



DR. RAM MANOHAR LOHIA AVADH UNIVERSITY, AYODHYA
डॉ० राम मनोहर लोहिया अवध विश्वविद्यालय, अयोध्या।

FORMAT FOR DEVELOPING SYLLABUS FOR A SUBJECT
Proposed Structure of Syllabus for the
PROGRAM (M.A./M.Sc) SUBJECT (HOME -SCIENCE)

Syllabus Developed by				
SN	Name of expert/BoS Members	Designation	Department	College/University
1.	Dr. Valentina Priya	Convener	Home Science	Ramabai Government women PG College Akbarpur , Ambedkar Nagar
2.	Dr. Archana Chakravarti	External Expert	Home Science	BHU (Varanasi) Varanasi
3.	Dr. Parvati Singh	External Expert	Home Science	Mahila Sewa PG College pragraj

Prayagraj

Course Code		Course Title	Credits	T/P	Evaluation	
					CIE	ET E
A	B	C	D	E	F	G
SEMESTER I (YEAR I)						
A130701T	CORE	Advance Human development	5	T	25	75
A130702T	CORE	Human Development-Theories and Current trends	5	T	25	75
A130703T	CORE	Gender and Development	5	T	25	75

22.9.22

**DR. RAM MANOHAR LOHIA AVADH UNIVERSITY, AYODHYA**

डॉ० राम मनोहर लोहिया अवध विश्वविद्यालय, अयोध्या।

A130704T	FIRST ELECTIVE (Subject Elective) (Select any one)	Infant Stimulation Programs	5	T	25	75
A130705T		Community Nutrition	5	T	25	75
A130706T	Value added Course (Non Credited)	Food Science and Processing Techniques	0	T	25	75
A130707P	SECOND ELECTIVE (Subject Elective) (Select any one)	Practical Related to Core Papers	5	P	50	50
A130708P		Core papers related Assignment/Project work	5	P	50	50
SEMESTER II (YEAR I)						
A130801T	CORE	Early Childhood Care and Education	5	T	25	75
A130802T	CORE	Statistics and computer Applications	5	T	25	75
A130803T	CORE	Methods and Techniques of assessment in human Development	5	T	25	75
A130804T	THIRD ELECTIVE (Generic Elective) (Select any one)	Women Studies	5	T	25	75
A130805T		Fabric ornamentation	5	T	25	75
A130806T	Value added Course	Garbh Sanskar	0	T	25	75

**DR. RAM MANOHAR LOHIA AVADH UNIVERSITY, AYODHYA**

डॉ० राम मनोहर लोहिया अवध विश्वविद्यालय, अयोध्या।

	(Non Credited)					
A130807P	FOURTH ELECTIVE	Practical Related to Core Papers	5	P	50	50
A130808P	(Subject Elective) (Select any one)	Core papers related Assignment/Project work	5	P	50	50
SEMESTER III (YEAR II)						
A130901T	CORE	Research Methodology	5	T	25	75
A130902T	CORE	Extension and communication concepts in community Development	5	T	25	75
A130903T	CORE	Gender in Extension and Development	5	T	25	75
A130904T	FIFTH ELECTIVE	Guidance and counseling-Children with Special Needs	5	T	25	75
A130905T	(Subject Elective) (Select any one)	Gerontology Adolescents & Youth	5	T	25	75
A130906P	SIXTH ELECTIVE	Summer Internship	5	P	50	50
A130907P	(Subject Elective) (Select any one)	Dietetics and therapeutic Nutrition	5	P	50	50
SEMESTER IV (YEAR II)						
A131001T	CORE	Community Nutrition	5	T	25	75

**DR. RAM MANOHAR LOHIA AVADH UNIVERSITY, AYODHYA****डॉ० राम मनोहर लोहिया अवध विश्वविद्यालय, अयोध्या।**

A131002T	CORE	Study of family in society parent and Community Education	5	T	25	75
A131003T	SEVENTH ELECTIVE (Subject Elective) (Select any one)	Methods and materials for Early Childhood Care and Education/ Advances in Family Studies	5	T	25	75
A131004T		Textile Management	5	T	25	75
A131005P	RESEARCH PROJECT/ DISSERTATION	Major Research Project/ Dissertation	10	P	50	50

Handwritten signature



DR. RAM MANOHAR LOHIA AVADH UNIVERSITY, AYODHYA
डॉ० राम मनोहर लोहिया अवध विश्वविद्यालय, अयोध्या।

Semester I (Year I)

2018



DR. RAM MANOHAR LOHIA AVADH UNIVERSITY, AYODHYA
डॉ० राम मनोहर लोहिया अवध विश्वविद्यालय, अयोध्या।

Course Outlines

M.A./M.Sc. I Year (Semester I) Home science
Paper I: Advance Human Development A130701T

Programme /class :M.A./M.Sc.	Year : I	Semester: I
Subject- Home Science		
Course Code: A130701T	Course Title – Advance Human Development	
Course outcomes- <ul style="list-style-type: none">• To undertake an advanced study of the stages in human development with special focus on stages from prenatal development to adulthood.• To understand the need for theory of Human Development.• To develop practical knowledge among students regarding different developments of different stages		
Credits- 5	Course Type- Core Course	
Max. Marks- 100(25+75)		
Total No. of Lecture- 60		
Unit	Topics	No. of Lectures Total =60
I	Human Development <ul style="list-style-type: none">• Concept,• Principles,• Growth and Development. Pre- natal period and Birth- <ul style="list-style-type: none">• Development, genetic and environmental• Factors affecting prenatal Development,• Delivery and birth.	8
II	Infancy <ul style="list-style-type: none">• Physical and perceptual development	8

Prof



	<ul style="list-style-type: none">• Cognitive, social and emotional development.• Language development	
III	Early and Middle Childhood <ul style="list-style-type: none">• Physical and motor development• Cognitive development• Social and Emotional development,• Language development	9
IV	Adolescence <ul style="list-style-type: none">• Physical development• Cognitive development• Social and emotional development.• Problems during adolescent	10
V	Adulthood <ul style="list-style-type: none">• Physical, sensory and cognitive changes during adulthood,• Social and emotional development• Adjustment problems during adulthood	10
Practical	<ul style="list-style-type: none">• Study of physical, motor, social, emotional, language, intellectual and moral development at different ages and writing interpretative report.• Prepare Resource File.• Seminar/ Presentation of any topic related to Human Development.	15

Suggested Readings-

1. Berk L.E., Child Development, Allyn and Bacon, USA, 2000
2. Devadas R.P.C. & Jaya N.A.-Textbook on Child Development, McMillan India Ltd. Delhi, 1996

298



3. Dehart G.B.&Sroufe. L alan. Child Development- its Nature and Course.
4. Papalia D.E., Human Development, Tata McGraw Hills publishing Company 1997.
5. Stuart Clark-Life Span Development.
6. Santrok John W.- Child Development McGraw Hill.
7. Turner Jeffery.S.& Life Span Development, Harcourt Helms. Donald B.

Suggested Continuous Evaluation Methods-

- Test with multiple choice Questions/ short and long answer Questions
- Developmental assessment
- Seminar/Presentation

Signature



Course Outlines

M.A./M.Sc. I Year (Semester I) Home science

Paper 2 : Human Development: Theories and Current Trends- A130702T

Programme/class- M.A./M.Sc.	Year – I	Semester-I
Subject- Home Science		
Course Code: A130702T	Course Title : Human Development: Theories and Current Trends	
Course outcomes:		
<ul style="list-style-type: none">• To understand and demonstrate the basics of knowledge relating to human development.• To provide an understanding of various theories of human development.• To familiarize the students with changes occurring during life span.		
Credits- 5	Course Type- Core Course	
Max. Marks- 100(25+75)		
Total No. of Lectures=60		
Unit	Topics	No. of Lectures Total =60
I	Early Theories <ul style="list-style-type: none">• Historical foundation, philosophies of the enlightenment.• Scientific Beginnings, Normative period.	9
II	Psychoanalytical perspectives. <ul style="list-style-type: none">• Freud’s Theory, There parts of personality, psychosocial• Theory- Erik Erikson• Contribution and limitations of the psycho analytical perspective.	9

Signature



III	Behaviorism and social learning theory <ul style="list-style-type: none">• Social Learning Theories- Albert Bandura• Learning Theories-Pavlov and Skinner• Contribution and limitations of behaviorism and social learning theories.	9
IV	Cognitive Development Theory- Jean Piaget <ul style="list-style-type: none">• Piaget's stages• Contribution and limitations of Piagets and Theory• Socio- Cultural Theory of Cognitive Development- Vygotsky	9
V	<ul style="list-style-type: none">• Kohlberg's Moral Judgment Theory• Ecological Theory-Vrie Bronfenbrenner• Recent Theoretical Perspectives of Human Development.	9
Practical	<ul style="list-style-type: none">• Group Discussions: Various Theories of Human Development and Crises Management• Resource file- Collection of element articles, picture, tests about theories theorists, philosopher, thinkers, psychologist, educationists (related to Human Development).	15
Suggested Readings- <ul style="list-style-type: none">• Child Development-L.E. Berk Basten- Allyn& Bacon, London.• Child Development-E.B. Hurlock.• Child Development & personality-P.H.Mussen, J.J. Conger & J.Kagan, A.C. Huston-Harper& Row Publications, New York.• Child Development-An Introduction- J.W. Santrock & S.K. Yussen Iowa WMC,Brown Publishers.		

