

Course Outline/Structure and Scheme of Examination

Choice Based Credit System (CBCS)M.A. (Programme) Home Science

Course outline/Structure and scheme of examination

of

M.A. Home Science Four semesters course

with

Choice Based Credit System (CBCS)

from

the Session 2022-23 onwards.

M.A. Home Science Course

shall be of

Two years duration spread over four semesters



Department of Home Science

BABA MASTNATH UNIVERSITY

ASTHAL BOHAR- 124021, ROHTAK (HARYANA)

2022

Program Outcomes (PO's): -

PO1: Understand and appreciate the role of interdisciplinary sciences in the development and well-being of individuals, families and communities.

PO2: Develop professional skills in food, nutrition, textiles, housing, product making, communication technologies and human development

PO3: Effective Communication: Demonstrate proficiency in communicating competently in groups and organizations, competence in interpersonal communication

PO4: Acquire scientific skills in the management of resources and develop basic skills for career options in the fields of dietetics, interior designing, textiles and fashion designing

PO5: Environmental Consciousness: Discern the issues of environmental contexts and engages in promoting values

PO6: Devise research strategies for empowering and promoting healthy living in the community

PO7: Professionally competent to take up careers in academics, health care and service industry

PO8: Acquire professional and entrepreneurial skills for economic empowerment of self in particular and of community in general.

Program Specific Outcomes (PSO's): -

PSO1: Apply knowledge of biochemistry and physiology to human nutrient metabolism and use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions

PSO2: Be efficient to nurture and take care of various age groups, to foster their healthy growth and development

PSO3: Be empowered to take judicious decisions concerning the use of materials and resources and display competency in effective communication skills and use of Media

PSO4: Develop entrepreneurial skill towards start-ups in fashion designing, tailoring unit, catering unit, nursery schools, family counselling centres, food processing centres and preservation units.

PSO5: Engage in promoting social justice, gender sensitization, human rights and environmental consciousness

M.A. Home Science Semester-I Session 2022-23 Onwards

22HSC1C1

Food Science

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

This course deals with the basic understanding on cookery science. It includes basics of food Science, cereal & pulse cookery, milk cookery, meat, poultry & fish cookery and sugar cookery.

Course Outcome:

Upon completion of this course, the students will be able to outline the basics of food science. Discuss the processing of cereals and pulses. Assess the different processing methods for milk and milk products.

Unit -1

- Different food groups and their nutritive values
- Cereals: Breakfast cereals – Uncooked and ready to eat products; Cereal-based products – processed, fermented and baked
- Pulses and legumes: Composition and processing; Toxic constituents of Pulses and elimination of toxic factors
- Nuts and oilseeds: Use and processing
- Fats and oils: Functions of oils and fats in food; Processing of fats

Unit -2

- Fruits: Composition and nutritive value
- Vegetables: Classification, composition, nutritive value and methods of cooking

Unit -3

- Meat: Composition, cooking of meat; Changes produced during meat cooking; Meat substitutes
Fish: Type, composition and cookery, preservation and processing

- Egg: Nutritive value and structure; Storage and processing; Effect of heat on egg protein; Egg products; Egg cookery; use of egg as a thickening agent and an emulsifying agent.
- Milk: Composition and importance; Milk processing; Milk products; Milk substitute.

Unit -4

- Sugar: Different types of sugars; Indian confectionary
- Spices and condiments: Role of major and minor spices and their use; active principles in some spices, Adulteration of spices.

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References

1. Amerine MA, Pengborn RM, Roceasier EB (1965). Principles of Sensory Evaluation and Academic Press, New York.
2. Srilakshmi, B. Food Science, 4th Edition, New Age Publishers, New Delhi
3. Srilakshmi B (2005) Dietetics. New Age International Publishers, New Delhi.
4. Swaminathan M (1979) Food Science and Experimental foods. Ganesh and Co, Madras.
5. Mudambi SR and Rao SM (1986) Food Science. Wiley Eastern Ltd. New Delhi.

M.A. Home Science Semester-I Session 2022-23 Onwards

22HSC1C2

Fundamentals of Fabric and Clothing Construction

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

The objectives of this course are to introduce the students with the concepts of fabric and clothing construction in terms of yarns, blends, weaving, knitting and techniques of clothing constructions.

Course Outcome:

The course will provide an understanding about textile production techniques. After completion of the course the students will develop the skills to handle sewing machine and gain the knowledge regarding weaving, knitting, drafting, pattern making and stitching of basic garments.

Unit I:

- Yarn construction – mechanical and chemical spinning; Different stages of yarn construction; Types of yarn – simple, textured and spun; yarn numbering and yarn twist
- Blends – meaning, types, process and reasons for blending, difference between blends and mixed

Unit II:

- Weaving technology: Definition, main operations; Characteristics of woven fabrics; Selvedge –types; Types of weaves
- Loom – Parts of loom, Classification and types of looms
- Non-woven fabrics – meaning, types, methods and uses
- Knitting technology: Definition, classification, material and equipment; Methods of knitting –weft knitting and warp knitting; Uses and disadvantages of knitted fabrics

Unit III:

- Equipment used in clothing construction

- Sewing machine: parts and attachments, common defects and remedial measures, care and maintenance.
- Anthropometric measurements and its need, taking measurements for different garments, precautions and method, tools and materials

Unit IV:

- Techniques of clothing construction
- Drafting: Meaning and importance; tools, methods and precautions; drafting on paper and cloth.
- Pattern making: Meaning and importance; parts of pattern; tools required; symbols used and general rules.
- General principles of clothing construction; steps in clothing construction: preparation of fabric for clothing construction; preparing layout; marking of cloth; principles of cutting; principles of stitching; finishing.

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References:

1. Vastra evam Paridhan, Shashi Prabha Jain and Archana Jain, Shiva Prakashan, Indore
2. Parivarik Paridhan Vyavastha, Manju Patni and Sapna Henry, Star Publications
3. Vastra Vigyan ke Mool Sidhanth, G.P. Sherry, Vinod Pustak Mandir
4. Griha Vigyan Vishwakosh, Rama Sharma and M.K Mishra, Arjun Publishing House

M.A. Home Science Semester-I Session 2022-23 Onwards

22HSC1C3

Theories of Human Development

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

The objectives of this course are to provide knowledge to the students to relate the principles and theories of development with self, family and society.

Course Outcome:

The course will provide an understanding about how developmental theories work in the development of human beings from womb to tomb. The students will gain an insight about different thinkers or scientists on their views related to the field of human development.

Unit I:

- Theories and its philosophical underpinning
- What is a theory
- Links between phenomena, theory and method
- Maslow's self-actualization theory
- Erik Erikson's psychosocial theory

Unit II:

- Skinner's theory of operant or instrumental conditioning
- Pavlov's theory of classical conditioning
- Vygotsky's socio-cultural perspective, theory of mind

Unit III:

- Kohlberg's six stages of moral reasoning
- Thorndike's trial and error learning

Unit IV:

- Piaget's cognitive development theory
- Freud's psychosexual or psychoanalytic theory
- Parental Ethnotheories and their implications

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References:

2. Morgan, King et al (1999): "Introduction to Psychology", Tata Mc Graw-Hill Edition, Delhi, India
3. Hurlock E (2000): "Child Development", Tata Mc Graw-Hill Edition, Delhi, India
4. Bal Vikas evam Bal Manovigyan, Brinda Singh, Panchseel Prakashan, Jaipur

M.A. Home Science Semester-I Session 2022-23 Onwards

22HSC1SC1

Research Method and Statistics

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

The objectives of this course are to provide knowledge to the students regarding popular research methods used in research in the fields of Home Science.

Course Outcome:

The course will provide an understanding about how the research process takes place in the fields of Home Science. This course will help the students to gain the knowledge to become a good researcher in their future.

Unit I:

Research in Home Science-concept need and approaches, Research approaches-problem oriented and interdisciplinary. Type of research Historical survey, experimental and case study.

