

**M.A. PREVIOUS – SEMESTER I
ADVANCED TEXTILE & APPAREL DESIGNING**

**HSC 811DSCT
PAPER – I**

Objectives of the course

To learn about the concept of textiles and Family clothing.

To study about Textile designs.

To gain knowledge about process of clothing construction.

Learning outcomes

After successful completion of the course, Students will-

1. Develop understanding regarding the concept of textiles and Family clothing.
2. Have proper Knowledge about the Textile designs.
3. Able to identify different kinds of fabrics- composition, weave etc.
4. Have the knowledge about process of clothing construction.

UNIT – I

- Essential of Design:
 - Elements and art principles applied in textile designing.
 - Classification of design: Structural and decorative, Types of Motifs – natural, stylized, abstract, geometric.

Unit – II

- Textile design – layout in design, Pattern repeat for all over pattern.
- Developing designs for decorative fabrics for various end uses.

UNIT – III

- Fashion – Definition
- Body measurements
- Tailoring tools and equipments
- Methods of taking body measurements
- Fabric finishes - chemical and functional finishes.

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UNIT – IV

- Pattern making techniques – drafting flat pattern, Matching of checks and plaids.
- Fitting – principles of fitting, factor affecting good fit, common fitting problems of blouse, remedying fitting defects.

UNIT – V

6. Fabric construction methods – foam, felt and non woven.
7. Weft knitting, Warp knitting and hosiery stitches.

References:

- Booth, 1968, Principle of textile testing, Newness Butterwoths, London.
- Potter, R. 1957, fiber to fabric, Corbman Gregg Publishing Div. Mc. Hill.
- Skinkle, Textile Testing, 1949, D.B. Taraporevala Sons & Co. Bombay.
- Marsh, J.T. 1979, An introduction to textile finishing, IBH Publication. New Delhi.
- Peters: Textile Chemistry.

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ADVANCED COMMUNITY NUTRITION

HSC 812DSCT PAPER – II

Objectives of the course

To understand the process of communication for behavior change in people and to know about the national policies, international programs for managing diseases.

Learning outcomes

To enable the students to appreciate the significance of nutrition education and dietary management of some common disorders/diseases.

UNIT I

- Perspectives in the history and philosophy of Community Health, Community Nutrition and Society.
- Introduction to RDA, dietary guidelines for reference man and woman.

UNIT II

- Major nutritional problems in India.
- (a) PEM. Its Preliminary information
- (b) Nutritional Deficiencies, Iron deficiency anemia, Iodine deficiency disorder, Fluorine deficiency.

UNIT III

- Assessment of nutritional status: growth monitoring
- Nutritional anthropometry, biochemical test, clinical signs, diet survey, biophysical test.

UNIT IV

- Food adulteration: Adulterants & their health hazards, prevention and control.
- Food standards and laws- PFA, ISI, FPO, ECA, BIS, Codex Standards, FSSAI, Vegan food regulation.

UNIT V

- Nutrition Education: concept, Principles and importance in community.
- Nutritional programmes and policies in improving nutritional status of community.

References:

- A text- book of foods, Nutrition and Dietetics by M. raheena Begum

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- Human Nutrition and Dietetics by Devidson and Passmore
- Assessment of the Community Nutrition status by Jellitte
- Foods and Nutrition by Meenakshi Tarnekar
- Poshanshashra by Dr. ManjushaMolvane

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ADVANCED FAMILY RESOURCE MANAGEMENT AND INTERIOR DESIGNING

HSC 813DSCT PAPER – III

Objectives of the course

The course intends to orient the students to learn about Family Resource Management, Housing, Ergonomics and Financing of consumer durables. It gives opportunity to learn about Elements and Principles of Art and their application in Interior Designing and gain better understanding of Interior Enrichment.

Learning outcomes

After successful completion of the course, Students will have the awareness about Family Resource Management, Housing, Ergonomics and Financing of consumer durables. The students will learn about Elements and Principles of Art and their application in Interior Designing. They will gain better understanding of Interior designing.

UNIT – I

1. Management as a concept

- (a) Definition, scope and significance of management
- (b) Managerial functions of families

UNIT – II

2. Housing

- (a) Introduction to building material for rural & Urban housing
- (b) Economy in constructing a house, buying, Building a house.

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UNIT-III

4. Consumer Behavior

- (a) Determinants of consumer behavior, opinion, leadership, Group influence, social class and culture, consumer Dissatisfaction, Market strategies.
- (b) Guidelines for wise purchasing practice.

