

**COURSES OF STUDIES**  
**M.A. in HOME SCIENCE**

**(Effective from the academic session 2023-2025)**

**Under Choice Based Credit System (CBCS)**



**VIKRAM DEV UNIVERSITY**  
**JEYPORE - 764001**  
**DIST- KORAPUT, ODISHA**



# VIKRAM DEV UNIVERSITY

The Course of Studies for Master's Degree in Home Science under Choice Based Credit System Effective from 2023-2025 Academic Session onwards

## Programme outcome

The syllabus is designed on Choice Based Credit System in accordance with the guidelines provided by the University Grants Commission. The syllabus of Master of Home Science is full time two years program with four semesters. The uniform nature of credits specified for the Master's Program describe the equitable weightages of various courses of the program. The number of credits along with grade points that a student satisfactorily completed, measures the performance of the student. Satisfactory progress and completion of course are subject to a student's maintaining of a minimum Cumulative Grade Point Average (CGPA), as well as minimum grades in different subjects of the program. Description and layout of Credit Distribution for the course program is detailed below: -

FIRST SEMESTER					
sl. no	Subject code	Subject title	Internal	external	Credits
1	HOME C101	Extension Education	20	80	4
2	HOME C102	Foods and Nutrition	20	80	4
3	HOME C103	Human Development	20	80	4
4	HOME C104	Family Sociology	20	80	4
5	HOME C105	Practical	20(Record)	80	4
SECOND SEMESTER					
6	HOME C201	Family Resource Management	20	80	4
7	HOME C202	Textiles and Clothing	20	80	4
8	HOME C203	Community Health	20	80	4
9	HOME C204	Counseling and Guidance	20	80	4
10	HOME C205	Practical	20(Record)	80	4
THIRD SEMESTER					
11	HOME C301	Research Methodology	20	80	4
12	HOME C302	Mental Health and Life Style	20	80	4

13	HOME E303	Extension and Communication Technologies	20	80	4
	HOME E305	Early Childhood Care and Education			
	HOME E307	Food Service Management			
14	HOME E304	Communication in Rural Development	20	80	4
	HOME E306	Exceptional Children			
	HOME E308	Clinical Nutrition and Dietetics			
15	HOME HSCT 300	Family and Community Sciences			
<b>FOURTH SEMESTER</b>					
16	HOME C401	Child Study and Family Relations	20	80	4
17	HOME C402	Nutrition through Life Cycle			
18	HOME C403	Population Studies and Consumer Education			
19	HOME E404	Extension Training and Administration	20	80	4
	HOME E406	Theories of Child Development			
	HOME E408	Food Science			
20	HOME E405	Dissertation and Internship	20	80	4
	HOME E407	Dissertation and Internship			
	HOME E409	Dissertation and Internship			
<b>TOTAL</b>					

A Student is allowed to opt for any two core electives (E) in a group of 404 and 405, or 406 and 407, or 408 and 409 taken together, along with three Core Courses (C). A student who opted for the Core Elective (E) group in 3<sup>rd</sup> Semester as 303 and 304 must take 404 and 405 E group; who opted for 305 and 306 must take 406 and 407 and a student who opted for 307 and 308 in 3<sup>rd</sup> semester must take 407 and 408 in 4<sup>th</sup> semester only. 309 is the Allied Elective (AE) and CBCS paper.

Three non-credit courses are offered one value Added Course (non-credit) is offered at 2<sup>nd</sup> Sem, another (non-credit) course at 3<sup>rd</sup> Sem and last one is at 4<sup>th</sup> Sem

2<sup>nd</sup> semester: - Nursery Teachers Training (NTT)

3<sup>rd</sup> semester: - Yoga and Health

4<sup>th</sup> semester: - Cultural Heritage of South Odisha

# Detailed Course Description

## FIRST SEMESTER

Subject code (101) Core Course	Extension Education	
Semester-1	Credit-4 Full mark-100	End Semester- 80 (3 Hrs.) Mid Semester-20 (1 Hrs.)
<b>Pre-requisites: -</b>		
<b>Course outcome: -</b>		
<ul style="list-style-type: none"> <li>➤ To learn the basic objectives of the extension education in overall development of the rural people &amp; helps in studying and solving the rural problems</li> <li>➤ To bring about desirable changes in the human behavior, which includes change in knowledge, skill and attitude through communication technologies</li> </ul>		

### Unit – I

- **Conceptual analysis of Extension Education** – Allied concepts, functions of extension, scope, characteristics, need for Home Science Extension Education. Competencies needed by extension worker.
- **Role of Extension education in Development**– Agricultural, Home Science. Objectives behind Extension Education programs.

### Unit – II

#### National Extension Services:

- Intensive Agriculture District Program (IADP), Intensive Agricultural Area Development Program (IAADP), Intensive Cattle Development Project, High Yielding Variety Program, IRDP, TRYSEM, NREP, DWACRA.
- Extension activities of Department of Women and Child Development, Government of India and Odisha. Development work by NGO and NGO collaborations.
- Community Development – Concepts, needs, principles. Elements of community development. Democratic Decentralization.
- Community Development Programs – Objectives, characteristics, nature, suggestions for successful working.

### Unit – III

#### Communication Technologies in Extension:

- Communication Systems – Conception, functions, significance, types – Interpersonal, Group, and Mass Communication.
- Teaching aids – Verbal, Non-Verbal and Electronic.
- Guidelines in selection of teaching aids, merits and demerits in the use of teaching aids.

### Unit – IV

#### Extension Teaching and Learning:

- Teaching - Concept, characteristics, steps of teaching.
- Principles of teaching and criteria for effective teaching.
- Learning – Concepts, characteristics, process of learning.
- Principles of learning and criteria for effective learning

<b>Subject code (C -102) Core Course</b>	<b>Food Science and Nutrition</b>	
<b>Semester-1</b>	<b>Credit-4</b>	<b>End Semester- 80 (3 Hrs.)</b>
	<b>Full mark-100</b>	<b>Mid Semester-20 (1 Hrs.)</b>
<b>Pre-requisites: -</b>		
<b>Course outcome: -</b>		
<ul style="list-style-type: none"> <li>➤ <b>To gain knowledge on importance of nutrition and its nutritive value</b></li> <li>➤ <b>To learn the nutritional related deficiencies.</b></li> <li>➤ <b>To learn the food quality assessment, food laws and prevention methods</b></li> </ul>		

### **Unit – I**

- Nutrition and Nutrients - Definition and Importance of nutrition, Important physical phenomenon influencing the reaction of living matter. i) surface tension, ii) colloidal states iii) permeability iv) Osmotic pressure v) Hydrogenation concentration.
- Energy – Calorie, Joule, Calorimetry, Methods of determination of energy requirements.
- Measurement of energy content of food by Bomb calorimeter. Direct and Indirect calorimetry. Energy needs of the Body-RMR-BMR-
- Factors influencing BMR calculation and factors influencing energy needs. Food sources of calories. Proportion of CHO, Proteins, Fats to supply nutrients in the diet.

### **Unit – II**

- Carbohydrates – Definition-classification, Functions, Sources, requirements, deficiencies, Digestion, absorption, Metabolism of CHO in the body.
- Proteins – Definition- Classification, Functions, Sources, Requirements, Deficiencies, Digestion, Absorption, Metabolism-Biological value-PER-NPU-SDA. Nitrogen Balance-Protein synthesis Protein stores. Supplementary value of proteins.
- Fats and Lipids – Definition – Classification – Functions – Sources – Requirements – Deficiency, Digestion. Absorption, Metabolism-Essential Fatty acids and their nature-Cholesterol and saturated Fatty acids in the Human body.

