation of intra and extra cellular volume. Osmolality, water balance and its regulation.	
UNIT III	Minerals: (Note: for each nutrient sources, bioavailability, metabolism, function, requirements, RDI/ESADDI, deficiency and toxicity, interactions with other nutrients are to be discussed). Macro minerals: calcium, phosphorus, magnesium, sodium, potassium and chloride. Micro minerals: Iron, copper, zinc, manganese, iodine, fluoride. Trace minerals: selenium, cobalt, chromium, vanadium silicon, boron, nickel. Vitamins: Historical background, structure, food sources, absorption and transport, metabolism, biochemical function, assessment of status. Interaction with other nutrients. Physiological, pharmacological and therapeutic effects, toxicity and deficiency with respect to the following: a) Fat Soluble: Vitamins A, D, E & K. B) Water soluble: Thiamine, riboflavin, niacin, biotin, pyridoxine, folic acid, pantothenic acid, ascorbic acid, cyanocobalamin, choline, inositol.	22
UNIT IV	Non-nutritive food: components with potential health effects: Polyphenols, tannins, phytate, phytoestrogens, cyanogenic compounds, lectins and saponins. Nutritional regulation of gene expression. Nutrition management in special conditions: Space travel, high altitudes, low temperatures, submarines	6

References :

- Shils, M.E t .h : Olson, J.:Shike, M. and Roos, C. (1998): Modern Nutrition in Health and Disease. 9 edition Williams and Williams, A Beverly co, London.
- Indian Council of Medical Research. Recommended Dietary intakes for Indians- Latest Recommendations.
- Baeurle, P.A. (ed) (1994) Inducible Gene Expression. Part I: Environmental Stresses and Nutrients. Boston: Birkhauser



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Journals

1. Nutrition Reviews
2. Journal of Nutrition
3. American Journal of Clinical Nutrition
4. British Journal of Nutrition
5. European Journal of Clinical Nutrition
6. International Journal of Vitamin and Nutrition Research
7. International Journal of Food Science and Nutrition
8. Nutrition Research
9. Ann Nutr Metab

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M.A./M.Sc. First Semester Home Science

Paper IV : APPLIED PHYSIOLOGY

Course Code	Course Category	Credit	Maximum Marks
FN104	Core	4	25+75

Objectives:

- ❖ Advance their understanding of some of the relevant issues and topics of human physiology.
- ❖ Enable the students to understand the integrated function of all system and the grounding of nutritional science in physiology.
- ❖ Understand alterations of structure and function in various organs and systems in disease conditions.

UNIT	TOPIC	NO OF LECTURE
UNIT I	Cell structure and function Levels of cellular organization and function-organelles, tissues and systems Brief review. Cell membrane, transport across cell membrane and intercellular communication. Regulation of cell multiplication. Nervous System Review of structure and function of neuron, conduction of nerve impulse synapses and role of neurotransmitters. Organisation of central nervous system, structure and function of Brain and spinal cord, Afferent and efferent nerves. Blood Brain Barrier, CSF, Hypothalamus and its role in various body function- obesity, sleep, memory.	15
UNIT II	Endocrine system Endocrine glands- structure, function, role of hormones, - regulation of hormonal secretion. The neuro endocrine axis. Disorders of endocrine glands. Emphasis on physiology of diabetes and stress hormones. Sense organs:Review of structure and function. Role of skin, eye, nose and tongue in perception of stimuli. Digestive system-Review of structure and function Secretary, Digestive and absorptive function. Role of liver, pancreas and gall bladder and their dysfunction Motility and hormones of GIT.	15
UNIT III	Respiratory system	

	Review of structure and function. Role of lungs in the exchange of gases, Transport of oxygen and CO, Role of haemoglobin and buffer systems Cardio- respiratory response to exercise and physiological effects of training. The circulatory system-Structure and function of heart and blood vessels Regulation of cardiac output and blood pressure, heart failure, hypertension. Blood: Formation, composition, blood clotting and haemostasis: Formation and function of plasma proteins, Use of blood for investigation and diagnosis of specific disorders ,Anaemia. The Excretory system- Structure and function of nephron, Urine formation. Role of kidney in maintaining pH of blood ,Water, electrolyte and acid base balance , diuretics.	15
UNIT IV	The Musculo-skeletal system Structure and function of bone cartilage and connective tissue. Disorders of the skeletal system. Types of muscles- structure and function . Immune system Cell mediated and humeral immunity activation of WBC and production of antibodies. Their Role in inflammation and defense. Reproduction System : Menstrual cycle, spermatogenesis, physiological changes in pregnancy.	15

References :

- Gonong, W.F. (1985) review
- Wilson, K.J.W. and Waugh, A. (1986)
- Jain, A.K. Textbook of Physiology

PRACTICALS

1. Measurement of Blood Pressure and effect of exercise on heart rate.
2. Describe the structure of any one system (i.e-digestive, circulatory, respiratory, skeleton etc) with diagramme
3. Write a synopsis on your dissertation topic.
4. Application and calculation of a statistical tool (chi-square /T-test /Anova)

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M.A./M.Sc. Second Semester Home Science

Paper I: PROBLEMS IN HUMAN NUTRITION

Course Code	Course Category	Credit	Maximum Marks
FN201	Core	4	25+75

Objectives:

- ❖ Nutritional problems/nutrition-related diseases prevalent among the affluent and the less privileged groups, with reference to their incidence, etiology and public health significance.
- ❖ Biochemical and clinical manifestations, preventive and therapeutic measures of the same.

UNIT	TOPIC	NO OF LECTURE
UNIT I	Historical background, prevalence, etiology, biochemical and clinical manifestations, preventive and therapeutic measures for the following: - PEM - Vitamin A deficiency	16
UNIT II	Nutritional anaemia Rickets, osteomalacia and osteoporosis.	16
UNIT III	- Fluorosis Historical background, prevalence, etiology, biochemical and clinical manifestations, preventive and therapeutic measures for - Obesity and overweight - Diabetes mellitus	16
UNIT IV	Coronary Heart Diseases (CHD) - Cancer	12

References :

- McCollum, E.V. (1957): History of Nutrition, Houghton Mifflin Co.
- WHO (1970): Fluorides and Human Health
- Mahan, L.K. & Ecott-Stump, S. (2000): Krause's Food, Nutrition and Diet Therapy, 10th Edition, W.B. Saunders Ltd.

- World Health Organisation's Reports, Monographs and Technical Report Series.

Journals

1. World Review of Nutrition and Dietetics, Kruger
2. Annual Reviews of Nutrition, Palo Alto, California, U.S.A
3. Nutrition Update Series.
4. The Journal of Nutrition.
5. UNU Food and Nutrition Bulletin

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M.A./M.Sc. Second Semester Home Science

Paper II : CLINICAL AND THERAPEUTIC NUTRITION

Course Code	Course Category	Credit	Maximum Marks
FN202	Core	4	25+75

Objectives:

- ❖ Understand the etiology, physiological and metabolic anomalies of acute and chronic diseases and patient needs.
- ❖ Know the effect of the various diseases on nutritional status and nutritional and dietary requirements.
- ❖ Be able to recommend and provide appropriate nutritional care for prevention/and treatment of the various diseases.

UNIT	TOPIC	NO OF LECTURE
UNIT I	Nutritional screening and assessment of nutritional status of hospitalized and outdoor patients. Identification of high risk patients. Assessment of patient needs based on interpretation of patient data-clinical, biochemical, biophysical, personal etc. - Newer trends in delivery of nutritional care and dietary counseling. - Diet, nutrient and drug interaction. Effect of drugs on ingestion, digestion, absorption and metabolism of nutrients. Effect of food, nutritional status on drug dosage and efficacy.	12
UNIT II	Nutritional support: Recent advance in techniques and feeding substrates. - Etiology Pathophysiology, metabolic and clinical Complications, prevention and recent advances in the medical nutritional management of: - Weight imbalances - Cardio vascular disorders - Diabetes mellitus and other metabolic disorders - GI Tract Disorders - Liver and gall bladder, Pancreatic disorders - Renal disorders	20

	- Stress and trauma	
UNIT III	Cancer - Neurological disorders - Musculo-skeletal disorders - Immuno-deficiency disorders - Genetic disorders - Infections and AIDS - Respiratory problems	16
UNIT IV	Childhood problems/disorders including inborn errors of metabolism and their nutritional management.	12

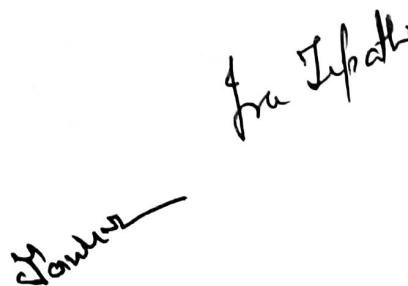
References :

- Mahan, L.K. and Escott-Stump, S. (2000): Krause's Food Nutrition and Diet Therapy, 10th Edition, W.B. Saunders Ltd.
- Williams, S.R. (1993): Nutrition and Diet Therapy, 7th Edition, Times Mirror/Mosby College Publishing.
- Davis, J. and Sherer, K. (1994): Applied Nutrition and Diet Therapy for Nurses, 2nd Edition, W.B. Saunders Co.
- Fauci, S.A. et al (1998): Harrison's Principles of Internal Medicine, 14th Edition, McGraw Hill.
- World Cancer Research Fund (1997): Food, Nutrition and the Prevention of Cancer-A Global perspective, Washington E.D. WCRF

Journals and other Reference Series

- o Nutrition Update Series
- o World Review of Nutrition and Dietetics
- o Journal of the American dietetic Association
- o American Journal of Clinical Nutrition
- o European Journal of Clinical Nutrition
- o Nutrition Reviews





M.A./M.Sc. Second Semester Home Science

Paper III : MATERNAL AND CHILD NUTRITION

Course Code	Course Category	Credit	Maximum Marks
FN203	Core	4	25+75

Objectives:

- ❖ Understand physiological changes in pregnancy and lactation.
- ❖ Get acquainted with growth and developmental changes from conception till adolescence.
- ❖ Understand the inter-relationship between nutrition and growth and development during life cycle.

