

Annexure I

Minutes of Board of Study on 26/04/2022

Minutes of the meeting of Board of Study of Institute of Home Science held on 26 April 2022 at 12 pm, Institute of Home Science, Khandari, Agra

The following members were present in the meeting

1. Prof. Achla Gakkhar Dean & Director, IHS, Agra (Member)
2. Dr. Archana Singh Associate Professor, IHS, Agra (Member)
3. Dr. Sanghmitra Gautam Assistant Professor, IHS, Agra (Member)
4. Dr. Saleem Javed Assistant Professor, IHS, Agra (Member)
5. Professor Archana Kapoor Retd. Dean, Emeritus Prof, DEI, Agra (Expert)
6. Dr. Nitu Singh (Subject Expert) Associate Prof. & HOD Home Science, Hemvati Nandan Bahuguna Govt PG College Naini Prayagraj (Expert)
7. Dr. Madhulika Gautam, (Subject Expert) Associate Professor, DEI, Agra (Expert)
8. Dr. Richa Verma (Subject Expert) Assistant Professor, DEI, Agra (Expert)

Meeting started with welcoming of the members by the Director. The following issues were considered and discussed in the meeting as per the recommendations of Academic Committee of Institute of Home Science held on 19/04/2022. The Board confirmed the following issues.

1. Board suggested not to introduce B.A Home Science program as Institute is already offering a valuable degree of B.Sc. Home Science with same eligibility criteria for admission similar course structure with low fee.
In addition to this 50% of B.Sc. Home science seats are lying vacant in since few years, so instead of starting a new bachelor's degree with similar course, focus should be on filling up the seats of existing bachelor's degree (B. Sc. Home Science).
It is recommended the authorities may consider it launching of B.A course in self finance, on view of its less sustainability.
2. Board recommended to start with M.A Home Science (under self finance scheme) from next coming session, i.e 2022-2023 with minimum eligibility criteria of 50% for general/OBC and 45% for SC/ST categories. At graduation level candidates having Home Science as one of the subjects will be eligible to take admission in the M.A. Home Science in the Institute. Fee structure is enclosed. Number of seats are 50. The course will not run if the candidates are less than 20.
3. Board revised the syllabus of M.Sc. Home Science (General, Group A, B, & E) as per the norms of NEP 2020.

Satyajit
26/4/2022

Prof Nitu Singh
26/4/2022

Archana Kapoor
26/4/22

Archana Kapoor
26/4/22

Madhulika
26.4.22

Richa
26/4/22

4. Minor subject will be selected from other Institute/Faculty viz Faculty of Computer Science, Faculty of Management, Faculty of Linguistic and Basic Science
5. Board recommended starting PG diploma in Nutrition & Dietetics from coming session 2022-2023 (Syllabus enclosed).
6. Board also recommended to start the certificate course in Food processing and Food Preservation (Syllabus enclosed).
7. Boys will be eligible to take admission in all the courses being run in the Institute of Home Science.

8. ~~M.A. (F.N.Y.)~~ B seat
to be increased
from 3 to 5.

Prink
26/4/22

Prink
26/4/2022
Dr. Nitin Singh

Arif
Arif Kapoor

(S)
26.4.22

M. Mahesh
26/4/22
Dr. Mahesh Jambh

Minutes of the meeting of Board of Study Held on 31/08/2022

Minutes of the meeting of BOARD OF STUDY held in Institute of Home Science on 31/08/2022 at 12 pm, Institute of Home Science, Khandari Agra. Meeting was organized to frame the syllabus of B. Sc. (Home Science) as per the NEP guideline 2020. The following members were present in the meeting –

- Prof. Achla Gakkar Dean & Director, IHS Agra (Member & convener)
- Prof. Archana Singh IHS Agra (Member)
- Mrs. Sanghmitra Gautam Assistant Professor, IHS Agra (Member)
- Dr. Madhulika Gantam Subject Expert, Associate Professor, DEL, Agra (Expert)
- Dr. Richa Verma Assistant Professor, DEL, Agra (Expert)

Meeting started with the welcoming of the members by the Director. Below mention issues were discussed in the meeting as per the recommendations of Academic Committee of Institute of Home Science held on 20/08/22. The Board confirmed the following:

1. Board recommended to start with B. Sc. Home Science (Regular Course) from coming session that is 2022-23 as per the NEP Guideline 2020. The minimum eligibility criteria 50% for General/OBC, 45% for Sc/St Category. Candidates having 10+2 certificate with Commerce, Science, and Arts subject will be eligible to take admission in B. Sc. (Home Science) in faculty of Home Science, Dr. B. R. Ambedkar University Agra. The numbers of seats are 120.
2. Board revised the syllabus and papers of B. Sc. (Home Science) as per the norms of NEP 2020. Board recommended the minor courses, co-curricular courses, and vocational courses.

Meeting ended with the vote of thanks.

Achla
31/8/22

Si
31.8.2022

(Signature)

Haath

Richa

NATIONAL EDUCATION POLICY, 2020
MASTER OF SCIENCE IN HOME SCIENCE
(Specialization in Human Development and Family Studies)
Institute of Home Science,
Dr. Bhimrao Ambedkar University, Agra

Course Code	Course Title: B.Sc. (Home Science) VII Semester/ M. Sc. (H.Sc.) I Semester	Course Type	Marks		Total	Credit	Course Mapping		
			CIE	UE			EC	EPC	SDC
I	Research Methodology	Theory Major	25	75	100	4			
II	Infant Development and Stimulation	Theory Major	25	75	100	4			
III	Maternal and Child Nutrition	Theory Major	25	75	100	4			
IV	Guidance and Counseling Across the Lifespan	Theory Major	25	75	100	4			
V	Infant Development and Stimulation Practical	Practical Major	25	75	100	4			
VI	Other Faculty* Linguistic	Minor	25	75	100	4			
VII	Research Project	Project	25	75	100	4			
	Total		175	525	700	28			
Course Code	Course Title: B.Sc. (Home Science) VIII Semester/ M. Sc. (H.Sc.) II Semester	Course Type	Marks		Total	Credit	Course Mapping		
			CIE	UE			EC	EPC	SDC
VIII	Fundamentals of Statistics	Theory Major	25	75	100	4			
IX	Current Trends and Issues in Human Development	Theory Major	25	75	100	4			
X	Theories of Human Development	Theory Major	25	75	100	4			
XI	Literature, Media and Children	Theory Major	25	75	100	4			
XII	Literature, Media and Children-Practical	Practical Major	25	75	100	4			
XIII	Research Project	Project	25	75	100	4			
	Total		150	450	600	24			

*Faculty of Linguistic, Faculty of Computer, Faculty of Management, Faculty of Basic Science


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Bachelor (Research) in Faculty

Course Code	Course Title M.Sc. (Home Science) III Semester/ SEMESTER IX	Course Type	Marks		Total	Credit	Course Mapping		
			CIE	UE			EC	EPC	SDC
XIV	Methods of Studying Human Development	Theory Major	25	75	100	4			
XV	Women Studies	Theory Major	25	75	100	4			
XVI	Gerontology	Theory Major	25	75	100	4			
XVII	Persons with Disabilities	Theory Major	25	75	100	4			
XVIII	Computer Application in Designing	Practical Major	25	75	100	4			
XIX	Research Project	Project	25	75	100	4			
	Total		150	450	600	24			
Course Code	Course Title M.Sc. (Home Science) IV Semester/ SEMESTER X	Course Type	Marks		Total	Credit	Course Mapping		
			CIE	UE			EC	EPC	SDC
XX	Advanced Physiology	Theory Major	25	75	100	4			
XXI	Principles and Curriculum for Preschool Care and Education	Theory Major	25	75	100	4			
XXII	Journalism and Media	Theory Major	25	75	100	4			
XXIII	Study of Family and Society	Theory Major	25	75	100	4			
XXIV	Principles and Curriculum for Preschool Care and Education Practical	Practical Major	25	75	100	4			
XXV	Research Project	Project	25	75	100	4			
	Total		150	450	600	24			

Mapping of the course to Local/ Regional/National/Global need :

*Loc: Local Need *Reg: Regional Need *Nati: National Need *Glob: Global Need


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PGDR (Home Science)

Course Code	Course Title: Semester XI	Course Type	Marks		Total	Credit	Course Mapping		
			CIE	UE			EC	EPC	SDC
C 1	Thrust areas of Home Science	Major	25	75	100	6			
C 2	Essentials of Entrepreneurship	Major	25	75	100	6			
C 3	Research Methodology	Major	25	75	100	4			
	Research Project (Qualifying)								
	Total		75	225	300	16			


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MASTER OF SCIENCE IN HOME SCIENCE **(Specialization in Human Development and Family Studies)**

Programme Educational Objectives (PEOs)

The Program Educational Objectives (PEOs) for the Master of Science in Home Science (Specialization in Human Development and Family Studies) describe accomplishments that post graduates are expected to attain.