### **Unit – III**

- Nutritional Disorders – Deficiency of all vitamins, minerals, prevention. Protein Calorie Malnutrition – Causes, symptoms, biochemical, metabolic changes, prevention and treatment. Anemia and Osteomalacia - Definition, causes, symptoms prevention. Nutritional status and methods of assessing nutritional status.
- Food Quality Assessment – Causes of spoilage. Safety and Care of Food Supply – Microbial hazards, Residue Pollutants, Natural toxicants in Foods, Food Poisoning.
- Types of Microorganism - Test for contaminations, microbial infestations and toxication. Proper storage and handling of foods.

### **Unit – IV**

- Food analysis and biochemistry of different types of foods of major food groups.
- Food Additives – Flavoring agents, coloring agents, leavening agents, stabilizers, thickeners and their usages.
- Food Laws – Subjective and objective methods of measuring quality for food production.
- Measurement of food palatability, acceptance, food testing, objective methods of testing density, volume, tenderness, viscosity-weight, moisture etc.

<b>Subject code (C-103) Core Course</b>	<b>Human Development</b>	
<b>Semester-1</b>	<b>Credit-4</b>	<b>End Semester- 80 (3 Hrs.)</b>
	<b>Full mark-100</b>	<b>Mid Semester-20 (1 Hrs.)</b>
<b>Pre-requisites: -</b>		
<b>Course outcome: -</b>		
<ul style="list-style-type: none"> <li>➤ <b>To understand the basics of human development</b></li> <li>➤ <b>To learn the overall developmental process in different stages of life</b></li> </ul>		

### **Unit – I**

- Human Development – Meaning, stages , process and theories of Human Development (Jean Piaget, Sigmund Freud, Erik Erickson).
- Basic of Human Development – Genes and Chromosomes. Role of Heredity and Environment, Nature and Nurture in determining intelligence, personality and Behavior. Principles of development.
- Prenatal Growth and Development – Stages of development. Factors influencing prenatal growth and development. Birth process and complications.

### **Unit – II**

- Infancy – Physical, Motor, Social-Emotional, cognitive and Language development, developmental tasks.
- Early Childhood Years – Physical, Motor, Social Emotional, cognitive and Language development, Developmental tasks.

### **Unit – III**

- Late Childhood Years – Physical, Language-Emotional, Social, Intellectual and Moral development. Developmental tasks.
- Adolescence – Physical changes and health needs-changes in social behavior Development of emotional maturity. Interests and heterosexual relationship. Developmental tasks and problems. Drug abuse, types, causes, treatment and rehabilitation.

### **Unit – IV**

- Adulthood (Early and Late) – Developmental tasks, personal and social adjustments, problems, vocational and marital adjustments.
- Old Age – The course of physical development, cognitive functioning, mental health issues and socio-emotional development.

<b>Subject code (C-104) Core Course</b>	<b>Family sociology and Women Studies</b>	
<b>Semester-1</b>	<b>Credit-4</b> <b>Full mark-100</b>	<b>End Semester- 80 (3 Hrs.)</b> <b>Mid Semester-20 (1 Hrs.)</b>
<b>Pre-requisites: -</b>		
<b>Course outcome: -</b>		
<ul style="list-style-type: none"> <li>➤ <b>To learn the web of family.</b></li> <li>➤ <b>To explain life span development in individual, family and community by different human development theories.</b></li> </ul>		

### **Unit – I**

- Theories of Family - Developmental theory, Conflict theory, system theory, Functional – Structural Theory.
- Conceptual framework for understanding Family – Family as a social system. Family dynamics, assessment and intervention.
- Contemporary Family types - Nuclear, Joint, Extended, Alternate Families, Single parent, Childless, Female headed and unitary families.

### **Unit – II**

- Changes in the structure and functions of Indian family – Causes and consequences for the society.
- Family Problems – Marital conflicts, Dissolution of marriage. Divorce and its effect on family and society, Separation, causes of Divorce, Dowry - Dowry Prohibition Act. Unemployment, Sickness, Accidents, their remedies.
- Family Life Education – meaning, need, subject matter, target group for family life Education.

### **Unit – III**

- Profile of Indian women – Status of women in Indian society: Health, reproductive health, education, employment, social status (domestic violence, role conflicts in women).
- Women and Human Rights – Violence against women across life span (Childhood, adolescence, marital, elderly years). Violence against women within Home, at Work places and in Society (political and social).
- Changing Role of Women - Working women and their problems.

### **Unit – IV**

- Women and Law: Marriage (Hindu), Law of Divorce, Dowry prohibition Act., Adoption and Guardianship, Property, Domestic Violence Act – IPC 498 (A), Women’s employment.
- National Family Policy – Social policies and the family provisions under the Ministry of Women and Child Development, Urban and Rural Development.
- Role of Family, Government and different organizations in the care and welfare of the Elderly. Legal and Welfare Measures for the Elderly.



<b>Subject code (C- 105) Core Course</b>	<b>Practical</b>	
<b>Semester-1</b>	<b>Credit-4</b>	<b>End Semester- 80 (3 Hrs.)</b>
	<b>Full mark-100</b>	<b>Internal mark -20</b>
<b>Pre-requisites: -</b>		
<b>Course outcome: -</b>		
<ul style="list-style-type: none"> <li>➤ <b>To learn the assessment of nutritional status and low-cost menu planning</b></li> <li>➤ <b>To understand the extension and communication method</b></li> <li>➤ <b>To different developmental process by interview, case study and survey methods.</b></li> </ul>		

### **Foods and Nutrition:**

- ❖ Assessing nutritional status of infants, school going children, men and women of different income and working class.
- ❖ Menu making and meal planning – Formulation and calculation of low-cost supplementary foods for pre-school children.

### **Extension Education and Communication:**

- ❖ Preparation of Audio-visual aids (any three) for Extension Education on different branches of Home Science (Poster/Chart/ Graph/ Leaflet/ Puppet/ Stories etc).
- ❖ Collection of newspaper clippings on any social issues (Women empowerment, child abuse/violence against women/child and maternal health/environmental pollution).

### **Human Development:**

- ❖ Observation and recording of physical, motor and language development of preschool children.
- ❖ Studying adolescent problems through interview/case study/survey.

### **Family Sociology and Women's Studies:**

- ❖ Study of attitude towards women's education and employment.
- ❖ Situational analysis of gender equality and equity.

## SECOND SEMESTER

<b>Subject code (C-201) Core Course</b>	<b>Family Resource Management</b>	
<b>Semester-2</b>	<b>Credit-4</b>	<b>End Semester- 80 (3 Hrs.)</b>
	<b>Full mark-100</b>	<b>Mid Semester-20 (1 Hrs.)</b>
<b>Pre-requisites: -</b>		
<b>Course outcome: -</b>		
<ul style="list-style-type: none"> <li>➤ <b>To learn the process of home management which will enable to manage the family</b></li> <li>➤ <b>To learn the use of both human and non-human resources to achieve the family goals.</b></li> </ul>		

### Unit – I

- Management – Meaning – Definition – Importance – process and functions of Management.
- Planning, organizing, controlling and Evaluating – Planning – Objectives, Principles and Types of planning.
- Decision Making- Meaning and types of decisions. Steps, process, techniques used in decision making.

