

**TRIBHUVAN UNIVERSITY**  
**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**



*Faculty of Humanities & Social Sciences*  
**Dean's Office**  
Kirtipur

**HOME SCIENCE**

**CURRICULUM FOR THREE YEAR BACHELOR LEVEL  
PROGRAMME IN HOME SCIENCE**

**2065**

**HOME SCIENCE SUBJECT COMMITTEE**  
**TRIBHUVAN UNIVERSITY, Padma Kanya Multiple Campus,**  
**KATHMANDU**  
**NEPAL**

## B. A. Home Science

### Course Description

Home Science is the combination of social and applied sciences. It deals with the research based social phenomena on human related behaviors. At this level special focus is given on foods and nutrition, early child hood development, gender socialization, health, dietetics and project planning and management. This entire course aims to produce human resources capable of working in development projects and in academia.

Three years BA course in Home Science consists of six papers including the functional paper carrying 100 marks each and covering three academic years. Each paper has theoretical and practical content. The distribution of six papers in three years is as following:

Paper	Year	C. No	Course Title	F.M	Theo.	Pract
I	I	HoS. 311	Foods and Nutrition	100	75	25
II	II	HoS. 312	Child Development	100	75	25
III	II	HoS. 313	Diet Therapy	100	75	25
IV	III	HoS. 314	a. Family health b. Project management	50 50	50 25	- 25
V	III	HoS. 315	Gender socialisation Functional Paper	100	75	25
			Community Nutrition or Early Childhood Development or Dress Designing	100	75	25
VI	III	HoS. 316		100	75	25
				100	50	50

### Overall Objectives:

Develop knowledge and skills to meet the changing life situations and to assist in national development by utilizing available social and economic resources. Generate, disseminate and utilize and appropriate information bases to assist families, household and individuals in monitoring their living standard and welfare by utilizing local, ecological and technological human resource base. Develop professional opportunities and career orientation in the areas of Nutrition, Dietetics, Health, Child Care, Project Management, and Research in the concern subjects.

### Examination Scheme:

The examination for all theory papers will be taken by Tribhuvan University. Practical examination will be scored from the internal assessment by the concerned teachers. No external examiner is required except for dress designing course in Functional Paper. The minimum pass score is 35%. The students have to pass in theory and practical separately.

### Admission Criteria:

Admission is open to all the students who have passed I.A, 10 + 2 or equivalent to it.

## Food and Nutrition

HoS 311

Paper I  
Full Marks – 100  
Theory - 75  
Practical - 25  
Teaching hours - 150

### Course description

This Course provides the knowledge on different kinds of food and its relationship with health. This course also deals with organic chemistry and food science. With the understanding of nutrient deficiency diseases it also teaches the students the proper selection of food for meal planning. This course teaches how the quality of food could be improved.

### Specific Objectives

#### After the completion of this course the students will be able to –

- Relate the importance of foods and nutrition with health.
- Explain the metabolism of carbohydrate, protein and fat
- Describe about nutritional status and anthropometry
- Write about symptoms of various nutrient deficiency diseases
- Plan menu for balanced diet
- Explain the methods to improve the quality of food
- Learn different methods of cooking
- Purchase food items wisely

### Course Contents:

**Units I Introduction** Teaching hours 10

- a. Relation of good and poor nutrition to health, function of food, classification of food and characteristics of each food group, cereals, pulses, milk and milk products, meat, fish and eggs, fat, sugar and jaggery, nutrient found in food and relation between function of food and nutrients.
- b. Food fad and faddism – geographic condition, traditional belief, hot and cold food, pica, changing food habit, food fad and cults.

### Unit II Food chemistry

30

- a. Introduction
- b. Enzymes –function enzymatic section in metabolism process
- c. Acidity and alkalinity ( pH.and Buffers ) their functions and importance
- d. Chemical composition, digestion, absorption and metabolism of macro nutrients like – carbohydrate, protein, fat

- c. Acidity and alkalinity ( pH and Buffers ) their functions and importance
- d. ~~Chemical composition, digestion, absorption and metabolism of macro-nutrients like - carbohydrate, protein, fat~~
- e. Water - sources functions and electrolyte balance in the body
- f. Vitamin and minerals- composition, functions and sources with special focus on Iodine, Iron and vitamin A.

### Unit III Nutrition deficiency diseases

25

- a. Nutritional status - Meaning & measurements of nutritional status
- b. Sign, symptoms, cause and dietary treatment of protein energy malnutrition- kwashiorkor, marasmus and marasmic kwashiorkor, nightblindness, xerophthalmia, bitot spot, rickets, beriberi, pellagra, scurvy, goiter, anemia, prevalence situation of PEM, Vitamin A and goiter in Nepal.