Unit II:

Definition and identification of research problem selection Hypothesis, basis assumption and limitation of research problems.

Unit III:

Sampling: Types of samples and selection of samples, data collection techniques: cross-sectional and longitudinal studies: questionnaire, interview schedule, observation, lab-techniques.

Unit IV:

Editing of statistical data, classification and tabulation, role of statistics in research, elementary statistics: classification, tabulation and frequency distribution of data. Report writing.

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from

each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References:

1. Gupta, S.P., Statistical Methods, Sultan Chand and Sons, New Delhi, 1994
2. Jain, Gopal Lal, Research Methodology, Methods, Tools and Techniques, Mangal Deep Publications, Jaipur, 1998
3. Kothari, C.R.: An Introduction to Operational Research, Vikas Publishing House Pvt. Ltd, New Delhi, 1994
4. Wright, Susan E., Social Science Stastics Allyn and Bacon Inc., London, 1986
5. Wisniekwski, Mik, Quantitative Methods for Descision Makers, Mcmillan India Ltd., New Delhi,1986

M.A. Home Science Semester-I Session 2022-23 Onwards

22HSC1SC2

Child Welfare in India

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

The objectives of this course are to provide knowledge to the students about the concept of child welfare in India in respect to history, rights and laws pertaining to child welfare.

Course Outcome:

The course will provide an understanding about concept of child welfare and its objectives. Students will gain knowledge about rights of child in India and policies and legislation working in favour of children in India.

Unit I: Child Welfare in India

- Concept and historical perspective, need and relevance
- Historical evolution of child welfare
- Rights of children; Protection of child rights
- Convention on the rights of child
- Child in the constitution of India
- Demographic profile of child in India: Total population, Child population, Sex ratio, Infant mortality rate (IMR), Literacy, School enrolment rate.

Unit II: Children at risk

- Children in especially difficult circumstances, Children in emergency situation,
- Disabled child, Destitute child, Street child, Delinquent child, Working child
- Social problems related to children- female foeticide (pre-birth and preconception elimination), juvenile delinquency, child labor, child abuse and

child marriage, discrimination against girl child.

Unit III: Policies and Legislation for Child Welfare

- National Children's Board
- The National Policy for the Child
- National Children's Fund
- Child Labour cell
- Child Labour Act
- PC-PNDT Act
- Child Marriage Act
- The Children's Act
- Juvenile Justice Act
- Right to Education Act

Unit IV: Child Welfare Agencies and Programs in India

- International, national and local agencies- governmental and non-governmental (UNICEF, ICCW, Mobile Creches, Bal Bhawan)
- Welfare programs- ICDS, MID-day meal program, Universal immunization program etc.

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References:

1. Baig, T.A. (1979): Our Children. New Delhi: Ministry of Information and Broadcasting, Govt. of India.
2. Chowdhry, D.P. (1980): Child Welfare and Development. Delhi: Atma Ram.

M.A. Home Science Semester-I Session 2022-23 Onwards

22HSC1SC3

Human Physiology

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

This course introduces the basics of human physiology which is necessary to understand structural and functional basis of human body in terms of different systems functioning in human beings.

Course Outcome:

Students will be able to understand different systems of human body which are very important for human life. the students will gain proper knowledge regarding skeleton system, digestive system, respiratory system etc.

Unit I:

- Physiological process, structural and functional basis of human body
- Nervous system, skeletal system, joints and muscular system

Unit II:

- Composition and functions of blood and lymph, Heart and course of blood circulation, blood pressure, pulse and heart sounds.
- Excretory System

Unit III:

- Physiology of digestion, digestive enzymes and their function, function of liver, absorption from intestine.
- Reproductive System

Unit IV:

- Respiratory apparatus, mechanism of respiration, respiratory rates, volume and transport of gases, physiology of kidney and skin.
- The location, secretion and function of various endocrine glands.

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References:

1. Arthur J. Bander; Human Physiology- The mechanisms of body function, Tata Mc Grawaw-Hill Publishing
2. C. Guyton; Text book of Medical Physiology Vth edition, W.B. Sanders company- Philadelphia, London.

M.A. Home Science Semester-I Session 2022-23 Onwards

22HSC1P1

Clothing Construction and Dress Designing (Practical)

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

This is a major course to introduces the students with practical knowledge about drafting, knitting and construction of basic garments.

Course Outcome:

Students will be able to plan, draft and stitch basics like blouse, kurta, bodice block etc. Students gain the knowledge understanding and handling of sewing machines and its defects.

Course Contents:

1. Stitching of garment:

a. For Kids:

- Jump Suit
- Apron
- Frock

b. For Adults:

- Salwar/ Churidar
- Kameez
- Blouse
- Petti coat
- Gown

2. Knitting of sweater

3. Making of designer dupatta

4. Portfolio designing:

- Sketching of human figure
- Fashion accessories hats & head wears, foot wear, bags & purses, neck wears & jewellery

5. Assignment- Survey on various fabrics available in local market

References:

1. Vastra evam Paridhan, Shashi Prabha Jain and Archana Jain, Shiva Prakashan, Indore
2. Parivarik Paridhan Vyavastha, Manju Patni and Sapna Henry, Star Publications

3. Vastra Vigyan ke Mool Sidhanth, G.P. Sherry, Vinod Pustak Mandir
4. Griha Vigyan Vishwakosh, Rama Sharma and M.K Mishra, Arjun Publishing House

M.A. Home Science Semester-II Session 2022-23 Onwards

23HSC2C1

Food Safety and Preservation

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

This course deals with the techniques and principles involved in processing and preserving the food substances.

Course Outcome:

Upon completion of this course, the students will be able to outline the basics of food safety and apply the principles and methods involved in the processing of different foods and discuss the processing of cereals and pulses.

Unit I:

- Food sanitation and hygiene (in detail)
- Food borne diseases- food borne infections and intoxication

Unit II:

- Food adulteration and consumer protection.
- Fortification of foods with vitamins and minerals.
- Novel and processed supplementary foods.
- Enzymes in food processing.

Unit III:

- Evaluation of foods: Visual examination and sensory evaluation (colour, texture, flavour and taste).
- Fermented foods, pickles and sauces.

Unit IV:

- Causes of food spoilage
- Food preservation: Use of high and low temperature, dehydration, freezing, freeze-drying, irradiation
- Preserved and processed products from fruits and vegetables.

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References:

1. Khetarpaul Neelam (2005) Food Processing and Preservation, Daya Publications, New Delhi.
2. Salunke D K and Kadam S (1995) Hand book of Food Science and Technology - production, composition, storage and processing, Marcel Dekker INC, New York.
3. Sivasankar B (2002) Food Processing & Preservation, Prentice Hall, India.
4. Frazier W.C. and Westhoff D.C. (1988): Food Microbiology. Fourth Edition, McGraw Hills.
5. Pelczar M.I. and Reid R.D. (1978): Microbiology. McGraw Hills Book Co.

M.A. Home Science Semester-II Session 2022-23 Onwards

23HSC2C2

Life Span Development: Prenatal to Early Adolescence

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

This course is an introduction to the foundations of human development across the lifespan. The course will describe the history and foundational knowledge related to the study of prenatal, infancy, childhood and adolescence.

Course Outcome:

The course will provide an understanding about the lifespan developmental perspective and how it enhances our understanding of lifelong development. The students will be able to apply principles of lifespan development to situations involving infants, children and adolescents.

Unit I:

- Development during different stages of life cycle.
- Prenatal period: conception and pregnancy, stages of prenatal development; complications of pregnancy and birth process.

Unit II:

- Pre-school period: physical growth and motor skills and development, language, speech and social development, skill in play, influence of nursery school, home and environment on habits and development. Problems of growth in this stage.

Unit III:

- Elementary school years: physical growth and health, motor, personality, social emotional, cognitive, language, interests and personality development, effect of peer, school and media, role of parent and teacher and problems of elementary school years.

