

LALIT NARAYAN MITHILA UNIVERSITY KAMESHWARANAGAR, DARBHANGA

1.3.1 List and description of the Courses which address the Gender, Environment and Sustainability, Human Values, and Professional Ethics.

Name of the Program: MA (HOM)

SI. No.	Name of the Course/Paper	Paper/Course Code	Offered to	Issues	Description
1	Advanced Nutrition	CC-01		Advanced Nutrition	 Understand the impact of nutrients on human body. Get an insight into various metabolic pathways. Know the role of hormones in growth, maintenance and regulation of body processes.
2	Child Development	CC-02		Child Development	 Understand the overview of development from prenatal stage to preadolescence stage. 2. To develop an awareness of important aspects of all development stages during this phase.
3	Advanced Study of Human Development	CC-02	VIE I	Human Development	 It gives the knowledge about development from prenatal stage to preadolescence stage. This course also develops an awareness of important aspects of all development stages during this phase.
4	Concept of Home Management	CC-03	1	Home Management	 It imparts the managerial skills for efficient management of available resources. It prepares the students for organizing events.



LALIT NARAYAN MITHILA UNIVERSITY KAMESHWARANAGAR, DARBHANGA

SI. No.	Name of the Course/Paper	Paper/Course Code	Offered to	Issues	Description
					3. 3. It focuses on identifying level of particular work and suggests the ways for simplifying it.
5	Research Methodology & Statistics	CC-04	A CONTRACTOR	Research Methodology	 It develops a scientific approach and knows the processes of research. This course also develops the competence for selecting method and tools appropriate for research topics. It imparts knowledge for understanding concepts of statistical measures of central tendency, dispersion variability and probability.
6	Therapeutic Nutrition	CC-05	2	Therapeutic Nutrition	It creates awareness related to nutrition & its importance in various body conditions.
7	Maternal and Infant Nutrition	CC-06	2	Maternal & Infant Nutrition	 Understand physiological changes during pregnancy and lactation. Get acquainted with growth and developmental changes from conception till birth. Understand the inter-relationship between nutrition and growth and development during a life cycle.
8	Management of Textile Crafts and Apparel Industry	CC-07	2	Textile Craft Management	Assignment and theory collectively develops various fabric decoration and embellishment skills like painting, embroidering, dyeing.



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SI. No.	Name of the Course/Paper	Paper/Course Code	Offered to	Issues	Description
			AN C	11 अह	2. This course also develops entrepreneurial skills for effective marketing of developed products. It educates the learners about different kinds of marketing and merchandising techniques.
		13	H	*	 To develop awareness regarding status of women in India and sensitivity of women's issues and concerns. To enable women to become champions/well equipped in
		11.00	MIC	(11/17/	the changing society.
9	Women's Studies	CC-09	2	Women's Management	3. To empower women in their struggle against inequality and gender bias.
		13		7	To become aware of the comprehensive and balanced understanding social reality.
			1000	Server 1	Acquire necessary knowledge of basic principles and procedures in the production of important food products.
10	Food Processing	CC-10	3	Food Processing	Gain basic knowledge about food processing and technology.
					3. Understand food standard and related laws.



LALIT NARAYAN MITHILA UNIVERSITY KAMESHWARANAGAR, DARBHANGA

SI. No.	Name of the Course/Paper	Paper/Course Code	Offered to	Issues	Description
11	Food Science and Experimental Food	CC-11	3	Food Science	 To acquire knowledge regarding food groups. To gain knowledge regarding cooking methods applied for specific food items.
12	Institutional Food management	CC-12	3	Institutional Food Management	 It provides practical field level experience in food administration. Equip the students to have knowledge about various food service systems. Impart knowledge of quantity cookery and quality control in food administration.
13	Community Nutrition	CC-13	3	Community Nutrition	 After undergoing this course student s are able to assess nutritional status of community and develop necessary intervention plans for them. Students may work as social activists to generate awareness about national and international agencies related to nutrition for improving the health status of the society.

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Srci. Sarpir Kumar Osi) (Viversities) Roj Bhowan, Palta

Sub: Implementation of Choice Based Credit System

Sir,

Lith reference to your letter No. BSU (Legulation)20/2018-1510/GIS(!), alt. 05.06.2018, a onceting of the
fand of expeals in Home Science was held today
(13.06.2018) at 10.30 am to finalise the CBCS burditum
in Home Science.
Le went through the syllabors provided to us. Le
found that the syllabors was in order. However,
two additional sheets added as come pages.

he accommend that it may be placed before the authorised body.

yours sincetely,

Aby See Nes Com

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Dept. & Home Science

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Core Course (CC):

A course which should compulsorily be studied by a candidate as a core requirement on the basis of subject of MA studies and is termed as a Core course.

Elective Course (EC):

Generally a course which can be chosen from a pool of courses (Basket) and which may be very specific or specialized or advanced or supportive to the subject/discipline of study or which provides an extended scope or which enables an exposure to some other subject/discipline/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

Discipline Specific Elective Course (DSE):

Elective courses may be offered by the main discipline/subject of study is referred to as **Discipline Specific Elective**. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

Generic Elective (GE) Course:

An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and *vice versa* and such electives may also be referred to as Generic Elective.

Ability Enhancement Courses (AEC):

The Ability Enhancement Courses (AEC) / Skill Enhancement Courses (SEC). "AEC" courses are the courses based upon the content that leads to life skill enhancement.

Ability Enhancement Compulsory Courses (AECC): (Qualifying and Non-CGPA course):

University will run a number of Ability Enhancement Compulsory Courses (AECC) which is qualifying in nature and student from all faculties have to qualify in all courses.

Dissertation/Project/ Internship/ Industrial Training:

An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher / faculty member is called dissertation/project.

