



TRIBHUVAN UNIVERSITY
FACULTY OF HUMANITIES AND SOCIAL
SCIENCES

M.A. IN HOME SCIENCE
SPECIALIZATION IN CHILD DEVELOPMENT AND
GENDER SOCIALIZATION



COURSE OF STUDY
FOR
SEMESTER SYSTEM



Tribhuvan University
Faculty of Humanities and Social Sciences



Central Department of Home Science
Tribhuvan University
2044

Course of Study for Semester System
M.A. in Home Science
(Specialization in Child Development and Gender
Socialization)

Prepared by:
Subject Committee of Home Science
Faculty of Humanities and Social Science
Tribhuvan University



राष्ट्रिय परिषद्को कार्यालय
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Submitted to:
Dean Office
Faculty of Humanities and Social Sciences
Tribhuvan University



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Introduction:

This course of study is designed to meet the needs of the students today, who expect more professional and focused academic discipline. It is designed for four semesters of Master's Degree in Home Science which offers specialization in Food and Nutrition and Child Development and Gender Socialization. Child Development and Gender Socialization is one of the most essential subject to understand. This course begins with the concept of Home Science and its various related fields. As this course is offered at the higher education, it is envisaged that people from diverse disciplines come together and enrich their knowledge and skill regarding the associated fields. This curriculum has been designed to produce efficient professionals particularly in Child Development. This course is designed to impart both theoretical as well as research-oriented practical knowledge.

This paradigm for master program in Home Science enables the students to focus professionally in their chosen areas. First semester covers the four core subjects of Home Science such as basic concept of Home Science, Fundamental of Food and Nutrition, Fundamental of Child Development, Public Health Nutrition and Gender and Development and practical of related subjects. From second semester the student will choose a specialization area of Child Development and Gender Socialization.

Home Science is an applied Science with many practical and field experiences, which are an essential part of the learning process. Therefore, each are of specialization is practical oriented.

Vision:

The vision of this course is to produce socially responsive and result oriented academic professionals in Home Science especially in Child Development and Gender Socialization.

Mission:

The mission of the course is to impart the students with theoretical, conceptual and practical knowledge by providing academic qualification and analytical skill in Home Science especially in Child Development.

Goal: The goal of this course is to produce professional and experts in child development area. After the completion of this course, excellent educators, planners, trainers, facilitators, dietitians and councilors, will be produced.

Objectives of the Course: Student will be able to learn following knowledge and skills after completion of this course.

- Present elements of Home Science
- Explain fundamentals of food and nutrition
- Document fundamentals of child development
- Aware on public health nutrition and gender and development
- Alert on child health and nutrition
- Apply recent theories and research in child development
- Responsive in social issues and family in society
- Develop project proposal
- Cultivate program on early childhood development
- Receptive in personality and behavior management
- Explain Importance of gender and education in child development



- Conduct research by using recommended methodology.
- Present dissertation paper by using rules of academic writing

Course Structure and Teaching Program:

In order to award M.A. Degree in Home Science, student will be required to complete 63 credits including 6 credits of thesis writing. The course of first semester is general subjects of Home Science. The students will be selecting one specialization subject from second semester either Food and Nutrition or Child Development and Gender Socialization. After the successful completion of this course, the students must write a research based thesis under the guidance of supervisor.

Programs, Policies and Activities:

1. **Attendance:** Daily class attendance is strictly required. Students have to maintain 80 percent attendance.

2. **Activities:** This course will comprise the followings teaching method:

- Concerned teachers have to prepare lesson plan
- Participatory teaching and learning in process
- Lecture/discussion/interaction/demonstration
- Research, documentation and dissemination (including data collection, report/thesis writing and presentation)
- Field trips/field survey
- Seminar/presentation
- Internship
- Lab based practical as well as experimental classes
- Project work

3. **Eligibility for Admission:** Students holding a bachelor's degree in any discipline from any university recognized by Tribhuvan University shall be considered eligible to apply for M.A. in Home Science. An applicant seeking admission must take entrance examination as required by the Dean's Office, Faculty of Humanities and Social Sciences. Admission will be based strictly on merits and marks obtained in the entrance examination.

4. **Plagiarism:** Plagiarism refers to the appropriation of another's work and unacknowledged submission or incorporation of that work as one's offered for credit. Appropriation includes quoting or paraphrasing of author's work without giving credit thereof. In case of plagiarism students will be penalized. Depending on the severity of the case punishment may range from failing the assignment to expulsion of the program.

Students will be made aware about "Plagiarism" as an unethical and illegal academic act and faculty remember will facilitate student to respect intellectual property right.

5. **Research and Thesis:** In fourth semester, student will be required to do thesis, worth 6 credits. Research candidates will also have to go through an oral examination (Viva) and defend their positions. The oral examination will consist of 10% of the total thesis grade. In addition, students will need to write reports, prepare files and submit their project works to the related teachers throughout the whole semesters.