Unit IV:

- Puberty and adolescence: definition and characteristics
- Physical changes during puberty and adolescence

- Developmental tasks of adolescence
- Health/ Social status of Adolescents
- Theories, Research and other models related to Adolescent well-being.

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References:

1. Vikasatmak Manovigyan, Rajendra Prasad Singh, Jitendra Kumar Upadhyay, Rajendra Singh; Motilal Banarsidas, New Delhi.
2. Baal Vikas evam Baal Manovigyan, Vrinda Singh, Panchsheel Prakashan, Jaipur
3. Hurlock B Elizabeth (1981), Developmental Psychology – A Life Span Approach, Tata Mc Graw Hill
4. Hurlock B Elizabeth (1978), Child Growth and Development, Tata Mc Graw Hill
5. Hurlock B Elizabeth (1997), Child Development, Tata Mc Graw Hill
6. Papalia E Diane & Olds Wendkos Sally (1975), A Child's World – Infancy through Adolescence, Mc Graw-Hill Book Company
7. Berk E Laura (2000), Child Development, Allyn and Bacon

M.A. Home Science Semester-II Session 2022-23 Onwards

23HSC2C3

Advanced Home Management

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

The objectives of this course are to provide knowledge of various concepts and principles of Family Resources Management, awareness of resources- their availability, generation and allocation for improvement in the quality of life of families and generate awareness on money management.

Course Outcome:

On successful completion of the course the student will be able to develop awareness about management in family. Students will be able to recognize the importance of wide use of resources in order to achieve goals, have knowledge about the management of resources.

Unit I:

- Management in family living, characteristics of management in home, role of home management, misconceptions regarding home management
- Roles and responsibilities, characteristics and functions of a home manager

Unit II:

- Values: concept, characteristics, classification and factors influencing values.
- Goals: concepts, types, factors influencing goals.
- Standards: Concept, classification of standards
- Interrelatedness of values, goals and standards

Unit III:

- Management process: Planning, organizing, leading, controlling and evaluating
- Decision making: Concept, steps, factors affecting, kind
- Resources: Meaning and definition, role, characteristics, classification

Unit IV:

- Time management: Tools- peak loads, work curves, rest periods and work simplification.
- Energy management: Classification of efforts used in making, fatigue-types and causes.
- Work simplification: Techniques- pathway chart, operation chart, micro motion film analysis and path process chart.

Unit V:

- Money management: Budgeting- definition, importance and steps in planning a budget. Account keeping- importance, types of account systems, methods of handling money, family financial records.
- Saving- Objective, types of saving- Bank, Insurance and provident funds.
- Taxation- Direct and indirect calculations of income tax.

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References:

1. An Introduction to Family Resource Management, Premavathy Seetharaman, Sonia Batra and Preeti Mehra, CBS Publishers and Distributors
2. Economics of the household, B A Drew, Mc Millan company, New York.
3. Consumer Economics, Dr. Richard, Irwin, Illinois (1983)

M.A. Home Science Semester-II Session 2022-23 Onwards

23HSC2SC1

Early Childhood Education

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

The objectives of this course are to orient the students towards the need and scope of innovative programmes in early childhood care and education (ECCE) introduce the students with the historical perspective of early childhood education and contribution of various thinkers of early childhood education.

Course Outcome:

The course will provide an understanding to the students about the ideologies of different thinkers of early childhood education from all over the world. The students will gain the insights regarding principles of early childhood education.

Unit I:

Historical perspective of early childhood education

Contribution of various thinkers (their ideology, applications and limitations)

- Western: John Amos Comenius, Johann Heinrich Pestalozzi, John Locke, Friedrich Wilhelm Froebel, Jean Jacques Rousseau, Maria Montessori.
- Indian: Rabindernath Tagore, Gijubhai Badeka, M.K Gandhi, Tarabai Modak

Unit II:

Principles of Early Childhood Education

- Objectives; Need and Significance; Basic Principles; The Play way Method
- Early childhood education services in India:
- Government Sector- ICDS, NIPCCD, NCERT etc.
- Voluntary Sector- ICCW, Balwadi, Mobile Creche, ECCE centres etc.
- Private sector- Nursery, Pre-Primary etc.

Unit III:

Development, Learning and Curriculum Design

- Children in Early Childhood Years- Developmental Characteristics; Developmental Needs; Interests; Significance of First Five Years of Life.
- Diverse contexts, plurality, inclusive practices and community
- Concept of Play; Play and Learning; Role of Play in Development; Play as a means of understanding children's development.
- Different types of play among preschool children (unoccupied behaviour, onlooker, solitary, independent play, parallel play, associative play, cooperative or organized supplementary play)

Unit IV:

Assessment, Supervision and Evaluation of ECD Projects:

- Analytical framework and resources for effective programme implementation.
- Documenting and maintaining records as source of knowledge base for ECD.

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References:

1. NCERT (1991), A Guide for Nursery School Teachers, NCERT, New Delhi
2. Seth Kanta, Ahuja Kavita (1996), Minimum Specifications for Pre-Schools, NCERT, New Delhi
3. Kohn Ruth (2003), The Exploring Child – A Handbook for Pre-Primary Teachers, Orient Longman, Delhi
4. Chowdhury D Paul (1995), Child Welfare/Development, Atma Ram & Sons, Delhi
5. Certificate Course in Organizing Child Care Services, IGNOU, (Block 1 to 6)
6. Grewal J S (1998), Early Childhood Education – Foundations and Practice, Har Prasad Bhargava, Agra

M.A. Home Science Semester-II Session 2022-23 Onwards

23HSC2SC2

Children with Special Needs

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

The objectives of this course are to orient the students to the etiology and developmental characters of children with developmental challenges and develop in them the sensitivity for working with developmentally challenged children

Course Outcome:

The course will provide an understanding about characteristics and classification of children with special needs. Students will be able to identify children with special needs and types of impairments they have.

Unit I:

- Children with special needs: Definition, characteristics, classification according to types of impairment
- Special education for children with special needs.

Unit II:

- Mental retardation: definition and levels, causes, identification, educational provisions.
- Gifted and creative children: definition, characteristics, special needs, identification and educational provisions.

Unit III:

- Visually handicapped children: Classification, identification and educational provisions.
- Hearing impaired: Classification, identification, causes and educational provisions.

- Children with orthopedic impairments: Definition, classification, causes, educational provisions and rehabilitation.
- Children with behavior disorders: autism and aggressive behavior

Unit IV:

- Family, school, community an inclusive education.
- Inclusive education: Role of school, curriculum adaptations, teaching strategies, materials and resources; special education.
- Role of parents and community and family empowerment.

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References:

1. Bhargava M. (1994)–Introduction to Exceptional Children, Sterling Publishers, New Delhi.
2. Kar Chintamani (1996)– Exceptional Children: Their Psychology and Education, Sterling Publishers, New Delhi.
3. Sahu B.K. (1993) – Education of the Exceptional Children, Kalyani Publishers, New Delhi.
4. Vishisht Avashyakta wale bacchon ki shiksha tatha nirdeshan evam paramarsh, VinayRishivar, Agarwal Publications
5. Vishisht Balak, Abha Rani Bisht and Swati Saxena, Agarwal Publications
6. Vishesh Avakshyataon waale Bacche Part I and II, DECE-3, Bacchon ke liye sewayen evam karyakram, IGNOU
7. Vishisht Baalak – Shiksha evam Punarwaas, Mahesh Bhargava, H.P. Bhargava Book House, Agra

M.A. Home Science Semester-II Session 2022-23 Onwards

23HSC2SC3

Statistics

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

The objectives of this course are to introduce the students with basics of statistical knowledge required for the students in their degree completion.

Course Outcome:

The course will provide an understanding about classification and tabulation of data, various measures of central tendency and their merits and demerits.

Unit I:

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

Unit II:

Measures of central tendency:

Mean: Definition, merits, demerits and related programs.