13.06.2018

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Description of papers for MA degree in Home Science (Faculty of Social Sciences) under CBCS

SEMESTER	Course/ Paper Code	Nature of Course/ Paper	Marks	Marks of CIA	Marks of ESE	Passing criterion	Qualifying Criterion
	MHOMCC- 1	Advanced Nutrition	100	30	70	45% in CIA 45% in ESE	Marks decid class/ CGPA
	MHOMCC-2	Advanced Study of Human Development	100	30	70	45% in CIA 45% in ESE	Marks decid
SEMESTER 1	мномсс-з	Concept of Home Management	100	30	70	45% in CIA 45% in ESE	Marks decid
ME	мномсс-4	Research Methodology and Statistics	100	30	70	45% in CIA 45% in ESE	Marks decid class/ CGPA
S	MHOMAECC-1	Environmental Sustainability & Swachcha Bharat Abhiyan Activities	100	50	50	45% in CIA 45% in ESE	Qualifying
	MHOMCC-5 (DSE for other departments)	Therapeutic Nutrition	100	30	70	45% in CIA 45% in ESE	Marks decid class/ CGPA
E ~	MHOMCC-6	Maternal and Infant Nutrition	100	30	70	45% in CIA 45% in ESE	Marks decid class/ CGPA
SEMESTER II	MHOMCC-7	Management of Textile Crafts and Apparel Industry	100	30	70	45% in CIA 45% in ESE	Marks decid class/ CGPA
SEMI	MHOMCC-8	Communication Technology	100	30	70	45% in ClA 45% in ESE	Marks decid class/ CGPA
	MHOMCC-9	Women's Studies	100	30	70	45% in CIA 45% in ESE	Marks decid
	MHOMAEC-I	Computers & IT Skill	100	50	50	45% in CIA 45% in ESE	Qualifying
	MHOMCC-10	Food Processing	100	30	70	45% in CIA 45% in ESE	Marks decid
Ħ	MHOMCC-11	Food Science and Experimental Food	100	30	70	45% in CIA 45% in ESE	Marks decid
ER	MHOMCC-12	Institutional Food Management	100	30	70	45% in CIA 45% in ESE	Marks decid
SEMESTER III	M <mark>HOMCC-</mark> 13	Community Nutrition	100	30	70	45% in CIA 45% in ESE	Marks decid
SEN	MHOMCC-14	Practical	100	30	70	45% in CIA 45% in ESE	Marks decid
	MHOMAECC-2	Human Values & Professional Ethics & Gender Sensitization	100	50	50	45% in CIA 45% in ESE	Qualifying
RIV	MHOMEC-1	Practical Approach to Writing Research Activities	100	Will be decided by the BOCS	Will be decided by the BOCS	45% in CIA 45% in ESE	Marks decid class/ CGPA
SEMESTER IV	MHOMEC-2	Internship/Dissertation/ Project/Seminar	100	Will be decided by the BOS	Will be decided by the BOS	45% in CIA 45% in ESE	Marks decid class/ CGPA
SEM	MHOMDSE	Opt a course from other Department	100	30	70	45% in CIA 45% in ESE	Qualifying

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3.1.1 Core Course (CC):

A course which should compulsorily be studied by a candidate as a core requirement on the basis of subject of MA studies and is termed as a Core course.

3.1.2. Elective Course (EC):

Generally a course which can be chosen from a pool of courses (Basket) and which may be very specific or specialized or advanced or supportive to the subject/discipline of study or which provides an extended scope or which enables an exposure to some other subject/discipline/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

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Elective courses may be offered by the main discipline/subject of study is referred to as **Discipline Specific Elective**. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

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3.1.4 Ability Enhancement Courses (AEC):

The Ability Enhancement Courses (AEC) / Skill Enhancement Courses (SEC). "AEC" courses are the courses based upon the content that leads to life skill enhancement.

3.1.6 Ability Enhancement Compulsory Courses (AECC): (Qualifying and Non-CGPA course):

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3.1.7 Dissertation/Project/ Internship/ Industrial Training:

An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher / faculty member is called dissertation/project.

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Dr. Anju Srivastava Associate Professor & Head, PG Department of Home Science, Patna University, Patna



07.05.2018

To.

The Registrar

Patna University,

Patna

Subject: Revised Curriculum for Postgraduate course in Home Science under Choice Based Credit System - Submission

Respected Sir,

We are hereby submitting the revised Curriculum for Postgraduate course in Home Science under Choice Based Credit System prepared by us.

Thanking you,

Yours sincerely,

(Anju Srivastava)

Enclosed: .

- 1). Proceeding of the meeting
- 2]. Two copies of revised curriculum for Postgraduate Course in Home science under Choice based Credit System

DR 50.00

Department of Home Science Patna University, Patna



A meeting regarding revision of curriculum under Choice Based Credit System for Post Graduate course in Home Science was held today i.e. 07.05.2018 (Monday) at 10.30 a.m. in the Post Graduate Department of Home Science, Patna University under the chairmanship of Dr. Anju Srivastava, Head, Post Graduate Department of Home Science, Patna University.

The following members were present in the meeting:

S. No.	Members of the Syllabus Committee	Signature
01	Dr. Anju Srivastava Head, PG Department of Home Science Patna University, Patna	14h Te nes ano
02	Prof. (Dr.) Renu Kumari Head, PG Department of Home Science B.R.A. Bihar University, Muzaffarpur	Renu Kumari 718/2018
03	Dr. Manju Kumari Sinha Head, PG Department of Home Science J.P. University, Chapra	Manyu Humani Sinha.
04	Dr. Nirmala Jha Head, PG Department of Home Science L.N.M.U. Darbhanga	Nirmela The 07.05.2018
05	Dr. Anju Singh Head, PG Department of Home Science T.M.B.U., Bhagalpur	Anju Singh 07-05-2018
06	Dr. Vijay Lakshmi Head, PG Department of Home Science V.K.S.U, Ara	V. Lakshmi 07.05.2018

The members of the Syllabus Committee, after thorough discussion, approved the attached revised curriculum for Post Graduate course in Home Science under Choice Based Credit System.

Proposed Syllabus for M.A. in Home Science

	(22)	(EC)	Elective Course	Generic Elective Course (GE)	Course (AEC)	Compulsory Course (AECC)
	CC - 1 Advanced Nutrition	*				AECC - 1 Environmental Sustainability & Swachcha Bharat Abhlyan Activities
OOR	CC - 2 Child Development: Prenatal to Preadolescence		2			
. 0	CC – 3 Concept of Home Management					
ORM	CC – 4 Research Methodology and Statistics					
8	CC - 5 Therapeutic Nutrition (DSE for other departments)				AEC - 1 Computers & IT Skill	
0 A	CC - 6 Maternal and Infant Nutrition					
5	CC – 7 Management of Textile Crafts and Apparel Industry				-	
00	CC - 8 Communication Technology					
0 8	CC - 9 Women's Studies					
6	CC – 10 Food Processing					AECC - 2 Human Values & Professional Ethics & Gender Sensitization
O K E	CC.11 Food Science and Experimental Food					-
0 11 0 0	CC - 12 Institutional Food Management CC - 13					
	Community Nutrition CC – 14 Practical					
4		EC - 1 Practical Approach to Writing Research Activities		GE - 1 Human Rights		
		EC - 2 Internship/Dissertation/ Project/Seminar				
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Semester-1