UNIT-IV

5. Ergonomics

- (a) Definition, importance and scope of ergonomics.
- (b) Home and other occupations.

UNIT- V

6. Aspects in Interior Designing

- b) Objectives of Interior Designing.
- c) Elements of art and principles of design and their application in homes.
- d) Furniture, Furnishing and Accessories: Selection, Use and Care.

References:

- Kapur, S.K. (1996) Professional Management, S.K. Publisher, New Delhi.
- Deacon R.E. and Fire Baugh, F.M. (1975) Home Management Context and Concept, NoughtionMiffen Boston.
- Deacon R.E. and Fire baugh, F.M. (1981) Resource Management Principals and Application, Allyn and Bacon, Boston.
- Sherman, A.W. el. al. (1988) Managing Human Resources, South Western Publication Co., Cincinnali.
- Sundaram K.P. M. and Varsha M.G. (1975) Principles of economics,

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PRACTICAL –I
HSC814DSCP
INTERIOR DESIGNING

1. Preparation of catalogue comprising pictures denoting application of Elements of Art and Principles of Design.
2. Colour: Colour Wheel, Dimensions and Harmonies of Colour.
3. Furniture and Furniture plans of specific areas.
4. Market review of furniture and furnishing materials:
 - Upholstery, bed and table linen
 - Wall coverings
 - Window and Door Treatments
 - Lighting Systems
 - Artifacts
 - Fittings and Fixtures
 - Wood and its substitutes
5. Window Treatments

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MOTHER CRAFT AND INFANT CARE PAPER

HSC815 ADSET
PAPER - V

Objectives of the course

To impart knowledge about basic structures and functions of reproductive organs.

To make students understand the importance of pre and post-natal care hygiene.

To acknowledge the students about signs and symptoms of pregnancy and alarming complications during this period.

Learning outcomes

Aware about Anatomy and Physiology of male and female reproductive organs

Aware about pre and post-natal care of mother and child

UNIT – I

- Anatomy and Physiology of male and female reproductive organs, production of ovum and sperm. Menstruation cycle.
- Fertilization and implantation.
- Symptoms of pregnancy, common disturbances during pregnancy and their management.

UNIT – II

- Anti-natal hygiene and care of expectant mother.
- Toxaemias of pregnancy: symptoms, detection and care, pernicious vomiting of pregnancy, Albuminuria Preeclamptic. state and Eclampsia

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UNIT – III

- Abortion and miscarriage- precaution, symptoms and care.
- Preparation for confinement and delivery process.
- Post-natal care- Precaution to avoid sepsis, causes and prevention, enlarged breast, cracked nipples, management of diet, bowels, retention of urine, light exercise, proper rest and sleep, care of breast and feeding equipment.

UNIT – IV

- Care of new born and young baby: Bath, toilet, care of the umbilicus in the new born, feeding of an infant, clothing, importance of fresh air and sunshine, proper habit formation with regard to eating, sleeping, elimination, posture, cleanliness.
- Weaning: Different weaning foods: mixed feeding, food supplement at various stages.

UNIT – V

- Common digestive disturbances during infancy and their management: diarrhea, constipation, vomiting, flatulence, intestinal colic, Vaccination, Health problems of infants and its management, napkin rashes, umbilical infection, infection of eye, jaundice, swelling of the breast of newly born child.
- The physique of new born, sensory and motor reflexes, sleeping, crying and emotional behavior.

References:

Berdine, W.H. and Blackhurst, A.E. (1985). An introduction to special education. 2nd ed. Harper Collins, Lexington.

- Hallahan, D.P. and Kauffman, J.M. (1991). Introduction to exceptional children. 5th ed. Allyn and Bacon, Boston.

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- Loring, J. and Burn, G. (Eds.). (1978). Integration of handicapped children in society. Routledge and Kegan Paul, London.
- Werner, D. (1994). Disabled Village Children (Indian edition). Voluntary Health Association of India, New Delhi.
- Philip, M. and Duckworth, D. (1985). Children with disabilities and their families: A review of research. Berks: NFER-NELSON Publishing Co., Windsor.
- Achenbach, T.M. (1982). Developmental psychopathology. 2nd ed. John Wiley, New York.
- Tinberger, N. and Tinberger, E.A. (1983). Autistic children: New hope for a cure. Allen and Unwin, London.
- Hegarty, S. (2002). Education and children with special need. Sage publication. New Delhi.
- Rozario, J. and Karanth, P. (2003). Learning disability in India. Sage publication. New Delhi.
- Prasad, J. and Prakash, R. (1996). Education of handicapped children, problems and solution. Kanishka publication distribution. New Delhi.

