

M.A/M.Sc in Home Science

(Human Development & Family Studies)

SYLLABUS (2022-24)



P.G. DEPARTMENT OF HOME SCIENCE

SAMBALPUR UNIVERSITY

JYOTI VIHAR

MISSION

M1	Educate society for generations by providing transformative education with deep disciplinary knowledge and concern for environment
M2	Develop problem solving, leadership and communication skill in student participants to serve the organisation of today and tomorrow
M3	Aim for the holistic development of the students by giving them value based ethical education with concern for society
M4	Foster entrepreneurial skills and mindset in the students by giving life-long learning to make the them responsible citizens

Programme Education Objectives (PEO)

PEO1	To understand and appreciate role of Home Science, in the development and well-being of individuals, families and communities.
PEO2	To learn about the sciences and technologies which enhance the quality of life of the people
PEO3	To acquire professional and entrepreneurial skills for economic empowerment of student in particular, and community in general
PEO4	To prepare students to become analytical and innovative in research and extension work

Programme Objectives(PO)

PO-1	Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions
PO-2	Effective Communication: Will be able to speak, read, write and listen clearly in person and through electronic media in English and in one Indian Language
PO-3	Social Interaction (Interpersonal Relation): Elicit views of others, mediate disagreements and prepared to work in team
PO-4	Entrepreneurship Capability: Demonstrate qualities to be prepared to become an entrepreneurship
PO-5	Ethics: Recognize different value systems including your own, understand the moral dimensions and accept responsibility for them
PO-6	Environment and Sustainability: Understand the issues of environmental contexts and sustainable development
PO-7	Life-Long Learning: Acquire the ability to engage in independent and life-long learning in the context of socio-technological changes

COURSE AT A GLANCE

M.A/ M. Sc Home Science (Human Development & Family Studies)2022-24

Course No.	Title	Credit Hour	Mark Distribution	Total Mark
1st Semester				
HSC. 411	Research Methodology	4(Theory)	20+80	100
HSC. 412	Statistics & Computer Application	4(Theory)	20+80	100
HSC. 413	Nutrition through lifecycle	4(Theory)	20+80	100
HSC. 414	Infancy and Childhood Development	4(Theory)	20+80	100
HSC. 415	Practical related to all the theory papers	4(Practical)	100	100
Total		20		500
	Entrepreneurship development by dept. of MBA	2		
IInd Semester				
HSC. 421	Basics of Textile	4(Theory)	20+80	100
HSC. 422	Therapeutic Nutrition	4(Theory)	20+80	100
HSC. 423	Theories of Human Development & Family Studies	4(Theory)	20+80	100
HSC. 424	Community Health & Nutrition	4(Theory)	20+80	100
HSC. 425	Practical related to all the theory papers, Review of research papers in referred journals	4(Practical)		100
	IDC	3		
	MOOC (To be decided as per rule)	3		
Total		20		500
IIIrd Semester				
HSC. 511	Advance Adulthood & Development	4(Theory)	20+80	100
HSC. 512	Early Childhood Care & Education	4(Theory)	20+80	100
HSC. 513	Community Health Management	4(Theory)	20+80	100
HSC. 514	Study of Family in Society	4(Theory)	20+80	100
HSC. 515	Practical related to all the theory papers	4(Practical)		100
	Environmental study and disaster management by Dept. of EVS	2		
Total		20		500
IV Semester				
HSC. 521	Communication & Program Planning for health promotion	4(Theory)	20+80	100
HSC. 522	Gender & Development	4(Theory)	20+80	100
HSC. 523	Children with special Needs	4(Theory)	20+80	100
HSC. 524	Dissertation	4		100
HSC. 525	Seminar & field work / lab work	4		100
Total		20		500

Instruction to Paper Setters

- 60 marks In theory papers questions will be set unit-wise with 2 questions from each unit (total 8 questions) carrying a)15-one or b) 7.5-Two / 5-Three (on either or mode).The students shall answer any one question from each unit. (15X4=60)
- 20 marks must be of MCQ/Fill in the Blanks/One word /True or False(1X20)
- 20 marks of internal (assignment + written examination)