Course Opted	Course Name	1	Cr	edits
CC -1 (Core Course)	Advanced Nutrition		5	(5+0)
CC - 2 (Core Course)	Child Development: Prenata Preadolescence	al to	5	(5+0)
CC - 3 (Core Course)	Concept of Home Manageme	o <mark>n</mark> t	5	(5+0)
CC - 4 (Core Course)	Research Methodology and	Statistics	5	(5+0)
AECC - 1 (Ability Enhancement Compulsory Course)	Environmental Sustainabili Swachchha Bharat Abhiyan	_	5	(5+0)
		Total	25	

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Semester - I

Core Course 1:

Advanced Nutrition

05 Credits

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Full Marks: 70	Time: 3 Hours
The pattern of question papers will be as under Group A- Compulsory – ten questions (two questions from each unit)	
Group B- Five questions (one from each unit) — each question of 5 ma	
Group C- Five questions (one from each unit) – each question of 10 m	arks, three to be answered. $10 \times 3 = 20 \text{ marks}$
Objectives:	
This course will enable the students to: Understand the impact of nutrients on human body	
Get an insight into various metabolic pathways	
☐ Know the role of hormones in growth, maintenance and re	gulation of body processes
Unit I	
Energy Metabolism Determination of energy value of food- Bomb calorimeter	
Basal metabolic rate- Measurement and factors affecting	basal metabolic rate
Measurement of energy requirement of an individual with	reference to man and women
Unit II	
Proteins	
☐ Classification of protein & amino acids	
☐ Structure, properties and functions of protein	
☐ Metabolism of proteins, protein synthesis	
☐ Assessment of protein quality	
Plasma proteins	
☐ Structure and Functions of DNA and RNA	
Unit III	
Lipids	
Classification of Lipids	
Structure, properties and functions of Lipids	
☐ Metabolism and nutritional significance of lipids	
Biosynthesis of cholesterol and its functions	
Unit IV	
Carbohydrates	
Classification of carbohydrates	N seem
☐ Structure, properties and functions of carbohydrates ☐ Metabolism of carbohydrates	I N
☐ Metabolish of carbonythates ☐ Altered metabolism of carbohydrates in diabetics	72.06.2018
☐ Glycemic index	a Conte
I Role of hormones in carbohydrate metabolism (insulin, thy	roid and adrenal cortex)
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Unit V

Micronutrients

Vitamins and Minerals and their role in metabolism (vitamin A, Calcium, Iron and Iodine)

Reference:

- 1. M. Swaminathan: Advance text book on Food and Nutrition Vol. II
- 2. Paul and R., Elen T. Ross: Nutrition
- 3. A.C. Deb: Fundamentals of Biochemistry
- 4. H.S. Srivastava: Elements of Biochemistry
- 5. A.K. Bery: Few Rasayan ki Pathya Pshtika

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Core Course 2:

Child Development: Prenatal to Preadolescence

05 Credits

Full Marks: 70	Time: 3 Hours
The pattern of question papers will be as under Group A- Compulsory – ten question s (two questions from each unit)	of two marks each. $2 \times 10 = 20$ marks
Group B- Five questions (one from each unit) – each question of 5 ma	rks, four to be answered. $5 \times 4 = 20 \text{ marks}$
Group C- Five questions (one from each unit) – each question of 10 m	
Objectives:	
This course will enable the students to: To have an overview of development from prenatal stage to To develop an awareness of important aspects of all development	preadolescence stage ent stages during this phase
Unit I	
Introduction to Development ☐ Stages and principles of growth and development ☐ Developmental tasks ☐ Individual differences	
☐ Comparative role of heredity and environment ☐ Aspects of development	
Unit II	
Prenatal Development Conception, stages of prenatal development	
Factors affecting prenatal development	
☐ Common disorders during pregnancy	
☐ Types and stages of birth process	
Unit III Infancy (0-2 years)	
☐ Neonate-Their characteristics and behavior patterns	
 Evaluation and examination of health of neonate Formation of some healthy and good habits among Infants 	
Unit IV	
Early Childhood (2-6 years) Physical and motor development, common motor skills Social and Emotional development (characteristics and con Cognitive development	mmon Emotions)
Unit V	
Late childhood (6-12 years)	
☐ Physical and motor development ☐ Personality development- characteristics	
☐ Imagination and cognitive development	John Co
Social relationship- peer, siblings and parents	1 Sont

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References:

1. Rice, F.P (1995). Human Development, New Jersey: Prentice Hall

2. Santrock, J.W. & Yussen, S.R. (1988). Child Development: An Introduction Lowa: Wm.C Brown Publishers

3. Cole, M. & Cole, S. (1993). The Development of Children (2nd Ed) New York: scientific American Books Freeman & Co.

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Core Course 3:

Concept of Home Management

05 Credits

Full Marks: 70	Time: 3 Hours
The pattern of question papers will be as under Group A- Compulsory – ten questions (two questions from each unit)	of two marks each. 2 x 10 = 20 marks
Group B- Five questions (one from each unit) – each question of 5 ma	rks, four to be answered. $5 \times 4 = 20 \text{ marks}$
Group C- Five questions (one from each unit) – each question of 10 m	
Objectives: This course will enable the students: To understand the significance of management in the micro at To know the conceptual, human and scientific aspects of management in the micro at To develop the ability to evaluate the managerial efficiency and other organizations	nagement functions
Unit I Management as a system Definition Elements Types Application in family resource management	
Unit II Management process Planning – objectives, principles, strategies, policies Organizing – purpose, process, delegation, authority, responsitation, purpose, recruitment, appraisal directing, leaders communication Controlling and its tools Appraisal Evaluation	
Unit III Ergonomics	

Definition

Time and energy management

Time and energy management in study of ergonomics

Scope and nature of ergonomics in domestic and other occupations

Unit V

Work simplification

Work simplification process and time motion economy

April 5/18 April 5/18 07/5/18
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Reference:

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

Renu Kumari 07/5/18

Renu Kumari 07/5/18

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Core Course 4:

Research Methodology and Statistics

05 Credits

Full Marks: 70

Time: 3 Hours

The pattern of question papers will be as under

Group A- Compulsory – ten questions (two questions from each unit) of two marks each.