### Unit IV Meal planning and selection of food

20

- a. Balance diet : Introduction, definition and nutritional requirement for various age , sex and condition ( pregnancy and lactation)
- b. Meal planning : Introduction, difference between balance diet and meal planning, factors influencing meal planning and selection of food in meal planning

### Unit V Improving nutritional quality of food

10

- a. Need of nutritional quality improvement, procedure of germination, fermentation, supplementation and fortification
- b. Food adulteration and consumer protection; reasons for food adulteration, adulteration in cereals, cereal products, pulses, milk and milk products, spices, fats and oils and beverages
- c. Food legislation in Nepal, objective of the acts, importance of the acts. Crime and punishment practices of the traders, standards for ensuring quality of products, consumer protection and consumer guidance society and action taken when faced with the situation

### Unit VI Cooking methods and its effect on nutrients

10

- a. Reason for cooking effect of cooking on the nutrition present in the food stuff.
- b. Methods of cooking.
  - moist heat- boiling, steaming, pressure cooking
  - dry heat- baking, roasting, grilling
  - oil frying - deep and shallow
- c. Suitable methods of cooking from nutritional point of view; to be remembered while choosing methods of cooking

b. Food purchasing and storage - perishable, semi perishable and non perishable food items, points to be kept in mind while selecting, purchasing and storing foods

### Practical

30

Preparation of file for:

- Meal planning
- Anthropometric measurements of various age groups (infants and children)
- Equivalent weights & measures from local units to metric system

### REFERENCES

1. Gopalan C., Ramasafri B. V., and Balasubramanian C., Nutritive Value of Indian Foods, Indian Council of Medical Research, Hyderabad, India, 1982.
2. Dr. Swaminathan, M., Advanced Textbook on Food and Nutrition, Vol. 1, Bappco. The Bangalor Printing and Publishing Co., Ltd. Mysore, Road Bangalore 1990.
3. Swaminath, M. Handbook of Food and Nutrition, The Pappco Ltd., Mysore Road, Bangalore, 1989.
4. Ray Binita, Fundamentals of Home Science, Sterling Publishers Pvt. Ltd. New Delhi.

## Child Development

HoS 312

Paper II  
Full marks 100  
Theory 75  
Practical 25  
Teaching hour 150

### Course Description

Child development as a field is defined as a branch of knowledge concerned with both the nature of development and regulation of significant structural, functional and behavioral changes occur in children as they advance in age and maturity. It deals with stage wise developmental characteristics and behavior changes of children. The earlier concepts of child development recognized, that many events of great significance to the postnatal natal development that takes place before birth. Therefore the scope of child development encompasses the entire span of time beginning with conception and extending to the period of adolescences.

### Specific Objectives-

- After the completion of this course the student will be able to-
- Gain theoretical as well as practical knowledge and information about various stages of development (birth to middle childhood) for child's total personality development.
  - Know about the needs and care of infants and young children.
  - Know the importance of early child hood development and the middle child hood development.
  - Identify social and antisocial behavior and do correction through positive guidance as disciplinary techniques.
  - Identify normal and abnormal behavior of children
  - Implement learning process through different kinds of play schemes.
  - Know the importance of different child development and behavior study methods.
  - Understand and helping children under special circumstances-- focusing on girl child
  - Know the role of agencies and rehabilitation centers to handle the problematic situations
  - Work as facilitator or program officer or coordinator, and guide and supervise in any child related field.
  - Provide counseling and develop appropriate techniques and tools on ECD and child concerned areas.

### Units

- I. Special needs and care of infants and young children  
(under ----3 years)  
a) Concept of growth and development

Teaching hour

25

## Principles of development

### Factors affecting growth and development

Different stages of life span

b) Meaning and importance of childcare

Basic responsibilities of parents providing care for young infants and babies

Substitute of parents for sharing the responsibilities

Importance of immunization and immunization schedule for infants

Growth monitoring and record keeping (specially anecdotal in the beginning)

Importance of breast feeding and weaning

Food, cleanliness, rest, sleep

Physical development (the baby at birth-size, activity and sensations

Motor, emotional, social, cognitive and language development

Clothing needs of young children

Recreational activities

Selection of toys

Safety needs.

Stimulating and healthy environment for all round development.