Courses of Studies for them M.A./ M. Sc Home Science (Human Development and Family Studies)Examination (Under Course Credit Semester System) Effective from First Semester Examination, 2022-24

DETAILED COURSES OF STUDIES

FIRST SEMESTER

Course No: HSC. 411 Research Methodology (Theory)

4CH

Course Outcomes

CO1	Understand the basic concepts/Principles of Research Methodology
CO2	Analyse the various concepts to understand them through different research methods.
CO3	Apply the knowledge in understanding the practical problems during research work
CO4	Execute/create the project or field assignment as per the knowledge gained

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, Criteria of a good Research.

Research Problem : defining a research problem, selecting the problem, technique involved in defining a problem. Thrust areas in research in Home Science.

Unit-II: Research Design: Meaning need & feature of a good design. Different types of research design, Steps & 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: Classification of measurement scales, 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- NewDelhi
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 PVTLtd.
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- 412 Statistics &Computer Application

4 CH

CO1	Remember and understand the basic concepts/Principles of Statistics & Computer Application
CO2	Analyse the various concepts to understand them through case studies
CO3	Apply the knowledge in understanding the practical problems
CO4	Execute/create the project or field assignment as per the knowledge gained

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 Statistics & Computer 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's' 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 PVTLtd.
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.Gar ett, 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.413

Nutritional Biochemistry

4 CH

Course Outcomes

CO1	Remember and understand the basic concepts/Principles of Nutritional Biochemistry
CO2	Analyse the various concepts to understand the nutritional utilisations
CO3	Apply the knowledge in understanding the practical problems in life.
CO4	Execute/create the project or field assignment as per the knowledge gained

Objectives:

1. To acquire knowledge on metabolic pathways in the human body for regulation of macro and micronutrients.

2. To enrich knowledge in digestion, absorption and utilisation of nutrients

Expected Outcome:

Gaining knowledge on nutritional bio-chemistry will enable the students to understand how the food is being utilised by our body to get energy.

Unit-I: Nutritional Importance of Carbohydrates: definition, classification, structure, & function. Digestion absorption, and Metabolism of carbohydrates, Blood sugar level & equilibrium.

Unit-II: Nutritional Importance of Amino acids& Proteins: Structure & classification of amino acids, structure of protein, & their function. Digestion, absorption transportation and metabolism of Protein (Nitrogen balance, transamination & deamination of protein, urea cycle)

Unit-III: Nutritional Importance of Lipids: definition, importance fatty acids, structure, classifications & types of lipids, importance of lipoprotein, Digestion, absorption, transport and Metabolism of lipids.

Unit-IV: Nutritional importance of macro & micro nutrients: Functions, absorption and metabolism of vitamin A, vitamin D, Calcium, Iron, Iodine.

Books Recommended:

1. Fundamental of Biochemistry – A.C.Deb, New Central Book agency (P) Ltd, Calcutta).
2. Food, Nutrition & Health- G. Biswal & C. Lenka, Kalyani Publishers, NewDelhi.
3. Text Book of Medical Biochemistry –M.N Chaterjee & Rana Shinde, Jaypee Brothers, Medical Publishers (P) Ltd Bangalore.
4. Fundamentals of Biochemistry –J.L.Jain, S.Chand & Company Ltd, Ram Nagar, NewDelhi.
5. Human Physiology Vol I – C.C.Chaterjee, Medical Allied agency, Mahatma Gandhi Road, Calcutta.
6. Human Nutrition & Dietetics – Davidson & Passmore
7. Lehninger's Principles of Biochemistry-D.L.Nelson & M.M.Cox, Macmillan Worth Publishers.
8. A manual of Laboratory techniques-Raghuramulu, N. Madhavan Nair and K.KalyanSundaram – NIN, ICMR.
9. Harpers Biochemistry- R.K.Murray, D.K.Granner, P.A. Mayes, V.W.Rodwell-Mac millan Worth Publishers
10. Text Book of Biochemistry with clinical correlation T.M.Devlin-Wiley Lissinc.

