

SYLLABUS FOR M.A. IN HOME SCIENCE  
[ UNDER CBCS ]

**Core Course (CC):**

A course which should compulsorily be studied by a candidate as a core requirement on the basis of subject of MA studies and is termed as a Core course.

**Elective Course (EC):**

Generally a course which can be chosen from a pool of courses (Basket) and which may be very specific or specialized or advanced or supportive to the subject/discipline of study or which provides an extended scope or which enables an exposure to some other subject/discipline/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

**Discipline Specific Elective Course (DSE):**

Elective courses may be offered by the main discipline/subject of study is referred to as **Discipline Specific Elective**. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

**Generic Elective (GE) Course:**

An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a **Generic Elective**.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

**Ability Enhancement Courses (AEC):**

The Ability Enhancement Courses (AEC) / Skill Enhancement Courses (SEC). "AEC" courses are the courses based upon the content that leads to life skill enhancement.

**Ability Enhancement Compulsory Courses (AECC)**

(Qualifying and Non-CGPA course):

University will run a number of **Ability Enhancement Compulsory Courses (AECC)** which is qualifying in nature and student from all faculties have to qualify in all courses.

**Dissertation/Project/ Internship/ Industrial Training:**

An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher / faculty member is called dissertation/project.

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**Description of papers for MA degree in Home Science (Faculty of Social Sciences) under CBCS**

SEMESTER	Course/ Paper Code	Nature of Course/ Paper	Marks	Marks of CIA	Marks of ESE	Passing criteria	Qualifying Criteria
SEMESTER I	MHOMCC-1	Advanced Nutrition	100	30	70	45% in CIA 45% in ESE	Marks decide class/COPA
	MHOMCC-2	Advanced Study of Human Development	100	30	70	45% in CIA 45% in ESE	Marks decide class/COPA
	MHOMCC-3	Concept of Home Management	100	30	70	45% in CIA 45% in ESE	Marks decide class/COPA
	MHOMCC-4	Research Methodology and Statistics	100	30	70	45% in CIA 45% in ESE	Marks decide class/COPA
	MHOMAECC-1	Environmental Sustainability & Sustainable Bharat Abhiyan Activities	100	30	30	45% in CIA 45% in ESE	Qualifying
SEMESTER II	MHOMCC-5 (BAE for other departments)	Therapeutic Nutrition	100	30	70	45% in CIA 45% in ESE	Marks decide class/COPA
	MHOMCC-6	Maternal and Infant Nutrition	100	30	70	45% in CIA 45% in ESE	Marks decide class/COPA
	MHOMCC-7	Management of Textile Credits and Apparel Industry	100	30	70	45% in CIA 45% in ESE	Marks decide class/COPA
	MHOMCC-8	Communications Technology	100	30	70	45% in CIA 45% in ESE	Marks decide class/COPA
	MHOMCC-9	Women's Studies	100	30	70	45% in CIA 45% in ESE	Marks decide class/COPA
	MHOMAECC-1	Computers & IT Skill	100	30	30	45% in CIA 45% in ESE	Qualifying
SEMESTER III	MHOMCC-10	Food Processing	100	30	70	45% in CIA 45% in ESE	Marks decide class/COPA
	MHOMCC-11	Food Science and Experimental Food	100	30	70	45% in CIA 45% in ESE	Marks decide class/COPA
	MHOMCC-12	Institutional Food Management	100	30	70	45% in CIA 45% in ESE	Marks decide class/COPA
	MHOMCC-13	Community Nutrition	100	30	70	45% in CIA 45% in ESE	Marks decide class/COPA
	MHOMCC-14	Practical	100	30	70	45% in CIA 45% in ESE	Marks decide class/COPA
	MHOMAECC-2	Human Values & Professional Ethics & Gender Sensitization	100	30	30	45% in CIA 45% in ESE	Qualifying
	SEMESTER IV	MHOMEC-1	Practical Approach to Writing Research Articles	100	Will be decided by the BOS	Will be decided by the BOS	45% in CIA 45% in ESE
MHOMEC-2		Internship/Dissertation/ Project/Seminar	100	Will be decided by the BOS	Will be decided by the BOS	45% in CIA 45% in ESE	Marks decide class/COPA
MHOMISE		Opt a course from other Departments	100	30	70	45% in CIA 45% in ESE	Qualifying

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### 3.1.1 Core Course (CC):

A course which should compulsorily be studied by a candidate as a core requirement on the basis of subject of MA studies and is termed as a Core course.

### 3.1.2. Elective Course (EC):

Generally a course which can be chosen from a pool of courses (Basket) and which may be very specific or specialized or advanced or supportive to the subject/discipline of study or which provides an extended scope or which enables an exposure to some other subject/discipline/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

### 3.1.3 Discipline Specific Elective Course (DSE):

Elective courses may be offered by the main discipline/subject of study is referred to as **Discipline Specific Elective**. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

### 3.1.4 Generic Elective (GE) Course:

An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a **Generic Elective**.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

### 3.1.4 Ability Enhancement Course (AEC):

The Ability Enhancement Courses (AEC) / Skill Enhancement Courses (SEC). "AEC" courses are the courses based upon the content that leads to life skill enhancement.

