SHRI GURU RAM RAI UNIVERSITY

[Estd. by Govt. of Uttarakhand, vide Shri Guru Ram Rai University Act no. 03 of 2017 & recognized by UGC u/s (2f) of UGC Act 1956]

SYLLABUS FOR

Master of Arts (Home Science)

School of Humanities and Social Sciences

W.E.F. 2O21-2022

Master of Arts (Home Science)

OUTCOME BASED EDUCATION

Programme outcome (POs)

Students will be able to

PO 1	**Disciplinary knowledge**: The students will acquire knowledge and understanding in the field of social sciences, literature and humanities through facts, theories and fundamental concepts. It will enhance the global as well as regional knowledge
PO2	**Critical Thinking and Problem Solving :** The students will develop critical and analytical skills to identify and analyse social issues and problems and suggest improvements for better result. It provides a multi-disciplinary and inter- disciplinary perspective to the students and enables them to analyse and critique the existing policies and explore innovative solutions.
PO3	**Investigations:** The students will analyse and evaluate data on the basis of empirical evidence and critically evaluate practices, policies and theories following scientific approach of Investigations.
PO4	**Team Learning:** The students will have collaborative team learning through practical sessions. The practical sessions may provide opportunities to interact with industry and gain hands-on experience.
PO5	**Communication Skills:** The students will develop various communication and presentation skills which will help them to express ideas and views clearly and effectively with the community and society at large.
PO6	**Professionalism:** The students will be confident and equipped with the skills that will promote self-management, employability, entrepreneurship, professional integrity and leadership needed in a global workplace.
PO7	**Ethics**: The students will learn values and ethics and an ability to apply these with a sense of responsibility within the workplace and community which will transform them as responsible citizens.
PO8	**Environment and Sustainable Development**: The students will be able to impart solutions in societal and environmental contexts, and demonstrate the knowledge and need for sustainable development.
PO9	**Lifelong Learning:** The students will have the ability to develop confidence for self-education and ability for lifelong learning. The program will empower to appear for various competitive examinations and to work independently adapting to changing trades, technology and demands of work place through knowledge and skill development.
PO10	**Projects and Management:** The students will develop the ability to formulate problems and projects taking advantage of diverse technical knowledge and skills. They can use the modern tools, techniques, skills and management

	principles to manage projects in multidisciplinary environments.
PO11	**Engineer and Society:** Apply reasoning and contextual knowledge to assess societal and cultural issues and the consequent responsibilities towards human, society and social institutions.
PO12	**Design/Development of solutions:** Able to come up with solutions for complex social problems and design social components or processes that meet the specified needs with appropriate considerations for the public health, safety, cultural, societal and environment considerations.

Program Specific Outcome (PSOs)

PSO 1	Acquire academic skills with an aptitude for higher studies /research/entrepreneurship in any branch of the programme.
PSO2	Develop professional skills in food,nutrition, textiles, housing, product making,communication technologies and human development. etc.
PSO3	Acquire basic management skills for organizing events, resource mobilization, leading community-based projects etc.Take science from the laboratory to the people.
PSO4	Utilize and manage resources and contribute to community development; assess consumer problems and protection, and learn the application of management process in Event Planning & Execution. Development of critical sensitivity towards community issues and process.

Eligibility for admission:

Any candidate, who has passed the Graduation Examination from any recognized University or equivalent to it with Home Science in UG level or from science background having not less than 40% marks in aggregate, is eligible for admission. However, SC/ST, OBC and other eligible students shall be given relaxation as per University rules.

Duration of the Programme : 2 years

STUDY & EVALUATION SCHEME
Master of Arts (Home Science)

First Semester

S. No.	Course Category	Course Code	Course Name	Periods				Evaluation scheme		Subject Total
				L	T	P	C	Sessional (Internal)	External (ESE)	
Theory										
1	Core	MHOC-101	Advanced Food Science-I	3	0	0	3	40	60	100
2	Core	MHOC-102	Theories of Human Development	3	0	0	3	40	60	100
3	Core	MHOC-103	Advanced Clothing Construction	3	0	0	3	40	60	100
4	Core	MHOC-104	Extension Education and Communication in Home Science	3	0	0	3	40	60	100
5	Core	MHOC-105	Research Methodology in Home Science	3	0	0	3	40	60	100
Practical										
1	Core	MHOC-106	Practical	0	0	3	3	40	60	100
			Total	15	0	3	18			

L – Lecture, T – Tutorial, P – Practical, C – Credit

Second Semester

S. No.	Course Category	Course Code	Course Name	Periods				Evaluation scheme		Subject Total
				L	T	P	C	Sessional (Internal)	External (ESE)	
Theory										
1	Core	MHOC-201	Advanced Food Science - II	03	0	0	03	40	60	100
2	Core	MHOC-202	Life Span Development	03	0	0	03	40	60	100
3	Core	MHOC-203	Fabric Construction	03	0	0	03	40	60	100
4	Core	MHOC-204	Advanced Home Management	03	0	0	03	40	60	100
5	Core	MHOC-205	Statistics in Home Science	03	0	0	03	40	60	100
6	Self Study	MHOS-207	ADOLESCENCE	03	0	0	03	40	60	100
7	Self Study	MHOS-208	Computer	03	0	0	03	40	60	100
Practical										
1	Core	MHOC-206	Practical	0	0	03	03	40	60	100
			Total	15	0	03	18			

L – Lecture, T – Tutorial, P – Practical, C – Credit

Third Semester (03 Core Courses + 03 Electives)

S. No.	Course Category	Course Code	Course Name	Periods				Evaluation scheme		Subject Total
				L	T	P	C	Sessional (Internal)	External (ESE)	
Theory										
1	Core	MHOC-301	Community Nutrition	03	0	0	03	40	60	100
2	Core	MHOC-302	Dyeing and Printing	03	0	0	03	40	60	100
3	Elective	MHOE-304	Advanced Food and Nutrition	03	0	0	03	40	60	100
4	Elective	MHOE-305	Organization and Management of Early Childhood Education Center	03	0	0	03	40	60	100
5	Elective	MHOE-306	Consumer Education	03	0	0	03	40	60	100
6	Elective	MHOE-307	Early Childhood Education	03	0	0	03	40	60	100
7	Elective	MHOE-308	Traditional Indian Embroidery and Textiles	03	0	0	03	40	60	100
8	Self-Study	MHOS-309	Rural Sociology	03	0	0	03	40	60	100
9	Self-Study	MHOS-310	Child Welfare in India	03	0	0	03	40	60	100

Practical										
1	Core	MHOC-303	Practical	0	0	03	03	40	60	100
			Total	15	0	03	18			

L – Lecture, T – Tutorial, P – Practical, C – Credit

Note: Among MHOE-304, MHOE-305, MHOE-306, MHOE-307 and MHOE-308 You can choose any three electives only.

Hence you will have total 18 credits in Semester III

Fourth Semester

S. No.	**Course Category**	**Course Code**	**Course Name**	**Periods**				**Evaluation scheme**		**Subject Total**
				L	**T**	**P**	**C**	**Sessional (Internal)**	**External (ESE)**	
Theory										
1	Core	MHOC-401	Food Safety and Preservation	03	0	0	03	40	60	100
2	Core	MHOC-402	Children with Special Needs	03	0	0	03	40	60	100
3	Elective	MHOE-404	Guidance and Counseling	03	0	0	03	40	60	100
4	Elective	MHOE-405	Psychological Testing and Measurement	03	0	0	03	40	60	100
5	Elective	MHOE-406	Consumer Economics	03	0	0	03	40	60	100
6	Elective	MHOE-407	Apparel Designing	03	0	0	03	40	60	100

7	Elective	MHOE-408	Dissertation	03	0	0	03	40	60	100
8	Self-Study	MHOS-409	Marriage and Family (Self-Study)	03	0	0	03	40	60	100
9	Self-Study	MHOS-410	Gender in Extension (Self-Study)	03	0	0	03	40	60	100
Practical										
1	Core	MHOC-403	Practical	0	0	03	03	40	60	100
			Total	15	0	03	18			

L – Lecture, T – Tutorial, P – Practical, C – Credit

Note: Among MHOE-404, MHOE-405, MHOE-406, MHOE-407 and MHOE-408 You can choose any three electives only.

Hence you will have total 18 credits in 4th semester

Examination Scheme:

Components	I st internal	II nd Internal	External (ESE)
Weightage (%)	20	20	60

Programme Name: Master of Arts (Home Science)

First Semester

S. No.	Course Category	Course Code	Course Name	Periods				Evaluation scheme		Subject Total
				L	T	P	C	Sessional (Internal)	External (ESE)	
Theory										
1	Core	MHOC-101	Advanced Food Science-I	3	0	0	3	40	60	100
2	Core	MHOC-102	Theories of Human Development	3	0	0	3	40	60	100
3	Core	MHOC-103	Advanced Clothing Construction	3	0	0	3	40	60	100
4	Core	MHOC-104	Extension Education and Communication in Home Science	3	0	0	3	40	60	100
5	Core	MHOC-105	Research Methodology in Home Science	3	0	0	3	40	60	100
Practical										
1	Core	MHOC-106	Practical	0	0	3	3	40	60	100
			Total	15	0	3	18			100

L – Lecture, T – Tutorial, P – Practical, C – Credit

Course code	**:** MHOC-101
Course Name	**:** Advanced Food Science-I
Semester /Year	**:** 1st/ 1st

	L	**T**	**P**	**C**
	03	**0**	**0**	**03**

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: To enable students to understand about following:

1. Different food groups and their nutritive value.

2. Different preserved and processed products from fruits and vegetables.

3. Toxic constituents of Pulses and elimination of toxic factors.

4. Functions of oils and fat and processing of nuts and oil seeds.

Course Contents

Unit -1

Different food groups and their nutritive value

Beverages: Coffee, tea and Cocoa; Soft Drink; Alcoholic beverages

Unit -2

Fruits: Composition and nutritive value

Vegetables: Classification, composition, nutritive value and methods of cooking
Preserved and processed products from fruits and vegetables

Unit -3

Cereals: Breakfast cereals – Uncooked and ready to eat products; Cereal-based products – processed, fermented and baked Pulses and legumes: Composition and processing; Toxic constituents of Pulses and elimination of toxic factors

Unit -4

Nuts and oil seeds: Use and processing

Fats and oils: Functions of oils and fats in food; Processing of fats

References

1. Amerine MA, Pengborn RM, Roceasier EB (1965). Principles of Sensory Evaluation and Academic Press, New York

2. Srilakshmi, B. Food Science, 4th Edition, New Age Publishers, New Delhi

3. Food Science and Experimental Foods, M. Swaminathan, Bappco

Course Outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Memorize the food according to food groups and get understanding of nutritive value of food groups.
CO2	Discuss about different types of beverages.
CO3	Apply the knowledge to prepare fermented and baked products from cereals.
CO4	Classify the fruits and vegetables and write about preserved and processed products from fruits and vegetables.
CO5	Evaluate the knowledge related to toxic constituents of pulses and apply it to eliminate them.
CO6	Write about the functions of oils and fat and processing of nuts and oil seeds.

