

MAA VINDHYAVASINI UNIVERSITY, MIRZAPUR

SYLLABUS

FOR

Home Science: One Year Postgraduate Programme (PGP)



Department of Home Science

Faculty of Science


Dean
Faculty of Science And Technology
MAA Vindhyavasini University, Mirzapur

Semester-wise Titles of the Papers in P.G Programme

HOME-SCIENCE: HUMAN DEVELOPMENT

Year	Semester.	Course Code	Paper Title	Theory/Practical	Credits
M.A	IX	A130901HD	Advanced Methodology & Scientific Writing	THEORY	4
	IX	A130902HD	Management of Program for Children & Families	THROEY	4
	IX	A130903HD	Development of Creativity	THEORY	4
	IX	A130904HD	Research Project	PROJECT	4
	IX	A130905HD	Nursery School Administration	PRACTICAL	4
M.A	X	A130101HD	Parenting in Early Childhood	THEORY	4
	X	A130102HD	Study of Family in Society	THEORY	4
	X	A130103HD	Children with Disabilities	THEORY	4
	X	A130104HD	Dissertation	DISSERTATION	4
	X	A130105HD	Child Psychological Testing	PRACTICAL	4


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M.A./M.Sc. IX Semester Home Science

Paper I: Advanced Methodology &

Scientific Writing

Course Code	Course Category	Credit	Maximum Marks
A130901HD	Core	4	25+75

Objectives:

This course will enable student to:

- To be able to appreciate and understand importance of writing scientifically.
- To develop competence in writing and abstracting skills.

Unit I	Scientific writing as a means of communication	No. of Lectures
	Different forms of scientific writing. Articles Journals, Research notes and reports. Review articles, Monographs,	15
	Dissertations, Bibliographies, Book chapters and articles.	
Unit II	How to formulate outlines	15
	The reasons for preparing outlines: • As a guide for plan of writing • As skeleton for the manuscript Kinds of outline: • Topic outlines • Conceptual outlines • Sentence outlines Combination of topic and sentence outlines	
	Drafting titles, subtitles, tables, illustrations: • Tables as systematic means of presenting data in rows and columns and lucid way of indicating relationships and results. • Formatting tables: Title, Body tab, Stab Column, Column Head, Spanner Head, Box Head. • Appendices: Use and guidelines.	
	The writing processes. Getting Started: Use outline as a starting device. Drafting. Reflecting. Re-reading. Checking organization. Checking headings, checking content, checking clarity Checking grammar: Brevity and precision in writing, Drafting and re-drafting based on Critical evaluation	


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Unit-III		
	Introduction, Review of literature, Methods, Results and discussion, Summary and abstract, References Ask questions related to content, continuity, clarity, validity internal consistency and objectivity during writing each of the above parts	15
Unit-IV	Writing for Grants	
	• The question to be addressed. • Rationale and importance of the question being addressed. • Empirical and theoretical framework • Presenting pilot study/data or background information • Research proposal and time frame • Specificity of methodology • Organization of different phases of study • Expected outcome of study and its implications • Budgeting • Available infra-structure and resources • Executive summary	15

References:

- Harman, E & Montagnes 1. (Ed.) (1997). The thesis and the book. Now Delhi: Vistaar.
- Locke, L.F. and others (1987). Proposals that work: A guide fro planning dissertations & Grant proposals (2nd Ed.). Beverly Hills: Sage.
- Mullins, C.J. (1997). A guide to writing and publishing in social and behavioral sciences. New York: John Wiley & Sons.
- Stenberg, R.J. (1991). The psychologist's companion: A guide to scientific writing for students & researchers. Cambridge: CUP. Stenberg.

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M.A. /M.Sc. IX Semester Home Science

Paper II: MANAGEMENT OF PROGRAMMES FOR CHILDREN AND FAMILIES

Course Code	Course Category	Credit	Maximum Marks
A130902HD	Core	4	25+75

Objectives:

- To understand the purpose, scope, and challenges in the in the management of programs for children and families.
- To understand the various approaches to program management.
- To offer students the opportunity to apply & translate the theoretical knowledge into practice.
- To offer students the opportunity to apply & translate the theoretical knowledge into practice.
- To organize, implement & Evaluate programs for children & family.
- To critically evaluate & review program models.

