

M.A/M.Sc. PROGRAMME IN HOME SCIENCE (HUMAN DEVELOPMENT & FAMILY STUDIES)



(Effective from Session 2026-27)

(Batch: 2026-2028)



SAMBALPUR UNIVERSITY

IXOTI VIHAR, PURI A, SAMBALPUR, ODISHA-769010



**SEMESTER-WISE COURSE STRUCTURE FOR THE TWO YEARS
P.G PROGRAMME IN UNIVERSITY P.G DEPARTMENT AND
COLLEGES UNDER SAMBALPUR UNIVERSITY**

**TO BE
EFFECTIVE FROM
2025-26 BATCH:
2025-27**

(Ref: letter No: 4873/Acd.-I Dated 21.08.2023)

For (Science/ Humanities/Social Sciences/ Commerce)				
Semester	Core Course Credit	Additional Course	Additional Course Credit	Total Credit
First	20	AECC I: Environmental Studies and Disaster management	2	22
Second	20	Inter Dept. Course (IDC) or open elective	3	23
Third	20	AECC II: Entrepreneurship Development	2	22
Fourth (including project of 4 credit)	20	MOOCs one paper	3	23

TOTAL	80		10	90
	Total credit for 2 years course = 90 Credits			
	Furthermore, following non - credit course will be taken by the students			
1. Yuva Sanskar	2. N.C.C/N.S. S/Sports/Performing Arts/Yoga (Of which one has to be opted)			

Mission

M1	To educate and empower the society for generations by providing transformative education with deep disciplinary knowledge.
M2	To develop problem solving, leadership and communication skills among the students to serve organisations of today and tomorrow.
M3	To have holistic development of the students by giving them value based ethical education .
M4	To foster entrepreneurial skills among the students by giving life- long learning to make them responsible citizen.

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 Outcomes (PO)

PO1	Environment and sustainability: Critically evaluate impact of household and industrial practices on environment. Appreciate use of sustainable practices for improved physical, emotional, social, psychological environment at micro/macro level.
PO2	Home Science and Society: Apply technical skills and competencies to diagnose, analyze and address family and societal issues to improve quality of life as a whole, with a special emphasis to marginalized and vulnerable section of society.
PO3	Communication- Use of soft skills for clear, contextual, accurate, meaningful, unambiguous effective communication using verbal and non verbal skills at inter/ intra personal and professional level.
PO4	Ethics and Integrity- Apply ethical practices while data collection, conducting experiments, involving human beings as well as animals, delivering professional capabilities. And reporting.
PO5	Planning Skills: Apply skills in designing, implementing, monitoring and evaluating programmes effectively for individuals, family, community .
PO6	Leadership Skills: Apply democratic leadership skills, inspiring , taking responsibility, delegating tasks while working in a team, communicating with other teams, providing guidance to lesser skilled in various settings , be it family, industry or institutions, or carrying out research projects.
PO7	Practical Work- Provides opportunity to students to get acquainted with innovative research projects and develop skills to plan and undertake intervention projects.
PO8	Life Long Learning- Ability to reason out, learn and improve oneself in the changing dynamic scenario by strengthening the strength and weakening of weakness for sustainable developmental needs, technological changes, career requirements and new avenues.

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,
2026-28

CourseNo.	Title	Credit Hour	Mark Distribution	Total Mark
<u>1st Semester</u>				
HSC. 411	Research Methodology	4(Theory)	20+80	100
HSC. 412	Nutrition through life cycle	4(Theory)	20+80	100
HSC. 413	Statistics & Computer Application	4(Theory)	20+80	100
HSC. 414	Infancy and Childhood Development	4(Theory)	20+80	100
HSC. 415	Practical I	2(Practical)	100	100
HSC. 416	Practical II	2(Practical)	100	100
417	Environmental Studies and Disaster Management	2	40+60	100
Total		22		700
<u>IInd Semester</u>				
HSC. 421	Basics of Textile	4(Theory)	20+80	100
HSC. 422	Community Health & Nutrition	4(Theory)	20+80	100
HSC. 423	Theories of Human Development & Family Studies	4(Theory)	20+80	100
HSC. 424	Human physiology & Therapeutic Nutrition	4(Theory)	20+80	100
HSC. 425	Practical III	2(Practical)	100	100
HSC. 426	Practical IV	2(Practical)	100	100
427	Inter Disciplinary Course (IDC)	3	40+60	100
Total		23		700
<u>IIIrd Semester</u>				
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 V	2(Practical)	100	100
HSC. 516	Practical VI	2(Practical)	100	100
517	Entrepreneurship Development	2	40+60	100
Total		22		700
<u>IV Semester</u>				
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
524	Dissertation - Seminar Presentation	4(Practical)	100	100
525	Dissertation - Analysis & interpretation	2(Practical)	100	100
526	Dissertation- final viva	2(Practical)	100	100
527	MOOC	3		100