UNIT	TOPIC	NO OF LECTURE
UNIT I	Current Nutrition and Health Status of Women and Children in India. Changing concepts and controversies in Maternal and Child Nutrition.	12
UNIT II	Importance of Maternal Nutrition : - Importance of Nutrition prior to and during pregnancy. Pre-requisites for successful outcome. - Effect of under nutrition on mother-child death including pregnancy outcome and Maternal and Child Health-Short term and Long term. - Physiology and endocrinology of pregnancy and embryonic and foetal growth and development. - Nutritional requirements during pregnancy. - Adolescent - Pregnancy - Pregnancy and AIDS - Pregnancy and TB - Intra-uterine growth retardation - Complications of pregnancy and management and importance of antenatal care. Congenital malformation, foetal alcohol syndrome and gestational diabetes mellitus	16
UNIT III	Lactation: - Development of mammary tissue and role of hormones. Physiology and endocrinology of lactation-synthesis of milk components. let down	

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	reflex, role of hormones, lactation amenorrhea, effect of breast feeding on maternal health. - Human milk composition and factors affecting breastfeeding and fertility. Management of lactation-Prenatal breastfeeding skill education, rooming in, problems, sore nipples, engorged breast, inverted nipples etc. - Exclusive breastfeeding Baby friendly hospitals initiative. Breast feeding in the age of AIDS	16
UNIT IV	Growth and development: - during infancy, childhood and adolescence. - Malnutrition in mother and children: etiology and management (in brief) - Policies and programmes for promoting maternal and child nutrition and health. Practical-Planning and preparation of diet for-infants school going children. - Adolescence - Pregnant women, lactating mother	16

References :

- UNICEF (1997). The Care initiative: Assessment, Analysis and Action to improve care for Nutrition, New York, UNICEF
- WHO (1999) Management of severe malnutrition, A manual for physicians and other senior health workers. Geneva, WHO.
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M.A./M.Sc. Second Semester Home Science

Paper IV : BASIC FOOD MILLETS

Course Code	Course Category	Credit	Maximum Marks
FN204	Core	4	25+75

Objectives:

- ❖ To understand the importance of millets in sustainable agriculture and food & nutritional security
- ❖ To study improved cultivation practices and post-harvest technologies for millets
- ❖ To analyze the nutritional composition and health benefits of major and minor millets
- ❖ To develop skills in value addition, product development and processing of millets
- ❖ To explore marketing strategies, entrepreneurship opportunities and government initiatives for millet promotion

UNIT	TOPIC	NO OF LECTURE
UNIT I	Introduction to Millets: - Introduction to millets: History, origin and importance. - Classification of millets: Major millets - Pearl millet, Sorghum, Finger millet. - Minor millets - Foxtail, Little, Kodo, Barnyard, Brown top, Proso millet. - Concept of Positive, Neutral and Negative millets. - Role of millets in climate resilient agriculture and sustainable development.	16
UNIT II	Nutritional Aspects and Health Benefits: - Chemical composition and nutritional value of different millets. - Health benefits: Role in prevention of lifestyle diseases - Diabetes, Obesity, Cardiovascular diseases. - Millets in sports nutrition and therapeutic diets. - Importance of millets for nutritional security and special groups: Infants, Adolescents, Pregnant women, Elderly.	16

UNIT III	Processing, Value Addition And Product Development: - Primary processing: Cleaning, grading, dehulling and milling. - Secondary processing: Malting, fermentation, extrusion, puffing, baking. - Value added products: RTE and RTC millet foods, bakery products, beverages. - Quality control, food safety and standardization of millet products. - Packaging and shelf-life of millet based products.	14
UNIT IV	Entrepreneurship, Marketing and Government Initiatives: - Entrepreneurial opportunities in millet processing and food industries. - Marketing strategies: Branding, packaging and labeling. - Popular and traditional millet recipes. - Government initiatives: National Millet Mission (NMM), Pradhan Mantri Fasal Bima Yojana (PMFBY). - Rashtriya Krishi Vikas Yojana (RKVY). Year 2023 as International Year of Millets. - Role of millets for farmers, environment and rural economy.	14

References :

1. Dendy, D.A.V. (2011). Millets and Pseudo Cereals. Woodhead Publishing, UK.
2. ICAR-IIMR (2021). Value Added Products from Millets. Indian Institute of Millets Research, Hyderabad.
3. Ministry of Agriculture & Farmers Welfare. (2018). National Millet Mission Guidelines. Govt. of India.
4. National Institute of Nutrition. (2020). Dietary Guidelines for Indians. ICMR, Hyderabad.
5. Subba Reddy, S., & Raghu Ram, P. (2019). Agricultural economics and agribusiness management. Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi.
6. Mota Anaaj , Sudha Pandey . (2020) Sahitya Prakashan .ISBN: 978-93-92202-43-8
7. ICAR-IIMR. (2021). Value Added Products from Millets: Technologies and Business Opportunities. Indian Institute of Millets Research, Hyderabad.

8. FAO. (2023). International Year of Millets: Awareness Kit. Food and Agriculture Organization, Rome.

PRACTICALS :

1. Make Scrap Book Related to any Field - Health of Women, Women and society, Women and work, Role of women in National Development..
2. Collection and storage of biological samples for clinical investigations.
3. Market survey of commercial nutritional supplements and nutritional support substrates
4. Commonly used tests for diagnosis of various diseases-system-wise Interpretation of patient data and diagnostic tests and drawing up of patient diet prescription, using a case study approach. Follow up-acceptability of diet prescription, compliance, and discharge diet plan.
5. Preparation of diet counselling aids for common disorders.
6. Planning and preparation of diets for patients with common multiple disorders and complications and discharge diet plans.
7. Preparation of traditional and modern millet based recipes.

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M.A./M.Sc. Third Semester Home Science

Paper I : PUBLIC NUTRITION

Course Code	Course Category	Credit	Maximum Marks
FN301	Core	4	25+75

Objectives:

- ❖ Develop a holistic knowledge base and understanding of the nature of important nutrition problems and their prevention and control for the disadvantaged and upper socio-economic strata in society.
- ❖ Understand the causes/determinants and consequences of nutrition problems in society
- ❖ Be familiar with various approaches to nutrition and health interventions, programmers and policies.

UNIT	TOPIC	NO OF LECTURE
UNIT I	Concept of public nutrition - relationship between health and nutrition, - role of public nutritionists in the health care delivery. Sectors and Public Policies relevant to Nutrition.	16
UNIT II	Primary Health Care of the Community - National Health Care Delivery System - Determinants of Health Status - Indicators of Health Population Dynamics - Demographic transition, population structure, fertility ,behaviour, population policy. fertility, nutrition and quality of life inter-relationship. Food and Nutrition Security: Food production, Assess, Distribution Availability, Losses, Consumption, Food Security. Socio-cultural aspects and Dietary Patterns : Their implications for Nutrition and Health.	16
UNIT III	Nutritional Status: - Methodologies of assessment of nutritional status, - Determinants of nutritional status of individual	

	and populations : - Nutrition and Non- nutritional indicators : Socio cultural, biologic, environmental and economic - Major Nutritional Problems : etiology, prevalence, clinical manifestations, - preventive and therapeutic measures of : Macro and micro nutrient deficiencies. - Other nutritional problems like lathyrism, dropsy, aflatoxicosis, alcoholism, fluorosis. Overweight, obesity and chronic degenerative diseases . National Food and Nutrition Policy, Plan of Action and Programmes.	14
UNIT IV	Approaches and Strategies for improving nutritional status and health: - Programmatic options-their advantages and demerits. Feasibility, Political support, available resourced (human, financial, infrastructural) - Case studies of selected strategies and programmes: their rationale and context, how to select interventions from a range of possible options: - Health-based interventions, Food-based interventions including fortification and genetic improvement of foods, supplementary feeding, and Nutrition education for behavior change. Policy Analysis and Operational Research Programme Design Planning, Implementation, Operations : Monitoring, Surveillance and Evaluation. Health Economics and Economics of Malnutrition – Its impact on productivity and national development. Cost Benefit, Cost effectiveness and Cost efficiency.	16

References :

- Park K. (2000): Park's Textbook of Preventive and Social Medicine, 18th Edition, M/s. Banarasidas Bhanot, Jabalpur.
- Gopalan C. and Kaur S. (Eds.) (1989) : Women and Nutrition in India, Nutrition Foundation of India.

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- National Family Health Survey I & II (1993, 2000): International Institute for population Studies, Mumbai.
- National Nutrition Policy (1993): Dept. of WCD, Govt. of India.
- Nutrition Education for the Public (1997): FAO Food and Nutrition Paper, 62, FAO.
- World Health Organization (1998) World Health Report: Life in the 21st Century Report of the Director General, WHO, Geneva, Switzerland.
- Ramakrishnan U. (eds.) (2001), Nutritional Anemias: CRC Press in Modern Nutrition, CRC Press, Boca Raton FL.