Unit I	Topic	No. of Lectures
	Management - Meaning and importance of management. - Management skills. - Review of success & failure of different programs.	15
Unit II		
	Programs for children - Identification of specific Programs for Children. - Types of programs & their management. - Family Counseling.	15
Unit-III		
	Trends and issues related to life span development. 1. Infancy 2. Early Childhood	15
Unit-IV		
	Trends and issues related to life span development. 3. Young Adulthood 4. Adolescence 5. Old Age	15

References:

1. Chaudhary. P. (1985). Child Welfare Services. New Delhi: Atmaram & Sons.
2. Daughtery, A.S. and Ricks, B.R. (1989) Contemporary Supervision: Managing people and technology. New York: Mac Grawh Hill.
3. Greval, J.S. (1984). Early childhood Education Foundations & Practice, Agra: National Psychological Corporation.
4. Hildbrand V (1984). Management of Child Development Centres, New York: Collier Macmillan Publishing, 1984.
5. Leeper, S.H. Wither Spoon, R.L. & Day. B. 1984). Good Schools for Young Children (5th edition), New York: Macmillan.
6. Agrawal Sadhna: Baccho Evam Parivar ka Prabandhan Karyakram



M.A./M.Sc. IX Semester Home Science

Paper III: DEVELOPMENT OF CREATIVITY

Course Code	Course Category	Credit	Maximum Marks
A130903HD	Core	4	25+75

**Objective
s:**

- To understand the relevance and scope of studying creativity.
- To discuss the concept of creativity and various approaches to its study.
- To understand the role of the individual, the context and socialization in developing creativity.
- To become familiar with psychometric measurement and alternate ways of assessing creativity.

Unit I	Topic	No. of Lectures
	Definition and concept of creativity - Types and degree of creativity (everyday creativity and eminent creativity) - Domains, insight and problems solving as related to creativity.	15
Unit II		
	Relevance and Scope of the Study of Creativity	
	Approaches to the study of creativity - Mystical approach (divine gift), - Psychology-dynamical approach (Freud) - Psychometric approach (Guilford & Torrance), - Cognitive approach (Weisberg), - Social personality approach (McKinnon), - Confluence approach (Gardner)	15
Unit-III		
	The role of the individual - Cognition, abilities, interests, attitude, motivation, intelligence, knowledge, skills, beliefs, values and cognitive styles.	15
	Relationship between creativity and intelligence	
Unit-IV		
	Influence of child-rearing practices, family	
	Enhancing creativity - brainstorming, problem solving, creative dramatics& visualization.	15
	Measurement. - Psychometric and alternate methods of assessing creativity.	

References:

1. Sonkar Anju (2017): Srijnatmakta ka Vikas
2. Petty.G. (1998). How to be better at creativity. London. Kagan Page (The Industrial Society).
3. Passi, B.K. (1979). Passi Test of Creativity. Agra: National Psychological Corporation.
4. Dagar, B.S. (1989). Cultural Education and Creativity. New Delhi: Uppal Publication House.
5. Khand Walla, P.N. (1988). Fourth eye: Excellence through creativity. Allahabad

M.A./M.Sc. IX Semester Home Science

Paper IV: Community and Life Science

Course Code	Course Category	Credit	Maximum Marks
A130904HD	Core	4	25+75

Course Objectives:

Learns to communicate with community around.

Learns to prepare a survey/interview schedule.

Becomes sensitized to problems being faced in community.

Increases awareness of candidate.

Credits	Max. Marks	Min. Passing Marks	Total No. Classes
3	25+75	As per university norms	45

Unit	Topics	No. of Hrs
I	The Candidate has to select and give inputs in any one of the following. It may include Anganwadi/ Health services/ Market / Dairy/ Agricultural farmland/ NGO/ Crèche/ Nursery School/ Hospital/ Fitness centre/ Diet councillor/ Boutique/Balwadi/ Youth centre/ Primary school/ Vridha Ashram(old age home)/ Divyang school/ Mentally challenged institution/ Village panchayat / School counsellor/ Dyeing or printing Unit/ Cottage level embroidery or food processing unit / SHGs/ Bank schemes/ Subsidies available/ Industry producing consumer goods	12
II	An intervention plan would be developed based on problem identified in the area/ a field visit is mandatory to develop an understanding of the whole process.	11
III	The planned intervention to be carried in the selected area Based on the intervention, the pre-intervention state and post intervention data has to be collected and compared / based on visit and interaction the detailed in depth data has to be collected.	12
IV	A Detailed report to be prepared and submitted	10

M.A./M.Sc. IX Semester Home Science

Paper V: Nursery School Administration

Course Code	Course Category	Credit	Maximum Marks
A130905HD	Core	4	25+75

Objectives:

- Understand the concept, objectives, and significance of nursery school education.
- Develop knowledge regarding the organization and administration of nursery schools.
- Understand the principles of planning child-friendly learning environments.
- Gain awareness about curriculum planning and activity management for preschool children.