Median: Definition, merits, demerits and related programs.

Mode: Definition, merits, demerits and related programs.

Unit III:

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

Correlation- definition, methods of correlation, product moment (Pearson) and rank difference.

Unit IV:

Normal probability curve- definition and characteristics of normal probability curve.

Definition and types of skewness and kurtosis.

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References:

1. GUPTA, S. (2001) .Research Methodology and Statistical Techniques, Deep and Deep, New Delhi, 5106,.
2. HOODA, R.P. (2003) Statistics for Business and Economics, 3rd ed., Macmillan India Ltd. Delhi, 855p.
3. DEY, B.R. (2005) "Textbook of Managerial Statistics", Macmillan India Ltd. Delhi, 318p.
4. Fleming, M.C. & Nellis, Joseph G. (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,257p.
6. Chakroborty, S.R. & Giri, N. (1997) "Basic Statistic". South Asian pub,. New Delhi, 27|p.
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9. Goon, A. & Gupta, ItI & DASGUPTA, B. (2001) "Fundamentals of Statistics", Vol.1 &II. The World Press, Calcutta, 150p.
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M.A. Home Science Semester-II Session 2022-23 Onwards

23HSC2P1

Advanced Nutrition (Practical)

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

The objectives of this course are to introduce the students with the practical knowledge of preparation of different recipes from different Indian states, use of various instructional media and budgeting in the house.

Course Outcome:

Upon completion of this course the students will be able to prepare and use various instructional media, prepare different nutritive recipes. Students will gain insights about group discussions and lesson planning.

Course Content:

Preparation of recipes with following nutrients:

1. Enrichment: Protein - for malnourished children of different grades and income group.
2. Calories - Low and High.
3. Fibre - High and Low.
4. Minerals - Calcium, Iron and sodium - High and Low
5. Vitamins: Vitamin A, B complex and Vit C
6. Preservation: Jam, Jelly, Ketchup, Chutney, Avala Murabba, avala supari, Pickles with or without oil.
7. Lime and orange squashes.
8. Masala - khada masala, sambhar masala, pav bhaji masala, garam masala.
9. Developing and preparing non - conventional food recipe: at least 3 recipes made from nutritional- waste of vegetables, fruits, cereals and milk.

References:

1. Wadhwa A and Sharma S (2003). Nutrition in the Community-A Textbook. Elite Publishing House Pvt. Ltd. New Delhi.

2. Park K (2011). Park's Textbook of Preventive and Social Medicine, 21st Edition. M/s Banarasidas Bhanot Publishers, Jabalpur, India.
3. Bamji MS, Krishnaswamy K and Brahmam GNV (Eds) (2009). Textbook of Human Nutrition, 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.
4. ICMR (1989) Nutritive Value of Indian Foods. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
5. ICMR (2011) Dietary Guidelines for Indians – A Manual. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
6. Jelliffe DB, Jelliffe ERP, Zerfas A and Neumann CG (1989). Community Nutritional Assessment with special reference to less technically developed countries. Oxford University Press. Oxford.

M.A. Home Science Semester-II Session 2022-23 Onwards

23HSC2F1

Foundation Course

Introduction to Home Science

Credit: 02 (2+0+0)

End Semester Exam: 40 marks

Internal Assessment: 10 marks

Total: 50 marks

Time: 03 hrs

Learning objective:

The objective of this course is to provide knowledge to students regarding the concept, scope and philosophy of home science.

Course Outcome:

Upon completion of this course the students will be able to

Appreciate the role of Home Science in Nation Building.

Develop desirable attitudes towards integrated rural and urban development.

Learning cultural and human values through Home Science.

Unit I:

Basics of Home Science

- Definition, meaning and branches of Home Science.
- Scope and philosophy of Home Science.
- Development of Home Science as a discipline at Indian and global level.
- Interrelatedness among Home Science and other related subjects Psychology, Sociology, Economics and Agriculture.

Unit II:

Job opportunities in Home Science

- Home Science Education at various levels - School/ College/ University/ Research Centres.
- Job oriental courses: Nutrition, Dietetics, Food Preservation, Housing, Textiles and Clothing, Interior Design, Pre-School Education and Extension Education.
- Vocations within and outside Home Science Institutions.

- Qualities of good Home Science student.

Unit III:

Home Science in Action Programme

- Applied Nutrition Program, Integrated Child Development Services, Integrated Rural Development Program, National Rural Employment Program.
- Training of Gram Sevikas, Mukhya Sevikas, National Adult Education Program.
- Role of Home Science in Women's empowerment.
- Role of Home Science in the service of community and in rural development.

Unit IV:

Relevance of Computers to Home Science

- Relevance of computers to Home Science – Basics of Computers: Model of Computer, characteristics of computers, problem solving using computers.
- Description of computer input/output unit, various input and output devices.
- Computer data storage.
- Use of internet.

Note: The question paper will have three units. First two units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt two questions in all selecting one from each unit. Unit III shall be compulsory and shall contain five short answer type questions covering entire syllabus in which candidates will be required to attempt any five out of eight questions. All questions carry equal marks.

References:

1. Devdas, Rajamal, P. (1968) Textbook of Home Science, Farm information unit, Directorate of Extension, Ministry of Agriculture.
2. Devdas Rajmal,P.The Meaning of Home Science Sri Avinashillingam Home Science,Coimbatore (1968)
3. The Family and Integrates Rural Development, FAO, 1976.
4. Devdas, Rajmal. P. Methods of teaching Home Science.National Council of Education) Research and Training Delhi, 1977.
5. Chandra A.Shah,A Jishi U."Fundamental of teaching Home Science", Sterling Publishers.Private Limited, 1989.
6. Paraliker,Kalpana,R,The Arts of Teaching Home Science", Evira Publication, Baroda, 1990.
7. Paraliker Kalpana.R."What is Home Science, Evira Publication, Baroda, 1989.
8. V.Raja Raman, Fundamentals of Computers, Prentice Hall of India,New Delhi, 1996.
9. Subremenian, S. Intriduction to Computers.
10. Nagpal, O. P Mastering M.S.Office 2000. 1. Chander A.Introduction to Home Science, Metropolitan, New Delhi, 1995.

M.A. Home Science Semester-II Session 2022-23 Onwards

Open Elective

23HSC2OE1

Entrepreneurship Development

Credit: 04(3+0+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

The objectives of this course are to build capacities and develop skills for entrepreneurships in the students.

Course Outcome:

After completion of this course students will be able to translate the gained knowledge, skills and training to their own personal interests and benefits. Acquire professional and entrepreneurial skills for economic empowerment of self in particular and of community in general.

Unit I:

Entrepreneurship – Definition, need, scope and characteristics of entrepreneurship development and employment promotion Identification of Opportunities

Unit II:

Entrepreneur and enterprise, entrepreneurial qualities, assessing entrepreneurial qualities, environment scanning and opportunity identification. Methods source and type of opportunity, assessment criteria and profiling opportunities.

Unit III:

Infrastructure and support system, Industrial support agencies, Procedure and steps involved in setting up an enterprise, sources of information and industry organization.

Unit IV:

Project planning and formulation of project, identification and product selection, generating project ideas, short listing, final selection market survey, market alternatives, an overview of the future, Product development, Product Selection.

Unit V:

Enterprise management, Basic management concepts, personnel management, product management, material management, financial management and accounting, market management, crises management.

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References:

1. Gundry Lisa K. & Kickul Jill R., Entrepreneurship Strategy: Changing Patterns in New Venture Creation, Growth and Reinvention, SAGE Publication, Inc.
2. Taneja & Gupta, 2001, Entrepreneur Development. New Venture Creation, Galgotia Publishing Company

M.A. Home Science Semester-II Session 2022-23 Onwards

Open Elective

23HSC2OE2

Interior Decoration

Credit: 04(3+0+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

The objectives of this course are to introduce the students with the Knowledge of concepts of housing as a structurally sound and functionally efficient unit with well-designed living and work space areas. Knowledge of functional dwelling for comfort and safety.

