

# **M.A/M.Sc in Home Science (Human Development & Family Studies)**

**SYLLABUS (2018-20)**



**P.G. DEPARTMENT OF HOME SCIENCE  
SAMBALPUR UNIVERSITY  
JYOTI VIHAR**

**Courses of Studies for the M.A/ M.Sc Home Science (Human Development & Family Studies)****Examination(Under Course Credit Semester System)Effective from First Semester Examination, 2018-20****First Semester**

Course No.	Title	Credit Hour
HSC. 411	Research Methodology	4 (Theory)
HSC. 412	Theories of Human Development & Family Studies	4 (Theory)
HSC. 413	Nutrition through Life Cycle	4 (Theory)
HSC. 414	Environmental Management	4 (Theory)
HSC. 415	Practical related to HSC411 & HSC 412	2 (Practical)
HSC. 416	Practical related to HSC413 & HSC 414	2 (Practical)
	<b>Total</b>	<b>20</b>

**Second Semester**

Course No.	Title	Credit Hour
HSC. 421	Infancy & Childhood Development	4 (Theory)
HSC. 422	Statistics & Computer Application	4 (Theory)
HSC. 423	Guidance & Counseling	4 (Theory)
HSC. 424	Community Health Management	4 (Theory)
HSC. 425	Practical Related to all theory papers	3 (Practical)
HSC. 426	Writing of Term Paper & Seminar	1
	<b>Total</b>	<b>20</b>

**Third Semester**

Course No.	Title	Credit Hour
HSC. 511	Therapeutic Nutrition	4 (Theory)
HSC. 512	Early Childhood Care & Education	4 (Theory)
HSC. 513	Advance Adulthood Development	4 (Theory)
HSC. 514	Programme Planning in Public Health Nutrition	4 (Theory)
HSC. 515	Practical related to all the theory papers	2 (practical)
HSC. 516	Dissertation (Writing of Synopsis &Field Work)	2
	<b>Presentation through a seminar (to be completed in IVth Semester)</b>	
	<b>Total</b>	<b>20</b>

**Fourth Semester (A candidate has to select any three elective theory papers)**

Course No.	Title	Credit Hour
HSC. 521	Adolescents & Youth	4(Theory elective)
HSC. 522	Gender & Development	4(Theory elective)
HSC. 523	Study of Family in Society	4(Theory elective)
HSC. 524	Gerontology	4(Theory elective)
HSC. 525	Children with special Needs	4(Theory elective)
HSC. 526	Dissertation	6
HSC. 527	Seminar	2
	<b>Total</b>	<b>20</b>

**Instruction to Paper Setters**

1. In theory papers questions will be set unit-wise with 2 questions from each unit (total 8 questions).The students shall answer any one question from each unit.
2. 60% of the questions shall be long-answered type and 40% short-answered type.

**Courses of Studies for the M.A./ M. Sc Home Science( HumanDevelopment & Family Studies)**  
**Examination (Under Course Credit Semester System)Effective from First Semester Examination, 2018-20**

**DETAILED COURSES OF STUDIES**

**FIRST SEMESTER**

**Course No: HSC. 411**

**Research Methodology (Theory)**

**4CH**

***Objectives:***

- 1. To understand the scientific approaches to research methodology.*
- 2. To learn different types of research designs, methods of data collection and importance of scaling technique.*

***Expected Outcome:***

*Gaining knowledge on Research Methodology will enable the students to do research properly in thrust areas of Home Science.*

**Unit-I:** Research Methodology: Meaning, aim & objective of research, significance of Research, Role of Research , Types of Research, Research Process, Criteria of a good Research. Research Problem, defining a research problem, selecting the problem, technique involved in defining a problem. Thrust areas in Thrust areas in research in Home Science.

**.Unit-II:** Research Design: Meaning need & feature of a good design. Different types of research design, Experimental Research Design. Sampling design, Census and sample survey, Steps in sampling design, characteristics of a good sampling design, Types of sampling design, sampling error, criteria for selecting a sampling design.

**Unit-III** Data collection: Collection of primary data through different methods (Observation, Interview, Questionnaire, Schedule, Sociometry, Anthropometry, and other methods), Collection of Secondary data, Selection of appropriate method for data collection. Case study method.

**Unit-IV:** Measurement & Scaling techniques: Measurement scales. Tests of Sound measurement, Techniques of developing measurement tools, Scaling,, Meaning, scale classification bases, important scaling techniques, Scale construction techniques.

**Books Recommended**

1. Statistical Methods – S.P.Gupta, Sultan Chand & Sons Publisher- New Delhi
2. Research Methodology, Methods and Techniques – C.R. Kothari Wiley Eastern Limited – New
3. An Introduction to Statistical Methods – C.B.Gupta & V.Gupta- Vikas Publishing House PVT Ltd.
4. Methodology and Techniques of Social Research – P.L.Bandarkar & T.S.Wilkinson –Himalaya Publishing House- Mumbai.
5. Research Methods & Measurements in Behavioural & Social Sciences – G.L.Bhatnagar – Agri. Cole. Publishing Academy, New Delhi.
6. Statistics in Psychology & Education – Henry, E. Garrett, David Heley and Co.
7. Experimental Design in Psychological Research – Edwards
8. The Quality of Life: Valuation in social Research – R. Mukherjee – Sage publications, New Delhi.
9. Fundamentals of Statistics- D.N. Elhance.
10. Statistics in Psychology & Education-Garrett & Word.

**Objectives:**

1. To understand the theories of human development.
2. To gain knowledge on family pattern and policies and changes in contemporary Indian families.

**Expected Outcomes:**

Student will gain knowledge on theories of Human Development & ideology of family rights & changes in contemporary Indian families & societies.