Course No: HSC. 414 Infancy & Childhood Development (Theory)

4CH

Course Outcomes

CO1	Remember and understand the basic concepts/Principles of Infancy & Childhood Development
CO2	Analyse the various concepts to understand them through case studies
CO3	Apply the knowledge in understanding the practical problems of childhood
CO4	Execute/create the project or field assignment as per the knowledge gained

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: Foundation of the developmental pattern : How life begins, importance of fertilization, condition affecting prenatal development, hazards during the prenatal period.

Unit-II: Physical Development : physical growth cycles, body size, body proportions, bones, development of the nervous system.

Motor Development : principles and sequence of motor development, some common motor skills of childhood, functions of motor skills.

Unit-III: Speech Development : pre-speech forms of communication, major tasks in learning to speak, hazards in speech development.

Emotional Development : pattern of emotional development, characteristics of children's emotion, common emotional pattern, hazards in emotional development.

Unit-IV: Social Development : meaning of social development, social expectation, importance of early social experiences, the patter of social development, social development in early childhood & late childhood.

Play development : meaning of play, contribution of play, characteristics of children's play, common play activities of childhood.

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, NewYork.
5. Human Development- F.P.Rice-Perntice Hall, NewJersey.
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. BrownPublishers.

8. Child Development: Infancy through Adolescence-A.Clarke Stewart & S.Friedman, Johnwiley, New York.

Course No: HSC. 415 Practical related to all theory papers

4 CH

Research Methodology

1. Formulation of research proposal.
2. Write a report on observation of an event.
3. Bibliography and reference writing.
4. Preparation of questionnaire and interview schedule.

Statistics and Computer Application

1. Basic knowledge of computer handling.
2. To know about Micro-soft office (M.S Word, M.S Excel, MS. PowerPoint)
3. Formation of discrete and continuous frequency distribution.
4. Classification and tabulation of data.
5. Diagrammatic and graphical presentation of data (Line graph, Histogram, Bar diagram).
6. Computation of average, standard deviation, co-relation, regression, analysis of variance.
7. Statistical test- Chi-square test, t-test and Z-test.

Nutritional Biochemistry (FN).

1. Analysis of carbohydrate of any food material.
2. Analysis of protein of any food material.
3. Analysis of fat of any food material.
4. Analysis of iron of any food material.
5. Analysis of calcium of any food material.

Infancy and Childhood Development (HDFS).

1. Preparation and use of learning materials for pre-school children (Rhymes, Story).
2. Preparation of play materials using clay, paper, fiber, waste material.
3. Assess the nutritional status of infant by using cane score.
4. Assess the nutritional status of pre-school children by using any scale.
5. Assess the nutritional status of school going children by using any scale.

SECOND SEMESTER

Course No:HSC.421

Basics of Textile

4CH

Course Outcomes

CO1	Remember and understand the basic concepts/Principles of Basics of Textile
CO2	Analyse the various concepts to understand the classification, manufacturing and finishes applied to different fibres.
CO3	Apply the knowledge in understanding the practical problems faced by people in selecting textile fibres.
CO4	Execute/create the project or field assignment as per the knowledge and skills gained

Objectives:

3. To acquire knowledge on different types of fibers and their properties.
4. To enrich knowledge in different manufacturing and finishing process of textile.

Expected Outcome:

Gaining knowledge on textile will enable the students to understand different aspects of textile and its application.

Unit-I: Fundamentals of textile : classification of fibers, yarn formation techniques- fibers to yarn

Unit-II: Source, manufacturing process and properties of cotton, silk, wool and rayon.

Unit-III: fabric construction : methods and examples of weaving, knitting, felting & bonded fabric construction

Unit-IV: finishing of fabric : different types of chemical and mechanical finishing process.

Printing of fabric: block printing, screen printing, machine screen printing, rotary screen printing, roller printing, duplex printing

Dyeing : classification of dye, different methods of dyeing – yarn dye, stock dye, piece dye, resist dye, discharge dye.

