

# **NATIONAL EDUCATION POLICY-2020**

**Common Minimum Syllabus for  
Sri Dev Suman Uttarakhand University, Badshahi Thaul, Tehri Garhwal  
Four Year Undergraduate Programme- FYUP/  
Honours Programme/Master in Arts  
2025**



**Department of Home Science  
Four Year Undergraduate Programme- FYUP/Honours Programme/Master  
in Arts  
2025**

## List of Experts in drafting NEP (2020) syllabus (Home Science)

S.no	Name and Designation of Expert	
1	Professor Lata Pande Convenor and Head, Department of Home Science D.S.B Campus, Kumaun University, Nainital, Uttarakhand	Convenor
2	Dr Chhavi Arya Associate Professor Department of Home Science, D.S.B Campus, Kumaun University, Nainital, Uttarakhand	Co-Convenor
3	Dr Meena Batham Associate Professor Department of Fabric and Apparel Science, Institute of Home Economics, Delhi	Expert
4	Dr Parth Banerjee Consultant, Asian Development Bank	Expert
5	Professor Mukta Singh Head Department of Home Science, M.M.V., B.H.U, Uttar Pradesh	Expert
6	Professor Manisha Ghalot Head Department of Apparel and Textile Science, College of Community Science, G.B. Pant University of Agriculture and Technology, Pantnagar, Uttarakhand	Expert
7	Professor Rekha Nalthaini Department of Home Science, BGR Campus, Pauri, C.U Gharwal	Expert
8	Professor Jyoti Tiwari Convenor and Head, Department of Home Science Srinagar Campus, Srinagar, C.U Gharwal	Expert
9	Professor Anju Bisht Head Department of Home Science, M.B.P.G College, Haldwani	Committee member
10	Prof Preeti (Home Science) Principal Govt P.G College Joshi math Uttarakhand	Committee member
11	Dr Prabha Bisht Associate Professor Department of Home Science, Govt PG Degree college Dolwala Dehradun	Committee member

## CURRICULUM DESIGN COMMITTEE, UTTARAKHAND

1.	Prof. D.S. Rawat – Vice Chancellor Kumaun University Chairman
2.	Prof. N.K. Joshi Vice – Chancellor , Sri Dev Suman Uttarakhand University Member
3.	Prof. O.P.S. Negi Vice – Chancellor ,Uttarakhand Open University - Member
4.	Prof. Surekha Dangwal – Vice Chancellor- Doon University, Dehradun
5.	Prof. Satpal Singh Bisht Vice – Chancellor , S.S.J University Almora -Member
6.	Prof .M.S.M. Rawat Advisor , Rashtriya Uchcharshiksha Abhiyan Uttarakhand - Member
7.	Prof.K.D. Puohit advisor , Rashtriya Uchchar shiksha Abhiyan Uttarakhand -Member

**SRI DEV SUMAN UTTARAKHAND UNIVERSITY**

**BADSHAHI TAHAUL, TEHRI GARHWAL**

**Members of Boards of Studies for FYUP/HOUNORS PROGRAM/MASTER'S of ARTS  
HOME SCIENCE**

S.N.	Name	Designation	Nominated As	University/College	Signature
1.	Prof. D.C. Goswami	Dean Faculty of Arts	Chairman/Coordinator	Pt. L. M. S.Campus Rishikesh SDSUV	 16/6/25
2.	Dr. Aditi Vats	Professor	Expert/Member	G.B.P.U.A.T. Pantnagar	
3.	Dr. Prabha Bisht	Associate Professor	Convener	S.D.M.G.P.G. College, Doiwla, Dehradun	
4.	Dr. Preeti Sharma	Assistant Professor	Member	GOVT. P.G. College Laksar, Haridwar	
5.	Dr. Anamika Chauhan	Assistant Professor	Member	C.L.M. Landhora, Haridwar	

**SEMESTERWISE LIST OF COURSE (DSC,DSE,GE, SEC) & TITLES FOR  
B. A. (HOME SCIENCE)**

**PROGRAMME REQUIREMENTS-** Any student who has passed Intermediate or equivalent examination can opt for Home Science in B.A.Programme (Under Graduate Level)

DSC- Discipline Specific Course

DSE-Discipline Specific Elective

GE-Generic Elective

SEC- Skill Enhancement Course

IAPC-Internship/Apprenticeship/Project/Community Outreach

Year /Semester	Course	Course Code	Course / Paper Title	Theory/ Practical	Credits
<b>First Year I Semester</b>	DSC	DSC/HSc-01	Fundamentals of Nutrition and Human Development	Theory	3
		DSC/HSc-01/Practical	Practical Cooking Skills and Healthy Recipe Development	Practical	1
	GE	GE/ HSc-01	Techniques of Food Preservation	Theory	4
	SEC	SEC/HSc/01	House Keeping	Theory	2
<b>First Year II Semester</b>	DSC	DSC/HSc-02	Introduction to Clothing and Textile and Family Resource Management	Theory	3
		DSC/HSc-02/Practical	Practical Clothing and Textile	Practical	1
	GE	GE/ HSc-02	Entrepreneurship Management	Theory	4
	SEC	SEC/HSc/02	Fruits and Vegetables Preservation	Theory	2
<b>UNDERGRADUATE CERTIFICATE (IN THE FIELD OF MULTIDISCIPLINARY STUDY)</b>					

*[Handwritten Signature]*

Year /Semester	Course	Course Code	Course/ Paper Title	Theory/ Practical	Credits
Second Year III Semester	DSC	DSC/HSc-03	Housing, Interior Decoration and Extension Education	Theory	3
		DSC/HSc-03/Practical	Practical Interior Decoration and Development of Extension Teaching Aids	Practical	1
	DSE*	DSE/HSc-01	Family Finance Management	Theory	4
	<b>Or</b>				
	GE*	GE/ HSc-03	Entrepreneurship for Small Catering Units	Theory	4
	SEC	SEC/HSc/03	NGO Management and Corporate Social Responsibility	Theory	2
Second Year IV Semester	DSC	DSC/HSc-04	Communication Process and Human Development II	Theory	3
		DSC/HSc-04/Practical	Practical based on communication process and Human Development	Practical	1
	DSE*	DSE/HSc-02	Food Processing and Storage	Theory	4
	<b>Or</b>				
	GE*	GE/ HSc-04	Early Childhood Care and Education	Theory	4
	SEC	SEC/HSc/04	Food Safety, Sanitation and Hygiene	Theory	2
<i>*Student will choose one course from either DSE or GE.</i>					
<b>UNDERGRADUATE DIPLOMA (IN THE FIELD OF MULTIDISCIPLINARY STUDY)</b>					

*Handwritten signature*

Year /Semester	Course	Course Code	Course/ Paper Title	Theory/ Practical	Credits
Third Year V Semester	DSC	DSC/HSc-05	Surface Ornamentation of Fabrics	Theory	3
		DSC/HSc-05/Practical	Practical Techniques of Surface Ornamentation of Fabrics	Practical	1
	DSE*	DSE/HSc-03	Community Development and Programme Planning	Theory	4
	<b>Or</b>				
	GE*	GE/ HSc-05	Community Development Organizations	Theory	4
	SEC	SEC/HSc/05	Public Health Nutrition	Theory	2
	IAPC	IAPC/HSc-01	Internship/Apprenticeship/Project/Community Outreach		4
Third Year VI Semester	DSC	DSC/HSc-06	Dietetics and Therapeutic Nutrition	Theory	3
		DSC/HSc-06/Practical	Practical Therapeutic Diet Preparation and Nutrient Evaluation	Practical	1
	DSE*	DSE/HSc-04	Family Welfare and Community Education	Theory	4
	<b>Or</b>				
	GE*	GE/ HSc-06	Diet and Nutrition Counselling	Theory	4
	SEC	SEC/HSc/06	Value Added Products from Fruits & Vegetables	Theory	2
	IAPC	IAPC/HSc-02	Internship/Apprenticeship/Project/Community Outreach		4
<i>*Student will choose one course from either DSE or GE.</i>					
<b>BACHELORS (IN THE FIELD OF MULTIDISCIPLINARY STUDY)</b>					

*Prof.*

Year /Semester	Course	Course Code	Course/ Paper Title	Theory/ Practical	Credits
Fourth Year VII Semester	DSC	DSC/HSc-07	Advanced Fabric and Clothing Construction	Theory	3
	DSC	DSC/HSc-07/ Practical	Clothing Construction	Practical	1
	DSE	DSE 1a	Research methods and statistics	Theory	4
	DSE	DSE 2a	Maternal and Child Nutrition	Theory	4
	DSE	DSE 3a	Advance Food Science	Theory	4
	GE	GE/ HSc-07	Women Empowerment	Theory	4
	GE	GE/HSc-07a	Rural Sociology	Theory	4
	DISSERTATION	--	DISSERTATION ON Major Or DISSERTATION ON Minor Or Academic Project/Entrepreneurship	DISSERTATION	6
Fourth Year VIII Semester	DSC	DSC/HSc-08	Extension in Home Science	Theory	3
	DSC	DSC/HSc-08/ Practical	Practical Aspects of Extension Education	Practical	1
	DSE	DSE 1b	Food Safety and Preservation	Theory	4
	DSE	DSE 2b	Life Span Development	Theory	4
	DSE	DSE 3b	Advance Home Management	Theory	4
	GE	GE/ HSc-08	Marriage and Family Dynamics	Theory	4
	GE	GE/ HSc-08a	Consumer Education	Theory	4
	DISSERTATION	--	DISSERTATION ON Major Or DISSERTATION ON Minor Or Academic Project/Entrepreneurship	DISSERTATION	6
Choose 3DSE (3X4) Courses or Choose 2 DSE, (2X4) and 1 GE (4) Course or Choose 1 DSE(4) & 2 GE(2X4) Courses (Total= 12)					
<b>BACHELORS WITH HONORS IN HOME SCIENCE</b>					

Year /Semester	Course	Course Code	Course/ Paper Title	Theory/ Practical	Credits
Fifth Year IX Semester	DSC	DSC/HSc-09	Community Nutrition	Theory	3
	DSC	DSC/HSc-09/ Practical	Nutritional Assessment in Community	Practical	1
	DSE	DSE 1c	Child Welfare in India	Theory	4
	DSE	DSE 2c	Theories of Human Developments	Theory	4
	DSE	DSE 3c	Indian Embroideries and Dying and printing Techniques	Theory	4
	GE	GE/ HSc-09	Psychological Testing and Measurement	Theory	4
	GE	GE/HSc-09a	Human Physiology	Theory	4
	DISSERTATION	--	DISSERTATION ON Major Or DISSERTATION ON Minor Or Academic Project/Entrepreneurship	DISSERTATION	6
Fifth Year X Semester	DSC	DSC/HSc-10	Interior Decoration	Theory	3
	DSC	DSC/HSc-10/ Practical	Interior Decoration	Practical	1
	DSE	DSE 1d	Human Nutrition and Diet Therapy	Theory	4
	DSE	DSE 2d	Entrepreneurship Development	Theory	4
	DSE	DSE 3d	Children with Special Needs	Theory	4
	GE	GE/ HSc-10	Gender in Extension	Theory	4
	GE	GE/ HSc-10a	Guidance and Counselling	Theory	4
	DISSERTATION	--	DISSERTATION ON Major Or DISSERTATION ON Minor Or Academic Project/Entrepreneurship	DISSERTATION	6
Choose 3DSE (3X4) Courses or Choose 2 DSE, (2X4) and 1 GE (4)Course or Choose 1 DSE(4) & 2 GE(2X4) Courses (Total= 12)					
<b>MASTERS OF HOME SCIENCE</b>					

*Handwritten signature*

## NEP TENTATIVE COURSE STRUCTURE

## HOME SCIENCE

Semester	Core(DSC)	Elective (DSE)	Generic Elective(GE)	Ability Enhancement Course(AEC)	Skill Enhancement Course (SEC)	Internship /Apprentice Ship/Project	Value Addition Course (VAC)	Total Credit
I	DSC/HSc-01 1(4)	X	Choose one from a pool of courses GE-1(4 Credit)  Techniques of Food Preservation	Choose one from a pool of AEC Courses (2)	House Keeping (2)	X	Choose one from pool of Courses (2)	22 Credits
	Fundamentals of Nutrition and Human Development (Theory -3Credit)  Practical (1 Credit) Cooking Skills and Healthy Recipe Development							
	DSC (4)							
	DSC (4)							
II	DSC/HSc-02	X	Choose one from a pool of courses GE-2 (4)  Entrepreneurship Management	Choose one from a pool of AECCourse (2)	Fruits and Vegetables Preservation (2)	X	Choose one from pool of Courses(2)	22 Credits
	Introduction to Clothing and Textile and Family Resource Management(Theory -3)  Practical -1(Clothing and Textile							
	DSC (4)							
	DSC (4)							
STUDENTS ON EXIT SHALL BE AWARDED UNDERGRADUATE CERTIFICATE (IN THE FIELD OF MULTIDISCIPLINARY STUDY) AFTER SECURING THE REQUISITE 44 CREDITS IN SEMESTERS I AND II								Total 44

III	DSC/HSc-03	DSE/HSc-01	Choose one from a pool of AECCourse(2)	SEC/HSc/03  Entrepreneurship for Small Catering Units  (2)	X	Choose one from a pool of course(2)	22 Credits
	Housing, Interior Decoration and Extension Education (Theory-3)	Family Finance Management(4)  Or GE/03  Entrepreneurship for Small Catering Units (4)					
	Practical - 1)Interior Decoration and Development of Extension Teaching Aids						
	DSC (4)						
	DSC (4)						
IV	DSC/HSc-04	DSE/HSc-02	Choose one from a pool of AECCourse(2)	SEC/HSc/04  Food Safety, Sanitation and Hygiene(2)	X	Choose one from a pool of course(2)	22 Credits
	Communication Process and Human Development II (Theory-3)	Food Processing and storage (4)  Or GE/ 04  Early Childhood Care and Education (4)					
	(Practical-1)  Practical based on communication process and Human Development						
	DSE (4)						
	DSE (4)						
<p align="center"><b>STUDENTS ON EXIT SHALL BE AWARDED UNDERGRADUATE DIPLOMA(IN THE FIELD OF MULTIDISCIPLINARY STUDY) AFTER SECURING THE REQUISITE 88 CREDITS ON COMPLETION OF SEMESTERS IV)</b></p>							<b>TOTAL 88</b>

*Pink*

V	DSC/HSc-05 Surface Ornamentation of Fabrics (Theory-3)  (Practical-1) Practical Techniques of Surface Ornamentation of Fabrics	DSE/HSc-03 Community Development and Programme Planning (4)  Or GE/05 Community Development Organizations  (4)	X	SEC/HSc/05 Public Health Nutrition(2)	IAPC/HSc-01 Internship/Apprenticeship/Project/Community Outreach  (4)	X	22 Credits
	DSE (4)						
	DSE (4)						
VI	DSC/HSc-06 Dietetics and Therapeutic Nutrition (Theory-3)  (Practical-1) Practical Therapeutic Diet Preparation and Nutrient Evaluation	DSE/HSc-04 Family Welfare and Community Education (4)  Or GE/ 06 Diet and Nutrition Counseling (4)	x	SEC/HSc/06 Value Added Products from Fruits &Vegetables(2)	IAPC/HSc-02 Internship/Apprenticeship/Project/Community Outreach(4)	X	22 Credits
	DSC (4)						
	DSC (4)						
STUDENTS ON EXIT SHALL BE AWARDED BACHELOR (IN THE FIELD OF MULTIDISCIPLINARY STUDY) AFTER SECURING THE REQUISITE 132 CREDITS ON COMPLETION OF SEMESTERS VI)							Total= 132

*Handwritten signature*

VII	<p>DSC/HSc-07</p> <p>Advanced Fabric and Clothing Construction(Theory-3)</p> <p>(Practical -1)</p> <p>Clothing Constructions</p>	<p>Choose three DSE (3*4) Courses OR</p> <p>Choose two DSE (2*4) and one GE (4) courses OR choose one DSE (4) and Two GE (2*4) Courses</p> <p>(total = 12)</p> <p><b>DSE 1a</b></p> <p>Research Methods and Statistics</p> <p><b>DSE 2a</b></p> <p>Maternal and Child Nutrition</p> <p><b>DSE 3a</b></p> <p>Advance Food Science</p> <p>GE7</p> <p>Women Empowerment</p> <p>GE7a</p> <p>Rural Sociology</p>				<p>Dissertation on Major (6) OR Dissertation Minor (6) OR Academic project/ Entrepreneurship</p> <p>(6)</p>	22 Credits
VIII	<p>DSC/HSc-08</p> <p>Extension in Home Science (Theory-3)</p> <p>(Practical – 1)</p> <p>PracticalAspects of Extension Education</p>	<p>Choose three DSE (3*4) Courses OR</p> <p>Choose two DSE (2*4) and one GE (4) courses OR choose one DSE (4) and Two GE (2*4) Courses</p> <p>(Total = 12)</p> <p><b>DSE 1b</b></p> <p>Food Safety &amp; Preservation</p>				<p>Dissertation on Major (6) OR Dissertation on Minor (6) OR Academic project/ Entrepreneurship</p> <p>(6)</p>	22 Credits

*Handwritten signature*

		<b>DSE 2b</b> Life Span Development  <b>DSE 3b</b> Advance Home Management  <b>GE8</b> Marriage and Family Dynamics  <b>GE8a</b> Consumer Education					
<b>STUDENTS ON EXIT SHALL BE AWARDED BACHELOR OF (IN THE FIELD OF STUDY (DISCIPLINE) (HONOURS WITH RESEARCH/ ACADEMIC PROJECTS/ENTREPRENEURSHIP) OR (HONOURS WITH RESEARCH IN DISCIPLINE-1(MAJOR)WITH DISCIPLINE-2(MINOR) AFTER SECURING THE REQUISITE 176 CREDITS ON COMPLETION OF SEMESTER VIII</b>							<b>Total =176</b>

<b>IX</b>	DSC/HSc-09  Community Nutrition Theory-3)  (Practical - 1)Nutritional Assessment in Community	Choose three DSE (3*4) Courses OR  Choose two DSE (2*4) and one GE (4) courses OR choose one DSE (4) and Two GE (2*4) Courses  (total = 12)  <b>DSE 1c</b> Child Welfare India  <b>DSE 2c</b> Theories of Human Development  <b>DSE 3c</b>				Dissertation on major (6) OR Dissertation on minor (6) OR Academic project/ Entrepreneurship  (6)	<b>22 Credits</b>
-----------	---	---	--	--	--	--	-------------------

*Handwritten signature*

		Indian Embroideries and Dying and Printing Techniques  GE9  Psychological Testing and Measurement  GE9a  Human Physiology					
X	DSC/HSc-010  Interior Decoration (Theory-3)  (Practical-1)  Interior Decoration	Choose three DSE (3*4) Courses OR  Choose two DSE (2*4) and one GE (4) courses OR choose one DSE (4) and Two GE (2*4) Courses  (total = 12)  DSE 1d  Human Nutrition and Diet Therapy  DSE 2d  Entrepreneurship Development  DSE 3d  Children with Special Needs  GE10  Gender in Extension  GE10a  Guidance and Counseling				Dissertation on Major (6) OR Dissertation on Minor (6) OR Academic project/ Entrepreneurship  (6)	22 Credits
STUDENTS ON EXIT SHALL BE MASTER'S IN CORE SUBJECT AFTER SECURING THE REQUISITE 220 CREDITS ON COMPLETION OF SEMESTER X							Total =220

## PROGRAMME SPECIFIC OUTCOME

### UNDERGRADUATE PROGRAMME (B.A.)

After this programme, the learners will be able to

<b>PSO 1</b>	Learn about the discipline of Home Science, promote all-round development of individuals and families, equip students with practical skills for managing Homes and Resources, and foster critical thinking and problem-solving abilities, thus aiming to improve quality of life and contribute to better society.
<b>PSO 2</b>	Students will be able to develop capabilities to start earning by enhancing their skills in the field of Food and Nutrition, Clothing and Textiles, Human development, Family Resource management and Extension Education.
<b>PSO 3</b>	Equip learners with practical skills in Meal-planning, Preparation of Recipes, Apparel Construction, Home Management, and Child Development.
<b>PSO 4</b>	Understands the Physical, Emotional, and Cognitive Development of Children.
<b>PSO 5</b>	Gain knowledge in Fabric selection, Garment construction, and Maintenance.