PEO-1: Provides opportunity for research in human development

PEO-2: Comprehend the various influences on human development in the different stages of life

PEO-3: Get insight into complexities and rational approach in human behavior and relationships

PEO-4: Imbibe professional ethics and socially responsible attitude in different areas of life

PEO-5: Apply knowledge of human development for better coping of individual and family and societal issues

Programme Outcomes (POs)

The students of Bachelor of Science in Home Science will be able to:

PO-1: To describe the growth and development of human from conception to late adulthood, as well as to understand family issues and developmental challenges that occur due to biological and ecological conditions.

PO-2: To create awareness regarding current trends, issues and research in Human Development and Family Studies.

PO-3: To gain the skills to establish Entrepreneurial setups like Early childhood educational centre, Centre for Special Children, Home for aged, Home for Orphans and destitute, Short stay homes for women in difficult circumstances

PO-4: To develop effective skills to extend guidance and counseling services to needy people, to identify the developmental challenges through scientific measures and to provide a stimulating environment and intervention for needy people for their optimum development.


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PO-5: To facilitate the students to work professionally and efficiently in academics, research, curriculum development, management of institutions and welfare programs, training, extension and community services relate to human development.

Programme Specific Outcome (PSOs)

After the successful completion of Bachelor of Science in Home Science, the students will be able to:

PSO-1: Gain in depth knowledge in the field of human development

PSO-2: Develop skills for psychological testing, counselling and guidance

PSO-3: Demonstrate skills and abilities for problem solving related to family and relationship issues

PSO-4: Explore the evolving concepts and trends in education, counseling and care especially for children, adolescents and geriatric population

PSO-5: Provide scope for trainings and internships to get real exposure to work environment and professional abilities


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Paper – I
Research Methodology
M.Sc. (Home Science) I Semester
(General, Spl. Grp. ‘A’, ‘B’ & ‘E’)
B.Sc. (Home Science) VII

Course Type: Theory Major

CIE – 25 Marks

UE – 75 Marks

Teaching Periods: 4/Week

Credits: 4

Course Objectives: This course aims to introduce the basic concepts in research methodology in Social science, Address the issues inherent in selecting a research problem, Discuss the techniques and tools to be employed in completing a research project, Equip students with a basic understanding of the underlying principles of quantitative and qualitative research methods, Provide students with in-depth training on the conduct and management of research from inception to completion using a wide range of techniques.

UNITS	COURSE AND DETAIL	PERIODS
UNIT- I	Introduction to Research	
	1. Meaning, purpose, approaches and scope in various field of Home Science	2
	2. Types of Research	3
	3. Selection of Research problem: need, relevance and feasibility	2
	4. Research Design: meaning, purpose and criteria(Experimental and Observational)	3
	5. Quantitative and Qualitative approaches	2


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UNIT- II	Research Process <ol style="list-style-type: none"> 1. Planning the Research 2. Defining the Research problem 3. Research Objectives: Definition and formulation of hypothesis/objectives 4. Review of related literature 5. Basics of Sampling: Sampling vs. Complete Enumeration Objectives, Principles and Limitations of sampling, Sampling Techniques, Size and Error 	<p style="text-align: right;">2</p> <p style="text-align: right;">2</p> <p style="text-align: right;">2</p> <p style="text-align: right;">2</p> <p style="text-align: right;">4</p>
UNIT-III	Data Gathering Instruments/ Tools <ol style="list-style-type: none"> 1. Primary and Secondary Data 2. Methods and Tools in Data Collection (Schedule, Questionnaire, Interview, Case Study Method etc.) 3. Measurement and Scaling Techniques 4. Validity, Reliability, Sensitivity of Data Collection Tools 	<p style="text-align: right;">1</p> <p style="text-align: right;">4</p> <p style="text-align: right;">4</p> <p style="text-align: right;">3</p>
UNIT- IV	Report Writing <ol style="list-style-type: none"> 1. Summary, Conclusion and Recommendations 2. Writing References 3. Writing Process of Research Report: Formal Style of writing, Preface, Chapterization, Headings, Tables and Figures, Appendices, Bibliography and Acknowledgement 	<p style="text-align: right;">3</p> <p style="text-align: right;">2</p> <p style="text-align: right;">7</p>

SESSIONAL WORK

- Prepare a research plan of any field of Home Science.
- Prepare a Schedule/Questionnaire of the related topic using scaling techniques.
- Gathering information from pilot survey and make a sample master chart for analysis.

References:

1. C. R. Kothari: Research Methodology- Method and Techniques

Paper – II
Infant Development and Stimulation
M.Sc. (Home Science) I Semester (Spl Grp. ‘A’)
B.Sc. (Home Science) Semester VII

Course Type: Theory Major

Credits: 4

Teaching Periods: 4/ week

CIE – 25 Marks

UE – 75 Marks

- **Course Objective:** This course aims to develop insight into students about the nature and techniques of assessment in infancy and to give overview of infancy and infant development as a first stage in the life span development process.

UNIT- I	Organizational Skills of New Born and Infant	PERIODS
	a. Newborn reflexes, States and Learning capacities (classical conditioning, operant conditioning and habituation).	3
	b. Needs and importance of infant assessment, neonatal behavior assessment techniques	3
	c. Methodological issues and ethical issues/concerns related to infant assessment	3
	d. Common genetic disorders and their diagnosis before birth and genetic engineering.	3
UNIT- II	Early Experiences, Early Interactional and Developmental Consequences	
	a. Motor skills, early manipulations, cultural variations in motor development, milestones (birth to 2 years)	3
	b. Sensory, perceptual capacities (touch, hearing, Vision, Sensitivity of depth, face perception)	6
	c. Role of attachment (i) dyadic versus multicaring (ii) Role of father in formation of attachment. (iii) Maternal deprivation and its consequences (iv) Cultural variation in early interactions	3
UNIT-III	Language and Cognitive Development in Infancy	
	a. Components of language	2
	b. Prelinguistic development	3
	c. Phonological development	3
	d. Piaget’s state of cognitive development	3
	e. Individual and cultural differences in language and cognitive development	1

UNIT- IV	Intervention and Stimulation Programmes	
	a. Theoretical perspectives to show the need and rationale for intervention stimulation programmes	3
	b. Existing national and international programmes of infant care and stimulation.	6
	c. Issues and concerns related to intervention programmes	3

Sessional Work

1. Seminar presentation on any topic from syllabus.
2. Academic assessment through short and long questions.
3. Discussions on issues related to infant development and stimulation.

References:

1. Berk L.E. 1992 Child Development (VIth) Edition Allyn and Bacon.
2. Bomsteing M.M. (Editors) 1991, Cultural Approaches to Parenting, Lawrence Earlbaum Association. New Jersey.
3. Devdas P.R. Jaya N. 1984, A textbook of Child Development, Macmillan India Ltd.
4. Cole M and Cole S. 1989. The Development of Children, Scientific American Books New York.
5. Hellbruegge, T (Editor). The first 365 days in the life f and child; the development of Infant . Max Mucller Bhawan Bombay.
6. Newman and Newman 1977. Infancy and Childhood.
7. Osofsky J.D. 1987. Handbook of infancy. Wiley and Sons.
8. Sharma N. 1990 Current Trends in infant care. An Indian Experience Early Child Development Care

Course Outcomes:

This course will enable the students-

CO-1: To gain an understanding of theoretical, empirical and applied work in the field of infancy.