### Unit – II

- Management of Family Resources – Management of energy, fatigue, energy savings methods and devices.
- Management of Time – Meaning, principles, methods and devices used for time saving.
- Management of Money - Meaning, types, functions of money, types of Income and supplementary income.

### Unit – III

- Family Budget - Fundamental Principles of Accounts - Income and Expenditure Account Keeping.
- Fundamental Principles of Accounts - Income and Expenditure Account Keeping.
- Saving-Importance and Need of savings. Types of savings. Different types of Banks and their functions. Types of savings accounts and different organizations for savings and insurance.

### Unit – IV

- Interior Decoration – Principles, Elements and objectives of Design or Beauty. Color: Elements of color, combinations of color and their applications.
- Selection of Site – Planning of a House. Different aspects of housing - Building materials for different income groups, ventilation and lighting.
- Kitchen Planning - Types of kitchens (one-wall, two-wall, U shape, L shape) kitchen plan, work simplification of kitchen, designing and layout of kitchens. Heights of work surface suitable for an average woman in the Kitchen. Modular Kitchen concept.
- Storage space, types of storages, planning and layout of storage space, sanitation and safety, service area planning and decoration of service areas.

<b>Subject code (C- 202) Core Cour</b>	<b>Textiles and clothing</b>	
<b>Semester-2</b>	<b>Credit-4</b> <b>Full mark-100</b>	<b>End Semester- 80 (3 Hrs.)</b> <b>Mid Semester-20 (1 Hrs.)</b>
<b>Pre-requisites: -</b>		
<p><b>Course outcome: -.</b></p> <ul style="list-style-type: none"> <li>➤ <b>To learn the properties of various fibre.</b></li> <li>➤ <b>To know the different fabric construction methods.</b></li> <li>➤ <b>To understand the different finishing process and printing methods.</b></li> </ul>		

### **Unit - I**

- Textile Fibers – Classification of fibers, structure, physical and chemical properties of cotton, silk, wool, polyester, nylon, rayon fibers.
- Yarn Formation – Staple yarns and filaments yarns and their formation process.
- Finishing Process of fabrics - Types of finishing process, preparatory process, stabilizing process, textural process.

### **Unit - II**

- Fabric Construction – Weaving: Essentials of weaving operation
- Classification of weaves – Plain, basket, ribbed, twill, satin, crepe, pile, double-cloth, Gauze, swivel, lappet, dobby, and jacquard.
- Selvages – Types, thread count, balanced count.
- Knitting – Construction and classification of knitting fabric. Comparison of knitting with weaving.

### **Unit - III**

- Finishing with Colour - Dying of Fabric: Selection of dye, natural and synthetic dyes. Dyeing methods – stock dyeing, top dyeing, yarn dyeing, and piece dyeing.
- Printing of Fabric – Distinction between printing and dyeing. Dye used for printing. Methods of printing – Direct, Discharge, Resist, Block, Roller, Duplex, Screen, Stencil, Transfer printing.

### **Unit -IV**

- Principles of Clothing - selection of fabrics for family. Wardrobe planning for the family.
- Preparation for basic pattern- drafting, flat pattern and draping methods
- Colour Systems – Dimension of colour, colour combination and harmony in clothing. Test to determine colour fastness to washing, pressing, light, perspiration, crocking, gas fading.

<b>Subject code (C- 203) Core Cour</b>	<b>Community health</b>	
<b>Semester-2</b>	<b>Credit-4</b>	<b>End Semester- 80 (3 Hrs.)</b>
	<b>Full mark-100</b>	<b>Mid Semester-20 (1 Hrs.)</b>
<b>Pre-requisites: -</b>		
<b>Course outcome: -.</b>		
<ul style="list-style-type: none"> <li>➤ <b>To learn about the concept and indicators of of health .</b></li> <li>➤ <b>To know about the different community health problems and to take preventive measures.</b></li> </ul>		

### **Unit – I**

- Concept of Health – Meaning, definitions. Positive Health and the concept of wellbeing, Dimensions of Health such as Physical, Mental, Social, Spiritual, Emotional.
- Determinants of Health: Biological, Behavioral, Socio cultural, environmental, socio economical and other factors.
- Rights to Health and responsibility for Health – Individual, Community, State and International responsibility.

### **Unit – II**

- Indicators of Health - Mortality, morbidity, disability, nutritional status, health care delivery, utilization rates, indicators of social and mental health, environmental, socio- economic health policy, quality of Life, other indicators.
- Measurement of Morbidity, Vital Statistics - Morbidity Indicators - Sex Ratio.

### **Unit – III**

- Respiratory Infections: Measles, Influenza, Diphtheria, Whooping Cough, Tuberculosis, their symptoms, causes, prevention and treatment.
- Intestinal infections: Poliomyelitis, Viral Hepatitis, Cholera, Diarrhoea, Typhoid, Food poisoning, Amoebiasis, Hookworm, their symptoms, causes, prevention and treatment.
- Arthropod-Borne Infections: Dengue, Malaria, Filariasis, their symptoms, causes, prevention and treatment.

### **Unit -IV**

- Surface Infection: Trachoma, Tetanus, Leprosy, their symptoms, causes, prevention and treatment.
- Sexually transmitted diseases: Types, causes, symptoms, prevention and treatment.
- HIV/AIDS: sources, symptoms, causes, , prevention and treatment. Welfare programs for HIV/AIDS affected.

<b>Subject code (C- 204) Core Course</b>	<b>Counselling and guidance</b>	
<b>Semester-2</b>	<b>Credit-4</b>	<b>End Semester- 80 (3 Hrs.)</b>
	<b>Full mark-100</b>	<b>Mid Semester-20 (1 Hrs.)</b>
<b>Pre-requisites: -</b>		
<b>Course outcome: -.</b>		
<ul style="list-style-type: none"> <li>➤ <b>To know about the process and concept of counselling and guidance.</b></li> <li>➤ <b>To learn the different types of counselling techniques.</b></li> <li>➤ <b>To learn the guidance in educational institution.</b></li> </ul>		

### **Unit-I**

- Concept of Counselling – Meaning, significances, scope, and principles of Counselling.
- Theories of Counselling – Behavioral, Psychodynamic and Family therapy.

### **Unit – II**

- Techniques of Counselling – Directive, non-directive, eclectic, psychodrama, play therapy, behavioral therapy (relaxation training, systematic desensitization, modelling, positive reinforcement, charting, systematic generalizations of behavior).
- Types of Counselling – Individual and group Counselling, their need, settings and outcome of the Counselling.

### **Unit – III**

- Role of different Psychometric tests in Counselling – Aptitude, intelligence, personality and other socio-metric tests.
- Areas of Counselling – Marriage Counselling (pre and post marital), Parental Counselling, Counselling to drug addicts.
- Family Counselling – Dual earner families, child maltreatment and child abuse, adolescent depression and problems. Violence in the family. Counselling for the elderly – Significance and area.

### **Unit – IV**

- Guidance in Educational setting – Educational guidance, guidance needs related to education, guidance at elementary school, secondary school counselling level, guidance towards life goals.
- Counselling in Educational setting – Counselling the elementary school and high school children, counselling at college, and role of teachers in counselling.
- Vocational Guidance and Counselling – Theories of vocational development. Process of vocational counselling. Distinction between vocational guidance and counselling.