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 them M.A./ M. Sc Home Science(Human Development & Family Studies) Examination(Under Course Credit Semester SystemExamination (Under Course Credit Semester System) Effective from First Semester Examination, 2026-28

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 process.

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- 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, NewDelhi.
6. Statistics in Psychology & Education – Henry, E. Garrett, David Heley andCo.
7. Experimental Design in Psychological Research –Edwards
8. The Quality of Life: Valuation in social Research – R. Mukherjee – Sage publications, NewDelhi.
9. Fundamentals of Statistics- D.N.Elhance.
10. Statistics in Psychology & Education-Garrett &Word

Course No:HSC.412

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: Role of dietician, Meal planning: objectives, factors affecting meal planning, dietary calculation using food exchange lists, Type of diets: normal, soft & fluid diets, high & low calorie diet, high protein, high fat & low carbohydrate diets.

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

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 Anaemia 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 Publishing Co. 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, New Delhi.
6. Nutrition in Preventive Medicine- G.H. Beatin & J.M. Benga- 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, ED sneholinka, 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

Course No: HSC- 413 Statistics & Computer Application

4CH

Course Outcomes

CO1	Understand the basic concepts/Principles of Statistics & Computer Application
CO2	To understand the basics of computer and its application.
CO3	Apply the knowledge in understanding the practical problems in using the statistics in Home Science Research
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- 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 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, NewDelhi.
6. Statistics in Psychology & Education –Henry,E.Garett, David Heley andCo.
7. Experimental Design in Psychological Research –Edwards
8. The Quality of Life: Valuation in social Research – R. Mukherjee – Sage publications, NewDelhi.
9. Fundamentals of Statistics-D.N. Elhance.
10. Statistics in Psychology & Education-Garrett &Word

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 pattern 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.BerkBasten-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, NewYork.
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.

Course No- HSC415, Course Title – Practical I 2 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.

Nutrition through Life Cycle

1. Formulate a food exchange list by classifying foods into groups based on their similar nutritional composition in order to facilitate balanced diet planning.
2. Plan a nutritionally balanced diet for infants according to their age and developmental requirements to ensure proper growth and development.
3. Prepare a balanced diet plan for pre-school and school-going children that meets their nutritional needs for growth, development, and daily activities.

4. Design a balanced diet plan for adolescents in order to meet the increased nutritional requirements during the period of rapid growth and physiological changes.
5. Plan appropriate diet patterns for adults with different levels of physical activity, namely sedentary, moderate, and heavy workers, to maintain optimal health.
6. Prepare a nutritionally adequate diet plan for pregnant women to support maternal health and the proper growth and development of the fetus.
7. Develop a balanced diet plan for lactating mothers to ensure adequate nutrient intake for breast milk production and maternal well-being.
8. Plan a suitable diet for elderly individuals that fulfills their nutritional needs while considering age-related physiological changes and digestive capacity.

Course No- HSC416, Course Title – Practical II

2 CH

Statistics and Computer Application

1. Basic knowledge of computer handling.
2. To know about Micro-software (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.

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.

DISSERTATION - REVIEW OF RESEARCH PAPERS IN REFERRED JOURNALS

Each student has to select a topic for the review work. He/She shall undertake the work under the supervision of a recognized teacher of the Department. On the basis of the review of literature specifically research papers published in referred Journals on the topic selected, the student has to prepare a report and submit the same for evaluation by the teacher's council. He/ She has to make a presentation of the review report before the faculty, Research scholars and students in the Department. Evaluation of the review report and seminar will be done by the teacher's council of the department.