Effect of maternal deprivation on child's socialization

25

## II Early child hood and late child hood development

( Pre School -----3----under 6 )

### Concept off early child hood and its program and planning

#### Adoptive behavior

Physical, motor, cognitive, language and social development

Monitoring growth and development

Socialization at home and out side

Creativity and imagination

Selection of toys for children

Importance of outside center to stimulate and development of physical, motor, social,

cognitive, emotional and language of children

Effect of materna deprivation on child' socialization

### Late childhood (6---12)

Changes from early childhood stage to late childhood

Physical growth and development

Cognitive development

Creativity and imagination

Social development

Factors influencing development of late childhood at home and outside home

Role of parents, teachers, friends, peers and community members to provide positive guidelines for children

## III Moral development

15

Concept of moral development

Stages and factors affecting moral development

Discipline, its kinds, concept of reward and punishment

Importance of discipline in the development and up bringing of a child'

7

Life  
Role of parents and teachers in developing disciplined behavior in a child

14

#### **IV Play in childhood**

Concept of play  
Types of play (cooperative, imaginary and constructional etc)  
Characteristics of child's play  
Educational and social values of play  
Concept of toys  
Importance and need for toys during childhood  
Toys/play materials for middle childhood, concerning gender

14

#### **V Methods for studying child behavior and development**

Need and importance of studying child behaviour  
Biographical, clinical and case history methods  
Concept of longitudinal and cross sectional approach

14

#### **VI Language development and speech problems**

Concept and importance  
Speech defects----  
Hissing  
Stuttering  
Stammering  
Cluttering  
Slurring  
Factors associated with language development  
Techniques for accelerating language development

14

#### **VII Girl child in Nepal**

Existing situation of girl child  
**The socio economic environment**  
Health, nutrition and educational status  
Special educational programs and interventions for girls  
Brief knowledge about-----  
Concept of child  
Child labor and child labor Act  
Street children

#### **Practical:**

3----- 6 years (early childhood)

15

1. Observation of children at child development laboratory or in the community based pre-schools, under the guidance of teacher. After completion of 2 weeks participation, prepare a report including play preferences, language development and speech analysis, of two children, a boy and a girl (for comparative and gender concern



study). Also conduct recreational activities for these children by collecting 10 rhythms, 10 songs and 10 stories

#### **Middle childhood (6-12)**

15

2 Survey of recreational interests of children of middle childhood. Plan activities for these children, carry out the activities with 2-5 children; and submit a report.

#### **Text Book**

Kale, S. V., Child Psychology and Guidance, Himalaya Pub. House, Bombay, 1980

#### **References**

1. Panda, K, Elements of Child Development, Kalyani Publishers, New Delhi, 1988
2. UNICEF, Children and Women of Nepal, A Situational Analysis  
Hurlock B Elizabeth, Development Psychology, Fourth Edition  
TMH edition, New Delhi
3. Hurlock B Elizabeth, Child Development, TMH edition, New Delhi
4. Hullick Permalata, Elements of Home Science 2981. Third Edition, Kalyani Publishers, New Delhi
5. Ebrahim G.J, Practical Mother and Child Health in Developing Countries, Macmillan Press Ltd., 1986
6. Pant B., Vikash Manobigyan (Nepali), Published by TU

## Diet Therapy

HoS. 313

**Paper IV**  
**Full Marks - 100**

Theory - 50  
Practical -50  
Teaching hours - 150

### Course description

This course deals with the knowledge about the composition of human body & different kinds of health related problems and diseases. This is a job oriented subject with the scope of assisting Dietitian in the Hospital. this course deals with the root causes of various diet related problems and diseases and also teaches how to do the dietary management of the patient.

### Specific Objective

After the completion of this course the students will be able to –

- Critically analyse the meaning of good health and nutritional status.
- Explain the relationship between physician, dietitian and nurse.
- Describe the responsibilities and functions of dietitian.
- Modify normal diet for different conditions.
- Plan and calculate the nutritive value of a menu for patients in general and special condition.
- List food items based on nutrient density.
- Prepare food for tube and intravenous feeding.

