Faculty of Humanities & Social Sciences

Home Science

M.A. Home Science

Curriculum

1999

Curriculum Development Centre

Tribhuvan University

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Nepal

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M.A. Home Science

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Tribhuvan University
Kathmandu, Nepal

Introduction

Home Science is the combination of social and applied sciences. It deals with the research- based social phenomenon on human related behaviors that will contribute to the development of healthy and stable individuals, families and communities in the society for making them capable of decision making, and create awareness for healthy environment.

Realizing the importance of Home Science as an overall development processes, the Master's degree programme is concerned with improving interrelationship between the family members and also addresses with communal, national and international issues.

This course on Home Science is targeted to produce professionals capable of contributing to rural and urban development programmes.

Overall Objectives

After completing the Master's Degree in Home Science the students will be able to work as :

1. **Community developers by planning, programming, implementing, monitoring and educating in**
   a) Applied Nutrition programmes
   b) Health Education programmes
   c) Human Development
   d) Extension Education
   e) Family Resource Management
   f) Clothing and Textile
   g) Women in Development Programmes
   h) Research Surveys
2. **As specialist or professionals in**
   Food and Nutrition or Child Development and Gender Socialization

Course Description

The duration of the course of study is two years. The course is of 1000 full marks, out of which 500 marks in the first year and five 500 marks in the second year. The compulsory papers are taught in the first year and the specialization paper in the second year.

The prerequisite course of 24 hours should be completed by the students who have passed B.A, B.Sc, B.Com, B.B.S, B.Ed or any other examination without Home Science. The courses will be started before the beginning of the first year class.

Course Structure

Pre-requisite Courses - (24 Teach. Hrs.)

S.No.	Title	Hours
1.	Child Development	6
2.	Clothing and Textile	6
3.	Food and Nutrition	6
4.	Concept of Household Resource Management and Economics	6

1st Year
(Compulsory)

Paper	Code No	Subject	Full Marks		
			Theory	Pract.	Total
I	HS.501	Applied Nutrition and Health Education: 1) Applied Nutrition ----------50 2) Health Education ---------- 50	40 40	10 10	100
II	HS.502	Human Development and Extension Education: 1) Human Development and Family Relation ---------- 2) Extension Education and Community Development---	50 50		100
III	HS.503	House Hold Resource Management and Rural Economics.	75	25	100
IV	HS.504	Clothing and Textile	50	50	100
V	HS.505	Gender Studies and Research Methodology: 1) Gender Studies 2) Research Methodology	50 50		100

2nd Year
Specialization Course: Food and Nutrition

Paper	Code No	Subject	Full Marks			Remark
			Theory	Pract.	Total	
VI	HS.506-1	Diet and Disease	50	50	100	
VII	HS.507-1	Food Service Managment	75	25	100	
VIII	HS.508-1	Human Nutrition and Nutritional Biochemistry 1) Human Nutrition - 50 2) Nutritional Biochemistry –50	50 30	- 20	100	- (Externa Examiner Required)
IX	HS.509-1	Food and Nutrition Research	75	25	100	
X	HS.510-1	Thesis			100	

Or

Specialization Course: Child Development and Gender Socialization

Paper	Code No	Subject	Full Marks			Remark
			Theory	Pract.	Total	
VI	HS.506-2	Recent theories and trends in child	75	25	100	
VII	HS.507-2	Child Related Social Problems	75	25	100	(External Examiner is Required)
VIII	HS.508-2	Early Childhood Development and Practice Teaching: 1)Early Childhood Development 2)Practice Teaching	50 -	- 50	100	- (External Examiner is Required)
IX	HS.509-2	Social Construction of Gender and Seminar: 1) Social Construction of Gender-Focused on Girl Child: ---- 2) Seminar or Term Paper -----	50 50	- -	100	
X	HS.510-2	Thesis			100	

Admission Criteria:

Admission is open to students who hold the Bachelor Degree from any faculty.

Entrance Examination:

There will be an Entrance Examination of two hours for selecting the students for admission.

Examination and Grading:

The course is of two years and Tribhuvan University will conduct the annual examinations. The students will have to pass each level and each course numbers separately.

The minimum pass score is 40% for theory and 40% for practical. The students have to pass in theory and practical separately.

A student having passed his / her two years of study will be graded on the basis of the two years average marks as follows:

75 percent and above	Distinction
60 percent and above	First Division
50 percent and above	Second Division
40 percent and above	Third Division

Internal Evaluation

This evaluation scheme is applicable only for those practical which will be taken in the laboratory and external examiner is required (needed). The Home Science subject having 50 full marks – 10 marks are separated for internal evaluation for the internal teacher and in a course having 25 full marks – 5 marks are separated for internal evaluation.

Pre-requisite Courses - (24 Teach. Hrs.)

S.No.	Title	Hours
1.	Child Development	6
2.	Clothing and Textile	6
3.	Food and Nutrition	6
4.	Concept of Household Resource Management and Economics	6

Pre requisite Course on
Child Development

Total Periods: 6

1. Stages of child development from infancy to adolescence 2 Periods
2. Physical and emotional development of children during the first five years of life. 2 Periods
3. Methods for studying child behavior and development – clinical, biographical,longitudinal and case study method (in short) 2 periods

Pre-requisite Course on
Clothing and Textile and Related Arts

Total Period - 6

Course description

This course is designed to provide theoretical and practical knowledge on Textile Science and Clothing Construction for graduates from non-Home Science backgrounds.

Specific Objective

To help the students to:

- develop in the students the ability to construct appropriate material of clothing for different age groups
- gain the knowledge of basic weaving
- develop the knowledge of basic measurements of hand stitches, seams, meokign, patching and of clothing terminology
- design the dresses- drafting, layout, cutting, stitching and finishing

Course Contents:

a) Classification and identification of different fibers
b) Introduction of weaving-types of weaves-basis, and decorative or Novelty Knitting
c) Clothing terminology
d) Techniques of dress making

Pre-requisite Course on
Food & Nutrition

Total Period - 6

1.	Nutrient composition of human body. CHO, protein, fat, vitamins, minerals and water	1 hr
2.	Basic food groups – 3 basic food groups and their function	1 hr
3.	Classification of nutrients: Macronutrients – CHO, Protein, fat micronutrients – vitamin and minerals (with functions, sources and related deficiency diseases.	3 hr
4.	Malnutrition and the extent of its problem in Nepal	1hr

Prerequisite Course on
Resource Management and Rural Economics

The major components of this course are

1. Importance and need of household resource management
2. Decision making
3. Types of household resources
4. Consumer education
5. Definition and basic concepts of Economics
6. Nature of Nepalese Economy

Specific Objectives

- Concepts of household resource management
- Family resources
- Family finance management and types of family budget
- Decision making process and its importance
- Importance of consumer education
- Importance of housing for the family
- Basic concepts of economics
- Nature of Nepalese economy

Course Contents:

Units		Period
I	**Household Resource Management**	1
	a) Definition and concepts of Household Resource Management	
	b) Concepts of needs and wants of the family	
	c) Decision making process and the role of values, goals, and standard	
II	**Household Resources Management**	2
	a) Human resource: Importance of Human Resources Development	
	b) Material Resources:	
	i) Importance of physical infrastructure	
	ii) Importance of natural resources	
	c) Housing as a living environment: Functions and planning of housing	
	d) Time management	
	e) Family finance management	
III	**Economics**	2
	a) Definition of Economics	
	b) Factors of production: land , labour, capital, organization	
	c) Market: Price, Supply, Demand	
	d) Income: Wage, Rent, Dividend, Interest, Profit	
	e) Consumption: Needs, Wants, Preference	
	f) Saving and investment	
IV	**Consumer Education**	1
	a) Families as consumers	
	b) Need of consumer education	

References

1. Varghese M.A. Ogale, N.N. and Shrinivasan, K., ***Home Management***, Wiley Eastern Limited Publication, 1992
2. Mann, Mahindar K., ***Home Management for Indian Families***, Kalyani Publisher, New Delhi, 1980
3. Any basic Economics textbook.

1st Year
(Compulsory)

Paper	Code No	Subject	Full Marks		
			Theory	Pract.	Total
I	HS.501	Applied Nutrition and Health Education: 1) Applied Nutrition - ----------50 2) Health Education ---------- 50	40 40	10 10	100
II	HS.502	Human Development and Extension Education: 1) Human Development and Family Relation ---------- 2) Extension Education and Community Development---	50 50		100
III	HS.503	House Hold Resource Management and Rural Economics.	75	25	100
IV	HS.504	Clothing and Textile	50	50	100
V	HS.505	Gender Studies and Research Methodology: 1) Gender Studies 2) Research Methodology	50 50		100

Applied Nutrition and Health Education

1) Applied Nutrition

HS. 501

Paper: I
Full marks: 50
(Theo: 40+Pract.: 10)
Teach Hrs.:75

Course Description

This course provides knowledge on malnutrition and nutritional situation of Nepal and planning of balanced diet according to the recommended allowances by using the food composition table. This course also provides knowledge on food balance sheet and existing national nutrition policy of Nepal.

Specific Objectives

On completion of this course, the students will be able to :

- describe the existing situation of malnutrition and its measurement
- explain the methods for the determination of dietary allowances
- plan and calculate a balanced diet for persons in normal and in selected conditions
- define food balance sheet and explain the methods of preparing food balance sheet
- write existing about the national nutrition policy of Nepal
- standardize measuring units of food commodities
- quantify the food commodities in metric system from different sizes and volumes.

Course Contents:

Units		Teach. Hrs.
	Malnutrition and Undernutrition	
I	a) Introduction, causes, relationship of food habit and food fad with malnutrition	10
	b) Measurement of malnutrition in terms of degree-mild, moderate and severe	
	c) Prevalence of major problems of malnutrition; situation of malnutrition in Nepal	
II	**Determination of Dietary Allowances**	10
	a) Growth method	
	b) Prevention and care of deficiency symptoms	
	c) Balance studies	
	d) Biochemical status	
	e) Tissue composition	
	f) Epidemiological approach	
	g) Formulation of recommended allowances of different nutrients for the entire life-cycle based on sex, age, occupation and special condition (pregnancy, lactation)	
	h) Healthful dietary guidelines for the Nepalese society	
III	**Use of Food Composition Table**	10
	a) Introduction and use of the food composition table	

b) Measurement of food commodities in size, volume and weight
c) Conversion of size and volume in metric system
d) Conversion of cooked foods into raw ingredients
e) Calculation of nutrients from raw food

IV Balanced Diet **10**

a) Importance, methods of making diet balanced by introducing low- cost and locally available foods
b) Planning balanced diet for infants, school-going children, teenagers, adolescents, pregnant women, lactating women and elderly persons

V Food balance Sheet **10**

a) Introduction and importance
b) Methods of preparing food balance sheet at national level
c) Study on population growth, precipitate production, availability, consumption and requirement of food commodities

VI National Nutrition Policy of Nepal **10**

Introduction and function of the National Nutrition Coordination Committee

a) Nutrition related goals and national plan of action on child nutrition, maternal nutrition and geriatric nutrition
b) Strategies of the Government, NGOs and INGOs in the prevention and control of malnutrition

VII Practical **15**

a) Standardization of measuring units such as cup, glass, spoon, bowl
b) Standardization of different raw food commodities in terms of size, volume and weight
c) Planning and calculation of one day meal for a child, for an adolescent girl and for a pregnant woman
d) Recording the three above mentioned items on a file

[Assessment of the practical will be done internally.]