CO-2: To form a meaningful and practical understanding of infancy with special reference to Indian context.

Abbreviations:

CIE: Continuous Internal Evaluation

UE: University Exam


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Paper - III
Maternal and Child Nutrition
MSc. Food and Nutrition SPL Group 'B' / Group 'A' I Semester
B.Sc. (Home Science)-Semester VII

Course Type: Theory Major

UE – 75 Marks

CIE – 25 Marks

Credits: 4

Teaching Periods: 4/ week

Course Objectives:

This course focuses on providing students with knowledge and skills related to promoting optimal nutrition and health outcomes for mothers, infants, and children. This subject typically covers various aspects of nutrition during pregnancy, lactation, infancy, childhood, and adolescence. Here are some common objectives of Maternal and Child Nutrition:

CONTENTS

UNIT-I	PREGNANCY	PERIODS
	1. Pregnancy: The period of physiological stress	2
	2. Physiological changes during pregnancy	1
	3. Nutrition during pregnancy – Nutrient, requirement, diet & dietary pattern	4
	4. Maternal Nutrition&foetal outcome- pre pregnancy weight and foetal outcome, BMI , Weight gain during pregnancy	4
	5. Risk factors during pregnancy	1
UNIT- II	LACTATION	
	1. Breast Feeding- Colostrum, composition and importance, initiation of breast feeding and duration, advantages of breastfeeding	3
	2. Nutrition needs of lactation	1
	3. Diet and Dietary pattern for lactating woman	2
	4. Effect of maternal malnutrition on milk output and quality of milk	1
	5. Introduction of complementary foods- initiation and management	2
	6. Infant milk substitute act, BPNI (Breast feeding promotion Network in India)	1
	7. Management of pre-term, low birth weight babies and IUGR	1
UNIT-III	INFANCY, CHILDHOOD AND ADOLESCENCE	
	1. Importance of focussing health & nutrition interventions in first 1000 days of life & improving delivery of key nutrition interventions, its evidence, impact, significance for controlling under nutrition & new government initiatives (IYCF- Infant and young Child feeding practices, IGMSY- Indira Gandhi Matratv Suraksha Yojana, Janani Suraksha Yojana)	2

	2. Nutritional requirements during infancy, early childhood, childhood and adolescence with special reference to girl child	6
	3. Diet for preschool child, nutritional deficiency diseases and corrective measures	4
	4. Dietary management of common childhood diseases	2
UNIT-IV	GOVERNMENT PROGRAMMES AND NUTRITION COMMUNICATION	
	1. Problems in improving micronutrient deficiencies in children, Pregnant / Lactating women and adolescent girls: issues, weaknesses and newer initiatives of government (Kishorishakti, SABLA), way forward	4
	2. School health programs in India: Current status, bottlenecks	2
	3. School lunch programmes	2
	4. Efficient methods of teaching principles of nutrition to children & mothers	2

References:

1. UNICEF Publications (State of World's Children, tracking maternal & child health, countdown 2015 etc.)
2. Global Strategy for Infant & Young child feeding by WHO & UNICEF,2003.
3. National IYCF Recommendations, 2006, Ministry of Women & Child Development, GOI, New Delhi.
4. Mapping India's Children (2004), UNICEF in Action.
5. Nita Dalmiya, Ian Darnton Hill, Werner Schultsuld (2009); Multiple micronutrient supplementation during pregnancy in developing country settings. Food & Nutrition Bulletin supplement 30(4).2009
6. Wallace, H.M., Giri, K. (1990). Healthcare of women and children in developing countries, 3rd party publishing co. Oakland.
7. Michel Dibble and VpulSenaratu (2010). Special section on IYCF practices in 4 countries in South Asia: S.Asia infant feeding network FN Bulletin 31(2) 291-375, June 2010.
8. Indian council of Medical Research. Nutrient requirements & recommended dietary allowances for Indians (2009).
9. Indira Gandhi National Open University. School of Continuing Education (2012). Childhood Nutrition: Basic Concepts and Physiological requirements- Course 1.

	Sessional
1.	Plan diet for pregnant and lactating women
2.	Plan and prepare nutrient dense, complementary foods for 6-12 month old infants
3.	Plan and prepare diet for an infant
4	Plan low cost recipe for Balwadi and Aanganwadi and school lunch programmes
5	Plan diet for deficiency diseases and common childhood illnesses
6	Plan diet for different age groups of children & adolescents


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Paper – IV
Guidance and Counseling Across the Lifespan
M.Sc. (Home Science) I Semester (General & Spl Grp. ‘A’)
B.Sc. (Home Science) Semester VII

Course Type: Theory Major

Credits: 4

Teaching Periods: 4/ week

CIE – 25 Marks

UE – 75 Marks

Course Objectives: This course aims to develop an understanding about the concept of guidance and counselling among students, Recognize the behavioural problems and examine strategies for positive behaviour management and to teach students an ethical approach of counselling.

UNIT- I	Guidance and its Nature	PERIODS
	a. Meaning, aims, principles and basic assumptions of guidance	3
	b. Needs and importance of child and family guidance	3
	c. Kinds of guidance- educational, vocational and personal	6
UNIT- II	Guidance of Children at School and Home	
	a. Elementary school years	3
	b. Adolescence- need of sex education at home and school	3
	c. Middle years	3
	d. Old age	3
UNIT-III	Life Span Psychological Disorders and Counseling	
	Nature of psychological disorders that require counseling and therapy in the following stages of human development-	
	a. Childhood	3
	b. Adolescence	3
	c. Adulthood	3
	d. Old age	3
UNIT- IV	Counseling	
	a. Meaning, aims, principles and basic assumptions of Counseling	3
	b. Needs and importance of child and family counseling	3
	c. Qualities and skills of counselor	3
	d. Techniques of counseling- directive and non-directive	3


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Paper – V
Infant Development and Stimulation Practical
M.Sc. (Home Science) I Semester (Spl Grp. ‘A’)
B.Sc. (Home Science) Semester VII

Course Type: Practical Major

Credits: 4

Teaching Periods: 4/ week

CIE – 25 Marks

UE – 75 Marks

Course Objective: This course aims to give practical knowledge of assessing development of infants and to develop ability of designing activities for infants to stimulate physical, motor, social and cognitive development.

Practical Work:

1. Observation and assessment of four infants in hospitals/clinics and submitting a report of the same.
2. Formulating activities for infant stimulation to promote physical motor, social and cognitive development.
3. Presentation of any research conducted and discussion of its implications.
4. Anthropometric measurements of infants to determine health status
5. Assessment of attachment quality of infants.

Course Outcomes:

CO-1: This course will enable the students to gain the practical experience via observation and assessment of developments of children.

CO-2: This course will enable the students to design multi-sensory stimulating activities for promoting the developments of infants.

Abbreviations:

CIE: Continuous Internal Evaluation

UE: University Exam


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Paper – Minor*
(From Other Faculty)
As per the university list

ALI101: Introducing Language Sciences

Course Objective:

The course introduces students to the basics of Linguistics. It quashes many myths about language and gives a fair idea of the areas that modern linguistics addresses to.

Unit I. Introduction to Language and Linguistics, Descriptive vs Prescriptive, Tradition, Design Features of Human Language The Origin of Speech.

Unit II. Building blocks of language: Phonetics & Phonology, Building blocks of language: Morphology , Building blocks of language: Syntax , Building blocks of language: Semantics

Unit III. Structure of Sign Languages, Language in Society, Variation, Indian Multilingualism, Linguistic Diversity, Language Endangerment and Maintenance

UNIT IV. Language Contact, Language Change, Language Universals

Textbook

1. O'Grady, William and John Archibald (ed). 2017. Contemporary Linguistics: An Introduction (7e). New York
2. Fromkin, Victoria, Robert Rodman and Nina Hyams. 2014. An Introduction to Language (10e). Singapore: Wadsworth.

Course Outcomes:

At the end of the course students are expected to have:

CO-1: An overview of the field of Language Sciences/Linguistics as it stands today

CO-2: An ability to answer questions like "how many languages do you know", "do you know all the languages", "linguistics of which language" and "what exactly you do in Linguistics" .