### Unit 2 Normal and Modified diet

1. Normal diet and its characteristics
2. Modification of normal diet for various conditions
3. Different types of modified diet
  - a. clear fluid diet
  - b. full liquid diet
  - c. soft diet

### Unit 3 Dietary treatment during special condition

1. Diabetes mellitus – etiology and diet
2. Kidney disease – etiology and diet
3. Liver disease ( jaundice ) - etiology and diet
4. heart disease ( coronary heart disease) - etiology and diet
5. Diarrhea and constipation - etiology and diet
6. Gout - etiology and diet

### Unit 4 Dietary treatment in the health condition;

1. Underweight
2. Overweight
3. Constipation
4. Diarrhea
5. Fever

### Unit 5 Food item based on nutrient density

1. High and low protein diet
2. High and low fat diet
3. High and low carbohydrate diet
4. High and low residue diet
5. High and low sodium diet

### Unit 6 Planning and calculation of nutritive value of diet using food composition table

1. Normal diet
2. Diet for constipation
3. Diet for diarrhea
4. Diet for obese person
5. Diet for jaundice patient
6. Diet for heart person

### **Practical**

1. Preparation of file on planning and calculation of nutritive value of diet
2. two days case study of a patient regarding food intake

### **Reference**

1. B. Sri Lakshmi ' Dietetics" New age International Pvt. 4835124, Ansri road, Daryaganj, New Delhi-110002. 2005
2. B. Sri Lakshmi ' Nutrition science" New age International Pvt. 4835124, Ansri road, Daryaganj, New Delhi-110002. 2006
3. Satarupa Banarjee " Cooking for Diabetics" Pustak Mahal, Delhi-110006. 2005
4. G. Sublalakshmi & shobha A. Udipi "food Processing and Preservation" New age International Pvt. 4835124, Ansri road, Daryaganj, New Delhi-110002 19. 2003
5. Sue Rod Well Williams "Basics Nutrition Diet therapy" Harcourt(India) Pvt, 27 M Block Market, greater Kailash 11, New Delhi 110048. 2003
6. Shubhangini A Joshi, "Nutrition and Dietetics" Tata McGraw-Hill Publishing Company Limited, New Delhi. 2003
7. Dr. M. Swaminatham, "Food & Nutrition" Volume II The Bangalore Printing And Publishing Co. LTD. No. 88, Mysore, Bangalore-560 018, 1983
8. Raheena Begum, "A Textbook Of Foods, Nutrition And Dietetics" Sterling Publishers Private Limited, 1991
9. Vijaya Khadar "Foods-Nutrition & Health" Kalyani Publishing, New Delhi. 2003

## Family Health

HoS 314 ( A )

Paper -IV  
Full Marks – 100  
Theory - 50  
Practical - 50  
Teaching hours - 150

### Course Description

Good health is fundamentally important to human life as use and enhancement of all other human capabilities are contingent on continued survival and maintenance of good health. Ill health inhibits opportunities in all aspects of life. It is important to empower family members control their own health and to ensure equity, availability and utilization of newly acquired knowledge. This course will provide knowledge on family health that will help to manage health system during different stages of life cycle.

### Objectives:

After the completion of this course the students will be able to –

The objective of this course is

- Write about family health,
- Understand health problems in different stages of life,
- Understand the crucial stages of reproductive health of women,
- Manage family health problems.

**Unit I: Introduction** Teaching Hours 20

- Definition of family health
- Importance of family health
- Types of family health (Physical, Mental, Behavioral, Emotional)
- Factors affecting family health
- Case of health
- Indicators of family health

**Unit II: Family Life Cycle** 20

- Stages of family life cycle
- Special health problems in different stages of life (conception, birth, infancy, childhood, adolescent, adulthood and old age-conception to old age)
- Role of care taker

**Unit III: Women's Reproductive Health** 20

- Concept and definition of reproductive health
- Components of reproductive health – (menstruation, fertilization and conception, pregnancy, miscarriage, abortion, childbirth)
- Special problems related to reproductive health
- Other health problems –(STD/HIV/AIDS , osteoporosis, prolapsed, uterus cancer, breast cancer, menopause)

**Unit IV: Family Health Education and Management** 15

- Noncommunicable disease-( Diabetes, hypertension, heart disease, gout, obesity )
- Stress- physical, mental, emotional behaviours control practices (yoga, exercises)
- Geriatric health problem-senile, alzheimers, parkinsonism, dementia, bed ridden

- Changing life style and health consciousness (Employment style, child rearing practices, physical activities, food habit)
- Advocacy and awareness programmes

**References:**

1. A.K Jha-Diseases: Prevention and Cure-Renu Publishing Siraha, 1986
2. Lokendra, Sherchan -Basic Health Science : 2002
3. SomNath, Dhakal- Introductory Health Science. 2000
4. हरे प्र. कोइराला -मातृ तथा शिशुको स्वास्थ्य परिवार नियोजन र पोषण - २०१५

## Project management

HoS 314 ( B )

Paper - IV  
Full Marks – 50  
Theory - 25  
Practical - 25  
Teaching hours - 75

### Course description

This course introduces process and functions of management. This course provides the prospective of the national plan & policies on women, children and nutrition. It also develops the skills of handling a project.