CO-PO,PSO Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO4
CO1	2	2	-	1	-	-	-	-	2	-	2	2	3	3	-	2
CO2	2	2	-	1	-	3	-	-	2	-	2	2	3	3	-	2
CO2	2	2	-	1	-	3	-	-	2	-	2	2	3	3	-	2
CO4	2	2	-	1	-	3	-	-	2	-	2	2	3	3	-	2
CO5	2	2	-	1	-	-	-	-	2	-	2	2	3	3	-	2
CO6	2	-	-	1	-	2	-	-	2	-	2	2	3	3	-	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOC-102			
Course Name	**:** Theories of Human Development			
Semester /Year	**:** 2nd/ 1st			
	L	**T**	**P**	**C**
	03	**0**	**0**	**03**

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To impart knowledge regarding various theories of human development.

2. To provide framework for understanding human behavior, thought and development

Course Contents

Unit I:

Maslow's self-actualization theory
Freud's psychosexual or psychoanalytic theory Erikson's psychosocial theory

Unit II:

Skinner's theory of Operant or instrumental conditioning Pavlov's theory of classical conditioning
Thorndike's Trial and Error Learning

Unit III:

Kohlberg's six stages of moral reasoning

Unit IV:

Cognitive Development : Characteristics of cognitive development, Cognitive abilities in childhood, Factors affecting cognitive development, Stages of cognitive development : sensorimotor stage (reflexive scheme, primary circular reaction, secondary circular reactions, coordination of secondary circular reactions, tertiary circular reactions, mental representation), Pre-operational stage, Concrete operational stage, Formal operations stage

Piaget's cognitive development theory

References:

Morgan, King et al (1999): "Introduction to Psychology", Tata Mc Graw-Hill Edition, Delhi, India

Hurlock E (2000): "Child Development", Tata Mc Graw-Hill Edition, Delhi, India

Bal Vikas evam Bal Manovigyan, Brinda Singh, Panchseel Prakashan, Jaipur

Course Outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Memorize various theories of human development.
CO2	Explain Cognitive Development
CO3	Use psycho dynamic theories (like Freud and Erikson theory) to explain development.
CO4	Analyze Skinner's theory of Operant or instrumental conditioning, Pavlov's theory of classical conditioning and describe it.
CO5	Evaluate the knowledge related to Thorndike's Trial and Error Learning, Kohl berg's six stages of moral reasoning and explain it.
CO6	Draw the framework for understanding human behavior, thought, and development.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	1	-	-	-	-	2	-	2	2	2	3	-	-
CO2	2	2	2	1	-	-	-	-	2	-	2	2	2	3	-	-
CO3	2	2	2	1	-	-	-	-	2	-	2	2	2	3	-	-
CO4	2	2	2	1	-	-	-	-	2	-	2	2	2	3	-	-
CO5	2	2	2	1	-	-	-	-	2	-	2	2	2	3	-	-
CO6	2	2	2	1	-	-	-	-	2	-	2	2	2	3	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOC-103			
Course Name	**:** Advanced Clothing Construction			
Semester /Year	**:** 1st/ 1st			
	L	**T**	**P**	**C**
	03	**0**	**0**	**03**

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

To understand about following:

1. Equipment used in clothing construction.
2. Techniques of clothing construction.
3. Use of construction features in design.

Course Contents

Unit I:

Equipment used in clothing construction
Sewing machine: Parts and attachments; common defects and remedial measures, care and maintenance
Anthropometric Measurements: Need; taking measurements for different garments; precautions and method; tools and materials

Unit II:

Techniques of clothing construction:

Drafting: Meaning and importance; tools, method and precautions; drafting on paper and cloth; Pattern making: Meaning and importance; parts of pattern; tools required; symbols used and general rules

Unit III:

General principles of clothing construction; Steps in clothing construction: Preparation of fabric for clothing construction; preparing layout; marking of cloth; principles of cutting; principles of stitching; finishing

Unit IV:

Use of construction features in design – seams, darts, tucks, pleats, gathers, placket opening, shirring, smocking

Different types of – necklines, collars, yokes and sleeves Renovation of clothing

References:

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

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

Course Outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Enlist various equipment used in clothing construction and discuss about it.
CO2	Learn and describe about Anthropometric Measurements
CO3	learn and construct necklines, collars, yokes and sleeves etc.
CO4	Understand and analyze various principles of clothing construction to use them in garment construction
CO5	Get knowledge about techniques of clothing constructionand evaluate it.
CO6	Construct darts, pleats, tucks, gathers, basic seams etc.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	1	-	3	-	-	2	-	2	2	3	3	-	-
CO2	3	-	-	1	-	3	-	-	2	-	2	2	3	3	-	-
CO3	3	-	-	1	-	3	-	-	2	-	2	2	3	3	-	-
CO4	3	-	-	1	-	3	-	-	2	-	2	2	3	3	-	-
CO5	3	-	-	1	-	3	-	-	2	-	2	2	3	3	-	-
CO6	3	-	-	1	-	3	-	-	2	-	2	2	3	3	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code : MHOC-104				
Course Name: Extension Education and Communication in Home Science				
Semester /Year : 1st/ 1st				
	L	**T**	**P**	**C**
	03	**0**	**0**	**03**

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. Students will understand the concept of Home Science Extension Education.
2.To make students learn about Extension teaching methods and Audio-Visual Aids.
3. To familiarize students with the role of home scientists in community development.

Course Contents

Unit 1

Home Science: Concept, objectives, areas and relationship with extension,contribution of Home Science in different fields of development, Employment outside Home Science Institutions.

Home Science Extension Education: Meaning, objectives, principles, process and methods.

Unit 2

Qualities of home science extension worker Extension education methods: classification according to form and nature, classification according to function, classification

according to use, classification
according to steps in extension
teaching

Unit 3

Audio Visual aids in Home Science extension education
Krishi Vigyan Kendra, principles of Krishi Vigyan Kendra,
objectives of Krishi Vigyan Kendra, organisation and management
of Krishi Vigyan Kendra, training programme, characteristics of
Krishi Vigyan Kendra.
Central social welfare Board, Indian Council of Agriculture research.

Unit 4

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

References

Griha Vigyan Prasar Shiksha, Manju Patney and U.S Thakur, Shiva Prakashan Indore
2. Communication for Development in the Third World Theory and Practices (1991).
Sage Publication, New Delhi.
3. Chaubey BK (1990) A Handbook of Education Extension, Jyoti Publication,
Allahabad
4. Singh, R. (1987)Text Book of Extension Sahitya Kala Prakashan, Ludhiana
5. Extension Education in Community (1961) Ministry of Food and
Agriculture, Government of India, New Delhi
6. Extension Programme Planning, Oxford and IBH Publishing Company Pvt. Ltd.
New Delhi

Course Outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Memorize the concept, objectives, areas of Home Science and it's relationship with extension, Explain the contribution of Home Science in different fields of development, Employment outside Home Science Institutions.
CO2	Learn and understand the meaning, objectives, principles, process and methods of Home Science Extension Education and explain it.
CO3	Get familiarized with qualities of home science extension worker, and apply the knowledge for community development.
CO4	Classify extension teaching methods and describe them.
CO5	Elaborate about Krishi Vigyan Kendra
CO6	Learn about Audio-Visual Aids and prepare viual aids.Realize and discuss the role of home scientists in community development.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	-	2	2	-	2	-	2	2	3	2	2	2
CO2	3	3	-	-	-	2	2	-	2	-	2	2	3	2	2	2
CO3	3	3	-	-	-	2	2	-	2	-	2	2	3	2	2	2
CO4	3	3	-	-	-	2	2	-	2	-	2	2	3	2	2	2
CO5	3	3	-	-	-	2	2	-	2	-	2	2	3	2	2	2
CO6	3	3	-	-	-	2	2	-	2	-	2	2	3	2	2	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOC-105			
Course Name	**:** Research Methodology in Home Science			
Semester /Year	**:** 1st/ 1st			
L	**T**	**P**	**C**	
03	**0**	**0**	**03**	

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

To make students understand about following:

1. Research and Research Design.

2. Methods of acquiring knowledge.

3. Sources of Data and data collection.

Course Contents

Unit I:

Methods of acquiring knowledge

Research: Definition, nature, need and steps

Unit II:

Definition and identification of research problem,
selection of a problem Nature, types and
functions of hypothesis

Unit III:

Types of researches – Historical, survey
and experimental Research Design –

Definition, types, basic principles and
purpose

Unit IV:

Population and sample

Probability sampling

Non-probability sampling

Unit V:

Sources of Data

Data gathering instruments and techniques – interview, questionnaire, observation, case study, sociometry and projective techniques

Report writing

References:

1.Gupta, S.P., Statistical Methods, Sultan Chand and Sons, New Delhi,1994

2.Jain, Gopal Lal, Research Methodology, Methods, Tools and Techniques, Mangaldeep Publications, Jaipur,1998

3.Kothari, C.R.: An Introduction to Operational Research, Vikas Publishing House Pvt. Ltd, New Delhi,1994

4.Wright, Susan E., Social Science Statistics Allyn and Bacon Inc., London,1986

5.Wisniekwski, Mik, Quantitative Methods for Decision Makers, Mcmillan India Ltd., New Delhi,1986.

Course Outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Define Research and describe need, and steps of research.
CO2	Learn and discuss about sampling and types of research
CO3	Learn and discuss about research problem and hypothesis
CO4	Analyze different methods of acquiring knowledge.
CO5	Gain knowledge regarding data gathering instruments and techniques and evaluate it.
CO6	Write about Sources of data, data collection and report writing.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2	-	-	-	-	-		-	2	2	3	-	-	-
CO2	3	2	2	-	-	-	-	-		-	2	2	3	-	-	-
CO3	3	2	2	-	-	-	-	-		-	2	2	3	-	-	-
CO4	3	2	2	-	-	-	-	-		-	2	2	3	-	-	-
CO5	3	2	2	-	-	-	-	-		-	2	2	3	-	-	-
CO6	3	2	2	-	-	-	-	-		-	2	2	3	-	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOC-106			
Course Name	**:** Practical			
Semester /Year	**:** 1st/ 1st			
L	**T**	**P**	**C**	
0	**0**	**03**	**03**	

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. Learning by doing

2. Understanding and handling of sewing machine.

3. Drafting and stitching of blouse and kurta.

4. Preparation of audio-visual/Visual aids.

Course Contents

1. Preparation of theme-based audio-visual aids: Chart, Poster, Flashcards, Pamphlet/Folder and Flannel graph.

2. Construction of darts, pleats, tucks, gathers; basic seams; collars and sleeves.

3. Drafting of adult basic bodice and sleeve block and stitching of blouse and kurta.

4. Understanding and handling of sewing machine: various parts; accessories; care, common defects and remedial measures

Course Outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Memorize the theoretical knowledge related to practical
CO2	Identify different parts of sewing machine.
CO3	Understand and handle the sewing machine.
CO4	Construct darts, pleats, tucks, gathers, basic seams, collars and sleeves
CO5	Draft and stitch blouse and kurta.
CO6	Prepare visual aids or audio visual aids.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	3	1	-	3	-	3	-	-	2	2	2	2	3	3	2	2
CO2	3	1	-	3	-	3	-	-	2	2	2	2	3	3	2	2
CO3	3	1	-	3	-	3	-	-	2	2	2	2	3	3	2	2
CO4	3	1	-	3	-	3	-	-	2	2	2	2	2	2	3	3
CO5	3	1	-	3	-	3	-	-		2	2	2	3	3	3	3
CO6	3	1	-	3	-	3	-	-		2	2	2	3	3	3	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Second Semester

S. No.	Course Category	Course Code	Course Name	Periods				Evaluation scheme		Subject Total
				L	T	P	C	Sessional (Internal)	External (ESE)	
Theory										
1	Core	MHOC-201	Advanced Food Science - II	03	0	0	03	40	60	100
2	Core	MHOC-202	Life Span Development	03	0	0	03	40	60	100
3	Core	MHOC-203	Fabric Construction	03	0	0	03	40	60	100
4	Core	MHOC-204	Advanced Home Management	03	0	0	03	40	60	100
5	Core	MHOC-205	Statistics in Home Science	03	0	0	03	40	60	100
6	Self Study	MHOS-207	ADOLESCENCE	03	0	0	03	40	60	100
7	Self Study	MHOS-208	Computer	03	0	0	03	40	60	100
Practical										
1	Core	MHOC-206	Practical	0	0	03	03	40	60	100
			Total	15	0	03	18			

L – Lecture, T – Tutorial, P – Practical, C – Credit

Course code	**:** MHOC-201			
Course Name	**:** Advanced Food Science - II			
Semester /Year	**:** 2nd/ 1st			
	L	**T**	**P**	**C**
	03	**0**	**0**	**03**

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To know about nutritive value of meat, fish, egg and milk.