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6. **Evaluation Scheme and Examination:** Internal examination (Two times in each semester) and final examination at the end of the semester will be conducted as per rules and regulation of Tribhuvan University.

- Regularity class performance and participation, assignment, practical, project works will be taken as evaluation criteria.
- Students must obtain pass marks in all subjects i.e. both theory and practical in order to graduate in Home Science.

7. **Faculty:** Highly qualified and experienced faculties will be involved to impart knowledge in subject matter with applying advanced and appropriated teaching methodology in order to develop requisite competencies in students.

Guest lecture, resource persons, experts from national and international institutions and universities will be invited as per need of the course for enhancing students' capability.

8. **Curriculum Syllabus:** This is a practical based specialization course. Each subject has both theoretical as well as practical course. Weightage has been given according to significance of the subject.



M.A. Home Science
(Specialization in Child Development and Gender Socialization)
Syllabus of Semester
First Semester

Course Code	Course Title	Unit Title	Credit	Teaching Hours
HS 501	Elements of Home Science	I. Home Science as Curricula II. Nutritional Health Problem in Developing Countries III. Food Habits and Cultural Patterns IV. Consumer Health	3	48
HS 502	Fundamentals of Food and Nutrition	I. Introduction of Food and Nutrition II. Macro-Nutrients III. Micro-Nutrients IV. Recommended Dietary Allowances (RDA)	3	48
HS 503	Fundamentals of Child Development	I. Introduction to Child Development II. Heredity and Environment in Development III. Foundation of Child Development IV. Influencing Factors in Child Development	3	48
HS 504	Public Health and Nutrition and Gender Development	I. Public Health and Disease Prevention II. Basic Concept on Sex, Gender and Patriarchy III. Reproductive Health and Health Care Challenges IV. International Instruments on Public Health	3	48
HS 505	Practical	I. Practical of Elements of Home Science II. Practical of Fundamentals of Food and Nutrition III. Practical of Fundamentals of Child Development IV. Practical of Public Health and Nutrition and Gender Development	3	48
		Total	15	240

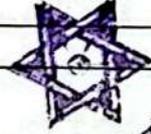

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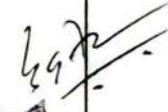

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Syllabus of Semester
Second Semester

Course Code	Course Title	Unit Title	Credit	Teaching Hours
HSCD 551	Infancy And Toddlerhood	I. Birth Process and New Born II. Cognitive Development III. Language and Communication Development IV. Socio-Emotional Development	3	48
HSCD 552	Recent Theories and Trends in Child Development	I. Constructivism II. Psychosocial Theories III. Behaviorism Theories IV. Overview on Child Related Research	3	48
HSCD 553	Child Health and Nutrition	I. Nutritional Needs for Children II. Breast Milk and its Value III. Infant and Young Child Feeding IV. Child and Maternal Health Issues	3	48
HSCD 554	Social Issues and Family in Society	I. Foundation of Child Family Relationships II. Child Abuse and Violence against Children III. Underprivileged Children IV. Children with Disabilities	3	48
HSCD 555	Practical	I. Practical of Infancy And Toddlerhood II. Practical of Recent Theories and Trends in Child Development III. Practical of Child Health and Nutrition IV. IV. Practical of Social Issues and Family in Society	3	48
Total			15	240


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Syllabus of Semester
Third Semester

Course Code	Course Title	Unit Title	Credit	Teaching Hours
HSCD 601	Early Childhood Development	I - Introduction and Importance II- ECD Curriculum and ECD Standard III- Integrative / Thematic Approach IV- Parenting Education	3	48
HSCD 602	Society of Adolescent	I - Adjustment in Adolescent Period II- The Negative Phase Puberty and Influence of Peer and School III- Addiction Problems IV- Juvenile Delinquency	3	48
HSCD 603	Gender and Development	I- Issues and Approaches of Gender Development II- Paradigm Shift from WID to Sustainable Development III- Patriarchy and Feminism IV- Feminist Methodology and its Implication	3	48
HSCD 604	Research Methodology	I - Introduction to Research II - Literature Review and Theoretical Framework III - Problem Definition and Hypothesis Formulation IV- Research Design	3	48
HSCD 605	Practical	I- Practical of Early Childhood Development II- Practical of Society of Adolescent III- Practical of Gender and Development IV- Practical of Research Methodology	3	48
Total			15	240


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M.A. Home Science
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Syllabus of Semester
Fourth Semester