References

1. Gopalan, C. et al *" Nutrition value of Indian foods "* 1989 ICMR.
2. National Planning Commission *"National nutrition Plan of action "* 1997 NNCC NPC.
3. National Planning Commission *"Ninth five year plan "* – NPC, 1998
4. Jelliffe, D.B. and Jelliffe E.F.P. *"community nutritional assessment with special reference to less technically developed countries"* Oxford University Press,1989.
5. Sachdev H.P.S. and Chaudhary, Panna. *'Nutrition in children: developing country concern'* – 1994.

2) Health Education and Environmental Sanitation

Full marks: 50
(Theo: 40+Pract.: 10)
Teach Hrs.:75

Course Description

This course is designed to impart knowledge and information about the Health Education, prevention and control of health/environment hazards, community health, sanitation, reproductive health ,and population.

The practical part is designed to train the students in developing health programmes for the village community.

Specific Objectives

On completion of this course, the students will be able to:

- write about the Health Education programmes of the country
- plan and organize an effective Health Education programme for a village community
- discuss the prevention and control of Health/Environment hazards in community health
- explain Environmental sanitation and create awareness in the community
- describe Reproductive Health and Population growth and create awareness in the community
- gain field experience

Course Contents:

Units		Teach. Hrs.
I	**Health Education**	10
	1. Concept and principles of Health Education	
	2. Health Education programme in formal and non-formal education:	
	a. planning and organizing HE programme	
	b. selected resources for HE-programme	
	c. methods and media of HE-programme	
	d. evaluation of HE-programme	
II	**Measures of prevention and control of Health/Hazards**	20
	1. Infection and defense against infection	
	2. Symptoms and Prevention of the following diseases:	
	a. Diarrhea and dehydration	
	b. Dysentery-amoebic and bacillus	
	c. Infectious hepatitis	
	d. Conjunctivitis	
	e. Meningitis	
	f. Malaria	
	3. Immunization against diseases	
	4. Drug Abuse –Situation in Nepal, programmes for awareness/ control	
	5. HIV-AIDS-Situation in Nepal, programmes for awareness/	

control

Mental Hazards

1. Air pollution
2. Water pollution
3. Pesticides – as agricultural hazards
4. Food and medicine hazards

III Community Health **10**

1. Introduction to Community Health
2. Community Health problems and resources
3. Community environment affecting health
4. Community Health programmes

IV Sanitation **10**

1. Principles and practices of waste disposal
2. Safe water supply system
3. Management of water and waste
4. sanitary problems in Nepal:
   a) Lack of Health habits and practices
   b) Inadequate Sanitary facilities such as public toilets
   c) Unplanned construction of Roads and houses
   d) Inappropriate housing facilities
   e) Lack of education and awareness

V Reproductive Health and Population **10**

1. Reproductive Health situation in Nepal
2. Fertility, Mortality and Migration
3. Population Structure and Growth in Nepal
4. Family Planning
   a) FP Services in Nepal
   b) Knowledge, attitude and practices of the FP methods
   c) FP/MCH Programmes and their impact on rural communities

Requirement: **15**

Field trip to a village community and report writing

Recommended Readings and References (including journals and papers)

1. Barbara M. Osborn, Richard K. Means, Jack Smolensky and James M. Sawry: ***"Foundation of Health Science"*** Copyright 1968 by Allyn and Bacon, Inc.Boston. Library of Congress Catalog Card Number 68-14023 printed in U.S.A
2. Doberteuffer (Revised) – "School Health Education". ***A textbook for teachers, nurses and other professionals.*** Ohio State University. Happer and Brothers Publishers, New York.
3. Huntly, Winifred L. – ***"Personal and Community Health"*** London Bailliere Tindall and cassell (N. B. Available in Nursing Campus Library).
4. Wall Francis and Zeidber Louis D. – ***"Health Guides and Guards"***, New York, Prentice Hall, Inc...:75th Avenue, New York (N.B. Available in P.K.L.).

5. Bedi Yash Pal – ***Social and Preventive Medicine*** (Previous Name Handbook of Hygiene and Public Health) – edited, revised and enlarged by S.M. Marwah, Published by Anand Publishing Co. Gali No. 1, Nawankot, Amritsar, Sole Distributor: Atma Ram and Sons (H) Kashmere Gate, Delhi 110006 (N. B. Avilable in P.K.Library & Market).
6. Suphiffers, Justus J. – ***"Healthier, Living"***, New York, John W. Willey.
7. Osborn Barbare M. and Others – ***"Foundations of Health Science"***, Boston, Allys: dacon Inc.
8. Gorden John E. (ed.) – ***"Control of Communicable Diseases"***, New York Meredith Corporation, 1972.
9. American Medical association – **"Today's Health Guide"**, ***A manual of health information and guidance for the American family***, published by the A.M.A and edited by W.W. M.D
10. PARK ***"Preventive and Social Medicine"*** 15th ed. M/S Banahsidas Bhanot, Prem Nagar, Jabalpur, 482 001 Tmelia

Human Development and Extension Education

1) Human Development and Family Relationships

HS. 502

Paper: II
Full marks: 50
(Theory)
Teach Hrs.:75

Course Description

This course is designed to give the students basic knowledge and insight into the concepts of human growth and development and its impact on development process. It highlights the importance of child-family relationships and requires the students to acquire knowledge and skills of research and of the methods of child study with its application.

Specific Objectives

On completion of this course, the student will be able to:

- acquire conceptual understanding of the principles of development and of the difference between Growth and Development
- know of our the devlopment of this organs of speech and factors affecting a child's language development
- gain skills to study child behavior and development
- develop insight into the importance of child
- explain the relationship and roles of parents in the total development of child
- understand the principles of CRC and its implementation in the Government Policies and programmes

Course Contents:

Units		Teach. Hrs.
I	**Principles of Development**	**15**
	Growth and Development, meaning and factors affecting them	
	1. Patterns of Growth	
	2. Major developmental periods	
	3. Maturation and learning	
	4. Heredity and environment interaction	
	5. Prenatal Development	
II	**Child-family Relationships**	**15**
	1. Affectional needs of Infancy	
	2. Different family conditions and the problems arising from parent- child conflicts	
	3. Importance of father's presence in the family for male and female children	
	4. Learning from parents – Successful parenthood	
	5. Socialization of children – Gender behavior and roles development	
III	**Communication and Behavior**	**15**

1. Acquisition of speech
2. Development of speech in children
3. Characteristics of child speech
4. Language and social behavior
5. Communication and adjustment
6. Language and learning- factors affecting language development

IV History and Methods in Child Psychology **15**

1. Ostentation to the study of human behavior and development
2. Method for studying child behavior and development
3. Biographical method
4. Control observation method
5. Case history method
6. Behavior ratings
7. Importance of child study
8. Perspective of child study and practical importance of child study methods

V Convention on the Rights of the child **15**

1. Survival
2. Protection
3. Development
4. Participation
5. Key fundamental principles for programmes
6. Nepal initiatives in the light of CRC-Govt. Policy
7. UNICEF and Save alliance initiatives

References

1. Kale, S.V, ***Child Psychology and child Guidance,*** Himalayan Publishing House 1980
2. ***Baller and charles psychology of Human Growth and Development,*** Holt, Pinchart and Winston 1970
3. Elizabeth Hurlock – ***Development Psychology,*** 5th edition
4. Kuppaswamy, B., ***A text book of child behavior and Development,*** Vikas publishing house pvt. Ltd. Delhi 1974
5. Panda, K.C., ***Elements of Child Development,*** Kalyani Publishers, New Delhi, 1988

2) Extension Education and Community Development

Full marks: 50 (theory)
Teach Hrs.:75

Course Description

This course is designed to impart knowledge on historical retrospect of extension and community development, role of extension education in rural development, and principles of planning and managing extension organization. It also deals with extension education psychology, communication of innovations in extension, human factors and their training needs for extension workers.

Specific Objectives

On completion of this course, the students will be able to:

- understand the genesis and concept of extension education and community development for rural development
- develop knowledge on the role of extension and community work for social change and economic improvement
- develop and improve extension curriculum Course Contents: according to the needs and place for extension teaching and training
- acquire knowledge on the management of extension organization for successful extension and community development activities
- choose communication channels for the extension and diffusion of the innovations
- identify needs and problems, and plan extension and community development projects for any community

Course Contents:

Units		Teach. Hrs.
I	**Genesis and Concept of Extension Education and Community Development**	15

a) Extension Education

1. Concept, philosophy and principles of extension education
2. Differences between formal education and extension education
3. Relationship of extension education with other social sciences
4. History of extension approaches for rural development

b) Community Development

1. Concept, aspect and main elements in CD
2. History of Community Development approach to rural development
3. Place of community development in different five year plans of Nepal

c) Community Work and Planned Change

1. Community work and its divisions
2. Community work as planned change
3. Community activities for fulfilling basic needs for the

improvement of economic condition, for social change, for revitalization, for community organization, and for restrengthening the local councils/institutions/ organizations

d) Similarities and dissimilarities between Extension education and Community Development

II Role of Extension Education in Rural/Community Development **10**

1. New development of extension- Areas of extension: Agriculture and Home science
2. Role of extension workers at different levels (village, district, regional) as advisors, communicators and change agent.
3. Selection criteria of extension workers
4. Extension problems in developing countries and their solution
5. Role of Extension education in the community development

III Extension Educational Psychology **10**

1. Educational psychology as applied to extension
2. Extension learning psychology (How people learn?)
   a) Extension learning principles
   b) Factors affecting adult learning in extension
   c) Psychological factors in adult learning
   d) Learning situation in extension
   e) Learning experiences
3. Extension teaching psychology
   a) Factors contributing extension teaching
   b) Steps in extension teaching

IV Adoption and Diffusion of Innovations **8**

1. The innovations
2. The adoption process
3. Innovativeness and adopter categories
4. Personal qualities of adapters
5. Rate of adoption
6. Social systems and adoption
7. Communication channels and its choice for adoption and diffusion

V Human Factors Participation and Development in Extension **12**

1. People's Participation:
   a) Meaning
   b) Types
   c) Importance
   d) Problems

2. Extension Training
   a) Meaning
   b) Importance of extension training

c) Need for extension training
d) Training process
e) Principles of extension training
f) Development of extension training subjects/curriculum
g) Problems of training in extension and community development programme

3. Types of training for extension workers
4. Role of different GOs, NGOs government departments and training institutions for extension staffs development in Nepal

VI Extension Management and Administration **10**

1. Meaning, scope and principles of extension management
2. Functions of Management:
   a) Decision making
   b) Communication
   c) Control (setting standards and objectives, monitoring and evaluation)
   d) Motivation of staffs
3. Extension Organizational Structure
   a) Meaning of structure of organization
   b) Bureaucracies in organizations
   c) Line and staff concept of organization
   d) Flat organizational structure
   e) Extension organization
4. Disadvantages of bureaucracy and increase of efficiency in organization.