**Unit-I:** Life span perspectives: Stages of life span, Basic concept of development Principles of growth & Development, Developmental task, Methods of studying Human Development ( observation, Questionnaire, Interview, case study, & Psychometric methods) Role of heredity & Environment.,

**Unit-II:** Theories of Human Development; (Freud's psychoanalytic theory, Learning theory of Pavlov, Watson, Skinner, Cognitive development theory of Piaget, Social learning & social Cognition theories, Erikson,s Psychosocial theory)

**Unit-III:** Theoretical & conceptual frame work to study family, Theories of Family; developmental, system, conflict and social Exchange Theory

**Unit-IV:** Family pattern & policies, family life Cycle, Family Life enrichment programme, Ideology of family rights and responsibilities, family life education, developing resiliency in contemporary Indian families

**Books Recommended**

1. Child Development- L.E.Berk Basten-Allyn & Bacon, London.
2. Child Development- E.B. Hurlock.
3. Developmental Psychology- E.B.Harlock.
4. Child Development & personality- P.H.Mussen, J.J. Conger & J.Kagan, A.C.Huston-Harper & Row Publications, New York.
5. Human Development- F.P.Rice-Perntice Hall, New Jersey.
6. The Development of Children- M.Cole & S.Cole-Scientific American Books- Freeman & Co,
7. Child Development- An Introduction – J.W. Santrock & S.K.Yussen Iowa WMC. Brown Publishers.
8. Child Development: Infancy through Adolescence-A.Clarke Stewart & S.Friedman, Johnwiley, New York.
9. Enhancing the Role of the Family as an agent for Social & Economic Development TISS Bombay
10. Family Life Education in India –Perspectives, Challenges and application, A. Choudhury Rawat Publication Jaipur.
11. Family in Transition: Power & Development, J.K.barala& A.Choudhury, Northern Book Center,
12. Family Dynamics: Social Work Perspectives, A. Khasgiwala, 1993, Anmol, New Delhi.

**Objectives:**

1. To enhance knowledge of students about physiological changes and nutritional requirements during various stages of life cycle.
2. To understand problems of different age groups and its managements.

**Expected Outcome:**

Detail knowledge on nutrition across lifespan can be obtained and different nutritional problems can be tackled easily.

**Unit-I:** Nutrition during Infancy: Growth and Development during Infancy, nutritional requirement during in infancy. Feeding of infants: breast feeding, artificial feeding, weaning and supplementary foods, Feeding of premature & low birth weight babies, Nutritional disorder and common ailments in infancy .

**Unit-II:** Nutrition for Pre school and school going children(1 to 12 years) Importance of nutrition during pre school/school age. Nutritional requirements during preschool/school years, Food requirements during pre school/school age, Nutrition related problems in pre school/school children,feeding programmes.

**Unit-III:** Nutrition for adolescents:, Physical & physiological changes, Nutritional requirement, Food preferences, Nutritional problems –Obesity, Eating disorders,,osteoporosis,Under nutrition.Prevalence of Anemia in adolescence and its management. Nutrition in Adult hood period on the basis of sex & activities

**UNIT-IV:**Nutrition during physiological changes in body: Pregnancy: Physiological changes, weight gain, , food & nutrient requirements during pregnancy, impact of good nutrition on outcome of pregnancy, Complications of pregnancy& their nutritional management. Lactation: Physiology of lactation, impact of nutrition on milk production, food & nutritional requirement during lactation. , Nutrition during old age: Physical & physiological changes, nutritional requirements. Problems of old age, Degenerative diseases, Exercise and old age, Drugs and old age.

### **Books Recommended**

1. Preventive and Social Medicine- Park and Park, Banarasidas Bhanot Publishers, Prem nagar, Nagpur Road, Jabalpur.
2. Normal and Therapeutic nutrition - C.H.Robinson, Oxford &IBH Publishing Co.Calcutta.
3. Public Health and Hygiene- Y.P.Bedi, Atma ram & sons, Kashmere gate, Delhi.
4. Text Book of Public Health and Social Medicine- A.N.Ghei, Lakshmi Book Store, New Delhi.
5. Nutrition in Preventive Medicine- G.H.Beatin & J.M.Bengea-WHO.
6. Combating under Nutrition- Basic Issues & Practical Approaches, C.Gopalan, NFI Publications.
7. NFHS Survey I & II- International Institute for Population Studies, Mumbai.
8. Encyclopedia of Health & Nutrition- 1-6, Anmol Publications, New Delhi.
9. Introduction to Nutrition throughout the life cycle, SR Williams, RS Worthington, EDSneholinka, P.pipes, JM ress & KL Mahal, Times Mirroe Mosby college publication
10. Text Book of Human Nutrition- M.S.Bamji, P.N.Rao & V. Reddy- Oxford & IBH Publishing Co. PVT Ltd.

**Course No: HSC-414 Environmental Management**

**4CH**

#### ***Objectives:***

1. *To acquire knowledge about components of environment and impact of population growth on environment.*
2. *To understand causes and effects of environmental pollution and its impact on human health.*

#### ***Expected Outcome:***

*Studying environmental management will help to enrich knowledge about environment, population and environment, environmental pollution, and public health hazards due to pollution.*

**Unit-I:** Environment: Components of environment, factors influencing environment, elements of environment. Atmospheres: (Troposphere, Mesosphere, Ionosphere, Exosphere, Hydrosphere, Lithosphere, Biosphere), Physico-chemical factors in the environment, changes in environment, National resources-conservation & sustainable development.

**Unit-II:** Population & Environment: population density, mortality, Dispersion, age distribution, population growth curve, age pyramid, carrying capacity, community, structure, population growth & natural resources, Impact of population, growth on economic development & environment.

**Unit-III:** Environmental Pollution: Definition, types of pollutants, Agents causing pollution, classification, effects of pollution- Air pollution, sources, air pollutants, effects of air pollution & its control. Water Pollution: sources, water pollutants, effects of water pollution & its control. Noise Pollution: effect & control of noise pollution, Land degradation, causes, effect & control, waste disposal, legal provisions to control pollution.

**Unit-IV:** Environment and Public Health: Epidemiology, transmission of communicable diseases, water, air, vector and food borne diseases, environmental pollution & community health, chemical insecticides & its impact on health, toxic action of metals & biological substances, sanitation measure to prevent & control the spread of diseases, vector control.

### **Books Recommended**

1. Environmental Studies- A.K.Patra, Kalyani Publishers, New Delhi.
2. Fundamentals of Environmental Studies-S.N.Tripathy & Sunakar Panda, Vrinda Publications (P) Ltd, Delhi.