<b>Subject code (C- 204) Core Cour</b>	<b>Practical</b>	
<b>Semester-2</b>	<b>Credit-4</b> <b>Full mark-100</b>	<b>End Semester- 80 (3 Hrs.)</b> <b>Internal Semester-20 (1 Hrs.)</b>
<b>Pre-requisites: -</b>		
<p><b>Course outcome: -.</b></p> <ul style="list-style-type: none"> <li>➤ <b>Students will achieve the required knowledge to use the principles and elements of designs</b></li> <li>➤ <b>Students can learn about the decision-making process, enhance coping skill, communicative skill and facilitate behavioral changes</b></li> </ul>		

### **Family Resource Management:**

- Application of Principles and elements of Beauty on two designs on poster paper – Cloth or Art Material.
- Study of Blue print for house building for different age groups/Kitchen planning of different types.

### **Textiles and Clothing:**

- Identification of textile fibers - chemical method, burning method, microscopic method for cotton, silk, wool and polyester.
- Preparing decorative pieces (wall hangings / table cloth / dress materials / linens / cushion cover / table mat / lamp shade etc) with mentioned stitches and fittings – chain stitch, long and short stitch, cross stitch, satin stitch, knot stitch, beads stitching, mirror fittings (At least two from the above list).

### **Community Health:**

- visit to the ongoing public health nutrition programs at different centres and writing the report;
- Assessing and recording of nutritional status of children belonging to different age groups.

### **Counseling & Guidance:**

- Developing schedule to collect information from children /adolescents / adults / elderly on a specific familial / social / academic / professional problem encountered.
- Students' participations in counselling session in classroom situation and doing the Role Play.

## THIRD SEMESTER

Subject code (C- 301) Core Course	Research Methodology	
<b>Semester-3</b>	<b>Credit-4</b> <b>Full mark-100</b>	<b>End Semester- 80 (3 Hrs.)</b> <b>Mid Semester-20 (1 Hrs.)</b>
<b>Pre-requisites: -</b>		
<p><b>Course outcome: -.</b></p> <ul style="list-style-type: none"> <li>➤ <b>Students can learn various types of research designs.</b></li> <li>➤ <b>Students can develop the ability to apply research methods while writing research reports.</b></li> </ul>		

### Unit – I

- Research – Meaning, aims, principles and types of research.
- Methods of social science research- social survey, case study, experimental method, interdisciplinary approach and statistical methods.
- Research design – Meaning, need and features of a good design, types of research design, developing a research plan.

### Unit-II

- Sampling design – meaning, steps and types of sampling, Characteristics of a good sampling design.
- Data collection –Meaning and types of data collection. Collection of Primary data – Observation method, interview method, questionnaires, schedule, difference between questionnaires and schedules.
- Collection of Secondary data – Caution using secondary data.
- Selection of appropriate method for data collection and research ethics

### Unit-III

- Classification of data - Meaning, objectives and characteristics of an ideal classification. Types of classification – formation of discrete and continuous frequency distribution.
- Tabulation of data – Meaning, significance and parts of a table. General rules of tabulation, types of tables.
- Diagrammatical and graphical presentation of data- Significance, types and limitations of different types of diagrams and presentation of data.

### Unit-IV

- Interpretation – Meaning, need, techniques and precaution in Interpretation.
- Report writing – Significance, types, steps, layout and types of the research reports.
- Bibliography writing – Meaning, need and types of bibliography writing.

<b>Subject code (C- 302) Core Course</b>		<b>Mental health and life style</b>	
<b>Semester-3</b>	<b>Credit-4</b>	<b>End Semester- 80 (3 Hrs.)</b>	<b>Mid Semester-20 (1 Hrs.)</b>
<b>Full mark-100</b>			
<b>Pre-requisites: -</b>			
<b>Course outcome: -.</b> <ul style="list-style-type: none"> <li>➤ <b>To learn the factors affecting mental health of children.</b></li> <li>➤ <b>To learn how to overcome from the mental health and improve a healthy lifestyle which can enhance the quality of life of an individual.</b></li> </ul>			

### **Unit – I**

- Mental Health –Meaning, definitions, significance in modern day scenario.
- Cultural and religious considerations affecting mental health of the people.
- Common Mental Health Problems – Among Children (ADHD, OCD,); Adolescents (Depression, suicidal tendency); Adults (Stress related insomnia, Psychosomatic arthritis) and Elderly (Anorexia, Parkinson’s disease).

### **Unit – II**

- Schizophrenia– Meaning, definitions, symptoms, causes, diagnosis, prevention and treatment.
- Bipolar Disorder–Meaning, definitions, symptoms, causes, diagnosis, prevention and management.
- Paranoia- Meaning, definitions, symptoms, causes, diagnosis of abnormal reasoning, abnormal perceptual experiences.

### **Unit – III**

- Neurological Disorder – Meaning, definitions, causes, classification, mental functioning.
- Different Neurological Disorder – Alzheimer’s diseases, Diabetic Neuropathy, Migraine and Cluster headaches, Fibromyalgia – Symptoms, causes, treatment and Prevention.
- Counseling to people suffering from different Neurological disorders.

### **Unit – IV**

- Life Style Enrichment – Meaning, definitions and ways of enhancing life style.
- Food for Mental Health – Balanced diet, its importance, antioxidant food, water, fibers, fruits, nuts and herbs in diet.

Life Style Modifications – Meaning, definitions, its importance for maintaining good mental health. Role physical exercises, yoga and Pranayam for developing positive Mental Health



<b>Subject code (C- 303) Elective</b>	<b>Extension and Communication Technologies</b>	
<b>Semester-3</b>	<b>Credit-4</b>	<b>End Semester- 80 (3 Hrs.)</b>
	<b>Full mark-100</b>	<b>Mid Semester-20 (1 Hrs.)</b>
<b>Pre-requisites: -</b>		
<b>Course outcome: -</b>		
<ul style="list-style-type: none"> <li>➤ <b>To develop Extension communication in both formal and non-formal education</b></li> <li>➤ <b>To develop teaching and learning process through different techniques</b></li> </ul>		

### **Unit – I**

- Extension Education: Concept, formal education, non-formal education, Adult education, Social education, Continuing education, Functional literacy.
- Adult Learning: Characteristics of adult learners, principles of adult learning, problems, and measures for its promotion, factors affecting adult learning.

### **Unit – II**

- Teaching – concept, principles, maxims, communication approaches.
- Methods of Adult learning – Project method, problem solving method, lecture method, group discussion method.
- Motivation Techniques – Effective learning situation for adults.

### **Unit – III**

- Communication System: Concept, models, barriers in communication and strategies to overcome the barriers.
- Communication Media: Print media (books, newspaper, magazines), Electronic media (radio, television, computer) and outdoor media (Exhibition, fairs, kiosks).
- Script Writing – Meaning, need, techniques and rules.
- Public Speaking – Meaning, need and rules.

### **Unit – IV**

- Curriculum Development: Concept, functions, principles of curriculum construction, curriculum planning and its evaluation.
- Role of teacher in Curriculum planning.
- Lesson Plan – Concept, characteristics, Importance, prerequisites, types, construction of lesson plan.