Requirement: **10**

Seminar: Identify the problems of a community, select one or two problems and plan a project for the community: the students are required to present a paper in seminar class - individually.

References

1. Haq, M.S., **"Community Development through Extension"**, chugh publication, 2 starchy Road, Allahabad, India.
2. Dhana, O.P. and Bharatnagar, O.P., **"Education and communication for Development"**, Mohan Primalni OXFORD and IBH, New Delhi, 1980.
3. Supe, S.V., **"An introduction to extension education"**, OXFORD and IBH, New Delhi, 1988
4. Biddle, William and Louriede J.Biddle, **"Encouraging Community Development"**
5. Pant, Y.P., and Jains, S.C. **"Rural Problems and Rural development in Nepal"**, Development publisher, New Delhi, 1980
6. Adams, M.E., **"Agricultural extension in Developing Countries"**, Longam Group limited, london, 1987.

7. K.C., Krishna Bahadur, **"Community Development – The Nepalese Context"**, ***Society for community Development professionals***, Kathmandu, 1990
8. Yadav, Dr. Ram Prakash, (ed), **"Rural development and Resource Management in the context of Basic needs"**, 1990
9. Chakki, Dan. A., **"Community Development Theory and method of planned chage"** Vikas publishing house, New Delhi.
10. Bose, J. **"Educational techniques in community devlopment"**, Orient Longmans, New Delhi, 1985
11. FAO, **"Guide to extension training"**, ***Training Series***, No.11, FAO, 1985.
12. FAO, **" Guide to Alternative extension approach"**, FAO 1988
13. Sagar, G.V. and K Chakrapani, **"Rural Development and local participation"**, 1992
14. Reddy, K. Sateesh, **"People's participation in Rural Development"**.
15. , Philip, **"Community psycology concept and application"**, Mann, 1978
16. Singh, Ranjit, ***Textbook of extension education***, Salityalya Publication (latest publication)

Household Resource Management and Rural Economics

HS. 503

Paper: III
Full marks: 100
(Theo: 75+Pract.: 25)
Teach Hrs.: 150

Course Description

This course deals with various concepts of family resource management and rural economy. It intends to help the students to learn different aspects of the management of a family, management of the aging population in the family and the society and the factors that influence home management. It also deals with decision making process, communication skills and household financial management. Furthermore, various concepts of rural economy e.g population growth, agriculture unemployment cooperation movement, mobilization of local resources/human resources are also provided. The course has some thrust on the practical learning and experience.

Specific Objectives:

After the students complete this course, they will be able to :

- state concepts of value goal, standard , needs, wants and luxury of the family
- describe the role of home management in the changing world, management of household activities (urban and rural household) and management of joint and nuclear families.
- describe factors that influence home management
- explain concept of economic value, economic resources, demand and supply
- describe decision making process and importance of communication skills in the family system
- describe the management of the aging population and identify various problems of elderly people in the family and in the country
- discuss the management of material and non-material resources
- Apply money management in the family and learn about the types of family budget and it's evaluation
- describe management of ceremonial functions and understand profile of family income in lifetime
- discuss the importance of storage and toilet facilities in low-cost house planning and learn about rural households in different climatic conditions in Nepal
- learn various concepts of rural economy and its development
- describe different hindrances to economic development in Nepal
- describe various problems of agriculture in rural development
- explain objectives of land reform and write appraisal of land reframe in Nepal
- identify various problems of subdivision and fragmentation of land holding
- state problems of rural indebtedness

- describe the cooperative movement and mobilization of local resources in rural development
- explain the meaning of economic planning and describe various poverty alleviation programmes in Nepal
- describe the size, composition and impact of population growth in Nepal
- write about the situation of unemployment and underemployment in the country.

Course Contents:

Units		Teach. Hrs.
I	**Management in the Family**	**18**
	1. Meaning, definition and concept of Home Management	
	2. Concepts of values, goals, standard, needs, wants and luxury of a family.	
	3. Role of Home Management in the changing world	
	4. Management process and steps in planning	
	5. Managing various household activities	
	6. Management of urban/rural household in joint and nuclear families	
II	**Family Attributes (Factors) that Influence Home Management**	**25**
	1.	
	a) Size and composition of the household	
	b) Marital status and presence of children in the family	
	c) Employment of family members (men and women in labor force)	
	d) Socio-economic status and social mobility	
	2. Decision making process and communication skill in the family system	
	3. Concept of economic values, economic resources, demand and supply	
	4. Management of the aging population	
	a) Basic needs-Food, clothing, health, housing and recreation	
	b) Problems of elderly people in the family and in the country	
	c) Discussion and suggestion with regard to the problems of aging	
III	**Management of Family Resources**	**20**
	1. Material and non-material resources – Time, energy management and work simplification	
	2. Money management, types of family budget and its evaluation	
	3. Everyday financial management and management of ceremonial functions such as Gupha Rakhne, Vratbandha, Marriage, Pasni	
	4. General financial plan (profile of family income for	

lifetime)

IV Planning and Low-cost Housing **10**

1. Simple floor planning
2. Storage and toilet facilities in the house
3. Rural household in different climatic conditions in Nepal.

V Concepts of Rural Economy and Development **12**

Characteristics of rural economy
Obstacles to economic development
Loan rate of capital formation (social cultural obstacle)
Basic requirement for economic development

VI Agriculture in Context of Rural Development **20**

1. Role of agriculture in Rural Development
2. The situation of agrobased industry in Nepal
3. Integrated small farmer approach
4. Various problems of agriculture in rural development
5. Objectives of land reforms
6. Critical appraisal of landform problems
7. Problems of subdivision and fragmentation of land holdings
8. Problems of rural indebtedness and remedies

VII Cooperative Movement and Sajha Economic Programme **15**

1. Role of cottage and small-scale industries in rural development
2. Mobilization of local resources and rural development
3. Poverty alleviation programme in Nepal
4. Meaning of economic planning, place of agriculture in various plans of Nepal

IX Population and Human Resources **20**

1. Size, composition and impact of population growth in Nepal
2. Population growth: causes, measures and remedies
3. Unemployment and underemployment situation in Nepal
4. Mobilization of human resources.

X Practical **10**

1. Prepare an urban case study (related to the course Course Contents:) Students need to go for excursion (educational tour) - 20 marks
2. Presentation and discussions on selected topics related to Resource and Rural Economy - 5 marks

References

1. Deacon, Ruth E., Francille Firebaugh M., ***Family Resources Management***, Printed in the United State of America
2. Dewett KK and Verma J. D (1977), ***Elementary Economic Theory.*** S. Chand & Company Limited Ram Nagar , New Delhi 110055
3. Educational Plannery Group Delhi, ***Home Management***
4. Gross a. Irama, H. Crandall Elizabeth W. and Knoll Marjorie M., ***Management for Modarn Panilies*** (1980) Pretice Hall Inc Englewood Cliffs N. J.: 07632

5. Jhingan, M.L., ***The Economics of Development and Planning*** 25th Revised Edition, Published Konark Pvt. Ltd Printing Press Delhi.
6. Mann M.K (1980), ***Home Management for Indian Families,*** Kalyani Publisher, New Delhi – Ludhiana
7. Maurice, ***Bobb Some Aspects of Economic Development***
8. Neupane, Guru Prased (2048) ***Nepal Ko Arthasastra,*** M.R. Publisher, and Distributor, Bhotahiti, Kathamandu
9. Pant , Y.P. Jaom SC (1980), ***Rural Problems and Rural Development in Nepal***
10. Shrestha, B.P. Dr. , (1991) ***An Introduction to Nepalese Economy in (Nepali or English)***
11. Varghese, M.A. Ogale, NN and Shrinivasan K., ***Home Management*** (1985) Wiley Eastern, Limited Ansari Road Daryagary, New Delhi, 110002

Clothing, Textile and Related Arts

HS. 504

Paper: IV
Full marks: 100
(Theo: 50+Pract.: 50)
Teach Hrs.: 150

Course description

This course is designed to provide theoretical and practical knowledge on textile science, clothing construction, dress designing, altering the readymade dresses, and related arts and crafts.

Specific objectives

After the students complete this course, the students will be able to:

- give the knowledge of basic loom machines
- know about the different weaving techniques and recognize cloth by its weave
- explain different dyeing and printing methods as well as traditional and present industrial methods
- create designs by using replica (duplicate of a work of art)
- create new designs in cloths according to the prevalent fashion
- develop readymade paper pattern design for themselves and others
- design dresses and prepare all types of dresses mentioned in the course
- make the consumer aware of fabric faults and textile hygiene
- make the consumer aware of how to select materials
- develop an ability to choose appropriate materials for clothing for different age groups and select patterns for suitable activities
- alter the pattern in clothes or in paper according to body type
  a) Pattern alteration and fitting
  b) Factors affecting good fitting and stepe in solving fitting problems
- make various arts and crafts materials
- carry on the projects mentioned in the course
- make customers aware of buying and selecting materials
- visit the knitting mills

Course Contents:

Units		Teach. Hrs.
I	**Part: I**	10

Textile

1. Fabric Construction-

a) Origin and history of looms, types of looms used in the modern world – Handlooms and industrial looms. Different wearing processes

b) Basic loom mechanism, parts of the loom, Basic wearing processes - count of the cloth

c) Weaving: Definition; Types of weaves; Basic weaves and variations - plain, twill, safety, stain; Decorative weaves – figure weave, smived, jacquard,

Damask, spot, pile, lemo, Double, Tapesrty, Brocade, Birdseye, Honeycomb weaves, etc.

II Dying and printing **5**

Dying-dyestuffs and dying, origin of dyestuffs, introduction, classification of dyes and their application.

Theory of dying

1. Dying with chemical dyes and pigments
2. Dying with indigenous dyes
3. Dying machine, industrial dyeing practices
4. Method of dyeing

Printing- Historical development of priniting methods, Introduction of printing, Types of printing with creative designs, Printing Block,

Resist-Tie and die, Batik, Roller, stencil, discharge, duplex, screen, sublistatic, photographic, Air brush printing, warp printing, study of static and methods of printing traditional meothods used in modern times.

Study of styles and methods of printing traditional methods used today

III Fabric Finishes **10**

Meaning and importance of finishes

a) Types of finishes
b) Chemical and mechanical finishes
c) Temporary and permanent finishes
d) General and special finishes

General finishing – Mercerization, Beetling, sezing, tentering, singeing, brushing, calendering, bleaching, embossing, polish surfacing, pressing, repairing etc.

Special finishing- Schreinerizing, cirieng, Napping, Basic finishes, Special calendering, etc.