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ADOLESCENCE AND YOUTH
HSC815 B D S E T
PAPER V

Objectives of the course

- To understand the stages of adolescence and youth in Human development.
- To study the major developmental characteristics of these stages.
- To study the issues of identity, developmental tasks and problems associated with these stages.

Learning outcomes

- To impart knowledge of the stages of adolescence and youth in Human development.
- To impart knowledge developmental tasks and problems associated with these stages.

UNIT – I

The adolescent stage:

- Its link with middle childhood and youth.
- The concept of adolescence in India.
- Developmental tasks of adolescence.
- Theoretical perspectives
- G. Stanley Hall, Anna Freud, Erik Erikson, James Marcia, Kagan and Margaret Mead. Indian perspectives.

UNIT – II

Physical and sexual development

- Puberty, development of primary and secondary sex characteristics.
- Psychological response to puberty
- Gender differences. Sexuality, sexual needs and sex education
- Cognitive development
- Formal operations- Piaget's theory. Intellectual development at adolescence and youth.
- The information – Processing view.
- Reasoning, thinking critically, reflective judgment, moral reasoning and judgment.

UNIT – III

Identity formation

- Different perspectives: construct of self and development of self – concept: Daniel offer.
- Indian views on adolescent's identity.
- Social and emotional development
- Family, peers and friendships. Interpersonal relations. Emotional competence.
- Conflict with authority

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UNIT – IV

School college, work and career

- Adolescence and youth in the context of differential opportunities for education and formal training.
- Importance of academic achievement and failure, related issues.
- Training for career and work
- Important agents of influence
- Family community and culture.
- Electronic media.

UNIT – V

Marriage & Family

- Legal and its relationship to development. Marriage as a family/individual issue.
- Marriage choices and significance of marriage in human development.
- Delinquency and disturbance:
 - Juvenile delinquency: causes and prevention.
- Psychological disturbances: depression, suicide, substance abuse.

References

- Balk, D.E.(1995) Adolescent development. New York: Brooks/Cole.
- Erikson, E.H. (1968). Identity: Youth and crisis. London: Faber & Faber
- Kroger, J. (1996). Identity in adolescence. London :Routledge.
- Kakar, S. (1992) Identity and adulthood. Delhi : Oxford University Press.NIPCCD.(2000). Adolescent Girls' Scheme- An evaluation. New delhi NIPCCD
- Sharma, N. (1996) Identity of the adolescent girl, New Delhi: Discovery Publishing House.
- Saraswathi, T.S. &Dutta , R. (1988) Invisible boundaries: Grooming for adult roles. New Delhi: Northern Book Centre.
- Sharma N. (1999) Understanding adolescence. New Delhi: National Book Trust.

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**MA Previous
Semester-I
HSC816RDSP
Reading and Seminar**

Course Outcomes:

This course will develop the skill of reading subjective books and research papers in the library. through this course student able to understand reading editorials of English and Hindi newspapers and develop the ability to understand and read literature on subjective issues and topics on computers and smart phones. Student will be able to learn subjective dialogue by having group discussions on subjective terminology.

Foundation Course	
Year: MA Previous	Semester: I
Subject:	
Type of Paper :Reading and Seminar (0+0+2)= 02 Credits Per Course MM 50	
Paper Code: -----816RDS/P	Nomenclature: Reading Aptitude
SN	Topics
1	Reading course books and research papers in the library.
2	Reading editorials of English and Hindi newspapers.
3	Reading literature on current issues and topics on computers and smart phones related to the subject
4	Enhancing subject knowledge through group discussions, dialogues on terminology, keywords literary terms of the subject
5	Preparing Report and its Presentation in seminar using various aids and modes

This course is open for all.