Course Outcome:

On completion of the course the students will be able to understand the basic principles underlying house planning. Understand the principles of art and design and their applicability in interior decoration

Unit I:

- Factors affecting housing needs and demand in India: Population, income, occupation, family mobility and technological development.
- Solving India's housing problems, needs and obstacles
- Setting goals, standards, Role of central and state Government and local housing agencies

Units II:

- Introduction to interior decoration, importance of interior planning and decoration, planning principles for specific areas: Drawing, dining, living area, storage and kitchen area.

Unit III:

- Element of design and their application in interiors, Principles of design: Harmony, proportion, balance and rhythm, application of elements and principles of design in interior decoration.

Units IV:

- Factors for developing furnishing plans characteristics of the rooms, family needs
- Styles, usage and available type of furniture; furnishing cost and budget, planning
- Planning for background areas and their treatment, floors walls ceilings and their structural characteristics,
- Material, finishes and techniques of preparation and decoration.

Units V:

- Furniture arrangement, types of furniture and selection criteria,
- Window treatment, types of windows and its parts, functional and decorative treatment
- Light sources and color scheme, Developing light plans for different areas
- Functional and decorative accessories for interiors.

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References:

1. Drothy Stepat-Devan And Others- Introduction to interior Design, N.Y. Macmillan 1980.
2. Mike Lawrence: The Complete interior Decorator U.K. Macdanald, 1986.
3. Faulker and Faulker, inside today's home, N.Y. Holt Rinehart and Winston, 1975

M.A. Home Science Semester-III Session 2022-23 Onwards

23HSC3C1

Life Span Development: Adolescence to Old Age

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

The objectives of this course are to introduce the students to the foundations of human development across the lifespan. The course will describe the history and foundational knowledge related to the study of adolescence, adulthood, and old age.

Course Outcome:

The course will provide an understanding about the lifespan developmental perspective and how it enhances our understanding of lifelong development. The students will be able to apply principles of lifespan development to situations involving adolescents, adults and old age.

Unit I:

Adolescence

- Social and emotional development during adolescence. Factors affecting social and emotional development.
- Role of parents, teachers, peers and society. Problem of adolescence: drop out from education system, juvenile delinquency- causes and prevention, addiction and alcoholism. Problems of adjustment, identity crisis.

Unit II:

Early Adulthood

- Characteristics; Sub-stages; Developmental Tasks
- Problems: Adjustments, interests, vocational, marital life and adjustments, divorce, re-marriage, unmarried life/ singlehood.

Unit III:

Middle Age

- Characteristics; subdivisions; developmental tasks
- Problems: Some common problems unique to middle age; physical changes, health, changes of interests, vocational, changing family pattern, family adjustments, loss of spouse.

Unit IV:

Old age

- Characteristics; sub-stages; developmental tasks
- Types of changes during ageing: physical, sensory, sexual, health, changes in motor abilities, changes in mental abilities and cognitive capacities. Changes in interests, Retirement, Loss of spouse; Vocational and family life hazards of old age: Consequences of ageing.

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References:

1. Vikasatmak Manovigyan, Rajendra Prasad Singh, Jitendra Kumar Upadhyay, Rajendra Singh; Motilal Banarsidas, New Delhi.
2. Baal Vikas evam Baal Manovigyan, Vrinda Singh, Panchsheel Prakashan, Jaipur
3. Hurlock B Elizabeth (1981), Developmental Psychology – A Life Span Approach, Tata Mc Graw Hill
4. Hurlock B Elizabeth (1978), Child Growth and Development, Tata Mc Graw Hill
5. Hurlock B Elizabeth (1997), Child Development, Tata Mc Graw Hill
6. Papalia E Diane & Olds Wendkos Sally (1975), A Child's World – Infancy through Adolescence, Mc Graw-Hill Book Company
7. Berk E Laura (2000), Child Development, Allyn and Bacon

M.A. Home Science Semester-III Session 2022-23 Onwards

23HSC3C2

Home Science Extension and Communication Management

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

The objectives of this course are to introduce the students to acquire knowledge, skill and attitude to work with communities.

Course Outcome:

After completion of this course the students will acquire the competency in rural development practices and become a good extension worker. Enhance people's capacity for social functioning towards better quality of life. Develop competency in rural development practices.

Unit I:

- Home Science: Concept, objectives, areas and relationship with extension
- Home science extension education: Meaning, objectives, principles, process and methods.

Unit II:

- Qualities of home science extension worker.
- Extension education methods

Unit III:

- Audio visual aids in Home Science extension education
- Agencies (national and international) associated with extension education for rural development

Unit IV:

- Community development: Organization, principles, characteristics and functions.
- Role of home scientists in community development.

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from

each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References:

1. Dahma, O.P. and Bhatnagar, O.P. Education and communication for development oxford and IBH Publishing Co. New Delhi,1991.
2. Ray, G.L. Extension communication and management, Naya Prakashan, Calcutta, 1991.
3. Sandhu, A.S. Extension programme planning, oxford and IBH Publishing co. New Delhi, 1994.
4. Supe, S.V. An introduction to Extension Education oxford and IBH Publishing co. New Delhi, 1987.
5. Advi Reddy, Extension Education, Baptata Publications, Bapatala, Guntur, AP.
6. Lytibs, Rolf P. and Pak Training and development, 1998.
7. Mishra, D.C. New Directions in Extension training, 1990.
8. Mohanti, B.B. A handbook of Audio-Visual aids, Kitab Mahal Pvt. Ltd., Jaipur, 1962.

M.A. Home Science Semester-III Session 2022-23 Onwards

23HSC3C3

Community Nutrition

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

The objectives of this course are to orient the student with all methodologies applied in nutritional assessment & surveillance of human groups. Provide an understanding of the causes, determinants & consequences of nutrition problem in society.

Course Outcome:

After completion of the course the students will be able to:

- Detect determinant of food security.
- Understand strategies to combat public nutrition problems.
- Understand the causes determinants & consequences of nutrition problem in society.

Unit I:

- Prevalence, etiology, biochemical and clinical manifestation and preventive measures for-protein calorie malnutrition, kwashiorkor and marasmus.

Unit II:

- Prevalence, etiology, biochemical and clinical manifestation and preventive measures for: Iron deficiency, Iodine deficiency; Fluorosis and Metal Toxicity

Unit III:

- Prevalence, etiology, biochemical and clinical manifestation and preventive measures for Vitamin A deficiency, Beri-Beri, Pellagra; Scurvy; Rickets, Osteomalacia and Osteoporosis

Unit IV:

- Nutritional assessment and surveillance – Meaning, need, objectives and importance
Anthropometry – Need, importance, types, standards for reference
- Biochemical methods – Biophysical or Radiological assessment, functional assessment, laboratory and biochemical assessment

- Clinical assessment – Need, importance, identifying signs of deficiency diseases Diet Surveys-Need, importance, methods

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References:

1. Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). Textbook of Nutrition and Dietetics. Phoenix Publishing House Pvt. Ltd.
2. Wardlaw GM, Hampi JS, DiSilvestro RA (2004). Perspectives in Nutrition, 6th edition. McGraw Hill.
3. ICMR (2011) Dietary Guidelines for Indians. Published by National Institute of Nutrition, Hyderabad.
4. ICMR (2010) Recommended Dietary Allowances for Indians .Published by National Institute of Nutrition, Hyderabad.
5. Chadha R and Mathur P eds.(2015) Nutrition: A Lifecycle Approach. Orient Blackswan. New Delhi.
6. Seth V and Singh K (2006). Diet Planning through the Life Cycle: Part 1 Normal Nutrition. A Practical Manual. Elite Publishing House Pvt. Ltd. New Delhi.
7. Gopalan C, Rama Sastri BV, Balasubramanian SC (1989) Nutritive Value of Indian Foods. National Institute of Nutrition, ICMR, Hyderabad.