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M.A./M.Sc. Third Semester Home Science

Paper II : : NUTRITION FOR HEALTH AND FITNESS

Course Code	Course Category	Credit	Maximum Marks
FN302	Core	4	25+75

Objectives:

- ❖ Understand the components of health and fitness and their interrelationship with nutrition .
- ❖ Make nutritional, dietary and physical activity recommendations to achieve fitness and well-being.
- ❖ Develop ability to evaluate fitness and well-being..

UNIT	TOPIC	NO OF LECTURE
UNIT I	Definition, components and assessment criteria of age: - Specific fitness and health status. Holistic approach to the management of fitness and health: Energy input and output. Diet and Exercise. Effect of specific nutrients on work performance and physical fitness. Nutrition, exercise, physical fitness and health and their inter-relationships.	12
UNIT II	Review of different energy systems for endurance and power activity: - Fuels and nutrients to support physical activity. - Shift in carbohydrate and fat metabolism. - Mobilization of stores during exercise. Nutrition in Sports: Sports specific requirement. Diet manipulation. Pre-game and post game meals. Assessment of different nutrigenic aids and commercial supplements. Diets for persons with high energy requirements, stress, fracture and injury.	16
UNIT III	Water and electrolyte balance: Losses and their replenishment during exercise and sports events, effect of dehydration, sports drinks. Significance of physical fitness and nutrition in the prevention and management of weight control, obesity, diabetes mellitus, CV disorders, bone health and cancer.	16

	Nutritional and exercise regimes for management of obesity: Critical review of various dietary regimes for weight and fat reduction. Prevention of weight cycling . Defining nutritional goals /guidelines appropriate to health, fitness and prevention and management of the above chronic degenerative disorders.	
UNIT IV	Nutrition and exercise regimes for pre and post-natal fitness. Alternative systems for health and fitness like Ayurveda, yoga, meditation, vegetarianism and traditional diets.	16

References :

- Mahan L.K. & Ecott-Stump S. (2000): Krause's Food, nutrition and Diet Therapy, 10th Edition, W.B Saunders Ltd.
- Sizer F. & Whitney, E. (2000): Nutrition - Concepts & Controversies, 8th Edition, Wadsworth Thomson Learning.
- Whitney E.N. & Rolfes S.R. (1999): Understanding Nutrition, 8th Edition, West/Wadsworth, An international Thomson Publishing Co.
- Ira Wolinsky (Ed) (1998): Nutrition in Exercise and Sports, 3rd Edition, CRC Press.

Journals

1. Medicine and Science in Sport and Exercise.
2. International Journal of Sports Nutrition

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M.A./M.Sc. Third Semester Home Science

Paper III : ASSESSMENT OF NUTRITION STATUS

Course Code	Course Category	Credit	Maximum Marks
FN303	Core	4	25+75

Objectives:

- ❖ Orient the students with all the important state-of-the-art methodologies applied in nutritional assessment and surveillance of human groups.
- ❖ Develop Specific skills to apply the most widely used methods.

UNIT	TOPIC	NO OF LECTURE
UNIT I	Nutritional assessment as a tool for improving the quality of life of various segments of the population including hospitalized patients.	12
UNIT II	Current methodologies of assessment of nutritional status, their interpretation and comparative applications of the following: - Food consumption - Anthropometry - Clinical and Laboratory - Rapid Assessment & PRA - Functional indicators such as grip strength, respiratory fitness, Harvard Step test, Squatting test	18
UNIT III	Nutritional Surveillance - Basic concepts, uses and setting up of surveillance systems	15
UNIT IV	Monitoring and Evaluation	15

References :

- Jelliffe D.B. and Jelliffe E.F.P. (1989): Community Nutritional Assessment, Oxford University Press.
- Sauberlich, H.E. (Ed) (1999): Laboratory Tests for the Assessment of Nutrition Status, CRC Press.
- Bingham, S.A. (1987): The Dietary Assessment of Individuals, Methods, Accuracy, New Techniques and Recommendations. Nutrition Abstracts and Reviews, 57:705-743.

- Collins, K.J. (Ed)(1990) Handbook of Methods for the measurement of Work Performance, Physical Fitness and Energy Expenditure in Tropical Populations, International Union of Biological Sciences.
- Himes, J.H. (1991): Anthropometric Assessment of Nutritional Status. Wiley-Liss, New York.
- Lehman T.G.; Roche, A.F.; and Martorell R. (Ed) Anthropometric Standardization Reference Manual. Human Kinetics Books, Illinois.

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M.A./M.Sc. Third Semester Home Science

Paper IV : : IMPROVING HEALTH AND NUTRITION

Course Code	Course Category	Credit	Maximum Marks
FN304	Core	4	25+75

Objectives:

- ❖ Develop understanding regarding the vital aspects of communication and various Audio and Visual Media/Mass Media and their use in Nutrition and Health Education.
- ❖ Be familiar with important IEC programmes.
- ❖ Develop skills to plan and use IEC.

UNIT	TOPIC	NO OF LECTURE
UNIT I	Concept of Communication - Concept of Communication and Mass Communication - Scope of Communication - Elements of Communication - Models of Communication - Communication Process - Approaches to Communication - Barriers to Communication - Communication for Extension Education and Development Introduction to IEC (Information, Education and Communication). Aims and Objectives: Importance of IEC, relevance to programmes. IEC for Behavioural Changes: Behaviour and determinants of behaviour need for IEC	12
UNIT II	Deferent Media, their characteristics and use - a. Audio visual aids (Graphics aids, puppets and other three dimensional aids, display boards and projected and non-projected aids). - b. Mass Media: Print, Radio/Recordings, Films, Television/video, Advertising, Journalism Methods, Techniques and Tools.	16
UNIT III	Planning effective IEC Programmes:	

	- Broad-based strategy and for specific objectives. - Identification of key messages for re enforcement, preparation of IEC material. - Refining of IEC messages. Social mobilisation, social marketing and role of community. - Training to use IEC. - Implementation - Use of IEC, training supportive supervision and monitoring. IEC for different target groups: Policy makers, Managerial level and middle level officials from Government donor agencies and NGOs, Grassroots functionaries, Community.	16
UNIT IV	Impact Assessment: Case studies of various IEC programmes. Specific National Programmes and IEC - Influence at mass level.	16

References :

- Matarazzo J.D.; Weiss S.M.; Herd J.A.; Muller N.E.; Weiss S. (Eds) (1984): Behavioural Health: A handbook of health enhancement and disease prevention, John Wiley, New York.
- Wallach L.; Dorfman L., Jemigan D., Themba M. (1993): Media Advocacy and Public Health: Power for Prevention, Newbury Park, CA: Sage.

PRACTICAL :

- 1) Comparison of rural, urban and tribal communities for: (a) determinants of malnutrition (b)socio-economic groups (c) the types of nutritional problems in different segments and age groups through analysis of secondary data.
- 2) Critical appraisal of existing interventions and programmes in the voluntary sector and government and suggestions to improve the same vis-a-vis target groups in society and their specific needs.
- 3) Development of a plan for a nutrition intervention project in the community (The target group (s) need to be specified). Development of low cost nutritive recipes suitable for various vulnerable groups at micro, meso and macro levels.
- 4) Field experience in operational public nutrition programmes: nutrition rehabilitation centres, fortification programmes, and cost analysis.
- 5) Assessment of nutritional status including Body composition.
- 6) Physiological parameters like heart rate and blood pressure.
- 7) Assessment of bone health.

- 8) Planning diets and formulating dietary guidelines for:
 - Fitness and health
 - Prevention of chronic degenerative disorders
 - Obesity management
 - Management of diabetes mellitus and CVD
- 9) Review of existing alternative diet related systems for physical fitness and health.
- 10) Training in all assessment techniques applicable for individuals and community, including ones used for hospital - based patients Validity and reliability of these techniques.
- 11) Community based project for assessment of nutritional status of any vulnerable group.
- 12) A small evaluation study of a nutrition project.
- 13) Practical to be conducted through: Field work, Placements and Project work .
- 14) Field work: Study of existing IEC approaches and materials in various programmes at micro and macro levels-Appraisal of techniques,tools, messages, coverage and outreach, costs and impact



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M.A./M.Sc. Fourth Semester Home Science

Paper I : MANAGEMENT OF NUTRITION PROGRAMMES

Course Code	Course Category	Credit	Maximum Marks
FN401	Core	4	25+75

Objectives:

- Be familiar with various programmes which can be undertaken to prevent and control nutritional problems at regional and national level.
- Be able to plan, implement, monitor and evaluate programmes.