Course Code	Course Title	Unit Title	Credit	Teaching Hours
HSCD 651	Project Management	I- Project Management II- Community Partnership for Successful Project III - Project Organization and Project Risks IV - Analysis of Program and Project	3	48
HSCD 652	Gender Socialization	I- Gender Socialization-Concept and meaning II- Agents of Gender Socialization III. Gender Socialization throughout the lifecycle IV- Gender Mainstreaming in Nepal	3	48
HSCD 653	Methods of Studying Child Behavior	I- History and Scientific Methods of Studying Child Behavior II- Language and Social Behavior III- Emotional and Moral development IV- Self Concept and Personality	3	48
HSCD 654	Practical	I- Practical of Project Management II- Practical of Gender Socialization III- Practical of Methods of Studying Child Behavior	3	48
HSCD 655	Thesis Writing	Students will write, submit and present Thesis within the time	6	96
Total			18	288


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ELEMENTS OF HOME SCIENCE

Course Code: HS 501

Credit Hours: 3
Teaching Hours: 48

Course Description:

This course provides the knowledge on Home Science as an academic discipline, exploring its history, concepts, and core domains and their importance. It aims to address nutritional health problems related to malnutrition. In addition, the course emphasizes on consumer health and factors affecting consumer behaviors.

Course Objectives:

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

- define the concept, scope, areas of home science, and its challenges
- analyze nutritional health problem like malnutrition and its causes
- explain about consumer health and factors affecting consumer behavior

Unit I- Home Science as Curricula:

10

1. History of Home Science, concept, changing concept and importance
2. Domains of Home Science and their scope (Food and Nutrition, Child Development, Home Management, Textile, and Extension Education)
3. Challenges of Home Science as an academic subject in higher education
4. Myths and facts about Home Science as an academic subject

Unit II-Nutritional Health Problem in Nepal

14

1. Definition of nutritional status-under-nutrition, desirable nutrition and over nutrition
2. Common nutritional problems-malnutrition and nutritional related conditions, forms and causes of malnutrition
3. Nutritional status of children and mothers
4. Hidden hunger-problems and causes of micronutrient deficiency (Iron, Iodine, Folate, Calcium, Vitamin A deficiency and Vitamin B₁₂ deficiency)



Unit III–Nutrition Transition

12

1. Definition of nutrition transition and factors influencing the nutrition transition
2. Dietary changes during the nutrition transition
3. Potential health problems-double and triple burden of malnutrition
4. Policies and programs reduce negative effects of the nutrition transition

Unit IV- Food Habits and Consumer Health

12

1. Concept of consumer and consumer health, history and significance of consumer health
2. Consumer behaviors- factors affecting food consumption, food availability, income, food price, demographic factors, environmental factors, biological factors, social-cultural factors, health beliefs and practices
3. Food habits and its influencing factors-social, psychological, cultural and economic factors
4. Food habits of diverse ethnic groups, food fads and its impact on health

References

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- Bhat, B. Vishnu. *Protein, energy, malnutrition*. New Delhi: Peepee Publishers and Distributors, 2008.
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- Stein, A. D, Thompson, A. M, Waters A. Childhood growth and chronic disease: evidence from countries undergoing the nutrition transition. *Matern Child Nutr*. 2005;1:177–84.
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- Waterlow, J. C. *Protein-energy malnutrition*. London: Edward Arnold, 1992.
- Wells, J. C, Sawaya, A. L, Wibaek R, Mwangome M, Poullas M. S, Yajnik C. S,. The double burden of malnutrition: aetiological pathways and consequences for health. *Lancet*. 2020;395:75–88.
- Yang Z, Huffman S. L. Nutrition in pregnancy and early childhood and associations with obesity in developing countries. *Matern Child Nutr*. 2013;9:105–19



FUNDAMENTALS OF FOOD AND NUTRITION

Course Code: HS 502

Credit Hours: 3

Teaching Hours: 48

Course Description:

This course is designed to impart basic theoretical as well as practical knowledge on food and nutrition. The course covers the basic concept of food and nutrition, macro-nutrients, micro-nutrients, balanced diet, recommended dietary allowances (RDAs), food pyramid, and plate method. It also focuses on dietary guidelines of different organizations.

Course Objectives

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

- describe food and nutrition, its functions
- explain macro- and micro- nutrients and their classifications, functions, deficiency syndromes and sources
- define recommended dietary allowances (RDAs), balanced diet, food pyramid and plate method
- discuss about the dietary guidelines of different organizations.

Unit I-Introduction of Food and Nutrition

10

1. Introduction of food and its types and functions
2. Nutrition and its objectives, Role of nutrition in health and development
3. The role of nutrition in human development and human body composition
4. Balanced diet, Food groups, My food pyramid and plate method

Unit II- Macro-Nutrients

14

1. Definition of macro-nutrients and their classification
2. Carbohydrates - classifications, functions, requirements, deficiency syndromes and dietary sources.
3. Fats - classifications, functions, requirements, deficiency syndromes and dietary sources.
4. Proteins - classifications, functions, requirements, deficiency syndromes and dietary sources.