M.A. Home Science Semester-III Session 2022-23 Onwards

23HSC3SC1

Family Relations and Family Welfare

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

The objectives of this course are to introduce the students with the concepts marriage, conflicts in family, family life cycle, family crisis and family welfare programmes.

Course Outcome:

Upon successful completion students should be able to:

- Critically evaluate scientific research (including electronic and peer-reviewed databases) and media reports concerning intimate relationships in order to make more informed decisions about one's own relationships.
- Apply knowledge about cultural differences in relationship patterns to better understand and appreciate diverse belief systems in one's own and others' relationships.

Unit I

Marriage: Definition, meaning, types, functions, importance and goals of marriage.

Readiness for marriage: physiological, social, psychological and economic etc.

Adjustments, success and conflicts of marriage.

Alternatives to marriage: co-living, singlehood, child marriage, group marriage, open marriage, lesbianism and gay culture.

Registration of marriage, marriage counselling, laws pertaining to marriage and its adoption in different religious groups. Family courts.

Unit II:

Family: Definition, meaning, types, functions, importance, impact of social changes.

Family life cycle. Role of family members.

Parent-child relationship, parental discipline techniques, other socializing agents.

Crisis in family: breakup of the family, death of partner, prolonged illness, single parenthood etc.

Unit III:

Child at risk: child labour, street children, child abuse and their intervention program.

Exceptional children: definition, classification and types. Identification and methods of training. Special schools available in India for exceptional children.

Gifted children: identification and educational facilities.

Unit IV:

Rights and responsibilities of child, parents and society.

Family welfare: programmes at local, national and international level, their functions, objectives and beneficiaries.

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References:

1. Govt. of India: Profile of the Child in India: Policies and programme, New Delhi: Ministry of Social Welfare, 1980.
2. Duvall, E. Family Development 3rd., New York, J.B. Lippincott, 1967.
3. Khasgiwali, A. Family Dynamics: Social work Perspective, Amol Pub., 1993.
4. Smart, M.S. and Smart, R. Families developing relationships, 2nd ed., New York, McMillan Pub. Co., 1980.
5. Williamson, R.C. Marriage and Family relations, New York, John Wiley and Sons inc., 1967.
6. Chaudhary, P.D. Child welfare and development, Atmaram and Sons, New Delhi, 1988.
7. Shanker, U. Problem Children, Atmaram and Sons Pub., New Delhi, 1978.
8. Cruickshank, W.H. and Jophnson, G.U. Education of exceptional children, Prentice Hall International Inc., New Jersey, 1970.

M.A. Home Science Semester-III Session 2022-23 Onwards

23HSC3SC2

Concept of Home Management

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

The objectives of this course are to introduce the students with managerial and operational aspects pertaining to home events. Develop practical event management skills and make the students to understand working to a budget with goal

Course Outcome:

This course will enable the students:

- To understand the significance of management in the micro and macro-organization.
- 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, policies
- Organizing: purpose, process, delegation, authority, responsibility and accountability
- Staffing: purpose, recruitment, appraisal directing, leadership, motivation and communication.
- Controlling and its tools
- Evaluation

Unit III:

Ergonomics

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

Unit IV:

Time, energy management and work simplification

- Time and energy management in study of ergonomics
- Work simplification process and time motion economy.

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

Reference:

1. Introduction to Home Management by Bettyr B. Swanson, Macmillan Publishing Company
2. Home- Today and Tommorrow by Ruth F. Sherwood
3. The House: its plan and use by Tersie Agan M.S. Oxford and IBH Publishing House
4. Management for Modern families by Gross Grandall, Knoll Prentice Hall, International INC, Englewood, New Jersey
5. Grih Parbandhan by Manju Patni
6. Grih Prabandh and Grih Vyavastha by Brinnda Singh

M.A. Home Science Semester-III Session 2022-23 Onwards

23HSC3SC3

Communication Technology

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

The objectives of this course are to enable students understand the concept and process of communication. To acquaint students with different communication aids and provide them skill in the use of communication methods and media. To provide concept and understanding of formal / non formal education and adult education

Course Outcome:

Upon completion of this course the students will be able to:

- 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 and models of communication
- Barriers of communication

Unit II:

Forms of communication and mass media

- Verbal and non-verbal
- Intra, inter, group and mass communication
- Types, role and characteristics of mass media
- Uses of- Electronic and traditional media

Unit III:

Adoption and Diffusion

- Concept of adoption

- Innovation and diffusion
- The adoption processes
- The innovation-decision process
- Adopter categories

Unit IV:

Introduction to Information Communication Technology (ICT)

- Satellite broadcasting, electronic media and computer technology
- Role of ICT in extension work and development

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References:

1. Dale (1964), Audio-visual methods of teaching, Holt, Rinhart and Wintson, London.
2. Brown et al. (1983), A.V. Instruction Technology, Media and Methods, 6th Edition, MC Graw Hill Books 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: Domincent Publishers, New Delhi.
5. Sandhu Anoop Singh (1996), Extension Programme Planning, Oxford and JBH.

M.A. Home Science Semester-III Session 2022-23 Onwards

23HSC3P1

Textile Designing (Practical)

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

The objectives of this course are to introduce the students with the concepts of printing techniques used in textiles commonly.

Course Outcome:

The course will provide an understanding about preparation of fabric for printing. Students will also learn to inculcate awareness of the different methods of printing and appreciate the technical advantage of each.

Course Contents:

1. Developing designs for block, stencil, screen printing and hand painting and make one article for each
2. Sources of design, sequel arrangements of unit, centre line design, spot design, border design and eve all design. (Sheet Work or Portfolio design)
3. Printing- preparation of screens and stencils for printing.
4. Making samples with stencil, block, screen painting and hand painting on cotton.

References:

1. V.A. Shenai. Technology of Textile Processing. Vol. IV. Sevak Publication.
2. R.S Prayag. Technology of Textile Printing. Noyes Data Corporation.
3. R. Vatsala, Textbook of Textile and Clothing, ICAR publications

M.A. Home Science Semester-III Session 2022-23 Onwards

Open Elective

23HSC3OE1

Institutional Management

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

The objectives of this course are to introduce the students with the concepts of food science in adequate manner in terms of knowledge regarding different food groups and their nutritive values.

Course Outcome:

The course will provide an understanding about different food groups availability in India with their nutritive values. Students will also learn about the importance, composition and processing of these food groups.

Unit I

- **Food service institution:** types- commercial, welfare, industrial, transport and others; scope.
- Principles, functions, tools of management in food service institutions.

Unit II:

- **Personnel management:** selection and training, desirable qualities, personal appearance and grooming.
- Food and personal hygiene.
- Equipment: Types, selection and care.

Unit III:

Food Management:

- Food production: principles involved in quantity food production, standardization of recipes, use of left-over, quality control.
- Financial management: terms used and budgeting.
- **Menu planning:** types and writing of menu.
- **Cost control:** calculations and methods of controlling food cost.

Unit IV:

Food service: styles of service.

- Food service management in institutions like hostel hospital, cafeteria, canteen, industries, restaurant, outdoor catering.
- Challenges and problems faced by institutions.
- Preventive measures to control the common accidents.

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References:

1. Marzia, M. Cathy, M. and Brighton, R. Introduction to catering, Blackwell Scientific Pub. , London.
2. Sethi, M. and Malhan, S. Catering Management: An integrated approach, Willey Eastern Ltd., New Delhi, 1993.
3. Treat, N. and Richards, N. Quantity cooking, Little Brown and Co., Boston, 1996.
4. West, B.B. Wood, L. Herger, V.F. and Shugart, G.S. Food service in Institutions, John Wiley and Sons, New York, 1997.

M.A. Home Science Semester-III Session 2022-23 Onwards

Open Elective

23HSC3OE2

Fashion Studies

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

This course focuses on design details, creation of styles and rendering techniques using the different media, pencils, pens etc. this course equipped the students with skills required to become a fashion designer.