3. Environment & Society- P.C.Mishra & R.C.Das, Macmillan India Limited, New Delhi.
4. Fundamentals of Environmental Studies- N.K.Tripathy, Taratarinin Pushtakalaya, Berhampur, Orissa.
5. Man & Environment- M.C.Dash & P.C.Mishra, Macmillan India Limited, Kolkata.
6. A Text Book on Environmental Pollution & Control- H.S.Bhatia, New Delhi.
7. Environmental pollution & Development: Environmental Law, policy & Role of Judiciary- C.Pal, Mittal Publishers, New Delhi.
8. Sociology of Environment-S.N.Power & R.B.Patil, Rawat Publishers, Jaipur.
9. Environmental Education Problems & prospects- R.Ghanta & B.D.Rao, Discovery, New Delhi.
10. The Impact of Environmental Degradation on People- Philip viegs & Geeta Menon, Inidan social Institut, New Delhi.
11. Sustainable development & Environment, vol. I- Amit khanna De *et al.* , Cosmo Publisher, New Delhi.
12. Environmental Degradation: Socio-economic Consequences, I.S.Chauhan & A.Chauhan, Rawat Publishers, Jaipur.

## **SECOND SEMESTER**

**Course No: HSC. 421 Infancy & Childhood Development (Theory)**

**4CH**

### ***Objectives:***

1. *To understand how life begins, infancy, baby hood, early childhood & late childhood.*
2. *To understand the course of development, changes, & adjustment in childhood.*

### ***Expected Outcomes:***

*Students will able to gain knowledge importance & developmental task & other aspects of infants, babyhood, early childhood & late childhood period.*

**Unit-I:** How life begins & Infancy: Pre-natal Development: the beginning, conception, period of prenatal development, factors affecting & hazards of prenatal period. Infancy: The newborn, characteristics, major adjustment of infants, factors influencing adjustment to post natal life, developmental trends & hazards.

**Unit-II:** Baby hood: Characteristic & developmental tasks of babyhood., Physical, mental, motor, speech, emotional, social, moral and personality development, during baby hood period. Early interest in play, family relationship development in babyhood period, Hazards & happiness of baby hood period.

**Unit-III:** Early childhood: Characteristic & developmental tasks of early childhood, physical, mental, motor, speech, emotional, social moral & personality development during early childhood period. Play & common interest in early childhood period, Family relationship in early childhood, Hazards & happiness in early childhood period.

**Unit-IV:** Late childhood: Characteristic & developmental tasks of late childhood, physical growth, motor skills, speech development, emotional development, expressions pattern of socialization, play interest, moral, personality development& Development of understanding during late childhood period, common interest in family relationship during late childhood, Hazards & happiness in late childhood period.

### **Books Recommended**

1. Child Development- L.E.Berk Basten-Allyn & Bacon, London.
2. Child Development- E.B. Hurlock.
3. Developmental Psychology- E.B.Harlock.
4. Child Development & personality- P.H.Mussen, J.J. Conger & J.Kagan, A.C.Huston-Harper & Row Publications, New York.
5. Human Development- F.P.Rice-Perntice Hall, New Jersey.
6. The Development of Children- M.Cole & S.Cole-Scientific American Books- Freeman & Co, New York.
7. Child Development- An Introduction – J.W. Santrock & S.K.Yussen Iowa WMC. Brown Publishers.
8. Child Development: Infancy through Adolescence-A.Clarke Stewart & S.Friedman, Johnwiley, New York.

**Objectives:**

1. To learn basic statistical procedures for research.
2. To understand applications of various statistical techniques for analysis and interpretation of data.

**Expected Outcome:**

Gaining knowledge on St. And Com. Application will enable students to do qualitative and quantitative data analysis of their research work.

**Unit-I:** Classification & tabulation of Data: Meaning, objective and types of classification, formation of discrete and continuous frequency distribution, tabulation of data, parts of a table, General Rule of tabulation, Types of tables, Diagrammatical and graphical presentation of data: significance, types and limitation of different types of diagrams and graphs used for presentation of data.

**Unit-II:** Measure of Central tendency: Mean, Median, Mode and their uses with examples and their advantages and disadvantages, Measure of Dispersion: significance and methods used in studying dispersion (range, quartile deviation, mean deviation and standard deviations) with their uses, advantages and disadvantages.

**Unit-III:** Test of Relationship; Meaning, types and methods used to study correlation (simple Co-efficient of correlation, rank correlation. Testing of Hypothesis; Meaning, basic concept concerning testing of hypothesis, procedure for testing hypothesis, Errors in testing hypothesis.

**Unit-IV:** Parametric and Non-parametric tests: uses of chi square test, student 't' test, and 'z' test in testing hypothesis. Interpretation & Report writing; meaning, technique of interpretation, significance, steps followed, layout of report writing, Types of report and techniques of writing a report, The computer system, important characteristics and application in Research.

**Books Recommended**

1. Statistical Methods – S.P.Gupta, Sultan Chand & Sons Publisher- New Delhi
2. Research Methodology, Methods and Techniques – C.R. Kothari Wiley Eastern Limited – New
3. An Introduction to Statistical Methods – C.B.Gupta & V.Gupta- Vikas Publishing House PVT Ltd.
4. Methodology and Techniques of Social Research – P.L.Bandarkar & T.S.Wilkinson –Himalaya Publishing House- Mumbai.
5. Research Methods & Measurements in Behavioural & Social Sciences – G.L.Bhatnagar – Agri. Cole. Publishing Academy, New Delhi.
6. Statistics in Psychology & Education – Henry, E. Garrett, David Heley and Co.
7. Experimental Design in Psychological Research – Edwards
8. The Quality of Life: Valuation in social Research – R. Mukherjee – Sage publications, New Delhi.
9. Fundamentals of Statistics- D.N. Elhance.
10. Statistics in Psychology & Education-Garrett & Word.

**Course No: HSC. 423 Guidance & Counseling (Theory)**

4 CH

**Objectives:**

- 1.To understand need of guidance and counselling in educational settings.
- 2.To enrich knowledge on counselling, its concept, purpose and importance of vocational guidance and counselling.