Teaching and Communication approaches which facilitates communication process

<b>Subject code (E- 304) Elective</b>	<b>Communication in Rural Development</b>	
<b>Semester-3</b>	<b>Credit-4</b>	<b>End Semester- 80 (3 Hrs.)</b>
	<b>Full mark-100</b>	<b>Mid Semester-20 (1 Hrs.)</b>
<b>Pre-requisites: -</b>		
<b>Course outcome: -</b>		
<ul style="list-style-type: none"> <li>➤ <b>To gain useful information related to their problems and measures taken for the improvement to all segments of rural population</b></li> <li>➤ <b>Students can develop leadership qualities through different training methods .</b></li> </ul>		

### **Unit – I**

#### **Rural Development:**

- Rural Sociology: Meaning, scope importance, characteristics.
- Problems of Rural India linked with Education, agriculture, Artisans, Economic and sociological factors (population explosion, child marriage, landless labourer, conservatism, migration etc).
- Measures taken for the improvement and welfare of rural population in India.

### **Unit – II**

#### **Innovation and Adoption:**

- Innovation, Diffusion and Adoption – Concept, process and attributes of Innovation.
- Meaning and elements of Diffusion.
- Meaning of adoption, stages, and categories of adopters, characteristics and factors affecting adoption process.

### **Unit – III**

#### **Leadership and Administration:**

- Leadership – Concept, types, principles, methods of identification of leadership qualities.
- Administration – Meaning, principles, increasing efficiency in administration.

### **Unit – IV**

#### **Trainer and Trainee Interface:**

- Role of Trainer – Counsellor, facilitator, teacher, advisor, model expert.
- Competencies of Trainer – attitude, behavioural traits, Trainer-Trainee perception.
- Training Evaluation – Meaning, purpose, Significance, components, criteria, factors facilitating evaluation.

<b>Subject code (E- 305) Elective</b>	<b>Early Childhood Care and Education</b>	
<b>Semester-3</b>	<b>Credit-4</b>	<b>End Semester- 80 (3 Hrs.)</b>
	<b>Full mark-100</b>	<b>Mid Semester-20 (1 Hrs.)</b>
<b>Pre-requisites: -</b>		
<b>Course outcome: -.</b>		
<ul style="list-style-type: none"> <li>➤ <b>To learn the importance of early childhood care and t education.</b></li> <li>➤ <b>Students can plan various activities for pre schoolers.</b></li> </ul>		

### **Unit-I**

- Early Childhood Years - Significance, of early childhood years; Universal needs and rights of young children; Status of children in India.
- Care of the Young Children - Importance of children's environment, concept of child rearing practices; dimensions of child rearing (feeding, weaning, toilet training, disciplinary techniques) psychological care, developing creativity among children.
- Impact of child rearing practices on children's personality development. Factors influencing child rearing practices.

### **Unit-II**

- Early Childhood Education - Meaning, objectives and needs of preschool education.
- Contribution of Philosophers and Educationists towards Preschool Education - John Locke, Pestalozzi, Frobel, Dewey, Rousseau, Montessori.
- Preschool Organizational Setup - building, site location, plans for various types of preschools (urban, rural and tribal areas), space allotment for indoor and outdoor play areas.

### **Unit-III**

- Preschool Program Planning- principles and planning of curriculum for preschool. Types of planning- daily, weekly, short-term and long-term planning.
- Planning Activities for Preschools - Information talk, storytelling, songs and music, dramatization, science experiences, creative activities, field trips, organizing functions and celebrations and parent-teacher meeting.
- Play & Play Equipment's for children -Values of Play; Types of Play in the Pre School; Play Materials and Equipment for Children; Low-Cost Play Equipment.

### **Unit – IV**

- Records and Registers – significance, types, using and maintaining records.
- Preschool Staff and Personnel – qualification, qualities and selection of personnel.
- **Home School Relationship - Importance and way of developing home School relations**

<b>Subject code (E-306) Elective</b>	<b>Exceptional Children</b>	
<b>Semester-3</b>	<b>Credit-4</b> <b>Full mark-100</b>	<b>End Semester- 80 (3 Hrs.)</b> <b>Mid Semester-20 (1 Hrs.)</b>
<b>Pre-requisites: -</b>		
<p><b>Course outcome: -.</b></p> <ul style="list-style-type: none"> <li>➤ <b>To learn about the different types of health issues related to physical and mental health.</b></li> <li>➤ <b>To understand the different challenges faced by the Exceptional children.</b></li> </ul>		

### **Unit-I**

- Meaning, definitions and classifications of exceptional children.
- Children with Sensory Deficits- Deaf and dumb, visually impaired – definition, causes, teaching methods and rehabilitation.

### **Unit-II**

- Mentally Challenged Children- Definition, causes, classification, education and rehabilitation.
- Gifted Children – Definition, Classification, Education methods used, Parental awareness and development competency in bringing up these children.

### **Unit-III**

- Socially Handicapped Children- (Juvenile delinquents) definition causes, preventive measures taken, rehabilitation.
- Emotionally Disturbed children- Common behavioural problems of children, Psychosis (Schizophrenia and Autism in children), Neurosis (Phobia, Obsession and compulsion), Causes, symptoms, treatment and rehabilitation of each type.

### **Unit-IV**

- Orthopedically Challenged Children – Definition, causes, treatment and rehabilitation.
- Children with speech defects – Aphasic child, stammering, stuttering, articulatory defects, remedial measures and speech therapy. Meaning, causes, symptoms, treatment and rehabilitation of each type.
- Welfare programmes and policies for disabled children and adolescents in India.

## **Unit-I**

- Meaning, definitions and classifications of exceptional children.
- Children with Sensory Deficits- Deaf and dumb, visually impaired – definition, causes, teaching methods and rehabilitation.

## **Unit-II**

- Mentally Challenged Children- Definition, causes, classification, education and rehabilitation.
- Gifted Children – Definition, Classification, Education methods used, Parental awareness and development competency in bringing up these children.

## **Unit-III**

- Socially Handicapped Children- (Juvenile delinquents) definition causes, preventive measures taken, rehabilitation.
- Emotionally Disturbed children- Common behavioural problems of children, Psychosis (Schizophrenia and Autism in children), Neurosis (Phobia, Obsession and compulsion), Causes, symptoms, treatment and rehabilitation of each type.

## **Unit-IV**

- Orthopedically Challenged Children – Definition, causes, treatment and rehabilitation.
- Children with speech defects – Aphasic child, stammering, stuttering, articulatory defects, remedial measures and speech therapy. Meaning, causes, symptoms, treatment and rehabilitation of each type.
- Welfare programmes and policies for disabled children and adolescents in India.

<b>Subject code (C-307) Core paper</b>	<b>Food Service Management</b>	
<b>Semester-3</b>	<b>Credit-4</b> <b>Full mark-100</b>	<b>End Semester- 80 (3 Hrs.)</b> <b>Mid Semester-20 (1 Hrs.)</b>
<b>Pre-requisites: -</b>		
<b>Course outcome: -</b>		
<ul style="list-style-type: none"> <li>➤ <b>To learn the use of resource management in food service management.</b></li> <li>➤ <b>To familiaris how to mananage space, storage , service area, selection of equipments.</b></li> </ul>		

### **Unit I**

- Food Service Management – Types of food services; principles and functions of catering management; planning, organizing, directing, coordinating, controlling and evaluating.
- Tools of Management – The organization chart and communication.
- Management of Resources –Money, space, materials, equipment, staff, time, energy, procedures.