Books Recommended

1. From fibres to fabrics by Elizabeth gale, allman &son, London
2. Textile fibers and their use, sixth edition, oxford &IBH publishing co.
3. Textbook of Clothing Textiles and Laundry (Pb) by Gupta Sushma Et Al, Kalyani Publishers
4. Textiles: Fiber to Fabric (Asia School Family Studies Fashion) by Bernard P. Corbman

Course No:HSC.422

Nutrition through Lifecycle

4CH

Course outcomes

CO1	Remember and understand the basic concepts/Principles of Nutrition through Lifecycle
CO2	Analyse the various concepts to understand them through case studies
CO3	Apply the knowledge in understanding the practical problems faced by the people in different age group.
CO4	Execute/create the project or field assignment as per the knowledge gained

Objectives:

1. To enhance knowledge of students about physiological changes and nutritional requirements during various stages of lifecycle.
2. To understand problems of different age groups and itsmanagements.

Expected Outcome:

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

Unit-I:
Nutri
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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 Preschool and school going children (1 to 12 years) Importance of nutrition during

preschool/school age. Nutritional requirements during preschool/school years, Food requirements during preschool/school age, Nutrition related problems in preschool/school children.

Unit-III: Nutrition for adolescents: 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 special condition : 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: physiological changes, nutritional requirements. Problems of old age, Degenerative diseases, Exercise and old age, Drugs and old age.

Books Recommended

1. Human Nutrition and Dietetics- Davidson and Passmore
2. Preventive and Social Medicine- Park and Park, Banarasidas Bhanot Publishers, Prem nagar, Nagpur Road,Jabalpur.
3. Normal and Therapeutic nutrition - C.H.Robinson, Oxford &IBH PublishingCo.Calcutta.
4. Public Health and Hygiene- Y.P.Bedi, Atma ram & sons, Kashmere gate, Delhi.
5. Text Book of Public Health and Social Medicine- A.N.Ghei, Lakshmi Book Store, NewDelhi.
6. Nutrition in Preventive Medicine- G.H.Beatin &J.M.Bengea-WHO.
7. Combating under Nutrition- Basic Issues & Practical Approaches, C.Gopalan, NFIPublications.
8. NFHS Survey I & II- International Institute for Population Studies, Mumbai.
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.

CourseNo:HSC-423

Theories of Human Development &Family Studies

4CH

Course Outcomes

CO1	Remember and understand the basic concepts/Principles of Theories of Human Development &Family Studies
CO2	Analyse the various concepts to understand them through case studies
CO3	Apply the knowledge in understanding the practical problems of childhood
CO4	Execute/create the project or field assignment as per the knowledge gained

Objectives:

3. To understand how life begins, infancy, baby hood, early childhood & late childhood.
4. To understand the course of development, changes, & adjustment inchildhood.

Expected Outcomes:

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

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, Eriksons Psychosocial theory)

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

Unit-IV: Family pattern & policies, family life Cycle, Family Life enrichment programme, Ideology of family rights and responsibilities, family life education.

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, NewYork.
5. Human Development- F.P.Rice-Perntice Hall, NewJersey.
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. BrownPublishers.
8. Child Development: Infancy through Adolescence-A.Clarke Stewart & S.Friedman, Johnwiley, NewYork.
9. Enhancing the Role of the Family as an agent for Social & Economic Development TISSBombay
10. Family Life Education in India –Perspectives, Challenges and application, A. Choudhury Rawat PublicationJaipur.
11. Family in Transition: Power & Development, J.K.barala& A.Choudhury, Northern BookCenter,
12. Family Dynamics: Social Work Perspectives, A. Khasgiwala, 1993, Anmol, NewDelhi.

Course No: HSC. 424 Community Health & Nutrition

4 CH

Course Outcomes

CO1	Remember and understand the basic concepts/Principles of Community Health & Nutrition
CO2	Analyse the various concepts to understand them through case studies
CO3	Apply the knowledge in understanding the practical problems in the community.
CO4	Execute/create the project or field assignment as per the knowledge gained

Objectives

1. To understand the concept of community health nutrition & be familiar with the national health care delivery system.
2. To understand the economic consequences of malnutrition & to learn about the strategies for improving the nutritional status of communities.