2. To provide knowledge about food preservation and processing.

3. To create awareness about adulteration of spices and role of major and minor spices

Course Contents

Unit 1

Evaluation of foods: Visual examination and sensory evaluation (colour, texture, flavor and taste)

Fermented foods, pickles, sauces.

Unit 2

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

Unit 3

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

Milk: Composition and importance; Milk processing; Milk products; Milk substitute.

Unit 4

Sugar: Different types of sugars; Indian confectionary

Spices and condiments: Role of major and minor spices and their use; active principles in some spices, Adulteration of spices

References:

Handbook of Food Science and Experimental Foods, M Swaminathan, Bappco.
Srilakshmi, B. Food Science, 4th Edition, New Age Publishers, New Delhi.

Course Outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Comprehend and memorize the knowledge related to evaluation of food.
CO2	Explain the nutritive value of meat, fish, egg and milk.
CO3	Illustrate the structure of egg.
CO4	Gain knowledge and analyze different methods of preservation and processing of fish.
CO5	Evaluate the knowledge related to fermented foods, pickles and sugar
CO6	Create awareness about adulteration of spices and role of major and minor spices

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	3	-	3	-	-	2	-	-	2	-	2	2	3	2	-	-
CO2	3	-	-	-	-	-	-	-	2	-	2	2	3	2	-	-
CO3	3	-	-	-	-	-	-	-	1	-	2	2	3	1	-	-
CO4	3	-	-	-	-	2	-	-	2	-	2	2	3	3	-	3
CO5	3	2	-	-	-	-	-	-	2	-	2	2	3	1	-	2
CO6	3	2	-	-	-	-	-	-	2	-	2	2	3	1	-	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOC-202			
Course Name	**:** Life Span Development			
Semester /Year	**:** 2nd/ 1st			
	L	**T**	**P**	**C**
	03	**0**	**0**	**03**

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To know about developmental tasks of early adulthood, middle age and old age.

2. To understand the problems and challenges faced by an adult.

3. To understand the problems and types of Changes during old age.

Course Contents

Unit I: Early Adulthood

Characteristics; Sub-stages; Developmental Tasks,

Selection of Life Mate:Age at marriage, Family and Social Background, Emotional Maturity, Equality in Educational Level, Intellectual Abilities, Equality in Attitudes and Interests, Equality in Economic Status, Equality in Standard of Living, Religious Equality, Caste Equality, Healthy Sexual Attitudes, Happy Childhood, Personality, etc.

Problems: Adjustments, Interests, Vocational, Marital life and adjustments, Divorce, Re-marriage, Unmarried life/single hood

Unit II: Middle Age

Characteristics; Subdivisions; Developmental Tasks

Problems: Some common problems unique to old age; Physical changes, Health, Changes in interests, Vocational, Changing family pattern, Family adjustments, Loss of spouse

Unit III: Old Age

Characteristics; Subdivisions; Developmental Tasks

Types of Changes during ageing: Physical, Sensory, Sexual, Health, Changes in motor abilities, Changes in mental abilities and cognitive capacities, Changes in interests, Retirement, Loss of spouse; Vocational and Family life hazards of old age; Consequences of ageing.

Attitudes of Old Age persons: Submission to children, Social prestige, Attitude to lead a happy life, Share of property, To obey ideals, Too much love and affection towards son or daughter, Favouritism, Want to travel to pilgrimage, Dominating power, Submission to God, Indulgence to grand sons, Great desire to get respect etc.

References:

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

Course Outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Remember and explain the developmental tasks of early adulthood
CO2	Understand and write the developmental tasks of middle age.
CO3	Enlist and explain the developmental tasks of old age.
CO4	Analyze the problems and challenges faced by an adult and elaborate on them.
CO5	Understand and evaluate the problems of old age person and types of Changes taking place during old age.
CO6	Write about the attitudes of old age persons.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	1	1	-	1	-	2	-	2	2	-	2	-	2
CO2	3	3	-	1	1	-	1	-	2	-	2	2	-	2	-	2
CO3	3	3	-	1	1	-	1	-	2	-	2	2	-	2	-	2
CO4	3	3	-	1	1	-	1	-	2	-	2	2	-	2	-	2
CO5	3	3	-	1	1	-	1	-	2	-	2	2	-	2	-	2
CO6	3	3	-	1	1	-	1	-	2	-	2	2	-	2	-	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOC-203			
Course Name	**:** Fabric Construction			
Semester /Year	**:** 2nd/ 1st			
L	**T**	**P**	**C**	
03	**0**	**0**	**03**	

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To enable the students to know about different types of yarns.

2. To learn about different methods of fabric construction.

3. To know about knitting technology.

Course Contents

Unit I

Yarn construction – mechanical and chemical spinning; Different stages of yarn construction; Types of yarn – simple, textured and spun; simple – simple, ply, cord; novelty; ply, cable, double and novelty; yarn numbering and yarn twist

Blends – meaning, types, process and reasons for blending, difference between blends and mixed

Unit II

Methods of fabric construction: from solutions – film method, foam method, felting, non-woven method, from yarn – braiding, knitting, lace method and weaving

Non-woven fabrics – meaning, types, methods and uses Felting – meaning, types and process

Unit III

Knitting technology: Definition, classification, material and equipments; Methods of knitting – weft knitting and warp knitting; Uses and disadvantages of knitted fabrics

Unit IV

Weaving technology: Definition, main operations; Characteristics of woven fabrics; Selvedge – types; Types of weaves

Loom – Parts of loom; Classification and types of loom; Motions of the loom

References:

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

Vastra Vigyan evam Paridhan Parichay, Patni, Agarwal evam Gupta; Shiva Prakashan, Indore Vastra Vigyan ke Siddhanth, Reena Khanuja, Agarwal Publications.

Vastra Vigyan evam Paridhan Vyavastha – Manju Patni, Star Publications

Course Outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Define knitting and understand knitting technology.
CO2	Explain Non-woven fabrics
CO3	Learn and discuss about different methods of fabric construction.
CO4	Classify and analyze basic weaves, draw the pattern of basic weaves and write about loom and weaving technology.
CO5	Understand and evaluate different processes of yarn making
CO6	Classify basic weaves, create samples of basic weaves and write about loom and weaving technology.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	1	-	1	-	-	2	-	2	2	3	3	-	-
CO2	3	-	-	1	-	2	-	-	2	-	2	2	3	3	-	-
CO3	3	-	-	1	-	2	-	-	2	-	2	2	3	3	-	-
CO4	3	-	-	1	-	1	-	-	2	-	2	2	3	3	-	-
CO5	3	-	-	1	-	2	-	-	2	-	2	2	3	3	-	-
CO6	3	-	-	1	-	1	-	-	2	-	2	2	3	3	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOC-204			
Course Name	**:** Advanced Home Management			
Semester /Year	**:** 2nd/ 1st			
	L	**T**	**P**	**C**
	03	**0**	**0**	**03**

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To understand the concept of Home Management, values, goals and standard.

2. To develop the awareness about using the resources effectively.

3. To strengthen the financial management practices of students.

Course Contents

Unit 1

Management in family living, characteristics of management in home, role of home management, misconceptions regarding home management

Roles and responsibilities, characteristics and functions of a home manager

Unit 2

Values – Concept, characteristics, classification and factors influencing values Goals – Concept, types, factors influencing goals

Standards – Concept, classification of standards Interrelatedness of values, goals and standards

Unit 3

Management process: Planning, organizing, leading, controlling and evaluating Decision making: Concept, steps, factors affecting, kind

Resources: Meaning and definition, role, characteristics, classification

Unit 4

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

Unit 5

Money Management: Budgeting – Definition, importance and steps in planning a budget Account keeping – importance, types of account systems, methods of handling money, family financial records

References:

1. An Introduction to Family Resource Management: Premavathy Seetharaman, Sonia Batra and Preeti Mehra, CBS Publishers and Distributors

2. Home Management for Indian Families: M. K. Mann

3. Management for Modern Families: Gross and Crandall

4. Management in Family Living: Nickell and Dorsey

5. Grah Prabandh: Sharma and Verma

6. गृह व्यवस्था एवं गृह सज्जा : रीना खनूजा

7. गृह प्रबन्ध एवं आन्तरिक सज्जा : डॉ वृन्दा सिंह

Course Outcomes (COs):
Upon successful completion of the course a student will be able to

CO1	Memorize the concept of Home Management.
CO2	Understand and explain values, goals and standard.
CO3	Understand and apply the knowledge of work simplification to complete their tasks easily.
CO4	Analyze and discuss about the financial management practices .
CO5	Evaluate and apply the knowledge related to time management and energy management to complete their tasks easily
CO6	Develop the awareness about using the resources effectively.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	3	1	-	1	-	2	-	-	2	-	2	2	3	2	3	2
CO2	3	1	-	1	-	2	-	-	2	-	2	2	3	2	3	2
CO3	3	1	-	1	-	2	-	-	2	-	2	2	3	2	3	2
CO4	3	3	-	1	-	2	-	-	2	-	2	2	3	2	3	2
CO5	3	1	-	1	-	2	-	-	2	-	2	2	3	2	3	2
CO6	3	3	-	1	-	2	-	-	2	-	2	2	3	2	3	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOC- 205			
Course Name	**:** Statistics in Home Science			
Semester /Year	**:** 2nd/ 1st			
	L	**T**	**P**	**C**
	03	**0**	**0**	**03**

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To understand the significance of Statistics in Home Science research.