**Expected Outcome:**

Enrich knowledge on guidance and counselling will help the students, teachers and social workers to take right decisions for their vocation as well as life.

**Unit-I:** Guidance; concept, nature, need & scope of Guidance, principles, basic assumptions, functions of Guidance, different areas of guidance, (educational, vocational, avocational, social, moral, health, personal, marital), types of guidance, group guidance techniques.

**Unit-II:** Counseling: Definition, counseling and psychotherapy, purpose & scope of counseling, levels of classifications of counseling, counseling techniques, types and areas of counseling, counseling and related field, process of counseling.

## *M.A/M.Sc Home Science*

**Unit-III:** Educational Guidance & counseling: Purpose, function and need of educational guidance, Guidance & counseling at elementary, secondary school level & at college level, the role of teacher's in counseling, educational counseling & curriculum, counseling & home educational guidance programmes & activities.

**Unit-IV:** Vocational guidance & counseling: Importance, basic assumptions & purpose of vocational guidance, factors in vocational guidance, Relation of educational & vocational guidance, vocational guidance at different stages, factors affecting occupational & vocational choice, vocational adjustments, distinction between vocational counseling and vocational guidance.

### **Books Recommended**

1. Educational & vocational guidance in secondary schools – S.K.Kochhar, Steerling publisher Pvt. Ltd, New Delhi.
2. Counseling and Guidance, S.Narayan Rao tata McGraw Hill Publishing Company Limited,
3. Counseling skills Training- P.Burnard, Viva Books, New Delhi.
4. Counseling: the Skills of finding solutions to Problems, R.Manthei, Routledge, London.
5. Individual Counseling: Therapy & practice, D.Nicolson & H.Ayers, David Fulton, London.
6. Encyclopedia of Guidance & counseling- Mittal Publications, New Delhi.
7. Educational & Vocational Guidance- R.Singh, Common Wealth Publishers, New Delhi.
8. Guidance & Counseling- I. Madhukar, Authe press Global Network..
9. Principles of Guidance & Counseling- M.Asche Sarup & sons, New Delhi.
10. Guidance & Educational Counseling- S.K.Chibber- Common Wealth Publishers.  
Encyclopedia of Childcare & Guidance- (1 & 2vols) Sarup & Sons, New Delhi.

**Course No: HSC. 424 Community Health Management (Theory)**

**4CH**

#### ***Objectives:***

1. *To gain knowledge on concept of health and health care .*
2. *To understand about health information, health planning & management.*

#### ***Expected Outcome:***

*Knowledge on community health management will enable the students to know health situation in India, its information and health management.*

**Unit-I:** Health: concept, definition, dimension & determinant of health, positive health, health situation in India, concept of disease, causation (Agent, host, environmental factors) concept and control & prevention, modes of intervention, Health Indices: fertility, indicator, vital statistics, mortality, morbidity & demographic indicator, Human development Index, Reproductive health index.

**Unit-II:** Health Care: Concept of health care, level of health care, changing concept, elements & principles of health care, health for all, national strategies, health care delivery system (primary health care) health care services & system, agencies (Govt. and Private) in delivery health care services, health programmes in India.

**Unit-III:** Health needs & problem: Health needs & problems related to sanitation & environment, personal hygiene. Health planning & Management: Health planning, health needs & demands, objectives, targets & goals, planning cycle, management: methods & techniques, health planning in India, Five year plans & health system in India.

**Unit-IV:** Health information, requirements, components, sources of health information, health regulation & acts, health legislation. Health Education, adoption of new ideas & practices, content & principles of health education, audio-visual aids in health education.

### **Books Recommended**

1. Primary Health Care Vol I –III, P.R.Dutt, Gandhigram Institute of Rural Health & Family Welfare Trust, Ambathurai.
2. A Text Book of Community Health for Nurses, R.K.Manelkar, Vora Medical Publications, Mumbai.
3. Essentials of Community Health Nursing- K.Park M/S Banarasidas Bharat Jabalpur.
4. Text Book of Preventive & social Medicine- K. Park . M/S Banarasidas Bharat, Jabalpur.
5. Text Book of Public Health and Social Medicine- A.N.Ghei Lakshmi Book Store, New Delhi.
6. A Hand Book of Social & preventive Medicine- Y.P.Bedi, Atmaram & Sons, New Delhi.



7. Community Health in the United States- John D. Porterfield- Voice of American Forum-Lectures.
8. Principles of Health Science- K.L.Jones, L.W. Shainberg & C.O. Byer- Harper & Row Publishers, New York.
9. Encyclopedia of Health & Nutrition- Anmol Publications New Delhi.
10. Health Promotion in Public- A. Bhatia, Anmol Publications, New Delhi.

**Course No: HSC. 425 Practical related to HSC421 & HSC 422(Practical) 2CH**  
To be decided by the teachers council of the department

**Course No: HSC. 426 Practical related to HSC423 & HSC 424 (Practical) 2CH**  
To be decided by the teachers council of the department

### **THIRD SEMESTER**

**Course No: HSC. 511 Therapeutic Nutrition 4CH**

#### **Objectives**

- 1.To understand causative factors & metabolic changes in various diseases disorders.
- 2.To learn principles of dietary counselling & gain knowledge of the principles of diet therapy.

#### **Expected Outcomes**

*Understanding foods nutrition will help students & individuals to plan, prepare & manage preparation of therapeutic diets in various disease condition & its management.*

**Unit-I:** Therapeutic Nutrition: Therapeutic adoption of normal diets (normal, soft & fluid diets) factors to be considered in planning therapeutic diets, drugs & diet inter-action, special feeding methods, pre& post operative diets, role of dietician, dietary calculation using food exchange lists, high & low calorie diet, high protein, high fat,& low carbohydrate diets.