### 3.1.6 Ability Enhancement Compulsory Courses (AECC): (Qualifying and Non-CGPA course):

University will run a number of Ability Enhancement Compulsory Courses (AECC) which is qualifying in nature and student from all faculties have to qualify in all courses.

### 3.1.7 Dissertation/Project/ Internship/ Industrial Training:

An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher / faculty member is called dissertation/project.

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Proposed Syllabus for M.A. in Home Science

Sl. No.	Open Course	Discipline Course	Disciplinary Specific Courses	Generic Courses	Ability Enhancement Courses (AEC)	Ability Enhancement Courses (AEC)	Ability Enhancement Courses (AEC)
1	CC-1 Advanced Nutrition	EC-1					Ability Enhancement Courses (AEC) - 1 Environmental Sustainability & Sustainable Human Habitation Activities
2	CC-2 Child Development: Parental to Professionalism CC-3 Concepts of Human Management CC-4 Research Methodology and Statistics	EC-2					
3	CC-5 Therapeutic Nutrition (EC-3 for other departments) CC-6 Nutritional and Medical Nutrition CC-7 Management of Food in Crisis and Disaster CC-8 Communication Technology CC-9 Women's Studies	EC-3				Ability - 1 Computers & IT Skills	
4	CC-10 Food Processing CC-11 Food Safety and Microbiological Food CC-12 Institutional Food Management CC-13 Community Nutrition CC-14 Food Safety	EC-4					Ability - 2 Human Values & Professional Ethics & Gender Sensitization
5		EC-5 Approach to Writing Research Articles EC-6 Internship/Documentation/ Project/Thesis				EC-5 Human Rights	

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## Semester-1

Course Opted	Course Name	Credits
CC - 1 (Core Course)	Advanced Nutrition	5 (5+0)
CC - 2 (Core Course)	Child Development: Prenatal to Preadolescence	5 (5+0)
CC - 3 (Core Course)	Concept of Home Management	5 (5+0)
CC - 4 (Core Course)	Research Methodology and Statistics	5 (5+0)
AECC - 1 (Ability Enhancement Compulsory Course)	Environmental Sustainability & Swachhha Bharat Abhiyan Activities	5 (5+0)
<b>Total</b>		<b>25</b>

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## Semester - I

Core Course 1:

Advanced Nutrition

05 Credits

Full Marks: 70

Time: 3 Hours

The pattern of question papers will be as under

Group A- Compulsory – ten questions (two questions from each unit) of two marks each.

$2 \times 10 = 20$  marks

Group B- Five questions (one from each unit) – each question of 5 marks, four to be answered.

$5 \times 4 = 20$  marks

Group C- Five questions (one from each unit) – each question of 10 marks, three to be answered.

$10 \times 3 = 30$  marks

### Objectives:

This course will enable the students to:

- 1 Understand the impact of nutrients on human body
- 2 Get an insight into various metabolic pathways
- 3 Know the role of hormones in growth, maintenance and regulation of body processes

### Unit I

#### Energy Metabolism

- 1 Determination of energy value of food- Bomb calorimeter
- 2 Basal metabolic rate- Measurement and factors affecting basal metabolic rate
- 3 Measurement of energy requirement of an individual with reference to man and women

### Unit II

#### Proteins

- 1 Classification of protein & amino acids
- 2 Structure, properties and functions of protein
- 3 Metabolism of proteins, protein synthesis
- 4 Assessment of protein quality
- 5 Plasma proteins

### Unit III

#### Lipids

- 1 Classification of Lipids
- 2 Structure, properties and functions of Lipids
- 3 Metabolism and nutritional significance of lipids

### Unit IV

#### Carbohydrates

- 1 Classification of carbohydrates
- 2 Structure, properties and functions of carbohydrates
- 3 Metabolism of carbohydrates
- 4 Altered metabolism of carbohydrates in diabetes
- 5 Glycemic index
- 6 Role of hormones in carbohydrate metabolism (insulin, thyroid and adrenal cortex)

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**Unit V**

**Micronutrients**

**Vitamins and Minerals and their role in metabolism (vitamin A, Calcium, Iron and Iodine)**

**Reference:**

1. M. Swaminathan: Advance text book on Food and Nutrition Vol. II
2. Paul and R., Elen T. Ross: Nutrition
3. A.C. Dele Fundamentals of Biochemistry
4. H.S. Selvasava: Elements of Biochemistry
5. A.K. Bery: Four Hanyan ki Pothiya Pothiya

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**Core Course 2: Child Development: Prenatal to Preadolescence****05 Credits**

Full Marks: 70

Time: 3 Hours

*The pattern of question papers will be as under**Group A- Compulsory - ten questions (two questions from each unit) of two marks each.* $2 \times 10 = 20$  marks*Group B- Five questions (one from each unit) - each question of 5 marks, four to be answered.* $5 \times 4 = 20$  marks*Group C- Five questions (one from each unit) - each question of 10 marks, three to be answered.* $10 \times 3 = 30$  marks**Objectives:**

This course will enable the students to:

- To have an overview of development from prenatal stage to preadolescence stage
- To develop an awareness of important aspects of all development stages during this phase