Unit I	Introduction to Nursery School Education	No. of Lectures
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	Meaning, Objectives, and Importance of Nursery Education. Historical Development of Preschool Education. Principles of Early Childhood Care and Education. Types of Preschool and Nursery Schools. Qualities and Responsibilities of Nursery School Teachers.	15
Unit II	Organization and Administration of Nursery Schools	
	Planning and Organization of Nursery Schools Physical Infrastructure and Learning Environment School Records and Documentation Admission Procedures and Record Maintenance Timetable and Daily Routine Planning Financial Management and Budgeting Basics	15
Unit-III	Curriculum Planning and Activity Management	
	Principles of Preschool Curriculum. Play-way and Activity-based Learning. Planning Indoor and Outdoor Activities Storytelling, Music, Art, and Creative Activities Teaching Aids and Learning Materials Evaluation and Observation of Child Development	15
Unit-IV	Health, Nutrition, and Safety in Nursery Schools	
	Health and Hygiene Practices Nutritional Needs of Preschool Children First Aid and Emergency Management Safety Measures in Nursery Schools Growth Monitoring and Child Welfare Services Importance of Clean and Safe Learning Environment	15

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M.A. /M.Sc. X Semester Home Science

Paper I: PARENTING IN EARLY CHILDHOOD

Course Code	Course Category	Credit	Maximum Marks
A130101HD	Core	4	25+75

Objectives:

- To understand the significance of parent's role in early childhood.
- To develop skills to involve parents in early childhood education programs.
- To learn to conduct parent education programs.

Unit I	Topic	No. of Lectures
	Introduction: - The task of parenting and the concept of parenting skills. - Changing concept of parenthood and childhood - Being a competent parent.	15
Unit II		
	Individual Parenting Roles - Determinants of parenting behavior - Characteristics of the parenting roles. - The mothering role - The fathering role - Concept of family, the family life cycle stages.	15
Unit-III		
	Developmental Interaction in Early Childhood Years - Parents role in developing self-awareness in children. - Family relations and communication. - Helping the child to learn to express and control emotions. - Helping children discover personal capabilities. - Establishing routines and showing responsible behavior. - Learning social role and interactions with others. - Meeting the family needs during this stage. - Meeting the children's needs.	15
Unit-IV		
	Techniques of Parent Education in Preschool Setting - Informal Meetings: Occasional/accidental meeting, written/printed-newsletters, circulars, notices etc. - Parent library, toy library - Workshops/demonstration centre - Parent's corner - Open house - Large/small group meetings. - Individual meetings: House visits, individual sessions. - Working with vulnerable families.	15
	Parent Education and Support - Role of professionals - Parents as family workers - Flexibly to different needs. - Personal development for parents	

References:

1. Binger, J. (1979): Parent child relation: An introduction to parenting. N.Y.: McMillan Pub.
2. Brim, Harman (1980): Learning to be parents, principles, programs and methods, Saga Pub.
3. Fine Marvin (1980): Handbook on parent education, New York: Academic Press Inc.
4. Agrawal Sadhna (2019): Aarambhik Balyavastha mein Abhibhavakta: Book Ocean Publisher

M.A./M.Sc. X Semester Home Science

Paper II : STUDY OF FAMILY IN SOCIETY

Course Code	Course Category	Credit	Maximum Marks
A130102HD	Core	4	25+75

Objectives:

- To understand family as a component of socio-cultural milieu and context.
- To familiarize students with developmental perspective in family life cycle.
- To realize and appreciate universals and variations in family life patterns across cultures and sub-cultures.
- To create awareness regarding philosophy, structure, function, needs and strengths of families with specific reference to the Indian family.
- To understand theoretical and methodological concerns related to family studies.

Unit I	Topic	No. of Lectures
	Family in social context - Family as a component of social system, structure and context. - Family as an evolving and dynamic institution Functions of family	15
Unit II		
	Socio-cultural studies of family patterns in India - Family structure: Traditional extended/joint families. - Alternate families - single parent, childless, female headed. - Unitary families. - Cause and effect of different family structures on changing roles of family.	15
Unit-III		
	Approaches and theories in Family Studies - Developmental approach - Interactional approach - Institutional approach - Systemic approach - Family life-cycle approach - Cyclical Theory - Progressive theory - Structural - functional theory	15
	Family and societal exchanges/influences - Work and family - Education and family - Health and family - Religion and family - Ecology and family - Government and family	
Unit-IV		

	I. Contemporary Issues and concerns - Family violence, battered women, child maltreatment, sexual abuse. - Dowry and family violence. - Child rearing and socialization - Gender roles. - Divorce and remarriage.	15
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References:

1. Adams, B.N. (1975). The Family: A sociological interpretation. Chicago: Rand MC Nully.
2. Ahuja, J. (1997). Indian Social system (2nd Ed.). Jaiur) Rawat
3. Arcus, H.E. and Others (1993). Handbook of Family Life Education: The Practice of Family life education (Vol. II). N.Y.: Sage.
4. Bahr, S.J. (1989). Family Interaction. N.Y.: Macmillan
5. Sonkar Anju (2018): Samaj mein Parivar ka Adhyayan

M.A./M.Sc. X Semester Home Science**Paper III: CARE OF CHILDREN WITH DISABILITY**

Course Code	Course Category	Credit	Maximum Marks
A130103HD	Core	4	25+75

Objectives:

- To gain information on different impairments and illnesses that affect children.
- To be sensitive to desires and wishes of children.
- To identify and assess impairment, illness, disability, and the child's physical and social environment.
- To plan for inclusive education programs for children and involving the Disabled child in the process.
- To become sensitive to concerns of parents of children with disabilities and collaborate with them for children's education and development.
- To interact and relate sensitively with children with disability, accepting individual differences and enable others to do so

Unit I	Topic	No. of Lectures
	Different types of impairments and serious illness, causes and the effects on children. - Physical, intellectual, sensory and emotional impairments. - Illnesses such as juvenile diabetes, asthma	15
	The philosophy of inclusion.	
	Attitudes of others in the family and community	
	Techniques for identification and recording progress.	
Unit II		
	Physical, organizational and social barriers in the development of children with disabilities. - Modification and adaptation of physical and social environment, the meaning of inclusion, enabling participation of children with disabilities in the school and community so that they have a sense of belonging as well as an opportunity to become contributing members.	15
Unit-III		
	Use of assistive devices.	15
	Listening to children and including their views in life at school and home.	
	Care of the child in the family, role of parents, siblings and other members.	
Unit-IV		
	The rights versus needs of the children.	15
	Examples of programmes for children with disabilities, innovative projects.	
	Issue in planning; inclusive care programmes.	

References

1. D. Mitchell & R.I. Brown (Eds.) Early Intervention studies for young children with special needs (pp 19-49) London Chapman and Hall.
2. Date, N. (1996). Working with families of children with special needs London:Routledge.
3. Kaur, B. & Daranth. P. (1983). Education for young children with special needs. In T.S. Saraswati & B. Kaur (Eds.) Human Development and Family Studies in India: An agenda for research and policy (pp.300-314). New Delhi: Saga.

**M.A./M.Sc. X Semester Home Science
DISSERTATION**

Course Code	Course Category	Credit	Maximum Marks
A130104HD	Core	4	25+75

Objectives:

- To study and analyze the selected topic in order to understand its impact, relevance, and practical implications in the present context.
- To examine the factors influencing the chosen area of study through systematic research and analysis.
- To understand the relationship between different variables associated with the research problem.
- To identify challenges, trends, and opportunities related to the selected research area.
- To evaluate existing practices, perceptions, or behavioral patterns associated with the study.
- To collect and interpret relevant data for drawing meaningful conclusions and recommendations.
- To contribute toward academic understanding and practical awareness regarding the chosen topic.

M.A./M.Sc. X Semester Home Science
Paper V: Child Psychological Testing

Course Code	Course Category	Credit	Maximum Marks
A130105HD	Core	4	25+75

Unit I	Topic	No. of Lectures
	Personality Tests	15
Unit II		
	General Intelligence Test	15
Unit-III		
	Anxiety Scale	15
Unit-IV		
	Stress Scale	15

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Semester-wise Titles of the Papers in P.G Programme

HOME-SCIENCE: FOOD AND NUTRITION

Year	Semester.	Course Code	Paper Title	Theory/Practical	Credits
M.A	IX	A130901FN	Advanced Research Methodology and Scientific Writing	THEORY	4
	IX	A130902FN	Problems in Human Nutrition	THROEY	4
	IX	A130903FN	Basic Food Millets	THEORY	4
	IX	A130904FN	Research Project	PROJECT	4
	IX	A130905FN	Management of Nutrition Program	PRACTICAL	4
M.A	X	A130101FN	Maternal and Child Nutrition	THEORY	4
	X	A130102FN	Public Nutrition	THEORY	4
	X	A130103FN	Nutrition for Health and Fitness	THEORY	4
	X	A130104FN	Dissertation	DISSERTATION	4
	X	A130105FN	Food Safety and Quality Control	PRACTICAL	4

M.A./M.Sc. IX Semester Home Science

Paper I: Advanced Methodology & Scientific Writing

Course Code	Course Category	Credit	Maximum Marks
A130901HD	Core	4	25+75

Objectives:

This course will enable student to:

- To be able to appreciate and understand importance of writing scientifically.
- To develop competence in writing and abstracting skills.