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Unit III- Micro-Nutrients

14

1. Definition of micro-nutrients.
2. Vitamins – classifications of vitamins
 - I. Fat soluble vitamins – A, D, E and K
 - II. Water soluble vitamins – B Groups vitamins and vitamin C
3. Functions, requirements, dietary sources and deficiency Syndromes of vitamins
4. Minerals – types of minerals, their functions, requirements, dietary sources and deficiency syndromes (Calcium, Phosphorus, Iodine, Iron, Sulphur, Magnesium, Zinc, Copper, Fluoride, Manganese, Chromium).

Unit IV- Recommended Dietary Allowances (RDAs) and Dietary Guidelines 10

1. Introduction of RDAs and uses of RDA, RDAs of different Nutrients (ICMR, 2022).
2. Factors affecting RDA – age, sex, body Size, physiological state and type of works
3. Dietary guidelines and its objectives
4. Dietary guidelines of different organization-World Health Organization, Food and Agriculture Organization, Indian and National dietary guidelines

References:

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- Gopalan C., FR. 1996. *Nutrition Research in South East Asia*. The Emerging Agenda of the Future, A.I.T.B.S, All India Traveler Book Sellers.
- Hark, L and Deen Darwin, 2006. *Nutrition for Life*. Published in United States by DK Publishing, Inc.375 Hudson Street, New York, 10014. Pg. 130.
- Henrietta Fleck, 1997. *Introduction to Nutrition*. 3rd edition, The Macmillan Company. Collier- Mac million. Limited, London.
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- Srilakshmi, 2005. *Dietetics*. Fifth^h edition, new age international (P) Limited, Publishers, 4835/24, Asian Road, Daryaganj, New Delhi- 110002.



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FUNDAMENTALS OF CHILD DEVELOPMENT

Corse Code: HSCD 503

Credit Hours: 3

Teaching Hours: 48

Course Description:

This course is designed to provide basic knowledge and understanding of child development and, foundation of human life. It also provides knowledge and the importance of heredity and environment in the development process and foundation of child development as well as preparation for the pregnancy. This course will help the students to learn child development in the parental period.

Course Objectives: After completion of the course students will be able to:

- explain the concept of child development.
- present influence of environment and heredity in child development.
- explain the foundation of human life.
- present influencing factors in child development

Unit I - Introduction to Child Development 14

1. Definition and importance of child development-historical foundation from medieval to twenty-first century
2. Human development - different stages of human development, characteristic according to the stages
3. Life span perspective - issues on development, (nature/nurture, active/passive, stability/change, continuity/discontinuity)
4. Growth and development - definition, holistic development, Principles of child development, maturation and learning

Unit II-Heredity and Environment in Development 12

1. Heredity-concept, principles, theories, and disorder
2. Environment-the context of the child (ecological system- geography, climate, residential area, and surroundings)
3. Heredity vs environment - influence in development genetic disorders and treatment, social/cultural practices on child rearing
4. Maturation and learning- concept of maturation and learning, effect of maturation and learning

Unit III- Foundation of Child Development 10

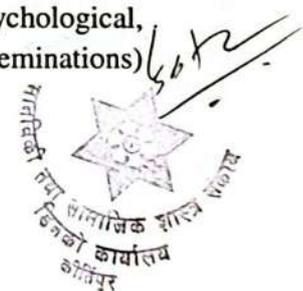
1. Conception - beginning of life, ovulation and fertilization of reproductive cell, ovum and spermatozoon, importance of fertilization
2. Preparation to pregnancy - maturation of parents, financial, physical, psychological, health, genetic counseling, IVF (in-vitro fertilization), AI (artificial inseminations) surrogacy



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3. Birth spacing - family planning, abortion and its effect, siblings counseling
4. Neo-natal development - types of child birth, medication, pre-natal environment, length of gestation period, conditions of emergency care

Unit IV- Influencing Factors in Child Development

12

1. Child rearing practice and its impact in later life (democratic, autocratic and permissive) father's role in child rearing
3. Maltreatment – types and impact of maltreatment and influence of media towards children
3. Importance of brain development - windows of opportunities and stimulating role of parents
4. Definition and principles of child rights (CRC) convention rights of the child (protection, participation, survival, and development), implication of child rights in Nepal