IV Textile and Clothing Industry in Nepal **5**

a) Historical development of textile in Nepal
   - Handlooms
   - Dhaka cloth
   - Readymade garments
   - Knitwear

   i) Industrial textile - Situation and improvement of textile industry in Nepal to fulfil the basic needs of the people
   ii) Imported garments – present situation

V Fabric Faults **2**

Inspection and Diagnosis

VI Textile Hygiene **2**

Part: II

VII Dress Designing **6**

Introduction and importance of dress designing

Principles of design – harmony, balance,

proportion, rhythm and emphasis
Elements of design- Line and form, colour and texture
Science of colour
Creating modern style of dress according to the fashion and commercial demand, study of male and female figures and types

VIII Pattern Development **10**

a) Pattern Construction
Introduction to readymade paper pattern and different figure types – pre-teen, junior, misses, women, half-size.
Techniques of making basic patterns
Standardization of basic patterns for commercial purposes.
Free hand cutting by using dummy
Pattern replica

b) Guidelines
grain line - fold line
selvedges - darts
seams - center front/centre back

c) Helpful markings – cutting line, stitching line, stitching direction, gathers, pleats, tucks, hem width, edge finishes, clip etc.

IX Pattern layouts and fabric estimate for different widths **6**

X Selection of materials for different types of dresses

XI Study of colour combination and selection of colours for different types of dresses

XII 1. Identification of different types of weaves by using the magnifying glass; Making basic weaves by using plain and coloured paper. **5**

2. Dyeing printing of Textiles – Tie and dye - batik dying and block printing, Knowledge of fast-coloured dyes and how to make and apply them, Visits to dyeing and printing industrial establishments, big and small

Part: III

XIII **Marketing Management and Commercial Pattern Development** **6**

a) Introduction
Nature and scope
Importance of marking
Modern concept of marking
Marketing Mix (product, price, promotion place)

b) Marketing Environment

c) Product planning and Development

Concept of product line
Product mix and product classification
Development of new products
Brand name and trademark
Packaging
Product line-cycle

XIV Procedure for Grading Block to Various Sizes **2**

XV Pattern marking **2**

a) essential symbols and term piece identification, grain line, notches, darts, centre front, central back, fold line, lengthening, shortening

b) Helpful markings, cutting line, stitching line, stitching direction, ease, gather, Lapline, pleats stucks, hem, width, edgefinishes, chip

XVI Pattern Alteration and Fitting **4**

a) Measurement charts of pattern companies
b) General principles of pattern alteration
c) Alteration of patterns according to body size
   i) sloping square, round narrow, broad erect, etc
   ii) High-bust, low-bust, large bust and small bust
   iii) Thick and thin neck, long and shirt neck
   iv) Big and small hip
   v) large and short leg

Part: IV

XVII Arts and Crafts **20**

Creative Crafts

a) Indian embroidery
b) Patch work quilting and applique
c) Fancy bags with knots or macrome

a) Embroidery

History
Frames and mounting
Fabrics and threads
Transferring designs
Stitch glossaries
Beads and sequins
Shadow work
Care of embroidery

b) Patch work quilting and applique

Patchwork and quilting

History
Fabrics and implements
Planning and design
Joining

Finishing
Border Patterns
Crazy Patchwork
Quilting

c) **Fancy bags with knot or Macrame**

Knotting

History
Basic Knots
Projects

Macrame

History and material
Mounting
Basic techniques
Decorative knots

XVIII Part: V

d) **Knitting** **5**

1. **History of hosiery**
   i) Present hand knitting state of knitting and hosiery industry
2. Study of machine knitting
3. Study of raw materials and marketing problems

Practical **50**

Project work:

1. Pullover
2. Sweater

A. **Basic knitting**

i) Knit and purl pattern
ii) Eyelet and lace pattern
iii) Embroidery on knitting
iv) Shaping
v) Finishing techniques
vi) Washing knit wear
vii) Re-using the yarn

Knits- knitting machines and their classifications, geometry and propertics of weft and warp knitted structures; designing of knitting , machine elements

B. Designing, drafting cutting, stiching, and finishing the following garments dresses according to the fashion-pant, salwar, kurta, jacket.

References

1. Chitrangada Krishna – Batik,Batik and Tie-dye-Hand pocket Books private Ltd.

2. Chiste, Tra Kapur and Amba Saryel, ***Saria of India.***, Wiley eastern Ltd. and Ans. Vastra Kosh 1989
3. Dress Making Manual (Ladies) बस्त्रसिलाइ Japan international co-operation agency
तयारी पोशाक तथा हाते कागज आयोजना त्रिपुरेश्वर, काठमाडौं नेपाल (२०४२) (1985)
4. Dress Making Manual – (Ledies) Japan International co-operation agency – 1985
5. Darling kinderstey step-by-stap-encyclopediya by

Gender Studies and Research Methodology
1) Gender Studies

HS. 505

Paper: V
Full marks: 50
(Theory)
Teach Hrs.:75

Course Description

This course is designed to impart to the students theoretical knowledge about gender and development to students, so that they would be able to analyze gender issues in all walks of life.

The major components of this course are:

a) Gender at conceptual level
b) Women's role in development
c) Mainstreaming Gender Concern in National Development
d) Role of Women in Nepal Agriculture System

Course Contents:

Units		Teach. Hrs.
I	**Gender at Conceptual Level**	**18**
	1. Sex vs Gender (conceptual clarity)	
	2. Patriarchy (Concept only)	
	3. Feminism; Definition and Types	
	4. History of Women's Movement/Feminist movement in Nepal	
	5. U.K Declaration: Caelibration of International Women's Year, Conferences on women (brief)	
	6. Gender concern in the SAARC region (special focus on Nepal)	
II	**Women's Role in Development**	**20**
	1. Women and Education	
	2. Women and Health (special focus on reproductive health)	
	3. Women and culture/religion	
	4. Women and politics/legal system	
	5. Women and Environment	
	6. Women and work	
	7. Triple role of women	
	8. Productive	
	9. Reproductive	
	10. Community/social development	
	11. Value of women's work	
	12. Use value	
	13. Exchange value	
III	**Mainstreaming Gender Concerns in National Development**	**15**
	1. WID, WAD and GAD (concept only)	
	2. Women's Empowerment	
	3. Critique of pollicies/programme on women	
	4. Progress of NGOs/INGOs	

IV Role of Women in Nepalese Agriculture System **12**

1. Participation in agriculture/farm
2. activities by gender (male/female)
3. Women's contribution to economy
4. Household economy
5. National economy
6. Gender differences in access
   Productive resources; Land, capital, Agriculture credit, Agriculture technology, Agriculture training and Extension services, decision making on farm activities, Marketing
7. Critiques of current agricultural perspective plan
8. Roles of GOs NGOs and INGO's in gender concerned agriculture development programs

V Practical (Requirement) **10**

Each student has to submit a research-based report on women at the end of the course under the guidance of teacher.

2) Research Methodology

Full marks: 50
(Theory)
Teach Hrs.:75

Course Description

This course deals with the knowledge and skills of identification of problems, formulating hypothesis, writing research proposals, conducting research and communicating the results of research.

Course Objective

The major objective of the paper is to provide students with fundamental skills required to carry out basic empirical research on social phenomena

Specific Objectives

- Apply various research and statistical tools
- Understand research reports
- Prepare research proposals
- Identify appropriate methods for different types of study

Course Contents:

Units		Teach. Hrs.
I	**Introduction**	15
	a) What is research method	
	b) Nature of social research	
	c) Objective and utility	
	d) Types of social research – basic and applied	
	e) Steps	
	f) Concept of social research-variables, hypothesis, data, validity, reliability, measurement	
II	**Methods of Social Research**	15
	a) Identification of research topic	
	b) Review of literature	
	c) Components of proposal writing	
	d) Sampling-types and procedure	
	e) Methods of data collection-social survey and case study	
	f) Instruments of data collection-observation, questionnaire, interview, PRA	
III	**Analysis of results**	15
	Tabulation-essential features of a table	
	Interoperation and generalization of the results	
	Structure of report writing	
IV	**Statistics**	15
	a) Introduction	
	b) Frequency, ratio, proportion, percentage	
	c) Graphic methods-bar graph, pie chart	
	d) Introduction to different concepts of statistical tools-standard deviation, correlation, rank correlation	

(excluding tied rank), chi-square test.

Report Writing: **15**

Students have to write research proposals on the curriculum-related topics of their interest as for practical purpose

Recommended Readings

1. V Sharma ,B.A., Devindra Prasad and Satyanarayan (eds.), ***Research Methods in Social Sciences***
2. Ghose, B.N., ***Scientific Methods and Social Research***.
3. Hans Raj, ***Theory and practice in Social Research***
4. Leon, ***Restinger and*** Katz, Daniel, ***Research Methods in Behavioral Sciences***
5. Goel, W.J. & Hatt, P.K., ***Methods in Social Research***
6. Gupta, S.P., ***Statistical Methods.***

2nd Year
Specialization Course: Food and Nutrition

Paper	Code No	Subject	Full Marks			Remark
			Theory	Pract.	Total	
VI	HS.506-1	Diet and Disease	50	50	100	
VII	HS.507-1	Food Service Management	75	25	100	
VIII	HS.508-1	Human Nutrition and Nutritional Biochemistry 1) Human Nutrition ----50 2) Nutritional Biochemistry 50	50 30	- 20	100	- (External Examiner Required)
IX	HS.509-1	Food and Nutrition Research	75	25	100	
X	HS.510-1	Thesis			100	

Specialization in Food and Nutrition

Introduction

In today's context, the need of specialization in nutrition is of prime importance, because all the development projects have incorporated nutrition as one of the major components in their projects and have a demand for the nutritionist. Thus the dearth of nutrition specialists is felt everywhere. Nutrition as a subject is taught in many educational institutes and faculties such as medicine, food technology, nursing, science and humanities and social sciences. In the Department of Home Science under the institute of Humanities and Social Sciences, Home Science, Nutrition is taught from the Proficiency level to the Master's level. In Nutrition, one paper is offered at the certificate level, two papers at the graduate level, and two papers at the Master's level. But there was no specialization course offered in any area of Home Science at the Master's level. Hence, keeping in view recommendation at the findings of many researchers to start a specialised course in Nutrition and the demand of nutrition specialists, this curriculum has been deigned.

Objective

On completion of this specialized course in Food and Nutrition, the students will be able to conduct nutrition research and will be able to:

- carry out nutritional anthropometry
- conduct nutritional surveys
- discuss national nutrition policy in Nepal
- discuss the existing nutrition situation in Nepal
- plan and prepare diet for normal and special conditions
- panage food service in institutions/organizations

Job opportunity

1. Nutrition specialist in nutrition related organizations/projects
2. Dietitian in the hospital
3. Food manager in boarding schools, hostels, cafe hospitals and nursing homes

Diet and Disease

HS. 506-1

Paper: VI
Full marks: 100
(Theo: 50+Pract. 50)
Teach Hrs.: 150

Course description

This course provides a advanced knowledge on diets for the invalid and gives the students dietary management skill, relating to diseases and conditions. Further, it deals with practical skills in planning and preparing for good nutrition and places great emphasis on dietary planning for various age groups in normal and diseased condition.