Unit I	Scientific writing as a means of communication	No. of Lectures
	Different forms of scientific writing. Articles Journals, Research notes and reports. Review articles, Monographs,	15
	Dissertations, Bibliographies, Book chapters and articles.	
Unit II	How to formulate outlines	
	The reasons for preparing outlines: • As a guide for plan of writing • As skeleton for the manuscript Kinds of outline: • Topic outlines • Conceptual outlines • Sentence outlines Combination of topic and sentence outlines	15
	Drafting titles, subtitles, tables, illustrations: • Tables as systematic means of presenting data in rows and columns and lucid way of indicating relationships and results. • Formatting tables: Title, Body tab, Stab Column, Column Head, Spanner Head, Box Head. • Appendices: Use and guidelines.	
	The writing processes. Getting Started: Use outline as a starting device. Drafting. Reflecting. Re-reading. Checking organization. Checking headings, checking content, checking clarity Checking grammar: Brevity and precision in writing, Drafting and re-drafting based on Critical evaluation	
Unit-III		
	Introduction, Review of literature, Methods, Results and discussion, Summary and abstract, References Ask questions related to content, continuity, clarity, validity internal consistency and objectivity during writing each of the above parts	

		15
Unit-IV	Writing for Grants	
	• The question to be addressed. • Rationale and importance of the question being addressed. • Empirical and theoretical framework • Presenting pilot study/data or background information • Research proposal and time frame • Specificity of methodology • Organization of different phases of study • Expected outcome of study and its implications • Budgeting • Available infra-structure and resources • Executive summary	15

References:

- Harman, E & Montagnes I. (Ed.) (1997). The thesis and the book. New Delhi: Vistaar.
- Locke, L.F. and others (1987). Proposals that work: A guide for planning dissertations & Grant proposals (2nd Ed.). Beverly Hills: Sage.
- Mullins, C.J. (1997). A guide to writing and publishing in social and behavioral sciences. New York: John Wiley & Sons.
- Stemberg, R.J. (1991). The psychologist's companion: A guide to scientific writing for students & researchers. Cambridge: CUP. Stemberg.

M.A./M.Sc. IX Semester Home Science

Paper II: PROBLEMS IN HUMAN NUTRITION

Course Code	Course Category	Credit	Maximum Marks
A130902FN	Core	4	25+75

Objectives:

The course is aimed at providing an understanding of:

- Nutritional problems/nutrition-related diseases prevalent among the affluent and the less privileged groups, with reference to their incidence, etiology and public health significance.
- Biochemical and clinical manifestations, preventive and therapeutic measures of the same.

Unit I	Topic	No. of Lectures
	Historical background, prevalence, etiology, biochemical and clinical manifestations, preventive and therapeutic measures for the following: - PEM - Vitamin A deficiency	15
Unit II		
	- Nutritional anaemia - Rickets, osteomalacia and osteoporosis	15
Unit-III		
	Fluorosis Historical background, prevalence, etiology, biochemical and clinical manifestations, preventive and therapeutic measures for - Obesity and overweight - Diabetes mellitus	15
Unit-IV		
	- CHD - Cancer	15

References

1. McCollum, E.V. (1957): History of Nutrition, Houghton Mifflin Co.
2. WHO (1970): Fluorides and Human Health
3. Mahan, L.K. & Ecott-Stump, S. (2000): Krause's Food, Nutrition and Diet Therapy, 10th Edition, W.B. Saunders Ltd.
4. World Health Organisation's Reports, Monographs and Technical Report Series.

M.A./M.Sc. IX Semester Home Science Paper

III: BASICS FOOD (MILLETS)

Course Code	Course Category	Credit	Maximum Marks
A130903FN	Core	4	25+75

Objectives:

- Improve Millets cultivation practices and recent technologies develop.
- Nutritional quality management and value addition in millets.
- Marketing opportunities entrepreneurship and utilization.

Unit I	Topic	No. of Lectures
Unit II	Introduction to millets. Types of millets, Negative millets-rice and wheat Neutral Millet-pearl, sorghum finger Passive millets-foxtail millet, little millet BARGAID millets. Kodo millets, Brown top millets, Minor and Major types of millets. Nutritional benefits of millets.	15
Unit III	Importance of coarse grain for good health. Millets in sports and sports nutrition. Health benefits of millets regarding to nutritional security perspectives.	15
Unit IV	Millets Entrepreneurial opportunities. government programs and initiative to promote coarse grain processing and value addition. Millets consumption and its benefits	15
	Recipe to make some popular and traditional. Millets good for people the environment and farmers. National Millets Mission (NMM) 2007. Pradhan Mantri Fasal Bima Yojana, Rastriya Vikas Yojana etc.	15

References:

- eksVk vukt] MkW0] ik ik.Ms;] lkfgR; i:dk'k] vkxjk ISBN: 978-93-92202-43-8
- Millets Mainstreaming in India, Asian & African Countries, NITI Aayog, Delhi and WFP India, Delhi. ISBN: 978-81-956821-8-8
- Bureau A. Bonn Group launches Nutrients Rich Millet Based Bread in India. Retrieved from: 2023, <https://www.adgully.com/bonn-group-launches-nutrients-rich-millet-based-bread-in-india-132030.html>
- PIB (2023). Initiatives for Mainstreaming Millets. Available at: <http://www.nextias.com/current-affairs/16-07-2022/initiatives-for-mainstreaming-of-millets>
- PIB Report. Promoting Millets Consumption. Ministry of Agriculture & Farmers Welfare, Government of India, 2023.
- Solution Buggy (2022). Millet based business: A profitable manufacturing business for MSMEs

M.A./M.Sc. IX Semester Home Science

Paper IV : Community and Life Science (Research Project)

Course Code	Course Category	Credit	Maximum Marks
A130904FN	Core	4	25+75

Course Objectives:

Learns to communicate with community around.