2. To learn about diagrammatic representation of data.

3. To learn about analysis of data and writing a research report.

Course Contents

Unit I

Meaning and uses of statistics, classification and tabulation of data Construction of frequency distribution table

Unit II

Diagrammatic representation of data – single dimensional diagrams (line and bar), two-dimensional diagram (pie)

Graphical representation of data – graphs of frequency distribution (histogram, frequency polygon, frequency curve)

Unit III

Measures of central tendency – mean, median, mode Measures of dispersion – standard deviation

Unit IV

Analysis of data

Writing a research report

Course Outcomes (COs):
Upon successful completion of the course a student will be able to

CO1	Define statistics and explain the uses of statistics
CO2	Classify data and construct frequency distribution table
CO3	Use measures of central tendency in their research work.
CO4	Learn about analysis of data and writing a research report.
CO5	Learn diagrammatic representation of data.
CO6	Develop the understanding of 'significance of Statistics in Home Science research' and write about it .

CO-PO, PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	2	-	-	-	2	-	-	2	2	2	2	2	-	-	-
CO2	2	2	2	2	2	2	-	-	2	2	2	2	2	-	-	-
CO3	2	2	-	2	-	2	-	-	2	2	2	2	2	-	-	-
CO4	2	2	2	2	2	2	-	-	2	2	2	2	2	-	-	-
CO5	2	2	-	2	-	2	-	-	2	2	2	2	2	-	-	-
CO6	2	2	2	2	2	2	-	-	2	2	2	2	2	-	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOS- 207			
Course Name	**:** ADOLESCENCE			
Semester /Year	**:** 2nd/ 1st			
L	**T**	**P**	**C**	
03	**0**	**0**	**03**	

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. Become acquainted with developmental tasks of adolescence

2. Developing awareness about important aspects of development during adolescent period.

3. Understanding the problems of adolescence and factors affecting social and emotional development.

Course Contents

Unit 1

Puberty and Adolescence – definition and characteristics

Physical changes during puberty and adolescence and their impact on adolescent and family Developmental tasks of adolescence

Unit 2

Social and emotional development during adolescence. Factors affecting social and emotional development. Role of parents, teachers, peers and society

Unit 3

Friendship patterns and social groupings during adolescence. Process of socialization.

Development of interests and attitudes

Unit 4

Problems of adolescence – drop out from education system, juvenile delinquency – causes and prevention, addiction and alcoholism

Problems of adjustment, identity crisis

References:

Kishore-awastha, Vivahevam Parivarik Jeevan, Alka David, Shiva Prakashan, Indore

Course Outcomes (COs):
Upon successful completion of the course a student will be able to

CO1	Define Puberty and adolescence and get acquainted with developmental tasks of adolescence.
CO2	Comment on characteristics of adolescence and explain the physical changes during puberty and adolescence
CO3	Explain the important aspects of development during adolescent period.
CO4	Discuss and analyze the role of parents, teachers, peers and society on social and emotional development of adolescence.
CO5	Evaluate the problems of adolescents and factors affecting social and emotional development.
CO6	Write about friendship pattern and social grouping during adolescence.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	2	-	1	-	2	-	-	2	-	2	2	2	2	-	-
CO2	2	1	-	1	-	2	-	-	2	-	2	2	2	2	-	-
CO3	2	2	-	1	-	2	-	-	2	-	2	2	2	2	-	-
CO4	2	1	-	1	-	2	-	-	2	-	2	2	2	2	-	-
CO5	2	2	-	1	-	2	-	-	2	-	2	2	2	2	-	-
CO6	2	1	-	1	-	2	-	-	2	-	2	2	2	2	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOS-208			
Course Name	**:** Computer			
Semester /Year	**:** 2nd/ 1st			
L	**T**	**P**	**C**	
03	**0**	**0**	**03**	

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To provide fundamental knowledge about computer.

2. To provide knowledge about different parts of computer system and their working.

3. To provide knowledge about characteristics of computer and it's applications in various fields.

Course Contents

Unit I

Overview about computers – Definition, parts of computer system, working and functions of computer, history of computers, Generations of computers – First, Second, Third, Fourth and Fifth

Unit II

Characteristics of computer, applications of computers in various fields, classification of computers, types of Personal Computers

Components of a computer – Organization of computer, main parts of computer – CPU, Input devices, Output devices, memory

Unit III

Input devices – Meaning and their examples

Output devices – Meaning, types of presentation of output – text, graphic, sound; Types –Video Display Screen or Monitor, printer, plotter

Unit IV

Memory – Primary memory and its types; Secondary Memory and its examples Hardware, Software, Skinware and Liveware

Use of computer in research

Use of computer in different fields of Home Science

References:

Computer ka Parichay – Gaurav Agarwal, Shiva Prakashan, Indore

Course Outcomes (COs):
Upon successful completion of the course a student will be able to

CO1	Define computer and have fundamental knowledge about computer.
CO2	Comment on history of computers and different generations of computer
CO3	Learn and explain the characteristics of computer, applications of computer in various fields and different parts of computer system and their working.
CO4	Analyze the knowledge related to ‘ input devices and output devices and also discuss about it..
CO5	Evaluate the knowledge related to ‘ memory, hardware, software, skinware and liveware’.
CO6	Develop the understanding of ‘ use of computer in research and different fields of Home Science’.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	-	-	1	-	-	-	-	2	-	2	2	2	2	-	-
CO2	2	-	-	1	-	-	-	-	2	-	2	2	2	2	-	-
CO3	2	-	-	1	-	-	-	-	2	-	2	2	2	2	-	-
CO4	2	-	-	1	-	-	-	-	2	-	2	2	2	2	-	-
CO5	2	-	-	1	-	-	-	-	2	-	2	2	2	2	-	-
CO6	2	-	-	1	-	-	-	-	2	-	2	2	2	2	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOC-206			
Course Name	**:** Practical			
Semester /Year	**:** 2nd/ 1st			
L	**T**	**P**	**C**	
0	**0**	**3**	**03**	

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To learn about how to prepare low cost high nutritive value recipes

2. To make the Drafting and lifting plan of different weaves on a graph paper and glaze paper

3. To make Hand knitting samples/articles

Course Contents

1. Preparation of recipes from different Indian States

2. Preparation of low cost high nutritive value recipes

3. Drafting and lifting plan of different weaves on a graph paper and glaze paper

4. Visit to a cloth weaving unit and report writing

5. Hand knitting samples/articles

Course Outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Memorize the thoretical knowledge related to practical
CO2	Prepare low cost high nutritive value recipes.
CO3	Make the Drafting and lifting plan of different weaves on a graph paper and with strips of glaze paper.
CO4	Prepare recipes from different Indian states.
CO5	Create hand knitted samples/articles
CO6	Write the report of visit to cloth weaving unit

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	3	2	-	3	-	2	-	-	2	-	2	2	2	2	-	-
CO2	3	-	-	3	-	1	-	-	2	-	2	2	2	2	-	-
CO3	3	-	-	3	-	2	-	-	2	-	2	2	2	2	-	-
CO4	3	-	-	3	-	2	-	-	2	-	2	2	2	2	-	-
CO5	3	2	-	3	-	2	-	-	2	-	2	2	2	2	-	-
CO6	3	2	-	3	-	2	-	-	2	-	2	2	2	2	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Third Semester (03 Core Courses + 03 Electives)

S. No.	Course Category	Course Code	Course Name	Periods				Evaluation scheme		Subject Total
				L	T	P	C	Sessional (Internal)	External (ESE)	
Theory										
1	Core	MHOC-301	Community Nutrition	03	0	0	03	40	60	100
2	Core	MHOC-302	Dyeing and Printing	03	0	0	03	40	60	100
3	Elective	MHOE-304	Advanced Food and Nutrition	03	0	0	03	40	60	100
4	Elective	MHOE-305	Organization and Management of Early Childhood Education Center	03	0	0	03	40	60	100
5	Elective	MHOE-306	Consumer Education	03	0	0	03	40	60	100
6	Elective	MHOE-307	Early Childhood Education	03	0	0	03	40	60	100
7	Elective	MHOE-308	Traditional Indian Embroidery and Textiles	03	0	0	03	40	60	100
8	Self-Study	MHOS-309	Rural Sociology	03	0	0	03	40	60	100
9	Self-Study	MHOS-	Child Welfare	03	0	0	03	40	60	100

		310	in India							
Practical										
1	Core	MHOC-303	Practical	0	0	03	03	40	60	100
			Total	15	0	03	18			

L – Lecture, T – Tutorial, P – Practical, C – Credit

Note: Among MHOE-304, MHOE-305, MHOE-306, MHOE-307 and MHOE-308 You can choose any three electives only.

Hence you will have total 18 credits in Semester III

Course code	**:** MHOC-301			
Course Name	**:** Community Nutrition			
Semester /Year	**:** 3rd/ 2nd			
L	**T**	**P**	**C**	
3	**0**	**0**	**3**	

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To enable the students to understand about various deficiency diseases related to vitamins and minerals.

2. To acquaint students with importance of nutritional assessment.

3. To provide knowledge about different methods of nutritional assessment.

Course Contents

Unit-I

Prevalence, etiology, biochemical and clinical manifestation and preventive measures for: Protein Calories Malnutrition- Kwashiorkar and Marasmus

Unit II:

Prevalence, etiology, biochemical and clinical manifestation and preventive measures for: Iron deficiency, Iodine deficiency; Fluorine Deficiency and Toxicity

Unit III:

Prevalence, etiology, biochemical and clinical manifestation and preventive measures for Vitamin A deficiency; Thiamine deficiency; Niacin deficiency; Deficiency of Ascorbic acid; Deficiency of vitamin D

Unit IV:

Nutritional assessment and surveillance – Meaning, need, objectives and importance Anthropometry – Need, importance, types, standards for reference

Biochemical methods – Biophysical or Radiological assessment, functional assessment, laboratory and biochemical assessment

Clinical assessment – Need, importance, identifying signs of deficiency diseases
Diet surveys – Need, importance, methods.

Reference

Jelliffe DE and Jelliffe EFP (1989). Community Nutritional Assessment, Oxford University Press.

Course Outcomes (COs):
Upon successful completion of the course a student will get:

CO1	Define protein calorie malnutrition and comment on it.
CO2	Explain iron deficiency, iodine deficiency; fluorine deficiency and toxicity.
CO3	Discuss about vitamin A deficiency; deficiency of ascorbic acid; deficiency of vitamin D and use the knowledge in day to day life.
CO4	Analyze the knowledge related to Thiamine deficiency and Niacin deficiency and discuss about it.
CO5	Evaluate the knowledge related to different methods of nutritional assessment and write about it.
CO6	Develop an understanding of 'importance of nutritional assessment and surveillance' and write about it.

CO-PO,PSO Mapping

Course	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	2	-	-	-	2	-	-	2	2	2		2	2	-	2
CO2	2	2	-	-	-	2	-	-	2	2	2		2	2	-	2
CO3	2	2	-	-	-	2	-	-	2	2	2		2	2	-	-
CO4	2	2	-	-	-	2	-	-	2	2	2		2	2	-	2
CO5	2	2	-	-	-	2	-	-	2	2	2		2	2	-	2
CO6	2	2	-	-	-	2	-	-	2	2	2		2	2	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOC-302			
Course Name	**:** Dyeing and Printing			
Semester /Year	**:** 3rd/ 2nd			
	L	**T**	**P**	**C**
	3	**0**	**0**	**3**

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To familiarize students with different types of dyes.