**Unit I****Introduction to Development**

- Stages and principles of growth and development
- Developmental tasks
- Comparative role of heredity and environment
- Aspects of development

**Unit II****Prenatal Development**

- Conception, stages of prenatal development
- Factors affecting prenatal development
- Common disorders during pregnancy
- Types and stages of birth process

**Unit III****Infancy (0-2 years)**

- Neonate-Their characteristic and behavior patterns
- Evaluation and examination of health of neonate
- Formation of some healthy and good habits among infants

**Unit IV****Early Childhood (2-6 years)**

- Physical and motor development, common motor skills
- Social and Emotional development (characteristics and common Emotions)
- Cognitive development

**Unit V****Late childhood (6-12 years)**

- Physical and motor development
- Personality development- characteristics
- Imagination and cognitive development
  - Social relationship- peer, siblings and parents

  
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**Core Course 3:**

**Concept of Home Management**

**08 Credits**

**Full Marks: 70**

**Time: 3 Hours**

The pattern of question papers will be as under

**Group A- Compulsory** - ten questions (two questions from each unit) of two marks each.

$2 \times 10 = 20$  marks

**Group B- Five questions** (one from each unit) - each question of 5 marks, four to be answered.

$5 \times 4 = 20$  marks

**Group C- Five questions** (one from each unit) - each question of 10 marks, three to be answered.

$10 \times 3 = 30$  marks

**Objectives:**

This course will enable the students:

- To understand the significance of management in the micro and macro organisation
- To know the conceptual, human and scientific aspects of management functions
- To develop the ability to evaluate the managerial efficiency and effectiveness in the family and other organizations

**Unit I**

**Management as a system**

- Definition
- Elements
- Types
- Application in family resource management

**Unit II**

**Management process**

- Planning - objectives, principles, strategies
- Organizing - purpose, process, motivation and communication
- Controlling and its tools
- Evaluation

**Unit III**

**Ergonomics**

- Definition
- Scope and nature of ergonomics in domestic and other occupations

**Unit IV**

**Time and energy management**

Time and energy management in study of ergonomics

**Unit V**

**Work simplification**

Work simplification process and time motion economy

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**Reference:**

1. Introduction hot Home Management by Bettye E. Swanson, Macmillan Publishing Company
2. Home - Today & Tomorrow by Ruth F. Sherwood
3. The House - its plan and use by Terule Agan M.S. Colford & EDH Publishing House
4. Management for Modern families by Gross Grandall, Knoll Prentice Hall, International INC, Englewood, New Jersey
5. Grith Prabanth by Manju Patel
6. Grith Prabanth and Grith Vyavastha by Brinda Singh

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Core Course 4:

## Research Methodology and Statistics

05 Credits

Full Marks: 70

Time: 3 Hours

The pattern of question papers will be as under

Group A- Compulsory - ten questions (two questions from each unit) of two marks each.

$2 \times 10 = 20$  marks

Group B- Five questions (one from each unit) - each question of 5 marks, four to be answered.

$5 \times 4 = 20$  marks

Group C- Five questions (one from each unit) - each question of 10 marks, three to be answered.

$10 \times 3 = 30$  marks

### Objectives:

This course will enable the students to:

- Develop a scientific approach and know the processes of research
- Develop the competence for selecting method and tools appropriate for research topics
- Understand concepts of statistical measures of central tendency, dispersion variability and probability

### Unit I

#### Foundation of Scientific Research

- Research - meaning and definition
- Need of research in Home Science
- Necessary consideration for selecting a research problem
- Sources for locating a research problem

### Unit II

#### Stages/steps involved in research process

- Research problem
- Literature Review
- Hypothesis
- Variables
- Methodology: sample, sampling technique, tools and tests, statistical devices
- Pilot study
- Test administration and data collection
- Scientific generalization
- Preparing the research report

### Unit III

#### Sample and Sampling techniques

Sample- Meaning, characteristics of a good/scientific sample

#### Sampling techniques

- Probability sampling- Meaning and types
- Non-probability sampling- Meaning and types

### Unit IV

#### Research Tools

- Observation
- Questionnaire
- Interview
- Case study

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**Unit V****Concept of data**

- Types of data - Primary data and secondary data  
Qualitative and quantitative data
- Analysis of data - Qualitative and quantitative data analysis

**Reference:**

- Bell, J (1997): Doing Your Research Project: A Guide for First-time Researchers in 1-3 Research process Education and Social Science, Vista Books, New Delhi
- Bell, J (1997): How to Complete Your Research Project Successfully: A Guide for First time Researchers, UBSPP, New Delhi
- Bulmer, M.C. (1984): Sociological Research Methods An Introduction, Macmillan, HongKong
- Festinger, L. and Katz, D. (ed.) (1977): Research Methods in the Behavioral Sciences, Ameristad Publishing, New Delhi
- Holloway, I. (1997): Basic Concepts of Qualitative Research, Blackwell Science, London.
- Jain, G. (1998): Research Methodology: Method and Techniques, Mangal Deep, Jaipur
- Kothari, C.R. (2000): Research Methodology: Method and Techniques, Wishwa Prakashan, New Delhi
- Kumar, A. (1997): Social Research Method (The Art of Scientific Investigation), Anmol Publication, New Delhi
- Kumar, A. (2000): Research Methodology in Social Sciences, Sarup and Sons, New Delhi.
- Mc Burney, D.H. (2001): Research Methodology, Thomson-Wadsworth, Australia
- Panda, G.C. (1999): Research Methodology in Social Science, Anmol Publication, NewDelhi