**Unit-II:** Therapeutic Diets: Etiology, symptoms, nutritional Problems, nutritional requirements& dietary management of the Followings: Fever & infection (Zika Virus & Ebola), Peptic ulcer, gastritis, (very low residue diet) ,Jaundice & Viral Hepatitis, cirrhosis of liver, Pancreatitis (High protein, high carbohydrate moderate fat or fat restricted diet)

**Unit-III:** Therapeutic Diets: Etiology, Symptoms, nutritional problems, nutritional requirements & dietary management of the followings: Diabetes mellitus (metabolic disorder), Obesity, Diseases of kidney (Nephrosis, glomerulonephritis, renal failure, urinary calculi, dialysis) (controlled protein, potassium & sodium diet)

**Unit-IV:** Therapeutic Diets: Etiology, symptoms, nutritional Problems, nutritional requirements and dietary management of cardio vascular disorder-Atherosclerosis (fat controlled diet) Heart disease (sodium restricted diet) Hypertension.

#### **Books Recommended**

1. Guidelines for planning Therapeutic diets- C.Lenka, Akinik Publications, New Delhi
2. Nutrition and Dietetics – Subhangini A.Joshi – Tata McGraw-Hill Publishing Company Limited, New Delhi
3. Dietetics – B.Srilakshmi – New age international (P) limited New Delhi.
4. Clinical Dietetics and Nutrition – F.A. Antia, Oxford University Press, London.
5. Normal and Therapeutic Nutrition- C.H.Robinson, Oxford & IBH publishing Co. Calcutta.
6. Text Book of Human Nutrition- Mahtab S. Bamji, N.Rao & V. Reddy, Oxford & IBH Publishing Co. Pvt Ltd.
7. Essentials of Food and nutrition – M.Swaminathan, Vol I & II, The Bangalore Printing & Publishing Co. Ltd (BAPPCO)
8. Food, Nutrition & Diet Therapy-L.K.Mahan & Escott.Stump- W.B. Saunders Ltd
9. Applied Nutrition & Diet Therapy for Nurses- J Davis, K.Sherer- W.B.Saunders.Co

**Course No: HSC. 512 Early Childhood Care & Education**

**4CH**

**Objectives:**

1.To have a knowledge about the Importance of early childhood years & child rearing practices.

2.To understand children's environment, Physical & psychological health care, importance of play & developing creativity in children is essential for optimum development of young children.

**Expected Outcomes**

At the end of the course students will be able to gain knowledge on different aspects of early childhood care and education & can set up play schools, pre schools or Creches.

**Unit-I:** Early Childhood care & Education: Nature, meaning, need, importance, aims, objective, principles & scope of ECCE, types of pre-schools/ programmes – play centers, day care, kindergarten, balwadi, anganwadi, mobile crèches, contribution of the agencies to ECCE in India (ICCW, IAPE, NCERT, ICDS, UNICEF, CARE)

**Unit-II:** Historical Trends: Contribution of the following thinkers to the development of ECCE (their principles, application & limitation) in the context ECCE. Pestalozzi, Rousseau, Froebel, Dewey, Montessori, Gandhi, Tagore, Aurobindo, Tarabai Modak, ECCE in India.

**Unit-III:** Organizational Set up: Building & Equipment- Location , site, size and arrangement of rooms, play ground, play equipment, storage facilities, maintenance of the equipments and furniture, administrative set up – staff & personnel working at different level, Role ,responsibilities & essential qualities of teacher & other personnel, Record & report-significance, types.

**Unit-IV:** Curriculum & Activities: Principles & planning of curriculum for pre-school, major goals, factors determining the effectiveness of the curriculum, activities of curriculum for physical development, healthful living, social & emotional development, cognitive development & creative art & craft.

**Books Recommended**

1. Early Childhood care & Education (ECCE) – J.Mohanty & B.Mohanty – Deep & Deep Publication Pvt Ltd, New Delhi.
2. Pre-school Children – Development, care & Education – A.Chowdhury & R. Choudhury – New Age International Limited – Publishers, New Delhi.
3. Pre-school Education- Philosophy & practice- G.Pankajam-The Indian Publications-Ambala Cantt.
4. Theory & Principles of Education- Bhatia & Bhatia – Doaba House, Delhi.
5. Introduction to Early Childhood Education-J.A.Brewer, Allyn & Bacon. Boston,
6. Early Childhood Education- Barbara Day – -Macmillan, New York.
7. Early Childhood Education-J.S.Garewal- Agra national Psychological Corporation Publishers.
8. Introduction to Early Childhood Education-Hilde brand Vena, -Macmillan-New York.
9. Early Childhood Education programme, V.Kaul NCERT, New Delhi.
10. Guide to Nursery School Teacher – R. Muralidharan NCERT.

**Course No: HSC. 513**

**Advanced Adulthood Development**

**4CH**

**Objectives**

1.To study on the pubertal changes among adolescents.

2.To study on the early adulthood, middle age & old age.

**Expected Outcome**

Knowledge on advance adulthood development will help student to know different changes in adulthood period from puberty to old age & help them to handle and cope up with situational changes.

**Unit-I:** Puberty and Adolescence: Age and Characteristics of Puberty, Changes at puberty & their Effect, Characteristics and Developmental tasks of adolescence, changes in physique, emotionality, morality,

interest, socialization and personality pattern during adolescence, Sex interest & Sex Behavior during adolescence.

**Unit-II:** Early Adulthood: characteristics, developmental tasks, change in interest, adjustments in early adulthood (vocational, marital, parenthood, sex role), recreation, hazards and success related to different adjustments.

**Unit-III:** Middle Age: Characteristics, developmental tasks, adjustment to physical, mental changes, changed interest, change in family pattern, loss of spouse. Social adjustment: vocational & marital hazards, personal & social hazards, assessment of adjustments in middle age group.

**Unit-IV:** Old Age: characteristics, developmental tasks, adjustment to changes (physical, motor abilities, mental abilities, interest, change in family life) vocational adjustments, adjustment to loss of spouse, remarriage, being single, hazards to personal & social adjustment, vocational & family life hazards – Assessment of adjustment in old age.