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:

1. To acquire knowledge on different types of fibers and their properties.
2. 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 (Woven & Nonwoven) : 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 CommunityHealth & 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
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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, Community Health Care Delivery System- Public health sector and private sector. Malnutrition- definition, types and causes of malnutrition. Important of five food groups and balanced diet in preventing 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 nutrition 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, functional food, antioxidants, dietary diversification, biotechnological approaches, development of food mixtures, food preservation, functional food, Antioxidants, 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, NIPICID, 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, New Delhi.
6. Food Hygiene & Sanitation – S.Roday- Tata McGraw Hill, New Delhi.
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, Shumaker SA (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.

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 in families
CO4	Execute/create the project or field assignment as per the knowledge gained

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, Eriksons 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.

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, John Wiley, 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 BookCenter,
12. Family Dynamics: Social Work Perspectives, A. Khasgiwala, 1993, Anmol, NewDelhi.

Course No:HSC.424 Human Physiology &Therapeutic Nutrition

4CH

Course outcomes

CO1	Remember and understand the basic concepts/Principles of Therapeutic Nutrition
CO2	Analyse the various concepts to understand them through case studies
CO3	Apply the knowledge in understanding the practical problems of different diseases condition and their diets.
CO4	Execute/create the project or field assignment as per the knowledge gained

Objectives

To understand causative factors & metabolic changes in various diseases disorders.

To understand the effect of various disorders / diseases on nutritional status, nutritional and dietary requirements.

To be able to recommend and provide appropriate nutrition care for prevention and treatment of various disorders.

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:Digestive System: Introduction, structure & function of oral cavity, stomach, small intestine, large intestine, liver. Absorption of food and its excretion.

Etiology, symptoms, nutritional Problems, nutritional requirements& dietary management of Peptic ulcer, gastritis, Jaundice & Viral Hepatitis, cirrhosis of liver, Pancreatitis

Unit-II:Excretory System:Introduction, structure & function of kidney. Etiology, symptoms, nutritional Problems, nutritional requirements& dietary management of Diseases of kidney (Nephrosis, glomerulonephritis, renal failure, urinary calculi, dialysis)

Cardiovascular System:Introduction, structure & function of Heart. Blood pressure- Types and factors affecting it. Etiology, symptoms, nutritional Problems, nutritional requirements & dietary management of heart diseases.

Unit-III: Types and functions of endocrine glands (Pituitary gland, Thyroid gland, Adrenal gland, Islets of Langerhans, pineal gland). Types and functions of exocrine glands (Salivary gland, Mammary gland, Ceruminous gland, Sebaceous gland, Mucous gland). Etiology, symptoms, nutritional Problems, nutritional requirements& dietary management of Obesity, Diabetes mellitus.

Unit IV: Structure and function of female reproductive organ. Etiology, symptoms, nutritional Problems, nutritional requirements& dietary management of PCOD.Nutrition in Cancer- Risk factors symptoms, Nutritional problems in cancer therapy, Nutritional requirements, Dietary management & role of food in prevention of cancer.

Books Recommended

1. Nutrition and Dietetics – Subhangini A.Joshi – Tata McGraw-Hill Publishing Company Limited, New Delhi
2. Dietetics – B.Srilakshmi – New age international (P) limited NewDelhi.
3. Normal and Therapeutic Nutrition- C.H.Robinson, Oxford & IBH publishing Co.Calcutta.
4. Essentials of Food and nutrition – M.Swaminathan, Vol I &II, The Bangalore Printing & Publishing Co. Ltd (BAPPCO)
5. Food, Nutrition & Diet Therapy-L.K.Mahan&Escott.Stump- W.B. SaundersLtd
6. Human Physiology, Alagappa University, Directorate of Distance Education.
7. Guidelines for planning Therapeutic diets- C.Lenka, Akinik Publications, NewDelhi
8. Applied Nutrition & Diet Therapy for Nurses- J Davis, K.Sherer-W.B.Saunders.Co
9. Clinical Nutrition. The Nutrition Society Textbook Series. Blackwell Publishing Company Garrow, J.S., James, W.P.T. and Ralph, A.(2000)
10. Kaufman M. (2007) Nutrition in promoting the public health strategies, principles and practice. Jones and Bartlett Publishers.
11. Park, K. (2009) Park's Textbook of Preventive and Social Medicine, 20th ed. Jabalpur M/s. Banarsidas Bhanot.