*[Handwritten Signature]*

## PROGRAMME SPECIFIC OUTCOME

### MASTER'S IN HOME SCIENCE (M.A.)

After this programme, the learners will be able to

<b>PSO 1</b>	Develop a sophisticated understanding of discipline of Home Science, including key concepts, methodologies, and recent innovations in the field, and apply these theories effectively to analyze the survey/ practical work.
<b>PSO 2</b>	Investigate significant problems or trends within the field of Home Science, such as Nutritional Deficiencies, Child Development challenges, or effective Home Management practices.
<b>PSO 3</b>	Promote research and innovation and design (product) development favoring in all the disciplines in Home Science and identifying entrepreneurial opportunities in the discipline.
<b>PSO 4</b>	Add to the existing body of knowledge in Home Science by presenting new findings, theories, or perspectives
<b>PSO 5</b>	Inculcate both generic and subject-specific skills to succeed in the employment market and Standards of life.
<b>PSO 6</b>	Assess and aim to improve the social impact of Home Science practices, focusing on areas like Community health, Family dynamics, or Sustainable living.
<b>PSO 7</b>	Suggest policy changes or new policies that could improve outcomes in areas like public health, family welfare, or Consumer Rights

*Handwritten signature*

**Semester 1**  
**B.A. (Home Science)**

**DSC/HSc-01 -Fundamentals of Nutrition and Human Development**

<b>DISCIPLINE SPECIFIC COURSE (DSC)- Fundamentals of Nutrition and Human Development (Theory)</b>		
<b>Programme - B.A./ Certificate</b>	<b>Year-1</b>	<b>Semester-1</b>
<b>Course Title: Fundamentals of Nutrition and Human Development Course Code: DSC/HSc-01</b>		
<b>Credit:03</b>	<b>Total Lectures: 45</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b>		
The student at the completion of the course will be able to:		
<ul style="list-style-type: none"> <li>• Get familiar with different methods of Cooking</li> <li>• Acquaint students with practical knowledge of Nutrient rich foods</li> <li>• Explain the need and importance of studying human growth and development across life span.</li> <li>• Identify the biological and environmental factors affecting Human Development.</li> <li>• Learn about the characteristics, needs and developmental tasks of Infancy &amp; Early Childhood years.</li> </ul>		
<b>Unit</b>	<b>Topics Fundamentals of Nutrition</b>	<b>No. of Lectures</b>
<b>I</b>	Food and Nutrition, Food- meaning, Classification and function Basic Food groups, Importance of Basic Food groups, Balanced diet, Nutrition-Concept of Nutrition, Health, Nutrients-Macro (Carbohydrates, Fat, Protein and Energy), Micro Nutrients (Vitamins and Minerals), sources, functions, requirement and deficiency diseases.	11
<b>II</b>	Cooking Methods-Objectives, Preliminary preparations-advantages and disadvantages.Methods (Dry and Moist Heat methods), importance, Advantages and Disadvantages. Preservation of Nutrients while Cooking. Traditional methods of enhancing Nutritional Value of Foods-Germination, fermentation, etc. Microwave and Solar Cooking.	12
<b>Human Development</b>		
<b>III</b>	Introduction to Human Development 1. Concept, Definition and Need to study Human Development 2. Domains, Stages of Development. Principles of Growth and Development. Determinants of Development Heredity and Environment	11

*Handwritten signature*

IV	Prenatal Development and Birth Process: Conception, Pregnancy and Childbirth, Problems of Pregnancy, Stages of Prenatal Development, Factors affecting pre-natal .development, Physical appearance and capacities of the new-born Maternal and Infant mortality.	II
<p><b>Suggested Reading</b></p> <ul style="list-style-type: none"> <li>• Dr. Brinda Singh, <i>ManavSharirEvamKriyaVigyan</i> PanchcheelPrakashan, Jaipur, 2015, 15<sup>th</sup> Ed.</li> <li>• Chatterjee, C.C, "Human Physiology" Medical Allied Agency: Voll, II.</li> <li>• Textbook of Biology for 10+2 Students (NCERT)</li> <li>• Sumati R Mudambi, "Fundamentals of food Nutrition and Diet Therapy", New Age International Pvt. Ltd, New Delhi, 6<sup>th</sup> Ed. (2018)</li> <li>• Punita Sethi and Poonam Lakda, "<i>Aahar Vigyan, Suraksha Evam Poshan</i>"; Elite Publishing House, New Delhi; 2015</li> <li>• Dr. Anita Singh, <i>Aahar Evam Poshan Vigyan</i>, Star Publication, Agra</li> <li>• Dr.DevinaSahai, <i>Aahar Vigyan</i>, New Age International Publishers, NewDelhi</li> <li>• Berk, L.E. Child Development New Delhi: Prentice Hall (2005)(5<sup>th</sup>ed.).</li> <li>• Berk L.E. Child Development Allyn and Bacon 1992 (6th) Edition</li> </ul>		

**Semester 1**  
**B.A. (Home Science)**

**DSC/HSc-01 / Practical -Practical Cooking Skills and Healthy Recipe Development**

<b>DISCIPLINE SPECIFIC COURSE (DSC)- Practical Cooking Skills and Healthy Recipe Development</b>		
<b>Programme - B.A./ Certificate</b>	<b>Year-1</b>	<b>Semester-1</b>
<b>Course Title: Practical Cooking Skills and Healthy Recipe Development</b> <b>Course Code: DSC/HSc-01/Practical</b>		
<b>Credit:01</b>	<b>Total Practical Hours/ Classes: 30</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> The student at the completion of the course will be able to: <ul style="list-style-type: none"> <li>• Get familiar with different Methods of Cooking.</li> <li>• Acquaint students with practical knowledge of Nutrient rich foods</li> <li>• Learn about the characteristics, needs and developmental tasks of Infancy &amp; Early Childhood years.</li> </ul>		

*Handwritten signature*

Unit	Topics Fundamentals of Nutrition	No. of Practical Hours/ Classes: 30
I	Basic Cooking skills Weighing of Raw materials, Preparing of different Food items.	11
II	Preparation of various Dishes using different methods of cooking. Boiling/Steaming, Roasting, Frying-Deep/Shallow, Pressure Cooking, Hot Air cooking, Baking	11
III	Different styles of cutting fruits and vegetables ,Salad Decoration/Dressing, Table setting, Napkin Folding	11
IV	Preparation of Nutrient rich dishes-Protein rich dish, Carbohydrate rich dish, Fat rich dish, Vitamins rich dish ,Minerals rich dish,Fiber rich dish	12

**Suggested Readings:**

- Dr.Brinda Singh, *Manav Kriya Vigran* PanchsheelPrakashan, Jaipur; 2015, 15<sup>th</sup> Ed.
- Dr.NituSingh, *PrayogikGrih Vigyan*, Sahitya Prakashan, Agra
- Chatterjee, C.C, "Human Physiology" Medical Allied Agency; Vol.II.
- Text Book of Biology for 10+2 Students (NCERT)
- SumatiRMudami, "Fundamentals of Food Nutrition and Diet Therapy", New Age International Pvt.Ltd, New Delhi, 6<sup>th</sup> Ed. (2018)
- Punita Sethi and Poonam Lakda, "Aahar Vigyan, Suraksha evam Poshan"; Elite Publishing House, New Delhi; 2015

**Semester 1**  
**B.A. (Home Science)**

**GE/HSc-01 -Techniques of Food Preservation**

<b>GENERIC ELECTIVE(GE)- Techniques of Food Preservation (Theory)</b>		
<b>Programme - B.A. / Certificate</b>	<b>Year-1</b>	<b>Semester-1</b>
<b>Course Title: Techniques of Food Preservation</b> <b>Course Code: GE/HSC-01</b>		
<b>Credit:04</b>	<b>Total Lectures: 60</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b>		
The student at the completion of the course will be able to:		



- Understand the principles and importance of Food Preservation.
- Demonstrate knowledge of Traditional and modern Food Preservation methods.
- Apply appropriate Food Preservation technique for various food commodities based on their nature.
- Develop basic skills to prepare Value Added preserved products at household or Small-scale level.

Unit	Topics	No. of Lectures
I	Food Preservation Principles of Food Preservation,	15
II	Food Preservation by Low temperature Freezing and Refrigeration: Introduction to Refrigeration, Cold Storage and Freezing, definition, principle of Freezing, changes occurring during Freezing, types of Freezing i.e., slow freezing, quick freezing, introduction to thawing, changes during thawing and its effect on food.	15
III	Food Preservation by high Temperature, Sterilization, Pasteurization, and Blanching. Food Preservation by Moisture control- Drying and Dehydration - Definition, drying as a means of preservation, differences between Sun drying and Dehydration (i.e. Mechanical drying), heat and mass transfer, factors affecting rate of drying, types of driers used in the food industry.	15
IV	Traditional Methods of Food Preservation a) Smoking b) Sun drying c) Pickling/ Salting d) Fermentation	15

**Suggested Readings:**

- B. Srilakshmi, Food science, New Age Publishers, 2002
- Meyer, Food Chemistry, New Age, 2004
- Bawa. A.S, O.P Chauhan et al. Food Science. New India Publishing agency, 2013
- Frazier WC and Westhoff DC, Food Microbiology, TMH Publication, New Delhi, 2004

**Semester 1**

**SEC/HSc/01 -House Keeping**

Skill Enhancement Course (SEC)		
Programme - B.A. / Certificate	Year-1	Semester-1
<b>Course Title: House Keeping</b> <b>Course Code: SEC/HSc/01</b>		
<b>Credit:02</b>	<b>Total Lectures: 30</b>	

*Handwritten signature*

<b>Max Marks: 100 (75+25)</b>		
<b>Course Objective:</b> To introduce the fundamentals and scope of housekeeping in various sectors.		
<b>Learning Outcomes:</b> By the end of the course, students will be able to		
<ol style="list-style-type: none"> <li>1. Explain the Scope and Importance of House Keeping in various sectors.</li> <li>2. Apply cleaning methods, equipment and materials appropriately.</li> <li>3. Maintain Hygiene, Sanitation and Safety Standards.</li> <li>4. Evaluate and improve Housekeeping efficiency.</li> </ol>		
Unit	Topics	No. of Lectures
I	<b>Housekeeping Department</b> Role of Housekeeping in hospitality industry, Layout of Housekeeping department, Planning, organization & communication of Housekeeping activities. Co-ordination with other department, Roles/responsibilities of personnel in the housekeeping department.	8
II	<b>Cleaning Activity and Pest Control</b> Cleaning agents- selection and use for different surface, Cleaning Equipment- selection, care and maintenance, Cleaning techniques- Daily, weekly, yearly-procedure for cleaning of guest room and public area, Types of common pests and effective methods to control	8
III	<b>House accidents, Fire safety and First Aid</b> Types of accidents commonly occur in hospitality institution, methods to avoid and/or reduce, Fire safety measures in the Institution, First Aid for commonly occurring health problems.	4
IV	<b>Laundry</b> Types of Laundry systems In House, contracted out and linen on hire, Layout plan and physical features of a Laundry, Laundry procedure: Collection, sorting & making, stain removal & Prepare washing, extractions & drying, ironing & folding, inspection, packaging, storage delivery, Laundry supplies and materials: Water, Soaps, Detergents, Bleaches, Laundry Blues, Stiffening agents & Iron, Dry cleaning procedure	10
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>• Asler, (1970): Management of Hospitality Operations, Bobbs Merrill, London.</li> <li>• Andrew Sudhir (1985): Hotel Housekeeping- Training Manual. Tata McGraw-Hill Publishing Co. Ltd., New Delhi.</li> <li>• Charavarti, B.K.: A technical guide to Hotel Operation, Metropolitan Book Co. Pvt. Ltd., and New Delhi.</li> <li>• David, M.Allen: Accommodation and cleaning service, Vol. 1 &amp; 2. Hutchinson Publishing Group 17-21 Conway street, London</li> <li>• Gladwell Derek: Practical Maintenance of equipment for hoteliers, Licenses and caterers, Hutchinson and Co. Pvt. Ltd.</li> <li>• Hurst Rosemary: Accommodation Management for Hostel and residential establishment.</li> <li>• Hurst Rosemary: Service and Maintenance for Hotel and Residential establishment. William Heinemann Ltd., 10 Upper Grosvenor Street, London.</li> </ul>		

*Handwritten signature*

## Semester II

### DSC/HSc/02 -Introduction to Clothing & Textile & Family Resource Management

<b>DISCIPLINE SPECIFIC COURSE (DSC)-</b>		
<b>Introduction to Clothing &amp; Textile &amp; Family Resource Management (Theory)</b>		
<b>Programme - B.A. / Certificate</b>	<b>Year-1</b>	<b>Semester-1I</b>
<b>Course Title: Introduction to Clothing &amp; Textile &amp; Family Resource Management</b> <b>Course Code: DSC/HSc/02</b>		
<b>Credit:03</b>	<b>Total Lectures: 45</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b>		
<ol style="list-style-type: none"> <li>1.Learn about scope of textile and clothing</li> <li>2.Understanding why fabrics are different</li> <li>3.Learn how fabrics can be manufactured</li> <li>4.Understand basic concepts of clothing and fashion</li> <li>5.Learn basic concepts of family resource management</li> <li>6.Understand the decision making and use of resources throughout the lifecycle</li> </ol>		
<b>Unit</b>	<b>Topics</b> <b>Clothing and Textile</b>	<b>No. of Lectures</b>
I	Introductiona) Introduction to Clothing and Textile (b) Its importance in day-to-day life (c)Scope, (d)Classification of textile fiber on the basis of their source,(e)General properties of fibers (f) Identification of fibers: visual test, Microscopic test, Chemical test and Burning test	8
II	Knowing Fibers- Manufacture, processing, properties and uses of (a) Cellulosic Fiber -cotton, Linen, Jute (b)Protein Fibers- Wool, Silk (c)Synthetic/Manmade Fibers-Nylon, Polyester, Acrylic, Rayon	8
III	Yarn Construction- Mechanical and Chemical spinning, Different stages of Yarn construction, Types of Yarn - Simple, Textured and spun.Simple-Simple, Ply, Cord, Novelty, Ply, Cable,Double and Novelty, Yarn numbering and Yarn twist. Weaving- Classification of Weaves.	8
<b>Family Resource Management</b>		
IV	Introduction to Home Management: Basic Concepts, Purpose and Obstacles of Management. Process of Management-Planning, Organization, Controlling and Evaluation. Motivating Factors in Management -Values, Goals and Standards- Definition and Classification.	8
V	Resources-Meaning, Characteristics, Types and Factors affecting the	

*Print*

	use of Resources.Family Lifecycle-Stages of Family Lifecycle.	5
VI	Decision Making –Concept and Characteristics, Definition, steps and role of decision making in management, types of decision, factors influencing decision process.	8
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>• Colbmen P Bernard: Textiles Fiber to Fabric</li> <li>• Hollen &amp; Saddler: Introduction to Textile</li> <li>• Joseph M: Introduction to Textiles</li> <li>• Trotman: Textile Fiber Science</li> </ul> <p>Cutting Tailoring and Dress Making: National open School, B-31-BKailash Colony, New Delhi-96-3</p> <ul style="list-style-type: none"> <li>• R Bhatia &amp; C Arora (1999), Introduction to Clothing and Textile, Printed by Macho Printery, Raopura, Baroda.</li> <li>• Complete Guide to Sewing by Reader's Digest: published by the Reader's Digest Association (Canada) Ltd. Montreal-Pleasantville, NY, 2002.</li> <li>• Deacon R.E. and Firebaugh F.M. (1998) Family Resource Management-Principles and application. N. Delhi: Roy Houghton Mifflin Company.</li> <li>• Faulkner, R.&amp;Faulkner,S.(1961).ManagementforModernFamilies.N.Delhi:SterlingPublisherLtd.</li> <li>• MoorthyG.(Ed.).(1985).HomeManagement.N.Delhi.:AryaPublishers,Mullick,P.Textbook of Home Science. Ludhiana. :Kalyani Publishers.</li> <li>• Nickell,P.,andDorsey,J,M.(2002).ManagementinFamilyLiving.NewDelhi:CBS Publishers(ISBN13:9788123908519)</li> <li>• Patni Manju &amp; Sharma Lalita,GrahPrabandh, Star Publication Agra</li> <li>• Varma, Pramila,Vastra Vigyan AvamParidhan: Madhya Pradesh Hindi Granth Academy,Bhopal.</li> <li>• Varghese, M.A, Ogale, N.NandSrinivasan,K. (2001). Home Management. New Delhi, New Age International(P) Ltd.</li> <li>• Varghese, M.A. House hold Equipment Manual, S.N.D.TWomen's University, Mumbai.</li> </ul>		

**Semester 1I**  
**B.A. (Home Science)**

**DSC/HSc-02 / Practical -Practical Clothing & Textile**

<b>DISCIPLINE SPECIFIC COURSE (DSC)- DSC/HSc-02 / Practical -Practical Clothing &amp; Textile</b>		
<b>Programme - B.A. / Certificate</b>	<b>Year-1</b>	<b>Semester-1I</b>
<b>Course Title: Practical Clothing &amp; Textile</b> <b>Course Code: DSC/HSc-02/Practical</b>		
<b>Credit:01</b>	<b>Total Practical Hours/ Classes: 30</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b>		

*P. Prasad*

The student at the completion of the course will be able to:

- Ability to identify fibers and fabrics
- Understanding why fabrics are different
- Learn how fabric is prepared.