2/2/20



DR. RAM MANOHAR LOHIA AVADH UNIVERSITY, AYODHYA

डॉ० राम मनोहर लोहिया अवध विश्वविद्यालय, अयोध्या।

- Child Development : Infancy through Adolescence- A. Clarke Stewart & S. Friedaman, Johnwiley, New York
- Developmental & personality- E.B. Harlock.
- Human Development-F.P. Rice- prentice Hall, New Jersey.
- The Development of Children-M.Cole & S.Cole- Scientific American Books-Freeman& Co.

891
22.9.22



Course Outlines

M.A./M.Sc. I Year (Semester I) Home Science

Paper 3 : Gender & Development- A130703T

Programme/class- M.A./M.Sc.	Year – I	Semester-I
Subject- Home Science		
Course Code –A130703T	Course Title – Gender & Development	
Course outcomes: <ul style="list-style-type: none">• To understand the concept, need, relevance and dimensions of gender empowerment.• To get sensitized to gender disparities and problems of women.• To understand the efforts at different levels for empowering women.		
Credits:5	Course Type- Core Course	
Max. Marks- 100(25+75)		
Total No. of Lectures-60		
Unit	Topics	No. of Lectures Total =60
I	Gender and Development: <ul style="list-style-type: none">• Concept of gender• Importance of gender differences in human development.• Gender theories• Basic Gender Disparities found in society	9
II	Gender identity, <ul style="list-style-type: none">• Gender Awareness, gender focus, Gender stereotyping, Gender Role behavior, Gender Labelling, Gender discrimination, Gender Mainstreaming, Gender sensivity , Gender Disparity.	9

Signature



	<ul style="list-style-type: none">Gender Discrimination in families. (Throughout life cycle)	
III	Status of Women: <ul style="list-style-type: none">Meaning, status of women, a situational analysis, demographic, education employment, political & health (general occupational & reproductive) changing scenarioGender equality in educational access,Impediments to female education, lacunae in health care system, population control, contraceptives & impact of women's health.	9
IV	Problems & issues related to gender issues: <ul style="list-style-type: none">Child marriage, female feticide & infanticide, female mortality, discrimination in nutrition & health care, Dowry, divorce, domestic violence, sexual harassment, female exploitation, portrayal of women in mass media, efforts for elimination of all forms of discrimination & women's rights.	9
V	Policies and Programmes for Women's Development: <ul style="list-style-type: none">National Policy for Empowerment of Women, policy perspectives, mainstreaming, a gender perspective in the development processEconomic empowermentSocial empowermentLegal empowerment	9
Practical	<ul style="list-style-type: none">Study of women's status in a communityIdentification of women's problems in a	

Gay



	<p>community</p> <ul style="list-style-type: none">• Preparation of an album on women's issues.• Visit to Women Welfare Organizations	15
<p>Suggested Readings:</p> <ul style="list-style-type: none">• Anthropological Exploration in Gender- Intersecting fields; Leela Dube, Sage Publications, New Delhi.• Encyclopedia of Human Rights & Women Development- V. Kaushik & B.R. Sharma, Sarup & Sons,• Female Exploitation & women's Emancipation- Latika Menon, Kanishka Publishers Destributors,• Girl Child in India- Leelamma Devasia & V.V.Devasia, Ashish publishing House, New Delhi.• Indian Social Problems- G.R. Madn, Allied Publishers, New Delhi, vol. I&II.• Sociology of Gender- The Challenge of Feminist Sociological Knowledge; Sarmila Rage, Sage Publications, new Delhi.• The Changing Position of Indian Women- M.N. Srinivas, Oxford University Press, New delhi.• Women, tradition & culture- M. Subbrmma; Steling Publishers Private Limited, new Delhi.• Women Employment in India-B. Sahoo, Satanetra Publications, Bhubaneswar.• Women and Development- Institute for Sustainable development- Laxmi Devi, Anmol Publishers.		

Prof



Course Outlines

M.A./M.Sc. I Year (Semester I) Home science

Paper 4: Infant Stimulation Programmes –A130704T

Programme/class- M.A./M.Sc.	Year : I	Semester: I
Subject- Home Science		
Course Code : 130704T	Course Title : Infant Stimulation Programmes	
Course outcomes- <ul style="list-style-type: none">• To understand and demonstrate the basics of knowledge relating to infant stimulation programme.• To provide an understanding of basic concept, characteristics of infant.• To familiarize the students with changes occurring during infancy.		
Credits-5		Course Type- First Elective
Max. Marks- 100(25+75)		
Total No. of Lectures=60		
Unit	Topics	No. of Lectures Total =60
I	Infancy <ul style="list-style-type: none">• Concept, characteristics, developmental task.• Physical, social, emotional, cognitive and language development during infancy.• Attachment theory	9
II	Stimulation: <ul style="list-style-type: none">• Definition, Importance, early experiences and developmental consequences,• Family and environmental stimulation.	9
III	Child rearing practices: <ul style="list-style-type: none">• Importance of child rearing practices• Role of environment in child rearing	9

Prof



IV	Infant stimulation concept: <ul style="list-style-type: none">• Infant stimulation (visual, auditory, tactile, vestibular olfactory, gustatory)• Infant stimulation programmes	9
V	Infant stimulation programmes. <ul style="list-style-type: none">• Review of currently running infant stimulation programmes.	9
Practical	<ul style="list-style-type: none">• Visit to different day care, infant and toddler centers.• Observation and recording of development and behavior in different ecological settings.• Study of existing stimulation practices and materials in home and institutional settings (infant, toddler centers, day care centres).• Preparation of stimulation material for physical, motor, cognitive, Language, behavior, social and emotional domains.• Development of stimulation kit from indigenous low cost materials and evaluation.• Implementation of prepared programme in different ecological settings. Modification of the basis of evaluation	15

Suggested Readings-

- Child development, vii Edition Robert S. Feldman Pearson.
- Developmental Psychology: A life Span Approach Vth edition, Elizabeth B. Hurlock, Tata Mc. Graw- Hill Publishing Company Ltd. New Delhi.
- How to have smarter Baby: The infant Stimulation Program for enhancing your babys natural developmental mass market paper back- May 1, 1987
- Swaminathan (1998). The first five years: Acritical perspective on yearly childhood carry and education in India.

Signature



DR. RAM MANOHAR LOHIA AVADH UNIVERSITY, AYODHYA
डॉ० राम मनोहर लोहिया अवध विश्वविद्यालय, अयोध्या।

Course Outlines
M.A./M.Sc. II Year (Semester VI) Home Science
Paper 5: Community Nutrition A130705T

Programme/class- M.A./M.Sc.		Year: II	Semester: IV
Subject- Home Science			
Course Code: A130705T		Course Title – Community Nutrition	
Course outcomes: <ul style="list-style-type: none">• To be familiar with the common nutritional problems of the community.• To get exposure of the schemes to combat malnutrition.• To be aware of the health hazards related to food and water			
Credits:5		Course Type- Core Course	
Max. Marks- 100(25+75)			
Total No. of Lectures=60			
Unit	Topics		No. of Lectures Total =60
I	Concepts of community nutrition. <ul style="list-style-type: none">• Nutritional problems of the community and its implications for public health.• Causes, incidence,• Signs and symptoms and treatment of PEM, Vitamin A deficiency, Iron Deficiency, Iodine Deficiency, Fluorosis and Lathyrism.		7
II	Sociological factors contributing in the Etiology and Prevention of Malnutrition: <ul style="list-style-type: none">• Food production and availability, cultural influences, socio- economic factors, food consumption and distribution, emergency disaster conditions.		8

22.9.22



III	Assessment of Nutritional Status: Meaning Need, Objectives and Techniques. Primary Methods: <ul style="list-style-type: none">• Anthropometric measurements: Weight, height, Skin Fold Thickness, head Circumference, MUAC, Chest Circumference; use of Growth Chart; Bio-chemical Assessment; Clinical Method; Dietary Survey- Types.	12
IV	Secondary Methods: <ul style="list-style-type: none">• Vital Statistics; Mortality rates- Crude death rate; infant mortality rate; maternal mortality rate; survival rate; morbidity rate; fertility rate.	9
V	Malnutrition and infection: <ul style="list-style-type: none">• Interrelationship between the two, Immunization.	9
Practical	<ul style="list-style-type: none">• Assessment of a community using Rapid Assessment Procedure.• To undertake Dietary Survey by different Methods.• Calculation of food and nutrient intake of a particular class of people.• Determination of Hemoglobin Content in Human.• Anthropometric assessments.• Clinical Observations.	15
Suggested Readings- <ul style="list-style-type: none">• Publications of the International Life Science Institute.• Serimashow N and Glesson G(ed.) (1991). Rapid Assessment Methodologies for Planning and Evaluation, Health Related Programme published by (INFDC) International Nutrition Foundation for Developing Countries.• Stryer L (1984). 4th ed. Bio- Chemistry WH Freeman and Co.• UNICEF's State of the World's Children.• WHO ((1999) Nutrition for Health and development Progress and prospects. On the eve of the 21st Century WHO INHD, 99.9 Geneva.		
Suggested Continuous Evaluation Methods- <ul style="list-style-type: none">• Test with multiple choice questions/short and long answer questions• Theoretical classes followed with practical exercises on same content for assessing understanding and applied learning of students.		