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- स्वास्थ्य सेवा विभाग,(२०७४), निःशुल्क नवजात शिशु उपचार सेवा कार्यक्रम कार्यविधि निर्देशिका २०७४ नेपाल सरकार स्वास्थ्य मन्त्रालय स्वास्थ्य सेवा विभाग बाल स्वास्थ्य महाशाखा टेकु काठमाडौं नेपाल
- स्वास्थ्य विभाग ,(२०६५) ,आमा तथा शिशु सुरक्षा कार्यक्रम कार्यक्रम कर्षवीधि निर्देशिका २०६५, तेश्रो संसोधन २०७३, नेपाल सरकार र स्वास्थ्य तथा जनसंख्या मन्त्रालय स्वास्थ्य सेवा विभाग परिवार कल्याण महाशाखा टेकु काठमाडौं नेपाल ।
- स्वास्थ्य सेवा विभाग समुदाय आधारित कुपोषण व्यवस्थापन कार्यक्रम (महिला स्वास्थ्य स्वयं सेविकाहरुको तालिमको लागि प्रशिक्षण सहयोगी) निर्देशिका नेपाल सरकार स्वास्थ्य तथा जनसंख्या मन्त्रालय स्वास्थ्य सेवा विभाग टेकु काठमाडौं नेपाल

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PUBLIC HEALTH NUTRITION AND GENDER AND DEVELOPMENT

Course Code: HS 504

Credit Hours: 3

Teaching Hours: 48

Course Description:

This course is designed to introduce the students to the theoretical knowledge of public health. The course intends to provide information about various public health issues, rural and urban health issues including reproductive health as well as changing concepts of gender, and reproductive health.

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

- describe the principles and practices of public health, disease prevention, epidemiology, and immunization
- facilitate the gender issues
- explain the issues of reproductive health
- analyze international instruments on public health

Unit I- Public Health and Disease Prevention

12

1. Principles of public health and diseases prevention, pandemic and its impact on health
2. Epidemiology of communicable and non-communicable disease- TB, diarrhea, typhoid, jaundice, pneumonia, dysentery, hypertension, diabetes, HIV/AIDS, heart diseases and renal failure
3. Infection and immunization, role and importance of immunization in various age groups up to 5 years and pregnancy period) -BCG, polio, measles, DPT, MMR, hepatitis and TT
4. Climate change and health- antimicrobial resistance, respiratory health concerns

Unit II- Basic Concept on Sex, Gender and Patriarchy

12

1. Concept, definition and differentiation between sex and gender, cross cultural and institutional explanation on perspective on gender
2. Meaning and origin of patriarchy, private and public patriarchy, brahmical patriarchy, and capitalistic patriarchy
3. Theories of patriarchy, status of women in different historical periods, changing forms of patriarchy in South Asia
4. Theories of gender, changing forms of gender relations



Unit III- Reproductive Health, and Healthcare Challenges

14

1. Concept, meaning and definition of reproductive health, major components and importance of reproductive health
2. Understanding safe motherhood-objectives to reduce MMR, IMR, and USMR, and uphold reproductive rights as women's rights in Nepal
3. Sexual health, infertility and sexual health, prostate health, family planning, healthcare access and quality
4. Globalization impact on reproductive health and healthcare practices in Nepal

Unit IV- International Instruments on Public Health:

10

1. Alma-ata declaration (1978); universal declaration of human rights (1948) (Article 25); World health organization (WHO) constitution (1946); global Action plan for healthy lives and well-being for all (2018)
2. International covenant on economic, social, and cultural rights (1966) (article 12); sustainable development goals (SDGs) (2015) (Goal 3); international health regulations (2005)
3. Convention on the rights of the child (CRC) (1989); convention on the Elimination of all forms of discrimination against women (CEDAW) (1979)
4. United nations declaration on the rights of indigenous peoples (UNDRIP) (2007)

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PRACTICAL

Course Code: HS 505

Credit Hours: 3
Teaching Hours: 48

Course Description:

This course is completely practical oriented. The practical course is designed on the basis of theory course related to the first semester. This course provides practical knowledge about food habits of different ethnic groups, food adulteration, balance diet, plate method, food Products fortified with minerals and vitamins, the functions and deficiency syndromes of macro-nutrients. It also provides knowledge about the caring of new born in different ethnic group. It focused the importance of immunization programs.

Course Objectives:

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

- assess food habits of different ethnic groups
- list out the food items belong to macro -and micro-nutrients
- define the characteristics of food pyramids and plate method
- list out food products in a community supermarket that are fortified with
- minerals and vitamins
- provide knowledge about the caring of new born in different ethnic groups
- define about infections and immunization

Unit I - Practical of Elements of Home Science (HS- 501)

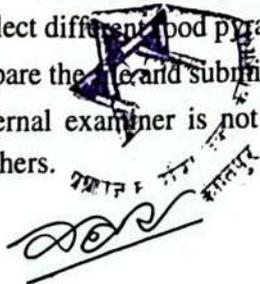
12

1. Write a report on situation of Home Science subject in higher education and find out the myths and facts about Home Science subject.
2. Presentation on situation analysis of emerging burden of malnutrition and Hidden hunger.
3. Presentation on policy and strategy to reduce effects of the nutrition transition.
4. Identify at least three different food habits or food fads/ myths and present their impact on health.