2. To provide knowledge about different dyeing methods at different stages of processing.

3. To acquaint students with different printing methods and after treatment of printed goods

Course Contents

Unit I:

Dyes – Definition and classification of dyes. Different types of dyes: Natural dyes – Vegetable, animal and mineral; Synthetic dyes – direct, acid, basic, reactive, vat, sulphur, mordant, disperse, pigments

Suitability of various dyes to different fibers

Unit II:

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

Unit III:

Printing – Significance, methods – block,
stencil, screen, roller Faults in printing

Advantages and disadvantages of different printing methods

Unit IV:

Preparation of printing paste, use of various
ingredients and thickeners Preparation of cloth for
printing
After-treatment of printed goods
Printing of cellulosic fabric with pigments, azoic, direct, vat and reactive dyes Printing of wool and silk with acid and reactive dyes

References:

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

Course Outcomes (COs):

Upon successful completion of the course a student will get:

CO1	Define dyes and discuss about different types of dyes.
CO2	Discuss about printing paste and preparation of cloth for printing
CO3	Discuss about colour fastness and use the knowledge in day to day life
CO4	Analyze different dyeing methods at different stages of processing.
CO5	Evaluate the knowledge related to different printing methods .
CO6	Write about after treatment of printed goods.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	-	-	-	-	2	-	-	2	-	2	2	3	2	-	-
CO2	2	-	-	-	-	2	-	-	2	-	2	2	3	2	-	-
CO3	2	-	-	-	-	2	-	-	2	-	2	2	3	2	-	-
CO4	2	-	-	-	-	2	-	-	2	-	2	2	3	2	-	-
CO5	2	-	-	-	-	2	-	-	2	-	2	2	3	2	-	-
CO6	2	-	-	-	-	2	-	-	2	-	2	2	3	2	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOE-304			
Course Name	**:** Advanced Food and Nutrition			
Semester /Year	**:** 3rd/ 2nd			
L	**T**	**P**	**C**	
3	**0**	**0**	**3**	

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

To enable students to understand about:

1. Dietary nutrients in food and BMR

2. Schemes, programmes and policies of government of India to combat malnutrition.

3. Dietary modification and management of common disease conditions.

Course Contents

Unit 1

Dietary Nutrients in foods: Types, Functions, requirement, and sources; Digestion, absorption & Utilization of Nutrients; Energy – Requirements and B.M.R

Unit 2

Nutrition during different life cycles: infancy pre-school, pregnancy, lactation, old-age etc.

Unit 3

Indian Council of child welfare, Central Food Technological Research Institute, World Health Organization, Integrated Child Development Services, UNICEF (United Nations Children's Fund) Food and Agriculture Organization, Cooperative for American Relief Everywhere, Applied Nutrition Programme.
Therapeutic Nutrition: Definition, importance and scope, adaptation of normal diet for therapeutic purposes (Soft diet, full fluid diet, bland diet etc.)

Unit 4

Etiology, causative factors, preventive measures and planning of diets in febrile conditions (acute fever, typhoid, tuberculosis); gastro-intestinal disorders (diarrhea, constipation, peptic ulcers); kidney diseases (acute and chronic nephritis); diabetes mellitus, cardio-vascular diseases (hypertension, coronary heart diseases)

Reference

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.

Course Outcomes (COs):

Upon successful completion of the course a student will be able to:

CO1	Define B.M.R and explain energy requirement. .
CO2	Categorize dietary nutrients and explain their functions, digestion, and absorption
CO3	Discuss about nutrition during different stages of life cycle and apply the knowledge in day to day life.
CO4	Analyze the knowledge related to ICCW, CFTRI, WHO and ICDS
CO5	Evaluate the knowledge related to UNICEF, FAO, CARE and ANP
CO6	Gain skills in planning and preparing diet during febrile conditions, gastrointestinal disorders, kidney diseases, diabetes mallitus and cardiovascular diseases.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO 6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	2	-	-	2	-	2	2	3	2	-	-
CO2	3	-	-	-	-	2	-	-	2	-	2	2	3	2	-	-
CO3	3	-	2	-	-	2	-	-	2	-	2	2	3	2	-	-
CO4	3	-	-	-	-	3	-	-	2	-	2	2	3	3	-	-
CO5	3	-	2	-	-	2	-	-	2	-	2	2	3	2	-	-
CO6	3	-	-	-	-	3	-	-	2	-	2	2	3	3	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOE-305			
Course Name Education Center	**:** Organization and Management of Early Childhood			
Semester /Year	**:** 3rd/ 2nd			
L	**T**	**P**	**C**	
3	**0**	**0**	**3**	

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To make students learn about minimum requirements of Early Childhood Education Center.

2. To make students learn about how to plan the curriculum of ECE center.

3. To make students understand the concept, purpose and tools for evaluation of children.

Course Contents

Unit 1: Minimum requirements of Early Childhood Education Center:

Building requirements – physical structure and facilities; indoor space – size and arrangement of rooms; outdoor space; Equipment and Play Materials **–** Outdoor Play Equipment; Indoor Play equipment; Selection of Equipment and Play materials; Maintenance and display of materials; Safety requirements; Age for admission, Admission procedure. ECE programme – timings, content and methodology**;** Records in ECE center

Unit 2: Staff, Family and Community

Staff structure, qualifications; Essential Qualities (Personal and Professional) of ECE teacher; Role and Responsibilities of Pre-School teacher; Need and Importance of involving family and community; Methods of Involving Parents; Community Participation

Unit 3: Planning the Curriculum

Need for Planning ECE Curriculum; Principles in Developing Daily Schedules; Stages in Curriculum Planning – Planning of Long term Goals, Planning of Short Term Goals, Identifying Play Activities, Formulating Daily and Weekly Schedules;

Unit 4: Evaluation

Concept and Purpose of Evaluation; Evaluating Play Activities; Evaluating Children; Tools for Evaluating Children; Evaluating ECE center.

References:

NCERT (1991), A Guide for Nursery School Teachers, NCERT, NewDelhi

Seth Kanta, Ahuja Kavita (1996), Minimum Specifications for Pre-Schools, NCERT, NewDelhi

Kohn Ruth (2003), The Exploring Child – A Handbook for Pre-Primary Teachers, Orient Longman,Delhi

Chowdhury D Paul (1995), Child Welfare/Development, Atma Ram & Sons,Delhi.

Certificate Course in Organizing Child Care Services, IGNOU, (Block 1 to6)

Grewal J S (1998), Early Childhood Education – Foundations and Practice, Har Prasad .

Kaul Venita (1991), Early Childhood Education Programme, NCERT, New Delhi

Mina Swaminathan, Bacchon Ke Liye Khel Kriyaen, UNICEF, New Delhi

Course Outcomes (COs):

Upon successful completion of the course a student will be able to:

CO1	Remember minimum requirements of Early Childhood Education Center and explain it.
CO2	Discuss about staff structure, qualifications; essential qualities (Personal and Professional) of ECE teacher
CO3	Gain knowledge about how to plan the curriculum of ECE center and use it in future.
CO4	Identify and analyze the role and responsibilities of preschool teacher and methods of involving parents and community.
CO5	Evaluate the knowledge related to concept, purpose and tools for evaluation of children and ECE center.
CO6	Write about the need for Planning ECE Curriculum; Principles in Developing Daily Schedules; Stages in Curriculum Planning.

CO-PO, PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	-	-	1	-	2	-	-	2	2	2	2	3	3	2	-
CO2	2	-	-	1	-	2	-	-	2	2	2	2	3	3	2	-
CO3	2	-	-	1	-	2	-	-	2	2	2	2	3	3	2	-
CO4	2	-	-	1	-	2	-	-	2	2	2	2	3	3	2	-
CO5	2	-	-	1	-	2	-	-	2	2	2	2	3	3	2	-
CO6	2	-	-	1	-	2	-	-	2	2	2	2	3	3	2	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOE-306			
Course Name	**:** Consumer Education			
Semester /Year	**:** 3rd/ 2nd			
L	**T**	**P**	**C**	
3	**0**	**0**	**3**	

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To familiarize the students with consumer behavior.

2. To enable students to have an overview of the consumer problems, consumer law and consumer protection.

3. To develop an understanding of consumer rights, consumer welfare and responsibilities of consumer.

Course Contents

Unit 1:

Consumer – definition, meaning, characteristics and types

Consumer behavior – meaning, factors influencing, consumer and sales techniques Steps in decision making by the consumer

Unit 2:

Rights and responsibilities of the consumer, Problems of the Indian consumer

Consumer protection – meaning, definition, need, measures

Unit 3:

State Laws protecting the consumer: The Prevention of Food Adulteration Act, 1954;

Medicine and Drug Act, 1940; Standard and Weight Act,1939; Grading and Marketing Act,1937; Consumer Protection Law,1987; Canned Food Law, 1970; The Household Electrical Appliances (Quality Control) Order,1976; Essential Commodity Control Trade Act,1969; The Agmark Standards. Social Laws. Statutory Law.

Consumer welfare

Consumer protection services

Unit 4:

Approaches for consumer education

Standard and standardization – meaning, definition, advantages and disadvantages, problems and obstacles

References:

Upbhokta Arthshashtra, Karuna Sharma, Manju Patni and Deepak Agarwal, Shiva Prakashan Indore

Parivarik Vit evam Upbhokta Shiksha, Karuna Sharma, Sandhya Sharma and Deepak Agarwal, Shiva Prakashan Indore.

Course Outcomes (COs):
Upon successful completion of the course a student will be able to:

CO1	Define consumer and explain the characteristics and types of consumer.
CO2	Have an overview of the consumer problems and comment about it.
CO3	Learn and explain consumer law and consumer protection and use this knowledge in day to day life.
CO4	Analyze consumer behaviour, consumer rights.
CO5	Discuss about consumer welfare and responsibilities of consumer and evaluate the knowledge related to consumer education.
CO6	Write about standard and standardization

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	-	-	1	-	2	-	-	2	-	2	2	2	-	-	3
CO2	2	2	-	1	-	2	-	-	2	-	2	2	2	-	-	3
CO3	2	2	-	1	-	2	-	-	2	-	2	2	2	-	-	3
CO4	2	-	-	1	-	2	-	-	2	-	2	2	2	-	-	3
CO5	2	2	-	1	-	2	-	-	2	-	2	2	2	-	-	3
CO6	2	-	-	1	-	2	-	-	2	-	2	2	2	-	-	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOE-307			
Course Name	**:** Early Childhood Education			
Semester /Year	**:** 3rd/ 2nd			
L	**T**	**P**	**C**	
3	**0**	**0**	**3**	

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

To familiarize students with:

1. Historical perspective of early childhood education.
2. Principles of Early Childhood Education and Early Childhood education services in India.
3. Developmental Characteristics**,** Developmental needs and interests of children between 3 to 6 years of age.
4. Concept and Role of play in development

Course Contents

Unit I: Historical perspective of early childhood education

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

Western: John Amos Comenius, Johann Heinrich Pestalozzi, John Locke, Friedrich Wilhelm Froebel, Jean Jacques Rousseau, Maria Montessori