Course Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	1	1	1	1	2	2	2	2	1	2
CO2	1	1	1	2	1	1	2	1	1	2

Matching: * 0 to 30% = 1; *30% to 60% = 2; * 60% to 100%=3


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Paper – VII
Research Project
M. Sc. (Home Science) I Semester
(General, Grp. ‘A’, Grp. ‘B’ and Grp. ‘E’)/
B.Sc. (Home Science) Semester VII

CIE – 25 Marks
UE – 75 Marks

Credits: 4

Course Objectives:

- Demonstrate advanced critical research skills, to establish links between theory and methods within their field of study
- Acquire research skills to develop a research proposal, understand protocol, design and manage a piece of original project work

Course Content:

1. Identification of research problem
2. Preparation and finalization of synopsis

Course outcomes:

CO-1: Help to develop in-depth knowledge of the major subject/field of study, including deeper insight into current research

CO-2: Develop capability to use a holistic view to critically, independently and creatively identify, formulate and deal with research topic

Abbreviations:

CIE: Continuous Internal Evaluation

UE: University Exam

Course Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	1	1	3	3	3	3	3	2
CO2	2	2	1	2	3	3	3	3	3	1

Matching: * 0 to 30% = 1; *30% to 60% = 2; * 60% to 100%=3


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Paper – VIII

Fundamentals of Statistics

M.Sc. (Home Science) II Semester

(General, Spl. Grp. 'A', 'B' & 'E')

B.Sc. (Home Science) Semester VIII

Course Type: Theory Major

CIE – 25 Marks

UE – 75 Marks

Teaching Periods: 4/Week

Credits: 4

Course Objectives: The course aims to develop an understanding of scope of statistics in Home Science and provide a comprehensive knowledge about statistical measures to analyze data and interpretation of data.

UNIT- I	Introduction to Statistics	PERIODS
	1. Meaning of Statistics and its scope in Home Science and other field of inquiry	2
	2. Processing of Data: Editing, Classification and Coding of Data	3
	3. Tabulation of Data	2
	4. Diagrammatical and Graphical representation of data: Significance of difference between Diagram and Graph, Types of Diagram and Graph (Bar Diagrams, Histogram, Polygon, Ogives)	3
	5. Formation of Discrete and Continuous Frequency Distribution	2
UNIT- II	Statistical Measures	
	1. Measures of Central Tendency (Mean, Median, Mode, Quartiles, Deciles, Percentiles)	6
	2. Measures of Dispersion/Variation (Range, Mean and Quartile Deviation, Standard Deviation, Coefficient of Variation)	

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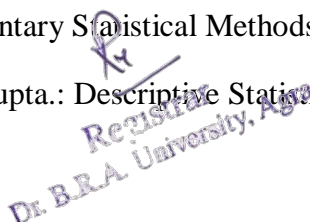
		6
UNIT- III	Correlation, Regression and Association of Data	
	1. Simple Correlation for Grouped and Ungrouped Data (Karl Pearson's , Spearman Rank Correlation), Basic concepts of Partial and Multiple Correlation	5
	2. Simple Linear Regression for Grouped and Ungrouped Data	5
	3. Measures of Association	2
UNIT- IV	Test of Significance	
	1. Hypothesis, its type and error, Level of Significance, Critical Region, One Tailed and Two Tailed Test	2
	2. Large Sample Test: One sample and two sample test for population Mean and Proportion	2
	3. Small Sample Test: Applications of t- test (for one sample and two problems)	3
	4. Chi Square Test and its applications	2
	5. F- Test and its applications	3
	Computer Applications in data Analysis	
	• Use of Statistical Software in data analysis	

SESSIONAL WORK

- Summarization and Presentation of data using tables and graphs.
- Applications of Statistical Techniques to data analysis and interpretation of data.
- Applications of z, t F and Chi-Square test in hypothesis testing.
- All the above will be done using Statistical Software.

References:

1. Hellan M. Walker.: Elementary Statistical Methods
2. Sharma. Choudhary and Gupta.: Descriptive Statistics



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Paper – IX

Current Trends and Issues in Human Development M.Sc. (Home Science) II Semester (Spl Grp. 'A') B.Sc. (Home Science) Semester VIII

Course Type: Theory Major

Credits: 4


Teaching Periods: 4/ week

CIE – 25 Marks

UE – 75 Marks

Course Objective: To create awareness regarding current trends, issues and researches related various aspects of human development, early childhood education, family studies and disabilities.

UNIT- I	Trends and Issues related to Process of Development	PERIODS
	a. Psycho-motor development	2
	b. Perceptual development	2
	c. Cognitive development	2
	d. Language development	2
	e. Socio-emotional development	2
	f. Moral development	2
UNIT- II	Trends and Issues related to Early Childhood Care and Education	
	a. Demography status in early preschool and primary years, gender equality and equity	3
	b. Issues and concerns related to children in difficult circumstances-street children, adopted children, girl child, single parent children, children with disability and other vulnerable groups	3
	c. Issues and concerns related to quality in early childhood and primary curriculum	3
	d. Issues and concerns related to training of ECCE personnel and accreditation processes	3
UNIT-III	Trends and Issues related to Life-span Development	
	a. Infancy	3
	b. Childhood	3
	c. Adulthood	3
	d. Old age	3


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UNIT- IV	Trends and Issues related to Family Studies*	12
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Sessional Work

*The content of Unit IV shall be taken up for report writing and seminar presentations.

References:

1. Berk L.E. 1992 Child Development (VIth) Edition Allyn and Bacon.
2. Devdas P.R. Jaya N. 1984, A textbook of Child Development, Macmillan India Ltd.
3. Sharma N. 1990 Current Trends in infant care. An Indian Experience Early Child Development Care
4. Monaster G.J. 1977. Adolescent Development Life Tasks. Mc.Graw Hill.
5. Papalia D.E. Olds S.W. 1975. A child's World-impact Through Adolescence, Mcgraw Hill Co.
6. Boeknek G. 1980. Human Development Brook and Cole Publishing Company.
7. Perkins V.H. 1975. Human Development Wadword Publishing Company California.
8. Rayner E. 1971. Human Development (IIInd Edition) George Allen and Unwin.
9. Mussen P.H. Conger J.J. Kagan J and Huston A.C. 1984. Child Development and Personality (VI Edition) Harper and Row Publishers

Course Outcomes:

This course will enable the students-

CO-1: To learn about recent trends and issues in Human Development.

CO-2: To understand the importance of innovative/new programs in the field.

CO-3: To develop analytical skills for discussion on issues and concerns related to human development.

Abbreviations:

CIE: Continuous Internal Evaluation

UE: University Exam


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Paper – X

Theories of Human Development M.Sc. (Home Science) II Semester (Spl Grp. 'A') B.Sc. (Home Science) Semester VIII

Course Type: Theory Major

Credits: 4

Teaching Periods: 4/ week

CIE – 25 Marks

UE – 75 Marks

Course Objectives:

This course will enable the students-

1. To make the students have knowledge of the theories of human development and behavior
 - a) To analyse the major contributions of a theorist
 - b) Identify and address the major criticisms of a theory
2. To develop in students an appreciation for primary literature
3. To introduce the students to the latest theories of human development and behaviour

UNIT- I	Overview of Theories	PERIODS
	a. Concepts/ definitions of theories	1
	b. Role of theory in advancement of knowledge	1
	c. Process of theory development	2
	d. Psychoanalytic Perspectives - Freud and the Neo Freudians	
	(i) Psycho analytic theory of Freud	2
	(ii) Alfred Adler	2
	(iii) Carl Jung	2
	(iv) Erick Erickson	2
UNIT- II	Learning Perspective	
	a. Classical conditioning - Pavlov	3
	b. Operant conditioning	3
	c. Trial and error – Thorndike	3
	d. Bandura and Walters	3
UNIT-III	Cognitive and Moral Perspective	
	a. Piaget's theory of cognition	3
	b. Vygotsky theory	2
	c. Information processing theory	4
	d. Moral reasoning and development-perspective of Kohlberg and Piaget	3

UNIT- IV	Personality and Contemporary Theories	
	a. Gordon Allport	3
	b. Kurt Lewin	3
	c. Urie Bronfenbrenner	3
	d. Maslow	3

Sessional Work

1. Term paper on any one of the theories
2. Seminar presentation of various issues related to theoretical perspectives
3. Presentations / making reading cards on articles from Journal

References:

1. Hall C.S. and Lindzey G. 1978. Theories of Personality (IIIrd Edition). John Wiley and Sons. Toronto.
2. Dicapero S.N. 1974 Personality Theories- Guides to Living. Department of Psychology. John Carroll University.
3. Baldwin A.L. 1967 Theories of Child Development IInd Edition.
4. Ryckman R.M. 1978. Theories of personality, D. Van Nostrand Company, New York.
5. Abramson R.P. 1980 Personality, University of California.
6. Hilgard R.E. 1975 Theories of learning Englewood Chiff. New Jersey.