Expected Outcome:

Knowledge in public health nutrition will make student familiar with concept and current concern of public health nutrition & its implication on the quality of life.

Unit I. Public health nutrition. Health – definition, dimensions, determinants, indicators, Community Health Care Delivery System- Public health sector and private sector. Malnutrition- definition, types and causes of malnutrition.

Unit II Assessment of Nutritional Status- Anthropometry Assessment, Dietary Assessment, Clinical Examination, Laboratory & bio-chemical assessment. Vital Health Statistics.

Unit III Approaches/ Strategies for Improving nutritional status and health status of the community: Health based interventions including immunization, provision of safe drinking water/ sanitation, prevention and management of diarrhoeal diseases. Food based interventions including food fortification, dietary diversification, biotechnological approaches, development of food mixtures, food preservation, supplementary feeding programs (ICDS, PDS,AAY, Annapurna scheme)

Unit IV:Measures to combat malnutrition: National nutrition Policy & Program. National & international agencies in combating malnutrition (WHO, FAO, UNICEF,CARE, ICAR,ICMR,NIPCID,NIN, NFI, FNB, NNMB, CFTRI) .

Books Recommended:

1. Gibney M.J., Margetts, B.M., Kearney, J. M. Arab, I., (Eds) (2004) Public Health Nutrition, NS Blackwell Publishing.
2. Gopalan, C. (Ed) (1987) Combating Under nutrition – Basic Issues and Practical Approaches, Nutrition Foundation of India.
3. Kaufman M. (2007) Nutrition in promoting the public health strategies, principles and practice. Jones and Bartlett Publishers.
4. Park, K. (2009) Park’s Textbook of Preventive and Social Medicine, 20th ed. Jabalpur M/s. Banarsidas Bhanot.
5. Nutrition Science – B.Srilakshmi, New Age international (P) Limited, NewDelhi.
6. Food Hygiene & Sanitation – S.Roday- Tata McGraw Hill, NewDelhi.
7. Essentials of Food and nutrition – M.Swaminathan, Vol I &II, The Bangalore Printing & Publishing Co. Ltd (BAPPCO)
8. Gibney M.J., Margetts, B.M., Kearney, J.M., Arab, L. (Eds) (2004) Public Health Nutrition. NS Prochaska, K.L., The Transtheoretical Model of Behavioural Change, ShumakerSA(Eds).
9. Designing health messages: Approaches from Communication Theory and Public Health Practice. Editors: Edward Maibach and Roxanne Louiselle Parrott © 1995 by Sage Publications, Inc.
10. Community Nutrition in Action: An Entrepreneurial Approach. Fourth Edition. Marie A. Boyle and David H. Holben. © 2006 ThomsonWadsworth.

Course No: HSC. 425 Practical related to all theory papers & Writing of Term Paper&Seminar 4 CH

Basics of Textile

1. Preparing two samples of weaving method.
2. Preparing two samples of knitting method.
3. Preparing two samples of resist dyeing.
4. Preparing a samples of block printing.
5. Preparing a samples of stencil printing.
6. Visit to explore the manufacturing & dyeing process of fabric.

Nutrition through Life Cycle

1. Diet plan for infant.
2. Diet plan for pre-school and school going children.
3. Diet plan for adolescents
4. Diet plan for adulthood (Sedentary, Moderate and heavy worker men and women).
5. Diet plan for pregnant and lactating women.
6. Diet plan for old age.
- 7.

Community Health & Nutrition

1. Assessment of nutritional status of any particular age group
2. Visit to any agency related to health and hygiene.
3. Awareness program for improving health condition.

Writing of Term Paper & Seminar

In this paper the candidate shall prepare a Term Paper in consultation with the Supervisor (To be decided by the Teachers council). The candidate shall give a seminar presentation. The evaluation of the term paper shall be made by the Supervisor & Teachers council (50% by the Supervisor and the rest 50% shall be by the Teachers' Council).

THIRD SEMESTER

Course No:HSC.511

Advanced Adulthood & Development

4CH

Course outcomes

CO1	Remember and understand the basic concepts/Principles of Advanced Adulthood & Development
CO2	Analyse the various concepts to understand the problem related to adulthood
CO3	Apply the knowledge in understanding the practical problems of adults
CO4	Execute/create the project or field assignment as per the knowledge gained on adulthood.