Indian: Rabindranath Tagore (1861 – 1941), Gijubhai Badeka, M.K Gandhi, Tarabai Modak

Unit II: Principles of Early Childhood Education

Objectives; Need and significance; Basic Principles; The Playway Method; Early Childhood education services in India - Government Sector – ICDS, NIPCCD, NCERT etc; Voluntary Sector – ICCW, Balwadi, Mobile Creche´s, ECCE centers etc.; Private Sector (Nursery, Pre- Primary etc)

Unit III: Early Childhood Years (3 – 6 Years) Children in the Early Childhood Years – Developmental Characteristics**;** Developmental needs**;** Interests**;** Significance of First Five Years of Life

Unit IV: Play

Concept of Play; Play and Learning; Role of play in development; Play as a means of understanding children's development; Different types of play among preschool children (onlooker, solitary independent play, parallel activity, associative play, cooperative or organized supplementary play)

References:

NCERT (1991), A Guide for Nursery School Teachers, NCERT, NewDelhi

2. Seth Kanta, Ahuja Kavita (1996), Minimum Specifications for Pre-Schools, NCERT, NewDelhi

3. Kohn Ruth (2003), The Exploring Child – A Handbook for Pre-Primary Teachers, Orient Longman,Delhi

4. Chowdhury D Paul (1995), Child Welfare/Development, Atma Ram & Sons,Delhi.

5.Certificate Course in Organizing Child Care Services, IGNOU, (Block 1 to6) 6.Grewal J S (1998), Early Childhood Education – Foundations and Practice

Course Outcomes (COs):

Upon successful completion of the course a student will able to:

CO1	Remember the historical perspective of early childhood education and discuss about contribution of western thinkers.
CO2	Comment on historical perspective of early childhood education and discuss about contribution of Indian thinkers.
CO3	Explain the principles of Early Childhood Education.
CO4	Analyze the knowledge related to early childhood education services in India.
CO5	Evaluate the knowledge related to developmental Characteristics, Developmental needs and interests of children between 3 to 6 years of age.
CO6	Write the concept and role of play in development.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	-	-	1	-	2	-	-	2	-	2	2	2	2	-	-
CO2	2	-	-	1	-	2	-	-	2	-	2	2	2	2	-	-
CO3	2	1	-	1	-	2	-	-	2	-	2	2	2	2	-	-
CO4	2	1	-	1	-	2	-	-	2	-	2	2	2	2	-	-
CO5	2	1	-	1	-	2	-	-	2	-	2	2	2	2	-	-
CO6	2	1	-	1	-	2	-	-	2	-	2	2	2	2	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOE-308			
Course Name	**:** Traditional Indian Embroidery and Textiles			
Semester /Year	**:** 3rd/ 2nd			
L	**T**	**P**	**C**	
3	**0**	**0**	**3**	

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:
1. To provide the knowledge of basic hand embroidery stitches.
2. To acquaint the students with traditional Indian embroidery and traditional textiles of India.
3. To sensitize the students about revolution in khadi.

Course Contents

Unit I

Historical background of traditional Indian embroidery

General embroidery techniques; Hand embroidery–knowledge of basic hand embroidery stitches

Unit II

Study of traditional embroideries of India: Texture, design and colour

Chikankari of Uttar Pradesh, Kantha of Bengal, Kasuti of Karnataka, Kutch Kathiawar of Gujarat, Phulkari of Punjab, Sindhi embroidery

Unit III

Traditional Textiles of India: Texture, design and colour

Woven (in design) – Patola, brocade, chanderi, paithani, pochampalli, ikat, maheshwari Printed woven fabric – dacca muslin, tassar, kotadoris

Printed – Sanganeri, kharhi print of Gujarat Painted – kalamkari, madhubani

Resist dyed – bandhej of Gujarat and Rajasthan

Unit IV

Khadi: Significance – National and economic; Revolution in Khadi

Handloom: Definition, role in national economy and some chief handloom clothes of India

References

1.Parivarik Paridhan Vyavastha – Sapna Henry and Manju Patni, Star Publications
2.Vastraevam Paridhan – Shashiprabha Jain and Archana Jain, Shiva Prakashan, Indore

Course Outcomes (COs):

Upon successful completion of the course a student will be :

CO1	Having an insight of historical background of traditional Indian embroidery and describe it.
CO2	Identify and learn general techniques of embroidery
CO3	Acquainted with traditional woven textiles of India and explain it.
CO4	Analyze the knowledge related to traditional printed textiles of India.
CO5	Sensitized about revolution in khadi and evaluate the knowledge related to traditional Indian embroidery and textiles.
CO6	Express the role of handloom in Indian economy.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2	1	-	2	-	1	-	-	2	2	2	2	-	1
CO2	3	2	-	1	-	2	-	1	-	-	2	2	2	2	-	1
CO3	3	2	-	1	-	2	-	1	-	-	2	2	2	2	-	1
CO4	3	2	2	1	-	2	-	1	-	-	2	2	2	2	-	1
CO5	3	2	-	1	-	2	-	1	-	-	2	2	2	2	-	1
CO6	3	2	-	1	-	2	-	1	-	-	2	2	2	2	-	1

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlate

Course code	**:** MHOS-309			
Course Name	**:** Rural Sociology (Self-Study **)**			
Semester /Year	**:** 3rd/ 2nd			
L	**T**	**P**	**C**	
3	**0**	**0**	**3**	

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

To enable the students to understand about following:

1. Rural Sociology and characteristics of rural life.

2. Physical structure of rural society.

3. Rural leadership

Course Contents

Unit I:
Rural sociology: Meaning, definition, need to study, scope and importance Difference between rural and urban society

Unit II:
Characteristics of rural life, Caste system in rural Society

Unit III:

Physical structure of rural society. Social organization of rural society

Unit IV:

Rural leadership – meaning, principles of leadership, types of leaders, qualities of leader, selection of rural lead

References:
Doshi S. L. Rural Sociology, University Book House,Jaipur.

Ahuja Ram Social Problems in India. University Book House,Jaipur.

Course Outcomes (COs):
Upon successful completion of the course a student will be able to :

CO1	Define rural Sociology and understand the need, scope and importance of rural sociology .
CO2	Differentiate between rural and urban society.
CO3	Describe the characteristics of rural life.
CO4	Analyze the knowledge related to physical structure of rural society.
CO5	Conclude the knowledge related to rural leadership, principles of leadership and types of leaders.
CO6	Write about the qualities of leader and selection of rural leader

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	-	-	1	-	-	-	-	2	-	2	2	2	-	-	-
CO2	2	-	-	1	-	-	-	-	2	-	2	2	2	-	-	-
CO3	2	-	-	1	-	-	-	-	2	-	2	2	2	-	-	-
CO4	2	-	-	1	-	-	-	-	2	-	2	2	2	-	-	-
CO5	2	-	-	1	-	-	-	-	2	-	2	2	2	-	-	-
CO6	2	-	-	1	-	-	-	-	2	-	2	2	2	-	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOS-310			
Course Name	**:** Child Welfare in India **(**Self-Study)			
Semester /Year	**:** 3rd/ 2nd			
L	**T**	**P**	**C**	
3	**0**	**0**	**3**	

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

To impart knowledge regarding:
1. Rights of children.
2. Social problems related to children.
3. Policies and Legislations for Child Welfare.
4. Child Welfare agencies and programmes in India

Course Contents

Unit I: Child Welfare in India

Concept and historical perspective,
Need and relevance Historical evolution
of Child welfare
Rights of children; Protection of Child rights; Convention on
the rights of the child; Child in the Constitution of India.

Unit II: Profile of child in India

Demographic: Total population, Child population, Sex ratio, Infant Mortality Rate (IMR), Literacy, School enrolment rate

Unit III: Children at Risk

Children in especially difficult circumstances, Children in emergency situation, Disabled child, Destitute child, Street child, Delinquent child, Working child

Social problems related to children – female foeticide (pre-birth and pre-conception elimination), juvenile delinquency, child labour, child abuse and child marriage, discrimination against girl child

Unit IV: Policies and Legislations for Child Welfare

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

Unit V: Child Welfare agencies and programmes in India
International, national and local agencies – governmental and non-governmental (UNICEF, ICCW, Mobile Creches, Bal Bhawan)
Welfare programs – ICDS, Mid-day Meal Programme, Universal Immunization Programme, etc

References:

1.Baig, T.A. (1979): Our Children. New Delhi: Ministry of Information and Broadcasting, Govt. of India

2.Chowdhry, D.P. (1980): Child Welfare and Development. Delhi: Atma Ram

Course Outcomes (COs):
Upon successful completion of the course a student will be able to:

CO1	Have an insight of historical evolution of child welfare and describe it.
CO2	Identify and discuss about Policies and Legislations for Child Welfare.
CO3	Learn about infant mortality rate, school enrolment rate etc. and explain it.
CO4	Gather information regarding social problems related to children and analyze it .
CO5	Evaluate the knowledge related to 'rights of children, sex ratio' and discuss about it.
CO6	Write about child welfare agencies and programmes in India.

CO-PO, PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	2	-	1	-	2	1	-	2	-	2	2	2	2	-	2
CO2	2	2	-	1	-	2	1	-	2	-	2	2	2	2	-	2
CO3	2	2	-	1	-	2	1	-	2	-	2	2	2	2	-	2
CO4	2	2	-	1	-	2	1	-	2	-	2	2	2	2	-	2
CO5	2	2	-	1	-	2	1	-	2	-	2	2	2	2	-	2
CO6	2	2	-	1	-	2	1	-	2	-	2	2	2	2	-	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOC- 303			
Course Name	**:** Practical			
Semester /Year	**:** 3rd/ 2nd			
L	**T**	**P**	**C**	
0	**0**	**3**	**3**	

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1.To Develop an aptitude for research along with problem solving skills and communication skills.
2.Learning by doing.

Course Contents

1. Familiarize students with methods of assessment of nutritional status and conduct single person case study to assess and evaluate nutritional status or carry out a survey using anthropometric measurements.
2.Construction of articles using different types of printing and dyeing techniques.

Course Outcomes (COs):
Upon successful completion of the course a student will be able to:

CO1	Memorize anthropometric measurements .
CO2	Understand printing and dyeing techniques.
CO3	Use printing and dyeing techniques.
CO4	Analyze the methods of assessment of nutritional status.
CO5	Conduct single person case study to assess and evaluate nutritional status or carry out a survey using anthropometric measurements .
CO6	Construct articles using different types of printing and dyeing techniques.