UNIT	TOPIC	NO OF LECTURE
UNIT I	Global, National and Regional Concerns - Situation of vulnerable groups vis-a-vis food, nutrition and health security. Programme Development - Overview of programme development models. Formative evaluation approach. Precede- proceed planning mode. Sussman's four- step model of empirical curriculum development, chain model.	12
UNIT II	Programme Planning - Pre-requisites for planning vis-a-vis short term and long term objectives. Planning at various levels . Government local health department, state, voluntary sector and community-based. Approaches used in planning - Top- down approach, need-based approach. Community participation and partnership, rights- based approach. Appraisal of existing programmes and interventions- Merits, demerits. Lacunae ,gaps vis-a-vis objectives and goals..	14
UNIT III	Implementation of Programmes- Developing prototypes, training and HRD aspects of the programmes. Pilot and prototype studies, innovations. Scaling - up of programme. Centralization and decentralization , vertical and horizontal linkages, intersectoral linkages, involvement of corporate sectors. Legal issues.	14

	Financial Management, Cost benefits, Cost effectiveness and Cost efficiency.	
UNIT IV	Management Information Systems (MIS): Study of development of suitable Information Systems for Nutrition Programmes,	20

References

- Anastasi, A. & Urbina, S. : Psychological Testing, Pearson
- Mangal, S.K. : Psychological Testing, PHI Learning
- Jain, M. : Manovigyanik Parikshan, Rajasthan Hindi Granth Academy
- Cohen, R.J. : Psychological Testing and Assessment, McGraw Hill
- NCERT : Assessment in ECCE, NIPCCD Manuals

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M.A./M.Sc. Fourth Semester Home Science

Paper II : : INSTITUTIONAL FOOD ADMINISTRATION

Course Code	Course Category	Credit	Maximum Marks
FN402	Core	4	25+75

Objectives:

- ❖ To develop a knowledge base in key areas of Institutional Food Administration
- ❖ To provide practical field level experience in Institutional Food administration
- ❖ To impart necessary expertise to function as a food service manager.
- ❖ To equip individual to start their own food service unit leading to entrepreneurship
- ❖ To develop critical abilities and provide basic grounding in research techniques

UNIT	TOPIC	NO OF LECTURE
UNIT I	Introduction to Food Service Systems: - Evolution of the food service industry, Characteristics of the various types of food service units - Approaches to Management: Theories of management, Aspects of management, Styles of management, Management tools - Strategies in Planning: Conceptual strategy, Marketing strategy, Financial Strategy, Types of plans	16
UNIT II	Management of Resources - Finance: Determining the finance needed to establish or run an unit, Budgets, Sources of finance, Planning adequate cash flow - Space & Equipment: Steps in planning layouts, Determining equipment, Selection and placement, Maintenance of equipment, Layout analysis	12
UNIT III	Management of Resources - Material Menu planning, Planning the material needed, Methods of selection, Storage, Quantity food production, Service and modes of delivery - Staff Manpower planning, Manpower placement,	16

	Recruitment, induction, training. Motivation and performance appraisal - Time and Energy	
UNIT IV	Techno-economic feasibility of food production/service enterprise. Cost accounting/analysis - Food cost analysis - Records to be maintained - Reports and trend analysis Marketing and sales management - Marketing strategies - Sales analysis - Market promotion Quality assurance - Food quality - Total quality management Computer aided record maintenance and management	16

References :

1. West, B Bessie & Wood, Level (1988) Food Service in Institution 6th Edition. Revised by Harger FV. Shuggart SG & Palgne-Palacio: Macmillian Publication Company, New York
2. . Kotas Richard & Jayawardardene C (1994): Profitable Food and Beverage Management, Hodder & Stoughton Publication.
3. Green E.F., Drake G.G. Sweeny J.F. (1978) :Profitable Food and Beverage Management: Planning, Operations :Hayden Book Company, New Jersey.
4. Knootz, HG, O Donnel C (1968) Principles of Management McGraw Hill Book Company Personnel Management
5. Desseler, Garry (1987) Personnel Management Modern Concepts and Techniques, Prentice Hall New Jersey
6. Kumar, H.L. (1986) Personnel Management in Hotel and Catering Industries, Metropolitan Book Company N. Delhi.
7. Keiser, J & Kaillo, E. (1974): Controlling and Analysis of Cost in Food Service Operations Wiley and Sons N. York.
8. Khari, W.L. (I) (1977): Introduction To Modern Food and beverage Service. (1979) Advanced Modern Food and Beverage service: Prentice Hall series
9. Levison (1976): Food and Beverage Operation Cost Control & System Management: Prentice Hall Series.

M.A./M.Sc. Fourth Semester Home Science

Paper III : FOOD SAFETY AND QUALITY CONTROL

Course Code	Course Category	Credit	Maximum Marks
FN403	Core	4	25+75

Objectives:

- ❖ This course will enable students to: Know the importance of quality assurance in food industry.
- ❖ Know the various tests and standards for quality assessment and food safety.
- ❖ Be familiar with the fundamentals that should be considered for a successful quality control programme.

UNIT	TOPIC	NO OF LECTURE
UNIT I	Introduction to quality assurance and food safety assurance. - Study of the Current concepts of quality control. - Quality assurance programme: Quality plan, documentation of records, product standards Product and purchase - specifications, process control and - HACCP, hygiene and housekeeping, corrective action, quality and programme and total quality process. Quality Costs: Measurement and Analysis.	16
UNIT II	Product Evaluation: - Sampling for product evaluation and line control. - Statistical quality and process control. - Specifications and food standards: International, National - Mandatory, Voluntary. - Sample preparation	16
UNIT III	- Reporting results and reliability of analysis. - Tests for specific raw food ingredients and processed. Food including additives: a. Proximate principles b. Nutrient analysis c. Quality parameters and tests of adulterants.	16
UNIT IV	Consumer protection: Laws, Case Studies.	12

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References :

- Gould, W.A. and Gould, R.W. (1988): Total Quality Assurance for the Food Industries, CTI Publications Inc Baltimore.
- Pomeranz, Y. and Meloan, C.E. (1996): Food Analysis: Theory and Practice, CBS Publishers and Distributor, New Delhi.
- Askar, A. and Treptow, H. (1993): Quality Assurance in Tropical Fruit Processing, Springer - Veriag, Berlin.
- World Health Organisation (1998): Guidelines for Drinking Water Quality, 2th edition, Vols. 1,2, and 3, Geneva.
- Bureau of Indian Standards: Specifications and Standard Methods.

PRACTICAL'S

- To test different foods for their quality
- To detect adulteration in different foods
- To be familiar with tests used for quality control
- Assessment of purity and quality using appropriate standard tests for the following
 - Water including mineral water.
 - Milk and milk products
 - Fats and oils including butter, ghee and hydrogenated fat.
 - Ice creams and sherbets
 - Cereals and cereal products
 - Pulses and legumes
 - Spices and condiments and salt, pickles, sauces and chutneys.
 - Tea and coffee
 - Canned, dehydrated, frozen and bottled fruit/vegetable products
 - Confectionery
 - Flesh foods
 - Specific food ingredients such as glycerine, vinegar.
 - Fruit juices, concentrates and beverages.

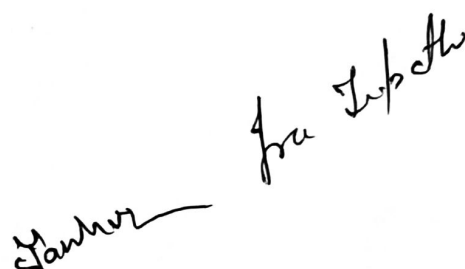
List of Practical Assignments (FOURTH SEMESTER):

1. Planning and Implementation of a Project: Identification of a problem/area for IEC. Preparation of suitable IEC material for one-to one, group and mass communication including Implementation, monitoring and evaluation.
2. . Practical to be conducted through field placement with:

- Donor or bilateral agency
- Government Scheme/Programme



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- NGO's

3. In (a) and (b) the activities will be largely familiarization with various aspects of programme planning. Implementation, monitoring and evaluation.

4. In (c) the students will be required to identify an area and undertake the following.

- Appraisal of Programme
- Situation analysis and identification of programming area for intervention. Planning, implementation, monitoring, development of MIS, financial implications, planning for Long-term & impact assessment.

5. Market survey and analysis of processed and finished products.

6. Evaluation of Food Service units - 2 Conventional, commissary.

7. Market survey of Food service equipment.

8. Layout analysis of Kitchens - 2

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M.A. / M.Sc. Home Science -Human Development (H/D)
Scheme of Examination Credit and grading system

Course Code		Course Title	L/ T/P	Credits	Evaluation (MM=100)	
					Internal	External
Semester I						
HD101	Core	Research Methodology	L/T	4	25	75
HD102	Core	Statistics and Computer Application	L/T	4	25	75
HD103	Core	History and Theories of Human Development	L/T	4	25	75
HD104	Core	Advance Study of Human Development	L/T	4	25	75
HD105	Practical	Practical Related to Theory Paper	T/P	4	25	75
Semester II						
HD201	Core	Adolescence and Youth	L/T	4	25	75
HD202	Core	Principles of Guidance and Counseling	L/T	4	25	75
HD203	Core	Maternal and Child Nutrition	L/T	4	25	75
HD204	Core	Management of Program for Children and Families	L/T	4	25	75
HD205	Practical	Practical related To Theory Papers	P/T	4	25	75
Semester III						
HD301	Core	Advance study of Human Development	L/T	4	25	75
HD302	Core	Early Childhood Care and Education	L/T	4	25	75
HD303	Core	Development of Creativity	L/T	4	25	75
HD304	Core	Study of Family in Society	L/T	4	25	75
HD305	Practical	Practical related To Theory Papers	T/P	4	25	75
Semester IV						
HD401	Core	Assessment Techniques in Human Development	L/T	4	25	75
HD402	Core	Care of Children with Disability	L/T	4	25	75
HD403	Core	Scientific Writing	L/T	4	25	75
HD404	Practical	Practical related To Theory Papers	P/T	4	25	75
HD405	Dissertation		T	4	--	100

M.A. / M.Sc. First Semester Home Science

Paper I: RESEARCH METHODOLOGY

Course Code	Course Category	Credit	Maximum Marks
HD101	Core	4	25+75

Objectives:

- ❖ To understand the significance of research methodology in Home Science research
- ❖ To develop skills in formulating research problems, hypotheses and selecting appropriate research designs.
- ❖ To acquire knowledge of sampling techniques and tools of data collection.
- ❖ To develop competency in applying basic statistical techniques for data analysis.
- ❖ To sensitize students towards research ethics and report writing.