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 NewYork.
5. Child Development-E.B.Hurlock.
6. Child Psychology- A Contemporary View Point – L.M.Hethrington.& R.D.Parke - MacGraw HillBooks.
7. Human Development- F.P.Rice, Prentice Hall. NewJersey
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. BrownPublishers.
11. Child Development: Infancy through Adolescence-A.Clarke Steewart & S.Friedman- JohnWiley.
12. Life Span Development- J.W.Santrock- Brown &Benchmark.
13. Human Development- A life Span Approach- F.P.Rice Prentice Hall- NewJersey

Course No: HSC. 512 Early Childhood Care & Education

4CH

Course Outcomes

CO1	Remember and understand the basic concepts/Principles of Early Childhood Care & Education
CO2	Analyse the various concepts to understand the early childhood development
CO3	Apply the knowledge in understanding the practical problems related to early childhood care and education.
CO4	Execute/create the project or field assignment as per the knowledge gained on early childhood care and education.

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 Crèches.

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, NewDelhi.
3. Pre-school Education- Philosophy & practice- G.Pankajam-The Indian Publications-AmbalaCantt.
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, NewYork.
7. Early Childhood Education-J.S.Garewal- Agra national Psychological CorporationPublishers.
8. Introduction to Early Childhood Education-Hilde brand Vena, -Macmillan-NewYork.
9. Early Childhood Education programme, V.Kaul NCERT, NewDelhi.
10. Guide to Nursery School Teacher – R. MuralidharanNCERT.

Course No: HSC. 513 Community Health Management (Theory)

4CH

Course Outcomes

CO1	Remember and understand the basic concepts/Principles of Community Health Management
CO2	To study the community problem related to health and nutrition
CO3	Gaining knowledge to understand the practical problems related to health.
CO4	Create awareness among the communities about the health and diet and medical facilities available.

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: 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.Manekar, Vora Medical Publications, Mumbai.
3. Essentials of Community Health Nursing- K.Park M/S Banarasidas BharatJabalpur.
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, NewDelhi.
6. A Hand Book of Social & preventive Medicine- Y.P.Bedi, Atmaram & Sons, NewDelhi.
7. Community Health in the United States- John D. Porterfield- Voice of AmericanForum-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 NewDelhi.
10. Health Promotion in Public- A. Bhatia, Anmol Publications, NewDelhi.

Course No: HSC. 514 Study of Family in Society

4CH

Course Outcomes

CO1	Remember and understand the basic concepts/Principles of Study of Family in Society
CO2	To gain knowledge on different problems related to the family and its solution.
CO3	To know different Legal Rights related to women family issues.
CO4	Execute/create the project or field assignment as per the knowledge gained on family and society.

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, NewDelhi.
2. Indian Social Problems- Vol I & II, G.R.Madan.
3. Encyclopedia of Child & Family Welfare- Anmol Publication, NewDelhi.
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, NewDelhi.
7. Family Measurement in India – S.Bharat- Sage Publications, NewDelhi.
8. Family: its Structure & Functions- R. Coover- Macmillan , NewYork.
9. Women & Work in India Society-T.M.Dak.
10. Marriage & Family in India- Kapadia- Oxford University Press, Calcutta

**Course No: HSC . 515 - Practical related to all the theory paper ,Dissertation (Writing of Synopsis & Field Work) Presentation through a seminar
4CH**

Advance Adulthood Development

1. Develop a questionnaire on adolescence problem.
2. Develop a questionnaire for assessment of old age problem.
3. Assessment of life satisfaction of old age.

4. Assessment of Social adjustment of middle age.

Early Childhood care and Education

1. Preparation of curriculum for physical development.
2. Preparation of curriculum for social development.
3. Preparation of curriculum for cognitive development.
4. Preparation of curriculum for creative art and craft.
5. To develop play material for ECCE.