Suggested Reading:

- Allison, B., Hilton, A., O'Sullivan, T., Owen, A., Rothwell, A. (2016). Research Skills for Students. United Kingdom: Taylor & Francis.
- O'Dochartaigh, N. (2007). Internet Research Skills: How To Do Your Literature Search and Find Research Information Online. United Kingdom: SAGE Publications.
- Dochartaigh, N. (2012). Internet Research Skills. United Kingdom: SAGE Publications.
- Developing Research Skills: Key Readings and Critical Thinking Exercises. (2017). United States: Cognella Academic Publishing.
- Specht, D. (2020). The Media and Communications Study Skills Student Guide. United Kingdom: University of Westminster Press.

Suggested Continuous Evaluation Methods:

Practical file evaluation. main focus on presentation, content and proper use of research methodology & Viva.

Suggested Continuous Internal Evaluation Methods:

- Invited Lecture

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- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Internal Assessment:

This course is Practical in nature

Practical file evaluation: 30 Marks

Presentation : 20 Marks

Suggested equivalent online courses:

IGNOU and other centrally/state operated universities/MOOC platform such as "SWAYAM" in India and Abroad.

The SWAYAM platform provides opportunities to learners, researchers and students to learn skills and value added courses in online mode. The certificate obtained by the students who have done the course through this platform under the NEP 2020 system is valid when presented to the university.

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M.A. PREVIOUS Semester: I
HSC817ADLP
Additional Course

Course Outcomes:

The syllabus is designed to introduce students to get themselves engaged in the field work and project work so that they are equipped with the practical knowledge about the field work and research project. This will be an empirical learning for those who aspire to become future Social Scientists and Humanitists

Foundation Course	
Year: M.A Previous	Semester: I
Subject:	
Type of Paper: Additional Course (0+0+3=03) Credits Per Course	
MM 50	
PAPER Code: 817ADLC/	Nomenclature: Formulation of Research Problem
SN	Topics
1	Knowing about field View, Knowing about Text View
2	Formulation of research problem for Research project
3	Estimation of resources: Time, Budget human resource.
4	Conducting field survey / Research, Necessary gadgets and equipments
5	Preparation of file, Presentation .

SUGGESTED READINGS:

- Goode and Hatt, 2006: Methods in Social Research.
- Young Pauline, 1988 Scientific Social Surveys and Research Practice.
- Silverman David, 1985 Gower, Vermont Qualitative Methodology and sociology.
- Sachdev Meetali, 1987: Qualitative Research in Social Sciences.
- Rennie, F., Smyth, K. (2016). How to Write a Research Dissertation. United Kingdom: CreateSpace Independent Publishing Platform.
- McMillan, K., Weyers, J. (2007). How to Write Dissertations & Project Reports. United Kingdom: Pearson Prentice Hall.
- Peoples, K. (2020). How to Write a Phenomenological Dissertation: A Step-by-Step Guide. United States: SAGE Publications.

Evaluation Methods:

The Course is Practical in nature

- Project file evaluation, main focus on presentation, content and proper use of research methodology, Viva.
File Submission : 30 Marks
Presentation of work : 20 Marks

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(The presentation of work done by the student will be presented in the seminar or department or the Internal Assessment Committee constituted by the concerned department or University along with audio-visual, PPT or modern equipments).

Suggested E-resources

E-pathashala modules www.inflibnet.org

Suggested equivalent online courses:

IGNOU and other centrally/state operated universities/MOOC platform such as "SWAYAM" in India and Abroad.

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M.A. HOME SCIENCE – II SEMESTER
RESEARCH METHODS AND STATISTICS
HSC921DSET
PAPER -I

Objectives of the course The course intends to orient the students about the meaning of research methods and techniques. It enables the students to apply sampling, techniques of data collection and statistics in research.

Learning outcomes After successful completion of the course, Students will-

1. Have the ability to choose methods appropriate to research aims and objectives.
2. Understand the limitations of particular research methods.
3. Develop skills in qualitative and quantitative data analysis and presentation.
4. Develop advanced critical thinking skills.

UNIT-I

- Science, Scientific methods and Scientific approach, Ethics in research and plagiarism.
- Role of Statistics and research in Home Science discipline objectives of research: explanation, control and prediction.
- Types of research : Historical, experimental, social, participative.