Course Outlines

M.A./M.Sc. I Year (Semester I) Home Science

Paper 6 : Food Science and Processing Techniques A130706T (Non-Credited)

Programme/class- M.A./M.Sc.	Year : I	Semester: I
Subject- Home Science		
Course Code –A130706T		Course Title : Food Science and Processing Techniques
Course outcomes: <ul style="list-style-type: none">• Enabling students to various methods for evaluating variety of foods.• To understand and use various methods of preservation of food.• To provide an understanding of food processing technology.• To understand and demonstrate the basics of knowledge relating to nutrients loss during food processing.		
Credits-0		Course Type- Value Added Course (Non-Credited)
Max. Marks- 100(25+75)		
Total No. of Lectures-60		
Unit	Topics	No .of Lectures Total =60
I	Introduction: <ul style="list-style-type: none">• Brief review of main food crops grown in the country- their nutritional importance.• Food and its preservation (Home and Community Level including commercial operations): Cause of food spoilage; Needs and benefits of Food Processing and Technology for Food Preservation.• Physical principles in food processing operations: Thermal processing (Use of heat); Types of heat treatments; heat resistance of micro- organism.	9
II	<ul style="list-style-type: none">• Refrigeration(use of low temperature): Refrigeration and freezing – methods, principles and applications; Freezing and its effects of food	9

Signature



	components and structure; Shelf life of frozen foods • Drying and dehydration: Types of foods- traditional and new food products; Principles and applications; Home, community and commercial methods of dehydration; Effect on food quality.	
III	Chemical Principles of Food Processing: Preservation/processing by sugar, salt, curing, smoke, acids and chemicals. • Principles and methods used for various products such as pickles, chutney, ketchup, sauces, fruit juices, squashes, fruit syrups and cordials.	9
IV	• Fruit and vegetable processing methods and products. • Milk Processing: Classification, standardization, homogenization and packaging. • Meat, fish and egg processing: Methods and products; Ageing; tenderizing; curing; smoking; freezing. • Food additives: Classification and products.	9
V	• Nutritional Implications of Food Processing: Causes for loss of Vitamins and minerals; Enrichment, restoration and fortification. • Sensory Analysis: Definition, types of test, use in product evaluation.	9
Practical	• Advance Diploma Courses may be arranged for the students for Food Preservation and Bakery and Confectionery. • Visits to food processing units such as Dairy, Cold Storage Plant and Preservation Centres. • Prepare resource file.	15

22.9.22



Suggested Readings:

- Cherley H (1982). Food Science (2nd edition), John Wiley & Sons, New York.
- Gopalan C.(eds.) (1993) Recent Trends in Nutrition, Oxford University Press
- International Child Health: A Digest of Current Information.
- Jallinek G(1985). Sensory Evaluation of Food Theory and Practice, Ellis Harwood Chicester
- Jelliffe DE and Jelliffe EFP (1989).Community Nutritional Assessment, Oxford University Press.

Dr. R. M. Lohia



DR. RAM MANOHAR LOHIA AVADH UNIVERSITY, AYODHYA
डॉ० राम मनोहर लोहिया अवध विश्वविद्यालय, अयोध्या।

Course Outlines

M.A./M.Sc. I Year (Semester I) Home Science

Paper 7: Practical (Related to core paper) A130707P

Programme/class- M.A./M.Sc.	Year : I	Semester: I
Subject- Home Science		
Course Code –A130707P	Course Title – Practical (Related to core papers)	
Course outcomes: <ul style="list-style-type: none">To learn laboratory based and scientific techniques and demonstrate the basics of knowledge relating to nutrients loss during food processing.		
Credits- 5	Course Type- Practical –Second Elective (Related to core papers)	
Max. Marks- 100(50+50)		

Signature



DR. RAM MANOHAR LOHIA AVADH UNIVERSITY, AYODHYA

डॉ० राम मनोहर लोहिया अवध विश्वविद्यालय, अयोध्या।

Course Outlines

M.A./M.Sc. I Year (Semester I) Home Science

Paper 8 -Practical (Related to core paper) A130708P (Subject Elective)

Programme/class- M.A./M.Sc.	Year : I	Semester: I
Subject- Home Science		
Course Code –A130708P	Course Title – Practical (Related to core papers Assignment/project work)	
Course outcomes: <ul style="list-style-type: none">• To learn assignment/project work writing with technique tools from any one core paper		
Credits- 5	Course Type–Subject Elective (Select any one)	
Max. Marks- 100(50+50)		

Handwritten signature



DR. RAM MANOHAR LOHIA AVADH UNIVERSITY, AYODHYA
डॉ० राम मनोहर लोहिया अवध विश्वविद्यालय, अयोध्या।

Semester II (Year I)

Handwritten signature



Course Outlines

M.A./M.Sc. I Year (Semester II) Home Science

Paper 9: Early Childhood Care and Education- A130801T

Programme/class- M.A./M.Sc.		Year : I	Semester: II
Subject- Home Science			
Course Code –A130801T		Course Title – Early Childhood Care and Education	
Course outcomes-			
<ul style="list-style-type: none">• To realize the importance of early years• Enabling students to understand the basic needs of ECCE.• To understand thoughts of various thinkers of ECCE• To provide an understanding of origination which works for ECCE			
Credits-5		Course Type- Core Course	
Max. Marks- 100(25+75)			
Total No. of Lectures=60			
Unit	Topics		No. of Lectures Total =60
I	ECCE: Concepts, objectives, need, scope and significance. <ul style="list-style-type: none">• Types of Pre-school: Play Centers, Day Care, Montessori, Kindegarten, Balwadi, Aganwadi.• ECCE IN THE National policy on Education		9
II	Contribution of the thinkers in ECCE: <ul style="list-style-type: none">• Pestalozzi, Rousseau.• Forbel, John Dewey,• Maria Montessori,• M.K.Gandhi and• Rabindra Nath Tagore.		9
III	ECCE: in India: <ul style="list-style-type: none">* Pre Independence period, Post Independence- Kothari Commission,* Contribution of Five Year plans to ECCE,		9

Signature



	* Yash Pal Committee	
IV	Contribution of the mentioned agencies/ programmes to ECCE in India: <ul style="list-style-type: none">• ICCW, IAPPE, NCERT, ICDS, UNICEF, NCTE• Mobile Creche Etc.	9
V	Pre- School Centers: <ul style="list-style-type: none">• Concept,• Administrative setup• Functions and Organization.	9
Practical	<ul style="list-style-type: none">• Visit to Early Childhood Care and Education Centres, recording information and observation and writing report.• Planning ECCE programmes including infra-structural facilities and budget proposals.• Conducting interaction programmes with teachers and parents.• Developing literature for parents preparing & using visual• Aids.	15

Suggested Readings-

- Grewal J.S.,1998. Early Childhood Education- Foudation & practices, Harprasad Bhargava Edu. Publishers, Agra.
- Mohanty & Mohanty, 1994. Early Childhood Care and Education, Deep & Deep Pub., New Delhi.
- Muralidharn R & Banerji V 1991: A Guide for Nursery School Teacher. NCERT, New Delhi.
- Singh B, 1997. Pre- School Education, APH Publishing Corp., New Delhi.

[Signature]
22-9-22



Course Outlines

M.A./M.Sc. I Year (Semester II) Home Science

Paper 10: Statistics and Computer Application- A130802T

Programme/class- M.A./M.Sc.		Year : I	Semester: II
Subject- Home Science			
Course Code : A130802T		Course Title – Statistics and Computer Application	
Course outcomes: <ul style="list-style-type: none">• To understand the basics of statistics with relation of material and techniques• Enable students to understand the basic needs of computer application• To understand the various methods and techniques use in statistics• To understand the significance of statistics and computer application in Science			
Credits:5		Course Type- Core Course	
Max. Marks: 100(25+75)			
Total No. of Lectures=60			
Unit	Topics		No. of Lectures Total =60
I	Classification & tabulation of Data: <ul style="list-style-type: none">• Meaning, objective and types of classification,• Formation of discrete and continuous frequency distribution, tabulation of data, parts of a table, General Rule of tabulation,• Types of tables,• Diagrammatical and graphical presentation of Data: significance, types and limitation of different types of diagrams and graphs used for presentation of data.		9

Sp. 9.18



II	Measure of Central tendency: <ul style="list-style-type: none">Mean, Median, Mode and their uses with examples and their advantages and disadvantages,	9
III	Measure of Dispersion: <ul style="list-style-type: none">Significance and methods used in studying dispersion(range, Quartile deviation, mean deviation and standard deviations) with their uses advantages and disadvantages.	9
IV	Test Of Relationship; <ul style="list-style-type: none">Meaning, types and methods used to study correlation (simple Co- efficient of correlation, rand correlation, co- efficient of concurrent deviation and other methods) regression along with their uses, advantages & disadvantages. Testing of Hypothesis; Meaning; Basic concept concerning Testing of hypothesis, procedure for testing hypothesis, Errors in testing hypothesis.	9
V	Parametric and Non- parametric tests: <ul style="list-style-type: none">Uses of chi square test, student't' test, and 'z' test in testing hypothesis. Interpretation & Report writing; meaning, technique of interpretation, significance, steps followed, layout of report writing,Types of report and techniques of writing a report, The computer system, important characteristics and application in Research.	9
Practical	<ul style="list-style-type: none">Prepare resource fileClassification and tabulation of dataMeasures of central tendencyMeasure of Dispersion	15

[Signature]



Suggested Readings:

- An Introduction to Statistical Methods- C.B. Gupta & V. Gupta- Vikas Publishing House PVT Ltd.
- Experimental Design in Psychological Research- Edwards
- Methodology and Techniques of Social Research-P.L. Bandarkar & T.S. Wilkisonson- Himalaya Publishing House- Mumbai.
- Research Methodology, Methods and Techniques- C.R. Kothari Wiley Eastern Limited-New Dehli
- Statistical Methods –S.P.Gupta, Sultan Chand & Sons Publisher- New Delhi.
- Statistics in Psychology & Education- henry, E. Garrett, David Heley and Co.
- The Quality of life: Valuation in social Research-R. Mukherjee- Sage publications, new Delhi.