**Statistics****Unit I**

Meaning and characteristics of statistics, definition, importance, classification, tabulation, frequency curve, histogram and pie chart

**Unit II**

Measure of central tendency

- Mean - definition, merits, demerits and related programs
- Median - definition, merits, demerits and related program
- Mode - definition, merits, demerits and related program

**Unit III**

Measure of dispersion- meaning and types of dispersion, range, quartile deviation, standard deviation related problems, characteristics of dispersion

**Unit IV**

Correlation - definition, methods of correlation

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1. GUPTA, S. (2001) Research Methodology and Statistical Techniques, Deep and Deep, New Delhi, 510p.
2. HOODA, R.P. (2000) Statistics for Business and Economics, 3rd ed., Macmillan India Ltd. Delhi, 853p.
3. DEY, B.R. (2005) "Textbook of Managerial Statistics", Macmillan India Ltd. Delhi, 318p.
4. Fleming, M.C. & Nella, Joseph O. (1997) "The Essence of Statistics for Business", Prentice-Hall of India, New Delhi, 270p.
5. Sarma, K.V.S. (2001) "Statistics made simple: Do it yourself on PC", Prentice-Hall, New Delhi, 287p.
6. Chakroberty, S.R. & Giri, N. (1997) "Basic Statistic". South Asian pub., New Delhi, 271p.
7. Das, M.N. (1989) "Statistical Methods and Concepts", New Age, New Delhi, 256p.
8. Elhanan, D.N. (2000) "Fundamentals of Statistics [containing more than 750 solved and 1250 problems for review exercise]", Kitab Mahal, Allahabad, 1823p.
9. Coon, A. & Gupta, M & DASGUPTA, B. (2001) "Fundamentals of Statistics", Vol.1 All. The World Press, Calcutta, 150p.
10. Gupta, S.P. (1996) "Practical Statistics", 37th ed. S. Chand, New Delhi, 563p.
11. Gupta, S.C. (2000) "Fundamentals of Statistics", Himalaya Pub., Mumbai, 1343p.
12. Gupta S.P. (2000) "Statistics Methods", Sultan Chand & Sons, New Delhi, 1428p.
13. Gupta C.B. & Gupta, V. (1973) "An Introduction to Statistical Methods", Vikas publishing house Pvt. Ltd. New Delhi, 829p.
14. Nagar, A.L. & Das, R.K. (1997) "Basic Statistics", 2nd ed. OUP, Delhi, 424p.
15. Shenoy, G.V. & Pant, M. (2006) "Statistics Methods in Business and Social Science", Macmillan India Ltd., Delhi, 288p.
16. Spiegel, Murray R. (1998) "Schaum's Outline of Theory and Problems of Statistics", 3rd ed. Tata McGraw-Hall Pub., New Delhi, 538p.
17. Triola, Mario F. (1998) "Elementary Statistics", 7th ed. Addison Wesley Longman, America, 804p.
18. Richard A. (1992) "Applied Multivariate Statistics Analysis", Prentice-Hall, New Delhi, 642p.

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Semester - II

Course Opted	Course Name	Credits
CC - 5 (Core Course) (Discipline Specific Elective Course for other departments)	Therapeutic Nutrition	5 (5+0)
CC - 6 (Core Course)	Maternal and Infant Nutrition	5 (5+0)
CC - 7 (Core Course)	Communication Technology	5 (5+0)
CC - 8 (Core Course)	Women's Studies	5 (5+0)
CC - 9 (Core Course)	Management of Textile Crafts and Apparel Industry	5 (5+0)
AEC - 1 (Ability Enhancement Course)	Computers & IT Skill	5 (5+0)
<b>Total</b>		<b>30</b>

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## Semester - II

**Core Course: 5 Therapeutic Nutrition 05 Credits**

Full Marks: 70

Time: 3 Hours

The pattern of question papers will be as under

- Group A- Compulsory – ten questions (five questions from each unit) of two marks each.  $2 \times 10 = 20$  marks
- Group B- Five questions (one from each unit) – each question of 5 marks, four to be answered.  $5 \times 4 = 20$  marks
- Group C- Five questions (one from each unit) – each question of 10 marks, three to be answered.  $10 \times 3 = 30$  marks

### Objectives:

This course will enable the students to:

- 1. Understand the etiology, physiologic and metabolic anomalies of acute and chronic diseases and patient needs.
- 2. Acquire basic knowledge about the effects of various diseases on nutritional status and dietary requirements.
- 3. Be able to provide required nutritional care and treatment of the various diseases

### Unit I

- 1 Importance of nutrition in health and disease
- 2 Importance of meal planning, factors to be considered while planning meal
- 3 Dietary management: in weight imbalance (obesity and underweight)

### Unit II

Prevalence, etiology, biochemical and clinical manifestations and therapeutic measurement of the following:

- 1 Typhoid fever
- 2 Tuberculosis
- 3 HIV infection and AIDS

### Unit III

Prevalence, etiology, biochemical and clinical manifestations and therapeutic measurements of the following:

- 1 Nutritional anemia
- 2 Liver disorders: Jaundice, Hepatitis
- 3 Diseases of the Cardio Vascular System
- 4 Kidney diseases

### Unit IV

Types, causes, symptoms and dietary management of metabolic disorders

- 1 Diabetes Mellitus
- 2 Gout
- 3 Cancer

### Unit V

Dietary counseling: Needs, objectives, steps and techniques

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Core Course 6

Maternal and Infant Nutrition

05 Credits

Full Marks: 70

Time: 3 Hours

*The pattern of question papers will be as under*

Group A- Compulsory – ten question &amp; five questions from each unit of two marks each.