Learns to prepare a survey/interview schedule.

Becomes sensitized to problems being faced in community.

Increases awareness of candidate.

Credits	Max. Marks	Min. Passing Marks	Total No. Classes
3	25+75	As per university norms	45

Unit	Topics	No. of Hrs
I	The Candidate has to select and give inputs in any one of the following. It may include Anganwadi/ Health services/ Market / Dairy/ Agricultural farmland/ NGO/ Crèche/ Nursery School/ Hospital/ Fitness centre/ Diet councillor/ Boutique/Balwadi/ Youth centre/ Primary school/ Vridha Ashram(old age home)/ Divyang school/ Mentally challenged institution/ Village panchayat / School counsellor/ Dyeing or printing Unit/ Cottage level embroidery or food processing unit / SHGs/ Bank schemes/ Subsidies available/ Industry producing consumer goods	12
II	An intervention plan would be developed based on problem identified in the area/ a field visit is mandatory to develop an understanding of the whole process.	11
III	The planned intervention to be carried in the selected area. Based on the intervention, the pre-intervention state and post intervention data has to be collected and compared / based on visit and interaction the detailed in depth data has to be collected.	12
IV	A Detailed report to be prepared and submitted	10

M.A./M.Sc. IX Semester Home Science

Paper V: MANAGEMENT OF NUTRITION PROGRAMMES

Course Code	Course Category	Credit	Maximum Marks
A130905FN	Core	4	25+75

Objectives:

This course will enable students to:

- Be familiar with various programmes which can be undertaken to prevent and control nutritional problems at regional and national level.
- Be able to plan, implement, monitor, and evaluate programmes.

Unit I	Topic	No. of Lectures
	Global, National and Regional Concerns - Situation of vulnerable groups vis-a-vis food, nutrition and health security,	15
	Programme Development - Overview of programme development models. Formative evaluation approach. Precede-proceed planning mode. Sussman's four- step model of empirical curriculum development, chain model.	
Unit II		
	Programme Planning - Pre-requisites for planning vis-a-vis short term and long-term objectives. Planning at various levels - Government local health department, state, voluntary sector and community-based. Approaches used in planning - Top- down approach, need-based approach. Community participation and partnership, rights- based approach.	15
	Appraisal of existing programmes and interventions- Merits, demerits. Lacunae, gaps vis-a-vis objectives and goals.	
Unit-III		
	Implementation of Programmes- Developing prototypes, training and HRD aspects of the programmes. Pilot and prototype studies, innovations.	15
	Scaling - up of programme. Centralization and decentralization, vertical and horizontal linkages, intersectoral linkages, involvement of corporate sectors. Legal issues. Financial Management, Cost benefits, Cost effectiveness and Cost efficiency.	
Unit-IV		
	Management Information Systems (MIS): Study of development of suitable Information Systems for Nutrition Programmes.	15

M.A./M.Sc. X Semester Home Science

Paper I : MATERNAL AND CHILD NUTRITION

Course Code	Course Category	Credit	Maximum Marks
A130101FN	Core	4	25+75

Objectives:

The course is designed to enable the students to:

- Understand physiological changes in pregnancy and lactation.
- Get acquainted with growth and developmental changes from conception till adolescence.
- Understand the inter-relationship between nutrition and growth and development during lifecycle.

Unit I	Topic	No. of Lectures
	Current Nutrition and Health Status of Women and Children in India.	15
	Changing concepts and controversies in Maternal and Child Nutrition.	
Unit II		
	Importance of Maternal Nutrition: Importance of Nutrition prior to and during pregnancy. Pre-requisites for successful outcome. Effect of under nutrition on mother-child diet including pregnancy outcome and Maternal and Child Health-Short term and long term. Physiology and endocrinology of pregnancy and embryonic and fetal growth and development. Nutritional requirements during pregnancy. Adolescent Pregnancy Pregnancy and AIDS Pregnancy and TB Intra-uterine growth retardation Complications of pregnancy and management and importance of antenatal care. Congenital malformation, fetal alcohol syndrome and gestational diabetes mellitus.	15
Unit-III		

	Lactation Development of mammary tissue and role of hormones. Physiology and endocrinology of lactation-synthesis of milk components. let down reflex, role of hormones, lactation amenorrhea, effect of breast feeding on maternal health.	15
	Human milk composition and factors affecting breastfeeding and fertility. Management of lactation-Prenatal breastfeeding skill education, rooming in, problems, sore nipples, engorged breast, inverted nipples etc. Exclusive breastfeeding Baby friendly hospitals initiative. Breast feeding in the age of AIDS	
Unit-IV		
	Growth and development during infancy, childhood, and adolescence. Malnutrition in mother and children: etiology and management (in brief) Policies and programmes for promoting maternal and child nutrition and health. Practical-Planning and preparation of diet for-infants school going children. - Adolescence Pregnant women, lactating mother	15