Course No- HSC425, Course Title – Practical III

2 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. Analysis of fabric quality by thread count method.
7. Visit to explore the manufacturing &dyeing process of fabric.

Community Health& Nutrition

1. Study and Preparation of a Flow Diagram of the Community Health Care Delivery System in India
2. Identify and classify different types of malnutrition such as Kwashiorkor, Marasmus, and Anemia based on their causes and clinical features.
3. Assess the nutritional status of an individual using anthropometric measurements (height, weight, BMI and MUAC) according to standards of World Health Organization.
4. Assess the daily nutrient intake of an individual using the 24-hour dietary recall method and compare it with the recommended dietary allowances.
5. Examine an individual for clinical signs of nutrient deficiencies through physical examination.

6. Measurement of body temperature by using thermometer/ infrared digital thermometer.

Course No- HSC426, Course Title – Practical IV

2 CH

Human Physiology & Therapeutic Nutrition

1. Observe and identify the histological structure of different human organs under a microscope.
2. Determine the blood glucose level using a glucometer for the assessment of blood sugar levels.
3. Formulate a therapeutic diet plan for patients with diabetes mellitus to help regulate blood glucose levels and maintain overall health.
4. Measure the hemoglobin level in blood using a hemoglobino meter and detect anemia.
5. Formulate a diet plan rich in iron and other essential nutrients for individuals suffering from anemia to improve hemoglobin levels and overall health.
6. Plan a therapeutic diet suitable for patients with peptic ulcer in order to reduce gastric irritation and promote healing of the gastrointestinal tract.
7. Prepare an appropriate diet plan for patients suffering from jaundice to support liver function and promote recovery.
8. Measure the blood pressure level by using Sphygmomanometer
9. Design a diet plan for patients with atherosclerosis aimed at reducing blood cholesterol levels and promoting cardiovascular health.
10. Design a balanced therapeutic diet plan for patients with Polycystic Ovarian Disease (PCOD) to help regulate hormonal imbalance and maintain healthy body weight.
11. Prepare a therapeutic diet plan for patients with nephritis to reduce the workload on the kidneys and maintain proper nutritional balance.

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 and presentation it in the department before the faculty. The feedback and comments received during the seminar presentation shall be suitably incorporated in the work under the advice of the supervisor.

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 New York.
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 HealthManagement(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, 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. 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, 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 & McNally 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. Cooley- 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 515, Course Title – Practical V

2 CH

Course No: HSC. 515 (3rd Sem.) HDFS

Advance Adulthood Development

1. Develop a questionnaire in relation to adolescence problem and analyze it.
2. Develop a questionnaire in relation to adulthood development and analyze it.
3. Develop a questionnaire for assessment of problems faced by old age people and analyze it.
4. Assessment of Social adjustment of aged people by **using social adjustment scale for the aged (ASAS) developed by Dr. Devendra Singh Sisodia.**
5. Assessment of Social adjustment during middle age.

Early Childhood care and Education

1. Preparation of curriculum for physical development for ECCE.
2. Preparation of curriculum for social development for ECCE.

3. Preparation of curriculum for cognitive development for ECCE.
4. Preparation of curriculum for creative art and craft for ECCE.
5. To develop play material for ECCE & describe its benefits in detail..

Course No- HSC 516, Course Title – Practical VI**2 CH****Community Health Management**

1. Develop audio-visual aids for health education.
2. Prepare a comparative study on govt. and private health care delivery system.
3. Report writing on any one lifestyle disorder. (case study methods)
4. Awareness program on any one community health problems.(According to current situation and locality)
5. Internship - Visit to any one institution for around 15 days, observing the operational system and writing a report like a case study. (Health center/ old age home/ institution for exceptional children/ counseling center/ day care center etc.)

Dissertation

Each student has 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 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 for evaluation. The feedback and comments received during the seminar presentation shall be suitably incorporated in the work under the advice of the supervisor. (writing of synopsis, collection of literature, preparation of research tool & plan for field work/ experimental work & presentation through a seminar)

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. Udupi, New Age International (P) Limited, New Delhi.
7. Food Hygiene & Sanitation – S. Roday- Tata McGraw Hill, New Delhi.
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 Thomson Wadsworth.

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, crèches etc.).