Ray



Course Outlines

M.A./M.Sc. I Year (Semester II) Home Science

Paper 11: Methods and Techniques of assessment in human development- A130803T

Programme/class- M.A./M.Sc.		Year – I	Semester-II
Subject- Home Science			
Course Code –A130803T		Course Title – Methods and Techniques of assessment in human development	
Course outcomes- <ul style="list-style-type: none">• To understand various techniques for studying Human Development.• To make the students aware about scientific method of analyzing Human Development.			
Credits: 5		Course Type- Core Course	
Max. Marks: 100(25+75)			
Total No. of Lectures-60			
Unit	Topics	No. of Lectures Total =60	
I	Assessment- <ul style="list-style-type: none">• Definition and function of assessment,• Assessment techniques, Approaches to assessment,• Concept of measurement,• Techniques of measurement,• Relative efficacy of assessment tools and measuring different aspect development.	9	
II	Assessment scales- <ul style="list-style-type: none">• Neonatal scales, infant and toddler assessment scales,• Infant- toddler scales,• Early childhood assessment-types,• Administration of cognitive test for children.	9	

898



III	Administration of personality test for children- <ul style="list-style-type: none">• New trends in assessment of human behavior,• Current challenges in assessment of human behavior,• Ethical issue in the assessment of human development	9
IV	Scientific method- <ul style="list-style-type: none">• Importance, Criteria- reliability, validity, control, Types and test for reliability and validity,• Item analysis- Importance and types, Item analysis procedures.	9
V	Principles of developing a test/ scale. Standardization procedures. <ul style="list-style-type: none">• Types of scales- nominal scales- construction rules, Ordinal scales- construction rules, Interval scales, Ration scales- construction rules.	9
Practical	<ul style="list-style-type: none">• Development of test/ scales for assessment.	15

Suggested Readings-

- James Goodwin, 2002 "Research in Psychology". Methods and design. 3rd edition, John Wiley & Sons, Inc. U.S.A.
- L. R. Gay. Geoffrey, E. Mills and Peter Airasian, 2000, "Educational research" Competencies for Analysis and applications, 8th Edition, Pearson, Merrill Prentice Hall, New Jersey.
- Pestonjee D.M. 2003. ' "Third hand book of psychological and social instruments." Vol. I, Concept Publishing Company, New Delhi.
- Robert M. Kaplan, Dennis P. Saccuzzo, 2005 "Psychological Testing" Principles, Applications and issues, Wodsworth U.S.A.

8/2/11



Course Outlines

M.A./M.Sc. I Year (Semester II) Home Science

Paper 12: Women Studies A130804T (Third Elective)

Programme/class- M.A./M.Sc.	Year – I	Semester-II
Subject- Home Science		
Course Code –A130804T		Course Title – Women Studies
Course outcomes:- <ul style="list-style-type: none">• To be familiar with the common problems faces by women.• To get exposure of the schemes to combat nutritional problems.• To be aware of the health hazards related to food and water• To know about women welfare programmes in india.		
Credits: 5		Course Type- Third Elective
Max. Marks: 100(25+75)		
Total No. of Lectures=60		
Unit	Topics	No. of Lectures Total =60
I	Women's Studies: <ul style="list-style-type: none">• Meaning, significance and growth of women's studies in India,• Women's role & status in the society, the changing position of Indian women,• The women's movement in India, feminist theories,• Women empowerment.	9
II	Women's situational& development: <ul style="list-style-type: none">• Women & education,• Women & employment,• Women & health,	9

Ray



	<ul style="list-style-type: none">• Women in agriculture,• Women in Industry,• Women in Politics,• Women's personal laws.	
III	Life Cycle Approach to Women's Health- <ul style="list-style-type: none">• Health status of women in India,• Factors influencing health and Nutritional status.• Maternal and Child Health (MCH) to Reproductive and Child health approaches.• Issues of declining Child Sex Ratio, Widowhood and old age.	9
IV	Women welfare Programmes: <ul style="list-style-type: none">• Women welfare programme in urban & rural areas,• Policies & programmes of social welfare floated at the center & state level, for the advancement of the Condition of women in India.	9
V	Women welfare organizations, <ul style="list-style-type: none">• Co-ordination of agencies of women welfare programmes.• Women empowerment.• Development of women entrepreneurships.	9
Practical	<ul style="list-style-type: none">• Study of women's status in a community• Identification of women's problems in a community• Preparation of an album on women's issues.• Visit to Women Welfare Organizations.	15
Suggested Readings- <ul style="list-style-type: none">• Abou Zahr, C., and E. Royston 1991. Maternal Mortality: A Global Fact book. Geneva, Switzerland: World Health Organization.		

Signature



- Anish worth,M., and I. Semali 1998,.The impact of adult deaths on the nutritional status of children. 9 in Coping with AIDS: The Economic Impact of Adult Mortality on the African Household. Washington, D.C.: World Band.
- Arrowsmith, S.,E,C: Hamlin, and L.L. Wall1996. Obstructed labor injury complex: Obstetric fistula formation and the multifaceted morbidity of maternal birth trauma in the developing world. Obstetric and Gynecological Survey 51(9):568-574.[PbMed]
- Desai N & Krishna M. 1998. Women and Society in India. Ajanta publication.
- Krishnaraj M.(Ed).1986. Women studies in India. Popular Prashan.
- Patil Ak. 1995. Women and Development. Ashish Publication.
- Poonacha V. 1999. Understanding women studies. SNTD Women's University. Mumbai.

Prof



DR. RAM MANOHAR LOHIA AVADH UNIVERSITY, AYODHYA
डॉ० राम मनोहर लोहिया अवध विश्वविद्यालय, अयोध्या।

Course Outlines

M.A./M.Sc. I Year (Semester II) Home Science

Paper 13 Fabric Ornamentation A130805T (Generic Elective)

Programme/class- M.A./M.Sc.		Year : I	Semester: II
Subject- Home Science			
Course Code –A130805T		Course Title – Fabric Ornamentation	
Course outcomes: <ul style="list-style-type: none">• To understand the basics of textile with relation of material and techniques• To understand students about different types of embroidery• Enable students to understand different printing styles			
Credits-5		Course Type- Generic Elective (Select any one)	
Max. Marks: 100(25+75)			
Total No. of Lectures=60			
Unit	Topics		No. of Lectures Total =60
I	Dyeing: <ul style="list-style-type: none">• Tie and Dye and Batik;• Dyeing with natural dyes, us of pigments;• Dyeing auxiliaries and their use;• Dyeing defects and their remedies.		9
II	Printing: <ul style="list-style-type: none">• Printing methods- lock, stencil, screen, roller, rotary; Printing auxiliaries, their use and importance;• Printing styles- direct, resist, discharge, photographic, transfer, flock printing;• After treatment of printed goods.		9

8091
22.9.22



III	Embroidery: <ul style="list-style-type: none">• General embroidery techniques;• Hand embroidery- knowledge of hand embroidery stitches;	9
IV	Traditional Indian embroidery- <ul style="list-style-type: none">• Chikankari,• Kasuti,• Phulkari,• Kashida,• Kantha,• Kutch, and Kathiawar.	9
V	Applique Work and Quilting: <ul style="list-style-type: none">• Applique Work- basics, hand appliqué; Machined appliqué, bias tape appliqué, reverse appliqué techniques;• Quilting- /the art, quilting tools, designs; basic quilting technique.	9
Practical	a. Sample preparation- Tie-n-Dye, Batik, and Printing. b. Sample preparation- Embroideries c. Article- Applique work/Quilting	15

Suggested Readings:

- Big Book of Needle Craft Odhamas Publications.
- Creative Embroidery Designs Ondorisha Publications.
- M.L. Gulrajani and Deepti Gupta (1990) Natural Dyes and their application to textiles. Ed. IIT, Delhi Publications
- Needle Craft Reader's Digest.
- R.S. Prayag Technology of textile printing. Noyes Data Corp.
- V.A. Shenai Technology of printing- technology of textile processing. Vol. iv. Sevak Prakashan
- V.A. Shenai. Chemistry of dyes and principles of dyeing Sevak Prasashan, Mumbai.