UNIT	TOPIC	NO OF LECTURE
UNIT I	Foundation of Research: Science, scientific methods, scientific approach. - Objectives of research: Explanation, control and prediction. - Role of statistics and research in Home Science discipline.	8
UNIT II	Research Problem and Sampling: - Types of Research: Historical, descriptive, experimental, case study, social research, participatory research, - Definition and Identification of a Research Problem, Selection of research problem, Justification, Theory, hypothesis, basis assumptions, limitations and delimitations of the problem. - Types of variables. - Sampling: Definition, types and Characteristic of goods sample. - Population and sample. Probability sampling: simple random, systematic random sampling, two stages and multi stage sampling, cluster sampling.	20
UNIT III	Research Design and Qualitative Research Methods: Purposes of research design: Fundamental, applied and	

	action, exploratory, descriptive, experimental, survey and case study, ex-post facto. Experimental Designs: - Completely randomized design, - Randomized block design, - Latin square design, - Factorial design, - Trend analysis, Qualitative Research Methods: Theory and design in qualitative research Definition and type of qualitative research Methods and techniques of data collection : - Group Discussion , - Interviews: Key informants & in-depth interviews, - Observations Social mapping, - Participatory rapid assessment, - Participatory learning assessment.	18
UNIT IV	Data Gathering Instruments: - Observation, - Questionnaire, - Interview, - Scaling methods, - Case study, - Home visits, - Reliability and validity of measuring instruments. Scales of measurement. Writing a research proposal, research and review paper writing. Analysis of data and research report and dissertation writing.	14

References :

- Bhandarkar, P.L. and Wilkinson T.S. (2000): Methodology and Techniques of Social Research, Himalaya Publishing House, Mumbai.
- H.K. Kapil (1978) Research Methods in Behavioural Sciences
- Singh, A.K. (2014). Research Method in Psychology Sociology and education, 11th Edition, Motilal Banarsi Das
- Gupta, S.P. (2011) Research Introductory: Concepts Methods and Techniques, Sharda Pustak bhandar, Allhabad

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M.A./ M.Sc. First Semester Home Science

Paper II: STATISTICS & COMPUTER APPLICATIONS

Course Code	Course Category	Credit	Maximum Marks
FN102	Core	4	25+75

Objectives:

- ❖ To understand the role of statistics and computer applications in research.
- ❖ To apply statistical techniques to research data for analyzing and interpreting data meaningfully.

Note: Student should be given hands on experience to use appropriate software packages for selected statistical analyses

UNIT	TOPIC	NO OF LECTURE
UNIT I	Descriptive Statistics and Data Presentation : - Conceptual understanding of statistical measures. Classification and tabulation of data. - Measurement of central tendency-Mean, Median, Mode - Measures of variation- Range, Quartile Deviation, Mean Deviation, Standard Deviation - Frequency distribution, histogram, frequency, polygons, Ogive.	16
UNIT II	Probability distribution and Hypothesizes Testing - Normal distribution- Use of normal probability tables. - Parametric and non-parametric tests. - Testing of hypothesis. Type I and Type II errors. Levels of significance.	16
UNIT III	Inferential Satatitcs And Data Analysis Tecniques - Chi-square test. Goodness of fit. Independence of attributes 2x 2 and r x c contingency tables. - Application of student't' tests for small samples Difference in proportion for means and difference in means. - Correlation, coefficient of correlation, rank correlation	18

	- Regression and prediction. - Analysis of variance, one way and two way classification	
UNIT IV	Application Of Computer In Research - Components of Computer and Applications of Computer. - Use of Computer in Research & Statistics. - Importance of Computer in Home Science.	10

References :

- H.K Kapil:(2005-2006) Sankhyiki Ke Mool Tatv,
- SP Gupta(2016), Vyavharparak Vigyanon mein Sankhyiki Vidhiyan
- Srivastava DN & Varma Preeti: (2005), Manovigyan aur Shiksha mein Sankhyiki
- Garrett, Henry E (1971): Statistics in Psychology and Education: David Healy and Co. Edwards: Experimental Design in Psychological Research
- Kerlinger: Foundation of Educational Research SPSS/PC for the IBM PC/XT :SPSS Inc

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M.A./M.Sc. First Semester Home Science

Paper III : HISTORY AND THEORIES OF HUMAN DEVELOPMENT

Course Code	Course Category	Credit	Maximum Marks
HD103	Core	4	25+75

Objectives:

- ❖ To understand the need for theory in Human Development
- ❖ To see theories in context.
- ❖ To examine historical perspectives in the evolution of theory
- ❖ To understand the practical applications of a theory
- ❖ To discuss various theories of Human Development.
- ❖ To critically evaluate the cross-cultural applicability of theory.

UNIT	TOPIC	NO OF LECTURE
UNIT I	Foundations and Early Perspectives: Early theories of human development : - Preformationism, - John Locke Tabula Rasa - Rousseau: Natural Development. - Indian Philosophical Perspectives: Vedic, Buddhist And Jain Views	16
UNIT II	Ethological and Evolutionary Theories: - Darwin, - Lorenz, - Tinbergen , - John Bowlby: Attachment Theory Cross-cultural relevance and current status. Psychoanalytic And Behavioral Theories : Freud's Psychoanalytic Theory - Structure Of Personality: Id, Ego, Superego ,	16

	Psychosexual Stages, Neo-Freudians - Erick Erikson-Theory of Psychosocial Development Cross-Cultural Relevance And Current Status.	
UNIT III	Cognitive Developmental Theories : - Piaget: Stages of Cognitive Development , - Lev Vygotsky: Socio-cultural Theory, - Kohlberg :Theory of moral development Cross-cultural relevance and current status Social Learning and Social Cognition Theories - Albert Bandura: Social Learning Theory Cross-cultural relevance and current status	24
UNIT IV	Contemporary Approaches in Human Development : - Maslow: Hierarchy of Needs	4

References :

- Crain, W. (1962). Theories of Development, Concepts and applications. New Jersey: Prentice Hall.
- James, A. and Prout.J. (Ed.). (1990). Constructing and Reconstructing Childhood, London: Falmer Press.
- Kar, S. (1977). Cultural and Psyche-Selected Essays, Delhi: Oxford University Press.
- Kakar, S. (1978). The Inner World, Delhi: Oxford University Press.
- Roland, A. (1996). Cultural Pluralism and Psychoanalysis. New York. Routledge.
- Smith, J.A. Harre, R., and Van Langenhove, L. (1955) Rethinking Psychology, London: Sage.
- Vasta, R (ed.) (1992). Six Theories of Child Development: Revised formulations and current issues. London: Jessica Kingsley Publishers Ltd.
- Srivastava D.N. (2002)"Adhunik Asamanya Manovigyan", Sahitya Prakashan Agra
- Berk, L.E. : Child Development, Pearson Education
- Santrock, J.W. : Life-Span Development, McGraw Hill
- Saraswathi, T.S. : Theories of Human Development: An Indian Perspective, Sage
- Mangal, S.K. : Child Development, PHI Learning

M.A./M.Sc. First Semester Home Science

Paper IV : ADVANCE STUDY OF HUMAN DEVELOPMENT-I

Course Code	Course Category	Credit	Maximum Marks
HD104	Core	4	25+75

Objectives:

- ❖ To undertake an advanced study of the stages in human development with special focus on stages from prenatal development to adolescence'
- ❖ To understand; the principles and factors influencing human development; in these stages.

UNIT	TOPIC	NO OF LECTURE
UNIT I	Principles and Concept of Development : - Principal of growth and development - Developmental tasks. - Basic concepts of development-maturation and learning, sensitive periods, individual difference nature-nature issue. - Secular trend in growth Prenatal development - Recapitulation of stages in prenatal development, genetic and environmental factors: maternal conditions and teratogens. Significance of the genome project for understanding human development. - Importance of Indian practices during pregnancy	12
UNIT II	Infancy: (Birth-2 years) - The newborn: birth process and the neonate Physical description, sensory capacities and reflexes Becoming coordinated - feeding, sleeping, crying. - Limitation, objects permanence and other cognitive accomplishments. - Early language development. - Social relationship during infancy. - The cultural experience of being an infant.	12

UNIT III	Early Childhood (2-6 years) - Transition from infancy to childhood - Physical and motor development. - Play and social relationships. The emerging self. - Language, cognition and emotions in early years. - Early childhood education. - Early socialization, parenting and cultural processes. Middle Childhood (7-11 years) - Physical and motor development: changes and challenges. - Sense of industry and personality development - Cognitive, moral and language development. - Social relationships - peers, siblings and parents. The experience of schooling - academic achievement	12
UNIT IV	Adolescence (11-18 years) - Transition from childhood to sexual maturity-puberty and its consequences. Emotional changes. - Development of Formal operations -Adolescent thought. Integration of the self -issues of identity. - Role of family, peers, community and ethnic group. - Moral reasoning and judgment. - Health, sexuality, mental health, delinquency conformity	10

References :

- Rice, F.P. (1995). Human Development. New Jersey: Prentice
- Hall. Berk, L.E. (12995). Child Development. London: Allen &
- Bacon Cole, M. & Cole, S. (1993). The development of children. (2nd Ed.)