Unit	Topics	No. of Practical Hours/ Classes
I	Identification of Fiber and fabrics, Fiber Identification Tests-Visual Burning, solubility and Microscopic test-Natural and Synthetic, Pure and blended fibers.	10
II	Weaves identification and understanding their uses. Samples of weaves.	10
III	Knitting - Basic understanding of Hand knitting and sample preparation.	10

**Suggested Readings:**

- Cutting Tailoring and Dress Making: National open School, B-31-B Kailash Colony, New Delhi-1100048
- RB Bhatia & C Arora (1999), Introduction to Clothing and Textile, Printed by Macho Printery, Raopura, Baroda.
- Complete Guide to Sewing by Reader's Digest: published by the Reader's Digest Association (Canada) Ltd. Montreal-Pleasantville, NY, 2002.
- Helen J Armstrong, Pattern Making for Fashion Design, Prentice Hall.
- Gerry Cooklin, Introduction to Clothing Manufacture, Blackwell Science, UK, 1991
- Metric Pattern cutting & Grading by Winfred Aldrich.
- Suggestive digital platform web links- Svayam Portal, <http://heecontent.upsdc.gov.in/Home.aspx>

### Semester II

#### GE/HSc/02 -Entrepreneurship Management

Generic Elective (GE)		
Programme - B.A./Certificate	Year-1	Semester-II
<b>Course Title: Entrepreneurship Management</b> <b>Course Code: GE/HSc-02</b>		
<b>Credit:04</b>	<b>Total Lectures: 60</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> The student at the completion of the course will be able to: <ul style="list-style-type: none"> <li>• Explain the core concept of Entrepreneurship, including its role in economic development</li> <li>• Understand and identify the characteristics of Entrepreneur.</li> </ul>		

*Print*

- Identify and Create business opportunities.
- Acquire skills to create comprehensive business plans.

Unit	Topics	No. of Lectures
I	Entrepreneurship – Definition, need, scope and characteristics of entrepreneurship development and employment promotion, Identification of Opportunities.	15
II	Entrepreneur and Enterprise, Entrepreneurial qualities, Assessing Entrepreneurial qualities, Environment Scanning and Opportunity Identification. Methods source and type of opportunity, assessment criteria and profiling opportunities.	15
III	Infrastructure and support system, Industrial support agencies, Procedure and steps involved in setting up an enterprise, sources of information and industry organization.	15
IV	Enterprise management, Basic management concepts, personnel management, product management, material management, financial management and accounting, market management, crisis management.	15

**Suggested Readings:**

- Ramachandran, Entrepreneurship Development, Mc Graw Hill
- Katz, Entrepreneurship Small Business, Mc Graw Hill
- Byrd Megginson, Small Business Management An Entrepreneur's Guidebook 7th ed, McGrawHill
- Fayolle A (2007) Entrepreneurship and new value creation. Cambridge, Cambridge University Press
- Hougard S. (2005) The business idea. Berlin, Springer
- Lowe R & S Mariott (2006) Enterprise: Entrepreneurship & Innovation. Burlington, Butterworth Heinemann

**Semester II****SEC/HSc/02-Fruits and Vegetables Preservation**

Skill Enhancement Course (SEC)		
Programme - B.A./Certificate	Year-I	Semester-II
<b>Course Title:</b> Fruits and Vegetables Preservation <b>Course Code:</b> SEC/HSc/02		
<b>Credit:02</b>	<b>Total Lectures: 30</b>	
<b>Max Marks: 100 (75+25)</b>		
<b>Course Objective:</b>		
<ol style="list-style-type: none"> <li>1. To know about various types of fruits and vegetables and their nutritive value.</li> <li>2. To understand the reasons for spoilage of fruits and vegetables.</li> </ol>		

*Handwritten signature*

3. To develop practical skills in preservation of fruits and vegetables.
4. Learn proper storage methods to maintain quality and taste.

**Learning Outcomes:** By the end of the course, students will be able to

1. Identify various types of fruits and vegetables and explain their nutritive value.
2. Understand the fragile nature of fruits and vegetables and causes for their damage.
3. Explain various methods of preservation for fresh fruits and vegetables.
4. Get to know the value-added products made from fruits and vegetables.

Unit	Topics	No. of Lectures
I	Introduction to Fruits and Vegetables 1. Fruits: Definition, Elementary Knowledge, Types and Classification of fruits (Fleshy and Dry) with local /Common examples. 2. Vegetables: Definition, elementary knowledge, types and classification of vegetables (root, leafy, stem, flower and fruit) with local/ common examples. 3. Importance of fruits and vegetables in human nutrition.	10
II	1. Fruits – ripening and biological aging; storage and preservation concerns. 2. Fruit preservation at room temperature as juices and squashes. 3. Preservation of fruits by application of heat; making of fruit products (jams, jellies). 4. Preservation by dehydration, -Drying of fruits and vegetables. 5. Pickles and causes of spoilage of pickles.	10
III	1. Vegetables – losses after harvesting and causes; problems in handling and storage. 2. Modern methods of packaging and storage to reduce losses. 3. Preservation of sliced vegetables in factories by canning and bottling, General steps of canning of fruits and vegetables	10

**Suggested Readings:**

1. Giridharilal, G. S. Siddappa and G.L.Tandon (2007) Preservation of Fruits and Vegetables, Indian Council of Agri. Res., New Delhi.
2. Srivastava, R.P., and Sanjeev Kumar (2019) Fruit and Vegetable Preservation : Principles and Practices, CBS Publishers & Distributors Pvt., Ltd., New Delhi
3. Thompson, A.K. (1995) Post Harvest Technology of Fruits and Vegetables. Blackwell Sci.,U.K.
4. Verma, L.R. and V.K. Joshi (2000) Post Harvest Technology of Fruits and Vegetables. Indus Publ., New Delhi
5. Websitelinks- <https://nchfp.uga.edu/>

*Handwritten signature*

**Semester III**  
**B.A. (Home Science)**

DSC/HSc-03 -

**Housing, Interior Decoration and Extension Education (Theory)**

<b>DISCIPLINE SPECIFIC COURSE (DSC)- (Theory)</b>		
<b>Programme - B.A./ Diploma</b>	<b>Year-II</b>	<b>Semester-1II</b>
<b>Course Title: Housing, Interior Decoration and Extension Education</b> <b>Course Code: DSC/HSc-03</b>		
<b>Credit:03</b>	<b>Total Lectures: 45</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b>		
The student at the completion of the course will be able to:		
<ul style="list-style-type: none"> <li>• Grasp knowledge of Housing, need &amp; selection of site in real life situations.</li> <li>• Comprehending Housing plans for residential purpose.</li> <li>• Appreciate principles of design and the contributing factor store fine personal aesthetic senses.</li> <li>• Learn the widening concepts of Extension Education.</li> <li>• Develop understanding for Effective teaching and learning.</li> <li>• Gain skills to use technologically advanced Audio- Visual aids.</li> </ul>		
<b>Unit</b>	<b>Topics</b> <b>Housing and Interior Decoration</b>	<b>No. of Lectures</b>
I	Housing: Need and Functions; Difference between House and Home, ways to acquire house (Own and rented). Factors influencing selection and purchase of house and site for house building.	5
II	House Planning:Principles of house planning,Planning house for different income groups. Types of Kitchens.	5
III	<b>Interior Designing:</b> Introduction to Interior designing. Objective of interior decoration. Elements of Art- Line, Shape, Texture, Colour, Pattern, Light and Space, types of design. Colour: Importance in home decoration, meaning, functions, principles of colour, Prang's colour system-hue, value and intensity, factors affecting selection of colour in home decoration, colour schemes.  Principle of design-Proportion, Balance, Rhythm, Emphasis, Harmony. Elements of Design, Types of	10



	design- Naturalistic, stylized, Geometrical, Abstract, Structural and Decorative and Decorative design.	
<b>Extension Education</b>		
IV	<b>Extension Education:</b> Meaning, Concepts, Objective, Scope, Principles, objectives, need and importance. Scope of Extension Education, Early Extension Efforts in India, Formal and Non-Formal Education	7
V	Extension Teaching & Learning Process: Role and qualities of an Extension worker, Steps in Extension Teaching Process, Criteria for Effective Teaching and Learning. Extension teaching methods .Types of Audio Visual Aids	8

**Suggested Readings:**

- Khanuja.Reena(2018)*GrahVyavasthaAvamGrahSajja* .AgarwalPublications,AgraISBN:978-93-81124-96-3
- Patni Manju & Sharma Lalita, *Grah Prabandh*, Star publications Agra.
- Cherunilam, F.,&Hedggade,O.D.(1987).HousinginBombay:HimalayaPublishingHouse.
- Craig,H.T.andRush,O.D.(1966).Homes with Character.Heath,1966.
- Faulkner, R., and Faulkner, S., (1961). *Inside Todays Home*. Rev. ed., New York: Holt, Rinehart & Winston, Inc.
- Goldstein.H&Goldstein.V.(1954)*ArtinEverydayLife*MacmillanPublishers.
- Rutt,A. H. (1963)*Home furnishing*, John Wiley & Sons, Inc.;
- Supriya,K.B.(2004).*Landscapegardeninganddesigningwithplants*.PointerPublishers.
- Teresa,P.Lanker.(1960).*FlowerArranging:Step-by-stepInstructionsforEverydayDesigns* FloristReview
- Aggarwal,R.(2008)."*Communication-todayandtomorrow*",NewDelhi:SublimeCompany
- DubeyV.K.,Srivastava Archana, Agrawal Garima, *Grah Vigyan PrasaraavamSampreshan*, Star Publications Agra.
- HarpaliniB.D.Patni.Manju,(PrasarShikshaAvamSanchar)StarPublications,Agra.ISBN978-93-81246
- Shaw Geeta Pushp, Shaw JoisSheela,PrasarShiksha,VinodPustakMandirAgra.ISBN81-7457-104-3
- Dhahama,O.P.,&Bhatnagar,O.P.(1988)."*EducationandCommunicationforDevelopment*".NewDelhi.- Oxford and IBH Publish in Co.Pvt. Ltd.
- JaipalSingh."*PrasarShikshaavamGraminVikas*"SRScientificpublications,Agra
- ReddyA.(1987)."*Extension Education*". Bapatha, Andhra Pradesh, India: Sreelakshmi Press.
- SupeA.N.(1983).*AnintroductiontoExtensionEducation*,Delhi:Oxford IBH publishing

**Semester III**  
**B.A. (Home Science)**

**DSC/HSc-03 / Practical -Practical Interior Decoration and Development of Extension Teaching Aids**

<b>DISCIPLINE SPECIFIC COURSE (DSC)-(Practical)</b> <b>Practical Interior Decoration and Development of Extension Teaching Aids</b>		
<b>Programme - B.A./ Diploma</b>	<b>Year-II</b>	<b>Semester-III</b>
<b>Course Title: Practical Interior Decoration and Development of Extension Teaching Aids</b> <b>Course Code: DSC/HSc-01/Practical</b>		
<b>Credit:01</b>	<b>Total Practical Hours/ Classes: 30</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b>		
The student at the completion of the course will be able to:		
<ol style="list-style-type: none"> <li>1. Developing skills for making time plan for effective balance of work &amp; leisure.</li> <li>2. Plan &amp; prepare budget for the family.</li> <li>3. In corporate appropriate work simplification in using house hold equipment's.</li> <li>4. Develop understanding for house planning &amp; Decoration.</li> </ol>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Practical Hours/ Classes</b>
I	Preparation of ColorWheels and Color schemes. Display of following colour schemes through a design- Monochromatic, analogous, Complementary, Tri colour- colour schemes Flower Arrangement and Floor Decoration (Rangoli)-Application of Design Principles and Element of Art, Innovation of new styles.	10
II	Draw House Plans with Standard Specifications	10
III	Preparation of Projected(PowerPoint presentation, Slides) and Preparation of non-projected communication aids (chart, poster, flashcard).Construction of message through mobile SMS, email, reels or short video on social and environmental issues.	10
<b>Suggested Readings</b>		
<ul style="list-style-type: none"> <li>• Alexander.N.J.,(1972).DesigningInteriorEnvironment.NewYork:HarcourtBrace,</li> <li>• Bhargava,B.(2005). Family Resource Management and Interior Decoration, Jaipur: Apple Printer and V. R. Printers.</li> </ul>		

*Final*

- Faulkner, R., and Faulkner, S., (1975). Inside Today's Home, New York: Rinchart
- Gndotra, V. and Jaiswal, N. (2008). Management of Work in Home, New Delhi: Dominant publishers and Distributors. (ISBN No. 81-7888-526-3)
- Harmon, S. and Kenyon, K. (2018). The code guide book for Interiors (5<sup>th</sup> Ed.). New York: Wiley (ISBN: 978-1-119-342319-6)
- Johanovich Inc. Ball, V.K. (1982). Art of Interior Design. New York: John Wiley & Sons.
- Leach, S. D. (1978). Techniques of Interior Design Rendering and Presentation (1<sup>st</sup> Ed.). Architectural Record Books (ISBN-13: 978-0070368057)
- Mohanty, A.B. (1985). Guide to house buildings. New Delhi: Inter India Publications
- Patni Manju & Sharma Lalita, Grah Prabandh, Sta Publications Agra.

#### Suggestive digital platform websites

- [Bit.ly/3fJfghi](https://bit.ly/3fJfghi)
- <https://bit.ly/39mTwGQ>
- <https://bit.ly/2JoXB2e>
- <https://bit.ly/3ljkRWf>

#### Swayam Portal

- <https://heecontent.upsdc.gov.in/Home.aspx>

### Semester III B.A. (Home Science)

#### DSE/HSc-01 -Family Finance Management

<b>DISCIPLINE SPECIFIC ELECTIVES (DSE)- Family Finance Management (Theory)</b>		
Programme - B.A./ Diploma	Year-1I	Semester-III
<b>Course Title: Family Finance Management</b> <b>Course Code: DSE/HSc-01</b>		
<b>Credit:04</b>	<b>Total Lectures: 60</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b>		
The student at the completion of the course will be able to:		
1. Acquire knowledge of income, saving and investment management in the changing socio-economic environment.		
2. Develop an understanding about the issues related to consumer protection, legislative measures and redressal mechanisms.		
3. Gain conceptual knowledge of critically evaluating and designing various consumer aids and about consumer education and protection.		
4. Understanding schemes and services by bank and post office.		
Unit	Topics	No. of Lectures

*[Handwritten Signature]*

I	<b>Income-</b> concepts, productive income, money income, hidden income, limits and factors affecting fluctuations in real income, depreciation in money value, inflation, deflation, consumer price index. 2. Money as a crucial resource in economic welfare	15
II	Saving, methods of saving, institutions for saving, Investment: methods of investment- Mutual funds, shares, debentures, dividends.	15
III	Budget: Definition, Types, Importance, Principles, Characteristics of good budget, steps in making budget and misconceptions, household budget, factor affecting budget	15
IV	Financial management, Financial Planning, Family Income, Financial Spending Plans, Methods of handling Money, Family life stages and use of Money, Record keeping, Account keeping. Understanding e- banking, digital frauds/ scams, e financial literacy.	15
<b>Suggested Readings</b> 1. Dr F C Sharma & C S Rachit Mittal, financial management, SBPD Publications. 2022 2:-Premavarthy Seetharaman, Preeti Mehra & Sonia Batra <i>Family Resource Management</i> , CBS Publisher and Distributers Pvt ltd , 2015		

### Semester III

#### GE/HSc/03 -Entrepreneurship for Small Catering Units

<b>Generic Elective (GE)</b>		
Programme - B.A./ Diploma	Year-II	Semester-III
<b>Course Title:</b> Entrepreneurship for Small Catering Units <b>Course Code:</b> GE/HSc-03		
<b>Credit:04</b>		<b>Total Lectures: 60</b>
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> The student at the completion of the course will be able to: <ol style="list-style-type: none"> <li>1. Acquire fundamental knowledge of menu planning and resource management in a food service establishment.</li> <li>2. Develop understanding of recipe standardization and quantity food production.</li> <li>3. Develop understanding of making a business plan for a small food service unit.</li> <li>4. Apply the knowledge gained for starting a successful food service unit.</li> </ol>		
Unit	Topics	No. of Lectures
I	Introduction to Food Service Management Basics of management and food service for a small food establishment	20

*RM*

	Principles of Management, Functions of Management, Types of food service systems	
II	Production Process in a Food Service Establishment Components of food production cycle to run a small-scale food service unit. Menu Planning: Importance of menu, Factors affecting menu planning, Types of menu, Food purchase and receiving, Storage, Quantity food production: Standardization of recipes, Recipe adjustment and portion control, Techniques of quantity food production, Food service, Food hygiene and sanitation, National food regulations.	20
III	Planning a Food Service Unit Developing Business Plan and strategies for establishing a Small-scale food service unit, Identifying resources, developing project plan, Determining investments, Basics of marketing: 4P's, Development of a Business Plan.	20
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>• Sanjeet sharma &amp; Prerna, <i>Udhyamita Ewam Laghustariya Vyawsay</i>, VK Global Publication private Limited, 2023.</li> <li>• Lora Arduser and Douglas Robert Brown, <i>The Professional Caterer's Handbook</i>, Atlantic Publishing Company, 2006</li> <li>• Mohini Sethi, <i>Catering Management - An Integrated Approach</i> 4<sup>th</sup> Ed. New Age International Publishers, New Delhi.</li> </ul>		

### Semester III

#### SEC/HSc/03-NGO Management and Social Responsibility

Skill Enhancement Course (SEC)		
Programme - B.A.	Year-II	Semester-III
<b>Course Title:</b>		
<b>Course Code: SEC/HSc/03</b>		
<b>Credit:02</b>	<b>Total Lectures: 30</b>	
<b>Max Marks: 100 (75+25)</b>		
<b>Course Objective:</b>		
<ol style="list-style-type: none"> <li>1. To equip students with knowledge and skills to manage NGOs effectively.</li> <li>2. To help students understand role, structure and function of NGO.</li> <li>3. To help students understand CSR principles and contribute positively to social change.</li> </ol>		
<b>Learning Outcomes:</b> By the end of the course, students will be able to		
<ol style="list-style-type: none"> <li>1. Understand the concept of NGO.</li> <li>2. Will gain ability to critically analyze challenges face by NGOs.</li> <li>3. To develop knowledge and skill with regard to fund raise strategies.</li> </ol>		

*Handwritten signature*

Unit	Topics	No. of Lectures
I	<b>Concept of NGO</b> Meaning of NGO and GO, Difference between Government Organizations and NGO, Characteristics of good NGO, Structure of NGO, Functions of NGO, Historical Perspective of NGO, Advantages of NGO, Present status of NGO, Contribution of NGO in the Development, Role of Development Communicator in developing NGO.	8
II	<b>Starting of NGO</b> Steps for starting NGO, Registration of NGO, Selection of Personnel, Training of Personnel, Proposal writing under NGO, Identifying Funding agencies, Resource Mobilization, Planning, Implementation and Evaluation strategy under NGO, Documentation, PR in NGO,	8
III	<b>NGO Management</b> Organizational types and structures, Managing people and teams in NGOs, NGO management competencies, Applying NGO principles and values, Accountability and impact assessment for NGOs,	7
IV	<b>Problems of NGO</b> Training, Recruitment, Funding, Resource Mobilization, Documentation.	7
<b>Learning Experiences/ Exposures</b>		
<ol style="list-style-type: none"> <li>1. Visit of Local NGO</li> <li>2. Studying the Annual report of NGOs</li> <li>3. Studying the ongoing Activities</li> <li>4. Studying the problems</li> </ol>		
<b>Suggested Readings:</b>		
<ol style="list-style-type: none"> <li>1. S. Chandra, Guidelines for NGO Management in India (2003), Published by Kanishka Distributors, New Delhi</li> <li>2. D. Lewis, Management of Non Governmental Development Organization (2001), Second Edition, Published by Routledge, Newyork.</li> <li>3. Abraham, Formation and Management of NGOs (2003), Third Edition, Published by Universal Law Publishing Co. Pvt Ltd., New Delhi.</li> <li>4. Sundar, P. 2013, Business and Community: The Story of Corporate Social Responsibility in India, New Delhi, Sage Publication.</li> <li>5. Aggarwal, S.2008, Corporate Social Responsibility in India, SAGE Publications Pvt. Ltd.</li> </ol>		