#### Specific Objectiv:

After the completion of this course the students will be able to -

- Discuss the principles & function of management
- Conceptualize the common concept of project management
- Describe the process of planning & policies
- Manage small scale project
- Handle a project

### Unit

Teaching hours  
15

#### I. Key Concept of management

- a. Organisation, goal, management
- b. Functions of management
  - Planning
  - Organising
  - Leading
  - Staffing
  - Co-ordinating
  - Supervision
  - Budgeting
  - Reporting and recording

#### II. Planning and policy

15

- a. Planning – definition, purpose, elements of planning, Steps of planning, Reasons for failure of planning.
- b. Policy – definition, purpose characteristics and limitations, guidelines for development of effective policy, Government policy on women, Children and nutrition.

#### III. Management of a Project

10

- a. Selection of Need based project

14

- b. Development of project proposal
- c. Components of project proposal

### Practical :

35

- a. Recording of Government's policy on women, children & nutrition
- b. Developing project proposal for mini project
- c. Carrying out a mini project on women / children / nutrition and submission of report

### Reference

1. Acharya and Govekar, (1978). Principles of Business Organization  
Allahabad: Vikash Printing House Pvt. Ltd.
2. Chandan, J.S.(1993). Management: Theory and practice.  
New Delhi: Vikash Printing House Pvt. Ltd.
3. Pant, Prem R. (1998). Principles of Management, Kathmandu:  
Buddha Academic Publisher and Distributors.
4. Pant, Prem R. (1998). Fieldwork Assignment and report writing.  
Kathmandu: Veena Academic Enterprises.
5. Shrestha, Kul Narsingh. (2061) B.S.). Modern Management for competitive : Advantage.  
Kathmandu: Nabin Prakashan.
6. Uprety, Singha Raj. (2006). Guidelines for improving your skills in project proposal writing,  
Report writing Report presentati  
Kathmandu: Subhash printing press.

## Gender Socialization

HoS 315

Paper V  
Full Marks - 100  
Theory - 75  
Practical - 25  
Teaching hours -150

### Course Description:

The course title "Gender Socialization" is designed to deal with conceptual and theoretical explanation of the terms Sex/Gender and socialization. It explains the underlying role of gender socialization in development of gender identity, as well as masculine and feminine behaviors.

The course is to So formulated keeping in mind the importance of social, cultural and ethnic diversities of Nepal and its impact on socialization process.

### Specific Objectives:

After the completion of this course the students will be able to –

Students will be able to:

- Comprehend the meaning of the terms "Sex and Gender"
- Assess the cultural practices which have specific role in gender discrimination.
- Understand the role of patriarchal system in different gendered socialization process.
- Assess the agents and mode of gender socialization.
- Verify the underlying causes of gender poverty and its impact on women's life.
- Write a research report after making visit to the rural area.

### Teaching hours

Unit 1 : Understanding Gender Socialization

20

- Sex VS. Gender (Basic differences)
- Socialization at birth (early years) for male and female.
- Cultural practices and perceptions
- Patriarchal structure of family and development of Gender identity.

Unit 2: Theoretical context of Gender Socialization

30

- Psychoanalytical theory of Freud
- Social learning theory of Erikson
- Gender schema theory by Modern feminists
- Development of Gender behaviors and Gender roles

Unit 3: Modes of Gender Socialization Process

20

- Construction of Femininity and Masculinity
- Imitation
- Instructions
- Passive Observation

16



Unit 4: Agents of Gender Socialization

15

- a) Family and Kinship relations
- b) Parents as models
- c) Community
- d) Media

Unit 5: Gender Inequality ( Based on HDI )

15

- a) Health
- b) Education
- c) Employment
- d) Legal Rights

Unit 6: Gender and Poverty

25

- a) Feminization of poverty
- b) Formal and Informal work
- c) Human poverty/Income poverty
- d) Indicators of Poverty

Practical:

25

Students are required to make a study tour of at least two organizations working in the rural area of Gender and development write a report focusing on the role of such organization in lifting the situation of women.

or

Students will select any topic form the course and conduct a mini research under the guidance of class teacher.