Practical's :

- 1) Study of life and contribution (Biography) of a renowned Developmental Psychologist
- 2) Prepare case studies on any two inmates
- 3) Prepare a project play based on the information-secured on an existing program in the locality.
- 4) Write a synopsis on your dissertation topic.
- 5) Application and calculation of a statistical tool (chi-square /T-test /Anova)

M.A./M.Sc. Second Semester Home Science

Paper I : MATERNAL AND CHILD NUTRITION

Course Code	Course Category	Credit	Maximum Marks
HD201	Core	4	25+75

Objectives:

- ❖ To understand nutrition during pregnancy and lactation
- ❖ 2. To understand nutrition, growth and development during infancy and childhood
- ❖ 3. To gain knowledge of nutritional requirements for pediatric age groups
- ❖ 4. To understand national programs related to maternal and child nutrition

UNIT	TOPIC	NO OF LECTURE
UNIT I	Maternal Nutrition : Nutrition During Pregnancy - Pre-conceptional nutrition - Physiology and fetal development - Nutritional requirements: ICMR-RDA 2020 - Nutritional problems: Anemia, Gestational Diabetes Mellitus , Pregnancy-Induced Hypertension and dietary management - National programs: Pradhan Mantri Surakshit Matritva Abhiyan (PMSMA), Janani Suraksha Yojana (JSY)	16
UNIT II	Lactation And Infant Nutrition : Nutrition During Lactation and Infancy 0-12 months - Nutritional requirements during lactation - Infant feeding: Human milk composition -breastfeeding, and Formula feeding - Nutritional requirements of Infants - National programs: MAA	16
UNIT III	Complementary Feeding And Toddler Nutrition: Nutrition in Early Childhood 1-3 years :	

	- Complementary feeding: WHO guidelines - Principles of weaning and weaning foods - Nutritional requirements of toddlers - Meal planning: Low-cost Indian recipes - Feeding problems and management - Growth monitoring National programs: Poshan Abhiyaan	16
UNIT IV	Preschool And School Age Nutrition : Nutrition in Preschool and School Age 3-12 years - Nutritional requirements - Meal planning for preschoolers and school children - Role of school meals: Mid-Day Meal Scheme - Common nutritional problems: Protein Energy Malnutrition PEM, Vitamin A Deficiency , Iodine Deficiency - Impact of junk food and screen time Contemporary Issues: Childhood obesity	12

References :

- Srilakshmi B. : Dietetics, New Age International
- Park K. : Preventive and Social Medicine, Bhanot Publishers
- Anita Singh : Aahar Vigyan evam Poshan, Star Publication, Agra
- ICMR: Nutrient Requirements for Indians, 2020
- WHO/UNICEF: Infant and Young Child Feeding Guidelines

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M.A./M.Sc. Second Semester Home Science

Paper II : ADOLESCENCE AND YOUTH

Course Code	Course Category	Credit	Maximum Marks
HD202	Core	4	25+75

Objectives:

- ❖ To understand the stages of adolescence and youth in human development.
- ❖ To study the major developmental characteristics of these stages.
- ❖ To study the issues of identity, developmental tasks and problems associated with these stages..

UNIT	TOPIC	NO OF LECTURE
UNIT I	Adolescence as Developmental Stage - Its link with middle childhood and youth. - The concept of adolescence in India. - Developmental tasks of adolescence. Theoretical perspectives: G. Stanley Hall, Anna Freud, Erik Erikson, James Marcia. Indian perspectives.	12
UNIT II	Developmental Characteristics Of Adolescence And Youth Physical And Sexual Development - Puberty, development of primary and secondary sex characteristics - Psychological response to puberty. - Gender differences. Sexuality, Sexual needs and sex education. Cognitive Development - Formal operations-Piaget's theory, Intellectual development at adolescence and youth. - The Information - Processing view. - Reasoning, thinking critically, reflective judgment, moral reasoning and judgment. Identity formation - Different perspectives; construct of self and development of self-concept Daniel Offer. - Indian views on adolescent's identity.	16

	Social And Emotional Development - Family, peers and friendships, interpersonal relations. Emotional competence. - Conflict with authority.	
UNIT III	Social Influence in Adolescence and Youth School, college, work and career - Adolescence and youth in the context of differential opportunities for education and formal training. - Importance of academic achievement and failure, related issues. - Training for career and work. Important agents of influence - Family, community and culture - Electronic media.	16
UNIT IV	Marriage and Adulthood - Legal age and its relationship to development. Marriage as a family/individual issue. - Marriage choices and significance of marriage in human development. Delinquency and disturbance: - Juvenile delinquency: causes and prevention. - Psychological disturbances: depression, suicide, substance abuse. - Causes of HIV/AIDS and prevention	16

References :

- Balk, E.E. (1995). Adolescent Development. New York:Brooks/Cole.
- Erikson, E.H. (1968). Identity: Youth and crisis. London: Faber & Faber.
- Kroger, J. (1996). Identity in Adolescence. London: Routledge.
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M.A./M.Sc. Second Semester Home Science

Paper III : PRINCIPLES OF GUIDANCE AND COUNSELLING

Course Code	Course Category	Credit	Maximum Marks
HD203	Core	4	25+75

Objectives:

- ❖ Understand the concepts, principles, scope and importance of guidance, counseling and psychotherapy.
- ❖ Explain the psychological, social and developmental issues requiring counseling across the life span.
- ❖ Develop basic counseling competencies, communication skills and ethical practices.
- ❖ Understand various counseling approaches and their application in family, educational and community settings.

UNIT	TOPIC	NO OF LECTURE
UNIT I	Introduction to Guidance, Counseling and Psychotherapy : - Concept, meaning, objectives and scope - Difference between Guidance, Counseling, Psychotherapy and Coaching . - Principles of guidance and counseling - Types of guidance: Educational , Vocational , Personal and Family . - Guidance and counseling needs across family and community settings. - Cultural diversity and Indian perspectives in counseling	16
UNIT II	Developmental Issues and Mental Health across the Life Span : - Childhood- Learning difficulties, Behavioural disorders , Emotional problems , Child abuse and neglect. - Adolescence -Identity crisis ,Peer pressure, Academic stress ,Internet and social media addiction , Substance abuse ,Emotional and behavioural problems	16

	- Adulthood - Marital adjustment ,Parenting issues, Career stress , Anxiety and depression , Domestic violence - Older Adults, Retirement adjustment ,Loneliness, Dementia , Depression	
UNIT III	Counseling Approaches and Therapeutic Techniques Major counseling approaches - Directive counseling - Non-directive counseling - Eclectic counseling Therapeutic approaches - Person-Centered Therapy - Cognitive Behaviour Therapy (CBT) - Behaviour Therapy - Solution-Focused Brief Therapy - Family counseling and family therapy - Counseling in schools, community and health settings.	16
UNIT IV	Counseling Skills, Ethics and Counseling Process - Qualities of an effective counselor. - Counseling Process. - Ethical issues : Confidentiality , Informed consent, Professional boundaries , Record keeping . - Introduction to Online Counseling and Tele-counseling.	12

References :

- Bernard, P. (1999). Counseling skills training. New Delhi: Viva Books.
- Manthel, R. (1997). Counseling: The skills of finding solutions to problems, London, Routledge
- Nicolson, D & Ayers. H (1995). Individual Counseling: Therapy and practice, London: David Fulton

M.A./M.Sc. Second Semester Home Science

Paper IV : MANAGEMENT OF PROGRAMMES FOR CHILDREN AND FAMILIES

Course Code	Course Category	Credit	Maximum Marks
HD204	Core	4	25+75

Objectives:

- ❖ To understand the purpose, scope and challenges in the in the management of programmes for children and families.
- ❖ To understand the various approaches to programmes management.
- ❖ To offer students the opportunity to apply & translate the theoretical knowledge into practice.
- ❖ To offer students the opportunity to apply & translate the theoretical knowledge into practice.
- ❖ To organize, implement & Evaluate programmes for children & family.
- ❖ To critically evaluate & review programme models.

UNIT	TOPIC	NO OF LECTURE
UNIT I	Fundamentals of Management and Programme Planning - Concept, nature, scope and principles of management - Functions of management: Planning, Organizing, Staffing, Directing, Coordinating and Controlling - Management of human, financial and material resources - Leadership and decision-making skills - Communication and interpersonal skills in programme management - Programme planning: needs assessment, goal setting and objective formulation - Monitoring and evaluation of programmes - Indicators of programme success and failure	16
UNIT II	Programmes And Policies For Children Identification of specific Programmes for Children. - Types of National and International programmes & their management.	16

	Concept and need for programmes for children and families - - Identification of needs of children and families - Government and non-governmental programmes for children in India - Integrated Child Development Services (ICDS) - Anganwadi Services and early childhood care and education - Mid-Day Meal / PM POSHAN Scheme - Poshan Abhiyaan and nutrition-related programmes - Child protection and welfare programmes - Programmes for children with disabilities - Programmes for adolescent girls Family welfare and family support programmes - Role of family counselling in family welfare	
UNIT III	Trends and issues related to life span development : - Infancy - Early Childhood	12
UNIT IV	Trends and issues related to life span development: - Young Adulthood - Adolescence - Old Age	16

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- Encyclopedia of Social Work in India, Ministry of Welfare Govt. of India, Vol. 1,2,3,4.
- Social welfare Administration Vol. 1, Theory & Practice. S.L. Goel, R.K. Jain, Deep & Deep Publications, New Delhi 1988.