### **Unit II**

- Organization of Space – Kitchen space, work simplification, designing kitchen, Layout of kitchen, maintain ace of kitchen.
- Storage Space – location, types of storage, planning, layout, sanitation, safety and security of stores.
- Service Areas – Location, planning service areas, dimensions for service areas, décor of service and dining areas.

### **Unit – III**

- Equipments for Food Services –Classification of equipment: weight or size, order of use, mode of operation.
- Selection of equipment – Size and type of establishment, menu, usage, utility of design, price, ease of installation, maintenance and operation, safety, economy, ease of cleaning, attractiveness, source of supply.

### **Unit IV**

- Food Management –Characteristics of food, food purchasing, Storage of food Menu planning, food production, food service.
- Financial Management – Definition and scope, cost control, pricing, book keeping and accounting.
- Personnel Management – Recruitment, selection and induction, employee facilities and benefits, training and development.

<b>Subject code (308)</b>	<b>Clinical Nutrition and Dietics</b>	
<b>Semester-3</b>	<b>Credit-4</b> <b>Full mark-100</b>	<b>End Semester- 80 (3 Hrs.)</b> <b>Mid Semester-20 (1 Hrs.)</b>
<b>Pre-requisites: -</b>		
<b>Course outcome: -.</b>		
<ul style="list-style-type: none"> <li>➤ <b>To learn the therapeutic diet for the people suffering from different diseases.</b></li> <li>➤ <b>To know the role and responsibilities of dietitians.</b></li> </ul>		

## Unit I

- Diet Therapy – Glycemic index, dietary supplements, Adjuncts to Diet Therapy, Food, and nutrition and drug interaction.
- Therapeutic Diet – Routine hospital diet, nutrition support service, malnutrition in hospital patients, pre and post-operative diets, immune-nutrition, nutrition support in burn patients.
- The Dietitian – Classification, roles and responsibilities, code of ethics, assessment and diet planning.

## Unit II

- Diet in Gastrointestinal Diseases – Indigestion, Peptic ulcer, Carcinoma of the stomach, Gastric surgery, Constipation, Diarrhoea, Lactose intolerance, Irritable bowel syndrome, Intestinal gas and Flatulence.
- Diet in Cardiovascular Diseases – Prevalence, clinical effects, risk factors, role of fat in development of Atherosclerosis, dietary management, hypertension, hypercholesterolemia, physical activity and heart disease.
- Diet in Diseases of Liver and Pancreas - Functions of liver, agents responsible for liver damage, damaged caused by liver, infective hepatitis, cirrhosis of liver, hepatic encephalopathy, cholecystitis and cholelithiasis, pancreatitis.

## Unit - III

- Diet in Diabetes Mellitus – Prevalence, types, etiological classification by WHO, aetiology, symptoms, diagnosis, treatment, complications, gestational diabetes, alcohol and diabetes.
- Diet in Diseases of Kidneys – Functions of kidney, Glomerulo Nephritis, Nephrotic syndrome, acute renal failure, chronic renal failure, dialysis, Urolithiasis or urinary calculi.
- Dietary management in case of Febrile Diseases: Tuberculosis, Typhoid and Metabolic disorders like Gout Obesity and diabetes Mellitus.

## Unit IV

- Diet in deficiency diseases of all vitamins and minerals specifically.
- Different types of Diets and their therapeutic effects - Bland, High Protein, High Calorie, low fat, low sodium, low fibre, solid, liquids and other types of Diets.
- Food sensitivity – Types of reactions, foods involved in sensitivity, symptoms, diagnosis, and treatment

<b>Subject code (HS CT -300)</b>	<b>Family and Community Science</b>	
<b>Semester-3</b>	<b>Credit-4</b>	<b>End Semester- 80 (3 Hrs.)</b>
	<b>Full mark-100</b>	<b>Mid Semester-20 (1 Hrs.)</b>
<b>Pre-requisites: -</b>		
<p><b>Course outcome: -.</b>  <b>(It is a CBCS course to be learnt by other than home science students)</b></p> <ul style="list-style-type: none"> <li>➤ <b>To familiarize the students with family and community science.</b></li> <li>➤ <b>To learn about food laws and food additives.</b></li> </ul>		

### **Unit – I**

- Process and periods of Human Development–Nature and nurture interactions and its significance.
- Family Life Education – Meaning, significance, subject matter and target groups for Family Life Education.
- Family Life Enrichment – Meaning, need and aspects of family Life enrichment. Individual’s right to have a family; Family’s Rights and Responsibility with reference to its environment; scope of family life enrichment.

### **Unit – II**

- Food Quality Assessment – Causes of spoilage. Safety and Care of Food Supply – Microbial hazards, Residue Pollutants, Natural toxicants in Foods, Food Poisoning.
- Food Additives – Flavoring agents, coloring agents, leavening agents, stabilizers, thickeners and their usages.
- Food Laws – Subjective and objective methods of measuring quality for food production.

### **Unit – III**

- Management of Family Resources – Management of energy, fatigue, energy savings methods and devices (work simplifications).
- Management of Time – Meaning, principles, methods and devices used for time saving. Importance of quality time for family living.
- Management of Money - Meaning, types, functions of money, types of Income and supplementary family income.

### **Unit – IV**

- Extension Education– Concept and features of extension education: Formal education, Non-formal education, Adult education.
- Objectives, Characteristics and Philosophy of Extension Education.
- Principles of Extension Education and qualities of Extension worker.



## FOURTH SEMESTER

Subject code (C-401) Core course	Child Study and Family Relation	
Semester-4	Credit-4 Full mark-100	End Semester- 80 (3 Hrs.) Mid Semester-20 (1 Hrs.)
<b>Pre-requisites: -</b>		
<p style="text-align: center;"><b>Course outcome: -.</b></p> <ul style="list-style-type: none"> <li>➤ To learn the importance of child study and developmental process.</li> <li>➤ To learn the different techniques used in child study</li> <li>➤ To learn the present day contemporary changing family relationship.</li> </ul>		

### Unit – I

- Child Study - Meaning, importance, scope, period and process of studying Child Development.
- Principles of Child Development and factors Influencing Child's Overall Growth and Development.
- Major Theoretical Perspectives in Understanding Child Development- Piaget's cognitive theory, Erickson's psychosocial development, Freud's psychoanalytic theory and Bronfenbrenner's Ecological theory.

### Unit – II

- Techniques of Studying Children - Approaches to child study (longitudinal and cross-sectional); different methods of child study (Case study, observational technique, structured tests & scales, Self-report methods, projective and other indirect methods).
- Common Psychometric Tests –Intelligent Tests (verbal and non-verbal), Aptitude test, Projective tests (TAT and CAT), Personality tests.

### Unit – III

- Family Relationships–Meaning and significance of family relationship in traditional days and in contemporary societies.
- Basic Elements of Family Relations - Family communication, Role performance within family, family interactions, family adaptability, family cohesion, family homeostasis, family boundaries.
- Types of Family Relationships–Couple relationship, Parent-Child Relationship (Fathering and Mothering), Sibling Relationships, In-law Relationships, Relationship with extended family members and Grandparents and grandchildren's Relationships.

### Unit - IV

- Family Relations and Child's Development– Contribution of positive family relationship (father & mother) in healthy personality development of children and adolescents.
- Family Life Cycle – Meaning, importance, stages and problems associated with it.
- Changes and Challenges of Family Relationships in Contemporary Society –Role of Media, women's education and employment.