UNIT II

- Hypothesis
- Types of variables
- Sampling

UNIT III

- Basic principles of research design; fundamental, applied and action research, exploratory descriptive and experimental

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UNIT IV

- Qualitative research methods
Theory and design in qualitative research
Definition and types of qualitative research
- Data gathering instruments
Observation, questionnaire, interview, scaling methods, case study, home visits
Reliability and validity of measuring instruments

UNIT V

- Scales of measurement and the appropriate statistical techniques
- Critical analysis of research
- Writing a research proposal
- Analysis of data and interpretation of data, documentation

References:

- Bandarkar, P.L. and Wilkinson T.S. (2000): Methodology and Techniques of Social Research, Himalaya Publishing House, Mumbai.
- Bhatnagar, G.L (1990): Research Methods and Measurements in Behavioural and Social Sciences, Agri. Cole Publishing Academy, New Delhi.
- Dooley, D. (1995): Strategies for Interpreting Qualitative Data; Sage Publications, California.
- Gay, L.R. (1981, 2nd Ed): Educational Research, Charles E. Merrill, and Columbus, Ohio.
- Mukherjee, R. (1989): The Quality of Life: Valuation in Social Research, Sage Publications, New Delhi.

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INTRODUCTION TO THERAPEUTIC DIET

MSC 922 ASCT

PAPER II

Objectives of the course The course intends to orient the students to understand the basic principles of diet therapy and therapeutic nutrition and understand the dietary management in common diseases/disorders commonly observed in the community.

Learning outcomes: The students would learn the basic principles of diet therapy and therapeutic nutrition and understand the dietary management in common diseases/disorders commonly observed in the community.

UNIT I

- Normal and therapeutic diets. Modification of normal diets to therapeutic diets.
- Methods of feeding: enteral nutrition, parenteral nutrition.

UNIT II

- Acute and chronic fever: etiology, symptoms and dietary management for Typhoid, HIV, Tuberculosis.
- Infection, Immunity and its relation from food.

UNIT III

- Nutritional management of gastrointestinal disorder: diarrhoea, constipation, peptic ulcer, irritable bowel disease.
- Nutritional management of biliary system: Hepatitis, jaundice, cirrhosis of liver, hepatic coma.

UNIT IV

- Nutritional management, symptoms and etiology of cardiovascular disease, Atherosclerosis and hypertension.
- Nutritional management, symptoms and etiology of diabetes mellitus.

UNIT V

- Eating disorders: Anorexia nervosa, Bulimia, underweight, overweight.

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References:

1. Rose: Foundation of Nutrition Macmillan & Co. 21 SCT
2. F.T. Proudfit and H.C. Robinson: Nutrition of Diet Therapy.
3. W.R. Arkryod: Human Nutrition and Diet.
4. Davidson Passmore: Human Nutrition of Dietetics.
5. Sudha Narayan: food Science (in hindi)
6. MuktaAgarwal: food and nutrition (in hindi)
7. Usha Mishra, AlkaAgrawal and Sudha Narayan: Food Science (in hindi)
8. Sudha Narayan: Meal planning (in hindi)
9. Dr. Brindasingh: Food Science and Nutrition (in hindi)
10. Dr. SaritaKumawat: Foods and Nutrition (in both languages)

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EARLY CHILDHOOD CARE AND EDUCATION

MSC923 DSCT
PAPER - III

Objectives of the course: The present course will orient the students regarding Objectives, need and Principles of Early Childhood Care and Education. It will give brief orientation regarding play and preschool /Programmes of ECCE.

Learning outcomes: After successful completion of the course, Students will be-
Well oriented regarding the basic concepts and issues of ECCE and understand about various play and preschool /Programmes of ECCE

UNIT I

1. Early Childhood Care and Education
 - a. Importance need and scope of ECCE
 - b. Objectives of ECCE
 - c. Principles of ECCE
2. Types of Preschools/ Programmes -Ravind nathtagore , Friedrich Frorbel. Play centers, day care, kindergarten, anganwadi etc.
3. Concepts of non – formal, formal and play way methods.

UNIT II

1. Organization of Pre School Centers.
 - a. Concept of organization and administration of early childhood centers.
 - b. Administrative set up and functions of personnel working at different levels.
2. Building and equipment, location and arrangement of rooms, play ground selection of different types of outdoor and indoor equipment.
3. Staff / personnel service conditions, role and responsibilities, essential qualities of a care giver/teacher their personal records and reports.