Books Recommended:

1. Women, tradition & culture-M.Subbamma; Sterling Publishers Private Limited, NewDelhi.
2. Anthropological Exploration in Gender- Intersecting fields; Leela Dube, Sage Publications, NewDelhi.
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, NewDelh 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((Theoryelective))

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 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 Special 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 forchildren
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 & 526, Practical VII, VIII, IX

Dissertation - Analysis & Interpretation, Presentation through A Seminar

8CH

Each student has to carry out the dissertation work immediately after registration into Fourth 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 invite the examiner for evaluation. The valuation of dissertation shall be followed by an open Viva voce through a PPT presentation. In the final dissertation evaluation (8CH), 50% weight age shall be given to continuous evaluation during the dissertation work through a seminar, 25% to the evaluation of content and rest 25% to seminar final presentation & viva voce by the examiners.

HSC 427 - IDC :- HOME SCIENCE

3CH

Course Outcomes

CO1	Remember and understand the basic concepts/Principles of Home Science
CO2	Analyse the various concepts to understand the extention, communication and family management skills.
CO3	To understand the well being of the families and communities.
CO4	To understand the basics of textile.

Objectives: To understand and appreciate role of Home Science, in the development and well-being of individuals, families and communities.

Expected Outcome:

Improve knowledge on food and nutrition will help students to plan balanced diet using food groups and can know the basics of textile and family management.

Unit – I :-

Basic five food groups, classification of nutrients, introduction, classification, function, sources, deficiency, requirement (RDA) of different macro nutrients.

Unit – II :-Introduction, classification, function, sources, deficiency, requirement (RDA) of different micro nutrients(vitamin A,D,E,K,B1,B2,B9,C, Minerals-Iron, Calcium, Iodin, Phosphorus).

Food preservation : reasons of food spoilage, methods of food preservation (Bacteriostatic , bactericidal)

Unit – III :-

FRM :- Definition of management , types & characteristics of resources,

Textile :- classification of fiber: natural & manmade, properties of silk, wool, & cotton.

HDFS :- Principles of child development, stages of prenatal development : zygote, embriyo, fetus.

Extension :- Definition & principles of Extension.

Communication:- Definition, elements and types Communication.

Books Recommended:

1. Child Development- E.B.Hurlock.
2. Textbook of Clothing Textiles and Laundry (Pb) by Gupta Sushma Et Al, Kalyani Publishers
3. Textiles: Fiber to Fabric (Asia School Family Studies Fashion) by Bernard P. Corbman
4. Human Nutriton and Dietetics- Davidson andPassmore
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, NewDelhi.
7. Management In Family Living by NICKELL P
8. Education And Communication For Development by DAHAMA O.P

HSC 527- Alternate Course for MOOC (3 Credit Hours)

Course Name: Community Extension

UNIT – 1: Extension Education

- a) Definition of Extension Education
- b) Classification of Extension Education (Formal and Informal)
- c) Objectives of Extension Education
- d) Basic Philosophy of Extension Education
- e) Principles of Extension Education

UNIT – 2: Communication

- a) Meaning and Definition of Communication
- b) Characteristics and Elements of Communication
- c) Types of Communication with merits and demerits (Individual, Group, Mass, Verbal, Non-verbal)
- d) Models of Communication (Aristotle's Model, Shannon-Weaver Model, Westley & MacLean Model, Leagan's Model, Berlo's Model)

UNIT – 3: Rural Sociology

- a) Definition of Rural Sociology
- b) Meaning and Importance of Rural Sociology
- c) Characteristics of Rural Society and Urban Life
- d) Amenities and Services for Rural Development: Education, Health, and Medical Facilities
- e) Characteristics and Role of Extension Worker

References

1. Dahama, O.P. and Bhatnagar, O.P. (2005). *Education and Communication for Development*. New Delhi: Oxford & IBH Publishing Company.
2. Gupta, Y.S. (2003). *Handbook of Reporting and Communication Skills*. New Delhi: Concept Publishing Company.
3. Dubey, V.K. (2008). *Extension Education and Communication*. New Age International.
4. Dahama, O.P. & Prasad, R. (1966). *Extension and Rural Welfare*. Agricultural Extension Work.
5. *Fundamentals of Agricultural Extension Education*. Department of Extension Education, JNKVV, Jabalpur (M.P.).