

M.A. (HOME SCIENCE) SEMESTER - I PAPER – II (CORE) THERAPEUTIC MANAGEMENT AND COMUNITY NUTRITION		
PROGRAMME/ CLASS: P.G. / M.A.	YEAR – 1	SEMESTER- II
SUBJECT – HOME SCIENCE		
COURSE CODE : HS201	COURSE TITLE : THERAPEUTIC MANAGEMENT AND COMUNITY NUTRITION	PAPER - I
COURSE OUTCOMES: This course will enable the students to – <ul style="list-style-type: none"> ❖ Understand the principle of diet therapy. ❖ Understand the modification of normal diet for therapeutic purposes ❖ Understand the dietary modifications for various disease conditions ❖ Understand the concept and methods of community nutrition. 		
CREDITS – 4	CORE	
MAX. MARKS : 100 25 + 75		
TOTAL NO. OF LECTURES – 60		
UNIT	TOPIC	No. OF LECTURES
I	<ul style="list-style-type: none"> ❖ Basic concepts, objectives and scope of therapeutic diets ❖ Adaptation of Normal diets for therapeutic purposes-Liquid, Soft, full fluid, clear fluid diet, bland diet ❖ Various Nutritional support to patients -Oral feeding, tube feeding etc 	10
II	<ul style="list-style-type: none"> ❖ Etiology, Causative Factors, preventive measures and planning of diets in ❖ Febrile conditions - Acute fever ,T.B, Typhoid ❖ G.I. disorders -Diarrhoea, Constipation, peptic ulcer ❖ Liver diseases-Liver cirrhosis, jaundice ❖ Kidney diseases Acute and chronic Nephritis ❖ Diabetes Mellitus classification, symptoms, metabolic changes and dietary management ❖ Diet in Coronary Heart disease, Hypertension ❖ Diet in cancer, thyroid problems, Anaemia ❖ Diet in post operative cases 	35
	<ul style="list-style-type: none"> ❖ Assessment of the Nutritional status of the community: Anthropometric, Biochemical n biophysical investigations, 	

III	<p>Clinical examination, Dietary surveys</p> <ul style="list-style-type: none"> ❖ The study of Vital statics 	10
IV	<ul style="list-style-type: none"> ❖ Methods n aids in Imparting Nutrition Education ❖ calculation, cooking and dietary counselling for various diseases ❖ Febrile Conditions – High Calorie, High Protein diet. ❖ Gastro Intestinal Disorders – Soft and Low Fiber Diet ❖ Kidney Diseases – Low Sodium, Low Protein Diet. ❖ Diabetes Mellitus – Low carbohydrate, Moderate Protein diet. ❖ Post Surgery diet – High protein, vitamin – C and Iron rich diets. 	5
	<p>PRACTICAL WORK : HS201</p> <ul style="list-style-type: none"> ❖ calculation, cooking and dietary counselling for various diseases ❖ Febrile Conditions – High Calorie, High Protein diet. ❖ Gastro Intestinal Disorders – Soft and Low Fiber Diet ❖ Kidney Diseases – Low Sodium, Low Protein Diet. ❖ Diabetes Mellitus – Low carbohydrate, Moderate Protein diet. ❖ Post Surgery diet – High protein, vitamin – C and Iron rich diets. <p>PRACTICAL WORK : HS202</p> <p>One out of the following :-</p> <ul style="list-style-type: none"> ❖ Report on housing finance agencies ❖ Report on space saving furniture ❖ Report on housing construction problem in urban area 	
<p>SUGGESTED READINGS :</p> <ol style="list-style-type: none"> 1. Robinson & Lawler : Normal & Therapeutic Nutrition 2. Capalan Cetal : Nutrition Value of Indian Food 3. Bakshi B.K. : Upchararth Aahaar aur Samudayik Poshan 4. Antia : Clinical Dietatics & Nutrition 5. Mahan, L.K. and Escott-Stump. S. (2000): Krause’s Food Nutrition and Diet Thepapy, 10th Edition, W.B. Saunders Ltd. 6. Williams, S.R. (1993): Nutrition and Diet Therapy, 7th Edition, Times Mirror/ Mosby College Publishing. 7. Davis, J. and Sherer, K. (1994): Applied Nutrition and Diet Therapy for Nurses, 2nd Editition W.B. Saunders Co. 8. Fauci, S.A. et al (1998) : Harrioson’s Principles of Internal Mdecine, 14th Edition, McGraw Hill 		

MA- I (II Semester)
ADVANCED RESOURCE MANAGEMENT AND INTERIOR DESIGN
Paper – II CORE (Theory)