Course Outcomes:

CO1: Students will be able to understand classical and contemporary theoretical perspectives in Human Development.

CO2: Students will be able to apply theoretical understanding of core concepts in Human development to the everyday context

Abbreviations:

CIE: Continuous Internal Evaluation

UE: University Exam


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Paper – XI
Literature, Media and Children
M.Sc. (Home Science) II Semester (Spl Grp. ‘A’)
B.Sc. (Home Science) Semester VIII

Course Type: Theory Major

Credits: 4

Teaching Periods: 4/ week

CIE – 25 Marks


UE – 75 Marks

Course Objectives:

This course aims-

1. To study notions of childhood through literary texts across region and period.
2. To understand the changing representations of childhood in literature and media
3. To identify impact of literature and media on children
4. To examine research trends in children's evolving relationships with media

UNIT- I	Literary Representation of Children's Lives	PERIODS
	a. Children's social presence and notions of childhood in literary texts	4
	b. Child protagonist gender roles and emerging themes about Childhood	2
	c. Socio-cultural perspectives, movements and emerging images of children, family and national identities	6
UNIT- II	Children's Relationship with Different Media	
	a. Childhood in art, advertising, television and film	3
	b. Violence and aggression and childhood perceptions	3
	c. Review of research with childhood audiences	3
	d. Features of media that engage children	3
UNIT-III	Aspects of Content in Children's Literature and Media	
	a. Locating themes in childhood spaces and competencies	3
	b. Humor and playful contexts to enhance appeal and comprehension	3
	c. Media literacy and children's expression	3
	d. Child participation and social responsibility through media	3
UNIT- IV	Project*	


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	a. Exploring the status of children in any selected region of India through multiple textual sources	4
	b. Using normative features of growth and development to review content of children's television programs	4
	c. Understanding notions of childhood among authors or producers for children's books / programs	4

Sessional Work

*The theoretical content of Unit IV shall be taken up for report writing and seminar presentations.

References:

1. Singer, D. E. & Singer, J. L. (2001). Handbook of children and media. New Delhi: Sage Publications.
2. Menon, N. & Nair, B. Children's literature in India. National Book Trust. New Delhi.
3. O'Sullivan, E. (2005). Comparative children's literature. Rutledge: New York
4. <http://www.unm.edu/-gender/txtfiles/2a-z.txt>
Annotated Bibliography of Children and Literature

Course Outcomes:

CO-1: The students will be able to understand social responsibility through media.

CO-2: The students will learn to value literature for development of the child.

CO-3: The students will learn about locating themes in childhood spaces and competencies.

Abbreviations:

CIE: Continuous Internal Evaluation

UE: University Exam

Course Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	2	2	1	3	3	1	2	2	3
CO2	3	2	2	2	3	3	1	1	2	2
CO3	3	2	2	1	3	2	1	2	2	2

Matching: * 0 to 30% = 1; *30% to 60% = 2; * 60% to 100%=3


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Paper – XII
Literature, Media and Children- Practical
M.Sc. (Home Science) II Semester (Spl Grp. ‘A’)
B.Sc. (Home Science) Semester VIII

Course Type: Practical Major

Credits: 4

Teaching Periods: 4/ week

CIE – 25 Marks

UE – 75 Marks

Course Objectives: This course aims to develop skills of creating teaching aids for children and critically analyze the available literature and media for children on developmental perspective.

Practical Work

1. Prepare teaching aids for children of different age groups.
2. Critical analysis of available literature or media content for children.
3. Prepare any two literary aids for creating awareness among children.
4. Write two articles on any topic for creating awareness among parents on current scenario.

Course Outcomes:

CO-1: By the end students will be able to analyze and clearly articulate interpretations of the various meanings of the texts we read, with particular reference to relevant contexts and subtexts. “Texts” include written and spoken language, visual, pictorial, kinetic, multimodal.

CO-2: Students will be able to prepare literary and media items for different age groups of children.

Abbreviations:

CIE: Continuous Internal Evaluation

UE: University Exam


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Paper – XIII
Research Project
M. Sc. (Home Science) (General, Spl. Grp. ‘A’, ‘B’ & ‘E’) II Semester/
B.Sc. (Home Science) Semester VIII

CIE – 25 Marks
UE – 75 Marks

Credits: 4

Course Objectives:

- Demonstrate advanced critical research skills, to establish links between theory and methods within their field of study
- Acquire research skills to develop a research proposal, understand protocol, design and manage a piece of original project work

Course Content:

1. Review of Literature and methodology of the study
2. Finalization of Data collection tool

Course Outcomes:

CO-1: Help to develop in-depth knowledge of the major subject/field of study, including deeper insight into current research

CO-2: Develop capability to use a holistic view to critically, independently and creatively identify, formulate and deal with research topic

Abbreviations:

CIE: Continuous Internal Evaluation

UE: University Exam

Course Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	1	1	3	3	3	3	3	2
CO2	2	2	1	2	3	3	3	3	3	1

Matching: * 0 to 30% = 1; *30% to 60% = 2; * 60% to 100%=3


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Paper – XIV
Methods of Studying Human Development
M.Sc. (Home Science) III Semester (General & Spl Grp. ‘A’)/
Semester IX

Course Type: Theory Major

Credits: 4

Teaching Periods: 4/ week

CIE – 25 Marks

UE – 75 Marks

Course Objectives: This course aims to comprehend the developmental designs adopted to study children and develop an insight into the various methods of data collection.

UNIT- I	Introduction	PERIODS
	a. Importance need and scope of studying human development	4
	b. Techniques of research in human development- time span longitudinal, cross sectional and sequential approach	3
	c. Psychological Tests – Meaning, Standards of a good test with emphasis on reliability and validity, sources of information about tests.	5
UNIT- II	Methods of Studying Human Development	
	a. Interview, observation, questionnaire, case study and rating scale – factors involved in preparation and administration, advantages and disadvantages.	6
	b. Projective Techniques –Meaning, uses and importance. i. Inkblot Techniques (Rorschach and Holtzman) ii. Pictorial techniques (CAT, TAT, Rosenweig Picture Frustration study). iii. Verbal Techniques (word association, sentence completion, word blank and sentence blank).	6
UNIT-III	Assessment of Mental Ability	
	a. Verbal-Non verbal tests	4
	b. Bayley scale of infant ability	2
	c. Wechsler and Binet test of Intelligence	6
UNIT- IV	Tests of Physical and Social Ability/Acquity	
	a. Motor-Manual Tests	5
	b. Sociometry (Use, Methodology and Interpretation)	4
	c. Anthropometric measurements for studying health	3

	parameters	
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Sessional Work

1. Preparation of the following:-
 (a) Questionnaires (b) Interview schedule (c) Observation schedule.
2. Testing reliability and validity
3. Seminar Presentation on any scale/tool.

References:

1. Anastasi A and Urbina S. 2003 Psychology Testing Seventh Edition. Prentice Hall of India Pvt. Ltd. New Delhi
2. Smith Harre and Lagen hove 1995. Rethinking Psychology, Sage publication London.
3. Cronabach I.J. Essentials of Psychological. Testing (Second Edition) Harper Row, New York.
4. Vernon P.E. 1965, Personality Tests and Assessments Methuen and Co. Ltd. London.
5. Ahuja R. 1999 Research Methods. Vikas Publishers.
6. Aylword G. 1994 Practitioner's Guide to Developments and Psychological Testing Plenum Press New York.
7. Blavler I. Hughes C and Tight M. 1999 How to Research Vikas Book New Delhi.