Course Objectives

On completion of this coure, the students will be able to:

- work in the hospital as a dietitian
- plan, calculate and prepare diet for invalid persons
- develop their profcessional efficiency

Course Contents:

Units		Teach. Hrs.
I	**Introduction**	**10**

1. Introduction to the study of Dietetics
2. Principles of diet therapy
3. Role, duties and functions of the dietitian
4. Relationship between physician, dietitian and nurse in feeding the patient organization of dietary department of the hospital.
5. Layout of a dietary department

II	**Therapeutic Nutrition**	**15**

1. Introduction to Therapeutic Nutrition
   i) Illness and nutrition
   ii) Illness and food acceptance
2. Therapeutic modification of normal diet
3. Modified consistency diets
   i) Clear liquid diet
   ii) Full liquid diet
   iii) Semi-solid diet
   iv) Mechanical soft diet
   v) Modification of diet according to different nutrient requirements

III	**Patient and Nutrition**	**10**

1. Assessment of Patient Needs
   i) Introduction
   ii) Cultural factors, psychological influences, physical and economic condition of the patient
2. Nutrition Assessment for Adults
3. Nutrition Assessment for Infants and Children

IV	**Nutrition in Health**	**15**
	1. General Diets	
	2. Vegetarian Nutrition	
	3. Nutrition Management during Pregnancy	
	4. Nutrition Management during Lactation	
	5. Nutrition Management for the Elderly	
V	**Pediactric Diets**	**20**
	1. Nutrition Management for the Infant	
	2. General Diet for the Preschool Child	
	3. General Diet for the School-age Child	
	4. Nutrition Management for Diarrhea in Childhood	
	5. Nutrition Management for the Child with Diabetes Mellitus, Renal Disease and Overweight	
VI	**Nutrition in Disease**	**20**
	Introduction: Etiology, Pathology, Complications, Dietary Management and Counselling, Planning, and Calculating Diets for the following diseases:	
	1. Cardiovascular disease	
	i) Atherosclerosis	
	ii) Hyperlipidemia in adults	
	iii) Congestive heart failure	
	2. Diseases of Kidney	
	3. Diseases of Liver, Gallbladder and Pancreas	
	i) Cirrhosis of the liver	
	ii) Jaundice and Viral Hepatitis	
	iii) Disease of the gallbladder	
	iv) Acute and chronic Pancreatitis	
	4. Diabetes Mellitus, Obesity	
	5. Gout	
	6. Disease of the intestines	
	i) Diarrhea, Constipation	
	ii) Ulcerative Colitis	
	7. Diet in Surgery and Injury	
	i) Pre and Post operative Care	
	ii) Diet in Burns	
	8. Diseases of the Esophagus and Stomach	
	i) Peptic Ulcer	
	ii) Gastritis	
	9. Tube feeding	
	i) Parental feeding	
	ii) Diet in Cancer	
VII	**Dietary Calculation-Use of Exchange Lists for Meal Planning**	**5**
VIII	**Diet Counselling- Diet Prescription**	**5**
	Practical	**50**
	1. Plan, prepare and calculate, and evaluate therapeutic diets covered in the theory section	

2. Preparation of Cereal diet, liquid diet and soft diet
3. Standardization of the portion in diet
4. Diet Manual preparation method
5. Preparation of modified diets
   i) Sodium-free, Low sodium
   ii) High-at, Low-fat, Fat-free
   iii) High-protein, Low-protein
   iv) Low cholesterol, Cholesterol-free
   v) Low-sugar
   vi) High-calorie, Low-calorie
   vii) High fiber, Low-fiber.
6. Internship in the Hospital for dietary management (for one month)

Evaluation Methods

1. File keeping
2. Class evaluation
3. Practical observation
4. Hospital visit

References

1. Mitchell, Rynbergen, Anderson, Debble, ***Cooper's Nutrition in Health and Disease***, 15th Edition, J.B Lipincott Company, Philadelphia 1968
2. Briggs and Calloway, Borget's, ***Nutrition and Physical Fitness***, W.B. Saunders Company, Philadelphia Tenth Edition, 1979.
3. Proudfil and Robinson **"Normal and Therapeutic Nutrition".**
4. C. Gopalan, B.V. Rama Sastri and S.C., ***Nutritive Value of Indian Foods,*** Balasubramania, National Institute of Nutrition, Indian Council of Medical Research, Hyderabad, India
5. F.P. ANTIA and Abraham, ***Clinical Dietetics and Nutrition***, Fourth Edition.
6. ***Manual of Clinical Dietetics***, The American Dietetic Association.
7. Corinne H. Robinson, ***Basic Nutrition and Diet Therapy,*** Second Edition.
8. Dietetics by B. Srilakshmi. Waley Eastern Limited 1993, New Delhi.
9. Raheena, Begum, ***A text book of Foods, Nutrition and Dietetics,*** 1989
10. ***Manual of Clinical Dietetics,*** The American Dietetic Association.

Requirements

1. Enough subject related Books and timely journals.
2. Well equipped cooking Lab.
3. Experienced & willing to work in lab according to the need of course content - Lab assistance.
4. Nutrition software.

Food Service Management

HS. 507-1

Paper: VII
Full marks: 100
(Theo: 75,Pract: 25)
Teach Hrs.:150

Course Description

This course provides knowledge on sectors of food service industry, food service organisation, management of functional planning, nutritional aspects of recipe development, principles of food service, types of food service operations, food production, food purchasing, specialized forms of service, the menu, banquets, food service system and preparation and organisation of kitchen.

Main objective: This intends to produce creative and resourceful professionals qualified to serve the hospitality indusry within an educational environment. This will help innovation and enthusiasm for great merit.

This course further imparts experience on industrial or hospital placement to gain practical experience of the hospitality industry, its operations, its customers and its stuff.

Specific objectives

After the students complete this course, the students will be able to:

- describe different sectors of the food service operation, food service personnel and the attributes of food service personnel
- explain the management of functional planning for various areas of food service and provisions for efficient performing
- tell about the successful management of establishment, conceptual management level skills, and planning, organizing, directing, coordinating, controlling and evaluatin
- explain about frequency of purchasing, purchase procedures,informal and formal buying, purchase of specific commodities and aging of meat
- tell about the losses that occur during purchasing, storing and preparing foods, which deteriorate the nutritional quality of the food product.
- evaluate food services in canteens, lunchrooms, kiosks, conventional food, system, convenience food system, ready-food system, cook-chill system, and satellite food system
- use skills and methods of processing for preparing and serving food in large quantities.
- explain the tray method found in hospitals and aircraft as well as in lounge service, room service and home delivery
- develop menus for efficiency food service
- discuss indepthly the food services organized for professionals, social and intra-government and inter-government parties, and Heads of State.
- develop integrated program in which procurement , preparation and service of food and beverages and the equipment and method required to accomplish these objectives are fully coordinated for minimum labour, optimum customer satisfaction, quality and cost control.

- tell about kitchen organization, prepare food ingredients according to the need and mix them properly, know about the soups and teach how to make quality bread and cakes.

Course Contents:

Units		Teach. Hrs.
I	Introduction: Sectors of food service industry; Food service organization (small hotel organization, large hotel organization); Attributes of Food Service Personnel	6
II	Management of functional planning: Concept of flow; Functional requirement; Receiving; Dry storage, low temperature storage, storage of non-food items; Preparation-meat preparation, vegetable preparation, salad preparation, sandwich preparation; Cooking, baking, and serving; Dish washing, and pot and pan cleaning; Waste disposal	10
III	Principles of Food Service Management: Principles of management – Division of work, Authority and Responsibility, Discipline, Payment, Hierarchy, Orderliness, Work stability, Initiation, Control, Functions of management – Planning , Organizing, Directing, Instructing, Guiding, Supervising, Teaching and Reviewing; Coordinating, controlling, Evaluating, (Staff appraisal), Food product evaluation; Evaluation for profitability	12
IV	Food Purchasing: Factors deciding frequency of purchasing; Types of markets; Buying methods - Informal buying – Cash buying method, Quotation method, Cost–plus method-Formal buying – Competitive bid method, Negotiated buying method, Standing order method, Future contract Method, Buy and hold method - Ethnical considerations, Purchase of specific commodities – Fresh fruits and vegetables - (grade, quality, variety, size, packaging), Locally available seasonal fresh fruits and vegetables such as apples, avocados bananas, grapefruit, lemons, oranges, peaches, pears, tomatoes, lettuce, potatoes, meat and meat products, fish and poultry, Antemortom and postmortom inspection, Aging of meat-Natural aging, High temperature aging, Vacuum aging	15
V	Nutritional aspects of recipe development – Modifying recipes, Anatomy of healthful recipe, using optional ingredients and techniques, Modifying meat and seafood recipes, Modifying with vegetables, Modifying with pasta and grains, Modifying desserts; Dietary terminology for Food Managers - Triglycerides, Cholesterol, Saturated fats, Monounsaturated fats; Polyunsaturated fats, Hydrogenation, Dietary fat, Dietary cholesterol, Salt and Sodium, Calorie; Healthful tips for food purchasing and cooking, Tips for cooking. The Sensory tastes-Sweet, salty, sour, bitter and threshold tests.	10
VI	Types of Food Service Operations: Canteens – Office Canteen,	6

	College or School Canteens, Public Canteen, Lunchrooms, Executive Lunch Rooms, School Lunch Rooms, College Lunch Rooms, and Kiosks; Conventional Food System, Convenience Food System, Ready–food System, Cook– chill System, Satellite Food System	
VII	Food Production: Food Production Process – Collecting ingredients, Weighing and measuring; Preparation of different foods to make them ready for cooking – Meats, Poultry, Fish, Leafy vegetables, Root vegetables, Other vegetables, Cooking methods– Moist heat Boiling, Simmering, Blanching, Steaming, Pressure Cooking, Poaching, Stewing; Dry heat- Roasting, Grilling and broiling, Toasting, Baking, Sauting, Frying, Microwave cooking; Combination method – Braising, Stocks; White Stock, Brown Stock; Effects of preparation and cooking methods on the natural qualities of foods; Some large quantity cooking Techniques-Techniques for pre-preparation, Techniques for cooking, Effective use of Left overs- Left over tandoori chicken, Leftover vegetable pulao, Leftover curds, Leftover tomato/onion; Salad-holding techniques, Methods of Holding foods	**15**
VIII	Specialized forms of service: Hospital tray service – the patient Meal times, Tray Service – Airline Tray service, Home delivery, Full and Partial Room Service, Breakfast only service; Lounge service- organization of lounge service.	**6**
IX	The Menu – Origin of the Menu, compiling of the Menu, Menu types; Supplies, Balance, Food value, Colour; Language – Menu sequence- Starters, Main courses, After –classes of Menu – Table d' hote, A' la carte – French Menu and Cooking Terms; Factors affecting Menu planning, Standard Recipes; Terms connected with the Menu; Preparing a check and receiving payment – Cash payment, Credit card payment; Signing- for house guests in a Hotel	**9**
X	Banquets – Type of functions, Professionals; Social and State Banquet staff, Taking a banquet booking, Banquet Menu, Banquet table layouts, Procedure to serve a State Banquet	**6**
XI	Food Service System and Preparation- Mise–en-scene, Mise–en– place, preparation of Side Boards – Cold-water jug, Napkins, Sauces, Tooth Picks, Order taking pads, Service spoons and forks, Trays, Ashtrays, etc. Sanitation and hygiene; Food Service - Types of service English service, French Service, American Service, Russian Service, Counter Service, Grill Room Service, Room service, Gueridom Service-Breakfast-Continental Breakfast, English breakfast; Standard types of covers – A' la Carte Cover , Table D' Hote Cover; Beverage Service- Non alcoholic and Alcoholic; Taking an order; Service equipment - Linen, Chinaware, Glassware, Tableware	**15**