Programme/Class:	Year: I	Semester: II
Subject: Home Science		
Course Code: HS202	Course Title: Advanced Resource Management and Interior Design	
Course outcomes :		
<ul style="list-style-type: none"> • To increase the awareness and importance of resources • To develop the ability to evaluate the management system in family • Understand the Decision making and use of resources throughout the Family life cycle • To plan furniture arrangement and colour schemes for different rooms. • To orient the students towards current trends in furnishing material, furniture, flooring & curtain etc. 		
Credits: 4	Core Compulsory	
Max. Marks: 25 + 75	Min. Passing Marks: 40	
Total No. of Lectures- 60		
Unit	Topic	No. of Lecture
I	Home management <ol style="list-style-type: none"> a. Definition and philosophy of home management b. Role of home management in family living history and development of home management in India c. Elements involved in management process and decision making d. Classification of resources, factors affecting their uses e. Motivation theories – Maslow’s theory, Herzberg’s theory 	15
II	Waste and natural resources management <ol style="list-style-type: none"> a. Definition of natural resources b. Forest, air , water, and water harvesting , municipal solid waste management c. Concept of sustainable development d. Sustainable development goals (SDGs) Meaning and Sources of conventional and non-conventional energy	15
III	Interior design <ol style="list-style-type: none"> a. Elements of art and principles of design with reference to interior designing 	

	b. Importance and classification of colours according to prang c. Colour scheme and psychological effects of colours Accessories in interior designing	15
IV	Furniture and furnishing a. Type of furniture b. Contemporary trends in furniture c. Wall and floor finishing d. Window and window treatments e. Fixture and lightings	15

Suggested readings :

- Koontz.H. and O'Donnel C., 2005, Management – A systems and contingency analysis of managerial functions. New York: McGraw-Hill Book Company
- Rao V.S. and Narayana P.S., Principles and Practices of Management, 2007, Konark Publishers Pvt. Ltd.
- Adler, David. 2004, Metric Hand Book planning & Design, Architectural press.
- Deacon R.E. and Firebaugh F.M. (1998) Family Resource Management- Principles and application. N. Delhi.: Roy Houghton Mifflin Company.
- Gross, I.H. and Crandall, E.H. (1967). Management for Modern Families. N. Delhi: Sterling Publishers Ltd?
- Moorthy G. (Ed.). (1985). Home Management. N. Delhi.: Arya Publishers,
- Lawrence M, (1987), Interior Decoration, New Jersey: Chartwell Books.
- Riley & Bayen., (2003), The Elements of Design, Mitchell Beazley
- Nickell, P., and Dorsey, J, M. (2002). Management in Family Living. New Delhi: CBS Publishers (ISBN13: 9788123908519)
- Patni Manju & Sharma Lalita, Grah Prabandh, Star Publications Agra.
- Varma , Pramila. Vastra Vigyaan Avam Paridhan: Madhya Pradesh Hindi Granth Academy, Bhopal.
- Varghese, M. A, Ogale, N. N and Srinivasan, K. (2001). Home Management. New Delhi. New Age International (P) Ltd.
- Halse Alvert O. (1978), The Use of Color in Interior (2nd Ed.), McGraw Hill books Comp. Ltd., New York.
- Rutt, Anna Hong (1949), Home Furnishing, John Willey and Sons Inc., New York.
- Gandotra, V.; Shukul, M. and Jaiswal, N. (2010), Introduction to Interior design
- Seetharaman P, and Pannu, P (2005), Interior Design & Decoration, CBS Publishers & Distribution, New Delhi.

MA-I (II Semester)
HUMAN DEVELOPMENT AND BEHAVIORAL THEORIES
Paper- III Core (Theory)

Programme/Class: PG/M.A	Year :01	Semester: II
Course Code : HS203		
Course Title: Human Development and Behavioral Theories		
Course Outcomes: <ul style="list-style-type: none"> ❖ To undertake study of the stages in human development with specific focus on prenatal development in childhood. ❖ To understand and demonstrate the basics of knowledge relating to human development. ❖ To provide an understanding of various theories of human development. 		
Credits : 04	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of Lectures-60		
Units	Topic	No. of Lectures
I	Human Development <ul style="list-style-type: none"> ❖ Concept, need, principles of growth and development, Nature Vs Nurture issues. ❖ Prenatal development: conception , stages of Prenatal Development ❖ Factor affecting prenatal development, hazards and complications during pregnancy. ❖ Birth process and types of birth. 	15
II	Infancy <ul style="list-style-type: none"> ❖ Physical and motor development. ❖ Social and emotional development ❖ Language development. ❖ Factors affecting Physical, Motor, Social, Emotional and language development. 	15

III	Early and Middle Childhood <ul style="list-style-type: none"> ❖ Physical and motor development. ❖ Social and emotional development. ❖ Language development. ❖ Factors affecting Physical, Social, Emotional and language development. 	15
IV	Introduction to theories of Human Development <ul style="list-style-type: none"> ❖ Cognitive development theory of Piaget. ❖ Psycho analytical theory of Freud. ❖ Psycho social theory of Erikson. ❖ Social learning theory by Albert Bandura. 	15

Suggested readings:

- Atchley Robers. C (2001) Continuity and adaptation in aging: Creating positive experiences.
- Baars et al. (2006). Aging globalization and inequality: The new critical gerontology.
- Broderick. P.C (2003). The life span, Human Development. for helping professionals.
- Oray. M.G (1992). Aging health and behaviour. Sage publications
- Kumudini Dandekar (1996). The elderly in India. A Sage publications
- Moody, Harry. R. (2002). Aging: concepts and controversies, 4th Edn.
- The Psychology of later life: L.R.Aiken, WB Saunders Company. Philadelphia,
- Aged: Their Understanding & Care: Klaus Bergramann, London Wolfe Publications. London
- Handbook of ageing & Social Sciences: R.H. Binstock & E. Shanes, V.N. Reinhold, Co.New York
- Old age in a changing society: ZanaSmith, Blau, New View prints. New York
- Ageing in India: Problems and potentialities: A.B.Bose, & K.D Gangrade Abhinav Publications,

M.AI Semester-II Home Science
Paper IVA (Elective)
Social and Psychological Aspect of Clothing(Theory)

Programme :M.A.	Year-I	Semester-II
Subject: Home Science		
Course Code: HS204	Course Title: Social and Psychological Aspect of Clothing	
Course Outcomes:		
<ul style="list-style-type: none"> • Students will be able to understand the origin of clothing. • Students will be aware about clothing culture. • Students will be able to get basic insight of Social & Psychological aspects of clothing and fashion • Students will be able to relate Personality Theories with Clothing preferences. 		
Credits :4	Elective	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of Lectures-60		
Units	Topic	No. of Lectures
I	<u>Origin of clothing</u> Theories of clothing- modesty, Immodesty, Protection, Adornment, combined need theory	05
II	<u>Clothing and world</u> <ul style="list-style-type: none"> ❖ Why costumes differ all over the world,material aspect and climate. ❖ Cultural Influence ❖ Events of the world ❖ Clothing symbols 	20
III	<u>Socialisation and development of the self and their impact on clothing</u> <ul style="list-style-type: none"> ❖ Social norms ❖ Attitudes and value formation ❖ Individuality and conformity ❖ Person and group identification 	20
IV	<u>Personality Theories</u> <ul style="list-style-type: none"> ❖ Sigmund-freud :Defence mechanisms ❖ Jung theory of Personality ❖ Murray Theory of Personality 	15

Suggested Readings:

- Horn, Marilyn,J. (1998) The Second Skin ,Houghton MifflinCo.,USA.
- Kaiser,S.B. ,(1985) The social Psychology of Clothing, MacMillan, New York.
- Avis, M. Dry.,(1961)The Psychology of jung ,Methuen & Co.,London.
- Flugel, J.C.,(1950) The Psycho-analytical study of the family , The Hogarth Press & The Institute of Psycho Analysis, London.
- Kefgen, M.,&Touchie S.P.,(1986) Individuality in clothing selection and personal appearance ,4th (Ed.) A Guide for the consumer. The Macmillan Company , New York.
- Lidell , L.A.,(1981) Clothes and your Apperance , The Good Heart will Cox, Illinos.

M.A. I Semester II Home Science
Paper - IV (Elective)
Gender Sensitization for Women Empowerment

Programme/Class: Certificate	Year: I	Semester: II
Subject: Home Science		
Course Code: HS 205	Course Title: Gender Sensitization for Women Empowerment	
<p>Course Outcomes: The student at the completion of the course will be able to:</p> <ul style="list-style-type: none"> ❖ To get sensitized to gender disparities and problems of women ❖ To understand the concept of need relevance and dimensions of gender Empowerment. ❖ To understand the efforts at different levels for empowering women. 		
Credits: 4	Elective	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of Lectures-60		
Units	Topic	No. of Lectures
I	Gender- Gender role perceptions <ul style="list-style-type: none"> ❖ Concept, definition, difference between gender and sex, changing trends ❖ Gender Stereotype ❖ Gender main streaming ❖ Gender sensitization-concept and methods 	12
II	Gender Empowerment <ul style="list-style-type: none"> ❖ History of Women Empowerment ❖ Gender analysis matrix ❖ Situation Analysis and other methods ❖ Reproductive Health Index, Human development 	15
III	Policies and Programmes for Women Development <ul style="list-style-type: none"> ❖ National and International policies for Women Empowerment ❖ Economic empowerment ❖ Social empowerment ❖ Legal empowerment 	18

IV	<p>Development of Women Entrepreneurship</p> <ul style="list-style-type: none"> ❖ Definition, meaning, Importance, scope and process of entrepreneurship ❖ Types and function of entrepreneurship ❖ Sources of Financial Institution for funding to start entrepreneurship 	15
<p>Suggested Readings:</p> <ul style="list-style-type: none"> ❖ Stree shahktikaran K aham-Kavita sharma-Rajat ❖ Akhauri MMP: 1990, Entrepreneurship for women in India, NIESBUD, New Delhi. ❖ Patel V. Women Enterpreneurship, Ahmdabad 		