References

2. UNICEF (1997). The Care initiative: Assessment, Analysis and Action to improve care for Nutrition, New York, UNICEF
3. WHO (1999) Management of severe malnutrition, A manual for physicians and other senior health workers. Geneva, WHO

M.A./M.Sc. X Semester Home Science

Paper II: Public Nutrition

Course Code	Course Category	Credit	Maximum Marks
A130102FN	Core	4	25+75

Objectives:

This course will enable the students to:

- Develop a holistic knowledge base and understanding of the nature of important nutrition problems and their prevention and control for the disadvantaged and upper socio-economic strata in society.
- Understand the causes/determinants and consequences of nutrition problems in society.
- Be familiar with various approaches to nutrition and health interventions, programmes and policies.

Unit I	Topic	No. of Lectures
	Concept of public nutrition- relationship between health and nutrition, role of public nutritionists in the health care delivery.	15
	Sectors and Public Policies relevant to Nutrition.	
Unit II		
	Primary Health Care of the Community National Health Care Delivery System Determinants of Health Status Indicators of Health	15
	Population Dynamics Demographic transition, population structure, fertility behavior, population policy, fertility, nutrition, and quality of life inter-relationship.	
	Food and Nutrition Security Food production, Assess, Distribution Availability, Losses, Consumption, Food Security, Socio-cultural aspects and Dietary Patterns: Their implications for Nutrition and Health.	
Unit-III		
	Nutritional Status Methodologies of assessment of nutritional status, Determinants of nutritional status of individual and populations: Nutrition and Non- nutritional indicators: Socio-cultural, biologic, environmental and economic	15
	Major Nutritional Problems: etiology, prevalence, clinical manifestations, preventive and therapeutic measures of : Macro and micro nutrient deficiencies. Other nutritional problems like lathyrism, dropsy, aflatoxicosis, alcoholism, fluorosis. Overweight, obesity and chronic degenerative diseases.	

	National Food and Nutrition Policy, Plan of Action and Programmes.	
Unit-IV		
	Approaches and Strategies for improving nutritional status and health: Programmatic options-their advantages and demerits. Feasibility, Political support, available resourced (human, financial, infrastructural) Case studies of selected strategies and programmes: their rationale and context, how to select interventions from a range of possible options: Health-based interventions, Food-based interventions including fortification and genetic improvement of foods, supplementary feeding, and Nutrition education for behaviour change.	15
	Policy Analysis and Operational Research	
	Programme Design Planning, Implementation, Operations Monitoring, Surveillance and Evaluation.	
	Health Economics and Economics of Malnutrition - Its impact on productivity and national development. Cost-Benefit, Cost effectiveness and Cost efficiency.	

References:

1. Park K. (2000): Park's Textbook of Preventive and Social Medicine, 18th Edition, M/s. Banarasidas Bhanot, Jabalpur.
2. Gopalan C. and Kaur S. (Eds.) (1989) : Women and Nutrition in India, Nutrition Foundation of India.
3. National Family Health Survey I & II (1993, 2000): International Institute for population Studies, Mumbai.
4. National Nutrition Policy (1993): Dept. of WCD, Govt. of India.
5. Nutrition Education for the Public (1997): FAO Food and Nutrition Paper, 62, FAO.
6. World Health Organization (1998) World Health Report: Life in the 21st Century Report of the Director General, WHO, Geneva, Switzerland.
6. Ramakrishnan U. (eds.) (2001), Nutritional Anemias: CRC Press in Modern Nutrition, CRC Press, Boca Raton FL.

M.A./M.Sc. X Semester Home Science

Paper III: NUTRITION FOR HEALTH AND FITNESS

Course Code	Course Category	Credit	Maximum Marks
A130103FN	Core	4	25+75

Objectives:

This course will prepare the students to:

- Understand the components of health and fitness and the role of nutrition in these.
- Make nutritional, dietary and physical activity recommendations to achieve fitness and well-being.
- Develop ability to evaluate fitness and well-being.