XII	Kitchen Organisation – Staff Hierarchy, Duties and Responsibility, Different Sections of the Kitchen, Preparing of ingredients according to the need and mix them properly, types of mixing, different types of soups with examples; Basic ingredients used, some popular soups, Importance of each ingredients in making quality bread and cakes, Different steps and different types of making bread and cakes.	**10**
XIII	**Practical:** **Case Study: Industrial or Hospital placement** **Objectives** (i) To provide practical experience of the Hospitality industry, including its operations, customers and its staff (ii) To strengthen the knowledge acquired during studies and appreciate industrial standards and level of performance (iii) To develop self awareness and confidence	**30**

Learning outcomes

The students will produce a Food Service Management Report focussing on different management areas

Requirements

The students will begin this study with preparation for successful entry into the workplace. They will compile the learning objectives to be achieved in the work place. The project will require the students focus on a specific topic and within that the student will analyse the situation in the industrial location, relate the analysis to theestablished factors, draw conclusions, recommend possible changes and justify them in context. The teacher will be involved in a debriefing viva

Evaluation Seminar

Record keeping for practical

Industrial Placement Report focusing on different management areas

Reference

1. Meal Management Today, Rita Holmberg, Waveland press, Inc. Prospect Heights, Illinois
2. Marian, C. Spears & Allene G. Vaden, ***Food service organizations- A Managerial and System Approach,*** John Wiley & sons, New York.
3. ***Food Service Sanitation***, National Restaurant Association, The Educational Foundation, Wacker Drive, Chicago, Illinois, Kendall/Hunt publishing Company.
4. Leslie E. Cummings and Lendal H. Kotschevar, ***Nutrition Management for Food Services,*** Delmar Publishers, INC
5. M. Swaminathan, BAPPCO, ***Essentials of Food and Nutrition***, vol I, Fundamental Aspects, The Banglore Printing and Publishing co. Ltd. Banglore.
6. Swaminathan, M., ***Essentials of Food and Nutrition,*** Vol II, Applied aspects, Ganesh & Co., Madras.
7. A.V. S. S. Rama Rao, ***Text book of Biochemistry,*** L.K. & S. Publishers,Tanuka, A. P.

8. Jag Mohan Negi, ***Professional Hotel Management,*** S. Chand and Company LTD, Ram Nagar, New Delhi.
9. Dennis R. Lilicrap & John A. Cousins, ***Food and Beverage Service,*** Hodder and Stoughton Educational, 338 Euston Road, London

Human Naturition and Nutritional Biochemistry

1) Human Nutrition

HS. 508-1

Paper: VIII
Full marks: 50
(Theory:50)
Teach Hrs.:75

Course Description

This course is designed to introduce the students to the theoretical knowledge of human nutrition. The course intends to provide information about the importance of nutrition from pregnancy through aging in the achievement and maintenance of health and fitness.

Specific Objectives

On completion of this course, the students will be able to:

- trace the historical development of nutrition as a field of scientific study
- describe the body composition and its relationship with the nutrition elements.
- tell about how the process of digestion, absorption, and metabolism determines the fate of food after it inters the body
- explain the significance of nutrition at specific times of growth development and aging
- discuss on the influence of the diet on athletic performance

Course Contents:

Units		Teach. Hrs.
I	**Historical perspectives of Nutritional Sciences** Ancient ideas; Studies on the physiology of digestion; Laws of nutrition in early days; Recognition of mineral requirements; Development of the vitamin theory; significance of protein source; Identification of essential amino acids	6
II	**Body Composition** Concept of body balance, Factors influencing body balance; Energy balance; Energy expenditure, cost and requirements; Water balance and body hydration; Nutrition balance and body nutrition status; Body composition components: Basic concept of compartments and balance, Lean body mass compartment, Body fat compartment; Body water compartment, and Body mineral compartment Body composition through the life cycle: Concept of human growth. Normal life cycle and growth pattern; Maternal fetal growth and development. Infant body composition changes, Childhood body composition changes; Adolescent body composition changes; Effect of weight changes in body composition; Body composition in diseases (e.s. Cancer, AIDS, Renal disease)	15
III	Carbohydrates: Definition, Compositions, Classification,	6

	Functions, Digestion, Absorption, Metabolism, and RDA; Dietary fibers and their importance in human nutrition	
IV	Lipids: Definition, Composition, Classification, Functions, Digestion, Absorption, Metabolism and RDA	6
V	Proteins- Definition, Composition, Classification, Functions, Digestion Absorption, Metabolism, Recommended Dietary Allowances, Determination of overall nutritive value of protein, PER, NPU, BV, and Digestibility co-efficient	6
VI	Vitamins and Minerals: Introduction, Classification, Digestion, Absorption, Transfer and Execration RDA	12
VII	Nutrition need through the life cycle: stages of life Cycle; Fetal and Maternal nutrition and outcome of pregnancy, Nutrition in Lactation, Infancy, Pre-school children, School Children, Adolescence, Adulthood, and older adults	12
VIII	Nutrition for Athletic: Nutrition requirements, Nutritional consideration for an event (pre-event meal, nutrition during performance, post-event meal) and other considerations	6
IX	Current world problem of nutrition with specific reference to the problem in Nepal. Steps taken by the government and non-government agencies in combating the existing problems of nutrition	6

References

1. Corinne H. Robinson and Marilyn R. Lawler; ***Normal and Therapeutic Nutrition,*** Macmillan Publishing Co. INC; New York. 1982
2. L. Kathleen Mahan, ***Food Nutrition and Diet Therapy,*** Marian Arlin; W.B. Saunders Company; 1992
3. Dr. M. Swaminathan, ***Advance Text Book on Food and Nutrition,*** Vol I and II, BBPPCO publishing, 1991
4. R. Passmore, ***Human Nutrition and Dietetics***, Churchill Livingstone, New York; 1986
5. C. Gopalan, B.V. Rama Sastri and S.C. Balasubramanian, ***Nutritive Value of Indian Foods,*** National Institute of Nutrition, ICMR Hyderrabad, India, 1989.

2) Nutritional Biochemistry

Full marks: 50
(Theo: 30, Pract. 20)
Teach Hrs.:75

Course Description

This course is designed to expose the student to the biochemical aspects of the life processes and nature of metabolic interrelations and homeostasis.

Specific Objectives

On completion of this course, students will be able to:

- explain the concept of various biophysics terminology
- technically discuss intermetabolic the relationship and homeostatic mechanisms of different nutrients and the metabolic disorder
- detect, identify and estimate biomolecules present in the body fluids

Course Contents :

Unit		Teach. Hrs.
I	Concept of electrolytes; Acidity, alkalinity and dissociation of water; Concept of the PH and PH scale, Buffer and buffer present in the body; role of buffer in regulating PH in the body; Osmotic pressure	6
II	Review of chemistry and metabolism of carbohydrates, proteins, lipids and lipoproteins	10
III	Nucleic acids: Chemistry, constituents, importance, classification, structure, and role of RNA and DNA	6
IV	Enzymes: Definition, importance, classification, factors influencing enzyme activity, enzyme specificity and enzyme inhibition; coenzymes and their importance	6
V	Hormones: Introduction, classification, importance and role of Thyroid and Parathyroid hormones, Pituitary hormones, Pancreatic hormones; Adrenal hormones, and Sex hormones (male and female)	8
VI	**Inborn Errors of Metabolism** Carbohydrate: Galactosemic, Frutosemic, Pentosemic Protein and amino acids: Phenylketoneria, Alkapronuria, Homosystinuria Tyrosinemia, Cystionosis, Cystinuraia, Urea cycle disorder, Phenylketonuria. Lipid – Hyper Lipo Proteinema Mineral – Fanco-syndrome, Hemochromatosis, Wilson disease	8
VII	Inter-relation between different nutrients with reference to metabolism	6
	Practical	25
	1. Laboratory rules: Use of balance, microscope, calorimeter PH meter and pipette; Cleaning of glassware.	4
	2. Preparation of solutions: Normal solution; desi normal solution, and standard solution (Acid/Base)	2

3. Preparation of buffer and PH adjustment e.g. Phosphate Buffer. **2**
4. Estimation of PH, and PH measurement in urine **2**
5. Detection of sugars **4**
6. Estimation of glucose **3**
7. Detection and estimation of protein **3**
8. Estimation of cholesterol and hemoglobin **2**
9. Identification of blood groups **1**
10. Detection of reducing substances in stool **2**

Evaluation

Class test (written/oral)

Record-keeping

References

1. Harold A. Harper, ***Physiological Chemistry***; Lange Medical Pub. 1973.
2. Hawk P. Oser B.K. and Summenson W.H., ***Practical Physiological Chemistry,*** Tata Mc. Grew Hill; 1965
3. Joseph S, Fruton and Sofia Simmonds, ***General biochemistry,*** John Willy and INC.
   New York; 1961
4. Deajyoti Das, ***Biochemistry,*** Academic Pub. India; 1980.

Food and Nutrition Research

HS. 509-1

Paper: IX
Full marks: 100
(Theo 75, Pract. 25)
Teach Hrs.: 150

Course Description

This course is focussed mainly on food and nutrition research methodology which helps in producing scientific and quality research. It not only includes the techniques to measure the nutritional status of a population but also provides wide knowledge on planning and a research in a community. It provides a practical experience on organisation of seminars and presentations in by using visual aids.