*Handwritten signature*

**Semester IV**  
**B.A. (Home Science)**

**DSC/HSc-04**

**Communication Process & Human Development II**

<b>DISCIPLINE SPECIFIC COURSE (DSC)- Communication Process &amp; Human Development II (Theory)</b>		
<b>Programme - B.A./ Diploma</b>	<b>Year-II</b>	<b>Semester-IV</b>
<b>Course Title: Communication Process &amp; Human Development II</b> <b>Course Code: DSC/HSc-04</b>		
<b>Credit:03</b>	<b>Total Lectures: 45</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b>		
The student at the completion of the course will be able to:		
<ol style="list-style-type: none"> <li>1. Understand and make effective use of Communication process.</li> <li>2. Get insight into Human Development process.</li> </ol>		
<b>Unit</b>	<b>Topics Communication Process</b>	<b>No. of Lectures</b>
I	Communication- Meaning and definition, concept, functions, problems and barriers of communication, elements of communication, types of communication process, classification of communication methods.	9
II	ICT and New communication media, social networking sites, social awareness regarding Cyber-Crime and Cyber Security.	9
III	Models of Communication- Different models of communication, important characteristics of good communicators, communication barriers and strategies to overcome barriers	9
<b>Human Development II</b>		
IV	Infancy /Childhood Years Development tasks and characteristics of middle childhood period Physical and motor development, Social and emotional development. Cognitive development, Language development	9
V	Puberty and Adolescence Development tasks and characteristics, Significant physical physiological influencing and hormonal changes in puberty. Self and Identity, Factors influencing Identity & Personality development. Family and peer relationship Problems- Drug and Alcohol abuse, STD, HIV/AIDS, Teenage Pregnancy.	9
<b>Suggested Readings:</b>		

*R/-*

- Monaster G.J. Adolescent Development Life Tasks. Mc.Graw Hill (1997)
- Ambron S.R. Child Development Holt, Renschart and Winston 1978 (II Edition)
- Mussen P.H. Conger J.J. Kagan Jaud Huston A.C. 1990. Child development and Personality (VI Edition) Harper and Row Publishers New York.
- Boecknek G. Human Development Book and Cole Publishing Company 1980.
- Aadunik Vikasatmak Mano Vigyan, Shri Vinod Pustak Mandir Agra Edition 3<sup>rd</sup> 2015.
- Suggestive digital platform web links-IGNOU & UPRTOU online study material

Svayan Portal <http://hecccontent.upsdc.gov.in/Home.aspx>

**Semester IV**  
**B.A. (Home Science)**

**DSC/HSc-04 / Practical**

**Practical Based on Communication Process and Human Development**

<b>DISCIPLINE SPECIFIC COURSE (DSC)- Practical Based on Communication Process and Human Development</b>		
<b>Programme - B.A./ Diploma</b>	<b>Year-II</b>	<b>Semester-V</b>
<b>Course Title: Practical -Practical Based on Communication Process and Human Development</b>		
<b>Course Code: DSC/HSc-04/Practical</b>		
<b>Credit:01</b>	<b>Total Practical Hours/ Classes: 30</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b>		
The student at the completion of the course will be able to:		
<b>Unit</b>	<b>Topics</b>	<b>No. of Practical Hours/ Classes: 30</b>
I	Preparation of speech on socially relevant topics, Planning and Conducting small group communication, Preparation of folder, booklet	6
II	Preparation of radio talk Construction of social message through mobile – text and video	6
III	To study recent research articles on adolescents and write a report. To conduct a survey to assess peer pressure/ impact of media on adolescents.	6
IV	To write a narrative account on adolescent year to understand the development of self. To develop different activities to facilitate cognition and creativity in adolescents.	6

V	Interviews of adolescent girls and boys to understand their lifestyle, behavior and problems Or Carry out case studies to know more about the different life stages, school going children, adolescents, young adults.	6
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>• MonasterG.J. 1 AdolescentDevelopmentLifeTaska, McGrawHill(1977)</li> <li>• Ambron S.R. Child Development Hekt, Renchart and Winston 1978 (IIndEdition).</li> <li>• Mussen P. H., CongerJ.J. KaganJ. andHustonA.C. 1990. Child Development and Personality (VI Edition) Harper and Row Publishers New York.</li> <li>• BocknekG. Human Development Brook and Cole Publishing Company 1980</li> <li>• Aadhunik VikasatmakManovigyan, Shri Vinod Pustak Mandir Agra Edition3<sup>rd</sup>2015</li> </ul>		

**Semester IV**  
**B.A. (Home Science)**

**DSE/HSc-02 -Food Processing and Storage**

<b>DISCIPLINE SPECIFIC ELECTIVES (DSE)- Family Finance Management (Theory)</b>		
<b>Programme - B.A./ Diploma</b>	<b>Year-II</b>	<b>Semester-IV</b>
<b>Course Title: Food Processing and Storage</b> <b>Course Code: DSE/HSc-02</b>		
<b>Credit:04</b>	<b>Total Lectures: 60</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> The student at the completion of the course will be able to 1-Understand the principles behind food preservation technologies such as freezing, drying, canning, and pasteurization. 2-Learn about the factors affecting food spoilage and the methods to prevent it.		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Processing and storage of foods in the national perspective and their role in human nutrition. Processing of cereals, millets and legumes by traditional and unconventional methods. Changes in nutritional quality as affected by: pounding, milling. Puffing, flaking, cooking, parboiling. Fermentation, sprouting, malting, Processing and packaging of milk products and their effect on nutritional quality .	15

*Handwritten signature*

II	Common methods of preservation for fruits and vegetables and effects on nutritional quality characteristics.	15
III	Different methods of cooking and preservation of meat, fish and poultry. effects on nutritional quality and merits and demerits of various methods	15
IV	Traditional methods for storage of food grains viz, cereals, millets, legumes and oilseeds, limitations, losses in nutritional quality as influenced by insect and fungal infestation Current strategies for storage of food grains at national and international level	15

#### Suggested Readings

- Frazier WC and Westhoff DC (2014). Food Microbiology, Fifth Edition. TMH Publication, New Delhi.
- Manay NS and Shadaksharaswamy M (2008). Food-Facts and Principles, Third Edition. New Age International (P) Ltd. Publishers, New Delhi.
- Mathur P. (2018). Food Safety and Quality Control. Orient Black Swan Pvt. Ltd., Hyderabad.
- Potter NN and Hotchkiss H J (1996). Food Science, Fifth Edition. CBS Publication, New Delhi.
- Suri, S. and Malhotra, A. (2014). Food Science Nutrition and Safety. Delhi: Pearson India Ltd.
- Mohini Sethi, Eram Rao (2011). Food Science-Experiments and applications, Second Edition. CBS publishers & Distributors Pvt Ltd.

### Semester 1V

#### GE/HSc/04 -Early Childhood Care & Education

Generic Elective (GE)		
Programme - B.A./Diploma	Year-II	Semester- 1V
<b>Course Title:</b> Early Childhood Care & Education <b>Course Code:</b> GE/HSc-04		
<b>Credit:04</b>	<b>Total Lectures: 60</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> The student at the completion of the course will be able to <ol style="list-style-type: none"> <li>1. Understand the meaning and importance of Pre-school/Early Childhood education</li> <li>2. Acquire a critical knowledge about various activities for pre-school children</li> </ol>		
Unit	Topics	No. of

		Lectures
I	<b>Early Childhood years:</b> Developmental milestones, development during early childhood, physical, cognitive, social, emotional, moral and language development. Factors influencing physical, cognitive, social, emotional, moral and language development.	12
II	<b>Historical perspective:</b> Concept of learning, definition, essential features, types and principles of learning. Learning environment, reinforcement, Punishment, Motivation and Discipline.	12
III	<b>Learning philosophies:</b> Theories for classroom teaching and its applicability. Jean Piaget, Erik Erickson, Maria Montessori, Lawrence Kohlberg, Rabindra Nath Tagore, Gijubhai, Badeka.	12
IV	<b>Principles of Early Childhood Education:</b> Objective, Need and Significance, Basic Principles, The Play way method, Early childhood services in India, Role of Government and Non Government Sector.	12
V	<b>Play-</b> Concept of play, play and learning, Role of play in development, Play as a means of understanding child's development. Different types of play among preschool children (Unoccupied behaviour, onlooker, solitary, independent play, parallel play, parallel activity, Associative play, cooperative or organized supplementary play.	12
<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. NCERT (1991), A Guide for Nursery School Teachers, NCERT, New Delhi</li> <li>2. Seth Kanta, Ahuja Kavita (1996), Minimum Specifications for Pre-Schools, NCERT, New Delhi</li> <li>3. Kohn Ruth (2003), The Exploring Child- A Handbook for Pre-Primary Teachers, Orient Longman, Delhi</li> <li>4. Chowdhury D Paul (1995), Child Welfare/Development, Atma Ram &amp; Sons, Delhi</li> <li>5. Certificate Course in Organizing Child Care Services, IGNOU, (Block 1 to 6)</li> <li>6. Grewal JS (1998), Early Childhood Education- Foundations and Practice, Har Prasad Bhargava, Agra</li> </ol>		

### Semester IV

#### SEC/HSc/04 -Food Safety, Sanitation and Hygiene

Skill Enhancement Course (SEC)		
Programme - B.A./ Diploma	Year-1I	Semester-IV
<p><b>Course Title:</b> Food Safety, Sanitation and Hygiene  <b>Course Code:</b> SEC/HSc/04</p>		
<b>Credit:02</b>	<b>Total Lectures: 30</b>	
<b>Max Marks: 100 (75+25)</b>		



**Course Objective:**

1. To understand food safety principles and its importance in preventing the foodborne illnesses.
2. To understand the importance of sanitation in food handling and preparation.
3. Implementing personal hygiene standard.

**Learning Outcomes:** By the end of the course, students will be able to

1. Enumerate the various aspects of food safety and to identify the causes and prevention procedure for food borne illness, intoxication and infection.
2. Understand the need for consumer education and discuss occupational safety and health administration requirements.
3. Analyze food handling procedure; describe food storage and refrigeration techniques.
4. Evaluate labeling methods by following the principles of food safety, sanitation and hygiene.
5. To create awareness regarding sanitation of dishes, equipment and kitchen.

Unit	Topics	No. of Lectures
I	Food Safety- Definition, Meaning-Factors affecting food safety-Importance of food safety- Risks and hazards - Food related hazards-microbial consideration in food safety - Food Safety and Standards Bill 2005	7
II	Basic principles of Food hygiene and Sanitation - Personal and environmental Hygiene – Hygiene aspects of Food handlers- Hygiene aspects in preparation and storage of food - dish washing and garbage disposal- Safety of leftover foods Methods of sanitation and hygiene.	8
III	Food Adulteration and Adulterants: Meaning, Methods to identify the presence of adulterants - Types of adulteration in various foods - Intentional, Incidental and metallic contaminants - Consequences of adulteration.	7
IV	Objectives of developing Food Safety and Standards- Enforcement of structure and procedure - Role of food analyst- good practices- statutory and regulatory requirements - Certification - HACCP, ISO-22000, FSSC-22000	8

**Suggested Readings:**

- 1:- Sunetra Roday, Food Safety and Sanitation, Tata McGraw-Hill Education, 2017
- 2:- Norman G. Marriott and Robert B. Gravani, Principles of Food Sanitation, Springer, 2018
- 3:- Dr. Anju Singh & Dr. Gouri Goyal, *Bhojan Posan Awam Swachhhta*, Sahitya Bhawan Publication, 2022
- 4:- Krishna Sinha, *Bhojan Posan Awam Swachhhta*, Rakhi Prakashan, 2021

Semester V  
B.A. (Home Science)

**DSC/HSc-05 -Surface Ornamentation of Fabric**

<b>DISCIPLINE SPECIFIC COURSE (DSC)- Surface Ornamentation of Fabric (Theory)</b>		
<b>Programme - B.A.</b>	<b>Year-III</b>	<b>Semester-V</b>
<b>Course Title: Surface Ornamentation of Fabric Course Code: DSC/HSc-05</b>		
<b>Credit:03</b>	<b>Total Lectures: 45</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b>		
<p>The student at the completion of the course will be able to:</p> <ol style="list-style-type: none"> <li>1. Gain a comprehensive understanding of traditional and contemporary techniques for embellishing fabrics, including embroidery, printing, dyeing, and appliqué.</li> <li>2. To provide students with in-depth knowledge of mechanical finishing processes used in textiles and materials, including their purpose, applications, and impact on fabric properties.</li> <li>3. To provide students with a thorough knowledge of the history, cultural significance, and regional diversity of traditional embroidery techniques.</li> </ol>		
<b>Unit</b>	<b>Topics Surface Ornamentation of Fabric</b>	<b>No. of Lectures</b>
<b>I</b>	<p><b>Finishes – Definition purpose, type.</b>  <b>Mechanical Finishes-</b>Napping, Gigging, Sue ding, Glazing, Raising, Immersing, Flocking shearing, Beating, Tendering, Calendaring, Schreinerzing.  <b>Functional Finishes-</b>Waterproof and Water repellence, shrinkage control, wrinkle resistance, durable press and flame retardant finish, mildew proof, soil resistance, anti-static, anti-piling, wash and wear, flame resistance, flame proof and anti-bacterial finish</p>	15
<b>II</b>	<p><b>Dyeing</b>            (a) Classification of Dyes- Natural v/s Synthetic, advantages and limitations            (b)TheoryofDyeing            (c)Propertiesand use of Dyes-Basic, Acidic, Direct, Azoic, Neutral, Sulphur, Vat, Disperse and Reactive dyes (d)Resist Dying            Techniques-Tie-Die, Batik  <b>Printing</b>            (a)Direct Printing- Block, Screen, Stencil, Roller            (b)Transfer Printing            (c)Discharge printing, Resist Printing            (d)Polychromatic, InkjetandDigitalprintingtechniques            (e)Aftertreatmentof Dyed and Printed goods</p>	15

*Signature*

III	<b>Traditional Embroideries:</b> Meaning and Status of traditional crafts of India , Knowing about the Traditional Embroideries of different states: Zardozi, Kashida of Kashmir, Phulkari of Punjab, Kantha of Bengal, Chikankari of UP, Kasuti ofKarnataka, Sindh and Kutch work of Gujarat	15
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>• Marsh JT: Textile Finishes</li> <li>• Trotman Er: Dyeingand Chemical Technology of Fibers</li> <li>• Joseph M: Introductionto Textiles</li> <li>• Corbman P Bernard: Textiles- Fiber to Fabric</li> <li>• Hollen &amp; Saddler: Introduction to Textile</li> <li>• J. Hall: The standardHandbookofTextiles, WoodHeadPublication,2004</li> <li>• J.E. Smith: TextileProcessing-Printing,Dyeing,AbhishekPublishing,2003</li> <li>• KateBroughton:TextileDyeing,RockportPublishers,1996</li> <li>• W.S. Murphy: TextileFinishing, AbhishekPublication,2000</li> <li>• Naik.D.Shailaja,TraditionalEmbroideriesofIndia,NewAgeInternationalPublishers,1996</li> <li>• Naik.D.Shailaja,Jacquie.A. Willson:SurfaceDesigningofTextileFabrics,NewAgeInternationalPublishers,2006</li> <li>• Bharga,Bela. VastraVigyaan,Univ.BookHousePvt.AvamDhulaiKala,UniversityBookHousePvtLtd.Jaipur</li> <li>• Patni,Majnu,VastraVigyaanAvamParidhankaParichay,StarPublications,Agra.Suggestivedigitalplatformsweblinks-</li> </ul> Swayam Portal, <a href="https://heecontent.upsdc.gov.in/Home.aspx">https://heecontent.upsdc.gov.in/Home.aspx</a>		

**Semester V**  
**B.A. (Home Science)**

**DSC/HSc-05 / Practical**

**Practical Techniques of Surface Ornamentation of Fabrics**

DISCIPLINE SPECIFIC COURSE (DSC)- Practical Techniques of Surface Ornamentation of Fabrics		
Programme - B.A.	Year-III	Semester-V
<b>Course Title:</b> Practical Techniques of Surface Ornamentation of Fabrics <b>Course Code:</b> DSC/HSc-05/Practical		
<b>Credit:01</b>	<b>Total Practical Hours/ Classes: 30</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> The student at the completion of the course will be able to:		

~

Unit	Topics	No. of Practical Hours/ Classes
I	Dying Techniques- Tie- Die, Batik (Understanding the practical aspects and prepare one article of your choice using these, as Surface Ornamentation Technique.	10
II	Printing Techniques- Block, Screen, Stencil, Roller, Spray (Understanding the practical aspects and prepare one article of your choice using these as Surface Ornamentation Technique.	10
III	Prepare any one article of your choice using Traditional Embroidery as Surface Ornamentation Technique.	10

#### Suggested Readings

- Alexander.N.J.,(1972).DesigningInteriorEnvironment.NewYork:HarcourtBrace,
- Bhargava,B.(2005). Family Resource Management and Interior Decoration, Jaipur: Apple Printer and V. R. Printers.
- Faulkner,R.,andFaulkner,S.,(1975).InsideTodaysHome,NewYork:Rinehart
- Gnnodotra, V.andJaiswal,N.(2008).ManagementofWorkinHome,NewDelhi:Dominantpublishersand Distributors.(ISBNNo. 81-7888-526-3)
- Harmon,S.andKennon,K.(2018).The code cguide book for Interiors (5<sup>th</sup>Ed.).New York: Wiley (ISBN:978-1-119-342319-6)
- JohanovichInc. Ball,V.K.(1982).Art of Interior Design.New York: JohnWiley&Sons.
- Leach, S. D. (1978). Techniques of Interior Design Rendering and Presentation (1<sup>st</sup>Ed.).Architectural Record Books(ISBN-13:978-0070368057)
- Mohanty,A.B.(1985).Guide to house buildings. New Delhi: Inter India Publications
- Patni Manju & Sharma Lalita, Grah Prabandh, Sta Publications Agra.