 $3 \times 10 = 30$  marks

Group B- Five questions (one from each unit) – each question of 5 marks, four to be answered.

 $5 \times 4 = 20$  marks

Group C- Five questions (one from each unit) – each question of 10 marks, three to be answered.

 $10 \times 3 = 30$  marks**Objectives:**

This course will enable the students to

- 1 Understand physiological changes during pregnancy and lactation.
- 2 Get acquainted with growth and developmental changes from conception till birth.
- 3 Understand the inter-relationship between nutrition and growth and development during a life cycle

**Unit I**

- 1 Importance of Maternal nutrition prior to and during pregnancy, Effect of under nutrition on mother-child health, including pregnancy
- 2 Physiology and endocrinology of pregnancy and embryonic and fetal growth and development
- 3 Nutritional requirement during pregnancy
- 4 Complications of pregnancy and management and importance of antenatal care of at-risk mothers
- 5 Congenital malformation, fetal alcohol syndrome and gestational diabetes mellitus

**Unit II**

- 1 Lactation
- 2 Development of mammary tissue and role of hormones
- 3 Human milk composition and factors affecting breast feeding and
- 4 Infertility Management of lactation –breast feeding, Rearing in problems - sore nipples, engorged breast, inverted nipples etc.

**Unit III**

- 1 Care and management of the preterm and L&W infants
- 2 Implications for feeding and management

**Unit IV**

- 1 Menopause
- 2 Signs and symptoms
- 3 Problems
- 4 Management of dietary needs and health

**Unit V**

- 1 Policies and programmes for promotion maternal and child nutrition and health

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- 1. M. Swaminathan : Food and Nutrition
- 2. vlgj ,on lra'k.k foklra & MkwDVj c'ank lag
- 3. vlcUto Vabta & clno kjtj [puk ,on lra'k foklra
- 4. vlgj ,on lra'k.k foklra & MkwDVj Vhaa [raurek
- 5. Health Mathers : Archana Sinha
- 6. Nutrition and Child Development: 4th Edition, KE Elisabeth

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Core Course:7

Communication Technology

06 Credits

Full Marks: 70

Time: 3 Hours

The pattern of question papers will be as under

- Group A- Compulsory - ten questions (two questions from each unit) of two marks each.  $2 \times 10 = 20$  marks
- Group B- Five questions (one from each unit) - each question of 3 marks, four to be answered.  $3 \times 4 = 12$  marks
- Group C- Five questions (one from each unit) - each question of 10 marks, three to be answered.  $10 \times 3 = 30$  marks

**Objective:**

- Develop understanding regarding various aspects of communication.
- Develop understanding regarding various audio-visual aids used for various groups: individual, group, mass.
- Develop ability to prepare, operate use of various audio-visual aids.

**Unit I****Concept of Communication**

- Definition, meaning and nature of communication
- Process, elements of communication
- Barriers in communication

**Unit II****Forms of Communication**

- Verbal and non-verbal
- Intra, inter, group, mass

**Unit III****Mass Media**

- Types, roles and characteristics
- Uses of - Electronic and traditional media

**Unit IV****Adoption and Diffusion**

- Concept of adoption
- Innovation and diffusion
- The Adoption process
- The Innovation -Decision process
- Adopter categories

**Unit V****Introduction to Information Communication Technology (ICT)**

- Role of ICT in Extension work and development

  
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References:

1. Dale (1964), Audio-visual Methods of Teaching, Holt, Rinehart and Winston, London.
2. Brown et al (1983), A.V. Instruction Technology, Media and Methods, 6<sup>th</sup> Edition, Mc Graw Hill Book Co. New York.
3. Joshi Uma (1997), Text book of Mass Communication and Media, Anmol Publications, New Delhi.
4. Joshi Uma (2001), Understanding Development Communications: Dominant Publishers, New Delhi.
5. Sandhu Anoop Singh(1996), Extension Programme Planning, Oxford and JHU

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Core Course 8:

Women's Studies

05 Credits

Full Marks: 70

Time: 3 Hours

The pattern of question papers will be as under

Group A- Compulsory - ten question + two questions from each unit of two marks each.

 $2 \times 10 = 20$  marks

Group B- Five questions (one from each unit) - each question of 5 marks, four to be answered.

 $5 \times 4 = 20$  marks

Group C- Five questions (one from each unit) - each question of 10 marks, three to be answered.