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UNIT III

Programme planning

- Planning; setting goals and objectives of plans - long term short term, weekly and daily planning, routine and schedules.
- Curriculum models

UNIT IV

1. Activities for ECCE: objectives and suggested activities

1. Physical and motor development: indoor and outdoor activities,
2. Cognitive development: 3R's and science activity
3. Language development: 3R's, poems, storytelling, drama, role play
4. Social development: PTA, field trips, events

UNIT V

Recent Trends in ECCE

Problems faced by parents and teachers in ECCE

Recommendations for improvement in this system-BALA-Building as a learning aid

References:

- Bhatia & Bhatia (1995). Theory and Principles of Education, Doaba House, Delhi.
- Brewer, J.A. (1998). Introduction to early childhood education. (3rd Ed.). Boston: Allyn 7 Bacon.
- Grewal, J.S. (1984). Early childhood education, Agra National Psychological Corporation Pub.
- Kulkarni S. (1998). Parent Education, Perspectives and Approaches. Jaipur: Ravat Publication.
- Murlidharan, R. (1991). Guide to nursery school teacher. New Delhi: NCERT.
- Saraswathi, T.S. (1988). Issues in Child Development, Curriculum & other Training & Employment, Mumbai: Somaiya.

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EXTENSION PROGRAMME PLANNING

MSC 924 D 5CT
PAPER - IV

Objectives of the course This course enables students to understand the process of programme planning in extension. It develops the ability of planning extension programme in students. They will learn the principles and procedures involved in the programme planning, implementation and evaluation.

Learning outcomes After successful completion of the course, Students will-

1. Learn the steps involved in programme planning.
2. Know the factors that influence successful programme implementation.
3. Develop the familiarity with the evaluation tools and methods.
4. Get prepared for implementation of programme at village level.

UNIT-I

1. Community Development-

- (a) Meaning, Concept and Objectives of community development,
- (b) Guiding principles of community development
- (c) Situation analysis, needs and objectives

UNIT -II

2. Programme Designing -

- (a). Meaning of programme planning
- (b). Principles and steps involved in programme building process
- (c). Plan of work-Meaning, importance, components of a plan of work, developing a plan of work, factors to be considered in preparing the plan of work. Pre requisites for developing plan, guidelines for developing a written annual plan, criteria for judging the plan of work.

UNIT-III

3. Resources, Budgeting-

- (a) Resources for programme planning-Meaning of resource, types of resources, identification and appraisal of resources
- (b). Management of budget

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- (c). Marketing strategies and steps

UNIT-IV

4. Monitoring & Evaluation-

- (a) Monitoring -Approaches, Principals and indicators of monitoring
- (b) Evaluation -meaning, purpose, elements, steps, criteria for evaluation
types of evaluation, methods of evaluation.
- (c) Challenges and issues in monitoring and evaluation

UNIT-V

5. Documentation, Follow Up

- (a) Need for documentation and recording.
- (b) Procedures for recording – aspects to be covered. Records and registers maintenance.
- (c) Meaning and need for follow up.
- (d) Methods of documentation & follow up-Correspondence, spot visit, meetings.

References

1. Khan, P. (2012). Terminology of Extension Education. Agrotech Publishing Academy, Udaipur. ISBN 8183210112
2. Kundu, P.(2002). Extension Education System in India and U.S.A. Classical Publishing Company, New Delhi.
3. Maximun, N. (2006). Understanding Extension Education. Gyan Publishing House, New Delhi. ISBN 8178354950
4. Nayak, A. and Singh, U.(2007). Extension Education. Common Wealth Publishers, New Delhi. ISBN 817169442
5. Reddy, A. (2001). Extension Education, Sree Lakshmi Press, Guntur.
6. Somani , L.(2009). Extension Education and Communication- An Illustrated Glossary of Terms. Agrotech Publishing Academy , Udaipur. ISBN 8183211402
7. Chaubey, B.K. (1979). A Hand book of Education Extension. Jyoti Prakashan, Allahabad.
8. Dahama, O.P. and Bharnagar, O.P. (1987). Education and Communication for Development. Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.
9. Extension Education in Community Development. (1961). Ministry of Food and Agriculture, Government of India, New Delhi.
10. Ray, G.L. (1999)/ Extension communication and Management. Naya Prokash, Calcutta.
11. Reddy, A. (1999). Extension Education. Sree Lakshmi Press, Bapatla.
12. Sandhu,A.S.(1994) Extension Programme Planning. Oxford & IBH Publishing company Private. Limited. New Delhi.
13. Singh,R. (1987) Text Book of Extension Education. Sahitya Kala Prakashan, Ludhiana.
14. Supe, S.V. (1982). Introduction to Extension Education. Oxford Publishers, New Delhi

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PRACTICAL

HSC9250SCP

PUBLIC HEALTH NUTRITION

PAPER - V

- Planning and preparation of dishes rich in Energy, Protein, Fiber, Calcium, Iron, Vitamin- C and Vitamin – A.
- Planning and preparation of bland diet recipes.
- Planning and preparation of diets for patients with common disorders – Diabetes, over – weight, liver.
- Planning and preparation of diets for the elderly in health.
- Preparation of Nutritious Snacks for children rich in energy and protein
- Assessment of nutritional status.