Practical's :

- 1) Simulation and documentation of a counseling sessions
- 2) Development of career/ health guidance brochure for secondary students
- 3) Assessment of nutritional status using anthropometric measurements and Dietary assessment by 24-hour dietary recall method of a pregnant woman or a lactating mother
- 4) Menu Planning for a pregnant, lactating women
- 5) Plan a meal for an infant, school going children and adolescent.
- 6) Preparation of information, Education, and Communication (IEC) materials on maternal or child health issues
- 7) Planning and demonstration of therapeutic recipes for pregnant and lactating and complementary feeding for infant. .
- 8) Visit to a community Centre (Pediatric ward ,Anganwadi Centre, ICDS Centre, Nutrition Rehabilitation Centre etc.).

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M.A./M.Sc. Third Semester Home Science

Paper I : ADVANCE STUDY OF HUMAN DEVELOPMENT-II

Course Code	Course Category	Credit	Maximum Marks
HD301	Core	4	25+75

Objectives:

- ❖ To understand an advanced study of the stages in human development with specific focus on youth, adulthood and old age;
- ❖ To understand the principles and factors influencing human development in these stages

UNIT	TOPIC	NO OF LECTURE
UNIT I	Developments in Youth/Young adulthood (20-35) - Introduction: Biological, cultural and developmental perspectives on youth and adulthood. - Developmental needs, Importance of social organization. - Life cycle approach - sexuality, marriage, marital adjustment, parenthood. -The task of parenting and the concept of parenting skills. - Changing concept of parenthood and childhood. -Determinants of parenting behavior - Characteristics of the parenting roles. - The mothering role - The fathering role - Census data on adult population in India-Adult education in India Mother mortality rate, infant mortality rate, sex ratio.	16
UNIT II	Developments in Middle Adulthood (35-50 years) - Physical continuity and changes. Adult intelligence. Personality development - role in family. - Development of the self. Inter – generation relationships, maintaining family relationships. - Friendships. - Parenting adult offspring and their marriage. Menopause in women. Health and disease, Adult	16

	sexuality. Work and career development - gender differences. Geriatrics Geriatrics	
UNIT III	Developments in Late Adulthood (50-65 years) - Continuity and change in personality-the family lifecycle. - Social relationships. - Grand parenthood - intergenerational relations. - Occupational continuity and change - effect in identity. - Retirement from formal work. - Health and disease.	14
UNIT IV	Developments in Old age (65+years) - Physical aspects of aging. - Change in cognitive abilities and creativity. - Psychosocial development. - Changes in family life cycle. Health and disease. - Concept of Geriatrics Death, dying and bereavement.	14

References :

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M.A./M.Sc. Third Semester Home Science

Paper II : : EARLY CHILDHOOD CARE AND EDUCATION

Course Code	Course Category	Credit	Maximum Marks
HD302	Core	4	25+75

Objectives:

- ❖ To gain knowledge and insight regarding principles of early childhood care and education.
- ❖ To develop the skills and techniques to plan activities in ECCE centres of different types, to conduct activities in early childhood care and education and to work effectively with parents and community.

UNIT	TOPIC	NO OF LECTURE
UNIT I	Introduction : - Principles of Early childhood Care and Education - Importance, need and scope of ECCE . - Objectives of ECCE, Types of preschools/programmes: - Play centres, day care, Montessori, kindergarten, anganwadi etc. - Concepts of non-formal, formal and play way method.	12
UNIT II	Historical Trends (overview) - Contribution of the following thinkers to the development of ECCE (their principles, applications and limitations) in the context of ECCE. : Pestalozzi, Rousseau, Froebel, Maria Montessori, John Dewey, Gijubhai Badheka, Tarabai Modak, M.K. Gandhi, Rabindranath Tagore. - ECCE in India Pre Independence period, Post-Independence – Kothari Commission, contribution of the five-year plans to ECCE . Yashpal Committee, Maharashtra Preschool Centre Act. - Contribution of the following agencies / programmes to ECCE in India. ICCW, IAPE, NCERT, ICDS, UNICEF, NCTE, Mobile Crèche etc.	16

UNIT III	Organization of Pre-school Centers: - Concept of organization and administration of early childhood centers. - Administrative set up and functions of personnel working at different levels. - Building and equipment: Location and site, arrangement of rooms, different types and size of rooms playground, storage facilities, - Selection of different types of outdoor and indoor equipment, maintenance and display of equipment and material. - Staff/Personnel service conditions and role: - Role and responsibilities, essential qualities of a care giver/teacher, other personnel. - Record and Report: Types, aim and purpose/need, general characteristics e.g. anecdotal, cumulative, sample work, medical etc. Programme Planning: Planning, Setting goals and objectives of plans-long term, short term, weekly and daily planning, routine and schedules.	16
UNIT IV	Developmental Interaction in Early Childhood Years - Parents role in developing self-awareness in children - Family relations and communication. - Helping the child to learn to express and control emotion and personal capabilities. - Learning social role and interactions with others. - Meeting the family needs and children's needs during this stage. Techniques of Parent Education in Preschool Setting - Informal Meetings: Occasional/accidental meeting, written/printed- newsletters, circulars, notices etc. - Parent library, toy library - Workshops/demonstration Centre - Parent's corner - Open house - Large/small group meetings. - Individual meetings: House visits, individual sessions. - Working with vulnerable families.	16

References :

- Bhatia & Bhatia (1995). Theory and principles of Education. Doaba House, Delhi
- Brewer, J.A. (1998). Introduction to early childhood Education. (3rd Ed.). Boston: Allyn & Bacon.
- Carol, M E.C. and Jan Allen (1993). Early childhood curriculum, University of Tennessee, New York: Macmillan.
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M.A./M.Sc. Third Semester Home Science

Paper III : DEVELOPMENT OF CREATIVITY

Course Code	Course Category	Credit	Maximum Marks
HD303	Core	4	25+75

Objectives:

- ❖ To understand the relevance and scope of studying creativity.
- ❖ To discuss the concept of creativity and various approaches to its study.
- ❖ To understand the role of the individual, the context and socialization in developing creativity.
- ❖ To become familiar with psychometric measurement and alternate ways of assessing creativity

UNIT	TOPIC	NO OF LECTURE
UNIT I	Definition And Concept Of Creativity - Types and degree of creativity (everyday creativity and eminent creativity) - Domains, of creativity : Art, Science and Social . Stages of creativity process. Barriers to creativity.	12
UNIT II	Relevance and Scope of the Study of Creativity Approaches to the study of creativity - Mystical Approach (Divine Gift), - Psychology-Dynamic Approach (Sigmund Freud) - Psychometric Approach (J.P. Guilford & E.P.Torrance), - Cognitive Approach (Robert Weisberg), - Social Personality Approach (Donald W. Mackinnon), - Confluence Approach (Sternberg & Lubart)	18
UNIT III	The Role of the Individual : Cognition, abilities, interests, attitude, motivation, intelligence, knowledge, skills, beliefs, values and cognitive styles. Relationship between creativity and intelligence	10
UNIT IV	Factors Influencing Creativity and its Assessment : - Influence of child-rearing practices and family- - Enhancing creativity: brainstorming, problem solving , creative dramatics & visualization. - Measurement.: Psychometric and alternate	20

	methods of assessing creativity.	
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References :

- Vernon, P.E. (ed.) (1982). Creativity: Selected readings Middlesex U.K.: Pengui
- Petty.G. (1998). How to be better at creativity. London. Kagan Page (The Industrial Society).
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- Dagar, B.S. (1989). Cultural Education and Creativity. New Delhi: Uppal Publication House.
- Khandwalla, P.N. (1988). Fourth eye: Excellence through creativity. Allahabad : A.H. Wheeler.
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- Weisberg, R.W. (1986) Creativity, genius and other myths NY;Freeman Journals
 1. Journal of Creative behaviour
 2. Creative Research Journal.

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M.A./M.Sc. Third Semester Home Science

Paper IV : STUDY OF FAMILY IN SOCIETY

Course Code	Course Category	Credit	Maximum Marks
HD304	Core	4	25+75

Objectives:

- ❖ To understand family as a component of socio-cultural milieu and context.
- ❖ To familiarize students with developmental perspective in family life cycle.
- ❖ To realize and appreciate universals and variations in family life patterns across cultures and sub-cultures.
- ❖ To create awareness regarding philosophy, structure, function, needs and strengths of families with specific reference to the Indian family.
- ❖ To understand theoretical and methodological concerns related to family studies.