 $10 \times 3 = 30$  marks
**Objectives:**

- 1 To develop awareness regarding status of women in India and sensitivity of women's issues and concerns
- 2 To enable women to become champions/ well equipped in the changing society
- 3 To empower women in their struggle against inequality and gender bias
- 4 To become aware of the comprehensive and balanced understanding of social reality

**Unit I**

- 1 Women in India Civilization down the ages, Status of Women in ancient India-Vedic age, Puranic Period, Muzeyan Period, Gupta, Medieval, Feudal Period, Buddhist Period, British Period, Women in Post-independence period

**Unit II**

- 1 Relevance of Women's Studies
- 2 Sources and growth of Women's Studies

**Unit III****Issues related to Crime against Women in India**

- 1 Child marriage
- 2 Female foeticide
- 3 Dowry
- 4 Sati
- 5 Honor killing
- 6 Rape and Sex abuse
- 7 Trafficking
- 8 Domestic Violence

**Unit IV****Personal and Civil Laws related to Women**

- 1 Dowry prohibition Act
- 2 Divorce and maintenance Law
- 3 Marriage Registration Act
- 4 Domestic Violence Act 2005
- 5 Pre-Natal Diagnostic Act
- 6 Laws against foeticides
- 7 Medical Termination of Pregnancy (MTP) Act, 1991
- 8 Immoral Traffic Prevention Act
- 9 Indecent Representation of Women (Prohibition) Act 1986
- 10 Law against Sexual Harassment at workplace

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**Unit V**

**Women's Welfare Programme**

**References:**

1. Ashiana P. (1974), Women's Movement in India, Vikas Delhi
2. Antony M.J. (1985), Women's Rights: Dialogue, New Delhi
3. Cohn S.M. (1989), Justice, Gender and Family, Basic Book, New York
4. Pant N. (1995), Status of Girl Child and Women in India, Delhi, APH
5. Girl Child in India - Devasia Ledamma
6. Srivastava T.N. (1985), Women & Law\* Intellectual, New Delhi
7. Baker H.A. Berheide, G.W. and Others (Eds), 1980, Women Today: A Multidisciplinary Approach to Women's Studies, Books/Cole Publications
8. Desai N. & Patel, V., Indian Women: Change and Challenges in the International Decade: Popular Prakashan, Bombay
9. Gupta, N.K. & Sudan L.K. (1990), Women at work in Developing Economy, Amal, New Delhi
10. Parashar, A(1992), Women and Family Law reforms in India: Uniform Civil Code and Gender Equality, Sage Publications, New Delhi
11. Namita Agrawal, Women and law, New Century Publication, New Delhi
12. Vianello M. & Skemienska R. (1990), Gender inequality: A Comprehensive Study of Discrimination and Participation, Sage Publications, London
13. Sharma U. (1989), Brides are not for burning: Dowry Victims in India, Radiant, New Delhi
14. Women in a Changing Society by S.K. Ghosh

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**Core Course: 9 Management of Textile Crafts and Apparel Industry****8 Credits**

Full Marks: 70

Time: 3 Hours

*The pattern of question papers will be as under*

Group A- Compulsory – ten questions (two questions from each unit) of two marks each.

2 x 10 = 20 marks

Group B- Five questions (two from each unit) – each question of 5 marks, four to be answered.

5 x 4 = 20 marks

Group C- Five questions (two from each unit) – each question of 10 marks, three to be answered.

10 x 3 = 30 marks

**Objectives:**

This course will enable the students:

- 1. To understand the textile crafts of India
- 2. To enhance awareness regarding the history and production centers of the traditional textile crafts of India
- 3. To understand the aspects of management regarding designing, merchandising and mass media
- 4. To highlight certain aspects of apparel industry
- 5. To signify the role of traditional textile crafts in economic empowerment

**Unit I****Study of Textile Crafts of India: history, production centers, techniques, designs, colors and products**

- 1. Woven textile of India- Banaras Brocade, Jamdani and Baluchara of Bengal, Kani Shawls of Kashmir
- 2. Embroidered textiles of India- Kantha of Bengal, Kasuti of Karnataka, Phulkari of Punjab, Chikankari of Uttar Pradesh, Kashida of Kashmir
- 3. Painted and Printed textiles of India- Kalamkari of Andhra Pradesh, Dabu printing of Rajasthan, Ajarakh prints of Gujrat
- 4. Dyed textiles of India- Bandhani of Rajasthan and Gujrat, Satta-Patola of Gujrat, Bandhas of Orissa, Pochampalli of Andhra Pradesh

**Unit II****Elements used in creating a design**

- 1. Color- Color harmony, its sensitivity and composition in dress
- 2. Components of fashion- Color and fabric

**Unit III****Principles of Merchandising**

- 1. Types of merchandising

**Unit IV****Role of Mass Media in Fashion**

- 1. Role of Mass Media in promoting fashion
- 2. Impact of Mass Media on fashion