 $2 \times 10 = 20 \text{ marks}$

Group B- Five questions (one from each unit) - each question of 5 marks, four to be answered.

 $5 \times 4 = 20 \text{ marks}$

Group C- Five questions (one from each unit) - each question of 10 marks, three to be answered.

 $10 \times 3 = 20 \text{ marks}$

Objectives:

This course will enable the students to:

 Develop a scientific approach and know the processes of research Develop the competence for selecting method and tools appropriate for research topics Understand concepts of statistical measures of central tendency, dispersion variability and probability

Unit I

Foundation of Scientific Research

- Research meaning and definition.
- Need of research in Home Science
- Necessary consideration for selecting a research problem
- Sources for locating a research problem

Unit II

Stages/steps involved in research process

- Research problem
- ☐ Literature Review
- Hypothesis
- Variables
- Methodology: sample, sampling technique, tools and tests, statistical devices
- Pilot study
- Test administration and data collection
- Scientific generalization
- Preparing the research report

Unit III

Sample and Sampling techniques

- Sample- Meaning, characteristics of a good/scientific sample
- Sampling techniques:
 - Probability sampling- Meaning and types
 - Non-probability sampling- Meaning and types

Unit IV

Research Tools

- Observation
- Ouestionnaire
- Interview
- Case study

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Unit V

Concept of data

- a. Types of data Primary data and secondary data

 Qualitative and quantitative data
- b. Analysis of data Qualitative and quantitative data analysis

Reference:

- Bell, J (1997): Doing Your Research Project: A Guide for First-time Researchers in
 Research process Education and Social Science, Viva Books, New Delhi
- 2. Bell, J (1997): How to Complete Your Research Project Successfully: A Guide for First time Researchers, UBSPD, New Delhi
- Bulmer, M.C. (1984): Sociological Research Methods An Introduction, Macmillan, HongKong
- 4. Festinger, L. and Katz, D. (ed.) (1977): Research Methods in the Behavioral Sciences, Amerind Publishing, New Delhi
- 5. Holloway, I. (1997): Basic Concepts of Qualitative Research, Blackwell Science, London.
- 6. Jain, G. (1998): Research Methodology: Method and Techniques, Mangal Deep, Jaipur
- 7. Kothari, C.R. (2000): Research Methodology: Method and Techniques, Wishwa Prakashan, New Delhi
- 8. Kumar, A. (1997): Social Research Method (The Art of Scientifics Investigation), Anmol Publication, New Delhi
- 9. Kumar, A. (2000): Research Methodology in Social Sciences, Sarup and Sons, New Delhi.
- 10. Mc Burney, D.H. (2001): Research Methodology, Thomson-Wadsworth, Australia
- 11. Pande, G.C. (1999): Research Methodology in Social Science, Anmol Publication, NewDelhi

Statistics

Unit I

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

Unit II

Measure of central tendency

- Mean definition, merits, demerits and related programs
- Median definition, merits, demerits and related program
- ☐ Mode definition, merits, demerits and related program

Unit III

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

Unit IV

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

Unit V

Normal probability curve- definition and characteristics of normal probability curve, definition, types of skewness and kutosis

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Renu Kumari 7/5/18 Avgissingh N. Latish

Reference:

1. GUPTA, S. (2001) Research Methodology and Statistical Techniques, Deep and Deep, New Delhi, 510p.

2. HOODA, R.P. (2003) Statistics for Business and Economics, 3rd ed., Macmillan

India Ltd. Delhi, 855p.

3. DEY, B.R. (2005) "Textbook of Managerial Statistics", Macmillan India Ltd. Delhi,

4. Fleming, M.C. & Nellis, Joseph G. (1997) "The Essence of Statistics for

Business", Prentice-Hall of India, New Delhi, 270p.

5. Sarma, K.V.S. (2001) "Statistics made simple: Do it yourself on PC", Prentice-Hall, New Delhi, 257p.

6. Chakroborty, S.R. & Giri, N. (1997) "Basic Statistic". South Asian pub,. New Delhi, 271p.

7. Das, M.N. (1989) "Statistical Methods and Concepts,", New Age, New Delhi, 256p.

8. Elhance, D.N. (2000) "Fundamentals of Statistics [containing more than 750 solved and 1250 problems for review exercise]", Kitab Mahal, Allahabad, 1523p.

9. Goon, A. & Gupta, M & DASGUPTA, B. (2001) "Fundamentals of Statistics", Vol.1 &II. The World Press, Calcutta, 150p.

10. Gupta, S.P. (1996) "Practical Statistics", 37th ed. S, Chand, New Delhi, 563p.

- 11. Gupta, S.C (2000) "Fundamentals of Statistics", Himalaya Pub,. Mumbai, 1343p.
- 12. Gupta S.P. (2000) "Statistics Methods", Sultan Chand & Sons, New Delhi, 1428p.
- 13. Gupta C.B. & Gupta, V. (1973) "An Introduction to Statistical Methods", Vikas publishing house pvt. Ltd. New Delhi, 829p.

14. Nagar, A.L. & Das, R.K. (1997) "Basic Statistics", 2nd ed. OUP, Delhi, 424p.

15. Shenoy, G.V. & Pant, M. (2006)" Statistics Methods in Business and Social Science", Macmillan India Ltd., Delhi, 288p.

16. Spiegel, Murray R. (1998) "Schaum's Outline of Theory and Problems of Statistics", 3rd ed. Tata McGraw-Hall Pub,. New Delhi, 538p.

17. Triola, Mario F. (1998) "Elementary Statistics", 7th ed. Addison Wesley Longman, America, 804p.

18. Richard A. (1992) 'Applied Multivariate Statistics Analysis", Prentice-Hall, New Delhi, 642p.

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Semester - II

Course Opted	Course Name	Credits
CC - 5 (Core Course) (Discipline Specific Elective Course for other departments)	Therapeutic Nutrition	5 (5+0)
CC - 6 (Core Course)	Maternal and Infant Nutrition	5 (5+0)
CC - 7 (Core Course)	Communication Technology	5 (5+0)
CC – 8 (Core Course)	Women's Studies	5 (5+0)
CC – 9 (Core Course)	Management of Textile Crafts and Apparel Industry	5 (5+0)
AEC - I (Ability Enhancement Course)	Computers & IT Skill	5 (5+0)
	Total	30