Specific Objectives

On completion of this course, the students will be able to:

- Classify protein energy malnutrition
- Describe the situation of PEM in Nepal
- Explain the anthropometric methods for the assessment of nutritional status of a community
- Define reference data and cut-off points
- Conduct dietary survey by using different techniques
- Convert cooked food into raw ingredients
- Calculate the nutrient intake of an individual or community by using the food.
  composition table and computer data base
- Explain the situation of maternal nutrition status in Nepal and related variables.
- Describe the situation of child nutrition in Nepal and its related variables
- Prepare growth chart and interpret it
- Promote community nutrition by employing different methods
- Explain the relationship between nutrition and diarrhea and mechanism of the control of diarrhea
- Write about various types of studies used in nutrition research
- Plan and implement nutrition research in the community
- Write proposals for nutrition research
- Organize seminar /workshop
- Use visual aids for dissemination of research work
- Measure infants' and children's weights, heights and arm circumferences

Course Contents:

Units		Teach. Hrs.
I	**Protein energy Malnutrition:**	
	1. Classification of PEM: Gomez classification and Waterlow classification.	10
	2. Situation of PEM in Nepal	
	3. Dietary management in PEM	

4. National strategy for reducing PEM

II Anthropometry **20**

1. Introduction
2. Major anthropometric measurements: Stature, weight, armcircumference, skinfold
3. Equipment and techniques used for anthropermetric measurement
4. Selection of measurement
5. Use of reference data and cut-off point

III Food Consumption Survey **10**

1. Collection of dietary intake data by using various methods: weighing, dietary recall, home inventory, food intake diary, food frequency, chemical analysis
2. Conversion of cooked foods into raw ingredients
3. Calculation of nutrient intake by using the food composition table
4. Calculation of nutrient intake by using computer data base

IV Maternal Nutrition **15**

1. Maternal nutrition and fetal outcome: Body Mass Index, weight gain during pregnancy, LBW baby, complication of the LBW baby
2. Food supplementation during pregnancy and lactation: importance of foods containing protein, iron, iodine and calcium
3. Socio-economic and socio-cultural influences on women's nutritional status (gender relationship included)
4. Maternal nutritional status in Nepal
5. Reproductive health care system in Nepal
6. Nutrition-related causes of maternal and child mortality

V Child Nutrition **15**

1. Infant mortality: Causes and prevention of infant mortality
2. Nutritional problems of children from 1 – 5 years of age, weaning and supplementary food
3. Common forms of malnutrition in the Nepalese children
4. Use of growth chart for promoting child nutrition: importance, charting of growth rate, interpretation of growth measurement.

VI Community Nutrition **10**

1. Increasing nutritional status of the community by kitchen gardening, dairy and poultry farming, running of child feeding programmes
2. Promotion of breast feeding, importance of colostrum feeding, advantages of breast feeding
3. Empowerment of women: Empowering by providing nutrition education to the women, gender equality in food distribution practices
4. Improvement of dietary quality by using locally available

foods and by using fermented vegetables and germinated cereals and legumes.

VII Nutrition and Diarrhea **10**

1. Causes of diarrhea
2. Relationship between diarrhea and nutritional deficiency disease
3. Nutritional management in diarrhea
4. Composition of oral rehydration solution and mechanism of the control of diarrhea by using oral rehydration solution.

VIII **Types of Studies Used in Nutrition Research** **10**

1. Cross sectional studies
2. Longitudinal studies
3. Cohort studies
4. Experimental studies
5. Case studies
6. Trend studies
7. Impact studies

IX **Planning and Implementation of Nutrition Research in the Community** **10**

1. Selection of problem
2. Training
3. Prelimenary activities
4. Obtaining community cooperation and participation
5. Budget planning
6. Data processing
7. Presentation of data in the form of tables, graphs and charts
8. Analysis
9. Interpretation

X **Proposal Writing for Nutrition Research** **10**

1. Statement and justification of the problem
2. Relevance of the problem to national nutrition policy
3. Reviewing of literature and other existing sources of informations
4. Statement of the objectives
5. Research methodology – sample selection, location of the study, sample size, tools used for data collection , short description of the data collection procedure.
6. Using reference and presentation of reference in the form of biblography

XI **Practical** **30**

1. a) Organisation of seminar.workshop
   b) Use of visual aids e.g. overhead projector, slide projector
   c) Preparation of transparency for the presentation
   d) At least one presentation of an already published nutrition paper in seminar by using flip chart, chart, poster and

overhead projector.

2. Standardization of the anthropometric measurements in infants and school-going children.
3. Submission of a well planned research proposal for nutrition research

References

1. Schofield, Sue, "***Development and the Problems of Village Nutrition*** " 1979.
2. Lutz, W. **"Community health surveys, a practical guide for health workers"** Part I –VI – IEA, 1981
3. M.P.S. Sachdev and Panna chaudhary (eds), ***National Update on Nutrition in Children*** "Nutrition in children developing country concern" 1994.
4. Raja Laxmi, R. **"Applied nutrition"**
5. Jelliffe, D.B. and Jelliffe, E.F.P.," **community nutritional assessment with special reference to less technically developed communities"** oxford university press,1989.
6. WHO **"Health research methodology, a guide for training in research methods"** WHO, 1993.
7. Gopalan, C and Chatterjee, M. **"Use of growth charts for promoting child nutrition NFI,** Special Publication Scries 2.
8. Davidson and Passmore **"Human nutrition and dietitics"** 1970.
9. National Planning Commission **"National nutrition Plan of Action"** – 1998, NNCC, NPC.
10. Gopalan, c, **"Nutritive Value of Indian foods"** ICMR. 1989.

Requirement

1. Computers – 2
2. Laboratory and equipment
3. Visual aids – overhead projector, flip chart, etc.
4. One teacher each in Institution Management and Dietetics Course needs to be sent
   for training to run the course in substitution.

Thesis

HS.510-1 **Paper: X**
Full Marks: 100

2nd Year

Specialization Course: Child Development and Gender Socialization

Paper	Code No	Subject	Full Marks			Remark
			Theo	Pract.	Total	
VI	HS.506-2	Recent theories and trends in child	75	25	100	
VII	HS.507-2	Child Related Social Problems	75	25	100	(External Examiner is Required)
VIII	HS.508-2	Early Childhood Development and Practice Teaching: 1)Early Childhood Development ---- 2)Practice Teaching	50 -	- 50	100	- (External Examiner is Required)
IX	HS.509-2	Social Construction of Gender and Seminar: 1) Social Construction of Gender-Focused on Girl Child:-- 2) Seminar or Term Paper -	50 50	- -	100	
X	HS.510-2	Thesis			100	

Specialization on Child Development and Gender Socialization

Introduction

In Nepal families are unable to give proper care to young children as more and more women are being engaged in the economic activities. Parents are not aware of the fundamental needs of young children and are unable to provide emotional and social security to adolescents. The results are the increase of child-related social problems such as drug abuse, child abuse, disabled children, delinquency and street children. There is urgent need to realize the critical needs of these children and find suitable solutions to help them.

In Nepal, the ratification of the Conventions on the Rights of the Child in September 1990 and the formulation of National Programme of Action for Child Development for the 1990's are some of the important steps taken by HMG in support with UNICEF, NGOs and other UN bodies. These steps are positive indications toward promotion of Rights of the child in Nepal. This also shows that children are given special focus in the national agenda of Nepal's national plans. But the importance of these program request sufficient human resource who are all aware of the needs of children and can work with child organizations to develop adequate policies and programs for child

development. Keeping in mind all these needs, the introduction of a specialization course in Child Development and Gender Socialization in the Department of Home Science and Women Development is essential. This is a concrete step toward preparing efficient professionals in the area of child Development who will further guide identity, asses and develop required human resource at the community level. This course is offered in Second Year and includes five papers with theory and practical both .

Objectives

This course aims to:

- prepare competent and skilled professionals in the area of Child Development and Gender Socialization
- prepare educators, trainees and facilitators
- prepare designers, implementers and monitors
- develop childhood programs in rural and urban areas
- develop technical capabilities and expertise of students to be able to work with the children under special needs.
- prepare field level research workers who can facilitate and advocate suitable programs to promote child rights issues.
- develop understanding of child guidance counselling and services for people working as counsellors for children and elderly people

Job Opportunities

The students who specialize in Child Development and Gender Socialization can develop their careers as:

1. Child Development officers in the child-related organizations such as UNICEF and Ministry of Child and Social Welfare etc, NGOs, etc.
2. Community level workers in child-related programs
3. ECD facilitators, supervisors and researchers.
4. Child specialists in agencies working for disabled and handicapped children
5. Researchers in the child related areas of Gender and Socialization
6. Caretakers and caregivers in the institutions working for children and old people

Recent Theories and Trends in Child Development

HS. 506-2

Paper: VI
Full marks: 100
(Theo:75,Pract. 25)
Teach Hrs.: 150

Course Description

This course helps to gain insight into the major contemporary theories and concepts of Child Development and the child-related issues. It highlights the concepts of "self identity" and "self concept" along with psychological interpretation of personality development and provides knowledge of adolescence development and behaviors and the need for sex education and reproductive health during this age. The course also provides deeper insight into the sensitive issues related to problems during old age and status of the elderly people in Nepal.

Specific Objective

After they complete this course, the students will be able to:

- explain major contemporary theories of Child Development and their application
- develop conceptual understanding of personality development and the approaches to describe personality
- gain practical skills to assess personality of an individual
- describe the adolescent and puberty stages and how to cope up with the changing phase of life
- get insight into the need for sex education for the adolescents and the needs of reproductive health for this age group
- develop the concept of 'old age' and discuss the physical social, vocational and psychological problems of the elderly people in Nepal

Course Contents:

Units		Teach. Hrs.
I	**Child Development – Theoretical Concept**	**20**
	1. Major contemporary theories of Child Development	
	2. Psychosexual development (Freudian concepts)	
	3. Psychosocial learning (Erikson Stages of Development)	
	4. Cognitive Development (Piaget)	
	5. Learning Behaviorists (Watson, Skinner, Sears)	
II	**Self and Personality**	**25**
	1. Self concept: Factors influencing self identity of children	
	2. Personality: Meaning and structure	
	3. Psychological interpretation of personality	
	4. Various approaches to study and describe personality	
	5. Some important determinations of personality	
	6. Biological and sociological elements	
	7. Personality assessment tools	
	8. Projective techniques	
	9. Self-report techniques	

III Adolescence Development and Adjustment **20**

1. Early adolescence
2. Late adolescence
3. Physical, emotional and sexual changes during adolescence
4. Varying rates of development
5. Value systems

IV Puberty **20**

1. Anegative phase of life
2. Rapid change in physical and sexual development
3. Effect on emotions and behavior
4. Parent child selections
5. Vocational adjustment
6. Adolescent "egocentrism"
7. Peer presence and self image
8. Self-concept and adjustment

V Sex Education **20**

1. Aims of sex education
2. Imparting of sex education: formal and informal ways
3. Fears about sex education: wider implications

VI Reproductive Health – Meaning and Component **25**

1. Integrated reproductive health programmes for adolescents focusing on girl teenagers
2. Sexually transmitted diseases
3. HIV, AIDS and other venereal diseases
4. Family planning and gender issue
5. Present status and needs of adolescents' reproductive health in Nepal and South Asia

VII Adulthood and Old Age **20**

1. Concept of old age: what people perceive as old age
2. Change during old age: physical, economical social and psychological
3. Demographic profile of the aged in Nepal
4. Health problems unique in elderly women
5. Family adjustment
6. Social security
7. Health problems
8. Situation of aging women in Nepal
9. Study of institutions helping in the adjustment of the elderly people in Nepal

Practical Requirement **(25 marks)**

1. Students will visit the Family Planning Association Nepal at Pulchowk and write a report on the various health programms undertaken by the government and the NGO's to fulfil reproductive health needs of adolescents
2. Students are required to visit at least 2 centres established for rehabilitation of the elderly people in Nepal. A report

on the evaluation of the old home or institution will have to be submitted to the concerned teacher

References

1. Khanal H., ***Adolescent Reproductive Health in Asia Current needs and Status***. Family Planning Association Nepal. (Unpublished report)
2. Kale S.V., ***Child psychology and Child Guidance,*** Himalaya Publishing House, Bombay 1980
3. Elizabeth Hurlock, ***Adolescent Development Forth edution***
4. Elizabeth Hurlock, ***Developmental Psychology 5th edition***.
5. Baller and Charles, ***Psychology of Human Growth and Development***, 1970
6. Panda K.C., ***Elements of Child Development***, Kalyani Publisher New Delhi, 1988
7. Khanal H., ***Present status and needs of Adolescents Reproductive Health in Nepal***. Family Planning Association of Nepal. 1995

Child-related Social Problems

HS. 507-2

Paper: VII
Full marks: 100
(Theo:75, Pract. 25)
Teach Hrs.:150

Course Descriptions

Along with the advance of modernization of the society, many challenges regarding child-rearing, changing socio-cultural conditions in relations to personality development, social behaviour, values, and drug use etc. of the adolescents are increasingly felt.