CO-PO, PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	-	-	3	-	-	-	-	2	-	2	2	2	2	-	-
CO2	2	2	2	3	-	-	-	-	2	2	2	2	3	2	-	-
CO3	2	-	-	3	-	3	-	-	2	-	2	2	2	3	-	-
CO4	2	2	2	3	-	2	-	-	2	2	2	2	2	2	-	-
CO5	2	2	2	3	-	2	-	-	2	2	2	2	2	2	-	-
CO6	2	2	2	3	-	2	-	-	2	2	2	2	2	2	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Fourth Semester

S. No.	Course Category	Course Code	Course Name	Periods				Evaluation scheme		Subject Total
				L	T	P	C	Sessional (Internal)	External (ESE)	
Theory										
1	Core	MHOC-401	Food Safety and Preservation	03	0	0	03	40	60	100
2	Core	MHOC-402	Children with Special Needs	03	0	0	03	40	60	100
3	Elective	MHOE-404	Guidance and Counseling	03	0	0	03	40	60	100
4	Elective	MHOE-405	Psychological Testing and Measurement	03	0	0	03	40	60	100
5	Elective	MHOE-406	Consumer Economics	03	0	0	03	40	60	100
6	Elective	MHOE-407	Apparel Designing	03	0	0	03	40	60	100
7	Elective	MHOE-408	Dissertation	03	0	0	03	40	60	100
8	Self-Study	MHOS-409	Marriage and Family (Self-Study)	03	0	0	03	40	60	100
9	Self-Study	MHOS-410	Gender in Extension (Self-Study)	03	0	0	03	40	60	100
Practical										
1	Core	MHOC-403	Practical	0	0	03	03	40	60	100
			Total	15	0	03	18			

L – Lecture, T – Tutorial, P – Practical, C – Credit

Note: Among MHOE-404, MHOE-405, MHOE-406, MHOE-407 and MHOE-408 You can choose any three electives only.

Hence you will have total 18 credits in 4th semester

Course code	**:** MHOC 401			
Course Name	**:** Food Safety and Preservation			
Semester /Year	**:** 4th/ 2nd			
	L	**T**	**P**	**C**
	3	**0**	**0**	**3**

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To enable the students to know about food sanitation and hygiene.

2. To make the students aware about Food Adulteration and Consumer Protection.

3. To familiarize the students with home scale methods of food preservation and fortification of foods with vitamins and minerals.

Course Contents

Unit 1
Food sanitation and hygiene

Food borne diseases

Unit 2
Food Adulteration and Consumer Protection

Food laws and standards

Unit 3
Causes of food spoilage

Food preservation – Principles and methods Home scale methods of food preservation

Unit -4
Fortification of foods with vitamins and minerals

Novel and processed supplementary foods

Enzymes in food processing

References:
1.Fundamentals of Foods and Nutrition, S.R. Mudambi and M.V. Rajagopal, NewAge International (P) Ltd. Publishers
2.A Textbook of Foods, Nutrition and Dietetics, M.R. Begum, Sterling Publishers Pvt. Ltd.
3.Cherley H (1982). Food Science (2nd edition), John Wiley & Sons, New York
4.Gopalan C. (eds.) (1993) Recent Trends in Nutrition, Oxford University Press
5.Handbook of food and nutrition, M. Swaminathan, Bappco

Course Outcomes (COs):
Upon successful completion of the course a student will be able to:

CO1	Define food sanitation and hygiene and explain it.
CO2	Describe food borne diseases.
CO3	Get aware about 'Food Adulteration and Consumer Protection' and explain it.
CO4	Analyze the knowledge related to 'novel and processed supplementary foods, enzymes in food processing'.
CO5	Evaluate the knowledge related to home scale methods of food preservation and fortification of foods with vitamins and minerals.
CO6	Write about food laws and standards, elaborate on causes of food spoilage.

CO-PO, PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	2	-	1	-	-	-	-	2	-	2	2	2	2	-	-
CO2	2	2	-	1	-	-	-	-	2	-	2	2	2	2	-	2
CO3	2	2	-	1	3	-	-	-	2	-	2	2	3	3	-	-
CO4	2	2	-	1	-	-	-	-	2	-	2	2	2	2	-	-
CO5	2	2	-	1	-	-	-	-	2	-	2	2	2	2	-	2
CO6	2	2	-	1	3	-	-	-	2	-	2	2	3	3	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOC 402			
Course Name	**:** Children with Special Needs			
Semester /Year	**:** 4th/ 2nd			
	L	**T**	**P**	**C**
	3	**0**	**0**	**3**

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To create awareness about children with special needs.

2. To impart knowledge related to mentally retarded children and gifted children.

3. To make students learn about visually handicapped children and hearing impaired children.

4. To impart knowledge about behavioral problems of autistic children.

Course Contents

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

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

Unit III:
Visually handicapped children: Classification, identification and educational provisions
Hearing impaired: Classification, identification, causes and educational provisions

Unit IV:
Children with orthopaedic impairments: Definition, classification, causes, educational provisions and rehabilitation
Children with behaviour disorders: autism and aggressive behaviour

References:

Bhargava M. (1994)–Introduction to Exceptional Children, Sterling Publishers, New Delhi.

Kar Chintamani (1996)– Exceptional Children: Their Psychology and Education, Sterling Publishers, New Delhi.

Sahu B.K. (1993) – Education of the Exceptional Children, Kalyani Publishers, New Delhi.

Vishisht Avashyakta wale bacchon ki shiksha tatha nirdeshan evam paramarsh, Vinay Rishivar, Agarwal Publications

Vishisht Balak, Abha Rani Bisht and Swati Saxena, AgarwalPublications

Vishesh Avakshyataon waale Bacche Part I and II, DECE-3, Bacchon ke liye sewayen evam karyakram, IGNOU

Vishisht Baalak – Shiksha evam Punarwaas, Mahesh Bhargava, H.P. Bhargava Book House, Agra

Course Outcomes (COs):
Upon successful completion of the course a student will be able to:

CO1	Define 'children with special needs', 'mental retardation','gifted children', 'children with orthopedic impairment'.
CO2	Classify children according to types of impairment. Describe about mentally retarded children, visually handicapped children. hearing impaired children and gifted children.
CO3	Learn and discuss about hearing impaired children and gifted children.
CO4	Classify orthopaedic impairments and elaborate on it.
CO5	Realize and explain the need of special education for children with special needs.
CO6	Understand and write about behavioral problems of autistic children.

CO-PO, PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	2	-	-	-	2	2	-	2	-	2	2	2	2	-	-
CO2	2	2	-	-	-	2	2	-	2	-	2	2	2	2	-	-
CO3	2	2	-	-	-	2	2	-	2	-	2	2	2	2	-	-
CO4	2	2	-	-	-	2	2	-	2	-	2	2	2	2	-	-
CO5	2	2	-	-	-	2	2	-	2	-	2	2	2	2	-	-
CO6	2	2	-	-	-	2	2	-	2	-	2	2	2	2	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOE-404			
Course Name	**:** Guidance and Counseling			
Semester /Year	**:** 4th/ 2nd			
L	**T**	**P**	**C**	
3	**0**	**0**	**3**	

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To know the meaning of Guidance and it's types.

2. To know about counseling and it's types.

3. To know about the use of testing and non testing techniques in guidance.

Course Contents

UNIT I
Guidance – Meaning, Aims, Scope, Need Organs of guidance process
Foundations of guidance – philosophical, psychological and socio-cultural
Types – Educational, Vocational, Personal

UNIT II
Counseling – Meaning, Definition, Objectives, Need
Types of Counseling, Meaning, Characteristics, Steps, Advantages, Limitations Relationship and difference between guidance and Counseling

UNIT III
Role of testing techniques in guidance, use of psychological tests, personality tests and aptitude tests in guidance
Non-testing techniques in guidance – interview, observation, case-study, cumulative record, sociometry

UNIT IV
Counselor – Qualities and Functions

Guidance and counseling during adolescence – vocational, choosing life-partner, marriage, parenthood and family life

References:

Kishore-awastha, Vivah evam Parivarik Jeevan, Alka David, Shiva Prakashan, Indore

Course Outcomes (COs):

Upon successful completion of the course a student will be able to:

CO1	Define Guidance, counseling and explain it's types and need.
CO2	Differentiate between guidance and counselling and explain the role of testing techniques in guidance..
CO3	Discuss about organs of guidance process, foundations of guidance.
CO4	Describe the role of non testing techniques in guidance.
CO5	Evaluate the knowledge related to guidance and counselling.
CO6	Write about guidance and counselling during adolescence. Gain knowledge about qualities and functions of counsellor and discuss about it.

CO-PO, PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	-	-	1	-	2	-	-	2	-	2	2	2	2	-	-
CO2	2	-	-	1	-	2	-	-	2	-	2	2	2	2	-	-
CO3	2	-	-	1	-	2	-	-	2	-	2	2	2	2	-	-
CO4	2	-	-	1	-	2	-	-	2		2	2	2	2	-	-
CO5	2	-	-	1	-	2	-	-	2		2	2	2	2	-	-
CO6	2	-	-	1	-	2	-	-	2		2	2	2	2	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOE-405			
Course Name	**:** Psychological Testing and Measurement			
Semester /Year	**:** 4th/ 2nd			
L	**T**	**P**	**C**	
3	**0**	**0**	**3**	

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

To learn about:
1. Psychological testing and criteria of a good psychological test.
2. How to measure intelligence, creativity, aptitude and attitude.
3. Personality assessment.

Course Contents

Unit I:
Introduction to psychological testing: Need, meaning, objectives, uses and design Difference between testing and measurement
Criteria of a good psychological test; reliability, validity and standardization

Unit II: Measurement of intelligence and creativity
Intelligence: Meaning, types of intelligence tests; some standardized intelligence tests
Creativity: Meaning, some standardized tests of creativity

Unit III: Measurement of aptitude and attitude

Aptitude: Meaning, types of aptitude tests Attitude: Meaning,
attitude scales

Unit IV: Assessment of personality Behavioral methods of
personality assessment Personality inventories
Projective techniques

References:
Adhunik Manovaigyanik Parikshan evam Maapan, Mahesh Bhargava, H.P. Bhargava Book House, Agra Psychological Testing, Urbina Anastasi

Course Outcomes (COs):
Upon successful completion of the course a student will be able to:

CO1	Define psychological testing and discuss about the need, objectives, uses and design of psychological testing
CO2	Classify aptitude tests and discuss about them.
CO3	Enlist some standardized tests for intelligence and creativity and also describe them.
CO4	Differentiate between testing and measurement and discuss about criteria of a good psychological test.
CO5	Evaluate the knowledge related to psychological testing and measurement. Define attitude and elaborate on attitude scales
CO6	Write about personality inventories and projective techniques used for assessment of personality.

CO-PO, PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	-	-	1	-	2	-	-	2	-	2	2	2	2	-	-
CO2	2	-	-	1	-	2	-	-	2	-	2	2	2	2	-	-
CO3	2	-	-	1	-	2	-	-	2	-	2	2	2	2	-	-
CO4	2	-	-	1	-	2	-	-	2	-	2	2	2	2	-	-
CO5	2	-	-	1	-	2	-	-	2	-	2	2	2	2	-	-
CO6	2	-	-	1	-	2	-	-	2	-	2	2	2	2	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOE-406			
Course Name	**:** Consumer Economics			
Semester /Year	**:** 4th/ 2nd			
	L	**T**	**P**	**C**
	3	**0**	**0**	**3**

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To learn about the concept of needs and concept of consumption.