DEPARTMENT OF DIETETICS

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HEALTH ISSUES AND STATUS OF WOMEN IN INDIA

HSC925AASET
PAPER - V

Objectives of the course

The course intends to create awareness among the students regarding status of health issues of Women in India.

The course will also create awareness regarding Health and Nutritional Perspectives of Women.

Learning outcomes

Be aware regarding status of health issues of Women in India.

Be aware regarding Health Perspectives of Women in present scenario.

UNIT - II

- Women and work- Environmental stress, production activities, nutrition, health and gender, living conditions, occupational health, health facilities.
- Women's nutritional requirements and food needs.

UNIT - III

- Women and Society- Women's role, their resources and contribution to family and community and effect on nutritional status.
- Effect of urbanization on women- Impact of economic policies, industrialization, and globalization on women.
- Women and Health.
- Health facilities.
- Gender and health.

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- Health seeking behaviour.
- Disease patterns and Reproductive health.

UNIT – IV

- Women – pregnancy and lactation, Safe motherhood, Care of at-risk mothers and Family planning.
- Women and aging – Special concerns in developed and developing societies: Menopause, osteoporosis, chronic degenerative diseases, neurological problems. Women and AIDS
- . Women and Nutrition- Situation of women in global, national and local context. Improving the nutritional and health status. Interventions throughout the life cycle.

UNIT – V

- Policies and Legislations- CEDAW (Convention on Elimination of all forms of Discrimination Against Women), Women's Right to Life and Health (WRLH).
- Empowerment of Women- Role of Education and various national schemes.

References:

- ICCIDD/UNICEF/WHO. (2001). Assessment of IDD and monitoring their elimination. A guide for programme managers.
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- Gibney M.J, Margetts BM, Kearney J.M and Arab L. (2004). Public Health Nutrition. Publishers Blackwell Science.
- Jean-FZ. (2005). Clinical Nutrition. UK Blackwell Publishing Company.
- . Jim M. and Stewart TA (2007). Essentials of Human Nutrition. 3rd edn. New York, Oxford University Press.
- Miguel, A.G. and Eduard, C. (2005). Clinical Nutrition. UK, Blackwell
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- London, C V Mosby Company.

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HOUSEHOLD AND INSTITUTIONAL EQUIPMENT

MSR925ADSET
PAPER - V

Objectives of the course

To learn about different types and designs of Household and institutional equipments for various activities.

To develop skills among students for proper use and maintenance of these equipments.

Learning outcomes

Aware about food related equipments, laundry equipments, cleaning equipments, recreational equipments

Understand the working and maintenance of equipments used at household and institutions.

UNIT – I

- Household equipment.
- Types and functions- food related equipments, laundry equipments, cleaning equipments, recreational equipments.
- Use and care- food related equipments, laundry equipments, cleaning equipments, recreational equipments

UNIT – II

- Introduction to institutional equipments
- Use and care of food related small equipments Small electric appliances coffee percolators, filter coffee maker, automatic tea maker, electric casserole, heat trays, electric deep fat fryers
- Motor driven kitchen appliances Food mixers, blenders, food processors, electric carving knives. Types use and care of cooking appliances Cooker and range ovens, gas and

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electric microwave ovens, surface unit (hot plates, gas chulhas) range, broilers, rotisseries and barbecues.

UNIT – III

- Types use and care of cooking appliances Cooker and range ovens, gas and electric microwave ovens, surface unit (hot plates, gas chulhas) range, broilers, rotisseries and barbecues.
- Use and care of refrigeration equipment
Refrigerators
Deep freezers

UNIT – IV

- Use and care of laundry equipment
Washing machines
Drying machines Irons
Types use and care of cleaning equipment's
Dish washers
Vacuum cleaners, stick cleaners, moppers, floor polishes
Use and care of personal care equipments
Hair dryers
Massagers
Shavers

UNIT – V

Use and care of recreational and communication equipments. Television, home- theatres
Use and care of heating and cooling devices.
Room heaters, water coolers, air-conditioners.
Waste disposal equipments.