References:

1. Berince Lot (1981) The Socialization of Gender-Becoming a Woman. USA
2. Helgeson. S. Vicki (2002) The Psychology of Gender, Pearson Education.
3. Garrod, Andrew, C. (2002) Identity Relationship and Challenges Pearson Education USA.
4. Lirdsy, Linda, S. 1997, A Sociological Perspective of Gender roles.
5. Roralind Barnett, 1996 "Some Difference' How Gender Myths are hurting our relations, one children, or jobs. Basic Books NY.
6. Thapliya, H. (2002) Gender Socialization in the early years. The Journal of Home Science and Women Development. Vol.I. No. I
7. Bhasin, K. (2002) Understating Gender Kali Publication, New Delhi
8. Bhasin, K. (2004) Exploring Masculinity Gender Basis.
9. Nepal Human Development Report ( 2004 ) UNDP Empowerment and Poverty Peduntion

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## Community Nutrition (Functional paper)

HoS. 316 'A'

Paper VI  
Full Marks - 100  
Theory - 75  
Practical - 25  
Teaching hours - 150

### Course Description

This course deals with the knowledge of nutrition components required to improve the nutritional status of the community. Through this subject the health of the community people could be maintained by obtaining broader knowledge and changing attitudes and behavior.

### Specific Objective

**After the completion of this course the students will be able to –**

- Explain the causes and treatment of nutritional deficiency diseases.
- Take anthropocentric measurement
- Interpret the height and weight of children in terms of malnutrition.
- Impart nutrition education to the community
- Discuss the linkage between breast feeding & nutritional status
- Plan and carryout mini research in community nutrition

### Unit

### Teaching hours

#### I. Causes of nutritional problems

15

- a) Health related, factors diarrhea, infection, lack of immunization, lack of medical facilities, etc.
- b) Socio-economic and cultural factors- poverty, lack of knowledge, gender discrimination comparison of the problems with other developing and developed nations.

#### II. Causes, situation and treatment of micronutrient deficiency diseases

15

Iron, Iodine and Vitamin A

#### III. Protein Energy Malnutrition (PEM)

15

Classification; Nutrition, infection and etiology of PEM, socio-econ factors affecting the development of PEM, treatment and management of severe PEM; clinical manifestation of recovery, effect of PEM on physical and mental development; and interrelationship between PEM, iron, iodine and vitamin A deficiency.

#### IV Assessment of nutritional status

25

- a) Indirect assessment  
Age specific mortality rate, health services statistics, presence of nutritionally relevant infection.

18

- b) Direct assessment
- i. Measurement of dietary intake – weighing method, chemical analysis of replicate diets, dietary recall and dietary recording.
  - ii. Clinical signs and symptoms – abnormal skin, hair, eyes and mouth; disorder created by deficiency or excess of certain nutrients.
  - iii. Biochemical test-hemoglobin, stool and urine.
  - iv. Anthropometry: different methods used in the anthropometry of infants, children and adults. Significance of taking heights, weight arm circumference, head and chest circumference and skin fold, selection of reference data in the comparison of anthropometric measurement and selection of cut off points in context of Nepal.

#### V Nutritional Education in the Community

15

- i) The techniques and the tools applied for imparting nutrition education in the rural community.
- ii) Use of posters, charts Role play, poppet show, film show, demonstration and group discussion focusing on kitchen gardening, breast feeding supplementary feeding and burning issues on nutrition.

#### VI. Breast feeding and weaning practices

15

- i. Importance
- ii. Relationship between breast feeding and weaning
- iii. Current trend of breast feeding practices and weaning practices in rural and urban Nepal
- iv. Maintenance of hygiene and nutritional care during weaning period

#### VII. Planning and Implementation of nutrition research in rural community: 25

- i. Selection of problem;
- ii. Preliminary activities;
- iii. Training;
- iv. Community co-operation and participation;
- v. Cost involved (budget )
- vi. Selection of data collection method
- vii. Data processing;
- viii. Analysis; and
- ix. Interpretation.

19

**Practical:**

1. Measuring heights, weight, arm circumference, chest circumference, head circumference and skin fold of infants, older children and adults. 10
2. Plan and carry a mini project on women and children's nutritional status. 15
3. Presentation of the project report in the seminar.