This course is us an attempt to make the students capable of analyzing the complexities and contradictions of the modern world by leading to study social problems in general and child problems in particular.

General Objective

To enable the students to develop positive attitudes and insight toward behavioural problems in individual.

Specific Objectives

On completion of this course, the students will be able to:

- study and anayze the basic needs of the children
- explain the difference between discipline, abuse and neglect
- identify the problems within the family, become sympathetic and empathetic and try to give some basic counseling or advice
- understand the magnitude of the problem of the disabled
- carry out research related to disabled and handicapped children

Course Contents:

Section 'A'

Units		Teach. Hrs.
I	**The Society of Adolescents**	**18**
	1. Development of self concept	
	2. Self concept and adjustment	
	3. Adolescent egocentrism	
	4. Teenagers' Values	
	5. Peer pressure and self-image	
	6. Alienation	
II	**Child Abuse and Neglect**	**21**
	1. Definition	
	2. Different forms of abuse:	
	a) physical b) emotional c) sexual abuse	
	3. Cause of child abuse	
	4. Effects of abuse on the victims	
	5. Guidelines for identifying the abused child	
III	**Trafficking of Girls and Women**	**18**
	1. Historical Background	
	2. Outlook and cause	

3. HIV/AIDS, social ostracism and psychological trauma
4. No government laws
5. Non government agencies working on these and rehabilitation

IV Social Problems **18**

1. Drug abuse
2. Different agencies working on these
3. Domestic violence
4. Social manipulation
5. Rehabilitation and a success story

Course Contents:

Section 'B'

Unit		Teach. Hrs.
I	**Children Under Special Needs**	**25**

1. Clarifying conceptual understanding about
   a) Impairment
   b) Disability
   c) Handicapped
2. Types of disabilities
   a) Physical disability
      i) Visual disability
      ii) Audio and speech disability
      iii) Mobility/orthopedic disability
   b) Mental disability
      i) Mild disability
      ii) Moderate disability
      iii) Severe disability
   c) Emotional disability
   d) Social disability
3. Their causes and preventive measures
4. Basic approaches
   a) Skill – oriented approaches
   b) Interactive approaches

II Rehabilitative, Promotional and Educational Programs in Nepal **25**

1. Government plans and policies for disabled
2. Governmental programs
3. Non-governmental organizations working for the people with disability
4. Special Education
   a) Definition
   b) Different types of education

III Role of family **25**

1. Physical, social, psychological, emotional and economical needs of those children
2. Family guidance and protection

3. Responsibilities of family in rehabilitation of such types of children
4. Medical treatment facilities to overcome situation

Practical Requirements:

1. A case study on the individual child shall be conducted to find out to what extent child abuse exists in the Nepali families and whether there is any problem of drinking or domestic violence carried out.
2. A field visit and report writing to the institution working in rehabilitation of disable persons

Recommended Readings

1. Kuppuswamy, B. A, ***Text Book of Child Behaviour Development,*** Vikas publishing, House pvt. Ltd, Delhi, 1974

References

1. Mussen, P.H, Conger J.J. and Kagan, J., ***Child Development and Personality,*** N.Y, 1975
2. Iaraswathi, T.S. (Ed.), ***Human Development Early Childhood Care Education and Family Welfare***, 1986, M.S. University
3. Ambron, S.R, ***Child Development*** , Molt Rine Mart and winstor, N.Y. 1975
4. Baldwin, A.L, ***Theories of Child Development,*** John Wiley & Sono INC, N.Y. 1966
5. Cruckshank, W.M. & Johnson, G.O., ***Education of Exceptional Children and Youth,*** Prentice – Hall INC, 1975
6. David, W., ***Apanga Balbalika***, UNICEF KTM, 1992
7. ***A situation Analysis of Disability in Nepal,*** (WIN – Periodicals and Magazines)

Early Childhood Development (ECD) and Practice Teaching

1) Early Childhood Development (ECD)

HS. 508-2

Paper: VIII
Full marks: 50
(Theory)
Teach Hrs.:75

Course Description

This course is designed to give the students knowledge and skills required for them to work as a trainers/facilitators or caregivers in the existing early child care and development programmes.

Specific Objectives

On completion of this course, the students will be able to:

- explain the concept and importance of early childhood development and its impact on later development
- technically describe the growth and development process of preschool children.
- guide and supervise young children in early childhood programs
- design, plan and implement appropriate programs for children in rural and urban areas.
- develop techniques and tools to monitor and evaluate various models of early childhood development program run by the GOs and NGOs in Nepal

Course Contents:

Units			Teach. Hrs.
I	1.	Concept, philosophy and significance of early childhood development	25
	2.	Educationists' views of education tests , philosophy and psychology about the needs and importance of early childhood development	
	3.	Daycare – not a women's issue; Gender and the holistic approach	
	4.	Dimensions of Development; physical, mental, social and emotional development; Growth and development	
	5.	Characteristics of children aged 0-2 and 3-6 years: a) learning during early childhood – use of the five sensory organs b) Child-centered approach c) Role of play in child's holistic development	
II	1.	**Situation of children (under 6) in Nepal** a. Health b. Nutrition c. Early stimulation	25
	2.	Current issues and status of early childhood development in Nepal a. Existing models and approaches of ECD such as ECE,	

ECCE. and CBCD programs in Nepal

3. ECD in development plans national policy for children in Nepal
4. UNICEF policy and programs for the expansion of ECD

Research evidence to support early childhood interventions in progress and performance of children at the primary level.

III Early Childhood Programme at Community Levels 25

1. Assessment of the existing situation of children
2. Analysis of the available resources– human and material
3. Parents and community education – awareness raising about the need for ECD; capacity building; local resources
4. Physical facilities required for ECD programs
5. Activities – indoor and outdoor
6. Development of materials for family programs
7. Program evaluation/growth monitoring
8. Parents / community participation in the ECD programs
9. Instainability of ECD program

2) Practice Teaching

Full marks: 50
(Practical)
Teach Hrs.:75

Course Contents:

Units		**Teach. Hrs.**
I	1. Practice requirement of one month in one of the early childhood programs in Kathmandu or in a district near the Kathmandu valley.	
	2. Field visit and preparing an evaluation report on early childhood program run in a rural community	
	3. Development of low cost suitable educational material for young children	
	4. Student will prepare progress records of children in attending early child development center based on a check list including the following components	

References

1. ***Human Development and family studies***
   An agenda for research and policy by T.S Saraswati Sage publications New Delhi 1193
2. ***Children and Nepal*** – A Situation Analysis 1996, UNICEF/HMG
3. The first three years- ***A Source book o early childhood care and education***, Mina Swanimathen, UNESCO, 1989.
4. Bal Vikas, ***Seto Gurans National Child Development Services***
5. ***Early child hood Education***, Joshi R.K 1997. Union Press Pvt., Ltd.
6. अभिभावक शिक्षा कार्यक्रम, २०५०, शिक्षा विकास तथा अनुसंधान केन्द्र त्रि. वि. त्रिपुरेश्वर ।

Practical requirements (Continued)

a) Growth monitoring height and weight of the child
b) Improvement in physical, mental, social and emotional skills after atrtending ECD centre
c) Psychosocial changes and preparation in the program

Social Construction of Gender with Special Focus on Girl Child and Seminar or Term Paper

1) Social Construction of Gender Focus on Girl Child

HS. 509-2

Paper: IX
Full marks: 50
(Theory:50)
Teach Hrs.:75

Course Description

The overall objective of this unit is to impart theoretical knowledge about sex and gender in general and girl children in particular to make the students able to analyze gender issues in concerned fields.

Specific Objectives

After they complete this course, the students will be able to:

- differentiate between natural and constructed properties of human beings
- analyze the significant role the society has been playing for the gender socialization of children in the present changing social situations.
- conceptualize the situation of girl children and to contextualize it

Practical/Evaluation

Seminar: A research paper should be submitted by the students individually or in groups in the concerned field

Course Contents:

Units		Teach. Hrs.
I	**Sex vs Gender**	**20**
	1. Biological distinction between the male and the female	
	2. Socially constructed roles and responsibilities of men and women	
	3. Gender hierarchy	
II	**Major Institutions Which Socialize on Gender Roles**	**20**
	1. Family	
	2. School	
	3. Neighbors/Relatives	
	4. Media	
III	**Impact of Perceived Social (Gender) Role on Girl Child**	**15**
	1. Gender identity	
	2. Traditional image of women	
	3. Rural women	
	4. Urban women	
	5. Conflict prone relationship between perceive social role and practice and the difficulty teenaged girls face	
IV	**Situation Analysis of Girl Children in Nepal**	**20**
	1. Status of girl child (social, educational, health) early marriage	
	2. Gender-concerned GOs and NGOs/INGOs (focus on girl child)	
	3. Girl children in the SAARC region-some perspectives	
	4. Male and masculinity impact on teen-aged male children	

2) Seminar / Presentation or Term Paper

Full marks: 50
(Theory:50)
Teach Hrs.:75

References

1. UNICEF, **"Children and Women of Nepal"** ***a situational analysis***, 1998
2. Achary Meena, **"Gender Equality and Empowerment of Women"** submitted to UNFPA.
3. Richardson, Laurel and Verta Taylor **"Feminist Frontiers III"** New York, 1993
4. महिला तथा समाज कल्याण मंत्रालय, *लैङ्गिक समानता तथा महिला सशक्तीकरण मार्ग २०५४*

Thesis

HS.510-2 **Paper: X**

Full Marks: 100

CDC - T.U./024/2056 (99) - M.A.