Course Outcome:

After completion of this course the students will be able to:

- Gain knowledge in textile production techniques
- Acquire skill in textile dyeing and printing
- Equipped with skills required become a fashion designer
- Acquire dexterity in design, surface enrichment and apparel construction
- Develop entrepreneurial skills in textiles and fashion

Unit I

Fashion

- Terminology
- Fashion cycle
- Sources of fashion
- Factors favouring and retarding fashion
- Role of a designer
- Leading fashion centres and designers

Unit II:

Importance of clothing

- Clothing functions and theories of origin
- Clothing terminology
- Individuality and conformity, conspicuous consumption and emulation
- Selection of clothes for self
- Selection and evaluation of ready-made garments

Unit III:

Components of garment: classification and application

- Fabric, seams, stitches, thread, shaping methods, dart equivalents
- Sleeves, cuffs, necklines, collars, plackets, yokes, pockets and trims
- Style variation: bodice, skirts, trousers in various silhouettes

Unit IV:

Design

- Elements and principles of design and its application
- Structural and applied design in the form of portfolio or flipbook

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References:

1. Brown, Patty, Rice J., 1998, Ready to Wear Apparel Analysis. Prentice Hall.
2. Marshall S G, Jackson H O, Stanley MS, Kefgen M & Specht T, 2009, Individuality in Clothing & Personal Appearance, 6th Edition, Pearson Education, USA.
3. Tate S.L., Edwards M.S., 1982, The Complete Book of Fashion Design, Harper and Row Publications, New York

M.A. Home Science Semester-IV Session 2022-23 Onwards

24HSC4C1

Indian Embroideries, Dyeing and Printing Techniques

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

The objectives of this course are to provide students the knowledge of traditional textiles of India and acquaint them with their importance. To impart the techniques of embellishing household and clothing articles for consumer utility

Course Outcome:

After completion of the course the student will be able to:

- Understand traditional textiles of India
- Be able to identify and develop skill in various traditional embroidery styles
- Be acquainted with traditional Indian costumes of different states
- Able to use traditional embroideries in contemporary dresses and costumes.

Unit I:

- Dyes – Definition and classification of dyes
- Different types of dyes: Natural dyes – Vegetable, animal and mineral; Synthetic dyes – direct, acid, basic, reactive, vat, sulphur, mordant, disperse, pigments
- Suitability of various dyes to different fibres

Unit II:

- Dyeing methods at different stages of processing – fibre, yarn, piece, union and cross
Colour fastness characteristics – washing, sunlight, crocking, and perspiration Domestic methods of dyeing

Unit III:

- Printing – Significance, methods – block, stencil, screen, roller Faults in printing
- Advantages and disadvantages of different printing methods Preparation of printing paste,

use of various ingredients and thickeners Preparation of cloth for printing

- After-treatment of printed goods

Unit IV:

- Historical background of traditional Indian embroidery
- General embroidery techniques; Hand embroidery–knowledge of basic hand embroidery stitches
- Study of traditional embroideries of India: Texture, design and colour
- Chikankari of Uttar Pradesh, Kantha of Bengal, Kasuti of Karnataka, Kutch Kathiawar of Gujarat, Phulkari of Punjab, Sindhi embroidery

Unit V:

- Traditional Textiles of India: Texture, design and colour
- Woven (in design) – Patola, brocade, chanderi, paithani, pochampalli, ikat, maheshwari
Printed woven fabric – dacca muslin, tassar, kota doris
- Printed – Sanganeri, kharhi print of Gujarat
- Painted – kalamkari, madhubani
- Resist dyed – bandhej of Gujarat and Rajasthan
- Khadi: Significance – National and economic; Revolution in Khadi
- Handloom: Definition, role in national economy and some chief handloom clothes of India

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References:

Vastra Rachna evam Chappai Takneek, Jain and Gupta, Shiva Prakashan, Indore

M.A. Home Science Semester-IV Session 2022-23 Onwards

24HSC4C2

Human Nutrition and Diet Therapy

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

This course will enable students to understand the methods of assessment of nutritional status Understand principles of diet therapy; know the methods of normal diet for therapeutic purpose and planning of diets in various disease conditions

Course Outcome:

After completion of the course the student will be able to:

- Understand nutrients, their functions and metabolism Understand diet therapy and therapeutic modifications of normal diets
- Be familiar with different methods of assessment of nutritional status
- Understand principles of dietetic management in different disease conditions

Unit I:

- Nutrients in foods: their functions, requirements and sources
- Water: its functions, sources and routes of excretion.
- Digestion, absorption and utilization of nutrients. Effect of low and excess intake of nutrients on human body.

Unit II:

- Different methods of assessment of nutritional status.
- Energy requirement, Basal metabolic rate (BMR), Recommended dietary allowances (RDA).

Unit III:

- BMR diet therapy: History of dietetics, effect if illness on food acceptance and utilization,
- Role of dietician, taking patient history, education of patient and dietetic counselling.

Unit IV:

- Therapeutic modifications of normal diet, food exchange lists, different feeding methods.

- Principles of dietetic management of chronically ill patients.

Unit V:

Causes, symptoms and principles of diet management of:

- Fevers (Long and short duration)
- Peptic ulcer, gastritis
- Jaundice, hepatitis cirrhosis and infantile cirrhosis
- Diarrhea, constipation
- Cardiovascular diseases, hyper lipidemia, hypertension, congestive heart failure.
- Nephritis, renal stone, gout, arthritis
- Diabetes mellitus, obesity and underweight (PCM)
- Diet in surgery, fracture, burn injury, allergy and AIDS

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References:

1. A Text book of food and nutrition by M. Swami Nathan, Ganesh Publishers, Vol I & II.
2. Clinical Dietetics and Nutrition by F.P. Antia, Oxford University Press. New Delhi, London & New York
3. Human Nutrition and Diets by S. Deevidoon, R. Pasamore, J.F. Brock and A.S. Truwell, Churchill and Livingstone.
4. Modern Nutrition in Health & Disease, Yong & Shails Normel & Therapeutic Nutrition by F.T. Proudfit & C.H. Robinson.

M.A. Home Science Semester-IV Session 2022-23 Onwards

24HSC4C3

Extension Techniques and Programmes

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

The objective of this course is to enhance the understanding about the vital aspects of communication and uses of new technologies of communication.

Course Outcome:

After completion of this course the students will be able to:

- Understand the process of extension education.
- Able to use various extension teaching methods for rural development.
- Able to develop and plan for rural people.

Unit I:

Extension education process:

Extension Education- Meaning, principles, philosophy and objectives.

Learning and motivation- meaning and process.

Qualities of an extension worker.

Unit II:

Communication:

Communication- meaning, concept, objectives and classification.

Various models of communication: Aristotle, Sharmmon Weaver, Leagan's, SMCRE, Prof. I.P. Tiwari.

key elements of communication.

Barriers in communication and ways to overcome them.

Unit III:

Extension teaching methods and techniques:

Extension teaching methods- concept, importance, and classification limitations.

Audio-visual aids- definition, selection, use, advantages and limitations.

Production and use of selected media in Home Science- poster, chart, flash card, folder and bulletin board.

Unit IV:

Programme planning:

Extension education programmes: meaning, principles, nature and importance.

Programme planning- meaning, process and steps: planning, implementation, monitoring, evaluation and follow-up.

Leadership: concept and importance.

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References:

1. Dahma, O.P. and Bhatnagar, O.P. Education and communication for development oxford and IBH Publishing Co. New Delhi, 1991.
2. Ray, G.L. Extension communication and management, Naya Prakashan, Calcutta, 1991.
3. Sandhu, A.S. Extension programme planning, oxford and IBH Publishing co. New Delhi, 1994.
4. Supe, S.V. An introduction to Extension Education oxford and IBH Publishing co. New Delhi, 1987.
5. Advi Reddy, Extension Education, Baptata Publications, Bapatala, Guntur, AP.
6. Lytibs, Rolf P. and Pak Training and development, 1998.
7. Mishra, D.C. New Directions in Extension training, 1990.
8. Mohanti, B.B. A handbook of Audio-Visual aids, Kitab Mahal Pvt. Ltd., Jaipur, 1962.