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Semester - II

Core Course: 5

Therapeutic Nutrition

05 Credits

Time: 3 Hours Full Marks: 70 The pattern of question papers will be as under Group A- Compulsory – ten questions (two questions from each unit) of two marks each. $2 \times 10 = 20 \text{ marks}$ Group B- Five questions (one from each unit) - each question of 5 marks, four to be answered. $5 \times 4 = 20 \text{ marks}$ Group C- Five questions (one from each unit) - each question of 10 marks, three to be answered. $10 \times 3 = 20 \text{ marks}$ Objectives: This course will enable the students to: Understand the etiology, physiologic and metabolic anomalies of acute and chronic diseases and patient needs. Acquire basic knowledge about the effects of various diseases on nutritional status and dietary requirements. Be able to provide required nutritional care and treatment of the various diseases Unit I ☐ Importance of nutrition in health and disease Importance of meal planning, factors to be considered while planning meal Dietary management in weight imbalance (obesity and underweight) Unit II Prevalence, etiology, biochemical and clinical manifestations therapeutic and measurement of the following: ☐ Typhoid fever □ Tuberculosis HIV infection and AIDS Unit III Prevalence, etiology, biochemical and clinical manifestations and therapeutic measurements of the following: Nutritional anemia ☐ Liver disorders: Jaundice, Hepatitis ☐ Diseases of the Cardio Vascular System ☐ Kidney diseases Types, causes, symptoms and dietary management of metabolic disorders ☐ Diabetes Mellitus □ Gout □ Cancer Unit V

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Dietary counseling: Needs, objectives, steps and techniques

Renu Kumavii 7/5/18 Appi singh N. Lodish

Practical

- D Preparation of therapeutic diets clear liquid diet, full fluid, soft and normal diet
- □ Plan and prepare diet for the diseases covered in theory and calculate the nutrients requirement
- ☐ Plan a day's meal and calculate nutrients requirement for following diseases:
 - Weight Imbalance
 - Fever
 - Liver disease
 - Cardio vascular Disease (500mg and 1000mg sodium restricted diet)
 - Renal disorders
 - Metabolic disorder

References:

- 1. M. Swaminathan, Advanced Textbook on Food and Nutrition
- 2. R. C. Mishra, Health and Nutrition Education
- 3- vkgkj ,oa iks"k.k foKkua & MkWDVj c`ank flag
- 4. P. Jnaki Rao, Nutrition and Food Science
- 5. Shubhangini M. Joshi, Nutrition and Dietetics
- 6. B. Shrilaxmi: Dietetics, 4th Edition
- 7. F.P. Anita & Philip Abraham: Clinical Dietetics & Nutrition, 4th Edition
- 8. Carrol Lutz and Karen Przytulski: Nutrition and Diet Therapy

Renu Kumasi 7/5/18 Anjin Sing & Stockshir 07/5/18 Nismalazhi, H.H. Sohn 7.5.18 7.5.18

Core Course 6

Maternal and Infant Nutrition

05 Credits

Full Marks: 70	Time: 3 Hours
The pattern of question papers will be as under Group A- Compulsory – ten question s (two questions from each unit) Group B- Five questions (one from each unit) – each question of 5 ma	of two marks each. $2 \times 10 = 20 \text{ marks}$
Group C- Five questions (one from each unit) - each question of 10 m	
Objectives: This course will enable the students be Understand physiological changes during pregnancy and la Get acquainted with growth and developmental changes fro Understand the inter-relationship between nutrition and get a life cycle	om conception till birth.
 Unit I Important of Maternal nutrition prior to and during pregnation on mother-child health, including pregnancy Physiology and endocrinology of pregnancy and embryonic and development Nutritional requirement during pregnancy Complications of pregnancy and management and importantisk mothers Congenital malformation, fetal alcohol syndrome and gestal 	and fetal growth ince of antenatal care of at –
Unit II Lactation Development of mammary tissue and role of hormones Human milk composition and factors affecting breast feeding fertility Management of lactation -breast feeding, Rooming - sore nipples, engorged breast, inverted nipples etc.	
Unit III Care and management of the preterm and LBW infants Implications for feeding and management	
Unit IV ☐ Menopause ☐ Sign and symptoms ☐ Problems ☐ Management of dietary needs and health Unit V ☐ Policies and programmes for promotion maternal and child	10 - Sin La 2018 1 nutrition and health

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References:

- 1. M. Swaminathann: Food and Nutrition
- 2. vkgkj ,oa iks"k.k foKkua & MkWDVj c`ank flag
- 3. vks0ih0 VaMu & ekuo 'kjhj jpuk ,oa fdz;k foKkua
- 4. vkgkj "oa iks"k.k foKkua & MkWDVj Vhuk [kuwtk
- 5. Health Mathers: Archana Sinha
- 6. Nutrition and Child Development: 4th Edition, KE Elizabeth

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Core Course:7

Communication Technology

05 Credits

Full Marks: 70

Time: 3 Hours

The pattern of question papers will be as under

Group A- Compulsory – ten questions (two questions from each unit) of two marks each.

 $2 \times 10 = 20 \text{ marks}$

Group B- Five questions (one from each unit) – each question of 5 marks, four to be answered.

 $5 \times 4 = 20 \text{ marks}$

Group C- Five questions (one from each unit) – each question of 10 marks, three to be answered.

 $10 \times 3 = 20 \text{ marks}$

Objective:

Develop understanding regarding various aspects of communication.

Develop understanding regarding various audio-visual aids used for various groups: individual, group, mass.

Develop ability to prepare, operate use of various audio-visual aids.

Unit I

Concept of Communication

- Definition, meaning and nature of communication
- Process, elements and models of communication
- Barriers in communication

Unit II

Forms of Communication

- Verbal and non-verbal
- Intra, inter, group, mass

Unit III

Mass Media

- Types, roles and characteristics
- Uses of Electronic and traditional media

Unit IV

Adoption and Diffusion

- Concept of adoption
- Innovation and diffusion
- The Adoption process
- The Innovation -Decision process
- Adopter categories

Unit V

Introduction to Information Communication Technology (ICT)

- Satellite broadcasting, electronic media and computer Technology
- Role of ICT in Extension work and development

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References:

- 1. Dale (1964), Audio-visual Methods of Teaching, Holt, Rinhart and Wintson, London.
- 2. Brown et al (1983), A.V. Instruction Technology, Media and Methods, 6a Edition, Mc Graw Hill Book Co. New York.
- 3. Joshi Uma (1997), Text book of Mass Communication and Media, Anmol Publications, New Delhi.
- 4. Joshi Uma (2001), Understanding Development Communications: Domincent Publishers, New Delhi.
- 5. Sandhu Anoop Singh(1996), Extension Prorgramme Planning, Oxford and JBH