UNIT	TOPIC	NO OF LECTURE
UNIT I	Family In Social Context - Family as a component of social system, structure and context. - Family as an evolving and dynamic Institution Functions of family	12
UNIT II	Socio-Cultural Studies Of Family Patterns In India - Family structure: Traditional extended/joint families. - Alternate families - single parent, childless, female headed - Unitary families. - Cause and effect of different family structures on changing roles of family.	16
UNIT III	Approaches And Theories In Family Studies - Developmental approach - Interactional approach - Institutional approach - Systemic approach - Family life-cycle approach - Cyclical Theory - Progressive theory - Structural - functional theory Family and societal exchanges/influences - Work and family	16

	- Education and family - Health and family - Religion and family - Ecology and family - Government and family	
UNIT IV	Contemporary Issues And Concerns - Family violence, battered women, child maltreatment, sexual abuse. - Dowry and family violence. - Child rearing and socialization - Gender roles. - Divorce and remarriage.	16

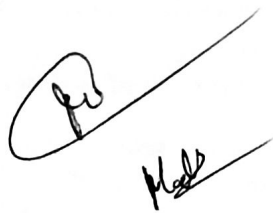
References :

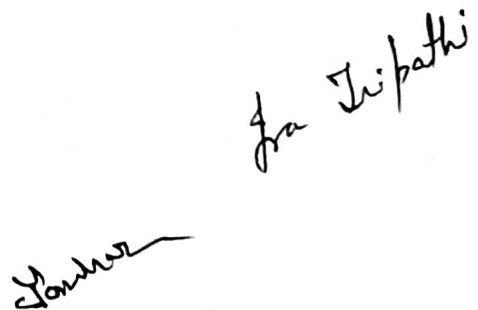
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- Ahuja, J. (1997). Indian Social system (2nd Ed.). Jaiur) Rawat
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- Bahr, S.J. (1989). Family Interaction. N.Y.: Macmillan.

Practical :

- 1) Visits to various centres, which cater to the preschool stage e.g.: Day care Centre, Balwadi, Anganwadi, Mobile Creche etc.
- 2) Preparing a resource unit file on the basis of play way method/approach.
- 3) Preparing teaching material kit and presentation in mock set up. Story and their techniques
- 4) Types of puppets and mobiles.
- 5) Art and craft portfolio.
- 6) Song booklet and low cost musical instruments.
- 7) Readiness games and material
- 8) Picture talks and object talk related material etc.
- 9) Preparing a programme of activities for children with special abilities.
- 10) Planning and executing activities in ECCE centres.
- 11) Role play of home visits and conducting a home visit to a family known through practice teaching.
- 12) Planning of a parent teacher meeting: Simulation of meeting/event/function- planning programme-evaluating and reporting the programme.

- 13) Test of creativity: Torrance test of Creative Thinking (TTCT), Baqer Mehdi's Indian adaptation.
- 14) Use of consensual assessment technique to rate the creative work of children and adults (Stories, poems and artwork).
- 15) Activities for ECCE: Language arts, Music, Songs, Mathematics, Science and social studies


Baqer Mehdi


Dr. Jipathi

M.A./M.Sc. Fourth Semester Home Science

Paper I : ASSESSMENT TECHNIQUES IN HUMAN DEVELOPMENT

Course Code	Course Category	Credit	Maximum Marks
HD401	Core	4	25+75

Objectives:

- To understand the concept, need and importance of assessment in the field of human development.
- To learn principles, types and ethical considerations involved in assessment.
- To acquire knowledge about standardized and non-standardized tools used for assessing intelligence, personality and developmental domains.
- To learn nutritional and growth assessment techniques including anthropometry, growth charts and dietary assessment as per WHO & IAP standards

UNIT	TOPIC	NO OF LECTURE
UNIT I	Research Methods In Human Development - Longitudinal Method - Cross-sectional Method - Sequential and Experimental Methods Ethical issues in developmental research	12
UNIT II	Projective Techniques - Meaning, Advantages and Disadvantages of Projective Techniques. - Types: Rorschach Inkblot Test, Holtzman Inkblot Test. - Thematic Apperception Test, Children's Apperception Test. - Sentence Completion Test, Draw-A-Person.	14
UNIT III	Non-Projective Techniques - Meaning, Advantages and Disadvantages of Non-Projective Techniques. - Interview, Questionnaire, Observation, Case	14

	Study . - Intelligence Testing: Wechsler Scales.	
UNIT IV	Developmental Assessment Scales - Bayley Scales of Infant Development - III - APGAR Score Nutritional & Growth Assessment Methods - Importance of Nutrition in Growth and Development. - Anthropometric Methods: Height, Weight, MUAC, Head Circumference. - Clinical Assessment: Signs of Protein Energy Malnutrition, Vitamin A Deficiency and Iron Deficiency Anemia. - Dietary Assessment: 24-hr recall, Food frequency.	20

References

- Anastasi, A. & Urbina, S. : Psychological Testing, Pearson
- Mangal, S.K. : Psychological Testing, PHI Learning
- Jain, M. : Manovigyanik Parikshan, Rajasthan Hindi Granth Academy
- Cohen, R.J. : Psychological Testing and Assessment, McGraw Hill
- NCERT : Assessment in ECCE, NIPCCD Manuals

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M.A./M.Sc. Fourth Semester Home Science

Paper II : CARE OF CHILDREN WITH DISABILITIES AND ILLNESS

Course Code	Course Category	Credit	Maximum Marks
HD402	Core	4	25+75

Objectives:

- ❖ To understand family as a component of socio-cultural milieu and context.
- ❖ To familiarize students with developmental perspective in family life cycle.
- ❖ To realize and appreciate universals and variations in family life patterns across cultures and sub-cultures.
- ❖ To create awareness regarding philosophy, structure, function, needs and strengths of families with specific reference to the Indian family.
- ❖ To understand theoretical and methodological concerns related to family studies.

UNIT	TOPIC	NO OF LECTURE
UNIT I	Various Approaches To Defining And Understanding Disability - Philanthropic, medical, administrative, legal and the social. Different types of impairments, causes and effects on individuals - Physical - Intellectual - Emotional - Sensory	16
UNIT II	Understanding Normality Disability and Inclusive Education - The role of context in the meaning of normality and disability, - Attitudes of people towards disability. - Concept of Inclusive Education	12
UNIT III	Identification , Assessment and empowerment of Persons with Disabilities : - Techniques of identification and assessment. - Physical and Social barriers in the development	16

	of persons with disabilities. - Modification of physical and social environment, - Enabling participation of persons with disabilities as a contributing member of society. - Use of assistive devices. - The shared and varied experiences of those so affected.	
UNIT IV	Rights , Policies and Programmes : - Rights versus Needs of persons with disabilities. - Examples of programmes and policies for persons with disabilities. - Issues in planning inclusive programmes for persons with disabilities	16

References :

- Baquer, A. (1994). Disabled, Disablement, Disableism, New Delhi: Voluntary Health Association of India.
- Council for advancement of people's action and rural technology (CAPART). (1996). Disability: A strategy to promote the participation of people with disabilities in programmes for rural development. New Delhi: CAPART.
- P. Immanuel, C. Koenig & S. Tesni. (Eds.): Listening to sounds and signs: Trends in deaf education and communication (pp. 1-4). Bangalore, India: Cridtoffel Blindenmission & Books for Change.
- D. Mitchell & R.I. Brown (Eds.) Early Intervention studies for young children with special needs (pp 19-49) London Chapman and Hall.
- Date, N. (1996). Working with families of children with special needs London: Routledge.
- Kaur, B. & Daranth. P. (1983). Education for young children with special needs. In T.S. Saraswati & B. Kaur (Eds.) Human Development and Family Studies in India: An agenda for research and policy (pp.300-314). New Delhi: Saga.
- Journals
 1. Disability and Society
 2. Action Aid Disability News
 3. Impairment and disability
 4. Asia pacific Disability Rehabilitation Journal

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M.A./M.Sc. Fourth Semester Home Science

Paper III : SCIENTIFIC WRITING

Course Code	Course Category	Credit	Maximum Marks
HD403	Core	4	25+75

Objectives:

- ❖ To be able to appreciate and understand importance of writing scientifically.
- ❖ To develop competence in writing and abstracting skills.

UNIT	TOPIC	NO OF LECTURE
UNIT I	Scientific Writing : As a means of communication. Characteristics of scientific writing Forms of scientific writing - Research articles - Review articles - Monographs - Dissertations - Bibliographies - Book chapters	16
UNIT II	Preparing Outlines : - Types of outlines - Drafting titles and subtitles - Tables - Figures - Appendices - Writing process - Editing - Proofreading	16
UNIT III	Writing IMRAD Format: Introduction, Methods, Results, and Discussion - Writing abstracts and keywords - Writing acknowledgements - Introduction of Citation styles : APA and MLA	16
UNIT IV	Components of Research Proposals	

	Grant Writing and Funding agencies :UGC , ICMR and DST .	12
	Copyright and patent . Concept of Plagiarism	

References :

- Harman, E & Montagnes I. (Ed.) (1997). The thesis and the book. Now Delhi: Vistaar.
- Locke, L.F. and others (1987). Proposals that work: A guide for planning dissertations & Grant proposals (2nd Ed.). Beverly Hills: Sage.
- Mullins, C.J. (1997). A guide to writing and publishing in social and behavioral sciences. New York: John Wiley & Sons.
- Stenberg, R.J. (1991). The psychologist's companion: A guide to scientific writing for students & researchers. Cambridge: CUP.
- Day, R. A., & Gastel, B. *How to Write and Publish a Scientific Paper* (9th ed.).
- Glasman-Deal, H. *Science Research Writing for Non-Native Speakers of English*.
- Cargill, M., & O'Connor, P. *Writing Scientific Research Articles*.

Practical's

- 1) Conduct anthropometric evaluation and dietary assessment of a school-age child and give three dietary suggestions for improvement.
- 2) Select and write a detailed biography of any influential personality with disability from India/global.
- 3) Visit to a Primary School /Special School or NGO working with children
- 4) Choose one research topic in Human Development , and prepare bibliography in both APA and MLA format.
- 5) Select a contemporary / your current research topic and write a 1000-word review paper.







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