<b>Subject code (C- 402) Core course</b>		<b>Nutrition Through life cycle</b>	
<b>Semester-4</b>	<b>Credit-4</b>	<b>End Semester- 80 (3 Hrs.)</b>	
	<b>Full mark-100</b>	<b>Mid Semester-20 (1 Hrs.)</b>	
<b>Pre-requisites: -</b>			
<b>Course outcome: -.</b>			
<ul style="list-style-type: none"> <li>➤ <b>To learn the nutritional need for the different stages of life</b></li> <li>➤ <b>To learn the nutritional need for Infants ,children, adolescent ,adult and elderly persons.</b></li> </ul>			

### **Unit – I**

Nutrition during Infancy:

- Changing feeding patterns, solid foods, feeding problems, nutritional issues
- Nutritional assessment, requirements.
- Growth and development, Nutrition for low-birth-weight infant.

### **Unit – II**

Nutrition for Children and adolescents:

- Adolescent growth, development and changes, nutritional requirement
- Nutritional status and diet for children and adolescent
- Current nutrition issues, Diet for Athletes.

### **Unit – III**

Nutrition for adult and elderly:

- Nutritional requirement and Nutritional assessment for adult and elderly
- Physiologic and biochemical changes during old age.
- Dietary management and dietary counselling for adult and elderly.

### **Unit - IV**

Nutrition during Pregnancy and Lactation:

- Diet during pregnancy, Physiologic and biological changes in pregnancy, factors influencing outcome of pregnancy
- Prenatal nutrition, nutrition and brain development
- Nutritional requirement during lactation, dietary counselling

<b>Subject code (403)</b>	<b>Population Studies and Consumer Education</b>	
<b>Semester-4</b>	<b>Credit-4</b>	<b>End Semester- 80 (3 Hrs.)</b>
	<b>Full mark-100</b>	<b>Mid Semester-20 (1 Hrs.)</b>
<b>Pre-requisites: -</b>		
<b>Course outcome: -.</b>		
<ul style="list-style-type: none"> <li>➤ <b>To know the demographic trends in India.</b></li> <li>➤ <b>To become awise and judicious consumer.</b></li> </ul>		

### **Unit – I**

- Demography –Concept, demographic cycle, demographic trends in India.
- Fertility – Meaning, factors affecting fertility among the population (age at marriage, duration of married life, spacing of children, education, economic status, caste and religion, nutrition, family planning, other factors). Fertility related statistics.
- Need for study of Population Structure, characteristics of population structure (Age and Sex).
- Factors influencing sex ratio – Age structure, marital status, religion, literacy and population.

### **Unit – II**

- Population distribution–Basic concepts, measures and factors affecting population distribution.
- Family Planning–Definition, scope, health aspects of family planning, Contraceptive methods, Barrier methods, Intra-uterine devices. National Population Policy and Family Welfare Programs.
- Population Education – Concept, need, objectives, scope of population education, causes of growth in India.

### **Unit – III**

- Introduction to Consumer Behavior – Who is a consumer? Defining consumer behavior; Nature and scope of consumer behavior; Characteristics of Indian Consumers; Consumer decision making.
- Changing Patterns of Consumer Behavior – Demographic trends; Technological trends; Implications of technological trends on consumer behavior; Trends in Public Policy.
- Environmental Determinants of Consumer Behavior–Influence of Culture; Group influence on consumption; Family Buying decisions.

### **Unit – IV**

- Consumer Awareness and Education - Consumer Rights and Welfare. Problems faced by the Indian Consumer.
- Laws protecting Consumer – Consumer Protection Act, 1986;
- Role of consumer society in protecting consumer; Consumer Forum and Consumer Redressal Cell, Consumer Movement in India.

<b>Subject code (E-404) Elective</b>	<b>Extension Training and Administration</b>	
<b>Semester-4</b>	<b>Credit-4</b> <b>Full mark-100</b>	<b>End Semester- 80 (3 Hrs.)</b> <b>Mid Semester-20 (1 Hrs.)</b>
<b>Pre-requisites: -</b>		
<b>Course outcome: -.</b> <ul style="list-style-type: none"> <li>➤ <b>To learn the developmental programmes in administration.</b></li> <li>➤ <b>To know the emerging trainer role and behavioural trades.</b></li> </ul>		

### **Unit – I**

- Training and Development – Nature, importance and process of training and development.
- Training Programmes – Advantages and Impediments to effective training.
- Inputs in Training and Development; Methods of Training.

### **Unit – II**

- Trainer and Trainee Interface - Role of Trainer: Emerging trainer role, skill requirements, Trainee Like Qualities (TLQ), Trainee Unlike Qualities (TUQ).
- Characteristics of a good trainer - Attitude, behavioral traits, Trainer-Trainee perception.

### **Unit – III**

- Training Evaluation–Meaning, purpose, Significance, components, criteria, factors facilitating evaluation.
- Training of the Trainers on development issues
- Use of technology in training

### **Unit - IV**

Leadership and Administration:

- Leadership – Concept, types, principles, methods of identification of leadership qualities.
- Administration – Meaning, principles, increasing efficiency in administration.
- Supervision: field supervisor and laboratory supervision

<b>Subject code (405)</b>	<b>Dissertation and internship(External exam)</b>	
<b>External Exam</b>		
<b>Semester-4</b>	<b>Credit-4</b> <b>Full mark-100</b>	<b>Dissertation (80 marks)</b> <b>Viva (20 marks)</b> <b>equally examined by both internal and external</b>
<b>Pre-requisites: -</b>		
<b>Course outcome: -.</b> <ul style="list-style-type: none"> <li>➤ <b>To learn the skill of writing dissertation / project work.</b></li> <li>➤ <b>To acquire knowledge through field visits.</b></li> </ul>		

- i. Field visit to NGO, *Anganwadies*, Community Centers etc;
- ii. Students will have to prepare a Dissertation on any area of their choice from the special papers. basing on fieldwork (primary)/ secondary data

<b>Subject code (E-406) Elective</b>	<b>Theories of Child Development</b>	
<b>Semester-4</b>	<b>Credit-4</b> <b>Full mark-100</b>	<b>End Semester- 80 (3 Hrs.)</b> <b>Mid Semester-20 (1 Hrs.)</b>
<b>Pre-requisites: -</b>		
<b>Course outcome: -.</b>		
<ul style="list-style-type: none"> <li>➤ <b>To learn different theories of child development .</b></li> <li>➤ <b>To analyse and interpret critically each stage of development.</b></li> </ul>		

#### **Unit – I**

- Students will have to prepare a Dissertation on any area of their choice from the special papers. basing on fieldwork (primary)/ secondary data
- Meaning, types and functions of theory. Theoretical perspectives biological, environmental, interactional, cultural context of child development.
- Psychoanalytic theory of Freud – Meaning, stages and critical analysis.
- Erickson’s theory of Psycho-social development – Meaning, stages and critical analysis.

#### **Unit – II**

- Cognitive Development theory of Jean Piaget – Meaning, stages and critical analysis
- Cognitive theory of Vygotsky’s – Meaning, stages and critical analysis.
- Ecological theory of Human Development by Bronfenbrenner - Meaning, stages and critical analysis.