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Core Course 8:	Women's Studies	05 Credits
Full Marks: 70		Time: 3 Hours
	rn of question papers will be as under estion s (two questions from each unit,	
Group B- Five questions (one f	rom each unit) – each question of 5 mc	
Group C- Five questions (one f	rom each unit) – each question of 10 m	
women's issues and con To enable women to beco To empower women in the	egarding status of women in Incerns ome champions/ well equipped inceir struggle against inequality and	the changing society d gender bias
age, Pauranic Period, Ma	ion down the ages, Status of Wom uryan Period, Gupta, Medieval, F omen in Post-independence perio	eudal Period, Buddhist
Unit II		
Relevance of Women's St		
Sources and growth of W	omen's Studies	
Unit III Issues related to Crime as Child marriage	gainst Women in India	
☐ Female feticide		
Dowry		
🗆 Sati		
☐ Honor killing		201
☐ Rape and Sex abuse☐ Trafficking		
Domestic Violence		g.
Unit IV Personal and Civil Laws re	10403 40 WY	
Dowry prohibition Act	stated to women	
Divorce and maintenance	: Law	
☐ Marriage Registration Act		
☐ Domestic Violence Act 20	05	N .
☐ Pre-Natal Diagnostic Act		
 Laws against feticides 		C. La 0 + Wh 1 2118
Medical Termination of Property	regnancy (MTP) Act, 1971	5.80.6.3018
Immoral Traffic Prevention	n Act	3.0
	of Women (Prohibition) Act 1986	
Law against Sexual Haras	ssment at workplace	
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Unit V

□ Women's Welfare Programme

Reference:

- 1. Asthana P. (1974), Women's Movement in India, Vikas Delhi
- 2. Antony M.J. (1985), Womens Rights: Dialogue, New Delhi
- 3. Okim S.M. (1989), Justice, Gender and Family, Basic Book, New York
- 4. Pant N. (1995), Status of Girl Child and Women in India, Delhi, APH
- 5. Girl Child in india Devasia Leelamma
- 6. Srivastava T.N. (1985), Women & Law" Intellectual, New Delhi
- 7. Baker H.A. Berheide, G.W. and Others (Eds), 1980, Wome Today: A Multidisciplinary Approach to Women's Studies, Books/Cole Publications
- 8. Desai N. & Patel. V., Indian Women: Change and Challenges in the International Decade: Popular Prakashan, Bombay
- 9. Gupta, N.K. & Sudan I.K. (1990), Women at work in Developing Economy, Amol, New Delhi
- 10. Parashar, A(1992), Women and Family Law reforms in India: Uniform Civil Code and Gender Equality, Sage Publications, New Delhi
- 11. Namita Agrawal, Women and law, New Century Publication, New Delhi
- 12. Vianellow M. & Siemienska R. (1990), Gender Inequality: A Comprehensive Study of Discrimination and Participation, Sage Publications, London
- 13. Sharma U. (1989), Brides are not for burning: Dowry Victims in India, Radiant, New Delhi
- 14. Women in a Changing Society by S.K. Ghosh

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Core Course: 9 Management of Textile Crafts and Apparel industry **5** Credits Time: 3 Hours Full Marks: 70 The pattern of question papers will be as under Group A- Compulsory – ten questions (two questions from each unit) of two marks each. $2 \times 10 = 20 \text{ marks}$ Group B- Five questions (one from each unit) – each question of 5 marks, four to be answered. $5 \times 4 = 20 \text{ marks}$ Group C- Five questions (one from each unit) - each question of 10 marks, three to be answered. $10 \times 3 = 20 \text{ marks}$ Objectives: This course will enable the students: To understand the textile crafts of India. To enhance awareness regarding the history and production centers of the traditional textile crafts of India To understand the aspects of management regarding designing, merchandising and mass media To highlight certain aspects of apparel industry To signify the role of traditional textile crafts in economic empowerment Study of Textile Crafts of India: history, production centers, techniques, designs, colors and products Woven textile of India- Banaras Brocades, Jandanis and Baluchars of Bengal, Kani Shawls of Kashmir Embroidered textiles of India- Kantha of Bengal, Kasuti of Karnataka, Phulkari of Punjab, Chickankari of Utta: Pradesh, Kashida of Kashmir Painted and Printed textiles of India- Kalamkari of Andhra Pradesh, Dabu printing of Rajasthan, Ajarakh prints of Gujrat Dyed textiles of India- Bandhanis of Rajasthan and Gujrat, Ikats-Patola of Gujrat, Bandhas of Orissa, Pochampalli of Andhra Pradesh Unit II Elements used in creating a design Color- Color harmony, its sensitivity and composition in dress Motif development-Geographical, simplified, naturalized, stylized, abstract and ornamental Components of fashion-Silhouette, details, color, fabric, texture Unit III Principles of Merchandising Types of merchandising Role of retailing in merchandising Usual Merchandising- Plan & Schedules, Types of display, Elements of display Unit IV Role of Mass Media in Fashion Role of Mass Media in promoting fashion

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Impact of Mass Media on fashion

Unit V

Cultural and Economic Empowerment through Textile Crafts

- Textile crafts in National economy
- Evolution and socio-economic significance of Khadi, Handloom and Handicraft sector
- Sustenance of traditional textile crafts
- Interventions by organizations

Reference:

- 1. J. Anderson Black, Muidge Garland, A History of Fashion, Orbis Publishing Ltd., London
- 2. Broucher Francois, A History of Costume in the West, Thames and Hudson.
- 3. Sharon Lee Tete, Inside Fashion Design, Harper and Row Publishers, New York.
- 4. Kathryn Samuel, Life Styles, Fashion Styles, Orbis Publishing Ltd. London.
- 5. Carter E. (1977), The Changing World of Fashion, G.P. Putnam's Sons, New York.
- 6. Carr H.and Pomery J. (1992), Fashion Design and Product Development, Blackwell Scientific Publications, London, Edinerg.
- Complete guide to Sewing. Reader's Digest Association, New York.