#### Suggestive digital plat form websites

- [Bit.ly/3fJfghi](https://bit.ly/3fJfghi)
- <https://bit.ly/39mTwGQ>
- <https://bit.ly/2JoXB2e>
- <https://bit.ly/3ljkrWf>

#### Swayam Portal

- <https://heecontent.upsdc.gov.in/IHome.aspx>

Semester V  
B.A. (Home Science)

**DSE/HSc-03 -Community Development and Programme Planning**

<b>DISCIPLINE SPECIFIC ELECTIVES (DSE)- Community Development and Programme Planning (Theory)</b>		
<b>Programme - B.A.</b>	<b>Year-III</b>	<b>Semester-V</b>
<b>Course Title: Community Development and Programme Planning</b> <b>Course Code: DSE/HSc-03</b>		
<b>Credit:04</b>	<b>Total Lectures: 60</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> The student at the completion of the course will be able to 1- Explain the concepts, principles and importance of community development in national and local context. 2. Identify various community development approaches, methods and models applicable to different community settings.		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	<b>Community Development:</b> Meaning, Definition, Functions, Objectives, Philosophy, Principles of Community Development Programmes in India.	12
II	<b>Community Development Organization:</b> Meaning, Types, Principles, Role & Administrative Structure at the National, State, District, Block & Village levels.	12
III	<b>Recent Development Programme for Women &amp; Children:</b> Support to training and Employment for women (STEP), Swarn Jayanti Gram Swarozgar Yojna (SGSY), Integrated Child development Services (ICDS) etc.	12
IV	<b>NGO &amp; Other organizations:</b> Contribution towards community services, Types & Role of NGO-WHO, CARE, UNICEF, UNESCO, UNDP/CRY, HELP-AGEINDIA.	12
V	<b>Programme Planning: Programme planning component cycle and its components-</b> Designing the project-Defining the objectives, Identifying resources, approach, feasibility and Work plan. Implementation, Monitoring and Evaluation	12

Handwritten signature

**Suggested Readings**

- Community Organization and Development : An Indian Perspective, Lalita N. Columbia University Press.
- Community Development: A Work Book, B Mukarjee, Orient Blackswan
- Community Organization and Social Action, G. R. Madan, Allied Publishers
- Social Work and Community Development, Surendra Singh & P.D. Mishra, New Royal Book Company

**Semester V****GE/HSc/05 -Community Development Organization**

<b>Generic Elective (GE)</b>			
<b>Programme - B.A.</b>	<b>Year-III</b>		<b>Semester-V</b>
<b>Course Title:Community Development Organization Course Code: GE/HSc-05</b>			
<b>Credit:04</b>		<b>Total Lectures: 60</b>	
<b>Distribution of Marks - As per University Norms</b>			
<b>Course Outcomes:</b> The student at the completion of the course will be Able to			
1. Explain the concept, objectives and significance of Community Development Organizations in the context of social and economic development.			
2. Assess the contribution of different stakeholders.			
3. Evaluate the challenges, ethical issues and best practices in the functioning of Community Development Organizations.			
<b>Unit</b>	<b>Topics</b>		<b>No. of Lectures</b>
I	Definition, need, types of community organizations and institutions, Principles and procedures in community organization, Involvement of basic institutions in rural development programmes.		15
II	Importance of Mahila Mandals, Objectives and Functions. Importance of youth clubs,organization and functions of youth clubs, Panchayat Raj System in India Government sponsored programmes for family development-IRDP, DWCRA, NREP, RLEGP, TRYSEM etc.		15
III	Role of non-governmental and voluntary organizations of family development. Types of co-operatives in the development of weaker sections in the rural areas.		15

IV	Programme implementation, monitoring and evaluation; Identification of local leaders, local bodies, Government Organizations for development of family programme. Important aspects in programme execution. Identification of local leaders, local bodies, Government Organizations for development of family programmes.	15
<b>Suggested Readings:</b> 1. Meera Goyal, <i>Samudayik Vikas awamKaryakramNiyojan</i> , SBPD Publishing House, 2023 2. Community Oraganization and Social Action, G.R. Madan, Allied Publishers.		

### Semester V

#### SEC/HSc/05 -Public Health Nutrition

Skill Enhancement Course (SEC)		
Programme - B.A.	Year-III	Semester-V
<b>Course Title:</b> Public Health Nutrition <b>Course Code:</b> SEC/HSc/05		
<b>Credit:02</b>	<b>Total Lectures: 30</b>	
<b>Max Marks: 100 (75+25)</b>		
<b>Course Objective:</b> 1. Understand the key concepts, scope and determinants of Public Health and Nutrition. 2. Identify Major Nutritional Problems affecting Public Health in India. 3. Learn tools to assess Nutritional problems affecting Public Health in India. 4. Understand National Nutrition Programs and policies. 5. Develop Communication and Intervention Skills for Nutrition Education.		
<b>Learning Outcomes:</b> By the end of the course, students will be able to  1. Explain the interrelationship between Nutrition, Health and disease in Public Health context. 2. Conduct the basic community based Nutritional Assessment using Anthropometric and Dietary Survey tools. 3. Contribute to awareness campaigns and interventions for improving Nutritional Status at the grassroots level.		
Unit	Topics	No. of Lectures
I	<b>Introduction to Public Health and Nutrition</b> Definition, Scope and Evolution in India, Determinants of Health and Nutrition.	6
II	<b>Nutrition Problems in India</b> PEM, Anemia, Vitamin A deficiency, Iodine deficiency, Obesity, the vulnerable groups.	6
	<b>Assessment Techniques</b>	

*[Handwritten Signature]*

III	Dietary Surveys, Anthropometric, Biochemical and Clinical Assessment	6
IV	<b>National Programs and Policies</b> Poshan Abhiyan, ICDS, Mid Day Meal, Anemia Mukh Bharat	6
V	<b>Nutrition Counseling</b> Nutrition Counseling, Use of Media for Public Health Campaign	6
<b>Suggested Readings:</b> 1. Park, K. (2023), Preventive and Social Medicine, Banarasidas Bhanot. 2. Gopalan, C. & Rao, BSN(2021) Nutritive Value of Indian Foods. 3. National Institute of Nutrition (NIN) & NFHS Reports. 4. Swaminathan, M. (2018). Essentials of Food and Nutrition (Vol I &II) Bappco.		

### Semester V

#### IAPC/HSc-01 -INTERNSHIP/APPERENTICESHIP/PROJECT/COMMUNITY OUTREACH

IAPC		
Programme - B.A.	Year-III	Semester-V
<b>Course Title: INTERNSHIP/APPERENTICESHIP/PROJECT/COMMUNITY OUTREACH</b> <b>Course Code: IAPC/HSc-01</b>		
<b>Credit:02</b>	<b>Total Lectures/ Hrs: 60 / As per the University Norms</b>	
<b>Max Marks: 100 (75+25)</b>		
<b>Course Objective:</b> Translate Academic Learning into real world applications across Subject domains like Nutrition, Textiles, Child Development, Family Resource Manage or Extension Education.		
Students will engage themselves for Internship based activity / Community Outreach / Apprenticeship, / Project (As per University Guidelines). The students may choose options from the domains /disciplines of Home Science (any area of their interest). The following list is indicative. <ol style="list-style-type: none"> <li>1. Foods and Nutrition</li> <li>2. Dietetics</li> <li>3. Diet Counselling</li> <li>4. Interior Decoration</li> <li>5. Child Development</li> <li>6. Clothing and Textile</li> <li>7. Home Science Extension</li> <li>8.</li> </ol>		
<b>Evaluation-(Max Marks -100</b> <b>( Evaluation by Internal and External Examiner)</b>		

*Handwritten signature*

Semester VI  
B.A. (Home Science)

**DSC/HSc-06 -Dietetics and Therapeutic Nutrition (Theory)**

<b>DISCIPLINE SPECIFIC COURSE (DSC)- Dietetics and Therapeutic Nutrition (Theory)</b>		
<b>Programme - B.A.</b>	<b>Year-III</b>	<b>Semester-VI</b>
<b>Course Title: Dietetics and Therapeutic Nutrition (Theory)</b> <b>Course Code: DSC/HSc-06</b>		
<b>Credit:03</b>	<b>Total Lectures: 45</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> The student at the completion of the course will be able to 1- Knowledge of principles of Diet Therapy. 2- Develop and understand modification of the Normal Diet for Therapeutic purposes. 3- Practical knowledge of dietary management in some common disorders.		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Introduction (a) Definition of Health Dietetics and Therapeutic Nutrition (b) Importance of Diet Therapy (c) Facts about fast foods/Junks foods (d) Objectives of therapeutic Diet Principles of diet therapy	9
II	Diet and Feeding Methods (a) Modification of Normal Diets for Therapeutic purposes (b) (b)Methods of Modifications <ul style="list-style-type: none"> <li>• On the basis of Nutrients</li> <li>• On basis of Consistency</li> </ul> (c) Different Feeding Methods <ul style="list-style-type: none"> <li>• Oral feeding</li> <li>• Tube feeding</li> </ul>	9
III	Diet during fevers and infections Introduction to fever-Acute Fever, Chronic fever, Important changes in nutrition during fever, Modification of the diet	9

*Handwritten signature*

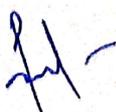
IV	Weight Management (a) Over weight and Obesity--Introduction to obesity,-Causes of Obesity,-Diet Modification (b) Underweight--Causes,-Treatment,-Diet Therapy	9
V	Therapeutic Diets in Cardiac Diseases Atherosclerosis--Introduction,-Dietary factors influencing lipid level in blood,- Modification of diet and Meal Pattern, Hypertension--Causes and symptoms,-Diet in Hypertension	9
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>Sumati R Mudambi-"Fundamentals of food, Nutrition and Diet Therapy", New Age International Pvt. Ltd, New Delhi, 6<sup>th</sup> Edition (2018).</li> <li>BSrilakshmi-"Dietetics", New Age International Publishers, New Delhi 2017.</li> <li>Bamji MS, Krishna swamy K and Brahman GNV (Eds) (2009), Text book of Human Nutrition, Edition, Oxford &amp; IBH Publishing Co. Pvt. Ltd New Delhi.</li> <li>Dr. Brinda Singh-Aahar Vigyan evam Poshan, PanchsheelPrakashan, Jaipur, 2015; 13<sup>th</sup> Ed.</li> <li>Dr. Devinasahani, <i>Samanya Evam Upcharatmak Poshan</i>, New Age International Publishers.</li> <li>Dr. Sheel Sharma, "Nutrition and Diet Therapy", PEEPEE Publishers and Distributers (P) Ltd. Delhi, 2014, 1<sup>st</sup> Ed.</li> <li>Shubhangini A Joshi, "Nutrition and Dietetics", McGraw Hill Education Private Ltd., New Delhi, 2013.</li> <li>Kumud Khanna-"Textbook of Nutrition and Dietetics", Elite Publishing House Pvt. Ltd, New Delhi, 7<sup>th</sup> Ed. 2013.</li> <li>MS Swaminathan-Essentials of food nutrition, Vol III, Applied Aspects, The Bangalore Printing Publishing Co. Ltd, Bangalore, 2<sup>nd</sup> Edition 1985, Reprint 1997</li> </ul>		

**Semester VI**  
**B.A. (Home Science)**

**DSC/HSc-06 / Practical**

**Practical Therapeutic Diet Preparation and Nutrient Evaluation**

<b>DISCIPLINE SPECIFIC COURSE (DSC)-</b> <b>Practical Therapeutic Diet Preparation and Nutrient Evaluation</b>		
<b>Programme - B.A.</b>	<b>Year-III</b>	<b>Semester-VI</b>
<b>Course Title: Practical Therapeutic Diet Preparation and Nutrient Evaluation</b> <b>Course Code: DSC/HSc-06/Practical</b>		
<b>Credit:01</b>	<b>Total Practical Hours/ Classes: 30</b>	

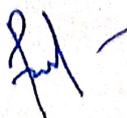


<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> The student at the completion of the course will be able to: 1.Gain Knowledge of principles of diet therapy 2-Develop and understand modification of the normal diet for therapeutic purposes 3-Practical knowledge of dietary management in some common disorders.		
<b>Unit</b>	<b>Topics</b>	<b>No. of Practical Hours/ Classes</b>
I	Modification of Normal Diet for Therapeutic purposes, Preparation and Presentation Therapeutic Diet preparation and Nutrient Calculation.	10
II	Diet in Fever Therapeutic Diet Preparation and Nutrient Calculation of some common Disorders -Diet in Hypertension,-Diet in Atherosclerosis	10
III	Dietary Modification for Weight Management-Preparation and Nutrient Calculation of Diet in--Over Weight & Obesity,-Underweight	10
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>Sumati R. Mudambi- "Fundamental of food, Nutrition and Diet Therapy", New Age. International Pvt. Ltd, New Delhi, 6<sup>th</sup> Edition (2018).</li> <li>B.Srilakshmi, "Dietetics", New Age International Publishers, New Delhi 2017</li> <li>Bamji MS, Krishnaswamy K and Brahmam GNV (Eds) (2009), Text book of Human Nutrition, 3<sup>rd</sup> edition, Oxford &amp; IBH Publishing Co. Pvt. Ltd. New Delhi.</li> <li>Dr. Sheel Shama, " Nutrition and Diet Therapy' PEEPEEE, Publishers and Distributors.</li> </ul>		

**Semester VI**  
**B.A. (Home Science)**

**DSE/HSc-04 -Family Welfare and Community Education**

<b>DISCIPLINE SPECIFIC ELECTIVES (DSE)- Family Welfare and Community Education (Theory)</b>		
<b>Programme - Under Graduate in Arts</b>	<b>Year-III</b>	<b>Semester-VI</b>
<b>Course Title: Family Welfare and Community Education Course Code: DSE/HSc-04</b>		
<b>Credit:04</b>	<b>Total Lectures: 60</b>	



<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> The student at the completion of the course will be able to 1. Understand the concept, scope and importance of Family welfare and Community Education in promoting individual and societal well being. 2. Analyze government policies, programs and schemes related to family welfare and community education in the Indian context.		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Child and Family Welfare: Children's rights and National Policy for Children. Demographic profile of child in India. Children with special needs. Deprived Children and abused children, juvenile Delinquency.	15
II	Family and child welfare services working at national and international level; C.S.W.B., ICCW ICDS and others, W.H.O. UNICEF, CARE, and ILO. Rural extension services and community ICDS, DWCRA, IRDP and CHEB	15
III	Family relationship, Child Parent Relationship, responsibilities of parts relationship of home, School and Community.	15
IV	The role of teacher and other specialists in parents and community education programmes. Teacher as motivator, community work, guidance of child, youth ethical consideration in dealing with parents and community.	15
<b>Suggested Readings:</b> 1. Gangrade, K.D. (1971) Community Organization in India. Popular Prakashan, New Delhi 2. Dahama, O.P. and Bhatnagar, O.P. (1980) Extension and Communication for Development, Oxford and IBH. 3. State of World Children, UNICEF Annual Publication. 4. Hans Nagpaul. (1980) Culture, Education and Social Welfare. Chand and Company, New Delhi. 5. Chaudhry, D. Paul, (1980). Child Welfare and Development. NIPCCD, New Delhi		

### Semester VI

#### GE/HSc/06 -Diet & Nutrition Counseling

<b>Generic Elective (GE)</b>			
<b>Programme - B.A.</b>	<b>Year-III</b>		<b>Semester VI</b>
<b>Course Title: Diet &amp; Nutrition Counselling</b> <b>Course Code: GE/HSc/06</b>			
<b>Credit:04</b>		<b>Total Lectures: 60</b>	
<b>Distribution of Marks - As per University Norms</b>			

*[Handwritten Signature]*

**Course Outcomes:**

The student at the completion of the course will be able to

1. Define roles and responsibilities of Dietician.
2. Describe or explain the steps involved in diet counselling.
3. Use the skills in assessment of nutritional status of normal and diseased people.
4. Relate practical skills in dietary counselling of various health and disease conditions.
5. Use of digital technology in Diet Counselling.

Unit	Topics	No. of Lectures
I	Dietician–DefinitionandEducationalQualification, TypesofDieticians–Clinical, Academic, Research Specific, service, Public/ Community, Industrial, Consultant, Sports, Business etc. Qualities, RoleandresponsibilitiesofDietician IDA–Objectives, membership: RegisteredDietician–EligibilityforR.D. exam	15
II	DietCounselling /Nutrition Care Process (NCP)–Definition, importance, purposes and ethical principles. StepsinDiet counselling Process; Documentation–SOAP CounselingSkillsforaDietitian; ToolsofDietitian; Guidelinesforeffective Counselling	15
III	Counselling Approach- Meaning, developing counselling approach, Different Counselling approaches- Psychoanalytical, Behavioural, Humanistic, Patient centred approach.	15
IV	UseofComputersinDietCounsellingandNutritionEducation. UseofComputerApplicationsandMobileApplicationsinDiet Counsellingand Nutrition Education; Computer and mobile applications available for Diet Counselling PrerequisitesforsettingupaDiet CounsellingCentre.	15

**Suggested Readings-**

- Srilakshmi, B. "Dietetics", 8<sup>th</sup> edition, 2018, New Age International Publishes, New Delhi
- IDA, Clinical Dietetics Manual, 2018, 2<sup>nd</sup> edition Elite Publishing House New Delhi
- Corinne H. Robinson, Marilyn R. Lawler, "Normal & Therapeutic Nutrition" 17<sup>th</sup> edition 1986
- Shubangini A. Joshi, "Nutrition & Dietetics" 5<sup>th</sup> edition, 2022, McGraw Hill Education India Pvt. Ltd.
- Judy Gable "Counselling Skills for Dietitians" 2<sup>nd</sup> edition, 2007, Blackwell Publishing Ltd, Oxford, UK.
- "Clinical and Therapeutic Nutrition M.Sc." published by Directorate of Distance Education, Swami Vivekanand Subharti University, Meerut, U.P.

*Pr*

### Semester VI

#### SEC/HSc/06- Value Added Products from Fruits and Vegetables

Skill Enhancement Course (SEC)		
Programme - B.A.	Year-III	Semester-VI
<b>Course Title:</b> Value Added Products from Fruits and Vegetables <b>Course Code:</b> SEC/HSc/06		
<b>Credit:02</b>	<b>Total Lectures: 30</b>	
<b>Max Marks: 100 (75+25)</b>		
<b>Course Objective:</b> 1. Understand the concept and importance of value addition in fruits and vegetables for reducing post-harvest losses and enhancing income. 2. Identify suitable fruits and vegetables for various value added products based on their characteristics and seasonality.		
<b>Learning Outcomes:</b> By the end of the course, students will be able to  1. Explain the scope and potential of value addition in fruits and vegetables in the Indian context. 2. To develop skills in processing, preservation and packaging. 3. Develop a basic business plan including costing, pricing, packaging and marketing of value added products. 4. To explore Entrepreneurial opportunities in the value added sector.		
Unit	Topics	No. of Lectures
I	Introduction to Value Addition, importance and scope of Value Addition, Nutrition and Economic significance, principle of preservation, Factors affecting quality of raw materials.	6
II	Processing Techniques for Fruits and Vegetables, Methods of processing, drying, Canning, Freezing, Fermentation. Pickling. Technology for preparation of Jams, Jellies, Marmalades, Squashes, Juices. Ready to Eat and Ready to Serve products.	7
III	Novel and Traditional Value Added Products, Dehydrated Fruits and Vegetables, Fruit Bars, Fruit Leather, Candy. Traditional Indian Products- Murabba , Chutney, Pickles, Papad, Sauces.	7
IV	Quality Control and Food Safety, Food Safety Standards	4
V	Entrepreneurship and Marketing of Value - Added Products, Costing, Pricing and Market Survey.	6
<b>Suggested Readings:</b> 1. Ranganna, S. (2011). Handbook of Analysis and Quality Control of Fruit and Vegetable Products, Tata McGraw-Hill Education. 2. Value Addition and Processing of Fruits and Vegetables – ICAR Training Modules		

*PK*

3. FSSAI Guidelines on Food Processing and Labeling.
4. Srivastava, R.P. & Kumar Sanjeev. (2018). Fruit and Vegetable Preservation: Principles and Practices. International Book Distributing Co. Lucknow.
5. Charaborty, S. (2015). Value Addition and Processing of Fruits and Vegetables. New India Publishing Agency.
6. Mishra, H.N.& Rajesh Kapur. (2016). Food Processing Technology. CBS Publishers & Distributors Pvt. Ltd.