Sevak



DR. RAM MANOHAR LOHIA AVADH UNIVERSITY, AYODHYA
डॉ० राम मनोहर लोहिया अवध विश्वविद्यालय, अयोध्या।

Course Outlines

M.A./M.Sc. I Year (Semester II) Home Science

Paper 14 Garbh Sanskar A130806T

Programme/class- M.A./M.Sc.	Year : I	Semester: II
Subject- Home Science		
Course Code –A130806T	Course Title – Garbh Sanskar	
Course outcomes:		
<ul style="list-style-type: none">• To understand the role of prenatal care.• To aware students about all stages of pregnancy and health issues.• To understand the basics of Sanskar.• Tenable students to understand the role of yoga and exercise during delivery		
Credits:0	Course Type- Value Added Course(Non - Credited)	
Max. Marks: 100(25+75)		
Total No. of Lectures=60		
Unit	Topics	No. of Lectures Total =60
I	Prenatal Development: <ul style="list-style-type: none">• Meaning of prenatal Development, concept of conception, Process of conception• Early sign of pregnancy, symptoms of pregnancy, physiological changes during pregnancy, complication during pregnancy.	9

Signature



II	Sanskar: <ul style="list-style-type: none">• Scientific explanation of Garbh Sanskar,• Different therapies in Grabh Sanskar,• Garbh Samvaad,• Fetal Communication to keep piece rapidly growing fetal brain mother establishes conversation with child in uterus by various means- Music, Storytelling, Thought transfer, swadhyay Meditation.	9
III	Care of pregnant women: <ul style="list-style-type: none">• Birth process,• Maternal care.• Nutrition during pregnancy.• Dress during pregnancy.	9
IV	Care of the mother after delivery: <ul style="list-style-type: none">• Ideal practices for the new mother.• Role of health practitioner.• Prenatal influences on fetus: family environment, social environment, maternal nutrition, age of mother.	9
V	Some essential activities during pregnancy. <ul style="list-style-type: none">• Yoga: Meaning and definition of yoga,• Role and importance of yoga as a Garbh Sanskar.• Role of Ayurveda therapy during Pregnancy.	9
Practical	<ul style="list-style-type: none">• Presentation and seminars on special topics• Preparation of Teaching Aids- Chart-Poster, Leaflet Pamphlet, Booklet, Flipchart etc.	15

22.9.22



Suggested Readings:

- Brijesh Shukl, Karm Kaumudi, nag Publisher, new Delhi.
- Guyton, A.C.(1985): Function of the Human Body.
- Gopalan. C. and Kaur S.(1989): Women and Nutrition in India, Nutrition Foundation in India.
- P.C. Mishra, Aj ka Vikasatamk Manovigyan, Sahitya Prakashan, Agra.

29/8



DR. RAM MANOHAR LOHIA AVADH UNIVERSITY, AYODHYA

डॉ० राम मनोहर लोहिया अवध विश्वविद्यालय, अयोध्या।

Course Outlines

M.A./M.Sc. I Year (Semester II) Home Science

Paper 15: Practical (Related to core papers) A130807P (Fourth Elective)

Programme/class- M.A./M.Sc.	Year : I	Semester: II
Subject- Home Science		
Course Code –A130807P	Course Title – Practical (Related to core papers)	
Course outcomes- <ul style="list-style-type: none">• To learn laboratory based and scientific techniques and demonstrate tools and techniques of assessment of Human Development.• To learn fabric ornamentation.		
Credits: 5	Course Type- Practical (Related to core papers) Fourth Elective	
Max. Marks- 100(50+50)		

Signature



DR. RAM MANOHAR LOHIA AVADH UNIVERSITY, AYODHYA

डॉ० राम मनोहर लोहिया अवध विश्वविद्यालय, अयोध्या।

Course Outlines

M.A./M.Sc. I Year (Semester I) Home Science

Paper 16 -Practical (Related to core papers) A130808P (Subject Elective)

Programme/class- M.A./M.Sc.	Year : I	Semester: I
Subject- Home Science		
Course Code –A130808P	Course Title – Practical (Related to core papers Assignment/project work)	
Course outcomes: <ul style="list-style-type: none">• To learn assignment/project work writing with technique tools from any one core paper		
Credits- 5	Course Type–Subject Elective (Select any one) Practical (Related to core papers Assignment/project work)	
Max. Marks- 100(50+50)		

gail



DR. RAM MANOHAR LOHIA AVADH UNIVERSITY, AYODHYA
डॉ० राम मनोहर लोहिया अवध विश्वविद्यालय, अयोध्या।

Semester-III (Year-II)

Signature



Course Outlines

M.A./M.Sc. II Year (Semester III) Home Science

Paper 17: Research Methodology- A130901T

Programme/class- M.A./M.Sc.	Year : II	Semester: III
Subject- Home Science		
Course Code : A130901T	Course Title – Research Methodology	
Course outcomes:		
<ul style="list-style-type: none">• Understanding the nature of problem to be studied and identifying related area of knowledge.• Understanding meaning and concept of social science research and specifically areas of research in Home Science.• Understanding various steps of research(data collection, data analysis, interpretation and report writing.		
Credits: 5	Course Type- Core Course	
Max. Marks: 100(25+75)		
Total No. of Lectures=60		
Unit	Topics	No. of Lectures Total =60
I	Social Research: <ul style="list-style-type: none">• Concept, Nature, Scope, Types of Researches in Home Science.• Formulation and Selection of the Research Problems• Participatory Research	7
II	<ul style="list-style-type: none">• Hypothesis:• Concept, Types and Significance Research Design:	8

Signature



	<ul style="list-style-type: none">• Concept, Types and Significance Sampling: <ul style="list-style-type: none">• Concept, Types and Significance	
III	Sources of Data Collection: <ul style="list-style-type: none">• Primary and Secondary, Field and Documentary. Tools of Data Collection: <ul style="list-style-type: none">• Interview guide, Interview schedule, observation and Questionnaire. Methods of data Collection: <ul style="list-style-type: none">• Interview, Questionnaire, Observation,, Case Study and Projective techniques.	12
IV	Measurement and Scaling Processing of Data	9
V	Analysis and Interpretation of Data Report writing	9
Practical	EXERCISES WITH STUDENTS TO EXPLORE PROCESS OF RESEARCH <ol style="list-style-type: none">1. Selection of a research problem2. Review of Literature3. Developing Hypotheses and Objectives4. Constructing measurement tools5. Selection of sample6. Data collection7. Analysis of data8. Report writing9. Class presentation	15
Suggested Readings: <ul style="list-style-type: none">• Bajpai SR. 1996. Methods of social Survey and Research. Kitab Ghar.		

Signature



- Best W.1983. Research in education.4th Ed. Prentice Hall of India.
- Carter Good V. 1966. Essential of Education Research. Appleton Century.
- Gupta, S.P., Statistical Methods, Sultan Chand and Sons, New Delhi, 1994.
- Gay LR. Educational Research Competencies for Analysis and Application.
- Jain, gopal Lal, research Methodology, methods, Tools and Techniques, Mangal Deep Publications Jaipur, 1998.
- Kothari, C.R.: An Introduction to Operational Research, Vikas Publishing House Pvt. Ltd, new Delhi, 1994.
- Kerlinger F. 1973. Foundation of Behavioural Research. Rinehart Winston.
- Kaul Lokesh 1984. Methodology of Education Research. Vikas Publ.
- Profits, Educational Division, Meredith Corp.
- Wisniekwski, Mik, Quantitative Methods for Decision Makers, Mcmillan India Ltd., New Delhi, 1986.

Suggested Continuous Evaluation Methods:

- Test with multiple choice questions/ short and long answer questions
- Theoretical classes followed with practical exercises on same content for assessing understanding and applied learning of students.

Gay



Course Outlines

M.A./M.Sc. II Year (Semester III) Home Science

Paper 18 Extension and Communication concepts in community development

A130902T

Programme/class- M.A./M.Sc.	Year : II	Semester: III
Subject : Home Science		
Course Code : A130902T	Course Title – Extension and Communication concepts in community development	
Course outcomes: To be aware of the approaches to development. To understand the existing support structure for development efforts. To understand the process of communication in development work.		
Credits: 5	Course Type- Core course	
Max. Marks- 100(25+75)		
Total No. of Lectures=60		
Unit	Topics	No. of Lectures Total =60
I	Community: <ul style="list-style-type: none">• Definition, concept and characteristics of a community;• Structure and organization of different types of communities: tribal, rural and urban.	7
II	Social groups and Organizations: <ul style="list-style-type: none">• Concept, types, characteristics of different social groups, interests, attitudes and motivations for affiliation.	8

Gay



	Community Leadership: <ul style="list-style-type: none">• Concept, leadership theories; patterns and characteristics of leadership in different communities;• Role of leadership in community development.	
III	Extension: <ul style="list-style-type: none">• Meaning, changing concept of extension, philosophy, objectives, principles, functions , components of extension. Extension systems: <ul style="list-style-type: none">• Outline of National Extension Systems in India: Community Development Programme, ICAR Extension System; State Agricultural Universities; KVK;• Role of State Governments in Extension Programmes related to Community Health and other policies, /central Social Welfare Board,• Panchayati Raj System.	12
IV	Extension Teaching: <ul style="list-style-type: none">• Methods and Process; Steps in extension teaching methods; Teaching Aids: types, characteristics and functions;• Role of Media in the Process of Learning;• Cone of Learning.	9
V	Development Communication: <ul style="list-style-type: none">• Definition, Nature, Role and Significance of Development• Communication; Interrelation between Development and Development Communication; Models of Development Communication.	9

22.9.22



Practical	<ul style="list-style-type: none">• Preparation of Teaching Aids: Charts, Posters, Flash Cards and Literature• Visit to nearby slum areas and other places• Preparation of reports based on survey	15
Suggested Readings: <ul style="list-style-type: none">• Communication for Development in Third World Theory and Practices (1990). Sage Publication, New Delhi.• Chaubey BK(1990)A Handbook of Education Extension, jyoj Publication, Allahabad.• Extension Education in Community(1961) Ministry of Food and Agriculture, Government of India, New Delhi• Extension Programme planning Oxford and IBH Publishing Company Pvt. Ltd. New Delhi.• Singh, R.R. (1987) Text Book of Extension Sahitya Kala Prakashan, Ludhiana		
Suggested Continuous Evaluation Methods: <ul style="list-style-type: none">• Test with multiple choice Questions/ short and long answer Questions• Theoretical classes followed with practical exercises on same content for assessing understanding and applied learning of students.• Departmental discussions and seminars.		