Unit II - Practical of Fundamentals of Food and Nutrition (HS-502)

12

1. Make a chart of nutrients classification based on function and composition.
2. List out the dietary sources of macro nutrients and contain nutrients in 100 gm.
3. List out the dietary sources of micro nutrients and contain nutrients in 100 gm.
4. Develop a RDA chart for different age group.
5. Collect different food pyramid and define their specific significance.
6. Prepare the file and submit the file to the concern teacher.
7. External examiner is not required, internal evaluation will be done by concerned teachers.





Unit III- Practical of Fundamentals of Child Development (HS-503)

12

1. Students will monitor the growth of a child using growth chart.
2. Field visit-report writing about the caring practices of newborn in different ethnic groups.
3. Prepare a report about impact of media on parenting.
4. Compulsory to attend each practical class and submit the practical file.
5. External examiner is not required, internal evaluation will be done by concerned teacher.

Unit IV- Practical of Public Health and Nutrition and Gender Development (HS-504)

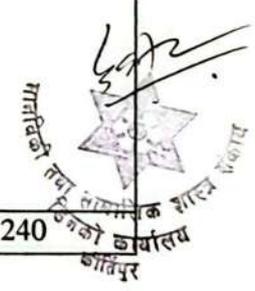
12

1. Students are required to prepare immunization schedule chart.
2. Students need to assess the women's status in different ethnic groups regarding decision making under the guidance of teacher.
3. Field visit - Rehabilitation center (Need to prepare, present and submit the report).
4. Compulsory to attend each practical class and submit the practical file.
5. External examiner is not required, internal evaluation will be done by concerned teacher.



M.A. Home Science
(Specialization in Child Development and Gender Socialization)
Syllabus of Semester
Second Semester

Course Code	Course Title	Unit Title	Credit	Teaching Hours
HSCD 551	Infancy And Toddlerhood	V. Birth Process and New Born VI. Cognitive Development VII. Language and Communication Development VIII. Socio-Emotional Development	3	48
HSCD 552	Recent Theories and Trends in Child Development	V. Constructivism VI. Psychosocial Theories VII. Behaviorism Theories VIII. Overview on Child Related Research	3	48
HSCD 553	Child Health and Nutrition	V. Nutritional Needs for Children VI. Breast Milk and its Value VII. Infant and Young Child Feeding VIII. Child and Maternal Health Issues	3	48
HSCD 554	Social Issues and Family in Society	V. Foundation of Child Family Relationships VI. Child Abuse and Violence against Children VII. Underprivileged Children VIII. Children with Disabilities	3	48
HSCD 555	Practical	V. Practical of Infancy And Toddlerhood VI. Practical of Recent Theories and Trends in Child Development VII. Practical of Child Health and Nutrition VIII. IV. Practical of Social Issues and Family in Society	3	48
Total			15	240



INFANCY AND TODDLERHOOD

Course Code: HSCD 551

Credit Hours: 3

Teaching Hours: 48

Course Description:

This course is designed to provide the students about different approaches of child birth, importance of holistic development in infancy and toddlers. Especially it is focused on brain development and care during the period. The course also facilitates student on child friendly environment and vital role of parents and caregivers for socio-emotional development.

Course Objectives:

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

- explain the birth process and newborn care
- describe the role of parents and caregiver for cognitive development in infancy
- explain importance of language and communication development in Infancy
- express importance of opportunity for socio- emotional development

Unit I- Birth Process and Newborn:

12

1. Approaches of child birth-natural, or prepared childbirth, home delivery, labor and delivery medication
2. Birth complication-oxygen deprivation, pre and low birth weight infants, birth complications, parenting and resilience
3. Infancy-introduction, physical development (body size, proportion, muscle-fat makeup, skeletal growth)
4. Physical hazards-accidents, teething, eating, sleeping patterns, and sudden infant death.

Unit II- Cognitive Development:

12

1. Brain development-introduction and importance of brain growth and development, cognitive skills, neurons-development synopsis of neurons, and its importance
2. Early brain development-sensitive period of brain development and research related to brain damage
3. Cognitive-schema (organization and adaptation-assimilation and accommodation), sensory motor stages- sub stages of development
4. Perception-visual perception, auditory perception, intermodal perception, influence of perception



Unit III- Language and Communication Development:

12

1. Language development-language and communication, contribution of social interaction to language development, components, and pattern of language
2. Communication and language-pre-speech forms; crying, cooing and babbling, gesturing, understanding (receptive language), holophrastic speech, telegraphic speech, infant directed speech and hazard
3. Social development-meaning of social development, importance of early social experiences and role model
4. Social skill-social versus antisocial, beginning of social behavior, supportive roles of parents and caregivers