8. Creative Clothing Construction, McGRAW Hill, 1973

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Semester- III

Course Opted	Course Name	Credits
CC – 10 (Core Course)	Food Processing	5 (5+0)
CC - 11 (Core Course)	Food Science and Experimental Food	5 (5+0)
CC - 12 (Core Course)	Institutional Food Management	5 (5+0)
CC – 13 (Core Course)	Community Nutrition	5 (5+0)
CC - 14 (Core Course)	Practical	5 (0+5)
AECC - 2 (Ability Enhancement Compulsory Course)	Human Values & Professional Ethics & Gender Sensitization	5 (5+0)
	Total	30

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Semester - III

Core Course 10:

Food Processing

05 Credits

Full Marks: 70

Time: 3 Hours

The pattern of question papers will be as under

Group A- Compulsory - ten questions (two questions from each unit) of two marks each.

 $2 \times 10 = 20 \text{ marks}$

Group B- Five questions (one from each unit) - each question of 5 marks, four to be answered.

 $5 \times 4 = 20 \text{ marks}$

Group C- Five questions (one from each unit) - each question of 10 marks, three to be answered.

 $10 \times 3 = 20 \text{ marks}$

Objectives:

This course will enable the students be

- ☐ Acquire necessary knowledge of basic principles and procedures in the production of important food products
- Gain basic knowledge about food processing and technology.
- Understand food standard and related laws

☐ Food spoilage, role of microorganisms, food borne hazards of microbial origin

Food preservation - principles & methods Physical principles in undertaking food processing operation including thermal processing, ionizing radiation, refrigeration freezing and dehydration, Mineral processing

Unit III

Basic principles at food product developments need and types of food Extruded foods- merit, demerits and use of Extruded foods Organic Foods, Processing and packaging of Organic Foods and programme for production Product evaluation techniques censoring evaluation and product testing Fermentation technology - fermentation, enrichment and fortification

Unit IV

Packaging technique - packaging materials, types of packaging effects of packaging on nutritive value of foods, latest trends in packaging Food labeling - definition, principles of labeling, nutrition labeling - research and testing

Unit V

Food standards and laws

Food additives, food color, flavoring agents, preservative, and antioxidants, emulsifying agents, and stabilizing agents

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References:

- 1. Food processing and bioactive compounds Y. S. Reddy
- 2. Food preservation and processing Kalia Manoranjan Sood Sangita
- 3. Food Technology Processing and Laboratory Control F. Aylword
- 4. Food Preservation and Processing Kalin M

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05 Credits Food Science and Experimental Food Core Course 11: Time: 3 Hours Full Marks: 70 The pattern of question papers will be as under Group A- Compulsory – ten questions (two questions from each unit) of two marks each. $2 \times 10 = 20 \text{ marks}$ Group B- Five questions (one from each unit) – each question of 5 marks, four to be answered. $5 \times 4 = 20 \text{ marks}$ Group C- Five questions (one from each unit) – each question of 10 marks, three to be answered. $10 \times 3 = 20 \text{ marks}$ Objectives: To acquire knowledge regarding food groups To gain knowledge regarding cooking methods applied for specific food items Unit I Introduction to food science: Aims and objectives of the study of food science Food acceptability by variation in color, flavor and texture Physiochemical properties of food Unit II Carbohydrates in foods Sugar - Sources, properties and uses, stages of sugar cookery Starch – Sources, properties and uses, processed cereal products Unit III Protein cookery Pulses - composition, methods of cooking, germination and fermentation Meat – structure, common types, changes occurring during cooking of meat Fish - types, characteristics of fresh fish, cooking and preservation Egg – structure, methods of cooking, uses of egg in different preparations Milk – composition, effect of heat on milk, uses in cookery Unit IV Vegetables and fruits Classification, composition, color/pigments, effects of cooking on vegetables Fruits-Classification, composition, effect of heat and methods of preservation Unit V Nuts, oilseeds and beverages ☐ Nuts and oilseeds – composition and uses in cookery Beverages and appetizers- coffee, tea, fruit beverages and alcoholic beverages, milk based beverages, carbonated, non-alcoholic beverages and alcoholic beverages

References:

1. Charley H. (1982), Food Science, 2nd Edition, John Wiley and Sons, New York

2. Potten N and Flotch Kiss. JH (1996), Food Science, 5th Edition, CBS, Publishers and Distributors, New Delhi

3. Food Chemistry and Experimental Foods by M.Swaminathan, Ganesh & Co., Madras

4. Sri Laxmi (2005), Food Science, 3rd Edition, New Age International Publisher

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Core Course 12:

Institutional Food Management

05 Credits

Full Marks: 70

Time: 3 Hours

The pattern of question papers will be as under Group A- Compulsory – ten questions (two questions from each unit) o	f two marks each.
Group B- Five questions (one from each unit) – each question of 5 mar	
Group C- Five questions (one from each unit) – each question of 10 ma	$5 \times 4 = 20 \text{ marks}$ arks, three to be answered. $10 \times 3 = 20 \text{ marks}$
Objectives: This course is designed to: Provide practical field level experience in food administration Equip the students to have knowledge about various food serving knowledge of quantity cookery and quality control in food administration	ice systems Impart
Unit I	
Introduction to Food Service	
Food service system and their development	
☐ An introduction to Food Service Industry	
Unit II	
Food Service System Planning and Management Planning Strategies in planning Kitchen layout planning Pricing of product Organization and Management Management Theories Tools of management Personnel management	
☐ Organization and steps in organizing	
Unit III Food production Menu planning Food purchase Cost control Quantity Food production Standardization of recipes Service Management	
☐ Delivery and service of foods in different systems	
Unit IV Management of Social Institutes - family as an institutes, coinstitutions	child care and geriatric
Unit V	
Food Hygiene and Sanitation	1
Sanitation and safety in food services	13.06.2018
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References:	-11006.20

1. West & Wood "Food service in Institutions - Johu Wiley & Sons, 1977

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3. Mohini Seth, Institutional Food Management, New Age International Publishers

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Core Course 13:

Community Nutrition

05 Credits

Full Marks: 70	Time: 5 Hours
The pattern of question papers will be as under Group A- Compulsory – ten question s (two questions from each unit) of	
Group B- Five questions (one from each unit) – each question of 5 mark	
Group C- Five questions (one from each unit) – each question of 10 ma	$5 \times 4 = 20$ marks rks, three to be answered. $10 \times 3 = 20$ marks
Objectives: Equip the community/ public to have knowledge about variation and their prevention Understand the causes and consequences of nutrition problem Acquire basic knowledge about various approaches to nutrition Gain basic knowledge about food consumed by the community To assess nutritional status of the community	em in society ion and health programmes
Unit I ☐ Concept of Public Nutrition, relationship between health and ☐ Nutritional problem's prevalent in India and measures to cor ☐ Bone health problems and dietary management	d nutrition mbat them
Unit II Assessment of nutritional status Direct - Anthropometric, clinical and Biochemical Indirect - Vital Static diet survey	
Unit III Nutrition Education – objectives, planning, evaluation of nut Selection of effective nutrition education method	rition education programme
Unit IV National and international agencies involved in women and chi □ National agencies – ICDS, ICMR, ICAR and NIPCCD	ild welfare