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## Unit V

## Cultural and Economic Empowerment through Textile Crafts

Textile crafts in National economy

Sustenance of traditional textile crafts

## Reference:

1. J. Anderson Black, Midge Garland, A History of Fashion, Orbis Publishing Ltd, London
2. Broucher Francois, A History of Costume in the West, Thames and Hudson.
3. Sharon Lee Tate, Inside Fashion Design, Harper and Row Publishers, New York.
4. Kathryn Samuel, Life Styles, Fashion Styles, Orbis Publishing Ltd. London.
5. Carter E. (1977). The Changing World of Fashion, G.P. Putnam's Sons, New York.
6. Carr H. and Pomey J. (1992) . Fashion Design and Product Development, Blackwell Scientific Publications, London, Edinerg.
7. Complete guide to Sewing, Reader's Digest Association, New York.
8. Creative Clothing Construction, McGRAW HILL, 1973

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## Semester- III

Course Opted	Course Name	Credits
CC - 10 (Core Course)	Food Processing	5 (5+0)
CC - 11 (Core Course)	Food Science and Experimental Food	5 (5+0)
CC - 12 (Core Course)	Institutional Food Management	5 (5+0)
CC - 13 (Core Course)	Community Nutrition	5 (5+0)
CC - 14 (Core Course)	Practical	5 (0+5)
AEEC - 2 (Ability Enhancement Compulsory Course)	Human Values & Professional Ethics & Gender Sensitization	5 (5+0)
<b>Total</b>		<b>30</b>

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**Core Course 11: Food Science and Experimental Food****05 Credits**

Full Marks: 70

Time: 3 Hours

*The pattern of question papers will be as under**Group A- Compulsory - ten questions (two questions from each unit) of two marks each.**2 x 10 = 20 marks**Group B- Five questions (one from each unit) - each question of 3 marks, four to be answered.**5 x 4 = 20 marks**Group C- Five questions (one from each unit) - each question of 10 marks, three to be answered.**3 x 10 = 30 marks***Objectives:**

- To acquire knowledge regarding food groups
- To gain knowledge regarding cooking methods applied for specific food items

**Unit I****Introduction to food sciences:**

- Aims and objectives of the study of food science
- Food acceptability by variation in color, flavor and texture

**Unit II****Carbohydrates in foods**

- Sugar - Sources, properties and uses, stages of sugar cookery
- Starch - Sources, properties and uses, processed cereal products

**Unit III****Protein cookery**

- Pulses - composition, methods of cooking, germination and fermentation
- Meat - structure, common types, changes occurring during cooking of meat
- Fish - types, characteristics of fresh fish, cooking and preservation
- Egg - structure, methods of cooking, uses of egg in different preparations
- Milk - composition, effect of heat on milk, uses in cookery

**Unit IV****Vegetables and fruits**

- Classification, composition, color/pigments, effects of cooking on vegetables
- Fruits - Classification, composition, effect of heat and methods of preservation

**Unit V****Nuts, oils/seeds and beverages**

- Nuts and oils/seeds - composition and uses in cookery
- Beverages and appetizers- coffee, tea, fruit beverages

**References :**

1. Charley H. (1982), Food Science, 2nd Edition, John Wiley and Sons, New York
2. Posten N and Fletch Kass. JH (1996), Food Science, 5th Edition, CBS, Publishers and Distributors, New Delhi
3. Food Chemistry and Experimental Foods by M.Swaminathan, Ganesh & Co., Madras
4. Sri Laxmi (2005), Food Science, 3rd Edition, New Age International Publisher

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**Core Course 12:****Institutional Food Management****05 Credits**

Full Marks: 70

Time: 3 Hours

*The pattern of question papers will be as under*

Group A- Compulsory – ten questions (five questions from each unit) of two marks each.

 $2 \times 10 = 20$  marks

Group B- Five questions (one from each unit) – each question of 5 marks, four to be answered.

 $5 \times 4 = 20$  marks

Group C- Five questions (one from each unit) – each question of 10 marks, three to be answered.

 $10 \times 3 = 30$  marks**Objectives:**

This course is designed to:

- Provide practical field level experience in food administration
- Equip the students to have knowledge about various food service systems impart
- knowledge of quantity cookery and quality control in food administration

**Unit I****Introduction to Food Service**

- Food service system and their development
- An introduction to Food Service Industry

**Unit II****Food Service System Planning and Management Planning**

- Strategies in planning
- Kitchen layout planning
- Pricing of product

**Organization and Management**

- Tools of management
- Personnel management
- Organization and steps in organizing

**Unit III****Food production**

- Menu planning
- Food purchase
- Cost control
- Quantity Food production
- Standardization of recipes

**Service Management**

- Delivery and service of foods in different systems

**Unit IV**

- Management of Social Institutes – family as an institutes, child care institutions

**Unit V****Food Hygiene and Sanitation**

- Sanitation and safety in food services

**References :**

1. West & Wood "Food service in institutions – John Wiley & Sons, 1977
2. dgdgdg .oa feyfk libera] vlgkj] look inca/k A
3. Mohini Seth, Institutional Food Management, New Age International Publishers

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**Core Course 13: Community Nutrition 05 Credits**

**Full Marks: 70 Time: 3 Hours**

The pattern of question papers will be as under

- Group A- Compulsory – ten question s (two questions from each unit) of two marks each. 2 x 10 = 20 marks
- Group B- Five questions (one from each unit) – each question of 5 marks, four to be answered. 3 x 4 = 20 marks
- Group C- Five questions (one from each unit) – each question of 10 marks, three to be answered. 10 x 3 = 30 marks