Handwritten signature



Course Outlines

M.A./M.Sc. II Year (Semester IV) Home Science

Paper 19: Gender in Extension and Development- A130903T

Programme/class- M.A./M.Sc.	Year: II	Semester-III
Subject- Home Science		
Course Code: A130903T	Course Title : Gender in Extension and Development	
Course outcomes:		
<ul style="list-style-type: none">• To understand the concept, need relevance and dimensions of gender empowerment.• To get sensitized to gender disparities and problems of women.• To understand the efforts at different levels for empowering women.		
Credits:5	Course Type- (Core Course)	
Max. Marks- 100(25+75)		
Total No. of Lectures=60		
Unit	Topics	No. of Lectures Total =60
I	Gender and Development : Concept of gender, gender roles, changing trends, gender analysis martrix, shift from welfare to development and empowerment, gender in development, gender and development, national and international efforts for gender empowerment.	7
II	Status of women: Status meaning, status of women-a situational analysis, demographic, education, employment, political and health (general occupational and reproductive), Changing scenario.	8
III	Violence Against Women: Dowry, divorce, female feticide and infanticide, domestic violence, sexual harassment and exploitation, portrayal of women in mass media, Efforts for elimination of all forms of discrimination.	12

Handwritten signature



IV	<ul style="list-style-type: none">• Policies and Programmes for Women's Development: National Policy for Empowerment of women, policy perspectives, mainstreaming a gender perspective in the development process, Economic empowerment poverty eradication micro credit, self helps groups, women and agriculture , women and industry and support services, social empowerment, education, health, nutrition drinking water and sanitation, housing and shelter, environment, legal empowerment, legal literacy on personal and family laws, role of family court and legal aid centers, Political empowerment: role of Panchayati raj in the Political empowerment of women.	9
V	<ul style="list-style-type: none">• Support System: Role and functions of the Department of women and child Development, Central social welfare Board state Social Welfare Boards National Commission for women, Women's Development Corporation.	9
Practical	<ul style="list-style-type: none">• Presentation and seminars on special topics• Study of women's status in a community• Identification of women's problems in a community• Preparation of an album on women's issues.• Visit to women welfare Organizations.	15

Suggested Readings:

- Choudhary, D. Paul-Child welfare and Development.
- Desai, N and Pate, V., Indian Women: Change and Challenge in the International Decade.
- Singh, Surendra and Srivastavam S.P. Gender Equality through Wopmen's Empowerment.
- Strategies and Approaches
Kant, Anjani- Women and the Law.

Suggested Continuous Evaluation Methods:

- Test with multiple choice questions/ short and long answer questions
- Theoretical classes followed with practical exercises on same content for assessing understanding and applied learning of students.

Ray



DR. RAM MANOHAR LOHIA AVADH UNIVERSITY, AYODHYA
डॉ० राम मनोहर लोहिया अवध विश्वविद्यालय, अयोध्या।

Course Outlines
M.A./M.Sc. II Year (Semester III) Home Science
Paper 20: Guidance and Counseling –Children with Special Needs
A130904T (Fifth Elective)

Programme/class- M.A./M.Sc.	Year : II	Semester: III
Subject- Home Science		
Course Code : A130904T		Course Title – Guidance and Counseling Children with Special Needs
Course outcomes: <ul style="list-style-type: none">• To understand meaning and concept of counseling and guidance.• To understand various approaches of counseling.• To understand the scope and importance of counseling in present scenario.		
Credits:5		Course Type- Fifth Elective
Max. Marks: 100(25+75)		
Total No. of Lectures=60		
Unit	Topics	No. of Lectures Total =60
I	Introduction to guidance and counseling. <ul style="list-style-type: none">• Concept, aims• Needs and Scope of guidance and counseling• Basic Principles of guidance and counseling	7
II	Types of guidance: <ul style="list-style-type: none">• Educational, vocational and personal, marriage and family, leisure time• Areas of guidance and counseling and Counseling techniques	8

Spicy



	Types of counseling- <ul style="list-style-type: none">• Specialized counseling, crises counseling, facilitative counseling and preventive counseling.	
III	Competencies and role of a guidance and counseling professionals. <ul style="list-style-type: none">• Limitations of a counselor, Modes and methods of Counseling• Essentials for conducting guidance and counseling; understanding the process of guidance and counseling, Guidelines for setting up Child Guidance and Counseling unit.	12
IV	Psycho therapies, Cognitive therapy, Affective therapy, behavior therapy, Rational Emotive therapy, Transactional analysis, Gestalt therapy.	9
V	<ul style="list-style-type: none">• Knowledge and skills to handle assessment tools,• Knowledge and skills-continued. Effective communication and documentation skills, networking with allied professionals and institutions.• Status of guidance services in education at state and center level and ethical Issues in counseling	9
Practical	<ul style="list-style-type: none">• Administration of any five psychological tests/ scales available in department laboratory and understanding its use in counseling.	15

Suggested Readings:

- Counseling and Guidance, S. Narayan Rao Tata McGraw Hill Publishing Company Limited,
- Counseling skills Training-P. Burnard, Viva Books, New Delhi
- Counseling: the Skills of finding solutions to Problems, R. Manthei, Routledge, London.

Handwritten signature



- Encyclopedia of Guidance & counseling- Mittal Publications, new Delhi.
- Educational & Vocational Guidance- R.Singh, Common Wealth Publishers, new Delhi.
- Guidance & Counseling- I. Madhukar, Authe press Global Network.
- Guidance & educational Educational Coounseling –I.Madhukar, Authe pres Global Network.
- Individual Counseling: Therapy & practice, D. Nicolson &H. Ayers, David Fulton, London.
- Principles of Guidance & Counseling- M. Asche Sarup & sons, New Delhi.
- Sharma. R.N & Sharma.,2004, "*Guidance and Counselling in India*", Atlantic publishers and distributors, New Delhi.

Suggested Continuous Evaluation Methods-

- Test with multiple choice Questions/short and long answer Questions
- Theoretical classes followed with practical exercises on same content for assessing understanding and applied learning of students.
- Departmental discussions and seminars.

Signature



Course Outlines

M.A./M.Sc. II Year (Semester III) Home Science

Paper 21: Gerontology Adolescents & Youth A130905T (Subject Elective)

Programme/Class- M.A./M.Sc.		Year : II	Semester: III
Subject- Home Science			
Course Code: A130905T		Course Title – Gerontology Adolescents & Youth	
Course outcomes: *To understand meaning and Scope of gerontology. *To understand elderly problems and requirements. *To gain knowledge about health issues and nutritional requirement and Modification for elderly. • To understand transition in adolescence. • To understand development (Physical, social, Emotional etc) in adolescence. • To understand challenges faced by adolescence and role of parent, teachers and society in supporting them in present circumstances. To understand personality and identity development in adolescence			
Credits:5		Course Type- (Subject Elective) Select any one	
Max. Marks- 100(25+75)			
Total No. of Lectures=60			
Unit	Topics	No. of Lectures Total =60	
I	Gerontology: • Emergence & Scope of gerontology & elderly care, deographic trends in India, concept of ageing & problems: • Biological, Physiological, social & economic aspects (social, economic, single & retire status)	9	

Handwritten signature



	<ul style="list-style-type: none">• Security, occupational aspects & spiritual aspects,• Nutritional requirements of the aged & dietary management nutritional problems in old age.• Age of transition, social attitudes & expectations towards adolescents, effects of transition to adulthood, meaning &• age of puberty, causes of puberty, significance and effect of body transformation on behavior,	
II	The aged in the family context: <ul style="list-style-type: none">• Adjustment Patter, family pattern in later life, changing roles and the ageing family, conjugal elations in old age and adjustment, retirement years and adjustments, marital adjustments,• Intergenerational family relations & adjustment, Widowhood/ single hood, alternative life style in old age.• Meaning of social acceptance, factor influencing social acceptance, effects of social acceptance on attitudes & behaviour, effects of group status, meaning of heightened emotionality, common emotion pattern, effect of the emotion on adolescent adjustment, emotional control.	9
III	Development of aspiration & achievement: <ul style="list-style-type: none">• Meaning of aspiration how aspiration how aspirations, how aspirations develop, variations in aspirations, the achievement syndromes (success & failure).• Educational & Vocational achievements, social mobility & achievement.	9

Signature



IV	Personality development & family relationship: <ul style="list-style-type: none">• Meaning of improvement of personality, obstacles, factors influencing self- concept (acceptance & rejection) level of adjustment & happiness.• Effect of family relationship, on home climate, conditions affecting family relationship common recreational interest & activities.• Effect of family relationship, on home climate, conditions affecting family relationship, common recreational interest & activities	9
V	Elderly Nutrition <ul style="list-style-type: none">• Physiological changes in elderly. Types of malnutrition in elderly <ul style="list-style-type: none">• Nutritional problem of elderly people• Recommended dietary allowances for elderly• Educational & Vocational achievements, Social mobility & achievement	9
Practical	<ul style="list-style-type: none">• Interviewing elderly about their problems and issues.• Visit of Centers and Institutions for elderly and recording information and observation.• Writing Reports.• Meal planning for elderly.	15

Suggested Readings:

- Atchley Robert. C.(2001). Continuity and adaptation in aging: Creating positive experiences.
- Baars et al.(2006). Aging globalization and inequality. The new critical gerontology.
- Broderic.P.C(2003). The life span, Human Development for helping professionals.
- Oray. M.G.(1992). Aging health and behavior. Sage publications.
- Kumudini Dandekar(1996). The elderly in India. 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 Bergmann, London Wolfe Publications.