Unit V

Primary health care of the community - National health care delivery system, Indicators of Health

References:

- 1. vkgkj ,oa iks"k.k foKkua & MkWDVj izfeyk oekZ] MkWDVj dkjfr ik.Ms;
- 2. ekRdyk ,oa f'k'kq dY;k.k & MkWDVj c'ank flag

☐ International agencies – WHO, FAO, UNICEF

- 3. O;kogkfjd vkgkj foKkua ,oa vkgkj fpfdRlk & xhrk iq"i 'kkg] tk;ql 'khyk 'kkW
- 4. Child Nutrition & Primary Education: Surendra Nath Mishra, Maharanjan Behera
- 5. vkgkj ,oa iks"k.k & ae LokehUkFku A

Core Course 14:	Practical	05 Credits
Full Marks: 70		Time: 3 Hours
Group A- Compulsory – ten questions (one Group C- Five questions (one Core Corse: 10 Physical principles in from Sanitation and Waste of Packaging – Latest trend Food labeling – Definition	tern of question papers will be as under uestions (two questions from each unit) of from each unit) — each question of 5 marks from each unit) — each question of 10 miles from each unit) — each question of 10 miles from each unit) — each question of 10 miles from each unit) — each question of 10 miles from each unit) — each question of 10 miles from each unit) — each question of 10 miles from Processing from Processing from Processing from Processing from processing — Chemical chandisposal distribution and manabon, principles, nutritional labeling, from each unit) — each question of 10 miles from each unit) — each question of 10 m	2 x 10 = 20 marks rks, four to be answered. 5 x 4 = 20 marks arks, three to be answered. 10 x 3 = 20 marks ges in food that affect texture, agement. ood standards and laws.
Core Corse: 11	Food Science and Experime	ntal Food
gulab jamun Study of changes occuroast and minced meat Effect of soaking and grams sattu-litti and k Use of different method to minimize losses	r, stages of sugar cookery, preparring during cooking of meat, fish fried and steamed fish, poached eg germination- preparation of dish theer is of cooking vegetables and their earts - factors affecting ice crystal for	and egg Preparation of meat g, omllets, moonaise es from soaked germinated effect on nutrients, steps
Core Corse:12	Institutional Food Managen	nent
☐ Running and managing ☐ Quantity cookery – stan ☐ Visit to various food ser	_	
Core Corse:13	Community Nutrition	
adolescents, Pregnant a ☐ Planning of cyclic menu ☐ Survey: Dietary surveys	t recipes for infants, preschoolers, e and lactating mothers. is for <i>balwadi</i> /nursery school, mid- and assessment of nutritional state blic health nutrition programmes	day snack/school lunch.
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Semester- IV

Course Opted	Course Name	Credits
EC - 1 (Elective Course)	Practical Approach to Writing Research Activities	5 (0+5)
EC – 2 (Elective Course)	Internship/Dissertation/ Project/Seminar	5 (0+5)
GE -1 (Generic Elective)	Human Rights	5 (5+0)
	Total	15

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Semester- IV

Elective Course1: Practical Approach to Writing Research Activities

05 Credits

Time: 3 Hours

Full Marks: 70

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The pattern of question papers will be as under

Group A- Compulsory - ten questions (two questions from each unit) of two marks each.

 $2 \times 10 = 20 \text{ marks}$

Group B- Five questions (one from each unit) - each question of 5 marks, four to be answered.

 $5 \times 4 = 20 \text{ marks}$

Group C- Five questions (one from each unit) – each question of 10 marks, three to be answered.

 $10 \times 3 = 20 \text{ marks}$

Unit I

Writing for Grants - and Aid

- ☐ Getting familiar with the proposal format of different funding agencies: National and International level
- Project proposal presentation
- ☐ Proposal for Seminar/ Conference / Workshop

Unit II

Different forms of research writing

- Dissertation
- Project report
- Articles in Journals
- Research notes and reports
- Review of article
- ☐ Review of books

Unit III

Power Point Presentation of any one from Unit I & II

Elective Course2:

Internship / Dissertation / Project / Seminar

Credits

Internship Project:

The students shall be required to undergo and internship project for a total duration of 4-6 weeks in their chosen area of interest/ specialization /optional group that will facilitate their pursuing a professional career in the same field. They will be assigned the project work to be completed during the break after second semester. The organization/ institute (public/private) providing internship facility to students should stand as good professional career support. The students will be required to submit and present a report of the internship project after completion of the same. It is also envisaged that the participating organization / institution will give the performance appraisal of the students work at the end of internship period.

Dissertation:

Every student shall be allotted a research supervisor. The research supervisor shall be from the Department of Home Science and if the topic so requires the co-guide could be from other semester. The topic of research will be finalized by the research supervisor in consultation with the Head of the Department. It is the responsibility of the research supervisor that the student is making the required progress in work. The student will have a give a presentation on the research proposal and a seminar on the findings of research before submitting the dissertation. The suggestions and constructive criticism of the faculty should be made use of

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by student for further improving the draft of the dissertation. The study must be completed and submitted in the form of a dissertation by the end of the final year. Normally, the M.A. Dissertation is expected to cover 60-80 pages of A4 size, excluding bibliography and appendices. Three copies of the same should be submitted to the Department of Home Science. Each student submitting a dissertation must also submit three copies of the abstract of her dissertation not exceeding 300 words, excluding the title. Marks will be awarded, for research seminars practical exercises and viva-voce examination. Student shall give a formal presentation of the report before the jury comprising of minimum three internal faculty members including internal supervisor who will be appointed by the Director of the college. The external marks will be awarded the external examiner to be appointed by the examination division of the university. The format of the report is given below:

- 1. Research Objective
- 2. Literature Review
- 3. Research Methodology
- 4. Results and Analysis
- 5. Conclusion
- 6. References
- 7. Appendices to include questionnaire, if any

Dissertation shall incorporate the certificate given by the internal supervisor regarding its satisfactory completion.

Seminar

A seminar will be presented based on the Dissertation

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