### **Books Recommended**

1. Developmental Psychology- Elizabeth B. Hurlock – Tata McGraw-Hill Publishing Company Ltd, New Delhi.
2. Child Development & personality – P.H.Mussen, J.J.Conger, J. Kagan, Harper International Edition – New York.
3. Child Development- D.E Berk - Allyn & Bacon. Boston,
4. Contemporary Topics in Developmental Psychology-N.Eisen, Jhon Wiley & Sons New York.
5. Child Development- E.B.Hurlock.
6. Child Psychology- A Contemporary View Point – L.M.Hethrington.& R.D.Parke - MacGraw Hill Books.
7. Human Development- F.P.Rice, Prentice Hall. New Jersey
8. Child Development- L.E.Berk- Allyn & Bacon, London.
9. The Development of Children- M. Cole & S.Cole Scientific American Books, Freeman & Co.
10. Child Development: An Introduction – J.W.Santrock & S.R.Yussen. Iowa W on C. Brown Publishers.
11. Child Development: Infancy through Adolescence-A.Clarke Stewart & S.Friedman- John Wiley.
12. Life Span Development- J.W.Santrock- Brown & Benchmark.

**Course No: HSC. 514 Programme Planning In Public Health Nutrition**

**4CH**

#### ***Objectives***

*1.To understand the process of planning, implementation and evaluation of public health nutrition programmes.*

*2.To understand the concept of nutrition monitoring and nutrition surveillance & to understand the nutritional problems during emergencies / disasters as well as the strategies to tackle them.*

#### ***Expected Outcomes***

*Knowledge on programme planning in public health nutrition will help students how to monitor and evaluate nutrition surveillance programmes and strategies to undertake to tackle nutritional problems during emergencies.*

**Unit I** Programme Planning and Management in Public Health Nutrition: Basic principles and models of programme planning, Planning process in public nutrition

**Unit II** Programme Monitoring And Evaluation: Definition, significance and purpose of monitoring the food and nutrition programmes. Identification and selection of indicators for monitoring, data collection and analysis system (e.g. MIS).Definition, significance and purpose of evaluation in food and nutrition programmes. Principles of evaluation, types, models and steps of evaluation. Identification and selection of indicators for evaluation. Strategies for data collection (qualitative and quantitative)

**Unit III** Nutritional Surveillance: Objectives, initial assessment indicators for use in nutritional surveillance, Nutritional surveillance for programme planning, Triple A approach, Current program monitoring system in India.

**Unit IV:** Nutrition In Emergencies And Disasters: Natural and manmade disasters resulting in emergency situations. Nutritional problems in emergencies in vulnerable groups,Macro and micronutrient deficiencies, Infection. Assessment and surveillance of affected population groups – clinical, anthropometric and dietary, nutritional relief and rehabilitation – assessment of food needs, food distribution strategy, mass and

supplementary feeding, sanitation and hygiene, evaluation of feeding programmes , Public nutrition approach to tackle nutritional problems in emergencies.

**Books Recommended:**

1. Edelstein S. (2006) Nutrition in Public Health. A handbook for developing programmes and services. Second Edition. Jones and Bartlett Publishers.
2. Goyet, Fish. V. Seaman, J. and Geijer, U. (1978) The Management of Nutritional Emergencies in Large Populations, World Health Organization, Geneva.
3. FAO. (1983) Selecting Interventions for Nutrition Improvement. A Manual Nutrition in Agriculture. No. 3.
4. Gibney M.J., Margetts, B.M., Kearney, J. M. Arab, I., (Eds) (2004) Public Health Nutrition, NS Blackwell Publishing.
5. Klein, R. E. (Ed) (1979) Evaluating the Impact of Nutrition and Health Programmes. London and New York: Plenum Press.
6. Owen. A. Y. and Frankle, R. T. (1986) Nutrition in the Community. The Art of Delivering Services, 2nd ed. Times Mirror/ Mosby.
7. WFP/ UNHCR (1998) WEP/ UNHCR Guidelines for Selective Feeding Programmes in Emergency Situations. Rome and Geneva: WEP & UNHCR.
8. Nutrition Science – B.Srilakshmi, New Age international (P) Limited, New Delhi.
9. Food processing and Preservation – G. Subhalakshmi & Shobha A. Udipi, New Age International (P) Limited, New Delhi.
10. Food Hygiene & Sanitation – S.Roday- Tata McGraw Hill, New Delhi.

**Course No:HSC. 515**                      **Practical related to all the theory papers**                      **2CH**  
To be decided by the teachers council of the department

**Course No:HSC. 516**                      **Dissertation**                      **2CH**  
(Writing of Synopsis, collection of literature, Preparation of research tool & plan for Field Work/ experimental work& Presentation through a seminar)

Each student has to submit a research proposal to carry out independent research on a topic decided in consultation with the supervisor, (nominated by the teacher's council of the department) to the head of the department in the beginning of the Third semester. The candidate has to write the synopsis of the work to be carried out, prepare appropriate tool for collection/ generation of data, and plan for the field work/ experimental work and make a presentation of this in the department before the faculty and research students for evaluation by the supervisor (50%) and teachers' council of the department (50%). The feedback and comments received during the seminar presentation shall be suitably incorporated in the work under the advice of the supervisor.

**FOURTH SEMESTER**

**Course No: HSC. 521 Adolescents & Youth (Theory elective)**                      **4CH**

***Objectives***

1. To gain knowledge on physical, social, emotional and personality development of adolescents & youth.
2. To learn how to cope up with changes during adolescents.

***Expected Outcomes***

*Knowledge on adolescents & youth will help students to know different changes with adolescents & how to handle them.*

**Unit-I:** Physical & sexual development: Age of transition, social attitudes & expectations towards adolescents, effects of transition to adulthood, meaning & age of puberty, causes of puberty, significance and effect of body transformation on behaviour, meaning of adult sexuality, knowledge about sex & sex roles, attitudes towards sex, pattern of approved sexual behaviour.

**Unit-II:** Social & emotional & development: meaning of social acceptance, factors influencing social acceptance, effects of social acceptance on attitudes & behaviour, effects of group status, meaning of heightened emotionality, common emotion pattern, effect of the emotion on adolescent adjustment, emotional control.

**Unit-III:** Development of aspiration & achievement: Meaning of aspiration, how aspirations, how aspirations develop, variations in aspirations, the achievement syndromes (success & failure). Educational & Vocational achievements, social mobility & achievement.