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References:

- Grandjean, E. (1981). Ergonomics of the Home Taylor and Francis Ltd. New York.
- Grandjean, E. and Kroemer, K.H.E. (1999). Fitting the Task to the Human a Text Book of Occupational Ergonomics. Taylor and Francis, New York.
- Peet, I.J and Arnold, M.G. (1993). Household Equipment. John Wiley, New York.
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- Singh, S. (2007). Ergonomics Integration for Health and Productivity. Himanshu Publication, Udaipur, New Delhi.
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**MA Previous
Semester-II
Reading and Seminar**

Course Outcomes:

The conclusion summarizes the reviewer's overall thoughts and impressions of the book, restating key points and the main argument. It often includes a recommendation for potential readers and may provide final reflections or insights about the book's significance.

Bridge Course	
Year: MA Previous	Semester: II
Subject:	
Type of Paper :Reading and Seminar (0+0+2)= 02 Credits Per Course MM50	
Paper Code: -----826RDS/P	Nomenclature:Academic Book Review
SN	Topics
1	Introduce the book writer and publisher details.
2	Purpose and content of the book.
3	Types of Book review
4	Parts of Book review
5	Lesson summary and Presentation in seminar

This course is open for all.

Important guideline:

When references are necessary, citations should be made in the text of the book review and should include title, author, publisher, year, and page number, if necessary. City of publication should be omitted. When possible, refer to the author's name in the text of the review.

Suggested Continuous Evaluation Methods:

Practical file evaluation. main focus on presentation, content and proper use of research methodology & Viva.

Suggested Continuous Internal Evaluation Methods:

- Invited Lecture
- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Internal Assessment:

**This course is Practical in nature
Practical file evaluation: 30 Marks**

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Presentation : 20 Marks

Suggested equivalent online courses:

IGNOU and other centrally/state operated universities/MOOC platform such as "SWAYAM" in India and Abroad.

The SWAYAM platform provides opportunities to learners, researchers and students to learn skills and value added courses in online mode. The certificate obtained by the students who have done the course through this platform under the NEP 2020 system is valid when presented to the university.

Supriya

Gallup

June

M.A. PREVIOUS Semester: II
Additional Course

Course Outcomes:

The syllabus is designed to introduce students to get themselves engaged in the field work and project work so that they are equipped with the practical knowledge about the field work and research project. This will be an empirical learning for those who aspire to become future Social Scientists

Bridge Course	
Year: M.A Previous	Semester: II
Subject:	
Type of Paper: Additional Course (0+0+3=03) Credits Per Course	
MM 50	
paper Code: 827ADLC/	Nomenclature: Research Proposal and Report Writing
SN	Topics
1	Ways to develop Research Proposal and its Implementation.
2	Fundamentals of Primary & Secondary Sources,
3	Library based Activities about data
4	Report writing : Purpose and Importance, Skill of report writing
5	Research Proposal, Presentation.

SUGGESTED READINGS:

- Goode and Hatt, 2006: Methods in Social Research.
- Young Pauline, 1988 Scientific Social Surveys and Research Practice.
- Silverman David, 1985 Gower, Vermont Qualitative Methodology and sociology.
- Sachdev Meetali, 1987: Qualitative Research in Social Sciences.
- Rennie, F., Smyth, K. (2016). How to Write a Research Dissertation. United Kingdom: CreateSpace Independent Publishing Platform.
- McMillan, K., Weyers, J. (2007). How to Write Dissertations & Project Reports. United Kingdom: Pearson Prentice Hall.
- Peoples, K. (2020). How to Write a Phenomenological Dissertation: A Step-by-Step Guide. United States: SAGE Publications.

Evaluation Methods:

The Course is Practical in nature

- Project file evaluation, main focus on presentation, content and proper use of research methodology, Viva.

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- Research Project File Submission : 30 Marks
 - Presentation of work : 20 Marks
- (The presentation of field work and report writing done by the student will be presented in the seminar or department or the Internal Assessment Committee constituted by the concerned department or University along with audio-visual, PPT or modern equipments).

Suggested E-resources

E-pathashala modules www.inflibnet.org

Suggested equivalent online courses:

IGNOU and other centrally/state operated universities/MOOC platform such as "SWAYAM" in India and Abroad.

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