Course Outcomes:

CO-1: This course will enable the students to understand different methods and techniques of studying human development.

CO-2: This course will enable the students to apply the various methods studied practically.

Abbreviations:


CIE: Continuous Internal Evaluation

UE: University Exam

Course Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	2	1	1	3	3	3	2	2	2
CO2	3	2	1	2	3	3	3	1	2	1

Matching: * 0 to 30% = 1; *30% to 60% = 2; * 60% to 100%=3


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Paper – XV
Women Studies
M.Sc. (Home Science) III Semester (Spl Grp. ‘A’ & Grp ‘E’)/
Semester IX

Course Type: Theory Major

Credits: 4

Teaching Periods: 4/ week

CIE – 25 Marks

UE – 75 Marks

Course Objectives:

This course aims to impart knowledge to students regarding scope and perspectives to women’s studies in cultural context and acquaint them to various important issues regarding women’s studies and development.

UNIT- I	Women Perspectives and Movements- A General Overview	PERIODS
	a. Meaning and scope of women's studies	2
	b. Women's perspective and its constituent elements in present social economic and cultural context	4
	c. Women's Movement in pre independent and post independent periods and present trends	4
	d. Milestones and obstacles in women's Movement in India	2
UNIT- II	Women and the Indian Scenario	
	a. Feminism, its basic types and their relevance to Indian context. Facts and myths of feminism.	2
	b. Importance of women's participation in economics, educational, social and political development.	6
	c. Gender role and sex role stereotypes. changes in educational, economic, social and familial status of women	4
UNIT-III	Women Challenges and Issues	
	a. Population statistics and sex ratio	2
	b. Working women and challenges - problems of working women in unorganized sector	3
	c. Issues concerning Women-gender violence, dowry harassment and deaths, suicides. Commercial and religious prostitution, eve-teasing, family and domestic violence foeticide and infanticide, child marriage.	7
UNIT- IV	Media, Laws and Policies	
	a. A critique of laws for women	4

	b. Women and mass media	2
	c. Women's health and family planning, health indicators	2
	d. National Women's Commission and State Commission for Women and their role in women studies and policy issues	4

Sessional Work

- a) Observational visits to women's organization
- b) Planning and organizing awareness campaigns on vital women's issues
- c) Portrayal of women in mass media-newspapers, magazines, television, movies.
- Critical analysis
- d) Situation analysis of gender equality and equity

References:

1. Baker, H.A. Berthieide, G.W. and other (Eds.) (1980) Women Today: A multidisciplinary approach to women's studies. Brooks/cole publication.
2. Joseph, A & Shama K. (Ede) (1994). Whose News? The media and women's issues: sage: New Delhi.
3. Jain D & Banerjee N. (1985) The tyranny of house hold, investigative essay on women and work: Vikas New Delhi.
4. Anderoson L. Margoret (1997) Thinking about women sociological perspective on sex and gender, allyn and bacon, A via com company. 160 gold stroet needhenin heights, U.S.A.
5. Dutta R.K. 2003 Crimes Against Women Reference Press.
6. Devi L. 1998 Encyclopedia of Women Development and Family Welfare. Volumes 1-6, Anmol Publication Pvt. Ltd. New Delhi.
7. Baruah A. 2003 Women in India Anmol Publication Pvt. Ltd.
8. Kahol Y. 2003 Violence Against women Reference Press.

Course Outcomes:

CO-1: The student's gains knowledge on comprehensive profile of the health status of women in various life stages and knowledge about attitudes, behavior and health needs of women, laws to protect women's health in the society.

CO-2: The student acquires the knowledge on women education, history of women development and current status of women.

Abbreviations:

CIE: Continuous Internal Evaluation

UE: University Exam


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Paper – XVI
Gerontology
M.Sc. (Home Science) III Semester (Spl Grp. ‘A’)/
Semester IX

Course Type: Theory Major

Credits: 4

Teaching Periods: 4/ week

CIE – 25 Marks

UE – 75 Marks

Course Objectives:

This course aims-

- To make the students aware of the importance and need of studying the aged.
- To make the students realize need of youth in taking up the responsibility of looking after the aged for a harmonious family life.
- To make the student gain knowledge about the latest areas and trends of research in gerontology.

UNIT- I	An Overview of the Aged – Indian and Global	PERIODS
	a. Definition socio demographic profile of the aged in Indian context	5
	b. Theoretical perspectives on ageing	4
	c. Contemporary socio cultural changes and their effects on aged – National and International scenario	3
UNIT- II	Impacts and Problems of the Aged	
	a. Impact of ageing on (i) Physical (ii) Psychological (iii) Financial (iv) Socio-emotional aspects, abuse	8
	b. The aged in the family context- problems and prospects, support systems	4
UNIT-III	Psycho Physical Aspects of Ageing	
	a. Ageing and health	6
	b. Stress among the aged and various coping strategies – psychological impact	6
UNIT- IV	Research and Programs of the Aged	
	a. Research trends in gerontology and methodological issues	6
	b. Welfare of the aged policies and programmer	6


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Sessional Work

1. Visit to the old age home
2. Presentations of case studies on various issues covered in the course of aged persons
3. Conducting leisure time activities for the aged

References:

1. Dandekar K, 1996. The elderly in India. Sage Publication
2. Hayslip B and Panek P. 1989. Adult development and ageing. Harper and Row
3. Richardson B and Barusch A. 2005, Gerontological practice for the 21st century. Columbia university press
4. Sheets D. Bradley D and Hendricks J. 2005, Enduring question in gerontology. Springer
5. Brophy J E and Willis SL 1981, Human development and behaviours, St. Martins press New York
6. Kastenbaum R, Humans developing – A lifespan perspective 1979. Allyn and Bacon Inc, Toronts.

Course Outcomes:

CO-1: Students will be able to describe how integrating the sciences of biology, psychology, sociology, and economics can lead to a broader understanding of the aging process

CO-2: Students will be able to identify how our understanding of aging has evolved over the decades and in recent years

CO-3: Students will gain knowledge regarding developmental changes as they occur during the aging process.

CO-4: Students will be able to evaluate current issues related to the aging process.

Abbreviations:

CIE: Continuous Internal Evaluation

UE: University Exam

Course Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	2	3	1	3	3	2	2	3	2
CO2	3	2	3	2	3	3	2	2	3	2
CO3	3	2	3	2	3	3	2	2	3	2
CO4	3	2	3	2	2	3	2	2	3	2

Matching: * 0 to 30% = 1; *30% to 60% = 2; * 60% to 100%=3

Paper – XVII
Persons with Disabilities
M.Sc. (Home Science) III Semester (Spl Grp. ‘A’)
Semester IX

Course Type: Theory Major

Credits: 4

Teaching Periods: 4/ week

CIE – 25 Marks

UE – 75 Marks

Course Objectives:

This course aims-

- To aware students about various impairments and the manner in which these affect the lives of individuals
- To realize that the experiences of individuals with disabilities are related to their age, gender and also shaped by the context
- To develop an understanding of rights of persons with disability

UNIT- I	The Abled and the Differently Abled	PERIODS
	a. Various approaches to defining and understanding disability – philanthropic, medical, administrative, legal and the social	6
	b. The role of context in the meaning of normality and disability	2
	c. Physical and social barriers in development of person with disability	4
UNIT- II	Disabilities-Types, Management and Rehabilitation	
	Different types of impairments, causes, nature, classification, assessment, treatment, training and rehabilitation of the following individuals	2
	a. Physical	3
	b. Intellectual	3
	c. Emotional	2
	d. Sensory	2
UNIT-III	Some other Disabilities and Responses to Disability	
	Nature, Causes and Assessment of the following	2
	a. Learning disabilities	2
	b. Giftedness	2
	c. Communication disorders	2
	d. Autistic spectrum disorders and pervasive developmental	3

	disorders	
	e. ADHD	1
UNIT- IV	Family, School and Society	
	a. Child in the family, parents, siblings, grandparents and significant others	4
	b. Role of school, curricular adaptations, teaching strategies, materials and resources, special and inclusive education	5
	c. Disability Policy and Legislation – Legislative approaches in the provision of services to people with disorders and disabilities	3

Sessional Work

1. Visit to Centres/Institute of differently abled persons.
2. Preparation of teaching aids and leisure time activities for differently disabled.
3. Preparation of a study case of differently abled person.
4. Seminar and presentations on current topics with regard to the differently abled.