Signature



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 Biew prints. New York
- Ageing in India: Problems and Potentialities: A.B. Bose, & K.D Gangrade Abhinav Publications,

Suggested Continuous Evaluation Methods:

- Test with multiple choice questions/ short and long answer questions
- Theoretical classes followed with practical exercises on same content for assessing understanding and applied learning of students
- Departmental discussions and seminars.



DR. RAM MANOHAR LOHIA AVADH UNIVERSITY, AYODHYA
डॉ० राम मनोहर लोहिया अवध विश्वविद्यालय, अयोध्या।

Course Outlines

M.A./M.Sc. II Year (Semester III) Home Science

Paper 22: Summer Internship A130906P (Sixth Elective)

Programme/class- M.A./M.Sc.	Year : II	Semester: III
Subject- Home Science		
Course Code : A130906P		Course Title – Summer Internship
Course outcomes: <ul style="list-style-type: none">• To Provide opportunities to students to clarify specialized interests related to work and careers.• To provide hands- on experience to students in real- life work settings relevant to their field.• To have students rehearse skills analogous to job search skills: how to identify, enter and participate in already existing work settings relevant to their field or create work opportunities for themselves.• To have students build practical skills and knowledge and learn to apply theoretical knowledge to the field.		
Credits:5		Course Type- Summer Internship (Sixth Elective)
Max. Marks- 100(50+50)		
Total No. of Hrs: 60		
INTERNSHIP PROTOCOL		No. of hours=60

Dr. A. P. Singh



<ul style="list-style-type: none">• Students are required to place themselves as interns and complete an internship of 30 hours in a human Development agency of their choice (subject to approval of the Department Head) such as: counselor trainees with counselors, curriculum developers/ teacher trainers with educational institutions, soft skill trainers with an HR department, research assistants in a research centre, teaching assistant in a college etc.• Students can select from a wide range of educational, research, mental health, and welfare settings. They can choose to work with those from nonclinical populations as well as those from special or vulnerable or clinical populations.• The student's role in the internship agency must be clearly specified and the contribution made in the 30 hours must be in tangible form such as workshops/ sessions conducted, module developed, data collected/analyzed, clients counseled etc,• At the end of the internship, students are required to submit a soft copy and a hardbound report to the college.• The internship has to be concluded at least one month before the commencement of semester- end examination. Students can also take up an entrepreneurial activity (e.g., freelance with schools and conduct relevant workshops with students/teachers/parents) with equal weight age (subject to approval of the Department Head).	60
Suggested Continuous Evaluation Methods: <ul style="list-style-type: none">• Continuous feedback in form of weekly reports of internship should be submitted.• 70 marks for overall report submitted by the student at the time of assessment.• 30 marks for viva voice and presentation of internship outcomes.	

Signature
22-9-22



Course Outlines

M.A./M.Sc. II Year (Semester III) Home Science

Paper 23 Dietetics and therapeutic Nutrition A130907P (Subject Elective)

Programme/class- M.A./M.Sc.	Year – II	Semester-III
Subject- Home Science		
Course Code : A130907P		Course Title : Dietetics and therapeutic Nutrition
Course outcomes-		
Credits:5		Course Type- (Subject Elective) Select any one
Max. Marks- 100(50+50)		
Total No. of Lectures=60		
Unit	Topics	No. of Lectures Total =60
I	Principles of Dietetics: <ul style="list-style-type: none">• Preventive promotive and curative role of dietetics in health and disease.• Principles and importance of Menu planning.	8
II	Nutrition during the life cycle: <ul style="list-style-type: none">• Infancy,• Early Childhood/ preschool age,• School going age,• Adolescence,• Old Age	8

Prof



III	Dietary modification required in the following conditions: <ul style="list-style-type: none">• Overweight and underweight.• Fever and infections.• Lower and upper Gastro- intestinal tract disorders.• Liver and pancreatic disorders.	8
IV	Causes, symptoms and dietary modification required for the following conditions: <ul style="list-style-type: none">• Diabetes• Hypertension• Cardiovascular disorders• Cancer• Nutritional Anemia	12
V	Planning and preparation of normal and therapeutic diets for various physiological and disease conditions.	9
Practical	Menu Planning for various stages of life span.	15

Suggested Readings-

- Srilaxmi B. Dietetics(2014). Seventh edition, New Age International Publisher.
- Anita Singh, Ahar evam poshan vigyan, Star publication, Agra.

Suggested Continuous Evaluation Methods:

- Test with multiple choice Questions/ short and long answer questions
- Theoretical classes followed with practical exercises on same content for assessing understanding and applied learning of students.
- Departmental discussions and seminars.

Signature



DR. RAM MANOHAR LOHIA AVADH UNIVERSITY, AYODHYA
डॉ० राम मनोहर लोहिया अवध विश्वविद्यालय, अयोध्या।

Semester IV (Year II)

Signature



Course Outlines
M.A./M.Sc. II Year (Semester III) Home Science
Paper 24: Community Nutrition A131001T

Programme/class- M.A./M.Sc.	Year – II	Semester-IV
Subject- Home Science		
Course Code : A131001T		Course Title :Community Nutrition
Course outcome- *This course will make student aware regarding various basic concept and Knowledge about community nutrition. <ul style="list-style-type: none">• To provide Information regarding Nutritional assessment.• To enable Students to impart nutrition education among rural and needy people.• To acquaint them knowledge regarding food security and government and international program running in the field of community nutrition.		
Credits:5		Course Type- Core Course
Max. Marks- 100(25+75)		
Total No. of Lectures=60		
Unit	Topics	No. of Lectures Total =60
I	Indirect Nutritional Status <ul style="list-style-type: none">• Vital statistics, indicators and their use:• Health policy Indicators,• Social and economic indicators• Indicators of the provision of health care.• Coverage by primary health care.• Basic health status indicators	8
II	*National Community Nutrition Programmes. * Introduction to national nutrition programmes and	8

Signature



	<p>policies</p> <ul style="list-style-type: none">* Programmes for improving nutritional, status at national level:* Integrated Child Development Services (ICDS).* National Rural Development Programme (NRDP)* National Rural Employment programme (NREP)* Miscellaneous monofocal programmes.	
III	<ul style="list-style-type: none">• Magnitude of nutritional problems in India• Protein energy malnutrition• Anaemia• Vitamin A deficiency,• Iodine deficiency disorder• Over Nutrition and chronic degenerative diseases,	8
IV	<p>Food consumption pattern and PDS</p> <ul style="list-style-type: none">• Food consumption pattern in different parts of India and food availability• Food balance sheets• Public distribution system,• Food Corporation of India.• Food Production in India, major foods and their state wise production.• Food security and poverty	12
V	<p>Nutrition and mother care</p> <ul style="list-style-type: none">• Maternal nutrition and care.• IUGR, Adolescent pregnancy.• Breast-feeding.	9
Practical	Menu Planning for various stages of life span.	15
<p>Suggested Readings-</p> <ul style="list-style-type: none">• Bamji, M.S Rao, NP and reddy V. 1996. Text book of Human Nutrition.• Srilaxmi B. Dietetics (2014). Seventh edition, New Age International Publisher.		

Page



- Anita Singh, Ahar evam poshan vigyan, Star publication, Agra.
- Bendich, A and Deckelbaum, RJ, 1997. Preventive Nutrition. The Comprehensive guide for health professional.

Suggested Continuous Evaluation Methods:

- Test with multiple choice Questions/ short and long answer questions
- Theoretical classes followed with practical exercises on same content for assessing understanding and applied learning of students.
- Departmental discussions and seminars.

Sping



Course Outlines

M.A./M.Sc. II Year (Semester IV) Home Science

Paper 25: Study of Family in Society Parent and Community Education- A131002T

Programme/class- M.A./M.Sc.	Year: II	Semester: IV
Subject- Home Science		
Course Code: A131002T	Course Title – Study of Family in Society Parent and Community Education	
Course outcomes: <ul style="list-style-type: none">• To understand meaning, nature, origin, functions & forms of the family.• To understand marriage system, changing trends & its future.• To understand family contemporary issues & concerns and counseling.• To acquaint the students with the significance and approaches of parent education and develop skills in using various techniques of parent education.		
Credits: 5	Course Type- Core Course	
Max. Marks- 100(25+75)		
Total No. of Lectures=60		
Unit	Topics	No. of Lectures Total =60
I	The family: <ul style="list-style-type: none">• Meaning, nature, origin & forms of the family, function of the family, causes of decay of patriarchal family, features of modern family, instability of modern family, reconstructing the family.• Approaches and theories in family studies (Developmental approach, systematic approach, structural & functional approach)• Need for parent education in India Setting goals for parent education- Issues determining goals- Formulation of broad goals- defining specific goals, Guidelines for setting goals.	7

Handwritten signature



II	Family patterns: <ul style="list-style-type: none">• Traditional extended/joint families: meaning, definitions, characteristics, merits & demerits of different• Type of families,• Disintegration of joint families,• Alternate families single parent, childless female headed, unitary families• Family disintegration causes & remedial measures.• Ginott's Humanistic approach based on Rogerian theory-Basic principles, techniques for educating parents.	8
III	Marriage: <ul style="list-style-type: none">• Concept, definition, types & forms of marriage, mate selection, factors in mate selection, Hindu marriage ceremonies,• Hindu marriage act, marital adjustments, Factor contributing to success & failure in marriage. Changing trends & its future• Group –Mass/Large and mini group; Individual approach: Multimedia approach; Distance home education; Parent education in school and community. Role of teacher as parent educator	12
IV	Contemporary issues & concerns: <ul style="list-style-type: none">• Family violence, battered women, sexual abuse, dowry, divorce, separation& remarriage, marriage & family counseling: Concept, need, counseling process, family welfare programmes.• Parent involvement rationale, concept, advantages; Models of parent involvement.	9
V	<ul style="list-style-type: none">• Legal provisions to meet the challenges related to marriage & family.• Parents of young children; parents of economically and socially disadvantaged children	9