**References:**

1. Derrick B. Jelliffe and Patrice Jelliffe, E.F., Community nutritional Assessment (with special reference to less technically developed countries), Oxford University press, 1989.
2. R.W., Hay, D.I. Picou, J.P. Stanfield and R. G. Whitehead, Protein Energy Malnutrition. Jaypee Brothers, 1988
3. Measuring Change in Nutritional Status, World Health Organization, Geneva, 1983.
4. Community Health Survey: A practical guide for health workers number 1-6 WHO, International Epidemiological Association 1986.
5. Growth and Physical Development of Indian Infants and Children, Technical Report Series No. 18, ICMR, 1989
6. Studies on Weaning Food and Supplementary Food, ICMR, Technical Report Series No. 27, ICMR, 1986
7. Nutritive for Mother and Child, Special Report series No. 41, NIN, ICMR.
8. Nutritive Value of Indian Foods.
9. Nutrient Requirements and Recommended Dietary Allowances for Indians, ICMR, 1990.
10. G. Gopalan and Meera Chatterjee, Use of Growth Charts For Promoting Child Nutrition A Review of Global Experience, 1991.
11. H.P.S. Sachdev and Panna Chaudhary, Nutrition in Children: developing country concern, Department of Pediatrics, Maulana Azad Medical College, New Delhi, 1994.
12. R.K. Adhikari, Trends of Nutritional Status Since 1975, UNICEF Nepal, 1991

## Early Childhood Development

( Functional paper )

HoS. 316

Paper VI

Full marks- 100

Theory - 75

Practical- 25

Teaching hour 150

### Course Description

The first five years of child's life are crucial in relation to development. It has been proven that the brain cells start to develop during three and half months inside the fetus and almost is completed within five years of life. In this process of modernization, Nepal also cannot keep itself isolated from other developed and developing countries. Human resource plays a vital role in steering a nation's political, economic and social development towards a specific direction. Early childhood education and development therefore in a holistic approach is considered the principle pillar of foundation for the development of human resource. The future of an individual is reflected in the developmental pattern of his or her early childhood stage.

This course deals about the conceptual and applied knowledge of ECE and ECD programs in Nepal. The over all objective of this course is to produce the ECD facilitator by providing knowledge and skills on the related area.

### Specific Objectives

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

- Understand the clear concept and importance of early child development and its impact on later development.
- Technically know the growth and developmental milestones of ECD children
- Have knowledge as how to keep infants and young children healthy and provide a safe environment.
- Develop, design, plan and implement developmentally appropriate activities for the children in rural and urban areas.
- Run ECD centers by themselves and provide counseling to do for others.
- Work as ECDC (Early Child Development Center) facilitator in pre-primary schools.
- Work as Program Coordinator/Expert in child concerned issues and areas and guide and supervise young children in early childhood programs.
- Develop techniques and tool to monitor and evaluate various methods of ECD programs run by GOs, and NGOs in Nepal.

Units	Teaching hour
<b>I Early childhood development</b>	<b>26</b>
<b>Meaning and nature</b>	
<b>Need and importance</b>	
Aims and objectives of early childhood care and ECD	
Principles of ECE and ECD	
Concept of day care center, not of a women's issue, gender and the holistic approach	
<b>II Milestones of development (infants, babies (toddlers) and pre- school children)</b>	<b>26</b>
Physical	
Social	
Emotional	
Cognitive	
Creative	
<b>Communication or language</b>	
<b>III Child safety and environment in ECD</b>	<b>26</b>
Nutritional needs	
Introduction of supplementary food (locally available)	
Health (immunization, cleanliness and common ailments—(Diarrhoea and dehydration, colic pain, common cold and ear infection)	
Stimulating environment-----	
Classroom arrangement	
Discipline techniques	
Drop in and pick up policy	
<b>Child abuse and children's right</b>	
Parental education	
Parents/Community participation in ECE and ECD programs	
<b>IV Role of play in child's development</b>	<b>26</b>
<b>Importance and role of play in child's holistic development (physical, motor, language, social, emotional, cognitive and creative)</b>	
Types of play	
Principles of creative play	
<b>Adopting play to fit for all children</b>	
Selection of toys for 3-5 years children	
<b>Importance of rest and sleep</b>	
<b>V Management of ECD</b>	<b>26</b>

### **Current issues in ECD program**

Existing situation of ECD programs in Nepal  
Analysis of the available resource—human and material  
Home based model  
Building and physical facilities for ECD  
**Management of learning centers**  
**Curriculum/daily schedule or activities**  
Dealing financial management

### **Practical:**

**15**

1: Field visit-----a comparative study of children for growth monitoring (basic -height and weight) in rural and urban ECD center and pre-primary schools taking two children a boy and a girl (gender concern along with developmental approach) and prepare a comparative report. Provide suggestions for improvement of ECD center.

**15**

2: Low cost toy making (play material/educational material) for young children and its various uses in classroom teaching.

### **Note----**

A, Formulation of model questionnaire or checklist will be done in the group later.