**Unit-IV:** Personality development & family relationship: Meaning of improvement of personality, obstacles, factors influencing self- concept (acceptance & rejection) level of adjustment & happiness. Effect of family relationship, on home climate, conditions affecting family relationship, common recreational interest & activities.

### **Books Recommended**

1. Adolescent development- E.B.Hurlock, International Student Edition.
2. Psychology of Adolescent- S.S.Chauhan, Allied publishers private Limited, New Delhi.
3. Adolescent Psychology-S.P.Chaube, Vikas Publishing Pvt Ltd, New Delhi.
4. Adolescent development-D.E.Balk, Brooks/Cole, New York.
5. Identity: Youth & crisis-E.H.Erikson, Faber & Faber, London.
6. Identity & Adulthood-S.Kakar-Oxford University Press
7. Adolescent Girl's Scheme-An evaluation-NIPCCD, New Delhi.
8. Identity of the Adolescent girl- N.Sharma, Discovery Publishing House, new Delhi.
9. Understanding Adolescence-N.Sharma, National Book Trust, New Delhi.
10. Invisible Boundaries: Grooming for adult roles – T.S. Saraswathi & R.Dutta-Northern Book Centre,
11. Encyclopedia of Child Development- Anmol Publications, New Delhi.

**Course No: HSC. 522**

**Gender & Development**

**4CH**

#### ***Objectives***

1. To study on the gender concepts & its empowerments.
2. To study on the issues related to gender.

#### ***Expected Outcomes***

*Knowledge on gender & development will help students to utilize benefits of women welfare programmes & to face issues & challenges of their life.*

**Unit-I:** Gender: Concept of Gender, gender roles, changing trends, shift from welfare to development and empowerment, Gender theories, National and international efforts for gender empowerment, Gender construction within the family & society working towards family solidarity & well being.

**Unit-II:** Status of Women: Meaning, status of women, a situational analysis, demographic, education employment, political & health (general occupational & reproductive) changing scenario, Gender equality in educational access, Impediments to female education, lacunae in health care system, population control, contraceptives & its impact on women's health.

**Unit-III:** Problems & issues related to gender issues: child marriage, female foeticide & infanticide, female mortality, discrimination in nutrition & health care, Dowry, divorce, domestic violence, sexual harassment, female exploitation, portrayal of women in mass media, efforts for elimination of all forms of discrimination & women's rights.

**Unit-IV:** Women welfare programmes & policies: Women welfare programmes in urban & rural areas, policies & programmes of social welfare floated at the centers & state level for the development of women, women welfare organizations & women welfare programmes, National Policy for empowerment of women, economic empowerment: poverty eradication, micro credit, self-help groups, women & agriculture, women & industry & support services.

### **Books Recommended:**

1. Women, tradition & culture-M.Subbamma; Sterling Publishers Private Limited, New Delhi.
2. Anthropological Exploration in Gender- Intersecting fields; Leela Dube, Sage Publications, New Delhi.
3. Sociology of Gender – The Challenge of Feminist Sociological Knowledge; Sharmila Rage, Sage Publications, New Delhi.
4. The Changing Position of Indian Women- M.N.Srinivas, Oxford University Press, New Delhi.
5. Encyclopedia of Human Rights & Women Development- V.Kaushik & B.R.Sharma, Sarup & Sons,
6. Women Employment in India-B.Sahoo, Satanetra Publications, Bhubaneswar.
7. Indian Social Problems-G.R.Madan, Allied Publishers, New Delhi, vol. I & II.

8. Female Exploitation & women's Emancipation- Latika Menon, Kanishka Publishers Distributors,
9. Girl Child in India- Leelamma Devasia & V.V.Devasia, Ashish Publishing House, New Delhi.
10. Women & Development- Institute for Sustainable development- Laxmi Devi, Anmol Publishers.

**Course No: HSC. 523 Study of Family in Society (Theory elective)**

**4CH**

**Objectives:**

1. To understand about the family life in India & the concept of family life education.
2. To acquire knowledge on Children & Women's Rights.

**Expected Outcomes**

*As family is in the transition in the present situation, knowledge on the study of family in society will encourage students to lead a better family life as well as prepare them to face the challenges of obstacles in family.*

- Unit-I:** The family: meaning, nature, origin & forms of the family, function of the family, causes of decay of patriarchal family, features of modern family, instability of modern family, reconstructing the family. Approaches and theories in family studies (Developmental approach, systematic approach, structural & functional approach)
- Unit-II:** Family patterns: Traditional extended/joint families: meaning, definitions, characteristics, merits & demerits of different type of families, disintegration of joint families, alternate families, single parent, childless, female headed, unitary families, family disintegration causes & remedial measures.
- Unit-III:** Marriage: concept, definition, types & forms of marriage, mate selection, factors in mate selection, Hindu marriage ceremonies, Hindu marriage act, marital adjustments, factors contributing to success & failure in marriage. Changing trends & its future
- Unit-IV:** Contemporary issues & concerns: Family violence, battered women, sexual abuse, dowry, divorce, separation & remarriage, marriage & family counseling: Concept, need, counseling process, family welfare programmes, Legal provisions to meet the challenges related to marriage & family..

**Books Recommended**

1. An introduction to sociology- Vidya Bhusan & D.R. Sachdeva – Kitab Mahal, New Delhi.
2. Indian Social Problems- Vol I & II, G.R. Madan.
3. Encyclopedia of Child & Family Welfare- Anmol Publication, New Delhi.
4. The Family: A Sociological Interpretation- B.N Adams- Rand & McNully Chicago.
5. Indian Social System- R.Ahuja- Rawat Jainpur.
6. Hand Book of Family Life Education: The Practice of Family Life Education ( vol II) H.E Arcus & others Sage Publications, New Delhi.
7. Family Measurement in India – S.Bharat- Sage Publications, New Delhi.
8. Family: its Structure & Functions- R. Cooper- Macmillan, New York.
9. Women & Work in India Society- T.M.Dak.
10. Marriage & Family in India- Kapadia- Oxford University Press, Calcutta.