### Semester VI

#### IAPC/HSc-02 -INTERNSHIP/APPERENTICESHIP/PROJECT/COMMUNITY OUTREACH

IAPC		
Programme - B.A.	Year-III	Semester-VI
<b>Course Title: INTERNSHIP/APPERENTICESHIP/PROJECT/COMMUNITY OUTREACH</b> <b>Course Code: IAPC/HSc-02</b>		
<b>Credit:02</b>	<b>Total Lectures/ Hrs: 60 / As per the University Norms</b>	
<b>Max Marks: 100 (75+25)</b>		
<b>Course Objective:</b> Translate Academic Learning into real world applications across Subject domains like Nutrition, Textiles, Child Development, Family Resource Manage or Extension Education.		
Students will engage themselves for Internship based activity / Community Outreach / Apprenticeship, / Project (As per University Guidelines). The students may choose options from the domains /disciplines of Home Science (any area of their interest). The following list is indicative. <ol style="list-style-type: none"> <li>1. Foods and Nutrition</li> <li>2. Dietetics</li> <li>3. Diet Counselling</li> <li>4. Interior Decoration</li> <li>5. Child Development</li> <li>6. Clothing and Textile</li> <li>7. Home Science Extension</li> <li>8.</li> </ol>		
<b>Evaluation-(Max Marks -100</b> ( Evaluation by Internal and External Examiner)		

*fd*

**B.A. (Home Science) 4<sup>th</sup> Year/VII Semester****DSC/HSc-07 Advanced Fabric and Clothing Construction**

<b>DISCIPLINE SPECIFIC COURSE (DSC)-DSC/HSc-07 Advanced Fabric and Clothing Construction</b>		
<b>Programme - Bachelor with Honors in Home Science</b>	<b>Year-IV</b>	<b>Semester-VII</b>
<b>Course Title: Advanced Fabric and Clothing Construction Course Code: DSC/HSc-07</b>		
<b>Credit:3</b>	<b>Total Lectures: 45</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> The student at the completion of the course will be able to		
<ol style="list-style-type: none"> <li>1. Analyze various advanced fabrics and their properties for suitability in different clothing design and end-uses.</li> <li>2. Apply advanced garment construction techniques.</li> <li>3. Demonstrate proficiency in using specialized sewing equipment and technologies.</li> <li>4. Interpret and modify patterns.</li> </ol>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Equipment used in clothing construction, Sewing machine: Parts and attachments; common defects and remedial measures, care and maintenance, Anthropometric Measurements: Need; taking measurements for different garments; precautions and method; tools and materials.	10
II	Techniques of clothing construction: Drafting: Meaning and importance; tools, method and precautions; drafting on paper and cloth; Pattern making: Meaning and importance; parts of pattern; tools required; symbols used and general rules.	13
III	General principles of clothing construction; Steps in clothing construction: Preparation of fabric for clothing construction; preparing layout; marking of cloth; principles of cutting; principles of stitching; finishing.	12
IV	Use of construction features in design- seams, darts, tucks, pleats, gathers, placket opening, Shirring. Different types of-necklines, collars, yokes and sleeves.	10
<b>Suggested Readings:</b>		
<ol style="list-style-type: none"> <li>1. Vastra evam Paridhan, Shashi Prabha Jain and Archana Jain, Shiva Prakashan, Indore</li> <li>2. Parivarik Paridhan Vyavastha, Manju Patni and Sapna Henry, Star Publications</li> <li>3. Vastra Vigyan ke Mool Sidhanth, G.P. Sherry, Vinod Pustak Mandir</li> </ol>		

*Handwritten signature*

4.Griha Vigyan Vishwa kosh, Rama Sharma and M.K Mishra, Arjun Publishing House

**DSC/HSc-07/Practical -Clothing Construction**

<b>DISCIPLINE SPECIFIC COURSE (DSC)- Practical Clothing Construction</b>		
<b>Programme - Bachelor with Honors in Home Science</b>	<b>Year-IV</b>	<b>Semester-VII</b>
<b>Course Title: Clothing Construction</b> <b>Course Code: DSC/HSc-07/Practical</b>		
<b>Credit:01</b>	<b>Total Practical Hours/ Classes: 30</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> The student at the completion of the course will be able to 1. Analyze various advanced fabrics and their properties for suitability in different clothing design and end-uses. 2. Apply advanced garment construction techniques. 3. Demonstrate proficiency in using specialized sewing equipment and technologies. 4. Interpret and modify patterns.		
<b>Unit</b>	<b>Topics</b>	<b>No. of Practical Hours/ Classes: 30</b>
I	Construction of darts, pleats, tucks, gathers; basic seams; collars and sleeves.	10
II	Drafting of adult basic bodice and sleeve block and stitching of blouse and kurta	10
III	Understanding and handling of sewing machine: various parts; accessories; care, common defects and remedial measures	10

*Handwritten signature*

**B.A. (Home Science) 4<sup>th</sup> Year/VII Semester****DSE- DSE 1a Research Methods and Statistics**

<b>DISCIPLINE SPECIFIC ELECTIVES (DSE)-DSE 1a</b> <b>Research Methods and Statistics</b>		
<b>Programme - Bachelor with Honors in Home Science</b>	<b>Year-IV</b>	<b>Semester-VII</b>
<b>Course Title: Research Methods and Statistics</b> <b>Course Code: DSE1a</b>		
<b>Credit:4</b>	<b>Total Lectures: 60</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> After the completion of this course the learner will be able to Explain key concepts, principles and types of research design used in social science and applied research.		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Research in Home Science- concept need and approaches, Research approaches- problem oriented and interdisciplinary. Type of research Historical survey, experimental and case study	12
II	Definition and identification of research problem selection Hypothesis, basis assumption and limitation of research problems	12
III	Sampling: Types of samples and selection of samples, data collection techniques: cross-selection and longitudinal, studies: questionnaire, interview schedule, observation, lab-techniques.	12
IV	Editing of statistical data, classification and tabulation, role of statistics in research, elementary statistics: classification, tabulation and frequency distribution of data.	12
V	Measures of central tendency- Mean Median and Mode Measures of dispersion- standard deviation. Probability, normal distribution and use of normal distribution, probability tables, t-test for small sample, use of computer for analysis of data, Report writing.	12
<b>Suggested Readings:</b> 1.Gupta, S.P., Statistical Methods, Sultan Chand and Sons, New Delhi, 1994 2.Jain, Gopal Lal, Research Methodology, Methods, Tools and Techniques, Mangal Deep Publications, Jaipur, 1998 3.Kothari, C.R.: An Introduction to Operational Research, Vikas Publishing House Pvt. Ltd, NewDelhi,1994 4.Wright, Susan E., Social Science Statistics Allyn and Bacon Inc., London,1986 5.Wisniekwski, Mik, Quantitative Methods for Decision Makers, McMillan India Ltd., NewDelhi,1986		

**B.A. (Home Science) 4<sup>th</sup> Year/VII Semester****DSE- DSE 2a Maternal and Child Nutrition**

<b>DISCIPLINE SPECIFIC ELECTIVES (DSE)-DSE 2a Maternal and Child Nutrition</b>		
<b>Programme - Bachelor with Honors in Home Science</b>	<b>Year-IV</b>	<b>Semester-VII</b>
<b>Course Title: Maternal and Child Nutrition Course Code: DSE2a</b>		
<b>Credit:4</b>	<b>Total Lectures: 60</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> This course will enable students to understand the nutritional requirements of women during pregnancy and lactation in Indian socio-cultural context & analyze the nutritional needs and problems of infants and children during their growth period.		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Introduction to Maternal and Child Nutrition, Importance, Indian cultural beliefs, taboos and practices affecting maternal and child nutrition. Gender socio-economic factor and their influence on nutrition.	12
II	Maternal Nutrition- Requirements during preconception, pregnancy and lactation, common nutritional deficiency in Indian women, Impact of maternal nutrition on fetal growth and development. Maternal mortality and morbidity in India.	12
III	Infant and Child Nutrition- Requirements of infants, preschoolers, school-age children and adolescent. Breast feeding / Complementary feeding practices in India. Malnutrition among Indian Children. Growth monitoring.	12
IV	National Nutrition Programs and Policies- ICDS, Poshan Abhiyan, MDM, Anemia Mukh Bharat, Maternity Benefit Programs (Pradhan Mantri Matru Vandana Yojna)	12
V	Nutrition Education and Intervention Strategies- Behavioural change communication for maternal and child nutrition. Community based nutritional interventions in India. Role of frontline health workers (ASHA, ANM etc.) Use of traditional diets recipes for health promotion.	12
<b>Suggested Readings:</b> 1. Nutritive Value of Indian Foods/ IFCT- ICMR, NIN. 2. Dietary Guidelines for Indians -ICMR, NIN (2020) 3. Ghosh, S (2012) Nutrition and Child Care- A Practical Guide- Jaypee Brothers, Medical Publishers. 4. Kapil, U. (2010), Public Health and Nutrition in Developing Countries- Woodhead Publishing India.		

*ful -*

**B.A. (Home Science) 4<sup>th</sup> Year/VII Semester**

DSE 3a

Advanced Food Science

<b>DISCIPLINE SPECIFIC ELECTIVES (DSE)-DSE 3a</b> <b>Advanced Food Science</b>		
<b>Programme - Bachelor with Honors in Home Science</b>	<b>Year-IV</b>	<b>Semester-VII</b>
<b>Course Title:</b> Advanced Food Science <b>Course Code:</b> DSE 3a		
<b>Credit:4</b>	<b>Total Lectures: 60</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> After completing this course the students will be able to explain the advanced principles of food chemistry, food microbiology and analyze the structure, composition and functional properties of major food components.		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Different food groups and their nutritive values Cereals: Breakfast cereals– Uncooked and ready to eat products; Cereal-based products–processed, fermented and baked. Pulses and legumes: Composition and processing; Toxic constituents of Pulses and elimination of toxic factors. Nuts and oilseeds: Use and processing Fats and oils: Functions of oils and fats in food; Processing of fats	20
II	Fruits: Composition and Nutritive value Vegetables: Classification, composition, nutritive value and methods of cooking	10
III	Meat: Composition, cooking of meat; Changes produced during meat cooking; Meat substitutes, Fish: Type, composition and cookery, preservation and processing. Egg: Nutritive value and structure; Storage and processing; Effect of heat on egg protein; Egg products; Egg cookery; use of egg as a thickening agent and an emulsifying agent. Milk: Composition and importance; Milk processing; Milk products; Milk substitute.	20
IV	Sugar: Different types of sugars; Indian confectionary, Spices and condiments: Role of major and minor spices and their use; active principles	10

*ful -*

	in Some spices, Adulteration of spices.	
<b>Suggested Reading</b>		
1 Amerine MA, Pengborn RM, RoceasierEB(1965). Principles of Sensory Evaluation and Academic Press, NewYork.		
2. Srilakshmi, B.Food Science, 4 <sup>th</sup> Edition, New Age Publishers.		

**B.A. (Home Science) 4<sup>th</sup> Year/VII Semester**

**GE/HSc-07**

**Women Empowerment**

<b>GENERIC ELECTIVE (GE)-GE/HSc-07 Women Empowerment</b>		
<b>Programme - Bachelor with Honors in Home Science</b>	<b>Year-IV</b>	<b>Semester-VII</b>
<b>Course Title: Women Empowerment Course Code: GE/HSc-07</b>		
<b>Credit:4</b>	<b>Total Lectures: 60</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> After the completion of this course the learner will be able to understand the multi- dimensional aspects of women empowerment.		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Empowerment of women: Meaning, objectives and target Areas of empowerment: Education, health, social life, economic status, communication skills, political life, cultural life, decision making and mobility.	12
II	Gender equality and gender roles in the context of Home Science. Role of Home Science education in empowering women: Nutrition, Health, Financial Literacy and Family Resource Management.	12
III	Gender-based discrimination – Discrimination in social, health, economic, political and educational; Violence against women, dowry etc. Discrimination against girl child – social, nutrition, education etc Female feticide (pre- birth and pre-conception elimination), Female infanticide.	12
IV	Sex ratio – Definition, declining sex ratio of women and girl child – causes and	

*[Handwritten Signature]*

	consequences	12
V	Laws protecting women from violence and discrimination	12
<b>Suggested Reading</b>		
<p>1. Antony M. J.(1989)women' s rights, New Delhi.</p> <p>2. Bhattacharya R. Career Management, A new Challenge Vol:1, New Delhi.</p> <p>3. Chandra Shekhar ® 1992 – Women's Resource &amp; National Development A – Perspective New Delhi–(Publishing House)</p>		

**B.A. (Home Science) 4<sup>th</sup> Year/VII Semester**

GE/HSc-07a

Rural Sociology

<b>GENERIC ELECTIVE (GE)-GE/HSc-07a</b> Rural Sociology		
<b>Programme - Bachelor with Honors in Home Science</b>	<b>Year-IV</b>	<b>Semester-VII</b>
<b>Course Title:</b> Rural Sociology <b>Course Code:</b> GE/HSc-07a		
<b>Credit:4</b>	<b>Total Lectures: 60</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b>		
<p>After the completion of this course the learner will be able to explain the nature, scope and significance of rural sociology in understanding rural society and development. The learner would also be able to analyze the structure and dynamics of rural social institutions.</p>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Rural Sociology: Meaning, definition, need to study, scope and importance, Difference between rural and urban society.Structural differentiation, the traditional/modern dichotomy, the rural urban continuum and socio-cultural obstacles or pre-requisites to development	15
II	Planned social change (a)Approaches to rural planning: Improvement and transformation (b)Indian rural development Programmes- critical analysis of development	15

*Handwritten signature*

	(c) Programme, particularly Integrated Rural Development Programme and their consequences	
III	Indian Rural Institutions a-Social: Family-Nature, Forms and changes b-Economic- Objectives and techniques of production: land relations c-(Ownership, tenancy and labour) Rural poverty – its manifestations and causes Physical structure of rural society social organization of rural society	15
IV	Rural leadership – meaning, principles of leadership, types of leaders, qualities of leader, selection of rural leaders. Status of women in Rural India, Role of women in Rural and Agricultural Development.	15
<b>Suggested Reading</b>		
<ol style="list-style-type: none"> <li>1. Rural Sociology - S.L.Doshi, Rawat Publications Jaipur.</li> <li>2. Rural Sociology in India- A. R. Desai, Popular , Prakashan Mumbai.</li> <li>3. Social Change in Modern India- M.N. Srinivas.</li> <li>4. Rural Development: Principles, Policies and Management-Katar Singh,SAGE Publication.</li> </ol>		

**B.A. (Home Science) 4<sup>th</sup> Year/VII Semester**

**DISSERTATION**

<b>DISSERTATION</b>		
<b>Programme - Bachelor with Honors in Home Science</b>	<b>Year-IV</b>	<b>Semester-VII</b>
<b>DISSERTATION ON MAJOR OR DISSERTATION ON MINOR OR ACADEMIC PROJECT/ENTREPRENEURSHIP</b>		
<b>Credit:06</b>		
<b>Max Marks: 100 (75+25)</b>		
<b>Course Outcome:</b>		
<ol style="list-style-type: none"> <li>1. To learn how to select a Research Proposal based on research gap found during the literature survey or field observations.</li> <li>2. The student will learn how to prepare synopsis.</li> <li>3. The student will learn how to collect / analyze data and write Report based on the data.</li> </ol>		
Max Marks -100 (75+25) ( Evaluation by Internal and External Examiner) Dissertation- 75 Internal Assessment-(Viva Voce + Attendance)25 (20+5)		
The student will select a topic (based on their area of interest) with the help of the allotted supervisor by department. Dissertation submission to be followed as per University guidelines.		

*[Handwritten Signature]*

**B.A. (Home Science) 4<sup>th</sup> Year/VIII Semester****DSC/HSc-08 Extension in Home Science**

<b>DISCIPLINE SPECIFIC COURSE (DSC)-DSC/HSc-08 Extension in Home Science</b>		
<b>Programme - Bachelor with Honors in Home Science</b>	<b>Year-IV</b>	<b>Semester-VIII</b>
<b>Course Title: Extension in Home Science Course Code: DSC/HSc-08</b>		
<b>Credit:3</b>	<b>Total Lectures: 45</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> By the end of this course the student will be able to explain the concept, principle and philosophy of extension education and its significance in community development.		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Home Science: Concept, objectives, areas and relationship with extension Extension: concept, goals and history, Origin and need of Home Science Extension Education	15
II	Home Science Extension Worker: Role and Qualities, Extension education methods. Communication skills: verbal and non-verbal communication. Relationship between, communication, extension and development. Role of Home science in rural development, Role of women in rural development.	15
III	Methods and media of community outreach; Audio Visual aids in Home Science- Extension education Agencies (national and international) associated with extension education for rural development. Diffusion of innovation and adoption through extension.	15
IV	Community development: Understanding communities and their characteristics. Organization, principles, characteristics and functions. Role of home scientists in community development. Welfare program for rural women and children. (DWARKA, ICDS and other social welfare program (TRYSEM, JRY)	15
<b>Suggested Readings:</b>		
<ol style="list-style-type: none"> <li>1. Griha Vigyan Prasar Shiksha, Manju Patney and U.S Thakur, Shiva Prakashan Indore</li> <li>2. Communication for Development in the Third World Theory and Practices (1991). SagePublication, New Delhi.</li> <li>3. Chaubey BK (1990) A Handbook of Education Extension, Jyoti Publication, Allahabad</li> <li>4. Singh, R. (1987) Textbook of Extension Sahitya Kala Prakashan, Ludhiana</li> <li>5. Extension Education in Community (1961) Ministry of Food and Agriculture, Government</li> </ol>		

of India, New Delhi 6. Extension Programme Planning, Oxford and IBH Publishing Company Pvt. Ltd. New Delhi	
--	--

**DSC/HSc-08 /Practical -Practical Aspects of Extension Education**

<b>DISCIPLINE SPECIFIC COURSE (DSC)- Practical -Practical Aspects of Extension Education</b>		
<b>Programme - Bachelor with Honors in Home Science</b>	<b>Year-1V</b>	<b>Semester-VIII</b>
<b>Course Title: Practical Aspects of Extension Education Course Code: DSC/HSc-08/Practical</b>		
<b>Credit:01</b>	<b>Total Practical Hours/ Classes: 30</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> By the end of this practical course student will be able to demonstrate skills in planning and organizing extension activities such as awareness, campaigns, group meetings, exhibitions.		
<b>Unit</b>	<b>Topics</b>	<b>No. of Practical Hours/ Classes: 30</b>
I	A visit to Village/Slum/ Community, prepare and administer structured questionnaire, conduct interviews/ group discussions, Compile/ analyze and present findings. (on issues like health, nutrition ,education, etc.)	10
II	Design two communication aids (for example poster, leaflet, short video etc.)	10
III	Plan and organize a demonstration (on nutrition education, health / hygiene/income generation activities etc.) for community members.	10