#### **Unit – III**

- Field theory of Kurt Lewin - Meaning, stages and critical analysis.
- Attachment theory of Bowlby - Meaning, stages and critical analysis.
- Language theory of Chomsky - Meaning, stages and critical analysis.

#### **Unit – IV**

- Need theory of Abraham Maslow - Meaning, stages and critical analysis.
- Social learning theory of Bandura and Skinner - Meaning, stages and critical analysis.
- Kohlberg’s theory of Moral development - Meaning, stages and critical analysis.

<b>Subject code:-(E-407) Elective</b>	<b>Dissertation and internship (External exam)</b>	
<b>Semester-4</b>	<b>Credit-4</b> <b>Full mark-100</b>	<b>Dissertation (80 marks)</b> <b>Viva (20 marks)</b> <b>equally examined by both internal and external</b>
<b>Pre-requisites: -</b>		
<b>Course outcome: -.</b>		
<ul style="list-style-type: none"> <li>▲ <b>To learn the skill of writing dissertation / project work.</b></li> <li>▲ <b>To acquire knowledge through field visits.</b></li> </ul>		

### HOME E407: Dissertation and Internship (External Exam)

- Internship - Students will be attached to a Child Care Centre (Anganwadi/Preschool/Play School) / Special School / Old Age Home / Child or Juvenile Home for one week for training.
- Students will have to prepare a Dissertation on any area of their choice from the special papers. basing on fieldwork (primary)/ secondary data

<b>Subject code (408) Elective</b>	<b>Food Science</b>	
<b>Semester-4</b>	<b>Credit-4</b> <b>Full mark-100</b>	<b>End Semester- 80 (3 Hrs.)</b> <b>Mid Semester-20 (1 Hrs.)</b>
<b>Pre-requisites: -</b>		
<b>Course outcome: -.</b>		
<ul style="list-style-type: none"> <li>➤ <b>To Learn the biochemistry of different types of foods.</b></li> <li>➤ <b>To learn the analysis of major food groups.</b></li> </ul>		

### Unit – I

- Food Science – Important physical phenomena influencing the reaction of living matter: i) surface tension, ii) colloidal states iii) permeability iv) Osmotic pressure v) Hydrogenation concentration.
- Carbohydrates – Asymmetric carbon atoms and optical isomerism-cyclic structure of sugar and Haworth Formulation-Monosaccharide of biological importance; Disaccharides, Polysaccharides structure, analogy-Phosphoric esters of sugar compound, carbohydrates. Glycosides –peptic compounds metabolism of carbohydrates.

### Unit – II

- Proteins – Classifications of amino acid. Individual structure-Peptide bond evidence for peptide linkage-Architecture of Protein-Electrolytes. PH Buffers-amino acids and protein chemistry of nucleo-proteins-nucleic acid, nucleotides, vitamins, chemistry, food sources, requirements. Effect of deficiency and over vitaminosis.
- Lipids-Forms of Lipids in nature, Phospholipids-lecithin, cephalin, sphingomyline, glycolipids, cerebrosides, glycolipids of High molecular weight, bile acids- Lipo proteins-Metabolism of Lipids.

### Unit – III

- Food Spoilage - causes and types of food spoilage, canned foods
- Types of microorganism. Test for contaminations, microbial infestations and toxications. Proper storage and handling of foods.

### Unit – IV

- Food preservation –principles and methods of preservation .
- Effect of freezing on nutritive value, storage of frozen foods,use of preservatives

Subject code: -E (409)		Dissertation and internship (External exam)	
Semester-4	Credit-4	Dissertation (80 marks)	
	Full mark-100	Viva (20 marks) equally examined by both internal and external	
Pre-requisites: -			
Course outcome: -			
▲ To learn the skill of writing dissertation / project work.			
▲ To acquire knowledge through field visits.			

- Internship – Students will be attached to a clinic/hospital/catering center/food processing unit/hotel etc; for two weeks for training and submit the report within 10 pages.
- Students will have to prepare a Dissertation on any area of their choice from the special papers. basing on fieldwork (primary)/ secondary data



## Text and Reference Book List

1. Normal and Therapeutic Nutrition – Corinne Hogden Robinson, Marilyn R. Lawler
2. Essentials of Food and Nutrition, M Swaminathan, Ganesh Publications Pvt Ltd.
3. Food Facts and Principles – N. Shakuntala O. Manay, New Age International,
4. Nutrition Science – B. Srilaxmi., Google Books,
5. Food Science – B. Srilaxmi. Google Books,
6. Dietetics – B. Srilaxmi. Google Books,
7. Text Book of Preventive and Social Medicine- .K.Park and J.E. Park.
8. Nutritive Value of Indian Foods – C. Gopalan.
9. Home Management – Educational Planning Group.
10. Text Book of Household Arts – Stella Soundaraj , Orient Longman
11. Principles of Management – P.C. Tripathi and P.N.Readdy, Tata McGraw Hill.
12. Management in Family Living – Nickell Dorsey. Abe Books.
13. Principles and Practice Of Management, V.S .P. Rao and P.S. Narayana, Published by Konark Publishers Pvt Ltd
14. Human Development – Diane E. Papalia. Mc Graw Hill Publication.
15. Developmental Psychology – E.B Hurlock, Google Books
16. Text Book on Child Development and Family Studies – A. Chowdhury, Academic Excellence, New Delhi.
17. Child Development –Thomas J. Berndt ,Brown & Benchmark Publishers, 1997
18. Life-Span Development John W. Santrock McGraw Hill Publication.
19. Human Development – Across the Span –, J.S.Dacey and J.F. Travers. Brown & Benchmark.
20. Child and Adolescent Development – Anita Woolfolk and Nancy E. Perry.
21. The Development of Children – Michael Cole and Sheila R. Cole- Scientific American Books.
22. Child Rearing Practices in India: H. Samantaraya ,Sara Publications, New Delhi
23. Pre-School Children – Development, Care and Education – A. Chowdhury, New Age International Ltd.
24. Exceptional Children: Their psychology and Education – Chintamani Kar. Sterling Publishers PVT Ltd.
25. Developmental Psychology – Howard Gardner, Harvard University Press
26. Children with Exceptional Needs- Lilly Stephen. HottaRinchar.

27. Abnormal psychology – Sharmugam, Tata, McGraw Hill.
28. Exceptional Children – Udy Shankar. Sterling Publishers.
29. Exceptional Children –William L. Heward and Michael D. Orlansky, MacMillan,
30. Education of Exceptional Children – M. Dash, Atlantic Publishers & Distributors.
31. Counseling and Guidance – S. Narayan Rao. McGraw Hill.
32. Guidance and Career Counseling – A.K. Nayak and V.R. Rao. Watermark Theme, powered by Blogger
33. Introduction to Counseling and Guidance – Robert L. Gibson and MarianneH.Mitchell. Prentice- Hall of India.
34. Education, Communications for Development – O.P. Dhama and O.P. Bhatnagar, Oxford & IBH Publications.
35. Extension Education in Community Development – Directorate of Extension, Government of India.
36. Extension, Communication and Management – G.L. Ray.Kalyani Publisher New Delhi.
37. Extension Education – A.A.Reddy, Srilaxmi Press, Delhi
38. An Introduction to Extension Education – S.V.Supe. Oxford & IBH Pub.
39. Process of Communication- B.K. Berlo.
40. Community Organist ion: Theory and Principles- M.G.Ross.
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