### **References**

- Early childhood education-----Dr. Radha Krishna Joshi  
Developing and administering child care center (fourth edition)  
Dorothy June Sciarra,  
Manual on feeding infants and young children-----Margaret Cameron and Yngre Hofrunder (Oxford Medical Publication)  
E Hurlock, VI th Edition  
Early childhood matters ----- Bernard Van Leer  
Children and women of Nepal – A situation analysis by UNICEF (Latest Publication)  
Infant and child care – Dr. Subhash C Arya  
Facts for life by UNICE, WHO and UNESCO  
Manual on feeding infants and young children – Margaret Camaron and Yrgue Hufuavder (sponsored by the UN, ACC sub-committee on nutrition)  
Developmental psychology – Bharat Bilas Pant (in Nepali)  
*Nepalma Prathamik Balbikash Sambandhi Rananitik Parta* – Nepal Sarkar, Ministry of education and sports, department of education sponsored by UNESCO, Nepal

Note---- Other references are suggested to get from MA level ECD course of Home Science

## Dress Designing ( Functional Paper )

HoS. 316 (c)

Paper VI	
Full Marks	- 100
Theory	- 50
Practical	- 50
Teaching hours	-150

### Course Description

This course is designed for any Bahelor student of third year,who is ambitious to succeed in her college life,her career,her home and social life.First six unit of the course content gives a theoretical knowledge of textile fibers ,principles of dress designing and fashion cycle.The course gives a great emphasis on practical work.According to the needs,demands and interest of the student and the society newer and simplified techniques of dress designing are introduced in it.Thus ,this course is not only designed, as an acedamic subject of Home Science but also Professionalised subject.

*Dress Designing-There is joy in it, there is creation in it,there is service in it.*

### Specific Objective

After the completion of this course the students will be able to --

- explain the origins and the functions of clothes
- list and identify the sources of textile fibers
- understand the concept of dress designing and fashion
- observe, analyse and solve the various
- problems related to dress illusion
- create various paper
- patterns and prepare different types of costumes
- run a boutique as a supervisor

### Unit hours

#### I Origins and Functions of Clothes

- The environmental adoption or the protection theory.
- The modesty theory.
- The immodesty theory.
- The adornment or Decoration theory

#### II Classification and Identification of Textile fibers ( Introduction)

- Natural fibers -(i)Cellulose fibers  
(ii)Animal fibers  
(iii)Minerals fibers
- Artificial fibers-(i)Thermoplastic  
(ii)Non-Thermoplastic
- Identification of fibers-(i)Burning test  
(ii)Microscopic test

### Teaching

15

10



### III Dress Designing

- (a).Costume Design
- (b).Principle of dress designing
- (c).Nomenclature of dress

### IV Fashion

- (a).Fashion Development
- (b).Fashion cycle
- (c).Adopting of fashion
  - (i).Trickle down theory(traditional fashion adoption ).
  - (ii).Trickle up the theory or bottom up theory.
- (d).Factors that tend to work against fashion change.
- (e).Fashion selection.

### V Illusion in Dress

- (a).Figure types
- (b).Fitting Problems
  - (i)Principle of alteration.
  - (ii)Method of alteration

### Practical

### VI Proper way to draw a Basic human figure

- (a).Steps of drawing a proportional human figure (female figure only).
- (b).Make a design of dress on the figure.

### VII Steps of Dress making

- (a). Measurement (b)Pattern construction (c)Pattern designing (d)Pattern Layout
- (e)cutting (f)Preparation (g)Basic terminology used in clothing.

### VIII Preparation of different items

- (a). Modification of traditional costume on your own design with the guidance of the teachers.
- (b). Costume that is in present fashion.

### References:

1. Dress making manual(Ladies),Japan. International cooperation Agency,1985.
2. Gini Stephens Frings,'Fashion,From Concept to Consumer,sixth edition, Prentico Hall,Inc., Upper Saddle River,NI,1999.
3. Grace Margaret Morton, 'The Arts of Custume and personal appearance', second edition, revised by Ruby Steela Guthrie, New York, John wiley and sons, Inc. 1960.
4. Kallal Mary Jo; Clothing Construction .MacMillan Publishing Company.

- Collier MacMillan Publishers, New York, 1968.  
5. Mable D. Erwin, Billa A. Kintren; **clothing for Moderns**, third edition,  
The Macmillan Company, New York, 1964.  
6. R. Vatsala; **Textbook of textile and clothing**, first edition, ICAR, Dec. 2003  
7. Prem Lata Mullick; **Elements of Home Science**, Kalyani Publisher,  
New Delhi – Ludhiana.

**Others:**

- Fashion Magazines
- Fashion Show
- Media