**B.A. (Home Science) 4<sup>th</sup> Year/VIII Semester****DSE- DSE 1b Food Safety and Preservation**

<b>DISCIPLINE SPECIFIC ELECTIVES (DSE)-DSE 1b</b> <b>Food Safety and Preservation</b>		
<b>Programme - Bachelor with Honors in Home Science</b>	<b>Year-IV</b>	<b>Semester-VIII</b>
<b>Course Title: Food Safety and Preservation</b> <b>Course Code: DSE1b</b>		
<b>Credit:4</b>	<b>Total Lectures: 60</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> By the end of this course, students will be able to understand the principles and methods of food preservation and food safety. Develop entrepreneurial skills in processing and marketing value added food products.		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Food Sanitation and Hygiene, Food Borne Diseases	15
II	Food Adulteration and Consumer Protection Fortification of foods with vitamins and minerals Novel and processed supplementary foods Enzymes in food processing	15
III	Evaluation of foods: Visual examination and sensory evaluation (Colour, texture, flavour and taste), Fermented foods, Pickles, Sauces	15
IV	Causes of food spoilage, Food preservation-Principles and methods Preserved and processed products from fruits and vegetables	15
<b>Suggested Readings:</b> 1. Sunetra Roday, Food Safety and Sanitation, Tata McGraw-Hill Education, 2017 2:- Norman G. Marriott and Robert B. Gravani, Principles of Food Sanitation, Springer, 2018		



**B.A. (Home Science) 4<sup>th</sup> Year/VIII Semester****DSE 2b Life Span Development**

<b>DISCIPLINE SPECIFIC ELECTIVES (DSE)-DSE 2b</b>		
<b>Programme - Bachelor with Honors in Home Science</b>	<b>Year-IV</b>	<b>Semester-VIII</b>
<b>Course Title: Life Span Development</b> <b>Course Code: DSE2b</b>		
<b>Credit:4</b>	<b>Total Lectures: 60</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> By the end of this course the learner will be able to describe key theories and principles of human development across the life span and also explain the physical, cognitive, emotional and social changes that occur at different stages of development.		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	<b>Adolescence</b> Puberty and Adolescence—definition and characteristics Physical changes during puberty and adolescence Developmental tasks of adolescence Social and emotional development during adolescence. Factors affecting social and emotional Development. Role of parents, teachers, peers and society. Problems of adolescence—drop out from education system, juvenile delinquency— causes and prevention, addiction and alcoholism. Problems of adjustment, identity crisis.	15
II	<b>Early Adulthood</b> Characteristics; Sub-stages; Developmental Tasks Problems: Adjustments, Interests, Vocational, Marital life and adjustments, Divorce, Re- marriage, Unmarried life/singlehood.	15
III	<b>Middle age;-</b> Characteristic; Subdivision; Developmental tasks, problems, some common problems unique to this stage, Physical changes, Health, Changes in interest, Vocational, Changing family pattern.	15
IV	<b>Old Age</b> Characteristics; Subdivisions; Developmental Tasks Types of Changes during ageing: Physical, Sensory, Sexual, Health, Changes in motor abilities, Changes in mental abilities and cognitive capacities, Changes in interests, Retirement, Loss of spouse; Vocational and Family life hazards of old age; Consequences of ageing.	15
<b>Suggested Readings:</b>		



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

**B.A. (Home Science) 4<sup>th</sup> Year/VIII Semester**

**DSE 3b**

**Advanced Home Management**

DISCIPLINE SPECIFIC ELECTIVES (DSE)-DSE 3b Advanced Home Management		
Programme - Bachelor with Honors in Home Science	Year-IV	Semester-VIII
Course Title: Advanced Home Management Course Code: DSE 3b		
Credit:4	Total Lectures: 60	
Distribution of Marks - As per University Norms		
Course Outcomes: After the completion of this course the learner would be able to apply advanced principles of home management, work simplification and decision making to optimize the use of resources in home and institutional settings.		
Unit	Topics	No. of Lectures
I	Management in family living, characteristics of management in home, role of home management, misconceptions regarding home management, Roles and responsibilities, characteristics and functions of a home manager.	12
II	Values-Concept, characteristics, classification and factors influencing values Goals-Concept, types, factors influencing goals Standards-Concept, classification of standards Interrelatedness of values, goals and standards	12
III	Management process: Planning, organizing, leading, controlling and evaluating Decision making: Concept, steps, factors affecting, Resources: Meaning and definition, role, characteristics, classification.	12
IV	Time Management: Tools-peak-loads, work-curves, rest periods and work	12

*Handwritten signature*

	simplification. Energy Management: Classification of efforts used in homemaking, fatigue- types and Causes, Work simplification: Techniques- pathway chart, operation chart, micro- motion film analysis and path process chart	
V	Money Management: Budgeting- Definition, importance and steps in planning a budget. Account keeping-importance, types of account systems, methods of handling money, Family financial records.	12
<p><b>Suggested Reading</b></p> <p>1. An Introduction to Family Resource Management, Premavathy Seetharaman, Sonia Batra and Preeti Mehra, CBS Publishers and Distributors</p> <p>2. Economics of the household, B A Drew, Mc Millan company, New York.</p> <p>3. Consumer Economics, Dr. Richard, Irwin, Illinois (1983)</p>		

**B.A. (Home Science) 4<sup>th</sup> Year/VIII Semester**

**GE/HSc-08**

**Marriage and Family Dynamics**

<p><b>GENERIC ELECTIVE (GE)-GE/HSc-08</b>  <b>Marriage and Family Dynamics</b></p>		
<b>Programme - Bachelor with Honors in Home Science</b>	<b>Year-IV</b>	<b>Semester-VIII</b>
<p><b>Course Title: Marriage and Family Dynamics</b>  <b>Course Code: GE/HSc-08</b></p>		
<b>Credit:4</b>	<b>Total Lectures: 60</b>	
<b>Distribution of Marks - As per University Norms</b>		
<p><b>Course Outcomes:</b>  After the successful completion of this course the learner would be able to understand and analyze the structure, functions and dynamics of marriage and family systems.</p>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Marriage – Meaning, marriage as an institution, goals of marriage, selection of life partner, changes in marriage and their causes. Family life cycle. Readiness of marriage- physiological, social, psychological and others. Preparation for marriage. Family – Definition, functions, and types (with reference to family life cycle), characteristics of family, Family structure in India	15
II	Patterns of changes in family relationships.	10
III	Marital adjustment – factors contributing to difficulties in marital adjustment, adjustment to life partners, sexual adjustment, adjustment to in-laws, adjustment to partner hood. Contemporary issues in Family life. Break-up of extended family,	20

*Signature*

	migration, dual career families, Non-traditional families, influence of extra familiar factors, films, TV, peer groups, neighbourhood and school. Breakup of family: Divorce, separation, desertion, death of partner, single parenthood.	
IV	Marriage guidance and counselling – meaning of counselling, factors causing tension in married life, importance of marriage guidance and counselling, areas in marriage requiring guidance. Legal aspects: laws regarding marriage, adoption, divorce, inheritance.	15
<b>Suggested Readings</b>		
<ol style="list-style-type: none"> <li>1. Manav vikas – Shasi Prabha jain, Shiva Prakashan , Indore.</li> <li>2. Research Article from journals.</li> </ol>		

**B.A. (Home Science) 4<sup>th</sup> Year/VIII Semester**

**GE/HSc-08a**

**Consumer Education**

<b>GENERIC ELECTIVE (GE)-GE/HSc-08a</b>		
<b>Consumer Education</b>		
<b>Programme - Bachelor with Honors in Home Science</b>	<b>Year-IV</b>	<b>Semester-VIII</b>
<b>Course Title: Consumer Education</b>		
<b>Course Code: GE/HSc-08a</b>		
<b>Credit:4</b>	<b>Total Lectures: 60</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b>		
After the completion of this course the learner would be able to identify and evaluate consumer rights, responsibilities and ethical issues to make informed purchasing decisions and apply knowledge of consumer protection laws, financial management and market practices to resolve consumer problems effectively.		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Definition of consumer, Rural Vs Urban consumer characteristics and problems.	15
II	Role of consumers in the economy, National Income, Per Capita Income ,Household wise, distribution of income. Changing nature of the business world –e-commerce, e-business. Types of consumer problems – products and service related, investment and infrastructure related, Causes and solutions	15

*Handwritten signature*

III	Consumer education and empowerment, Consumer protection, History of consumer movement in the developed and developing countries Consumer rights and responsibilities, Consumer organizations – origin, functioning, role and types. Consumer protection and Government legislation – Act and orders.	15
IV	Consumer cooperatives – role, history and growth in India, PDS Kendriya Bhandars. Basic legislative framework for consumer protection in India, Consumer Protection Act 1986 COPRA, Alternative redressal mechanisms, Mediation centres. Standardization and quality control measures: ISI, FPO, AGMARK, ISO, Eco mark, Wool mark, Silk mark, Cotton mark, Handloom mark, BEE star labelling and others	15
<b>Suggested Reading</b>		
<ol style="list-style-type: none"> <li>1. Khanna S.R., Hanspal S., Kapoor S. &amp; Awasthi H.K., 2007, Consumer Affairs, Universities Press India Pvt. Ltd</li> <li>2. Sawhney, H.K. &amp; Mital, M., 2007, Family Finance &amp; Consumer Studies, Elite Publishing House Pvt. Ltd</li> <li>3. Seetharaman, P. and Sethi, M., 2001, Consumerism: Strength and Tactics, New Delhi: CBS Publishers</li> </ol>		

**B.A. (Home Science) 4<sup>th</sup> Year/VIII Semester**

**DISSERTATION**

<b>DISSERTATION</b>		
<b>Programme - Bachelor with Honors in Home Science</b>	<b>Year-IV</b>	<b>Semester-VIII</b>
<b>DISSERTATION ON MAJOR OR DISSERTATION ON MINOR OR ACADEMIC PROJECT/ENTREPRENEURSHIP</b>		
<b>Credit:06</b>		
<b>Max Marks: 100 (75+25)</b>		
<b>Course Outcome:</b>		
<ol style="list-style-type: none"> <li>1. To learn how to select a Research Proposal based on research gap found during the literature survey or field observations.</li> <li>2. The student will learn how to prepare synopsis.</li> <li>3. The student will learn how to collect / analyze data and write Report based on the data.</li> </ol>		
Max Marks -100 (75+25) ( Evaluation by Internal and External Examiner) Dissertation- 75 Internal Assessment-(Viva Voce + Attendance)25 (20+5)		
The student will select a topic (based on their area of interest) with the help of the allotted supervisor by department. Dissertation submission to be followed as per University guidelines.		

*Handwritten signature*

**M.A. (Home Science) 5<sup>th</sup> Year/IX Semester****DSC/HSc-09 Community Nutrition**

<b>DISCIPLINE SPECIFIC COURSE (DSC)-DSC/HSc-09</b>		
<b>Programme - M.A. (Home Science)</b>	<b>Year- V</b>	<b>Semester-IX</b>
<b>Course Title: Community Nutrition</b> <b>Course Code: DSC/HSc-09</b>		
<b>Credit:3</b>	<b>Total Lectures: 45</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> At the end of this course the students will be able to explain the role of nutrition in promoting public health and preventing diseases at the community level.		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Prevalence, etiology, biochemical and clinical manifestation and preventive measures for: Protein Calories Malnutrition- Kwashiorkor and Marasmus.	15
II	Prevalence, etiology, biochemical and clinical manifestation and preventive measures for:Iron deficiency, Iodine deficiency; Fluorine Deficiency and Toxicity.	15
III	Prevalence, etiology, biochemical and clinical manifestation and preventive measures for Vitamin A deficiency; Beri-Beri, Pellagra; Scurvy; Rickets, Osteomalacia and Osteoporosis.	15
IV	Nutritional assessment and surveillance–Meaning, need, objectives and importance Anthropometry–Need, importance, types, standards for reference. Biochemical methods–Laboratory and biochemical assessment. Clinical assessment–Need, importance, identifying signs of deficiency diseases. Diet surveys–Need, importance, method.	15
<b>Suggested Readings:</b> 1.Textbook of Community Nutrition – Kumud Khanna et.al. Elite Publishing House 2.Fundamentals of Nutrition- Sumati R. Mudambi &M.V. Rajagopal, New Age International 3.Nutrition for Community, Swaminathan M. The Bangalore Printing & Publishing Co. 4.Public Health and Community Nutrition – Tulika Goswami Mahanta, Jaypee Brothers		

M.A. (Home Science) 5<sup>th</sup> Year/IX Semester**DSC/HSc-09 /Practical -Nutritional Assessment in Community**

<b>DISCIPLINE SPECIFIC COURSE (DSC)- Practical</b> <b>Nutritional Assessment in Community</b>		
<b>Programme - M.A. (Home Science)</b>	<b>Year-V</b>	<b>Semester-IX</b>
<b>Course Title: Nutritional Assessment in Community</b> <b>Course Code: DSC/HSc-09/Practical</b>		
<b>Credit:01</b>	<b>Total Practical Hours/ Classes: 30</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Practical Hours/ Classes: 30</b>
I	Familiarize students with methods of assessment of nutritional status and conduct single person case study to assess and evaluate nutritional status or carry out a survey using anthropometric measurement.	15
II	Preparation of Low cost high Nutrition Value recipes.	15

M.A. (Home Science) 5<sup>th</sup> Year/IX Semester**DSE- DSE 1cChild Welfare in India**

<b>DISCIPLINE SPECIFIC ELECTIVES (DSE)-DSE 1c</b> <b>Child Welfare in India</b>		
<b>Programme - M.A. (Home Science)</b>	<b>Year-V</b>	<b>Semester-IX</b>
<b>Course Title: Child Welfare in India</b> <b>Course Code: DSE1c</b>		
<b>Credit:4</b>	<b>Total Lectures: 60</b>	

<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> At the end of this course the learner would be able to explain the social, economical and legal aspects of child welfare and protection in Indian context.		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Child Welfare in India Concept and historical perspective, Need and relevance Historical evolution of Child welfare Rights of children; Protection of Child rights; Convention on the rights of the child in the Constitution of India.	12
II	Profile of child in India Demographic: Total population, Child population, Sex ratio, Infant Mortality Rate (IMR), Literacy, School enrolment rate	12
III	Children at Risk Children in especially difficult circumstances, Children in emergency situation, Disabled child, Destitute child, Street child, Delinquent child, Working child Social problems related to children – female foeticide (pre-birth and preconception elimination), juvenile delinquency, child labour, child abuse and child marriage, discrimination against girl child	12
IV	Policies and Legislations for Child Welfare National Children's Board, The National Policy for the Child, The National Children's Fund, Child Labour Cell Child Labour Act; PC-PNDT Act; Child Marriage Act, The Children's Act, Juvenile Justice Act, Right to Education Act	12
V	Child Welfare agencies and programmes in India International, national and local agencies – governmental and non-governmental (UNICEF, ICCW, Mobile Crèches, Bal Bhawan) Welfare programs – ICDS, Mid-day Meal Programme, Universal Immunization Programme, etc	12
<b>Suggested Readings:</b> 1. Baig, T.A. (1979): Our Children. New Delhi: Ministry of Information and Broadcasting, Govt. of India 2. Chowdhry, D.P. (1980): Child Welfare and Development. Delhi: Atma Ram		

*Handwritten signature*

M.A. (Home Science) 5<sup>h</sup> Year/ IX Semester

## DSE 2c Theories of Human Development

DISCIPLINE SPECIFIC ELECTIVES (DSE)-DSE 2c		
Programme - M.A. (Home Science)	Year-V	Semester-IX
Course Title: Theories of Human Development Course Code: DSE2c		
Credit:4	Total Lectures: 60	
Distribution of Marks - As per University Norms		
Course Outcomes: After the successful completion of this course the learner will be able to describe major theories of human development across life span, including cognitive, emotional, social and physical aspects.		
Unit	Topics	No. of Lectures
I	Maslow's self-actualization theory Freud's psychosexual or psychoanalytic theory Erikson's psychosocial theory	22
II	Skinner's theory of Operant or instrumental conditioning Pavlov's theory of classical conditioning Thorndike's Trial and Error Learning	22
III	Kohlberg's six stages of moral reasoning	8
IV	Piaget's cognitive development theory	8
Suggested Readings: 1. .Morgan, Kingetal(1999):"Introduction to Psychology", Tata McGraw-Hill Edition, Delhi, 2. Hurlock E (2000): "Child Development", Tata McGraw-Hill Edition, Delhi,India <i>Bal Vikas evam Bal Manovigyan</i> , Brinda Singh, PanchseelPrakashan,		

Handwritten signature

**M.A. (Home Science) 5<sup>h</sup> Year/ IX Semester**

**DSE 3c Indian Embroideries and Dying and Printing Techniques**

<b>DISCIPLINE SPECIFIC ELECTIVES (DSE)-DSE 3c Indian Embroideries and Dying and Printing Techniques</b>		
<b>Programme - M.A. (Home Science)</b>	<b>Year-V</b>	<b>Semester-IX</b>
<b>Course Title:</b> Indian Embroideries and Dying and Printing Techniques <b>Course Code:</b> DSE 3c		
<b>Credit:4</b>	<b>Total Lectures: 60</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> At the end of this course the learner will be able to understand historical, cultural and regional significance of traditional Indian embroidery and demonstrate knowledge of various Indian embroidery techniques and create innovative designs for modern needs.		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Dyes–Definition and classification of dyes Different types of dyes: Natural dyes– Vegetable, animal and mineral; Synthetic dyes– direct, acid, basic, reactive, vat, sulphur, mordant, disperse, pigments. Suitability of various dyes to different fibres. Dyeing methods at different stages of processing– fibre, yarn, piece, union and cross Colour fastness characteristics– washing, sunlight, crocking and perspiration Domestic methods of dyeing	15
II	Printing–Significance, methods–block, stencil, screen, roller, Faults in printing, Advantages and disadvantages of different printing methods. Preparation of printing paste, use of various ingredients and thickeners. Preparation of cloth for printing. After-treatment of printed goods.	15
III	Historical background of traditional Indian embroidery General embroidery techniques; Hand embroidery– Knowledge of basic hand embroidery stitches Study of traditional embroideries of India: Texture, design and colour, Chikankari of Uttar Pradesh, Kantha of Bengal, Kasuti of Karnataka, Kutch Kathiawar of Gujarat, Phulkari of Punjab, Sindhi embroidery	15
IV	Traditional Textiles of India: Texture, design and colour Woven (in design)–Patola, Brocade, Chanderi, Paithani, Pochampalli, Ikat, Maheshwari Printed woven fabric– Dacca Muslin, Tassar, Kotadoris	15

*[Handwritten Signature]*

Printed–Sanganeri, Khathi print of Gujarat Painted–Kalamkari, Madhubani Resist dyed–Bandhej of Gujarat and Rajasthan Handloom: Definition, role in national economy and some chief handloom clothes of India	
<b>Suggested Reading</b> Vastra Rachna evamChappaiTakneck, Jain and Gupta, Shiva Prakashan,Indore	