Unit IV- Socio-emotional Development:

12

1. Emotional development-function of emotion, development of emotional expression, and basic emotions
2. Understanding of emotion-recognition of other's emotion, understanding, empathy, sympathy, hazards in emotional development
3. Development of attachment-stability of attachment, multiple attachments
4. Factors affecting social and emotional development in infancy

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स्वास्थ्य सेवा विभाग,(२०७८) ,मातृ तथा पेरिनेटल मृत्यु निगरानी तथा प्रतिकार्य सञ्चालन निर्देशिका २०७८ , नेपाल सरकार स्वास्थ्य तथा जनसंख्या मन्त्रालय स्वास्थ्य सेवा विभाग परिवार कल्याण महाशाखा टेकु, काठमाडौं



RECENT THEORIES AND RESEARCH IN CHILD DEVELOPMENT

Course Code: HSCD 552

Credit Hours: 3

Teaching Hours: 48

Course Description:

The course intended to provide recent theories and trends in child development. Also, the course is designed to give knowledge and skills required for students to work as child development experts, researchers, trainers, facilitators or caregiver in the existing context.

Course Objectives:

The student will be able to:

- describe the important theories on child development
- explain the importance of studying child psychology
- acquire knowledge to analyze different
- implement the theory in day to day life

Unit I- Constructivism Theories

12

1. Piaget's cognitive theory on stages of development, Vygotsky's cultural cognitive theory (ZPD, MOK, scaffolding, social interaction)
2. Wolfgang Kohler's theory-insightful learning
3. Theory of cognitive development (information processing theory), Robert Sternberg's triarchic theory of intelligence
4. Theory of mind and theories of language acquisition

Unit II-Psychosocial Theories

12

1. Albert Bandura's social learning theory
2. Abraham Harold Maslow's theory-hierarchy of needs, Urie Bronfenbrenner's ecological system theory
3. Sigmund Freud's psychosexual theory and psychoanalytic theory, Nancy Chodrow's psychodynamic theory
4. Erik Erikson's psychosocial theory, John Bowlby's attachment theory

Unit III-Behaviorism Theories

12

1. John. B. Watson's classical behaviorism theory, Edward Thondrik's law of effect
2. Lawrence Kohlberg's theory of moral development, Albert Bandura's theory of moral development through observational learning
3. Ivan Pavlov's classical conditioning theory, B.P. Skinner's operant conditioning theory
4. Robert Gagne's theory of learning hierarchy and learning strategies



1. Qualitative research methodology-interviews, naturalistic observation, case studies, focus group discussions, ethnography
2. Quantitative research methodology-survey and questionnaire, experimental research, correlation studies, standardized testing, longitudinal studies and cross sectional studies
3. Mixed method methodology-combine survey with interview, and triangulation
4. Observational research methodology-structure observation, participant observation, unstructured observation

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CHILD HEALTH AND NUTRITION

Course Code: HSCD 553

II Semester

Credit Hours: 3

Teaching Hours: 48

Course Description:

The course is designed to provide knowledge and understanding about the health and nutrition of children, and mothers. It also provides knowledge about reproductive health, hazards of birth, immunization and breastfeeding practices. The course also dealt with national-level programs, plans, policies and strategies for mother and child health and nutrition and international initiatives for general health and reproductive health.

Course Objective:

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

- describe about nutrients, their classification and importance for children and nutritional deficiencies diseases of children
- breast milk and its value, management of breast feeding, exclusive breastfeeding and it's challenges and trends
- understand infant and young child feeding, common feeding practices, attitudes-their influence on nutrition, developing recipes for weaning foods (WHO /AFTVAH) format and method of complementary food in Nepalese context
- assess child and maternal health issues, health and nutritional care during prenatal and postnatal period, child health services and component available in Nepal

Unit I- Nutritional Needs for Children

12

- 1.1 Role of micro and macro nutrients in child health
- 1.2 Changes and nutritional need of children nutritional according to the age
- 1.3 Nutritional deficiencies diseases of children (macro/ micro) and its preventive measures
- 1.4 Nutrition education and rehabilitation program for community

Unit II- Breast Milk and its Value

12

- 2.1 Physiology , volume, composition, importance and trends
- 2.2 Management of breast feeding -guideline, expressed, position, replacement
- 2.3 Human breast milk bank, family friendly policy of WHO/UNICEF and Nepal
- 2.4 Exclusive breastfeeding and it's challenges



Unit III- Infant and Young Child Feeding **12**

- 3.1 Introducing food- supplementary, weaning, complementary
- 3.2 Common feeding practices- attitudes, and their influence on nutrition
- 3.3 Developing recipes for weaning foods (according to WHO/AFTVAH) format
- 3.4 Program of school health including specific objectives-strategies, activities, responsible sectors and indicators