References:

1. Bailey, M. & Wolery, M. (1992). Teaching infants and preschoolers with disabilities. New York: Macmillan
2. Pandey, R. S. & Advani, L. (1996). Perspective in disability and Rehabilitation. New Delhi: Vikas Publishing House.
3. Reddy, G. L. & Sujathanalini, J. (2006). Children with Disabilities, Awareness, Attitude and Competencies of Teachers. New Delhi: Discovery Publishing House
4. Mukherjee, M. (2006). Problems of disabled people. Ambala: The Associated Publishers

Course Outcomes:

This course will enable the students-

CO-1: To apply the understanding gained in planning services for persons with disability

CO-2: To understand the major types, causes, symptoms, and management of persons with disability

CO-3: Identify societal barriers faced by persons with disabilities that should be addressed to ensure effective inclusion of persons with disabilities in development programs.

Abbreviations:

CIE: Continuous Internal Evaluation

UE: University Exam


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Paper- XVIII
Computer Application in Designing
M.Sc (Home Science) III Semester
(General, Spl. Grp. 'A', 'B' & 'E')/
Semester IX

Course Type: Practical Major

CIE – 25 Marks

UE – 75 Marks

Teaching Periods: 4/Week

Credits: 4

Course Objectives: The Course aims to equip students with the knowledge, skills, and practical experience needed to create innovative and visually compelling designs using digital tools, prepare them for careers in various design fields, and adapt to the evolving demands of the design industry

Practical:

S.No.	Topics	No. of Classes
1.	Use of computer peripherals	
	Scanner	2
	Printer	2
	Storage device	2
2.	Use of designing software	
	Power point	3
	Coral draw	7
	Photo Shop	4
	Page Maker	4


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3.	Planning and preparation of communication material for rural women related to agriculture/ home science Slides Leaflet/Folder Booklet/flip Book Cover page of different publications	4 4 6 2
4.	Field testing of developed communication material	2
5.	Evaluation of the developed material	2
	Total	44

Reference: List of books related Computer Designing, Coral draw, photo shop and Page maker

1. Computer Graphics and Virtual Reality 2ed Willey Publication by R. K Mourya
2. Photoshop CS6 in Simple Steps by Congent Learning Solution Incorporation
3. Graphic Design Exercise Book - Revised Edition **Author:** Jessica Glaser
4. PageMaker 7 from A to Z **Author:** Marc Campbell Publisher Laxmi Publications
5. CorelDRAW X6 The Official Guide Paperback – by Gary David Bouton

Course Outcomes:

This course will enable the students-

CO-1: To enable students to learn /acquaint the CAD based application.

CO-2: To understand the work of computers while designing.

CO-3: To develop creativity in designing A.V.Aids.

Abbreviations:

CIE: Continuous Internal Evaluation

UE: University Exam


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Paper – XIX

Research Project

M. Sc. (Home Science) III Semester

(General, Spl. Grp. 'A', 'B' & 'E')/

Semester IX

CIE – 25 Marks
UE – 75 Marks

Credits: 4

Course Objectives:

- Demonstrate advanced critical research skills, to establish links between theory and methods within their field of study
- Acquire research skills to develop a research proposal, understand protocol, design and manage a piece of original project work

Course Outcomes:

CO-1: Help to develop in-depth knowledge of the major subject/field of study, including deeper insight into current research

CO-2: Develop capability to use a holistic view to critically, independently and creatively identify, formulate and deal with research topic

Course Content:

1. Data collection for the Study
2. Interpretation of the data


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Paper- XX
Advanced Physiology
MSc Food and Nutrition Spl. Group B/Group A
M.Sc General IV Semester/
Semester-X

Course Type: Theory Major

UE – 75 Marks

CIE – 25 Marks

Credits: 4

Teaching Periods: 4/ week

Course Objectives

This course will enable the students:

- To understand the functions of physiological systems including the lymphatic system, circulatory system, respiratory and digestive system, excretory and endocrine system ,reproductive and nervous system.
- To perform, analyse and report on different experiments (slides of different human organs)and observations in physiology
- To recognize and identify principal tissue structures.

CONTENTS

UNIT -I	INTRODUCTION TO LYMPHATIC & CIRCULATORY SYSTEM	PERIODS
	1. Lymphatic system and its and functions.	2
	2. Circulatory System: blood – composition, blood cells - development and function of blood cells, blood clotting, blood grouping and haemoglobin	5
	3. Heart and its anatomy. Circulation of blood, cardiac cycle, blood pressure and factors affecting blood pressure.	4
UNIT-II	RESPIRATORY AND DIGESTIVE SYSTEM	
	1. Respiratory system: anatomy, physiology and mechanism of respiration, regulation of respiration.	5
	2. Digestive system: anatomy of gastrointestinal tract and accessory organs. Digestion and absorption of food.	6
UNIT-III	EXCRETORY AND ENDOCRINE SYSTEM	
	1. Excretory system: anatomy and functions of kidney, formation, composition and excretion of urine.	5
	2. Endocrine glands, mode of action of hormones	5
UNIT- IV	REPRODUCTIVE AND NERVOUS SYSTEM	
	1. Reproductive system: structure and functions of male and female reproductive organs.	5

	2. Nervous system: anatomy and functions.	5
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Reference Books:

1. Best CH & Taylor NB. 1989. The Human Body. ASI Publ. House. (Source: National Book Depot, Bombay).
2. Chatterjee CC. 1992. Human Physiology. Vols. I, II. Medical Allied Agency.
3. Guyton AC. 1991. Text Book of Medical Physiology. WB Saunders.
4. Mukherjee KL. 1994. Medical Laboratory Technology. Vol I. Tata McGraw Hill.
5. Wilson KJW & Ross JS. 1987. Ross and Wilson Anatomy and Physiology in Health and Illness. 6th Ed. Churchill Livingstone.

	Sessional	Periods
1.	Microscopic examination of prepared slides of different human organs	2
2.	Estimation of haemoglobin	2
3.	Identification of blood groups	2
4.	Preparation of blood smear.	1
5.	Measurement of blood pressure.	2
6.	Estimation of blood glucose	2
7.	Preparation of TEC and TLC	2
8.	Preparation of blood Haem-crystals	1
9.	Demonstration and study of models of human body system.	2

Course Outcomes

After completing this course, student is expected to learn the following:

CO1: Learn the concepts of circulatory system, respiratory system and digestive system

CO2: Understand the functions of physiological systems.

CO3: Able to explain the different human organs in physiology

Course Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	1	2	1	1	3	2	2	2	2	2
CO2	2	2	1	2	3	3	2	1	2	1
CO3	2	2	2	2	3	2	2	2	2	2

Matching: * 0 to 30% = 1; *30% to 60% = 2; * 60% to 100%=3


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Paper – XXI
Principles and Curriculum for Preschool Care and Education
M.Sc. (Home Science) IV Semester (Spl Grp. ‘A’)
Semester X

Course Type: Theory Major

Credits: 4

Teaching Periods: 4/ week

CIE – 25 Marks

UE – 75 Marks

Course Objectives: This course aims to provide knowledge about significance and objectives of early childhood education, curriculum, historical overview and recent developments in ECCE.