M.A. Home Science Semester-IV Session 2022-23 Onwards

24HSC4SC1

Guidance and Counselling

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

This course is designed to acquaint the students about the concept and needs of guidance and counselling; qualities of guidance worker and counsellor and different techniques of guidance and counselling.

Course Outcome:

- Students would gain knowledge about theoretical principles and practical processes in Guidance and Counselling and would be able to apply these in research and professional areas.
- Students would gain understanding of the applied and positive perspectives of Guidance and Counselling.
- Students would gain the requisite competencies and skills for providing Guidance and Counselling in varied spheres.

Unit I:

Introduction to guidance and counselling - concept, aims, need, nature and scope of guidance and counselling; basic principles of guidance and counselling.

Unit II:

Types of guidance and counselling services - educational, vocational, personal, marriage and family, leisure time; research trends in guidance and counselling in India and abroad.

Unit III:

Competencies and role of guidance and counselling professionals; modes and methods of counselling; essentials of conducting guidance and counselling session; understanding the process of guidance and counselling.

Unit IV:

Knowledge and skills to handle assessment tools; effective communication and documentation skills; networking with allied professionals and institutions.

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References:

1. Alam S. 2008. Basics of Guidance and Counselling. Global Vision.
2. Barki BC & Mukhopadhaya B. 1989. Guidance and Counseling: A Manual. Sterling Publ.
3. Cooper S. 2005. Counselling, Inception, Implementation and Evaluation. Infinity Books.
4. Dryden W. 1987. Counseling Individual- the Rational Emptive Approach. Taylor & Francis.
5. Gunner J. 1984. Counseling and Therapy for Children. The Free Press.
6. Ivey AE, Ivey MB & Downing LS. 1987. Counseling and Psychotherapy - Interpreting, Skills Theory and Practice. Prentice Hall.
7. Kenedy E. 1977. On Becoming a Counselor. A Basic Guide for non professional Counselor. Gill and MacMillan.
8. Skinner C. 2006. Educational Psychology. Prentice Hall

M.A. Home Science Semester-IV Session 2022-23 Onwards

24HSC4SC2

Women's Studies

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

This course is designed to create awareness about the status of women in India. To familiarise the students about welfare programs for women.

Course Outcome:

After completion of this course the students will be able to:

- Create awareness about the status of women in India
- Learn the history and relevance of women's studies
- Familiarize with the issues and problems of women in India
- Understand the personal and civil laws related to women and know existing Women's Welfare Programmes

Unit I:

Women in India:

Civilization down the ages

Status of Women in ancient India-Vedic age, Pauranic Period, Mauryan Period, Gupta, Medieval, Feudal Period, Buddhist Period, British Period, Women in Post- independence period

Unit II:

Issues related to Crime against Women in India

- Child marriage
- Female feticide
- Dowry
- Sati

- Honor killing
- Rape and Sex abuse
- Trafficking
- Domestic Violence

Unit III:

Personal and Civil Laws related to Women

- Dowry prohibition Act
- Divorce and maintenance Law
- Marriage Registration Act
- Domestic Violence Act 2005
- Pre-Natal Diagnostic Act
- Laws against feticides
- Medical Termination of Pregnancy (MTP) Act, 1971
- Immoral Traffic Prevention Act
- Indecent Representation of Women (Prohibition) Act 1986
- Law against Sexual Harassment at workplace

Unit IV:

Women's Welfare Programme in India

Note: The question paper will have five units. First four units of question paper will contain two questions from each unit of the syllabus. Candidate(s) are required to attempt one question from each unit. The unit five shall be compulsory and shall contain eight short answer type questions covering entire. All questions carry equal marks.

References:

1. Asthana, P. (1974). Women's Movement in India, Vikas Publications, Delhi
2. Antony, M.J. (1985). Women's Rights: Dialogue, New Delhi
3. Okim, 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. Srivastava, T.N. (1985). Women & Law, Intellectual, New Delhi
6. Baker, H.A., Berheide, G.W. and Others (Eds), 1980, Women Today: A Multidisciplinary Approach to Women's Studies, Books/ Cole Publications
7. Desai, N. & Patel, V., Indian Women: Change and Challenges in the International Decade, Popular Prakshan, Bombay

8. Gupta, N.K & Sudan, I.K., (1990). Women at work in Developing Economy, Amol, New Delhi
9. Parashar, A., (1992). Women and Family Law reforms in India: Uniform Civil Code and Gender Equality, Sage Publications, New Delhi
10. Agrawal, Namita, Women and law, New Century Publication, New Delhi
11. Vianellow, M. &Siemienska, R., (1990). Gender Inequality: A Comprehensive Study of Discrimination and Participation, Sage Publications, London
12. Sharma, U. (1989). Brides are not for burning: Dowry Victims in India, Radiant, New Delhi

M.A. Home Science Semester-IV Session 2022-23 Onwards

24HSC4SC3

Extension Management

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

To familiarize students with basic concept, importance, elements, functions and principles of extension management and to sensitize them about problems and issues of extension management and appraisal of management of various extension organizations.

Course Outcome:

After completion of the course the students will be able to:

- Assist people to discover and analyze their problems, their felt and unmet needs.
- Develop leadership among people and help them in organizing groups to solve their problems.
- Understand the concept of extension and management.

Unit I:

Concept of administration and management; Principles and theories of administration and management; Schools of management thoughts; Meaning, nature and scope of extension management

Unit II:

Process of management: planning, organizing, staffing, directing, communicating, co-ordination, controlling, monitoring and evaluation.

Unit III:

Organizational climate, behaviour and development; Management by Objective (MBO).

Unit IV:

Qualities and functions of extension personnel; Extension system of ICAR, SAUs and state departments; Problems and issues of extension management in India; Critical appraisal of management of various extension organizations.

References:

1. Ahuja KK. 1983. Personnel Management. Kalyani.
2. Dhama OP & Bhatnagar OP. 1991. Education and Communication for Development. Oxford & IBH. Grover I. 2002. Extension Management. Agrotech Publ.
3. Ray GL. 2006. Extension Communication and Management. Kalyani.
4. Tripathi PC & Reddy RN. 1983. Principles of Management. Tata McGraw Publ.

M.A. Home Science Semester-IV Session 2022-23 Onwards

24HSC4P1

Therapeutic Nutrition (Practical)

Credit: 04(3+1+0)

End Semester Exam: 80 marks

Internal Assessment: 20 marks

Total: 100 marks

Time: 03 hrs

Learning Objective:

This course will provide the practical knowledge about the methods of normal diet for therapeutic purpose and planning of diets in various disease conditions

Course Outcome:

After completion of the course the student will be able to:

- Understand nutrients, their functions and metabolism
- Understand diet therapy and therapeutic modifications of normal diets
- Understand principles of dietetic management in different disease conditions

Planning and preparation of diet for following diseases:

- Obesity
- Diabetes
- Heart diseases- hypertension and athero sclerosis.
- Cancer
- Peptic ulcers.
- Hepatitis
- Nephritis and kidney stones

References:

1. A Text book of food and nutrition by M. Swami Nathan, Ganesh Publishers, Bo1 I & II.
2. Clinical Dietetics and Nutrition by F.P. Antia, Oxford University Press. New Delhi, London & New York
3. Human Nutrition and Diets by S. Deevidoon, R. Pasamore, J.F. Brock and A.S. Truwell, Churchill and Livingstone.

4. Modern Nutrition in Health & Disease, Yong & Shails Normel & Therapeutic Nutrition by F.T. Proudfit & C.H. Robinson.