**Course No: HSC. 524 Gerontology (Theory elective)**

**4CH**

**Objectives**

1. To gain knowledge on emergence & scope of gerontology & adjustment patterns of elderly.
2. To understand work & retirement pattern of elderly & services & programmes for aged.

**Expected Outcomes**

*Knowledge on Gerontology will help students to understand problems & prospects of elderly & different programmes for the aged. This will encourage them to understand aged and help them to open old age home.*

**Unit-I:** Gerontology: Emergence & scope of gerontology & elderly care, demographic trends in India, concept of ageing & problems: Biological, Physiological, social & economic aspects (social, economic, single & retired status) Security, occupational aspects & spiritual aspects, Nutritional requirements of the aged & dietary management, nutritional problems in old age.

**Unit-II:** The aged in the family context: Adjustment pattern, family pattern in later life, changing roles and the ageing family, conjugal relations in old age and adjustment, retirement years and adjustments, marital adjustments, Intergenerational family relations & adjustment, widowhood/single hood, alternative life style in old age.

**Unit-III:** Work & retirement pattern: work in old age, individual motivation, leisure & old age, retirement benefits, freedom, fear, change in personal & social life due to retirement, sense of loss, awareness & use of authority, establishment of social worth. Attitude towards retirement: poverty, poor health, retirement, suicide, abandonment, liberation, and solidarity.

**Unit-IV:** Services & programmes for the aged: categories of services: housing, health, leisure time activities, institutions for the aged, day care centers, economic programmes, reengagement, retirement pension, death cum retirement gratuity, provident fund, health measures, insurance scheme, investment & taxation & property. Role of community, and different agencies, for the welfare of the aged.

**Books Recommended:**

1. The Psychology of later life: L.R.Aiken, WB Saunders Company. Philadelphia,
2. Aged: Their Understanding & Care: Klaus Bergmann, London Wolfe Publicaitons. London
3. Handbook of ageing & Social Sciences: R.H.Binstock & E. Shanes, , V.N. Reinhold, Co. New York
4. Old age in a changing society: ZanaSmith, Blau, , New View prints. New York
5. Ageing in India: Problems and potentialities: A.B. Bose, & K.D Gangrade Abhinav Publications,
6. Ageing and the Aged: D.Paul Choudhury, Inter India Publications New Delhi.
7. Contemporary Perspectives on Adult Development & Ageing: Alicia Skinner Cook- Macmillan New
8. Later Life: The Reality of ageing Harald Cox Prentice Hall Inc New Jersey.
9. Problems of the retired people in greater Bombay, K.G.Desai, TISS (series no 27).
10. Contemporary Social Problems in India: B.Ghosh, Himalaya Publications, Bombay.

**Course No: HSC. 525**

**Children with Special Needs ((Theory elective))**

**4 CH**

**Objectives:**

1. To enhance knowledge about different types of exceptional children- gifted, visually and hearing impaired, physically handicapped.
2. To know about the policies and programmes meant for the education of exceptional children.

**Expected Outcomes**

Knowledge on children's with special needs will help students to understand problems with special children & how to handle them properly for their overall development. This also encourages students to open schools/institutions for special children.

**Unit-I:** Special Children: Definition, meaning & types of special children, needs & characteristics of these children, helping these children (medical treatment, psychotherapy, behaviour therapy, Educational & other interventions, national & voluntary organizations in the welfare services of the disabled.

**Unit-II:** Children with sensory, motor & physical differences: definition, classification, identification and the intervention programmes planned for the following (Hearing disability, speech disabilities, visual disabilities & physical health disorder)

**Unit-III:** Children with learning & cognitive differences: definition, classification, identification and the intervention programmes planned for the following (mental retardation, learning disabilities & gifted)

**Unit-IV:** Children with emotional & behavioural Differences: definition, classification, identification & the intervention programmes planned for the following :( emotional disturbances & delinquencies and deprived children).

**Books Recommended**

1. Special Children-An integrative Approach-B.G.Suran & J.V.Rizzo – Scott, Foresman & Company, Glenview, Illinois, London.
2. Exceptional Children-Introduction to Special Education-D.P.Hullahan & J.M.Kauffman-Prentice Hall, Inc, Englewood Cliffs, New Jersey.
3. Exceptional Children-An Introductory Survey to Special Education-W.L.Heward & M.D Orlansky-Charles E, Merrill Publishing Company, Toronto.
4. Introduction to Skeptical Children-Their Nature & Educational Provisions – M. Bhargava – Sterling Publishers Private Limited, New Delhi.
5. Education & Children with special needs – from Segregation to inclusion-S. Hegarty & M.Alur, Sage Publications, New Delhi.
6. Social Welfare Administration in India-D.R.Sachdeva, Kitab Mahal Agencies, Allahabad.
7. Early Intervention studies for Young Children with Special Needs- D.Mitchell & R.I. Brown Chapman & Hall, London.
8. Children with special Needs- IGNOU, R.S.sen (eds) Services & programmes for children
9. Education for Young Children with Special Needs – B.Kaur & P. Karanth In T.S.Saraswathi & B.Kaur eds, Human development & Family Studies in India: An agenda for research & policy, Sage Publications, New Delhi.
10. Hand Book of Special Education: Research & Practice Vol. 3 M.C.Wang- Pergaman, Oxford.

**Course No: HSC. 526**

**Dissertation**

**6CH**

Each student has to carry out the dissertation work immediately after registration in the Third Semester and submit the final dissertation containing Introduction, Literature review, objectives, Hypothesis, Methodology, Result & discussion, summary, conclusion, recommendation references etc for evaluation by one internal & one external examiner in the end of Fourth Semester. The candidate has to submit two copies and a soft copy of the final dissertation to the head of the department. The H.O.D will forward the dissertation to the examiner for evaluation. The valuation of dissertation shall be followed by an open Viva voce. In the final dissertation evaluation ( 6CH), 50% weight age shall be given to continuous evaluation during the dissertation work, 25% to the evaluation of content and rest 25% to seminar presentation & viva voce by the examiners.

**Course No: HSC. 527**

**Seminar**

**2CH**