**M.A. (Home Science) 5<sup>th</sup> Year/ IX Semester**

**GE/HSc-09**

**Psychological Testing and Measurement**

<b>GENERIC ELECTIVE (GE)-GE/HSc-09</b> <b>Psychological Testing and Measurement</b>		
<b>Programme - M.A. (Home Science)</b>	<b>Year-V</b>	<b>Semester-IX</b>
<b>Course Title: Psychological Testing and Measurement</b> <b>Course Code: GE/HSc-09</b>		
<b>Credit:4</b>	<b>Total Lectures: 60</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> At the end of this course the student will be able to understand the basic concepts, principles and purposes of psychological testing and measurement.		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Introduction to Psychological Testing: Need, Meaning, objectives, uses and design Difference between Testing and Measurement Criteria of a good Psychological test; Reliability, Validity and Standardization	15
II	Measurement of Intelligence and Creativity Intelligence: Meaning, types of Intelligence tests; some Standardized Intelligence Tests	15
III	Measurement of Aptitude and Attitude Aptitude: Meaning, Types of Aptitude test Attitude Meaning, Attitude scales	15

*[Handwritten Signature]*

IV	Assessment of Personality Behavioural methods of Personality Assessment Personality Inventories Projective techniques	15
<b>Suggested Reading</b> 1. Adhunik Manovigyanik Prikshan Evam Maapan, Mahesh Bhargava, H. P. Bhargava Book House, Agra 2. Psychological Testing, Urbina Anastasi		

**M.A. (Home Science) 5<sup>th</sup> Year/ IX Semester**

GE/HSc-09a

Human Physiology

<b>GENERIC ELECTIVE (GE)-GE/HSc-09a</b>		
<b>Human Physiology</b>		
<b>Programme - M.A.(Home Science)</b>	<b>Year-V</b>	<b>Semester-IX</b>
<b>Course Title: Human Physiology</b>		
<b>Course Code: GE/HSc-09a</b>		
<b>Credit:4</b>	<b>Total Lectures: 60</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b>		
At the end of this course the student will be able to understand the structure and function of various organ system of the human body and explain the physiological mechanism of body.		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Physiological process, structural and functional basis of human body Skeletal system, joints and muscular system	15
II	Composition and functions of Blood and Lymph, Heart and course of Blood circulation, Blood pressure, Pulse and Heart Sounds	15
III	Physiology of digestion, digestive enzymes and their function, function of Liver, absorption from the Intestine.	15

*[Handwritten Signature]*

IV	The location, secretion and functions of various Endocrine glands, male female Reproductive organs, Pregnancy parturition and, Milk secretion	15
<b>Suggested Readings</b>		
<ol style="list-style-type: none"> <li>1. Arthur J. Banders; Human Physiology- The mechanisms of body function, Tata Mc Graw-Hill Publishing .</li> <li>2. C. Guyton; Text book of Medical Physiology V<sup>th</sup> edition, W.B. Sanders company- Philadelphia, London.</li> </ol>		

**M.A. (Home Science) 5<sup>th</sup> Year/ IX Semester**

**DISSERTATION**

<b>DISSERTATION</b>		
<b>Programme - M.A. (Home Science)</b>	<b>Year-V</b>	<b>Semester-IX</b>
<b>DISSERTATION ON MAJOR OR DISSERTATION ON MINOR OR ACADEMIC PROJECT/ENTREPRENEURSHIP</b>		
<b>Credit:06</b>		
<b>Max Marks: 100 (75+25)</b>		
<b>Course Outcome:</b>		
<ol style="list-style-type: none"> <li>1. To learn how to select a Research Proposal based on research gap found during the literature survey or field observations.</li> <li>2. The student will learn how to prepare synopsis.</li> <li>3. The student will learn how to collect / analyze data and write Report based on the data.</li> </ol>		
Max Marks -100 (75+25) ( Evaluation by Internal and External Examiner) Dissertation- 75 Internal Assessment-(Viva Voce + Attendance)25 (20+5)		
The student will select a topic (based on their area of interest) with the help of the allotted supervisor by department. Dissertation submission to be followed as per University guidelines.		

*Handwritten signature*

M.A. (Home Science) 5<sup>th</sup> Year/X Semester

## DSC/HSc-10 Interior Decoration

DISCIPLINE SPECIFIC COURSE (DSC)-DSC/HSc-10 Interior Decoration		
Programme - M.A. (Home Science)	Year-V	Semester-X
Course Title: Interior Decoration Course Code: DSC/HSc-10		
Credit:3	Total Lectures: 45	
Distribution of Marks - As per University Norms		
Course Outcomes: At the end of this course the learner will be able to understand the basics of Interior Decoration and apply principles of Arts in Interior designing.		
Unit	Topics	No. of Lectures
I	Introduction to interior decoration, importance of interior planning and decoration, planning principles for specific areas.Principles of Art.	15
II	Element and principles of design and their application in interiors, principles of Harmony, Proportion, Balance and Rhythm, Application of Elements and Principles of design in Interior Planning and Decoration.	15
III	Window and window treatment, Accessories for interior. Table setting. Lighting as an element of interior, wall and wall covering, floor and floor covering.	15
IV	Furniture arrangement, types of furniture and selection criteria, window treatment, types of windows and its parts, functional and decorative treatment, Light sources and colour scheme, Developing light plans for different areas, Functional and decorative accessories for interiors.	15
<b>Suggested Reading</b> <ol style="list-style-type: none"> <li>1. Drothy S., Devan and Others- Introduction to interior Design, N.Y. Macmillan 1980.</li> <li>2. Mike Lawrence: The Complete interior Decorator U.K. Macdonald, 1986.</li> <li>3. Faulker and Faulker, inside today's home, N.Y. Holt Rinehart and Winston, 1975</li> </ol>		

*pd*

**DSC/HSc-10 /Practical -Interior Decoration**

<b>DISCIPLINE SPECIFIC COURSE (DSC)- Practical -Interior Decoration</b>		
<b>Programme - M.A. (Home Science)</b>	<b>Year-V</b>	<b>Semester-X</b>
<b>Course Title: Interior Decoration Course Code: DSC/HSc-10/Practical</b>		
<b>Credit:01</b>	<b>Total Practical Hours/ Classes: 30</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> At the end of this course the learner will be able to understand the basics and applied aspects of Interior Decoration and apply principles of Arts in Interior designing.		
<b>Unit</b>	<b>Topics</b>	<b>No. of Practical Hours/ Classes: 30</b>
I	Furniture layout of living room, dining room, kitchen and bedroom. Interior design of residential spaces based on ergonomics and anthropometric data.Planning colour schemes of different rooms for different activities.Development of design and construction of curtains, cushions, carpet, table mats.	15
II	Flower arrangement, Wall painting, picture frame. Preparing drawings for different interior spaces. Arrangement of walls Arrangement of floors Ceiling arrangements.	15

*Signature*

**M.A. (Home Science) 5<sup>th</sup> Year / XSemester****DSE- DSE 1d Human Nutrition & Diet Therapy**

<b>DISCIPLINE SPECIFIC ELECTIVES (DSE)-DSE 1d</b> <b>Human Nutrition and Diet Therapy</b>		
<b>Programme - M.A. (Home Science)</b>	<b>Year-V</b>	<b>Semester-X</b>
<b>Course Title: Human Nutrition &amp; Diet Therapy</b> <b>Course Code: DSE1d</b>		
<b>Credit:4</b>	<b>Total Lectures: 60</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> At the end of this course the student will be able to translate the theoretical knowledge of human nutrition into practical diet therapy and prepare diet scientifically for treating various ailments.		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Nutrients in foods: their functions, requirements and sources digestion absorption and utilization of nutrients. Effect of low and excess intake of nutrients on human body Energy requirement, BMR, Water, its functions, sources and routes of excretion, recommended dietary allowances.	12
II	Methods of assessment of Nutritional Status.	12
III	BMR, Diet therapy: History of dietetics, effect if illness on food acceptance and utilization, role of dietician, taking patients history, education of patient and dietetic counselling.	12
IV	Therapeutic modifications of normal diet, food exchange lists feeding methods, principles of dietetic management of chronically ill patients.	12
V	Causes, symptoms and principles of diet management of Fevers (Long and short duration), Peptic ulcer, gastritis, Jaundice, hepatitis cirrhosis and infantile cirrhosis. Diarrhoea, constipation, Cardiovascular diseases, hyperlipidemia, hypertension, congestive heart failure, Nephritis (acute and chronic) renal stone, gout, arthritis, Diabetes mellitus, obesity and underweight (PCM), Diet in surgery, fractures, burns injury, allergy and AIDS	12
<b>Suggested Readings:</b>		
1. I.A Text book of food and nutrition by M. Swami Nathan, Ganesh Publishers, Bo I & II.		
2. Clinical Dietetics and Nutrition by F.P. Antia, Oxford University Press. New Delhi, London & New York		

3. Human Nutrition and Diets by S. Deevidoon, R. Pasamore, J.F. Brock and A.S. Truwell, Churchill and Livingstone.
4. Modern Nutrition in Health & Disease, Yong & Shails Normel & Therapeutic Nutrition by F.T. Proud fit & C.H. Robinson.

**M.A. (Home Science) 5<sup>th</sup>Year/ X Semester**

**DSE 2d Entrepreneurship Development**

DISCIPLINE SPECIFIC ELECTIVES (DSE)-DSE 2d		
Programme - M. A. (Home Science)	Year-V	Semester-X
<b>Course Title:</b> Entrepreneurship Development <b>Course Code:</b> DSE2d		
<b>Credit:</b> 4	<b>Total Lectures:</b> 60	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b>		
The successful completion of this course will enable the learners to understand the fundamental concepts, theories and types of Entrepreneurship & Identify entrepreneurial opportunities and assess the feasibility of business ideas.		
Unit	Topics	No. of Lectures
I	Entrepreneurship – Definition, need, scope and characteristics of entrepreneurship development and employment promotion Identification of Opportunities.	12
II	Entrepreneur and enterprise, entrepreneurial qualities, assessing entrepreneurial qualities, environment scanning and opportunity identification. Methods source and type of opportunity, assessment criteria and profiling opportunities.	12
III	Infrastructure and support system, Industrial support agencies, Procedure and steps involved in setting up an enterprise, sources of information and industry organization.	12
IV	Project planning and formulation of project, identification and product selection, generating project ideas, short listing, final selection market survey, market alternatives, an overview of the future, Product development, Product Selection, Preparation of project report.	12
V	Interaction with entrepreneurs, Visit to industry, Project planning formulation and report preparation, Case studies	12
<b>Suggested Readings:</b> 1:-Dr. Buddhadeb Chandra & Dr Bhaskar Biswas, Entrepreneurship Development, The Dee Publication, 2022 2:-Dr. S S Khanka, Entrepreneurial development, S. Chand, 2007		

RA

3:- Sanjeet Sharma, Udhyamita Vikas, V K Global Publications, 2020  
 4:-Dr. Praveen Aggrawal&Dr. Avnish Kumar Mishra, Udhyamitakemooladhar, Sahitya bhawanPrakashan, 2019

**M.A. (Home Science) 5<sup>th</sup> Year/ X Semester**

**DSE 3d**

**Children with Special Needs**

<b>DISCIPLINE SPECIFIC ELECTIVES (DSE)-DSE 3d</b>		
<b>Children with Special Needs</b>		
<b>Programme - M.A. (Home Science)</b>	<b>Year-V</b>	<b>Semester-X</b>
<b>Course Title: Children with Special Needs</b> <b>Course Code: DSE 3d</b>		
<b>Credit:4</b>	<b>Total Lectures: 60</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> At the end of this course the learner will be able to understand the concept, types and special needs in children & analyze the challenges faced by children with special needs in educational, social and family settings.		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Children with special needs: Definition, characteristics, classification according to types of impairment, Special education for children with special needs.	15
II	Mental retardation: definition and levels, causes, identification, educational provisions Gifted and creative children: definition, characteristics, special needs, identification and Educational provisions.	15
III	Visually handicapped children: Classification, identification and educational provisions Hearing impaired: Classification, identification, causes and educational provisions	15
IV	Children with orthopaedic impairments: Definition, classification, causes, educational provisions And rehabilitation.Children with behaviour disorders: autism and aggressive behaviour	15

*Handwritten signature*

**Suggested Reading**

1. Bhargava M. (1994)–Introduction to Exceptional Children, Sterling Publishers, NewDelhi.
2. Kar Chintamani (1996)– Exceptional Children: Their Psychology and Education, SterlingPublishers, New Delhi.
3. Sahu B.K. (1993)–Education of the Exceptional Children, Kalyani Publishers, New Delhi.
4. Vishisht Avashyakta wale bacchon ki shikshatathanireshanevamparamarsh, Vinay Rishivar, Agarwal Publications
5. VishishtBalak, Abha Rani Bisht and Swati Saxena, Agarwal Publications.
6. IGNOU study material.

**M.A. (Home Science) 5<sup>th</sup> Year/ X Semester****GE/HSc-10****Gender in Extension**

<b>GENERIC ELECTIVE (GE)-GE/HSc-10</b>		
<b>Gender in Extension</b>		
<b>Programme - M.A. (Home Science)</b>	<b>Year-V</b>	<b>Semester-X</b>
<b>Course Title: Gender in Extension</b> <b>Course Code: GE/HSc-10</b>		
<b>Credit:4</b>		<b>Total Lectures: 60</b>
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcomes:</b> At the end of this course the students will be able to understand the basic concepts of gender, gender roles and gender relations in the context of extension education. The students will be able to develop skills to design and implement gender responsive extension strategies that promote equality and empowerment.		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	<b>Social Construction of Gender</b> <ul style="list-style-type: none"> <li>• Concept of gender, difference between sex and gender</li> <li>• Cultural construction of gender- socialization and gender roles-historical and contemporary perspectives</li> <li>• Patriarchy and gender relations, • Changing status of women- influencing factors, role of women's movements.</li> <li>• Feminism, Feminist theories and gender perspectives • Demographic analysis</li> </ul>	15
II	<b>Gender and Development Perspectives</b> <ul style="list-style-type: none"> <li>• Concept and importance of women's development</li> <li>• Role and participation of women in development.</li> <li>• Theoretical frameworks and approaches towards women and development.</li> <li>• Policies and initiatives for women's development- international and national perspectives.</li> <li>• Globalization and its impact on Gender and development</li> </ul>	15

III	<p><b>Gender Issues and Empowerment</b></p> <ul style="list-style-type: none"> <li>• Problems, vulnerabilities and marginalization of women– <i>lifecycle approach</i></li> <li>• Issues and impact of marriage and kinship systems, <i>socio cultural practices</i>, health, education, livelihood, poverty– <i>access and control of resources on women's lives</i>.</li> <li>• Violence in women's lives- <i>concept, nature, impact</i></li> <li>• Women and work- <i>invisibility, opportunities and participation in workforce</i></li> <li>• Political participation of women and leadership</li> <li>• Women's empowerment problems and limitations.</li> <li>• International and national initiatives in <i>gender sensitization and supporting women empowerment</i>.</li> </ul>	15
IV	<p><b>Gender and Advocacy</b></p> <ul style="list-style-type: none"> <li>• Human Rights and Women- <i>women's right to development</i>.</li> <li>• Gender and Law- <i>Laws governing gender empowerment-social, legal and political perspectives</i>. Issues of enforcement of laws and women's protection.</li> <li>• Women's Development Programmes and policies: <i>National policy for empowerment of women, schemes and programmes</i>.</li> <li>• Women's empowerment and Media- <i>images and representation of women in different media, women's voice in media, participation in production</i>.</li> </ul>	15
<p><b>Suggested Reading</b></p> <ol style="list-style-type: none"> <li>1. Dube, L. (2001) <i>Anthropological Explorations in Gender-Intersecting Fields</i> New Delhi: Sage Publications.</li> <li>2. Goel, A. (2004) <i>Education &amp; Socio-Economic Perspectives of Women Development and Empowerment</i>. New Delhi: Deep &amp; Deep.</li> <li>3. Kishwar, M. (1994) <i>Off the Beaten Track – Rethinking Gender Justice for Indian Women</i>. Mumbai: Oxford University Press.</li> <li>4. Goel, A. (2004) <i>Violence and Protective Measures for Women Development and Empowerment</i>. New Delhi: Deep &amp; Deep.</li> <li>5. Goel, A. (2004) <i>Organisation &amp; Structure of Women Development and Empowerment</i>. New Delhi: Deep &amp; Deep.</li> <li>6. Krishna, S. (Ed) (2003) <i>Livelihood and Gender Equality in Community Resource Management</i>. New Delhi: Sage Publications.</li> <li>7. Powell, G. (1999) <i>Handbook of Gender &amp; Work</i>. London: Sage Publications.</li> </ol>		



M.A. (Home Science) 5<sup>th</sup> Year/ X Semester

**GE/HSc-10a**  
**Guidance and Counseling**

<b>GENERIC ELECTIVE (GE)-GE/HSc-10a</b> <b>Guidance and Counselling</b>		
<b>Programme - M.A.(Home Science)</b>	<b>Year-V</b>	<b>Semester-X</b>
<b>Course Title: Guidance and Counselling</b> <b>Course Code: GE/HSc-10a</b>		
<b>Credit:4</b>	<b>Total Lectures: 60</b>	
<b>Distribution of Marks - As per University Norms</b>		
<b>Course Outcome:</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Guidance: Meaning, scope and importance, objective and principles of guidance; need of educational guidance, different forms of guidance: group and individuals, types of guidance: educational, vocational and personal	15
II	Counselling Techniques: Concept, nature and scope of counselling, need and importance of counselling, types of counselling: directive, non-directive and eclectic, tools and techniques of counselling	15
III	Counselling as service, purpose of student counselling; client –counsellor relationship, nature and functions of a counsellor, characteristics and necessary qualities (personal and professional) of a good counsellors, qualification and training programme of counsellor	15
IV	Guidance of children with special needs, guidance of the gifted and creative students, role of teacher in Guidance, difference between guidance and counselling	15
<b>Suggested Reading</b>		
1.Dave Indu- The basic essentials of counselling 2.NCERT: Guidance and Counselling 3.Sarita Kumari and Monica Tomar – Guidance and Counselling 4. SS Chauhan- Principle and technique of guidance.		

*Handwritten signature*

M.A. (Home Science) 5<sup>th</sup> Year/ X Semester

## DISSERTATION

## DISSERTATION

Programme - M.A. (Home  
Science)

Year-V

Semester-X

DISSERTATION ON MAJOR OR DISSERTATION ON MINOR OR ACADEMIC  
PROJECT/ENTREPRENEURSHIP

Credit:06

Max Marks: 100 (75+25)

**Course Outcome:**

1. To learn how to select a Research Proposal based on research gap found during the literature survey or field observations.
2. The student will learn how to prepare synopsis.
3. The student will learn how to collect / analyze data and write Report based on the data.

Max Marks -100 (75+25) ( Evaluation by Internal and External Examiner)

Dissertation- 75

Internal Assessment-(Viva Voce + Attendance)25 (20+5)

The student will select a topic (based on their area of interest) with the help of the allotted supervisor by department. Dissertation submission to be followed as per University guidelines.