Practical	<ul style="list-style-type: none">• To analyze family contemporary issues & concerns.• To analyze marriage system, changing trends & its future.	15
Suggested Readings: <ul style="list-style-type: none">• An introduction to sociology- Vidya Bhusan & D.R. Sachdeva- Kitab mahal, New Delhi.• Indian Social Problems-Vol I & II G.R. Madan.• Encyclopedia of child & Family Welfare- Anmol Publication, New Delhi.• The Family: A Sociological Interpretation-B.N Adams- Rand & McNully Chicago.• Indian Social System- R. Ahuja- Rawat Jainpur.• Hand book of Family Life Education: The Practice of Family life Education (vol II) H.E Arcus & others Sage Publications, New Delhi.• Family Measurement in India-S. Bharat- Sage Publications, New Delhi.• Family: its Structure & Functions R. Coor- Macmillan, New York.• Women & work in India Society- T.M.Dak.• Marriage & Family in India- Kapadia- Oxford University Press, Calcutta.		
Suggested Continuous Evaluation Methods: <ul style="list-style-type: none">• Test with multiple choice Questions/ short and long answer Questions• Theoretical classes followed with practical exercises on same content for assessing understanding and applied learning of students.		

Signature



Course Outlines

M.A./M.Sc. II Year (Semester IV) Home Science

Paper 26: Methods and Materials for Early Childhood Care and Education/ Advances in Family Studies A131003T (Seventh Elective)

Programme/class- M.A./M.Sc.		Year: II	Semester-IV
Subject- Home Science			
Course Code: A131003T		Course Title : Methods and Materials for Early Childhood Care and Education/Advances in Family Studies	
Course outcomes: <ul style="list-style-type: none">• To study different methods and techniques of understanding Human Development.• To apply the various methods in a practical context• To understand changes and challenges of families in present society.• To understand marriage institution and relationship issues.•			
Credits:5		Course Type- Seventh Elective	
Max. Marks- 100(25+75)			
Total No. of Lectures=60			
Unit	Topics		No. of Lectures Total =60
I	Basic principles and methods of Early Childhood Education. <ul style="list-style-type: none">• Play: Role of Play in development and education in early years; Types of play activities;• Programme Planning for young children:• Principles, goals, objectives, schedule of activities.• Developmental frame work, interactional framework.		7
II	Play activities and materials for physical and motor development: <ul style="list-style-type: none">• Movement and mobility; Gross and fine motor skills; Healthful living; Role of educator• Play activities for social and emotional development and for exploring the environment.		8

Signature



	<ul style="list-style-type: none">• measurement of marital roles and relationship,• Ethnographic approach,• Demographic approach,	
III	<p>Play activities for developing Communication-language skills:</p> <ul style="list-style-type: none">• Importance of communication, promotion of language skills- listening, speaking, reading and writing;• Activities for language development: conversation, pre-reading, writing skills, songs and rhymes, storytelling, riddles.• Fatherhood: Concept, Changing role of parents in parenting, Disorganized and reorganized families, marital distress, psychiatric disorder and family therapy, Alternate family patterns- single parent families, female headed house- holds, dual career families, sibling families etc, Adoptive families	12
IV	<p>Literature for children:</p> <ul style="list-style-type: none">• Need and types; Importance of storytelling and techniques of storytelling. <p>Art and creative activities:</p> <ul style="list-style-type: none">• Significance, Types of art activities; Role of teacher in planning the activity, motivating children; Music.• National policies and programmes for family welfare.	9
V	<p>Activities to promote mathematical concepts in young children:</p> <ul style="list-style-type: none">• Development of mathematical concepts; Principles of teaching mathematical concepts. <p>Activities to promote Science:</p> <ul style="list-style-type: none">• Thinking, observing, inferring, classifying, communicating; Concept formation- differentiation, grouping, labeling; Developing scientific outlook and• Role of teacher in some important science experiences.• School for family therapy, structured, strategic,	9

Signature



	experimental family and integrated family therapy	
Practical	<ul style="list-style-type: none">• Developing and conducting activities to promote the development of the child.• Developing theme based projects for children (eg.- Science concepts and mathematical concepts) and implementing them in pre- school programmes.• Developing educational and play materials for pre-Schoolers using indigenous materials.• Developing picture books/story books and rhymes.• Developing and conducting creative art activities for pre- scholars.• Prepare Resource files for children.	15
Suggested Readings: <ul style="list-style-type: none">• Grewal, J.S., Early Childhood Education Foundation and practice, II Ed., Educational Publishers.• Singh, Bhoodev, Pre-School Education, 1st Ed. APH publishing Corporation.• Mohanty & Mohanty, Early Childhod Care and Education, Deep & Deep Publications Pvt.Ltd.• Swaminathan M. (1998) The first five year; Sage Publications, New Delhi.• Muralidharn R (1991), A Guide to Nursery School Teacher, NCERT, New Delhi.• White. J.M. & David. M.K., 2002, " Family Theories" Second edition, Sage Publications, New Delhi.• Karen Mc. Curdy and Elizabeth D. Jones, 2000, "Suppoting Families" Sage Publications Inc. New Delhi.• Richard J. Gelles, 1995, "Contemporary Families." Sage Publications, New Delhi.• Goode.W. J, 1982, "The Family", edition, Printice Hall of Indian Private Ltd, New Delhi.		
Suggested Continuous Evaluation Methods: <ul style="list-style-type: none">• Test with multiple choice questions/ short and long answer questions• Theoretical classes followed with practical exercises on same content for assessing understanding and applied learning of students.		

[Handwritten signature]



Course Outlines

M.A./M.Sc. II Year (Semester IV) Home Science

Paper 27: Textile Management A131004T (Subject Elective)

Programme/class- M.A./M.Sc.	Year: II	Semester-IV
Subject- Home Science		
Course Code: A131004T	Course Title : Textile Management	
Course outcomes: <ul style="list-style-type: none">• To study different methods and techniques of understanding Textile Development.• To apply the various methods in a practical context• To understand changes and challenges of fabric• To have an insight of current marketing needs in textile industry•		
Credits:5	Course Type- (Subject Elective) Select any one	
Max. Marks- 100(25+75)		
Total No. of Lectures=60		
Unit	Topics	No. of Lectures Total =60
I	Role and importance of Textile and Garments Industry in Indian economy Problems and prospects of textile and garment industry Textile policy under 5 year plans.	7
II	Textile industry management: Management hierarchy, responsibilities, coordination, organization, management aids, factors influencing management organization. Comparative Organization of different textile groups: Organization of senior management, organization of productive functions, Departmental management organization.	8
III	Production Management: Purpose of production planning and control. Methods of production planning and control.	12

Signature



IV	<ul style="list-style-type: none">• Role of Standards in quality control: Framework of control. Organization and techniques of control	9
V	<p>Export procedure and distribution channels used to reach foreign market.</p> <p>Import and export policies of Indian government.</p> <ul style="list-style-type: none">• Recent trends in textiles	9
Practical	<ul style="list-style-type: none">• Presentation and seminars on special topics	15

Suggested Readings:

- Gerry Cooklin- Introduction to clothing manufacture, Black well science
- Harold Carr & Barbara Katham- The Technology of Clothing manufacture, Black well Science.
- A.J. Chuter- Introduction to clothing production, Black well Science.
- Vidya Sagar P.V.- Encyclopedia of textile – textile management, Mittal Publications, New Delhi

Rattan J.B. Modern Textile management, Abhishek Publication, Chandigarh

Suggested Continuous Evaluation Methods:

- Test with multiple choice questions/ short and long answer questions
- Theoretical classes followed with practical exercises on same content for assessing understanding and applied learning of students.

[Signature]



DR. RAM MANOHAR LOHIA AVADH UNIVERSITY, AYODHYA
डॉ० राम मनोहर लोहिया अवध विश्वविद्यालय, अयोध्या।

Course Outlines

M.A./M.Sc. II Year (Semester IV) Home Science

Paper 28: Major Research Project/ Dissertation A131005P

Programme/class- M.A./M.Sc.	Year – II	Semester-IV
Subject- Home Science		
Course Code : A131005P	Course Title : Major Research Project/ Dissertation	
Credits: 10	Course Type: Dissertation (From Elected Discipline)	
Max. Marks- 100(50+50)		
<p>Each student has to carry out the dissertation work immediately after registration in the fourth Semester and submit the final dissertation containing Introduction, Literature review, objectives, Hypothesis, Methodology, Result & discussion summary, conclusion, recommendation references etc for evaluation by one internal & one external examiner in the end of Fourth Semester. The candidate has to submit two copies and a soft copy of the final dissertation to the head/ Incharge of the department. The valuation of dissertation shall be followed by an open Viva voce. In the final dissertation evaluation (4CH), 50% Weightage shall be given to continuous evaluation during the dissertation work, to the evaluation of content and rest 25% to seminar presentation& viva voce by the examiners.</p>		

Signature
22.9.22