Community Health Management

1. Collection of secondary literature related to health indices.
2. Develop a questionnaire on management of personal hygiene and sanitation.
3. Develop audio-visual aids for health education.
4. Prepare a comparative study on govt. and private health care delivery system
5. Report writing on any one life style disorder.

Dissertation

(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 SEMISTER

Course No: HSC. 521 Communication And Program Planning For Health Promotion

Course Outcomes

CO1	Remember and understand the basic concepts/Principles Communication and Program Planning For Health Promotion
CO2	Analyse the various concepts to understand the health promotion laid down by the Government .
CO3	Apply the knowledge in developing different programs for the communities.
CO4	Execute/create the project or field assignment as per the knowledge gained

Objectives

1. To be familiar with the national/international dietary guidelines addressing nutrition and health aspects & to learn about the determinants of food behaviour. Able to plan, implement and evaluate behaviour change communication for promotion of nutrition and health among the vulnerable groups.
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 program planning in public health nutrition will help students in understanding dietary guidelines, behavior change communication for nutrition and health promotion and different nutrition policy and programs, monitor and evaluate nutrition surveillance program and strategies to undertake to tackle nutritional problems during emergencies.

Unit I – Communication for health promotion :- concept, definition, meaning of communication, communication process, types of communication. Health communication :- function of health communication, health education, health education and behavior, health care providers.

Unit II- health education:- meaning , definition, principles of health education, approaches to health education (regulatory approach, service approach, primary health care approach), models of health education (medical, motivational, social & interventional model)

Unit-III: Programme planning: meaning, nature, principles & scope of programme planning, principles of programme planning applied to extension, objectives, steps for making a programme, , Programme implementation :aspects of execution, facts responsible for the successful conduct of a programme, role of officials, non-officials and agencies in programme implementation. Evaluation: meaning, scope & purpose of evaluation, elements of evaluation process, uses of evaluation, steps involved, types of evaluation, criteria for evaluation, tools in evaluation

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). Nutritional relief and rehabilitation –food distribution strategy, mass and supplementary feeding, sanitation and hygiene, Public nutrition approach to tackle nutritional problems in emergencies.

Books Recommended:

1. Preventive and social medicine by K. Park
2. Edelstein S. (2006) Nutrition in Public Health. A handbook for developing programmes and services. Second Edition. Jones and Bartlett Publishers.
3. Goyet, Fish. V. Seaman, J. and Geijer, U. (1978) The Management of Nutritional Emergencies in Large Populations, World Health Organization, Geneva.
4. Gibney M.J., Margetts, B.M., Kearney, J. M. Arab, I., (Eds) (2004) Public Health Nutrition, NS Blackwell Publishing.
5. Owen. A. Y. and Frankle, R. T. (1986) Nutrition in the Community. The Art of Delivering Services, 2nd ed. Times Mirror/Mosby.
6. Food processing and Preservation – G. Subhalakshmi & Shobha A. Udipi, New Age International (P) Limited, New Delhi.
7. Food Hygiene & Sanitation – S. Roday- Tata Mc Graw Hill, NewDelhi.
8. Public Health Communication: Evidence for Behavior Change by Robert C. Hornik © 2002 by Lawrence Erlbaum Associates, Inc.
9. Communication and Health: Systems and Applications. Edited by Eileen Berlin Ray and Lewis Donohew© 1990 by Lawrence Erlbaum Associates, Inc.
10. Designing health messages: Approaches from Communication Theory and Public Health Practice. Editors: Edward Maibach and Roxanne Louiselle Parrott © 1995 by Sage Publications, Inc.
11. Community Nutrition in Action: An Entrepreneurial Approach. Fourth Edition. Marie A. Boyle and David H. Holben. © 2006 ThomsonWadsworth.

Course No:HSC.522

Gender & Development

4CH

Course Outcomes

CO1	Remember and understand the basic concepts/Principles of Gender & Development
CO2	To empower the women folk by different awareness programs.
CO3	Apply the knowledge in understanding the practical problems related to gender equity.
CO4	Execute/create the project or field assignment as per the knowledge gained on gender issues.

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, gender roles, changing trends, Gender construction within the family & society, Gender theories, shift from welfare to development and empowerment.