**Objectives:**

- 1 Equip the community/ public to have knowledge about various nutritional problems and their prevention
- 2 Understand the causes and consequences of nutrition problem in society
- 3 Acquire basic knowledge about various approaches to nutrition and health programmes
- 4 Gain basic knowledge about food consumed by the community
- 5 To assess nutritional status of the community

**Unit I**

- Concept of Public Nutrition, relationship between health and nutrition
- Nutritional problems prevalent in India and measures to combat them
- Bone health problems and dietary management

**Unit II**

- 1 Assessment of nutritional status
  - Direct – Anthropometric, clinical and Biochemical
  - Indirect – Vital Static diet survey

**Unit III**

- 1 Nutrition Education – objectives, planning, evaluation of nutrition education programme
- Selection of effective nutrition education method

**Unit IV**

- National and international agencies involved in women and child welfare
  - National agencies – ICDS, ICMR, ICAR and NIPCCD
  - International agencies – WHO, FAO, UNICEF

**Unit V**

- 1 Primary health care of the community – National health care delivery system, indicators of Health

**References:**

1. *viqj*, *oa* *ka'k* *foGaa* & *MkWDV* *fofye* *oekZ* *MkWDV* *dkj* *fo* *Ma*,
2. *ekRdyk*, *oa* *fo'kq* *dy'k* & *MkWDV* *e'arik* *faq*
3. *Ojooj* *viqj* *fo'k* *oa*, *oa* *viqj* *fo'k* & *shk* *fo'* *foq* *foq* *fo'k* *fo'k*
4. *Child Nutrition & Primary Education: Surendra Nath Mishra, Maharajm Behara*
5. *viqj*, *oa* *ka'k* & *fo* *Loket/Upku* *A*

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**Core Course 14:****Practical****05 Credits**

Full Marks: 70

Time : 3 Hours

*The pattern of question papers will be as under**Group A- Compulsory – ten questions (two questions from each unit) of two marks each.**2 x 10 = 20 marks**Group B- Five questions (one from each unit) – each question of 5 marks, four to be answered.**5 x 4 = 20 marks**Group C- Five questions (one from each unit) – each question of 10 marks, three to be answered.**10 x 3 = 30 marks***Core Course: 10****Food Processing**

- 1 Physical principles in freezing and dehydration processing
  - Chemical principle in food processing – Chemical changes in food that affect texture, sanitation and waste disposal
- 2 Packaging – Latest trends in packaging, function and management.
- 3 Food labeling – Definition, principles, nutritional labeling, food standards and laws.
- 4 Quality control – risk analysis, Hazard Analysis Critical Control Point System (HACCP)

**Core Course: 11****Food Science and Experimental Food**

- 1 Crystallization of sugar, stages of sugar cookery, preparation of peanut brittle, gulab jaman
- 2 Study of changes occurring during cooking of meat, fish and egg Preparation of meat roast and minced meat fried and steamed fish, poached egg, omelets, mousaine
- 3 Effect of soaking and germination- preparation of dishes from soaked germinated grams sattu- Bisi and kheer
- 4 Use of different methods of cooking vegetables and their effect on nutrients, steps to minimize losses
- 5 Gelatin and frozen desserts – factors affecting ice crystal formation

**Core Course: 12****Institutional Food Management**

- 1 Running and managing a food service institution cafeteria
- 2 Quantity cookery – standardized portions
- 3 Visit to various food service institutions.

**Core Course: 13****Community Nutrition**

- 1 Development of low cost recipes for infants, preschoolers, elementary school children, adolescents, Pregnant and lactating mothers.
- 2 Planning of cyclic menus for balwadi/nursery school, mid-day snack/school lunch. Survey: Dietary surveys and assessment of nutritional status
- 3 Visits to the ongoing public health nutrition programmes

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## Semester- IV

Course Opted	Course Name	Credits
EC - 1 (Elective Course)	Practical Approach to Writing Research Activities	5 (0+5)
EC - 2 (Elective Course)	Internship/Dissertation/ Project/Seminar	5 (0+5)
GE -1 (Generic Elective)	Human Rights	5 (5+0)
<b>Total</b>		<b>15</b>

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by student for further improving the draft of the dissertation. The study must be completed and submitted in the form of a dissertation by the end of the final year. Normally, the M.A. Dissertation is expected to cover 60-80 pages of A4 size, excluding bibliography and appendices. Three copies of the same should be submitted to the Department of Home Science. Each student submitting a dissertation must also submit three copies of the abstract of her dissertation not exceeding 300 words, excluding the title. Marks will be awarded, for research seminars practical exercises and viva-voce examination. Student shall give a formal presentation of the report before the jury comprising of minimum three internal faculty members including internal supervisor who will be appointed by the Director of the college. The external marks will be awarded the external examiner to be appointed by the examination division of the university. The format of the report is given below:

1. Research Objective
  2. Literature Review
  3. Research Methodology
  4. Results and Analysis
  5. Conclusion
  6. References
  7. Appendices – to include questionnaire, if any
- Dissertation shall incorporate the certificate given by the internal supervisor regarding its satisfactory completion.

**Seminar**

A seminar will be presented based on the Dissertation

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