Unit IV- Child and Maternal Health Issues **12**

- 4.1 Demographic features of child health in Nepal (CBR,NMR, CMR, U5MR, MMR)
- 4.2 Child health services and component available in Nepal
- 4.3 Health and nutritional care during prenatal and postnatal eriod (nutrition, health care, government initiate and facilities)
- 4.4 New projects on nutrition program and list of nutrition programs under MSNP

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SOCIAL ISSUES IN FAMILY AND SOCIETY

Course Code: HSCD 554

Credit Hours: 3

Teaching Hours: 48

Course Description:

The course intended to facilitate the students about child family relationship, effects of parental deprivation, cause and consequences of gender based violence. It also provides knowledge on the situation of underprivileged children and children with disabilities along with the role of parents/ caregivers, GOs, NGOs, and INGOs to work under the child rights convention.

Course Objectives:

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

- clarify the concept and changing patterns of family child relationships
- aware of child abuse and violence against children
- recognize the differently abled people
- describe the problems of situation of the underprivileged children

Unit I- Foundations of Family-Child Relationships

12

1. Importance of attachment and bonding, developmental milestones and their impact on relationships, changing patterns of family; single, nuclear, joint and extended, role of parents/caregiver
2. Effect of maternal/paternal deprivation on young children (up to two years) impact of divorce, separation, remarriage, mental health and family relationships
3. Work-life balance and parenting, challenges faced by working parents, impact of parental stress on children, technology and digital parenting, role of family in supporting children's mental health
4. Inclusive family relationship, supporting relationships in families with LGBTQ+ parents, addressing sibling and parental disability issues, adoption and foster care

Unit II- Child Abuse and Violence against Children

12

1. Child abuse-historical background, causes, types of violence; physical, mental, emotional, social and sexual
2. Social cultural violence and impacts on physical health, STDS, HIV-AIDS, psychological trauma, and social ostracism
3. Child and trafficking concept, causes, types and situation in global, SAARC countries and Nepal
4. Control mechanism of violence against children-international instruments and initiation of Nepal government to end violence against children

Unit III- Underprivileged Children

1. Conceptual clarity of socio-culturally, economically, politically, and marginalized group
2. Concept of child labor, types of child labor, street children and children of prisoned parents and existing situation of underprivileged children in Nepal
3. Effects of physical, mental, and psychological health, challenges in rehabilitation
4. Inclusion, intervention and mainstreaming-international instruments on underprivileged children and government plans and policies of Nepal

Unit IV- Children with Disabilities

1. Conceptual clarity-handicap, impairment and disability, types of disabilities (physical disability, mental disability)
2. Causes, early identification of disability and developmental challenges, intervention, and preventive measures of disability
3. Social attitudes (parents, family, friends, community and nation) towards children with disability, emerging issues of children with disability
4. UN guideline for integrating of children with disability, inclusion of children with disability-home setting, educational settings, and social settings

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PRACTICAL

II Semester

Course Code: HSCD 555

Credit Hours: 3

Teaching Hours: 48

Course Description:

The course is designed to develop required practical skill to study child behavior, research on child and study child issues in the family and the society, to assess child health and nutrition, and to visit & survey the ECD centers/pre-school and prepare report.

Course Objectives:

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

- Study child's overall development
- Find out the methods used in studying child behavior
- Identify the social issues in family and society related to child
- Plan, run and manage ECD center/pre-school

Infancy and Toddlerhood (HSCD- 551)

12

1. Test the moral development of the children using screening the tools.
2. Test the pre-operational characteristic with children age 4 to 7 years.
3. Presentation on the stage of psycho-social development and role of parents /caregivers.
5. Field research base on using observation and case study on given topic.

Recent theories and research in child development (HSCD-552)

12

1. Investigate the use of digital tools in early childhood education settings in Nepal.
2. Engage with local early childhood development centers to observe and document current educational practices.
3. Design a community-based participatory research project to assess the impact of parental involvement on children's academic and social outcomes.
4. Investigate traditional Nepalese child-rearing practices and their implications for child development.

Child health and Nutrition (HSCD-553)

12

1. Field visit on nutritional rehabilitation center
2. Preparing a report on breast feeding pattern
3. Preparation method of complementary food in Nepalese context (sarbottam lito, jaulo, khichadi etc.)
4. Prepare a report on importance of maternal, child nutrition and health education among parents/care givers and family members



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Social issues in family and society (HSCD-554)

12

1. Data collect the children from deviant family.
2. Field visit on prisoned parent/orphanage and report preparation.
3. Field visit to child with disability center and report presentation.
4. Presentation on current government plans and policies regarding children with disability.



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