Unit-II: Status of Women: Meaning, a situational analysis, demographic, Status of Women in education, employment, politics & health (general, occupational & reproductive).

Unit-III: Gender issues and problems: 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 .

Unit-IV: Women welfare programmes & policies: Women welfare programmes & policies for the development of women, women welfare organizations National programmes & Policies for empowerment of women, economic empowerment: through poverty eradication, micro credit, self-help groups, agriculture, industry & support services(working women's hostel, craches etc.).

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, NewDelhi.
4. The Changing Position of Indian Women- M.N.Srinivas, Oxford University Press, New Delh
Encyclopedia of Human Rights & Women Development- V.Kaushik & B.R.Sharma, Sarup & Sons,
5. Women Employment in India-B.Sahoo, Satanetra Publications,Bhubaneswar.
6. Indian Social Problems-G.R.Madan, Allied Publishers, New Delhi, vol. I &II.

- 7. Female Exploitation & women’s Emancipation- Latika Menon, Kanishka PublishersDistributors,
- 8. Girl Child in India- Leelamma Devasia & V.V.Devasia, Ashish Publishing House, NewDelhi.
- 9. Women & Development- Institute for Sustainable development- Laxmi Devi, Anmol Publishers,.

Course No:HSC.523

Children with Special Needs

4 CH

Course Outcomes

CO1	Remember and understand the basic concepts/Principles of Children with Special Needs
CO2	Analyse the various concepts to understand them through case studies
CO3	Apply the knowledge in understanding the practical problems related to special children
CO4	To aware the parent/ society on different welfare agencies on special children.

Objectives:

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

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 Induction-D.P.Hullahan & J.M.Kauffman-Prentice Hall, Inc, Englewood Cliffs, NewJersey.
- 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, NewDelhi.
- 5. Education & Children with special needs – from Segregation to inclusion-S. Hegarty & M.Alur, Sage Publications, NewDelhi.
- 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. 524 &525

Dissertation, Seminar & field work/ lab work

8CH

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. Appropriate field work/lab work will be done for the dissertation. The candidate has to submit two hard 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 (8CH), 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 examiner.

IDC :- HOME SCIENCE

Unit – I :- food and nutrition

classification of nutrients, introduction, function, sources, deficiency, requirement (RDA) of different nutrients. Basic five food groups. Food preservation :- reasons of food spoilage, methods of food preservation (Bacteriostatic , bactericidal)

Unit – II :- FRM and textile

FRM :- Definition of management , types & characteristics of resources, Money management:- different methods of money management, Ernst engel's law of consumption. Time & energy management :- work simplification and its techniques, Mundal's classes of change.

Colour:- primary, secondary, tertiary colour, Prang's colour wheel, colour schemes :- analogous, complimentary, split-complimentary.

Textile :- classification of fiber: natural & manmade, fabric construction methods : weaving, knitting, felting, bonding.

Unit – III :- HDFFS, Extension & communication

HDFS :- Principles of child development, stages of prenatal development : zygote, embriyo, fetus. Stages of postnatal development : birth to old age. Types of family and marriage.

Extension :- Definition, objectives & principles of Extension.

Communication:- Definition, elements and types Communication, models of Communication :- Aristotle, Leagan, Berlo, Westley & Machean.

Books Recommended:

1. Child Development- E.B. Hurlock.
2. Textbook of Clothing Textiles and Laundry (Pb) by Gupta Sushma Et Al, Kalyani Publishers

M.A/M.Sc in Home Science

3. Textiles: Fiber to Fabric (Asia School Family Studies Fashion) by Bernard P. Corbman
4. Human Nutrition and Dietetics- Davidson and Passmore
5. Park, K. (2009) Park's Textbook of Preventive and Social Medicine, 20th ed. Jabalpur M/s. Banarsidas Bhanot.
6. Nutrition Science – B. Srilakshmi, New Age international (P) Limited, New Delhi.
7. Management In Family Living by NICKELL P
8. Education And Communication For Development by DAHAMA O.P

N.B. – Practical will be selected for each semester from the syllabus as per the teacher's council