Unit I	Topic	No. of Lectures
	Definition, components, and assessment criteria of age: Specific fitness and health status.	15
	Holistic approach to the management of fitness and health: Energy input and output. Diet and Exercise. Effect of specific nutrients on work performance and physical fitness. Nutrition, exercise, physical fitness and health and their inter-relationships.	
Unit II		
	Review of different energy systems for endurance and power activity: Fuels and nutrients to support physical activity. Shift in carbohydrate and fat metabolism. Mobilization of stores during exercise.	15
	Nutrition in Sports: Sports specific requirement. Diet manipulation. Pre-game and post-game meals. Assessment of different nitrogenous aids and commercial supplements. Diets for persons with high energy requirements, stress, fracture, and injury.	
Unit-III		
	Water and electrolyte balance: Losses and their replenishment during exercise and sports events, effect of dehydration, sports drinks.	15
	Significance of physical fitness and nutrition in the prevention and management of weight control, obesity, diabetes mellitus, CV disorders, bone health and cancer.	
	Nutritional and exercise regimes for management of obesity: Critical review of various dietary regimes for weight and fat reduction. Prevention of weight cycling.	
	Defining nutritional goals /guidelines	

	appropriate to health, fitness and prevention and management of the above chronic degenerative disorders.	
Unit-IV		
	Nutrition and exercise regimes for pre- and post-natal fitness.	15
	Alternative systems for health and fitness like Ayurveda, yoga, meditation, vegetarianism, and traditional diets.	

References:

1. Mahan L.K. & Ecott-Stump S. (2000): Krause's Food, nutrition and Diet Therapy, 10th Edition, W.B Saunders Ltd.
- 2.Sizer F. & Whitney, E. (2000): Nutrition - Concepts & Controversies, 8th Edition, Wadsworth Thomson Learning.
3. Whitney E.N. & Rolfes S.R. (1999): Understanding Nutrition, 8th Edition, West/Wadsworth, An international Thomson Publishing Co.
4. Ira Wolinsky (Ed) (1998): Nutrition in Exercise and Sports, 3rd Edition, CRC Press.

Journals

1. Medicine and Science in Sport and Exercise.
International Journal of Sports

**M.A./M.Sc. X Semester Home Science
DISSERTATION**

Course Code	Course Category	Credit	Maximum Marks
A130104FN	Core	4	25+75

Objectives:

- To study and analyze the selected topic in order to understand its impact, relevance, and practical implications in the present context.
- To examine the factors influencing the chosen area of study through systematic research and analysis.
- To understand the relationship between different variables associated with the research problem.
- To identify challenges, trends, and opportunities related to the selected research area.
- To evaluate existing practices, perceptions, or behavioral patterns associated with the study.
- To collect and interpret relevant data for drawing meaningful conclusions and recommendations.
- To contribute toward academic understanding and practical awareness regarding the chosen topic.

M.A./M.Sc. Fourth Semester Home Science

Paper III: FOOD SAFETY AND QUALITY CONTROL

Course Code	Course Category	Credit	Maximum Marks
A130105FN	Core	4	25+75

Objectives:

This course will enable students to:

- Know the importance of quality assurance in food industry.
- Know the various tests and standards for quality assessment and food safety.
- Know the various tests used to detect food adulterants.
- Be familiar with the fundamentals that should be considered for a successful quality control programme.

Unit I	Topic	No. of Lectures
	Introduction to quality assurance and food safety assurance. Study of the Current concepts of quality control.	15
	Quality assurance programme: Quality plan, documentation of records, product standards Product and purchase specifications, process control and HACCP, hygiene and housekeeping, corrective action, quality and programme and total quality process.	
	Quality Costs: Measurement and Analysis.	
Unit II		
	Product Evaluation: - Sampling for product evaluation and line control. - Statistical quality and process control. - Specifications and food standards: International, National - Mandatory, Voluntary. - Sample preparation	15
Unit-III		
	- Reporting results and reliability of analysis. - Tests for specific raw food ingredients and processed. Food including additives: a. Proximate principles b. Nutrient analysis c. Quality parameters and tests of adulterants.	15

Unit-IV		
	Consumer protection: Laws, Case Studies.	
	Objectives 1. To test different foods for their quality 2. To detect adulteration in different foods 3. To be familiar with tests used for quality control Assessment of purity and quality using appropriate standard tests for the following: • Water including mineral water. • Milk and milk products • Fats and oils including butter, ghee and hydrogenated fat. • Ice creams and sherbets • Cereals and cereal products • Pulses and legumes • Spices and condiments and salt, pickles, sauces, and chutneys. • Tea and coffee • Canned, dehydrated, frozen and bottled fruit/vegetable products. • Confectionery • Flesh foods • Specific food ingredients such as glycerin, vinegar. Fruit juices, concentrates and beverages.	15

References

1. Gould, W.A. and Gould, R.W. (1988): Total Quality Assurance for the Food Industries, CTI Publications Inc Baltimore.
2. Pomeranz, Y. and Meloan, C.E. (1996): Food Analysis: Theory and Practice, CBS Publishers and Distributor, New Delhi.
3. Askar, A. and Treptow, H. (1993): Quality Assurance in Tropical Fruit Processing, Springer - Veriag, Berlin.
4. World Health Organization (1998): Guidelines for Drinking Water Quality, 2th edition, Vols. 1,2, and 3, Geneva.
5. Bureau of Indian Standards: Specifications and Standard Methods