UNIT- I	Significance and Objectives of Early Childhood Care and Education	PERIODS
	a. Significance of early childhood years in individuals development	2
	b. Present status of young children in India-Rural, tribal, urban with reference to mortality rate availability of health services, socio economic status of family	8
	c. Meaning and need for intervention program for better growth and development	2
UNIT- II	ECCE Curriculum	
	a. Meaning and foundation of curriculum development	2
	b. Principles of curriculum planning	3
	c. Factors influencing curriculum planning, curriculum models	3
	d. Piaget and Vygotsky’s contribution to curriculum for cognitive development	4
UNIT-III	Historical Overview	
	a. Views and contribution of western educationalist and philosophers-Comenius, Rousseau, Pestalozzi, Frobel, Mc Millan Sisters, Dewey and Montessori	6
	b. ECCE in India-Contribution of Mahatma Gandhi, Ravindranath Tagore, Giju bhai Badeka, Tarabai Modak	4
	c. Recommendations of committees and commission	2
UNIT- IV	Recent Developments, Policies and Contributions	
	a. National Policy on children, National policy on education	2
	b. Role of IAPE, NIPCCD, NCERT	2
	c. Different plans and policies of MHRD, MWCD	4
	d. Plans and polices of International organizations (WHO, UNICEF)	4


Paper-XXII
Journalism and Media
M.Sc (H.Sc) Spl (Grp.E & Grp. A) IV Semester
X Semester

Instruction hours/week-4
 Course Type-
 Theory Major
 Credit- 4

Max Marks- 100
 CIE- 25
 UE- 75

Course Objective: The students will be able to understand approaches, issues, problems & perspectives for Journalism in India

Unit	COURSE AND DETAILS	Periods
1.	Journalism and News: 1. Journalism – Meaning, concept, need, Genres of Journalism 2. Historical perspective of journalism in India	4 4
2.	Writing Scripts for different Publications: A. Print Journalism 1. Newspaper-types, location of news. 2. News – Elements of News, News collection methods, News agencies. 3. Techniques of writing news stories. 4. Writing for Journals, magazines and books 5. Writing for the Community. B. Radio Journalism – history, radio programmes, writing radio script C. TV Journalism – history, TV programmes, site, writing TV script D. Cyber Journalism – history, web designing techniques.	10 6 6 5
3.	Editing Principles and Processes, Editing marks, Proof Reading,	7
4.	Printing Working knowledge of different types of Printing Processes.	6


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Sessional Work -

1. Reporting News covering Campus and surroundings
2. Preparing layout / Cover Design for Magazines and Journals
3. Advertisement Layout / Techniques for Newspapers, Magazines, Hand bills, Hoardings
4. Visit to Newspaper , Doordarshan, Advertising Agency

References -

1. Jain R, “Bharat mai Hindi Patrakarita”
2. Kishore R., “Patrikarita Ke Pahlu”
3. Laxmikant Pandey, “Patrikarita ke Sidhant va Prayog“
4. Singh K., “Krishi Sanchar Madhyam evam Pdatiya”
5. Kamath.U., “Professional Journalism”.
6. Chaturvedi J. P., “Patrikarita Ke Paripach”
7. Gupta B., “Bharat mai Jansampark”
8. Rivers W. L., “The Mass Media Reporting, Writing & Editing”.
9. Chauhan S., “Journalism Today-Principle & Practices and challenges”.

Course Outcomes:

The course will enable the students-

CO-1: To understand the Journalism in context of India.

CO-2: To understand approaches, issues, problems & perspectives for Journalism in India.

Abbreviation:

CIE- Continuous Internal Evaluation.

UE – University Examination

Course Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	1	2	1	1	3	2	2	2	2	2
CO2	2	2	1	2	3	3	2	1	2	1

Matching: * 0 to 30% = 1; *30% to 60% = 2; * 60% to 100%=3

Paper – XXIII
Study of Family and Society
M.Sc. (Home Science) IV Semester (Spl Grp. ‘A’)/
Semester X

Course Type: Theory Major

Credits: 4

Teaching Periods: 4/ week

CIE – 25 Marks

UE – 75 Marks

Course Objectives:

This course aims-

- To understand family as a component of socio-cultural milieu and context.
- To familiarize student with developmental perspectives in family life cycle.
- To provide knowledge about family disorganization, family and societal changes and their influences.

UNIT- I	The Family in Social Context	PERIODS
	a. The family as a component of social system i. Family as an evolving and dynamic institution ii. Functions of Family	6
	b. Types of family- Nuclear, Joint, Extended, Alternate families (Single parent, Female headed families, DINK families, adopted families and live in families)	6
UNIT- II	Mental Hygiene, Family Disorganization and Legislatives	
	a. Mental health, meaning and movement, its importance in family life	3
	b. Family counseling process	3
	c. Divorced and separated families, legislations pertaining to marriage, property and adoption	6
UNIT-III	Contemporary Issues and Concerns	
	a. Dowry	3
	b. Family violence	3
	c. Family crises	3
	d. Gender and role discrimination	3
UNIT- IV	Family and Societal Changes and their Influences on Family Working	
	a. Working Women in family	3
	b. Family health issues	3
	c. Religion and family cohesiveness	3

	d. Ecology and family	3
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Sessional Work

1. Identification and study of family in relation to societal changes.
 - (a) Working Women
 - (b) Family health issues
 - (c) Ecology and family
2. Case study of three families in different stages of family life cycle and reporting their objectives, needs and adjustment.
3. Seminar Presentation of Five families in distress reported in media

References:

1. Kenkel W.F. 1973 The Family in Perspective (III Edition) Appleton Century Crofts Meredith corporation. New York.
2. Stewart E.W. 1978 sociology – The Human Science Mc Graw Hill Company.
3. Leslie G.R. 1976. The Family in social Context, Oxford University Press New York
4. Duvall E.M. 1962. Family Development J.P. Lippincot Co.
5. Wineh R.F. 1963. The Modern Family. Holt Rinchart and Winston.
6. Adarms B.N. 1975. The family: A sociological Interpretation. Rand Menully Co. Chicago.
7. Ahuja R. 1997 India Social System (IInd Edition) Rawat Publishing Jaipur
8. Lock S.L. 1992. Sociology of the family Prentice Hall London.

Course Outcomes:

This course will enable the students-

CO-1: To understand variations in family life patterns.

CO-2: To create awareness regarding philosophy, structure, function, needs and strengths of families with specific reference to the Indian family.

CO-3: To analyze socio-cultural, economic and political forces that shapes family, marriage and kinship.

Abbreviation:

CIE: Continuous Internal Evaluation

UE: University Exam


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Paper – XXIV
Principles and Curriculum for Preschool Care and Education Practical
M.Sc. (Home Science) IV Semester (Spl Grp. 'A')/
Semester X

Course Type: Practical Major

Credits: 4

Teaching Periods: 4/ week

CIE – 25 Marks

UE – 75 Marks

Course Objective: This course aims to give students an exposure of teaching in preschool centers and apply theoretical knowledge in practical.

Practical Work

1. Visits to nursery schools:- Visits to nursery school-municipal preschools, private and semi government pre school.
2. Preparation and Evaluation of articles on topics related to early child hood education.
3. Internship:-Teaching in various agencies for a period of at least one month. Like
(a) Pre schools (b) day care center (c) ICDS centres (d) crèche

Course Outcomes:

This course will enable the students-

CO-1: To plan and design activities for preschoolers.

CO-2: To conduct activities in early childhood care and education and to work affectively with parents and community.

Abbreviation:

CIE: Continuous Internal Evaluation

UE: University Exam


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Paper – XXV
Research Project
M. Sc. (Home Science) IV Semester
(General, Grp. ‘A’, Grp. ‘B’ and Grp. ‘E’)/
Semester X

CIE – 25 Marks
UE – 75 Marks

Credits: 4

Course Objectives:

- Demonstrate advanced critical research skills, to establish links between theory and methods within their field of study
- Acquire research skills to develop a research proposal, understand protocol, design and manage a piece of original project work

Course Content:

Report writing and finalization of Research project

Course Outcomes:

CO-1: Help to develop in-depth knowledge of the major subject/field of study, including deeper insight into current research

CO-2: Develop capability to use a holistic view to critically, independently and creatively identify, formulate and deal with research topic

Course Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	1	2	1	1	3	2	2	2	2	2
CO2	2	2	1	2	3	3	2	1	2	1

Matching: * 0 to 30% = 1; *30% to 60% = 2; * 60% to 100%=3


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