2. To learn about income, expenditure, consumer buying habits and advertisement.

3. To know about main taxes in India.

Course Contents

Unit 1

Consumption – meaning, definition, characteristics and
importance, Symptoms of Consumption, Standard of
living and measure of consumption
Needs – definition, classification, factors affecting and characteristics

Unit 2

Income and expenditure of consumer
Family budget – definition, importance, types and steps in planning a budget

Unit 3

Consumer buying habits
Advertisements – meaning, definition, types, advantages, disadvantages,
techniques. Consumer credit – meaning, need, types and sources

Unit 4

Introduction to tax and their kinds.
Main taxes in India
Income tax – meaning, characteristics, definition and importance

Course Outcomes (COs):

Upon successful completion of the course a student will be able to:

CO1	Define consumption and explain the characteristics and importance, Symptoms of Consumption, Standard of living and measure of consumption
CO2	Define and classify needs and describe the factors affecting and characteristics of needs
CO3	Enlist and explain the steps for making the budget.
CO4	Analyze the knowledge related to consumer buying habits, advertisements.
CO5	Evaluate the knowledge related to consumer economics
CO6	Write about main taxes in India.Elaborate on consumer credit.

CO-PO, PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	-	-	1	-	-	-	-	2	-	2	2	2	-	-	-
CO2	2	-	-	1	-	-	-	-	2	-	2	2	2	-	-	-
CO3	2	-	-	1	-	-	-	-	2	-	2	2	2	-	-	2
CO4	2	-	-	1	-	-	-	-	2	-	2	2	2	-	-	-
CO5	2	-	-	1	-	-	-	-	2	-	2	2	2	-	-	2
CO6	2	-	-	1	-	-	-	-	2	-	2	2	2	-	-	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOE-407			
Course Name	**:** Apparel Designing			
Semester /Year	**:** 4th/ 2nd			
L	**T**	**P**	**C**	
3	**0**	**0**	**3**	

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To know about meaning, elements, types and principles of the design.

2. To know about common fitting problems and remedies.

3. To learn about fashion and factors affecting fashion.

Course Contents

Unit 1

Design – Meaning, types (structural and decorative), patterns Introduction to principles of design in relation to apparel designing

Unit 2

Introduction to elements of art in relation to apparel designing
Colour in relation to apparel designing – definition, dimensions, principles and schemes

Unit 3

Fit – Definition, recognizing correct fit using structural lines, balance and ease to evaluate fit.
Common problems encountered and remedies for fitting defects.

Unit 4

Fashion: Definition and principles
Sources of fashion

Factors favoring and retarding fashion

Some terms related to fashion industry

Course Outcomes (COs):

Upon successful completion of the course a student will be able to:

CO1	Recall some terms related to fashion industry and also learn about fashion and factors affecting fashion.
CO2	Discuss about elements of art in relation to apparel designing
CO3	Interpret correct fit.
CO4	Identify and analyze common fitting problems and remedies for fitting defects.
CO5	Evaluate the knowledge related to apparel designing
CO6	Define fashion, write the principles and sources of fashion.Define design, write it's type and explain the principles of the design.

CO-PO, PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	1	-	-	-	2	-	-	2	-	2	2	2	2	-	-
CO2	2	-	-	-	-	2	-	-	2	-	2	2	2	2	-	-
CO3	2	1	-	-	-	2	-	-	2	-	2	2	2	2	-	-
CO4	2	-	-	-	-	2	-	-	2	-	2	2	2	2	-	-
CO5	2	-	-	-	-	2	-	-	2		2	2	2	2	-	-
CO6	2	-	-	-	-	2	-	-	2		2	2	2	2	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlate

Course code	**:** MHOE-408			
Course Name	**:** Dissertation			
Semester /Year	**:** 4th/ 2nd			
L	**T**	**P**	**C**	
0	**3**	**0**	**3**	

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

To develop Research skills.

To develop Problem solving skills.

To develop Communication skills.

Course Outcomes (COs):
Upon successful completion of the course a student will be able to:

CO1	Develop an aptitude for research.
CO2	Develop an aptitude for problem solving skills and communication skills.
CO3	Recognize the concepts and techniques of research process.
CO4	Apply the complex techniques of selecting a research problem in a dissertation report.
CO5	Apply the complex techniques of selecting an appropriate research design in a dissertation report.
CO6	Implement the concept and measures of sampling, data collection, data analysis in report writing.

CO-PO, PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	-	2	2	-	2	-	2	-	-	2	2	2	2	-	-	2
CO2	-	2	2	-	2	-	2	-	-	2	2	2	2	-	-	2
CO3	-	2	2	-	2	-	2	-	-	2	2	2	2	-	-	2
CO4	-	2	2	-	2	-	2	-	-	2	2	2	2	-	-	2
CO5	-	2	2	-	2	-	2	-	-	2	2	2	2	-	-	2
CO6	-	2	2	-	2	-	2	-	-	2	2	2	2	-	-	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOS-409			
Course Name	**:** Marriage and Family(Self-Study)			
Semester /Year	**:** 4th/ 2nd			
L	**T**	**P**	**C**	
3	**0**	**0**	**3**	

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To familiarize the students with structure, functions and types of family.

2. To make the students know about marriage and marital adjustments.

3. To make the students understand about marriage guidance and counseling

Course Contents

Unit I
Family – Definition, functions and types (with reference to family life cycle), characteristics of family, structure of family

Unit II

Marriage – Meaning, marriage as an institution, goals of marriage, Selection of life partner, Changes in marriage and their causes

Unit III

Marital adjustment – factors contributing to difficulties in marital adjustment, adjustment to life partner, sexual adjustment, economic adjustment, adjustment to in-laws, adjustment to parenthood

Unit IV
Marriage guidance and counseling – Meaning of counseling, factors causing tension in married life, importance of marriage guidance and counseling, areas in marriage requiring guidance

References:

Manav Vikas – Shashiprabha Jain, Shiva Prakashan, Indore

Manav Vikas Parichay – Shashiprabha Jain, Shiva Prakashan, Indore

Course Outcomes (COs):
Upon successful completion of the course a student will be able to:

CO1	Define family and get aware about functions and structure of family.
CO2	Describe the characteristics and types of family.
CO3	Explain the factors causing tension in married life
CO4	Analyze the goals of marriage, changes in marriage and their causes.
CO5	Evaluate the knowledge related to marriage and family
CO6	Write about marriage, marital adjustments, and guidance and counselling in marriage.

CO-PO, PSO Mapping

Course	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	-	-	-	-	-	-	-	2	-	2	2	2	-	-	2
CO2	2	-	-	-	-	-	-	-	2	-	2	2	2	-	-	2
CO3	2	-	-	-	-	-	-	-	2	-	2	2	2	-	-	2
CO4	2	-	-	-	-	-	-	-	2	-	2	2	2	-	-	2
CO5	2	-	-	-	-	-	-	-	2	-	2	2	2	-	-	2
CO6	2	-	-	-	-	-	-	-	2	-	2	2	2	-	-	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOS-410			
Course Name	**:** Gender in Extension(Self-Study)			
Semester /Year	**:** 4th/ 2nd			
L	**T**	**P**	**C**	
3	**0**	**0**	**3**	

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1.To understand about concept of gender, gender roles and gender based discrimination.

2. To know about national policy for empowerment of women and laws protecting the women.

3. To learn about various programmes for welfare of women.

Course Contents

Unit -1
Concept of gender and gender roles\Status of women: Gender-based discrimination – Dowry, female foeticide and infanticide, domestic violence, rape and sexual assault, harassment and exploitation, portrayal of women in mass media etc; discrimination in health, nutrition, education etc.

Unit -2
Empowerment of women: Concept and areas
National Policy for Empowerment of women

Unit -3
Laws protecting women: Crime against women and the law, women and personal/family law, laws relating to property and work

Unit -4
Role and functions of the Department of Women and Child Development, Central Social Welfare Board, State Social Welfare Boards, National Commission for Women
Programs for women

References:

1. Bhartiya Mahilaayen: Ek Samajik Adhyayan Nishant Singh Omega

2. Bhartiya Baalak: Samajik Arthik Drishtikon D Arya Omega

3. Bharat mein Upbhokta Shiksha M Tripathi Omega

4. Bhartiya Samaaj mein Naari Sharma, Mishra Arjun

5. Mahilaaon ke Kanuni, dharmik, samajik adhikar Sharma, Mishra Arjun

6. Mahila Sashaktikaran Sharma, Mishra Arjun

7. Bhartiya Nari: Vartman Samasyaen Bhavi Samadhan Sharma, Mishra Arjun

8. Mahilaon ke Maulik Adhikaar Sharma, Mishra Arjun

9. Gramin Vikas evam Mahila Vikas Karyakram KS Srivastava Discovery

10. Stree Sashaktikaran ke Ayam Kavita SharmaRajat

11. Stree Vikas ki Aetihasik Ruprekha Kavita SharmaRajat

Course Outcomes (COs):

Upon successful completion of the course a student will be able to:

CO1	Get aware of gender roles and gender based discrimination and describe it.
CO2	Identify and describe various programmes for welfare of women.
CO3	Explore and identify the laws protecting the woman and write about them.
CO4	Analyze national policies for empowerment of women.
CO5	Evaluate the knowledge related to gender in extension
CO6	Write about the concept and areas of women empowerment.Identify and describe various departments for welfare of women.

CO-PO, PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	2	-	-	-	-	2	-	2	-	2	2	2	-	-	2
CO2	2	2	-	-	-	-	2	-	2	-	2	2	2	-	-	2
CO3	2	2	-	-	-	-	2	-	2	-	2	2	2	-	-	2
CO4	2	2	-	-	-	-	2	-	2	-	2	2	2	-	-	2
CO5	2	2	-	-	-	-	2	-	2	-	2	2	2	-	-	2
CO6	2	2	-	-	-	-	2	-	2	-	2	2	2	-	-	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	**:** MHOC-403			
Course Name	**:** Practical			
Semester /Year	**:** 4th/ 2nd			
L	**T**	**P**	**C**	
0	**0**	**3**	**3**	

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1.To learn to identify adulterants in food.
2.To learn Home scale food preservation.
3. To learn to evaluate food labels .
4. To prepare educational game/teaching aid and use them.

Course Contents

1.Simple physical tests and chemical tests for detection of food adulterants
2.Home scale food preservation – preparing jam, pickle, chutney, sauce, syrup etc
3.Study of food label of processed foods available in the market
4.Case study/Report writing of a child with special needs/a visit to an institution for children with special needs.
5.Preparing an educational game or teaching aid for a child with special needs

Course Outcomes (COs):
Upon successful completion of the course a student will be able to:

CO1	Recall physical tests and chemical tests for detection of food adulterants
CO2	Identify adulterants in food using simple physical tests and chemical tests.
CO3	Prepare jam/pickle/chutney/sauce etc at home.
CO4	Evaluate food labels of processed foods available in the market.
CO5	Prepare educational game/teaching aid for a child with special needs and use it in the institution for children with special needs.
CO6	Write a report on the visit to the institution for children with special needs.

CO-PO, PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	2	-	2	-	2	-	-	2	-	2	2	2	2	-	-
CO2	2	2	-	2	-	3	-	-	2	-	2	2	2	2	-	-
CO3	2	2	-	2	-	2	-	-	2	-	2	2	2	2	-	-
CO4	2	2	-	2	-	2	-	-	2	-	2	2	2	2	-	-
CO5	2	2	-	2		2	-	-	2	-	2	2	2	2	-	-
CO6	2	2	-	2		2	-	-	2	-	2	2	2	2	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated