

National Education Policy-2020

Common Minimum Syllabus

for

**Four Year Undergraduate Programme- FYUP/
Honours Programme/Master's in Arts (Home Science)**

TO BE OFFERED BY

Soban Singh Jeena University, Almora , Uttarakhand

from

Academic Session 2025-26 onwards



Faculty of Arts

Department of Home Science

Soban Singh Jeena University, Almora , Uttarakhand

Soban Singh Jeena University, Almora, Uttarakhand

Faculty of Arts

Members of Study Council (Home Science)

for

Four Year Undergraduate Programme- FYUP/

Honours Programme/Master's in Arts (Home Science)

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Nomenclature of courses used in Choice Based Credit System

1. Discipline Specific Core (DSC) Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Discipline Specific Core (DSC) course.

2. Elective Course: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/ subject of study is referred to as Discipline Specific Elective. The University/ Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 Dissertation/Project: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. Ability Enhancement Courses (AEC): The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines.

AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.

3.2 AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Tentative course structure
Multi-disciplinary course of study (Three core disciplines)
Semesterwise distribution of DSC/DSE/GE/SEC FOR HOME SCIENCE

semester	Core (DSC)	Elective DSE	GE	AEC	SEC	Internship/ Apprenticeship/ Project	Value Addition Courses (VAC)	Total Credit
I	Discipline A1 (04 credits) DSC 01 Fundamentals of Nutrition and Human Development (Theory -3Credit) Practical (1 Credit) Cooking Skills and Healthy Recipe Development	-	Choose one from a pool of courses GE-1 (04 credits) Techniques of Food Preservations (04 credits)	Choose one from a pool of AEC courses (02 credits)	Choose one from a pool of SEC courses (02 credits) SEC 01 Housekeeping (02 credits)	-	Choose one from a pool of VAC courses (02 credits)	22 credits
	Discipline B1 (04 credits)							
	Discipline C1 (04 credits)							

II	Discipline A2 (04 credits) DSC 02 Introduction to Clothing, Fashion and Family Resource Management (Theory -3Credit) Practical (1 Credit) Practical based on Textile and Family Resource Management	-	Choose one from a pool of courses GE-2 (04 credits) GE 02 Entrepreneurs hip Management	Choose one from a pool of AEC courses (02 credits)	Choose one from a pool of SEC courses (02 credits) SEC 02 Fruits and Vegetables Preservation	-	Choose one from a pool of VAC courses (02 credits)	22 credits
	Discipline B2 (04 credits)							
	Discipline C2 (04 credits)							

Student on exit shall be awarded an undergraduate certificate (in the field of multidisciplinary study) after securing the required 44 credits on the completion of semester I and II

III	Discipline A3 (04 credits) DSC 03 Housing, Interior Decoration and Extension Education (Theory -3Credit) Practical (1 Credit) Interior Decoration and Development of Extension Teaching Aids	Choose one from a pool of courses DSE A/B/C (04 credits) OR Choose one from a pool of courses GE-3 (04 credits) DSE 01 Family finance management OR GE 03 Entrepreneurship for Small Catering units	Choose one from a pool of AEC courses (02 credits)	Choose one from a pool of SEC courses (02 credits) SEC 03 NGO Management and Corporate Social Responsibilit y	-	Choose one from a pool of VAC courses (02 credits)	22 credits
	Discipline B3 (04 credits)						
	Discipline C3 (04 credits)						

IV	Discipline A4 (04 credits) DSC 04 Communication Process and Human Development II (Theory -3Credit) Practical (1 Credit) Practical based on communication process and Human Development	Choose one from a pool of courses DSE A/B/C (04 credits) OR Choose one from a pool of courses GE-4 (04 credits) DSE 02 Early Childhood Care and Education OR GE 04 Food Processing and storage	Choose one from a pool of AEC courses (02)	Choose one from a pool of SEC courses (02) SEC 04 Food Safety, sanitation and hygiene	-	Choose one from a pool of VAC courses (02)	22 credits
	Discipline B4 (04 credits)						
	Discipline C4 (04 credits)						
Student on exit shall be awarded an undergraduate diploma (in the field of multidisciplinary study) after securing the required 88 credits on the completion of semester III and IV							

V	Discipline A5 (04 credits) DSC 05 Surface Ornamentation s of Fabrics (Theory -3Credit) Practical (1 Credit) Techniques of Surface Ornamentation of Fabrics	Choose one from a pool of courses DSE A/B/C (04 credits) OR Choose one from a pool of courses GE-5 (04 credits) DSE 03 Community Development and Program Planning OR GE 05 Community Development Organizations	-	SEC 05 Public Health Nutrition	Internship/ Apprenticeship/ Project/ Community Outreach (04)		22 credits
	Discipline B5 (04 credits)						
	Discipline C5 (04 credits)						

VI	Discipline A6 (04 credits) DSC 06 Dietetics and Therapeutic Nutrition (Theory -3Credit) Practical (1 Credit) Therapeutic Diet Preparation and Nutrient Evaluation	Choose one from a pool of courses DSE A/B/C (04 credits) OR Choose one from a pool of courses GE-6 (04 credits) DSE 04 Family Welfare and Community Education OR GE 06 Diet and Nutrition Counselling	-	SEC 06 Nutrition and Wellbeing	Internship/ Apprenticeship/ Project/ Community Outreach (04)		22 credits
	Discipline B6 (04 credits)						
	Discipline C6 (04 credits)						
	Student on exit shall be awarded a Bachelor of Arts (in the field of multidisciplinary study) after securing the required 132 credits on the completion of semester VI						Total= 132 credits

VII	DSC (04 credits) DSC 07 Advanced Fabric and Clothing Construction (Theory -3Credit) Practical (1 Credit) Clothing Construction	Choose three DSE courses (03*04 credits) OR Choose two DSC (02*04 credits) and one GE course (04 credits) OR Choose one DSC (04 credits) and two GE courses (02*04 credits) DSE 05 Research methods and statistics DSE 06 Theories of Human Development DSE 07 Advance food Science OR GE 07 Women Empowerment GE 08 Rural Sociology			Dissertation-I (6 Credits) (Dissertation on any RELEVANT TOPIC) (Problem Identification Review of Literature, Discusion on Research Tools) Progressive Mode		
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VIII	DSC (04 credits) DSC 08 Extension in Home Science (Theory -3Credit) Practical (1 Credit) Practical Aspects of Extension Education	Choose three DSE courses (03*04 credits) OR Choose two DSC (02*04 credits) and one GE course (04 credits) OR Choose one DSC (04 credits) and two GE courses (02*04 credits) DSE 08 Food safety and preservation DSE 09 Life span development DSE 10 Advance home management OR GE 09 Marriage and Family Dynamics GE 10 Consumer Education			Dissertation-1 (06 credits) (Data collection, Data Analysis, Report Writing and Presentation) Progressive Mode		
Student on exit shall be awarded a Bachelor of (in the field of multidisciplinary study) (Honours or Honours with Academic Project/ entrepreneurship) after securing the required 176 credits on the completion of semester VIII OR If a student opts for a 2-year PG program, they have the option to obtain a PG diploma in the core subject upon earning 44 credits after the second semester of the PG program							Total= 176 credits

IX	DSC (04 credits) DSC 09 Community nutrition (Theory -3Credit) Practical (1 Credit) Nutritional Assessment	Choose three DSE courses (03*04 credits) OR Choose two DSC (02*04 credits) and one GE course (04 credits) OR Choose one DSC (04 credits) and two GE courses (02*04 credits) DSE 11 Indian embroideries and dyeing and printing techniques DSE 12 Psychological Testing and Measurement DSE 13 Human Physiology OR GE 11 Child Welfare in India GE 12 Maternal and Child Nutrition			Dissertation 02 (6 Credits) (Dissertation on any Relevant topic) (Identification of Problem. Review of Literature Development of Research Tool) <u>Progressive Mode</u>		
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X	DSC (04 credits) DSC 10 Interior Decoration (Theory -3Credit) Practical (1 Credit) Practical on Interior Decoration	Choose three DSE courses (03*04 credits) OR Choose two DSC (02*04 credits) and one GE course (04 credits) OR Choose one DSC (04 credits) and two GE courses (02*04 credits) DSE 14 Gender in Extension DSE 15 Entrepreneurship Development DSE 16 Children with Special Needs OR GE 13 Apparel Industry and Quality Assessment GE 14 Guidance and Counselling			Dissertation-2 (6 Credits) (Data Collection, Data Analysis, Report writing and presentation)		
Students on exit shall be awarded a Master's in Home Science after securing the requisite 220 credits on the completion of semester X.							Total= 220

SEMESTER WISE LIST AND TITLE OF COURSES
FOR
FOUR YEAR UNDERGRADUATE PROGRAMME- FYUP/ HONOURS PROGRAMME/
MASTER'S IN ARTS (HOME SCIENCE)

Programme Requirements- Any student who has passed intermediate or equivalent examination can opt for Home Science in faculty of Arts program at undergraduate level.

Abbreviations-

DSC-Discipline Specific Course;

DSE-Discipline Specific Electives;

GE-Generic Electives;

SEC-Skill Enhancement Course;

Year	Semester	Course code	Paper Title	Theory / Practical	Credits
First	I	HSC DSC 01	Fundamentals of Nutrition and Human Development	Theory	03
			Cooking Skills and Healthy Recipe Development	Practical	01
		HSC GE 01	Techniques of Food Preservation	Theory	04
		HSC SEC 01	House Keeping	Theory	02
	II	HSC DSC 02	Introduction to Clothing, Fashion and Family Resource Management	Theory	03
			Clothing and Textile	Practical	01
		HSC GE 02	Entrepreneurship Management	Theory	04

		HSC SEC 02	Fruits and Vegetables Preservation	Theory	02
Undergraduate Certificate (in the field of Multidisciplinary study)					
Year	Semes ter	Course code	Paper Title	Theory / Practic al	Credits
Secon d	III	HSC DSC 03	Housing, Interior Decoration and Extension Education	Theory	03
			Interior Decoration and Development of Extension Teaching Aids	Practical	01
		HSC DSE 01	Family finance management	Theory	04
		HSC GE 03	Entrepreneurship for Small Catering units	Theory	04
		HSC SEC 03	NGO Management and Corporate Social Responsibility	Theory	02
	IV	HSC DSC 04	Communication Process and Human Development II	Theory	03
			Practical based on communication process and Human Development	Practical	01
		HSC DSE 02	Early Childhood Care and Education	Theory	04
		HSC GE 04	Food Processing and storage	Theory	04
		HSC SEC 04	Food Safety, sanitation and hygiene	Theory	02
Undergraduate Diploma (in the field of Multidisciplinary study)					

Year	Semester	Course code	Paper Title	Theory / Practical	Credits
Third	V	HSC DSC 05	Surface Ornamentation of Fabrics	Theory	03
			Techniques of Surface Ornamentation of Fabrics	Practical	01
		HSC DSE 03	Community Development and Programme Planning	Theory	04
		HSC GE 05	Community Development Organizations	Theory	04
		HSC SEC 05	Public Health Nutrition	Theory	02
		HSC IAPC -01	Internship/ Apprenticeship/ Project/ Community Outreach		04
	VI	HSC DSC 06	Dietetics and Therapeutic Nutrition	Theory	03
			Therapeutic Diet Preparation and Nutrient Evaluation	Practical	01
		HSC DSE 04	Family Welfare and Community Education	Theory	04
		HSC GE 06	Diet and Nutrition Counselling	Theory	04
		HSC SEC 06	Nutrition and Wellbeing	Theory	02
		HSC IAPC -02	Internship/ Apprenticeship/ Project/ Community Outreach		04
Bachelors of Arts (in the field of Multidisciplinary study)					

Year	Semester	Course code	Paper Title	Theory / Practical	Credits
Fourth	VII	HSC DSC 07	Advanced Fabric and Clothing Construction	Theory	03
			Clothing Construction	Practical	01
		HSC DSE 05	Research methods and statistics	Theory	04
		HSC DSE 06	Theories of Human Development	Theory	04
		HSC DSE 07	Advance Food Science	Theory	04
		HSC GE 07	Women Empowerment	Theory	04
		HSC GE 08	Rural Sociology	Theory	04
		Dissertation	Dissertation on Major OR Dissertation on Minor OR Academic Project/ Entrepreneurship		06
	VIII	HSC DSC 08	Extension in Home Science	Theory	03
			Practical Aspects of Extension Education	Practical	01
		HSC DSE 08	Food safety and preservation	Theory	04
		HSC DSE 09	Life span development	Theory	04
		HSC DSE 10	Advance home management	Theory	04
		HSC GE 09	Marriage and Family Dynamics	Theory	04
		HSC GE 10	Consumer Education	Theory	04

		Dissertation	Dissertation on Major OR Dissertation on Minor OR Academic Project/ Entrepreneurship	06
Bachelors of Arts (in the field of Multidisciplinary study) with Honours				

Year	Semester	Course code	Paper Title	Theory / Practical	Credits
Fifth	IX	HSC DSC 09	Community Nutrition	Theory	03
			Nutritional Assessment	Practical	01
		HSC DSE 11	Indian Embroideries and dyeing and printing techniques	Theory	04
		HSC DSE 12	Psychological Testing and Measurement	Theory	04
		HSC DSE 13	Human Physiology	Theory	04
		HSC GE 11	Child Welfare in India	Theory	04
		HSC GE 12	Maternal and Child Nutrition	Theory	04
		Dissertation	Dissertation on Major OR Dissertation on Minor OR Academic Project/ Entrepreneurship		06
	X	HSC DSC 10	Interior Decoration	Theory	03
			Practical on Interior Decoration	Practical	01
		HSC DSE 14	Gender in Extension	Theory	04
		HSC DSE 15	Entrepreneurship Development	Theory	04
		HSC DSE 16	Children with Special Needs	Theory	04

		HSC GE 13	Apparel Industry and Quality Assessment	Theory	04
		HSC GE 14	Guidance and Counselling	Theory	04
		Dissertation	Dissertation on Major OR Dissertation on Minor OR Academic Project/ Entrepreneurship		06
Masters of Arts (Home Science)					

Programme Specific Outcomes (PSOs)
for
Soban Singh Jeena University Almora
Four Year Undergraduate Programme- FYUP/Honours Programme

After this programme, the learners will be able to:

PSO 1

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, ultimately aiming to improve quality of life and contribute to a better society.

PSO 2

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.

PSO 3

Equip learners with practical skills in meal-planning, preparation of recipes, apparel construction, home management, and child development

PSO 4

Understands the physical, emotional, and cognitive development of children.

PSO 5

Gain knowledge in fabric selection, garment construction, and maintenance.

Programme Specific Outcomes (PSOs)
for
Soban Singh Jeena University Almora
Master's in Arts (Home Science)

After this programme, the learners will be able to:

PSO 1

Develop a sophisticated understanding of discipline of Home Science, including key concepts, methodologies, and debates in the field, and apply these theories effectively to analyze the survey/ practical work.

PSO 2

Investigate significant problems or trends within the field of home science, such as nutritional deficiencies, child development challenges, or effective home management practices.

PSO 3

Promote research and innovation and design (product) development favoring all the disciplines in home science.

PSO 4

Add to the existing body of knowledge in home science by presenting new findings, theories, or perspectives

PSO 5

Inculcate both generic and subject-specific skills to succeed in the employment market and standards of life.

PSO 6

Assess and aim to improve the social impact of home science practices, focusing on areas like community health, family dynamics, or sustainable living.

PSO 7

Suggest policy changes or new policies that could improve outcomes in areas like public health, family welfare, or consumer rights.

List of Discipline Specific Core (DSC)- Home Science
for

Soban Singh Jeena University Almora

Four Year Undergraduate Programme- FYUP/

Honours Programme/Master's in Arts (Home Science)

S.No.	Course Code	Course Title	Credits	Semester
1.	DSC 01	Fundamentals of Nutrition and Human Development	03+01 = 04	I
2.	DSC 02	Introduction to Clothing, Fashion and Family Resource Management	03+01 = 04	II
3.	DSC 03	Housing, Interior Decoration and Extension Education	03+01 = 04	III
4.	DSC 04	Communication Process and Human Development II	03+01 = 04	IV
5.	DSC 05	Surface Ornamentation of Fabrics	03+01 = 04	V
6.	DSC 06	Dietetics and Therapeutic Nutrition	03+01 = 04	VI
7.	DSC 07	Advanced Fabric and Clothing Construction	03+01 = 04	VII
8.	DSC 08	Extension in Home Science	03+01 = 04	VIII
9.	DSC 09	Community Nutrition	03+01 = 04	IX
10.	DSC 10	Interior Decoration	03+01 = 04	X

List of Discipline Specific Elective (DSE)- Home Science
for
Soban Singh Jeena University Almora
Four Year Undergraduate Programme- FYUP/
Honours Programme/Master's in Arts (Home Science)

S.No.	Course Code	Course Title	Credits	Semester
1.	DSE 01	Family Finance Management	04	III
2.	DSE 02	Early Childhood Care and Education	04	IV
3.	DSE 03	Community Development and Program Planning	04	V
4.	DSE 04	Family Welfare and Community Education	04	VI
5.	DSE 05	Research Methods and Statistics	04	VII
6.	DSE 06	Theories of Human Development	04	VII
7.	DSE 07	Advance Food Science	04	VII
8.	DSE 08	Life Span Development	04	VIII
9.	DSE 09	Advance Home Management	04	VIII
10.	DSE 10	Food Safety and Preservation	04	VIII
11.	DSE 11	Indian Embroideries, Dyeing and Printing Techniques	04	IX
12.	DSE 12	Psychological Testing and Measurement	04	IX
13.	DSE 13	Human Physiology	04	IX
14.	DSE 14	Gender in Extension	04	X
15.	DSE 15	Entrepreneurship Development	04	X
16.	DSE 16	Children with Special Needs	04	X

List of General Elective (GE) Courses- Home Science
for
Soban Singh Jeena University Almora
Four Year Undergraduate Programme- FYUP/
Honours Programme/Master's in Arts (Home Science)

S.No.	Course Code	Course Title	Credits	Semester
1.	GE 01	Techniques of Food Preservation	04	I
2.	GE 02	Entrepreneurship Management	04	II
3.	GE 03	Entrepreneurship for Small Catering Units	04	III
4.	GE 04	Food Processing and Storage	04	IV
5.	GE 05	Community Development Organizations	04	V
6.	GE 06	Diet and Nutrition Counselling	04	VI
7.	GE 07	Women Empowerment	04	VII
8.	GE 08	Rural Sociology	04	VII
9.	GE 09	Marriage and Family Dynamics	04	VIII
10.	GE 10	Consumer Education	04	VIII
11.	GE 11	Child Welfare in India	04	IX
12.	GE 12	Maternal and Child Nutrition	04	IX
13.	GE 13	Apparel Industry and Quality Assessment	04	X
14.	GE 14	Guidance and Counseling	04	X

List of Skill Enhancement Courses (SEC)- Home Science
for
Soban Singh Jeena University Almora
Four Year Undergraduate Programme- FYUP/
Honours Programme/Master's in Arts (Home Science)

S.No.	Course Code	Course Title	Credits	Semester
1.	SEC 01	Housekeeping	02	I
2.	SEC 02	Fruit and Vegetable Preservation	02	II
3.	SEC 03	NGO management and Corporate Social Responsibility	02	III
4.	SEC 04	Food Safety, Sanitation and Hygiene	02	IV
5.	SEC 05	Public Health Nutrition	02	V
6.	SEC 06	Nutrition and well-being	02	VI

Syllabus of Courses offered in Semester I

DSC 01

Fundamentals of Nutrition and Human Development

Credit 04 (Theory 03; Practical 01)

Programme - B.A./Certificate	Year- 01	Semester 01
Subject- Home Science		
Course Code- HSC DSC 01		
Course Title- Fundamentals of Nutrition and Human Development		
Credit Distribution- 03+ 01		Total No. of hours = 45+ 30
Course Outcome- The student at the completion of the course will be able to: • Understand the role of nutrients and apply the concept of a balanced diet to maintain good health. • Learn about various cooking methods and gain practical skills in preparing nutrient-rich foods. • Understand the stages, principles, and factors influencing human development from conception to infancy.		
THEORY (03 Credit)		
Unit	Topics	No. of lectures
1.	Home Science and its relevance in the current era. Contribution made by Indian Home Scientists i.e. Swaminathan, C.V. Gopalan, S.K. Dey, Rabindra Nath Tagore, Shanti Ghosh, etc.	06
2.	Food and Nutrition- meaning, classification and function, basic food groups, importance of basic food groups, balanced diet, concept of nutrition and health Macro Nutrients (Carbohydrates, Fat, Protein and Energy) and Micro nutrients (Vitamins and Minerals)- sources, functions, requirement and deficiency diseases	14
3.	Preliminary preparations before cooking, Cooking Methods- Dry and Moist Heat	06

	methods; importance; advantages and disadvantages; Preservation of Nutrients while Cooking; Traditional methods of enhancing nutritional value of foods-germination, fermentation, etc.	
4.	Introduction to Human Development Concept, definition and need to study human development; domains of development, Stages of development, Principles of growth and development.	06
5.	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.	06
6.	Infancy Developmental task during infancy; Physical and motor development; Social and emotional development; Cognitive and language development; Common ailments of babyhood	07
PRACTICAL - Cooking skills and Healthy Recipe Development		(Credit 01)
1.	● Basic Cooking skills ● Weighing of raw materials, purchasing for various food items ● Preparation of various dishes using different methods of cooking- Boiling/steaming; Roasting; Frying- Deep/ shallow; Pressure cooking; Hot air cooking; Baking ● Different styles of cutting fruits and vegetables. ● Salad decoration and salad dressing ● Table Setting and Napkin Folding ● Preparation of nutrient rich dishes- Protein rich dish; Carbohydrate rich dish; Fat rich dish; Vitamins rich dish; Minerals rich dish and Fiber rich dish	30
Suggested Reading 1. Dr. Brinda Singh, Manav Sharir evam Kriya Vigyan Panchchee Prakashan, Jaipur,		

2015, 15th Ed.
2. Chatterjee, C.C, “Human Physiology” Medical Allied Agency: Voll, II.
3. Textbook of Biology for 10+2 Students (NCERT)
4. Sumati R Mudambi, “Fundamentals of Food Nutrition and Diet Therapy”, New Age International Pvt. Ltd, New Delhi, 6th Ed. (2018)
5. Punita Sethi and Poonam Lakda, “Aahar Vigyan, Suraksha evam Poshan”; Elite Publishing House, New Delhi; 2015
6. Dr. Anita Singh, Aahar Evam Poshan Vigyan, Star Publication, Agra
7. Dr. Devina Sahai, Aahar Vigyan, New Age International Publishers, New Delhi.
8. Berk, L. E. Child Development New Delhi: Prentice Hall (2005)(5th ed.).

GE 01

Techniques of Food Preservation

Credit 04 (Theory)

Programme - B.A. / Certificate	Year- 01	Semester 01
Subject- Home Science		
Course- HSC GE 01		
Course Title- Techniques of Food Preservation		
Credit Hours- 04	Total No. of hours = 60	
Distribution of Marks- As per University norms		
Course Outcome- 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 techniques for various food commodities based on their nature. • prepare value added preserved products at small-scale.		
THEORY (04 Credit)		
Unit	Topics	No. of lectures
1.	Introductory Food Microbiology- Principles of Food Preservation, microorganisms associated with foods- bacteria, yeast and mold, Importance of bacteria, yeast and molds in foods. Classification of microorganisms based on temperature, pH,	12

	nutrient and oxygen requirements. Classification of food based on pH, Food infection, food intoxication, definition of shelf life, perishable foods, semi perishable foods, and shelf stable foods.	
2.	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. Food Preservation by high temperature- Sterilization, Pasteurization, and blanching.	10
3.	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.	10
4.	Food Preservation by Irradiation Introduction, units of radiation, kinds of ionizing radiations used in food irradiation, mechanism of action, uses of radiation processing in the food industry.	10
5.	Traditional Methods of Food Preservation a) Smoking b) Sun drying c) Pickling/ Salting d) Fermentation Modern Emerging Technologies in food preservation-	10
6.	Visit and field work – Visit to food processing unit (such as fruit and vegetable processing unit, milk processing unit, cold storage plant etc.) to observe various production processes, quality control processes and report writing	08
Suggested Reading 1. B. Srilakshmi, Food Science, New Age Publishers, 2002 2. Meyer, Food Chemistry, New Age, 2004 3. A.S. Bawa, P.S. Raju and O.P. Chauhan. 2020. Food Science. New India Publishing		

agency, New Delhi.

4. Frazier WC and Westhoff DC, Food Microbiology, TMH Publication, New Delhi, 2004
5. B. Sivasankar. (2004). Food Processing and Preservation. Prentice-Hall of India Pvt. Ltd, New Delhi.
6. Desrosier, N.W. (1963). The Technology of Food Preservation, AVI Publications.
7. Gustavo V. Barbosa-Canovas (Ed), Grahame W. Gould (Ed). (2000). Innovations in Food Processing (Food Preservation Technology Series) : CRC Publishers
8. Ramaswamy, H.S. & Michele Marcott. (2005). Food Processing – Principles & Applications; CRC Publications

HSC SEC 01

Housekeeping

Credit 02 (01+01)

Programme - B.A. / Certificate		Year- 01	Semester 01
Subject- Home Science			
Course code- HSC SEC 01			
Course Title- Housekeeping			
Credit Hours- 02 (01+01)		Total No. of hours = 15+30	
Distribution of Marks- As per University norms			
Course Outcome- The student at the completion of the course will be able to: ● To learn about the fundamentals and scope of housekeeping in various sectors.			
Theory			
Unit	Topics		No. of lectures
1.	Housekeeping Department Role of housekeeping in the hospitality industry; Layout of Housekeeping department, Planning, organization & communication of Housekeeping activities; Co-ordination with other departments; Roles/responsibilities of personnel in the housekeeping department.		03
2.	Cleaning Activity and Pest Control Cleaning agents- selection and use for different surface; Cleaning Equipment- selection, care		04

	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	
3.	House accidents, fire safety and First Aid- Types of accidents commonly occur in hospitality institutions, methods to avoid and/or reduce, fire safety measures in the institution, first aid for commonly occurring health problems.	04
4.	Laundry 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	04
5.	Practical ● Visit to establishment to get familiar with the role of house keeping ● Make a list of activities which house keeper must look after in an establishment ● Prepare a report on job specification and description of various housekeeping personnel ● List the requirements for cleaning unit or laundry unit attached to and establishment ● Visit hospital /clinic and list the disease caused due to neglect of personal hygiene ● Prepare a first aid box learn to operate fire extinguishers and report any emergency ● Practice various means of eradication of pests like cockroaches, mosquitoes, white ants etc.	30

Suggested Reading

1. Asler, (1970). Management of Hospitality Operations, Bobbs Merrill, London.
2. Andrew Sudhir (1985). Hotel Housekeeping- Training Manual. Tata McGraw-Hill Publishing Co. Ltd., New Delhi.
3. Charavarti, B.K. (1991). A technical guide to Hotel Operation, Metropolitan Book Co. Pvt. Ltd., and New Delhi.
4. David, M.Allen. (1983). Accommodation and cleaning service, Vol. 1 & 2. Hutchinson Publishing Group, London.
5. Gladwell Derek: Practical Maintenance of equipment for hoteliers, Licenses and caterers, (1963). Barrie & Rockliff, London.
6. Hurst Rosemary (1984). Accommodation Management for Hostel and residential establishment. Heinemann publisher, London, U.K.
7. Hurst Rosemary (1971). Service and Maintenance for Hotel and Residential establishment. William Heinemann Ltd., London, U.K.
8. Rajeev Kumar. (2023). Fundamentals of Housekeeping. Notion Press, Chennai.
9. Shirke Gajanan. (2014). Housekeeping Management. Shroff Publishers & Distributors Pvt Ltd. Mumbai.

Courses offered in Semester II**BA (Home Science)****DSC 02****Introduction to Clothing, Fashion and Family Resource Management****Credit 04 (Theory 03; Practical 01)**

Programme - B.A./Certificate	Year- 01	Semester- 02
Subject- Home Science		
Course Code- HSC DSC 02		
Course Title- Introduction to Clothing, Fashion and Family Resource Management		
Credit Hours- 03+ 01		Total No. of hours = 45+ 30
Course Outcome- The student at the completion of the course will be able to: • Understand the differences among various fabrics, their manufacturing processes, and the basic concepts of clothing and fashion. • Gain foundational knowledge of family resource management and effective decision-making across the life cycle.		
THEORY (03 Credit)		
Unit	Topics	No. of lectures

1.	Introduction to Clothing and Textile- Its importance in day-to-day life; scope; classification of textile fibers; Primary and Secondary properties of fibers; Identification of fibers: visual test, microscopic test, chemical test and burning test	08
2.	Knowing Fibers Manufacture, processing, properties and uses of • Cellulosic Fiber -Cotton, Linen, Jute, Hemp • Protein Fibers-Wool, Silk • Synthetic/Manmade Fibers-Nylon, Polyester, Acrylic, Rayon	08
3.	Clothing Construction (a) Tools for Clothing construction (b) Introduction to sewing machine, its parts and maintenance, (c)Importance of Drafting, Flat pattern techniques (d) Fabric preparatory steps for stitching a garment-preshrinking, straightening, layout, pinning, marking and cutting	08
4.	Introduction to Fashion- Fashion terminologies; Theories of fashion adoption-trickle-down theory, trickle across theory, bottom-up theory; factors affecting fashion	08
5.	Introduction to Home Management Basic concepts, purpose and obstacles of management; process of home management–Planning, Organization, Controlling and Evaluation. Motivating factors in management –Values, Goals and Standards	05
6.	Family Resources Meaning, characteristics, types and factors affecting the use of resources. Family life cycle- Stages of family lifecycle and utilization of resources Decision making- Concept and characteristics, steps and role of decision making in management, types of decision, factors influencing decision process.	08

PRACTICAL - Clothing and Textile		(Credit 01)
1.	A. Identification of Fiber and fabrics - Fiber Identification Tests-Visual, Burning and Microscopic test- Natural and Synthetic, Pure and blended fibers B. Learning to Stitch- (a) Knowing how to stitch-straight-line stitching, stitch in gat curves and corners (b)Basic Stitching-Temporary Stitching, Permanent and decorative stitching C. Basic Sewing -(a) Seams-Plain seams and its finishing, run and fell seam, French seam (b)Attaching different fasteners (c) Disposal of fullness-darts, gathers, tucks and pleats (d) Neckline Finishing- Facing & Binding	30
Suggested Reading 1. Colbmen P Bernard: Textiles Fiber to Fabric 2. Hollen & Saddler: Introduction to Textile 3. Joseph M: Introduction to Textiles 4. Trotman: Textile Fiber Science 5. Cutting Tailoring and Dress Making: National open School, B-31-Kailash Colony, New Delhi-96-3 6. R Bhatia & C Arora (1999), Introduction to Clothing and Textile, Printed by Macho Printery, Raopura, Baroda. 7. Complete Guide to Sewing by Reader's Digest: published by the Reader's Digest Association (Canada) Ltd. Montreal-Pleasantville, NY, 2002. 8. Deacon R.E. and Firebaugh F.M. (1998) Family Resource Management-Principles and application. N. Delhi: Roy Houghton Mifflin Company. 9. Faulkner,R. And Faulkner, S. (1961). Management for Modern Families. New Delhi: Sterling Publisher Ltd. 10. MoorthyG.(Ed.).(1985).HomeManagement.N.Delhi.:AryaPublishers,Mullick,P.Textbook of Home Science. Ludhiana : Kalyani Publishers. 11. Nickell,P.,andDorsey,J.M.(2002).ManagementinFamilyLiving.NewDelhi:CBS Publishers (ISBN13:9788123908519) 12. Patni Manju & Sharma Lalita,Grah Prabandh, Star Publication Agra 13. Varma, Pramila.Vastra Vigyan Avam Paridhan: Madhya Pradesh Hindi Granth Academy,Bhopal. 14. Varghese, M.A, Ogale, N.Nand Srinivasan,K. (2001). Home Management. New Delhi, New Age International (P) Ltd. 15. Varghese, M.A. House hold Equipment Manual, S.N.D.TWomen's University, Mumbai. 16. Suggestive digital platform web links-Svayam Portal, http://heecontent.upsdc.		

GE 02
Entrepreneurship Management
Credit 04 (Theory)

Programme - B.A. / Certificate	Year- 01	Semester 02
Subject- Home Science		
Course- HSC GE 02		
Course Title- Entrepreneurship Management		
Credit Hours- 04	Total No. of hours = 60	
Distribution of Marks- As per University norms		
Course Outcome- The student at the completion of the course will be able to: ● Explain the core concept of entrepreneurship, including its role in economic development ● Understand and identify the characteristics of an entrepreneur. ● Identify and Create business opportunities. Acquire skills to create comprehensive business plans.		
THEORY (03 Credit)		
Unit	Topics	No. of lectures
1.	Entrepreneurship - Definition, need, scope and characteristics of entrepreneurship development and employment promotion ,Identification of Opportunities.	12
2.	Entrepreneur and enterprise- entrepreneurial qualities, assessing entrepreneurial qualities, environment scanning and opportunity identification. Methods source and type of opportunity, assessment criteria and profiling opportunities.	10
3.	Infrastructure and support system- Industrial support agencies; procedure and steps involved in setting up an enterprise, sources of information and industry organization.	10
4.	Enterprise management- Basic management concepts, personnel management, product	10

	management, material management, financial management and accounting, market management, crisis management.	
5.	Project planning- 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	10
6.	Interaction with entrepreneurs and report writing, visit to any entrepreneurial unit and report writing	08
Suggested Reading 1. Ramachandran, Entrepreneurship Development, Me Graw Hill 2. Katz, Entrepreneurship Small Business, Mc Graw Hill 3. Byrd Megginson, Small Business Management An Entrepreneur's Guidebook 7th ed, McGrawHill 4. Fayolle A (2007) Entrepreneurship and new value creation. Cambridge, Cambridge University Press 5. Hougaard S. (2005) The business idea. Berlin, Springer 6. Lowe R & S Marriott (2006) Enterprise: Entrepreneurship & Innovation. Burlington, Butterworth Heinemann		

SEC 02

Fruit and Vegetable Preservation

Credit 02

Programme - B.A. / Certificate	Year- 01	Semester 02
Subject- Home Science		
Course- HSC SEC 02		
Course Title- Fruit and Vegetable Preservation		
Credit Hours- 02 (01+01)		Total No. of hours = 30
Distribution of Marks- As per University norms		
Course Outcome- The student at the completion of the course will be able to:		

● Identify various types of fruits and vegetables and explain their nutritive value. ● Understand the fragile nature of fruits and vegetables and causes for their damage. ● Explain various methods of preservation for fresh fruits and vegetables. ● Get to know the value-added products made from fruits and vegetables.		
Theory		
Unit	Topics	No. of lectures
1.	Introduction to fruits and vegetables- Fruits: Definition, elementary knowledge, types and classification of fruits (fleshy and dry) with local /common examples. Vegetables: Definition, elementary knowledge, types and classification of vegetables (root, leafy, stem, flower and fruit) with local/ common examples. Importance of fruits and vegetables in human nutrition. Concept of perishable plant products – maturation and spoilage, shelf life; preservation – need for preservation of fruits and vegetables. Reasons for spoilage of fruits and vegetables.	05
2.	● Fruits – ripening and biological aging; storage and preservation concerns. ● Fruit preservation at room temperature as juices and squashes ● Preservation of fruits by application of heat; making of fruit products (jams, jellies). ● Preservation by dehydration, -Drying of fruits and vegetables ● Pickles and causes of spoilage of pickles.	05
3.	Vegetables -losses after harvesting and causes; problems in handling and storage. Modern methods of packaging and storage to reduce losses. Preservation of sliced vegetables in factories by canning and bottling	05
Practical		
4.	a. Invited lecture and demonstration by local expert.	15

	b. Report writing on various types of locally available fruits and vegetables. c. Hands on training on making fruit juices, jams, jellies and pickles. d. Preservation of vegetables by drying and dehydration. e. Report making and presentation of various preserved fruit products available in the local market. f. Hands on training on making potato, colocasia and banana chips.	
Suggested Reading 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. Website links- https://nchfp.uga.edu/		

Courses offered in Semester III

BA (Home Science)

DSC 03

Housing, Interior Decoration and Extension Education

Credit 04 (Theory 03; Practical 01)

Programme - B.A. / Diploma	Year- 02	Semester 03
Subject- Home Science		
Course - HSC DSC 03		
Course Title- Housing, Interior Decoration and Extension Education		
Credit Hours- 03+ 01	Total No. of hours = 45+ 30	
Course Outcome- The student at the completion of the course will be able to: • Understand housing needs, site selection, and residential planning along with the principles of design for aesthetic living.		

● Gain knowledge of extension education concepts and develop skills for effective teaching and learning. ● Acquire the ability to use modern audio-visual aids to enhance communication and educational outreach.		
THEORY (03 Credit)		
Unit	Topics	No. of lectures
1.	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.	05
2.	House Planning: Principles of house planning, Planning house for different income groups. Types of Kitchens	07
3.	Interior Designing: Introduction to Interior designing. Objective of interior decoration. Elements of Art- Line, Shape, Texture, Colour, Pattern, Light and Space Principle of design-Proportion, Balance, Rhythm, Emphasis, Harmony.	10
4.	Extension Education: Meaning, Concepts, Objective, Scope, Principles, need and importance; Early Extension Efforts in India; Formal and Non-Formal Education.	08
5.	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- Classification, Factors guiding the selection and use of Extension teaching methods. Audio- visual Aids: Definition, Importance, Classification, Selection, Preparation and effective use of Audio-visual aids	15
PRACTICAL - Interior Decoration and Development of Extension Teaching Aids (Credit 01)		

1.	• Preparation of Color wheels and Color schemes- 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. Plans and elevation of different furniture pieces. Preparing drawings for furniture arrangements considering incomes, size and needs of family. Draw House Plans with Standard Specifications and Furniture Layout. Preparation of Projected aids (PowerPoint presentation, Slides) 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	30
Suggested Reading 1. Khanuja. Reena(2018) Grah Vyavastha avam Grah Sajja. Agarwal Publications, Agra ISBN:978-93-81124-96-3 2. Patni Manju & Sharma Lalita, Grah Prabandh, Star publications Agra. 3. Craig,H.T. and Rush,O.D.(1966).Homes with Character.Heath,1966. 4. Faulkner, R., and Faulkner, S., (1961). Inside Today's Home. Rev. ed., New York: Holt, Rinehart & Winston, Inc. 5. Goldstein. H& Goldstein.V. (1954) Art in Everyday Life Macmillan Publishers. 6. Rutt,A. H. (1963)Home furnishing, John Wiley & Sons, Inc.; 7. Supriya ,K.B.(2004).Landscape gardening and designing with plants. Pointer Publishers. 8. Teresa,P.Lanker.(1960).FlowerArranging:Step–by-step Instructions for Everyday Designs Florist Review 9. Aggarwal, R. (2008).Communication-todayandtomorrow. NewDelhi:Sublime Company 10. Dubey V.K., Srivastava Archana, Agrawal Garima, Grah Vigyan Prasar avam Sampreshan, Star Publications Agra. 11. Harpalini B. D. Patni. Manju. Prasar Shiksha Avam Sanchar. Star Publications. Agra. ISBN978-93-81246		

12. Shaw Geeta Pushp, Shaw Jois Sheela, Prasar Shiksha ,Vinod Pustak Mandir Agra. ISBN81-7457-104-3
13. Dhahama,O.P.,&Bhatnagar,O.P.(1988).“EducationandCommunicationforDevelopment” .New Delhi.- Oxford and IBH Publish in Co.Pvt. Ltd.
14. Jaipal Singh.”Prasar Shiksha avam Gramin Vikas” SR Scientific publications, Agra
15. Reddy A.(1987).”Extension Education”. Bapatha, Andhra Pradesh, India: Sreelakshmi Press.
16. SupeA.N.(1983).An introduction to Extension Education, Delhi: Oxford IBH publishing

DSE 01

Family Finance Management

Credit 04 (Theory)

Programme - B.A. / Diploma	Year- 02	Semester 03
Subject- Home Science		
Course- DSE 01		
Course Title- Family Finance Management		
Credit Hours- 04	Total No. of hours = 60	
Distribution of Marks- As per University norms		
Learning Outcome- The student at the completion of the course will be able to: ● Acquire knowledge of income, saving and investment management in the changing socio-economic environment. ● Develop an understanding about the issues related to consumer protection, legislative measures and redressal mechanisms. ● Gain conceptual knowledge of critically evaluating and designing various consumer aids. ● Understanding schemes and services by bank and post office.		
Syllabus		
Unit	Topics	No. of lectures
1.	Income- concepts, productive income, money income, hidden income, limits and factors affecting fluctuations in real income, depreciation in money value, inflation, deflation,	08

	consumer price index. ; Money as a crucial resource in economic welfare	
2.	Saving Saving, methods of saving, institutions for saving, Investment: methods of investment- Mutual funds, shares, debentures, dividends	10
3.	Budget Budget: Definition, Types, Importance, Principles, Characteristics of good budget, steps in making budget and misconceptions, household budget, factor affecting budget	10
4.	Financial management Financial management, Financial Planning, Family Income, Financial Spending Plans, Methods of handling Money, Family life stages and use of Money, Record keeping, Account keeping	10
5.	Taxation Taxation, type of taxation and its effect, value added tax, Income Tax: Income tax slabs, Pan card, information regarding taxation, income tax section, tax rebate, tax evasion, advantages and disadvantages, principles of sound taxation system, spending plan	12
6.	Expert lectures to be arranged for students by experts from commerce/economics/financial back ground	08
Suggested Reading 1. Dr F C Sharma & C S Rachit Mittal, financial management, SBPD Publications. 2022 2. Premavarthy Seetharaman, Preeti Mehra & Sonia Batra Family Resource Management , CBS Publisher and Distributors Pvt Ltd , 2015		

GE 03

Entrepreneurship for Small catering units

Credit 04 (Theory)

Programme - B.A. / Diploma	Year- 02	Semester 03
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Subject- Home Science		
Course- Generic Elective 03		
Course Title- Entrepreneurship for Small catering units		
Credit Hours- 04		Total No. of hours = 60
Distribution of Marks- As per University norms		
Course Outcome- The student at the completion of the course will be able to: ● Acquire fundamental knowledge of menu planning and resource management in a food service establishment. ● Develop understanding of recipe standardization and quantity food production. ● Develop understanding of making a business plan for a small food service unit. ● Apply the knowledge gained for starting a successful food service unit.		
THEORY (04 Credit)		
Unit	Topics	No. of lectures
1.	Introduction to Food Service Management ● Basics of management and food service for a small food establishment ● Principles of Management ● Functions of Management ● Types of food service systems	12
2.	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	10
3.	Resource Management in a Food Service Unit	10

	• Understanding fundamentals of space, personnel and financial management • Types of kitchen areas, Flow of work and work area relationship • Equipment: Factors affecting selection of equipment, Equipment needs for different situations	
4.	Personnel Management: Functions of a personnel manager, Factors to consider while planning the kind and number of personnel Financial Management: Importance of financial management, Budgets and budgeting process, Cost concepts	10
5.	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	10
6.	Project work- Visit to a catering unit, studying its functioning and various operations and report writing	08

Suggested Reading

1. Sanjeet sharma & Prerna, Udhyamita Ewam Laghustariya Vyawsay, VK Global Publication private Limited, 2023.
2. Lora Arduser and Douglas Robert Brown, The Professional Caterer's Handbook, Atlantic Publishing Company, 2006
3. Mohini Sethi, Catering Management - An Integrated Approach 4th Ed. New Age International Publishers, New Delhi.
4. Sethi, M. (2005). Catering management: An integrated approach. New Age International.
5. Bagchi, S. N. (2009). Food service management. Aman Publishing House.
6. NIIR Board. (2015). How to start a small scale catering business. National Institute of Industrial Research.
7. National Skill Development Corporation (NSDC). (n.d.). Food and beverage service – Entrepreneurship training material. Retrieved from <https://nsdcindia.org/>
8. Ministry of Micro, Small & Medium Enterprises (MSME), Government of India. (n.d.). MSME entrepreneurship toolkit. Retrieved from <https://msme.gov.in/>
9. Food Safety and Standards Authority of India (FSSAI). (n.d.). Food safety training and certification (FoSTaC) manuals. Retrieved from <https://fssai.gov.in/>
10. Startup India. (n.d.). Startup India learning and support portal. Retrieved from

<https://startupindia.gov.in/>
 11. Entrepreneur India. (n.d.). Entrepreneur India magazine – Food business and startup trends. Retrieved from <https://www.entrepreneurindia.co/>

SEC 03

NGO management and Corporate Social Responsibility

Credit 02

Programme - B.A. / Diploma	Year- 02	Semester 03
Subject- Home Science		
Course- SEC 03		
Course Title- NGO management and Corporate Social Responsibility		
Credit Hours- 02	Total No. of hours = 30	
Distribution of Marks- As per University norms		
Course Outcome- The student at the completion of the course will be able to: • Understand the concept of NGO, • Will gain the ability to critically analyze challenges faced by NGOs. • develop knowledge and skill with regard to fund raise strategies.		
SYLLABUS		
Unit	Topics	No. of lectures
1.	Concept of NGO Meaning of NGO, Characteristics of good NGO, Structure of NGO, Functions NGO, Historical Perspective of NGO, Present status of NGO, Contribution of NGO in the Development	05
2.	Starting of NGO Steps for starting NGO, Registration of NGO, Selection of Personnel, Training of Personnel, Proposal writing under NGO, Identifying Funding agencies, Resource Mobilization	05
3.	NGO Management	05

	Organizational types and structures, Managing people and teams in NGOs, NGO management competencies	
4.	Problems of NGO Training, Recruitment, Funding, Resource Mobilization, Documentation.	05
Practical		
5.	Learning Experiences/ Exposures 1. Visit of Local NGO 2. Studying the Annual report of NGOs 3. Studying the ongoing Activities 4. Studying the problems	10
Suggested Reading 1. Lewis, D., & Kanji, N. (2009). Non-governmental organizations and development. Routledge. 2. Chahoud, T. (2004). Corporate social and environmental responsibility in India – Assessing the UN global compact's role. German Development Institute. 3. Werther, W. B., & Chandler, D. (2011). Strategic corporate social responsibility: Stakeholders in a global environment (2nd ed.). SAGE Publications. 4. Drucker, P. F. (1990). Managing the non-profit organization: Practices and principles. HarperCollins		

Courses offered in Semester IV

DSC 04

Communication Process and Human Development II

Credit 04 (Theory 03; Practical 01)

Programme - B.A. / Diploma	Year- 02	Semester 04
Subject- Home Science		
Course- DSC 04		
Course Title- Communication Process and Human Development II		
Credit Hours- 03+ 01	Total No. of hours = 45+ 30	
Course Outcome- The student at the completion of the course will be able to:		

• Understand and make effective use of the Communication process. • Get insight into the Human Development process.		
THEORY (03 Credit)		
Unit	Topics	No. of lectures
1.	Communication - Meaning and definition, concept, functions, problems and barriers of communication, elements of communication, types of communication process, classification of communication methods.	08
2.	Models of Communication- Different models of communication, important characteristics of good communicators, communication barriers and strategies to overcome barriers	08
3.	Innovation, Adoption and Diffusion: Innovation, adoption, diffusion of innovation, innovation decision process, factors affecting adoption process, role of extension agent in diffusion process	08
4.	Childhood Years Early and Late Childhood Year- Development tasks and characteristics of childhood period; Physical and motor development, Social and emotional development; Cognitive development, Language development	05
5.	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. Cognitive, Language and Moral Development during Adolescence: Perspective on cognitive development, development of intelligence and Creativity; Adolescent language; Adolescent Morality	08
PRACTICAL (Credit 01)		

1.	● Preparation of speech on socially relevant topics ● Planning and Conducting small group communication, ● Preparation of folder, booklet, ● Preparation of radio talk; ● Construction of social message through mobile - text and video ● To study recent research articles on adolescents and write a report. ● To conduct a survey to assess peer pressure/ impact of media on adolescents. ● To write a narrative account on adolescent years to understand the development of self. ● To develop different activities to facilitate cognition and creativity in adolescents. ● Interviews of adolescent girls and boys to understand their lifestyle, behavior and problems.	30
Suggested Reading 1. Monaster, G.J. Adolescent Development Life Tasks. McGraw Hill (1997) 2. Ambron S.R. Child Development Holt, Rinehart and Winston 1978 (II Edition) 3. Mussen P.H. Conger J.J. Kagan J. and Huston A.C. 1990. Child development and Personality (VI Edition) Harper and Row Publishers New York. 4. Boeknek, G. Human Development Book and Cole Publishing Company 1980. 5. Aadunik Vikasatmak Mano Vigyan, Shri Vinod Pustak Mandir Agra Edition 3rd 2015. 6. Suggestive digital platform web links-IGNOU & UPRTOU online study material		

DSE 02

Early Childhood Care and Education

Credit 04 (Theory)

Programme - B.A. / Diploma	Year- 02	Semester 04
Subject- Home Science		
Course- DSE 02		
Course Title- Early Childhood Care and Education		
Credit Hours- 04	Total No. of hours = 60	

Distribution of Marks- As per University norms		
Course Outcome- The student at the completion of the course will be able to: • Understand the meaning and importance of Pre-school/Early childhood education • Acquire a critical knowledge about various activities for pre-school children		
THEORY (04 Credit)		
Unit	Topics	No. of lectures
1.	Early Childhood years: 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
2.	Historical perspective: Concept of learning, definition, essential features, types and principles of learning. Learning environment, reinforcement, Punishment, Motivation and Discipline.	10
3.	Learning philosophies: Theories for classroom teaching and its applicability. Jean Piaget, Erik Erickson, Maria Montessori, Lawrence Kohlberg, Rabindra Nath Tagore, Gijubhai, Badeka.	10
4.	Principles of Early Childhood Education: Objective, Need and Significance, Basic Principles, The Play way method, Early childhood services in India, Role of Government and Non Government Sector.	10
5.	Play Concept of Play; Play and Learning; Role of play in development; Play as a means of understanding children's development; Different types of play among preschool children (unoccupied behaviour, onlooker, solitary independent play, parallel activity, associative play, cooperative or organized, supplementary play)	10

6.	Project - Visit a locality and other public spaces to note all the facilities available for children for play, learning and skill building and report writing Preparation of education material for nursery school children	08
Suggested Reading 1. NCERT (1991), A Guide for Nursery School Teachers, NCERT, New Delhi 2. Seth Kanta, Ahuja Kavita (1996), Minimum Specifications for Pre-Schools, NCERT, New Delhi 3. Kohn Ruth (2003), The Exploring Child-A Handbook for Pre-Primary Teachers, Orient Longman, Delhi 4. Chowdhury D Paul (1995), Child Welfare/Development, Atma Ram & Sons, Delhi 5. Certificate Course in Organizing Child Care Services, IGNOU, (Block 1 to 6) 6. Grewal JS (1998), Early Childhood Education- Foundations and Practice, Har Prasad Bhargava, Agra 7. Aggarwal, J. C. (2007). Principles, methods, and techniques of teaching. Vikas Publishing House. 8. Kaul, V. (2019). Early childhood education programme. NCERT. 9. Mohite, P. (2006). Early childhood care and education. Concept Publishing Company. 10. Muralidharan, R., & Banerji, R. (2013). The state of preschool education in India: Insights from a household survey. ASER Centre. 11. Ministry of Education, Government of India. (2020). National Education Policy 2020. Retrieved from https://www.education.gov.in 12. Ministry of Women and Child Development (MWCD). (2013). National Early Childhood Care and Education (ECCE) Policy. Retrieved from https://wcd.nic.in 13. National Council of Educational Research and Training (NCERT). (2006). Position paper: National focus group on early childhood education. Retrieved from https://ncert.nic.in 14. Ministry of Women and Child Development (MWCD). (2015). Handbook for anganwadi workers. Retrieved from https://wcd.nic.in 15. UNICEF India. (n.d.). Early childhood development: A priority for India. Retrieved from https://www.unicef.org/india/ 16. UNESCO. (2007). Strong foundations: Early childhood care and education. EFA Global Monitoring Report. Retrieved from https://unesdoc.unesco.org/		

GE 04

Food Processing and Storage

Credit 04 (Theory)

Programme - B.A. / Diploma	Year- 02	Semester 04
Subject- Home Science		

Course- GE 04		
Course Title- Food Processing and Storage		
Credit Hours- 04		Total No. of hours = 60
Distribution of Marks- As per University norms		
Learning Outcome- The student at the completion of the course will be able to: • Understand the principles behind food preservation technologies such as freezing, drying, canning, and pasteurization. • Learn about the factors affecting food spoilage and the methods to prevent it.		
Unit	Topics	No. of lectures
1.	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	08
2.	Common methods of preservation for fruits and vegetables and effects on nutritional quality characteristics	10
3.	Processing of oilseeds for extraction of oils and use of oilseed cakes in human nutrition, limitations and possible improvements.	10
4.	Different methods of cooking and preservation of meat, fish and poultry. effects on nutritional quality and merits and demerits of various methods	10
5.	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	10
6.	Practical on Fermentation, sprouting, malting and puffing of cereals, millets and pulses	12

	Practical based on different methods of domestic food preservation techniques	
Suggested Reading 1. Frazier WC and Westhoff DC (2014). Food Microbiology, Fifth Edition. TMH Publication, New Delhi. 2. Manay NS and Shadaksharaswamy M (2008). Food-Facts and Principles, Third Edition. New Age International (P) Ltd. Publishers, New Delhi. 3. Mathur P. (2018). Food Safety and Quality Control. Orient BlackSwan Pvt. Ltd., Hyderabad. 4. Potter NN and Hotchkiss H J (1996). Food Science, Fifth Edition. CBS Publication, New Delhi. 5. Suri, S. and Malhotra, A. (2014). Food Science Nutrition and Safety. Delhi: Pearson India Ltd. 6. Mohini Sethi, Eram Rao (2011). Food science- Experiments and applications, Second Edition. CBS publishers & Distributors Pvt Ltd.		

SEC 04

Food Safety, Sanitation and Hygiene

Credit 02

Programme - B.A. / Diploma	Year- 02	Semester 04
Subject- Home Science		
Course- SEC 04		
Course Title- Food Safety, Sanitation and Hygiene		
Credit Hours- 02		Total No. of hours = 30
Distribution of Marks- As per University norms		
Learning Outcomes- The student at the completion of the course will be able to: ● Identify the causes and prevention procedures for food borne illness, intoxication and infection ● Analyze food handling procedure, describe food storage and refrigeration techniques. ● Evaluate labelling methods by following the principles of food safety, sanitation and hygiene ● To create awareness regarding sanitation of dishes, equipment and kitchen.		
SYLLABUS		

Unit	Topics	No. of lectures
1.	Food safety- Definition, Meaning - factors affecting food safety, importance of food safety, Risks and hazards, Food related hazards, microbial consideration in food safety	05
2.	Basic principles of Food hygiene and Sanitation, Personal and environmental Hygiene, Hygiene aspects of Food handlers, Hygiene aspects in preparation and storage of food, Safety of leftover foods Methods of sanitation and hygiene	05
3.	Food Adulteration and Adulterants, Types of adulteration in various foods, Methods to identify the presence of adulterants, Consequences of adulteration	05
4.	Food Safety and Standards Authority of India, Role of food analyst, statutory and regulatory requirements for food safety	05
Practical		
5.	Visit a local food vendor or college canteen and fill a hygiene checklist, Identification of Food Adulterants in Common Foods Study microbial growth or spoilage Analysis of Leftover Food Analysis and presentation of real-life cases of a foodborne outbreak in India and identify key food safety lapses.	10
Suggested Reading 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. Anju Singh & Dr. Gouri Goyal, Bhojan posan awam swachhta, Sahitya Bhawan Publication, 2022 4. krishna Sinha, Bhojan posan awam swachhta, Rakhi Prakashan, 2021		

Courses offered in Semester V

DSC 05

Surface Ornamentations of Fabrics

Credit 04 (Theory 03; Practical 01)

Programme - B.A. / Degree	Year- 03	Semester 05
Subject- Home Science		
Course- DSC 05		
Course Title- Surface Ornamentations of Fabrics		
Credit Hours- 03+ 01		Total No. of hours = 45+ 30
Course Outcome- The student at the completion of the course will be able to: ● Gain a comprehensive understanding of traditional and contemporary techniques for embellishing fabrics, including embroidery, printing, dyeing, and appliqué. ● Gain in-depth knowledge of mechanical finishing processes used in textiles and materials, including their purpose, applications, and impact on fabric properties. ● Acquire thorough knowledge of the history, cultural significance, and regional diversity of traditional embroidery techniques.		
THEORY (03 Credit)		
Unit	Topics	No. of lectures
1.	Textile Finishes- Definition, purpose, types basic / routine /preparatory finishes (singeing, desizing, scouring, bleaching, stiffening, weighting, mercerization, carbonizing,) Mechanical Finishes- Calendaring, sanforizing, Napping, Gigging, sueding/emmersing, glazing, raising, flocking, brushing, shearing, beeting, tendering, schreinerer, Moireing and embossing	05
2.	Functional Finishes- Waterproof, 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	06
3.	Introduction of Dyeing and Printing techniques	06

	(a) Direct Printing- Block, Screen, Stencil, Roller (b) Transfer Printing Traditional Dyeing and Printing Techniques- Bandhani, Kalamkari	
4.	Knowing about the Traditional Embroideries of different states: Kashida of Kashmir, Pulkari of Punjab, Embroidery of Gujarat, Chikankari and Zari of Uttar Pradesh, Kantha of Bengal, Kasuti of Karnataka, Embroidery and patch work of Bihar	10
5.	Traditional woven textile of India - Dacca muslin & jamdani saree, Patola & Ikat sarees, Chanderi and Maheshwari sarees, Brocade of Banaras.	15
PRACTICAL (Credit 01)		
1.	Techniques of Surface Ornamentation of Fabrics- • Visit to a commercial dry-cleaning unit/ Textile mill/ handloom unit. • Identification of textile labels. • Preparing sample using Dyeing Techniques- Tie- Die, Batik • Preparing sample using Printing Techniques- Block, Screen and Stencil • Preparing samples of Traditional Embroideries of different states- Kashida of Kashmir, Pulkari of Punjab, Embroidery of Gujarat, Chikankari of Uttar Pradesh, Kantha of Bengal, Kasuti of Karnataka and Patch work of Bihar	30
Suggested Reading 1. Marsh JT: Textile Finishes 2. Trotman Er: Dyeing and Chemical Technology of Fibers 3. Joseph M: Introduction to Textiles 4. Corbman P Bernard: Textiles- Fiber to Fabric 5. Hollen & Saddler: Introduction to Textile 6. J. Hall: The standard Handbook of Textiles, Wood Head Publication, 2004 7. J.E. Smith: Textile Processing-Printing, Dyeing, Abhishek Publishing, 2003 8. Kate Broughton: Textile Dyeing, Rockport Publishers, 1996 9. W.S. Murphy: Textile Finishing, Abhishek Publication, 2000 10. Naik.D.Shailaja, Traditional Embroideries of India, New Age International Publishers, 1996 11. Naik.D.Shailaja, Jacquie.A. Willson: Surface Designing of Textile Fabrics, New Age Internat		

- ional Publishers, 2006
12. Bharga,
Bela. Vastra Vigyaan, Univ. Book House Pvt. Avam Dhulai Kala, University Book House Pvt Ltd. Jaipur
13. Patni, Majnu, Vastra Vigyaan Avam Paridhanka Parichay, Star Publications, Agra.

DSE 03

Community Development and Program Planning

Credit 04 (Theory)

Programme - B.A. / Degree		Year- 03	Semester 05
Subject- Home Science			
Course- DSE 03			
Course Title- Community Development and Program Planning			
Credit Hours- 04		Total No. of hours = 60	
Distribution of Marks- As per University norms			
Learning Outcome- The student at the completion of the course will be able to: ● Explain the concepts, principles and importance of community development in national and local context. ● Identify various community development approaches, methods and models applicable to different community settings.			
Unit	Topics		No. of lectures
1.	Community Development: Meaning, Definition, Functions, Objectives, Philosophy, Principles of Community Development Programmes in India. Community Development Organization: Administrative Structure at the National, State, District, Block & Village levels.		08
2.	Home Science Extension Education in Community Development: Origin, Concept, Need, Importance and Contribution of Home Science Extension Education in National Development.		10
3.	Recent Development Programme for Women &		10

	Children: Support to training and Employment for women (STEP), Swarn Jayanti Gram Swarozgar Yojna (SGSY), Integrated Child development Services (ICDS) etc.	
4.	Support Service of Youth Development: NCC, NSS, Youth Camp, Youth Clubs etc. Various NGO, National and international organizations; their Role and Contribution towards community services,	10
5.	Program Planning: Program planning component cycle and its components-Designing the project-Defining the objectives, Identifying resources, approach, feasibility and Work plan. Implementation, Monitoring and Evaluation	10
6.	Field work- Visit and Report on a Community Development Project; Interview with an Anganwadi Worker Observation Visit to a Youth Club/ SHG/ Mahila mandal Prepare a socio-economic and demographic profile of a village including key resources. Conduct a PRA to map local resources, problems, and solutions using social mapping, ranking or timelines.	12
Suggested Reading 1. Community Organization and Development : An Indian Perspective, Lalita N. Columbia University Press. 2. Community Development: A Work Book, B Mukarjee, Orient Blackswan 3. Community Organization and Social Action, G. R. Madan, Allied Publishers 4. Social Work and Community Development, Surendra Singh & P.D. Mishra, New Royal Book Company		

GE 05
Community Development Organizations
Credit 04 (Theory)

Programme - B.A. / Degree	Year- 03	Semester 05
Subject- Home Science		
Course- Generic Elective 05		
Course Title- Community Development Organizations		
Credit Hours- 04	Total No. of hours = 60	
Distribution of Marks- As per University norms		
Course Outcome- The student at the completion of the course will be able to: ● Explain the concept, objectives and significance of Community Development Organizations in the context of social and economic development. ● Assess the contribution of different stakeholders. ● Evaluate the challenges, ethical issues and best practices in the functioning of Community Development Organizations.		
THEORY (04 Credit)		
Unit	Topics	No. of lectures
1.	Definition, need, types of community organizations and institutions, Principles and procedures in community organization, Involvement of basic institutions in rural development programmes	08
2.	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 community development-IRDP, DWCRA, NREP, RLEGP, TRYSEM etc.	10
3.	Role of non-governmental and voluntary organizations of family development. Types of co-operatives in the development of weaker sections in the rural areas.	10

4.	Program planning - meaning, need and principles Abilities needed by the planners Steps in program planning, Criteria for good program planning	10
5.	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 programme	10
6.	Field Work - Community Mapping using participatory methods (e.g., transect walk, social/resource maps); Institutional visit to local Mahila Mandal, youth club, panchayat, or cooperative; Case Study report on local SHG or NGO; Conduct a survey to assess awareness or impact of government programme; Planning a community awareness activity	12

Suggested Reading

1. Gangrade, K. D. (2001). Community organization in India. Popular Prakashan.
2. Singh, K. (2009). Rural development: Principles, policies and management (3rd ed.). Sage Publications India.
3. Ledwith, M. (2011). Community development: A critical approach (2nd ed.). Policy Press.
4. Goel, S. L., & Kumar, R. (2004). Administration and management of rural development. Deep & Deep Publications.
5. Mukherjee, A. (1993). Participatory rural appraisal: Methodology and applications. Concept Publishing Company.
6. Thomas, G. (2015). Grassroots development and community organization. Rawat Publications.
7. Mathew, G. (1995). Panchayati Raj: From legislation to movement. Concept Publishing Company.
8. Bhattacharya, S. (2006). Social work: An integrated approach. Deep & Deep Publications.
9. Ministry of Rural Development, Government of India. (n.d.). Manuals and guidelines of rural development programmes. <https://rural.nic.in>
10. National Institute of Rural Development and Panchayati Raj. (n.d.). Training and resource material on SHGs, co-operatives, and Panchayati Raj. <https://nirdpr.org.in>

SEC 05
Public Health Nutrition
Credit 02

Programme - B.A. / Degree	Year- 03	Semester 05
Subject- Home Science		
Course- SEC 05		
Course Title- Public Health Nutrition		
Credit Hours- 02	Total No. of hours = 30	
Distribution of Marks- As per University norms		
Learning Outcomes- The student at the completion of the course will be able to: • Develop basic knowledge for identifying major nutritional problems affecting the public in India. • Develop the ability to recognise and assess nutritional problems affecting Public Health in India.		
SYLLABUS		
Unit	Topics	No. of lectures
1.	Introduction to Public Health and Nutrition Definition, Objective and Evolution in India, Determinants of Health and Nutrition, Nutrition Counseling	04
2.	Nutritional Problems in India PEM, Anemia, Vitamin A deficiency, Iodine deficiency, Obesity, the vulnerable groups.	06
3.	Nutrition Assessment Techniques- Dietary Surveys, Anthropometric, Biochemical and Clinical Assessment	05
4.	National Programs and Policies Poshan Abhiyan, ICDS, Mid Day Meal, Anemia Mukh Bharat	05
	Practical	
5.	Nutritional assessment of school going children using anthropometry	10

	Nutritional assessment of adolescents- 24 hour recall method and food frequency questionnaire Case study analysis of any one community nutrition programme	
Suggested Reading 1. Gopalan, C. & Rao, BSN(2021) Nutritive Value of Indian Foods. 2. Park, K. (2023), Preventive and Social Medicine, Banarasidas Bhanot. 3. National Institute of Nutrition (NIN) & NFHS Reports. 4. Swaminathan, M. (2018). Essentials of Food and Nutrition (Vol I &II) Bappco.		

Internship/Apprenticeship/Project/Community Outreach (IAPC) Programme

IAPC 01

Project work

Programme - B.A. / Degree	Year- 03	Semester 05
Subject- Home Science		
Course- IAPC 01		
Course Title- Project work		
Credit Hours- 04		
Distribution of Marks- As per University norms		
Learning Outcomes- The student at the completion of the course will be able to: ● Prepare synopsis outline. ● learn to collect data and write a report based on the data analysis ● learn to write a project report		
SYLLABUS		
The students will be required to select a topic and area of their interests with the help of their respective supervisors allotted to them by the Department. The Research Project must be submitted to the Department one week before the commencement of the Theory Examinations. The size of the Research Project normally ranges around 40 to 60 pages. The Research Project will be evaluated by the internal examiners.		

Courses offered in Semester VI

DSC 06

Dietetics and Therapeutic Nutrition

Credit 04 (Theory 03; Practical 01)

Programme - B.A. / Degree	Year- 03	Semester 06
Subject- Home Science		
Course Code- DSC 06		
Course Title- Dietetics and Therapeutic Nutrition		
Credit Hours- 03+ 01		Total No. of hours = 45+ 30
Course Outcome- The student at the completion of the course will be able to: ● Knowledge of principles of diet therapy ● Develop and understand modification of the normal diet for therapeutic purposes ● Practical knowledge of dietary management in some common disorders.		
THEORY (03 Credit)		
Unit	Topics	No. of lectures
1.	Definition of Health, Dietetics and Therapeutic Nutrition ● Importance of Diet Therapy ● Facts about fast foods/Junks foods ● Objectives of therapeutic Diet ● Principles of diet therapy Modification of normal diets for therapeutic purposes- ● On the basis of nutrients ● On basis of consistency Different feeding methods ● Oral feeding ● Tube feeding	08
2.	Energy Metabolism The calorific value of food Measurement of energy exchange in the body BMR and Factors influencing the Basal Metabolic Rate	08

	Factors influencing total energy requirement of body	
3.	Diet during fevers and infections Introduction to fever–Acute Fever, Chronic fever, Important changes in nutrition during fever, Modification of the diet	08
4.	Diet in diabetes mellitus - Causes, symptoms and diet modification	05
5.	Diet during Digestive systems disorders A. Peptic Ulcers-Causes, symptoms and diet modification B. Diarrhea and Constipation-Causes, treatment and diet modification C. Diet for Weight Management (a) Overweight and Obesity- Introduction to obesity, Causes of Obesity, Diet Modification (b) Underweight- Causes, Treatment, Diet Therapy	08
6.	Diets in Cardiac Diseases A. Atherosclerosis -Introduction -Dietary factors influencing lipid level in blood -Modification of diet and Meal Pattern B. Hypertension -Causes and symptoms -Diet in Hypertension	08
PRACTICAL Therapeutic Diet Preparation and Nutrient Evaluation (Credit 01)		
1.	Modification of normal diet for therapeutic purposes, preparation and presentation Therapeutic Diet preparation and Nutrient Calculation of • Diet in fever • Diet in diarrhea • Diet in Constipation • Diet in Diabetes Mellitus	30

	● Diet in Hypertension ● Diet in Atherosclerosis ● Diet in Over weight & obesity ● Diet in Underweight	
Suggested Reading 1. Sumati R Mudambi-“Fundamentals of food, Nutrition and Diet Therapy”, New Age International Pvt. Ltd, New Delhi, 6th Edition (2018). 2. BSrilakshmi-“Dietetics”,New Age International Publishers, New Delhi 2017. 3. Bamji MS, Krishna swamy K and Brahman GNV (Eds) (2009),Text book of Human Nutrition, Edition, Oxford & IBH Publishing Co. Pvt. Ltd New Delhi. 4. Dr.Brinda Singh-Aahar Vigyan evam Poshan, Panchsheel Prakashan, Jaipur, 2015; 13thEd. 5. Dr.Devinasahani,Samanya Evam Upcharatmak Poshan, New Age International Publishers. 6. Dr.SheelSharma,"Nutrition and Diet Therapy", PEEPEE Publishers and Distributers (P) Ltd. Delhi,2014, Ist Ed. 7. ShubhanginiAJoshi,-“Nutritionand Dietetics”, McGraw Hill Education Private Ltd., NewDelhi,2013. 8. KumudKhanna-“Textbook of Nutrition and Dielectric”, Elite Publishing House Pvt. Ltd, New Delhi,7th Ed. 2013. 9. MS Swaminathan-Essentials of food nutrition, VolIII, Applied Aspects, The Bangalore Printing Publishing Co. Ltd, Bangalore, 2ndEdition 1985, Reprint1997.		

DSE 04

Family Welfare and Community Education

Credit 04 (Theory)

Programme - B.A. / Degree	Year- 03	Semester 06
Subject- Home Science		
Course- DSE 04		
Course Title- Family Welfare and Community Education		
Credit Hours- 04	Total No. of hours = 60	
Distribution of Marks- As per University norms		
Learning Outcome-		

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

- Understand the concept, scope and importance of Family welfare and Community Education in promoting individual and societal well being.
- Analyze government policies, programs and schemes related to family welfare and community education in the Indian context.

Unit	Topics	No. of lectures
1.	Child and Family Welfare: Children's rights and National Policy for Children.	08
2.	Demographic profile of child in India. Children with special needs. Deprived Children and abused children, juvenile Delinquency.	10
3.	Family relationship, Child Parent relationship, responsibilities of parts relationship of home, school and community.	10
4.	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.	10
5.	Family and child welfare service organizations working at national and international level; C.S.W.B., ICCW ICDS and others, W.H.O. UNICEF, CARE, and ILO.	10
6.	Rural extension services and community development programmes- ICDS, DWCRA, IRDP and CHEB	12

Suggested Reading

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

GE 06
Diet and Nutrition Counselling
Credit 04 (Theory)

Programme - B.A. / Degree	Year- 03	Semester 06
Subject- Home Science		
Course- Generic Elective 06		
Course Title- Diet and Nutrition Counselling		
Credit Hours- 04	Total No. of hours = 60	
Distribution of Marks- As per University norms		
Course Outcome- The student at the completion of the course will be able to: • Understand types, roles, and qualifications of dietitians and the role of IDA. • Apply nutrition care processes and counseling techniques effectively. • Use teaching aids and digital tools for diet counseling and education.		
THEORY (04 Credit)		
Unit	Topics	No. of lectures
1.	Introduction to Dietitian and IDA Dietician - Definition and Educational qualification Types of Dietitians - Clinical, academic, research, specific, food service, public/ Community, industrial, consultant, sports, business etc. Qualities, Role and responsibilities of Dietician IDA - Objectives, membership; Registered Dietician - eligibility for R.D. exam	12
2.	Diet Counselling/ Nutrition Care Process (NCP) Diet Counseling/ Nutrition Care Process (NCP) - Definition, importance, purposes and ethical principles Steps in Diet counseling Process; Documentation – SOAP Counseling Skills for a Dietitian; Tools of Dietitian; Guidelines for effective Counseling	10
3.	Counselling Approaches	10

	Counselling Approaches – Meaning, Developing a counselling approach Different Counselling Approaches – Psychoanalytical, behavioural, humanistic, Patient centered GALIDRAA approaches etc.	
4.	Nutrition Education Nutrition Education – Meaning and importance, Teaching Methods and aids used for Nutrition Education in the Community Teaching Methods – Lecture, Group discussion, Role Play, Storytelling, Demonstrations, Nutrition Exhibition, Marathon race etc. Teaching Aids – Posters, pictures, models, charts, flash cards etc. Teaching Materials for patients – Models, pamphlets, leaflets, book	10
5.	Use of Modern Technology in Diet Counselling Use of Computers in Diet Counselling and Nutrition Education Use of Computer Applications and Mobile Applications in Diet Counselling and Nutrition Education; Computer and mobile applications available for Diet Counselling Prerequisites for setting up a Diet Counseling Center	10
6.	Visit to a hospital and studying routine hospital diet and report writing Preparation of teaching aids in the field of nutrition Preparation of case history of a patient and feeding information and report writing	08
Suggested Reading 1. Srilakshmi, B. “Dietetics”, 8th edition, 2018, New Age International Publishes, New Delhi 2. IDA, Clinical Dietetics Manual, 2018, 2nd edition Elite Publishing House New Delhi 3. Corinne H. Robinson, Marilyn R. Lawler, “Normal & Therapeutic Nutrition” 17th edition 1986 4. Shubangini A Joshi, “Nutrition & Dietetics” 5th edition, 2022, McGraw hill Education India Pvt. Ltd. 5. Judy Gable “Counselling Skills for Dietitians” 2nd edition, 2007, Black Well Publishing Ltd, Oxford, UK.		

6. “Clinical and Therapeutic Nutrition M.Sc.” published by directorate of Distance Education, Swami Vivekanand Subharti University, Meerut, U.P.
7. Linda Snetselaar “Nutrition Counselling Skills for the Nutrition Care Process” 4th edition, 2021, Jane and Bartlett Publishers, London

SEC 06

Nutrition and Wellbeing

Credit 02

Programme - B.A. / Degree	Year- 03	Semester 06
Subject- Home Science		
Course- SEC 04		
Course Title- Nutrition and Wellbeing		
Credit Hours- 02		Total No. of hours = 30
Distribution of Marks- As per University norms		
Learning Outcomes- The student at the completion of the course will be able to: ● Assess dietary intake and nutritional status using food composition tables, 24-hour recall, and BMI. ● Plan balanced meals and nutritious snacks for diverse age, activity, and income groups using the food exchange system. ● Interpret nutrition labels and apply appropriate cooking methods for healthy snack preparation.		
SYLLABUS		
Unit	Topics	No. of lectures
1.	Identification of food sources for various nutrients using food composition tables.	05
2.	Introduction to meal planning, concept of food exchange system. Planning of meals for adults of different activity levels for various income groups.	05
3.	Dietary guidelines for Indian, Recommended dietary Allowance (RDA) for various stages of lifecycle	05

4.	Nutritional labeling of food products. Estimation of BMI and other nutritional status parameters.	05
	Practical	
5.	Record diet of self using 24 hour dietary recall and its nutritional analysis. Preparing a diet chart for self using RDA and dietary guidelines Food label and nutritional analysis of common packed indian food	10
Suggested Reading 1. Bamji MS, Krishnaswamy K, Brahman GNV. Textbook of Human Nutrition, 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd. 2009. 2. Srilakshmi .Food Science, 4th Edition. New Age International Ltd. 2007. 3. Wardlaw MG, Paul M Insel . Perspectives in Nutrition, Fourth Edition. Mosby 2001. 4. Introduction to Human Nutrition ed. Gibney et al, Blackwell Publishers, 2005 5. Khanna K, Gupta S, Seth R, Mahna R, Rekhi T .The Art and Science of Cooking: A 6. Practical Manual, Revised Edition. Elite Publishing House Pvt Ltd. 2004. 7. ICMR .Nutritive Value of Indian Foods. National Institute of Nutrition. 1990. 8. Seth V, Singh K. Diet planning through the Life Cycle: Part 1. Normal Nutrition. A 9. Practical Manual, Fourth edition, Elite Publishing House Pvt Ltd. 2005. 10. ICMR. Nutrient Requirements and Recommended Dietary Allowances for Indians. 2021. 11. Suri S and Malhotra A. Food Science, Nutrition and Safety, Pearson India Ltd. 2014.		

Internship/Apprenticeship/Project/Community Outreach (IAPC) Programme

IAPC 02

Project work

Programme - B.A. / Degree	Year- 03	Semester 06
Subject- Home Science		
Course- IAPC 02		
Course Title- Project work		
Credit Hours- 04		
Distribution of Marks- As per University norms		

Learning Outcomes-

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

- Prepare synopsis outline.
- learn to collect data and write a report based on the data analysis
- learn to write a project report

SYLLABUS

The students will be required to select a topic and area of their interests with the help of their respective supervisors allotted to them by the Department. The Research Project must be submitted to the Department one week before the commencement of the Theory Examinations. The size of the Research Project normally ranges around 40 to 60 pages. The Research Project will be evaluated by the internal examiners.

Courses offered in Semester VII

DSC 07

Advanced Fabric and Clothing Construction

Credit 04 (Theory 03; Practical 01)

Programme - B.A. (Honours)/ M.A.	Year- 04	Semester 07
Subject- Home Science		
Course Code- DSC 07		
Course Title- Advanced Fabric and Clothing Construction		
Credit Hours- 03+ 01		Total No. of hours = 45+ 30
Course Outcome- The student at the completion of the course will be able to: • Demonstrate understanding of yarn and fabric construction techniques. • Apply skills in garment construction by using appropriate tools, anthropometric measurements, drafting, and pattern-making techniques. • Execute basic to advanced garment features such as seams, darts, pleats, and neckline variations with precision and design relevance.		
THEORY (03 Credit)		
Unit	Topics	No. of lectures
1.	Yarn construction- mechanical and chemical spinning; Different stages of yarn construction; Types of yarn- simple, textured and spun; simple- simple, ply, cord; novelty; ply, cable, double and novelty; yarn numbering and yarn twist Blends- meaning, types, process and reasons for blending, difference between blends and mixed.	08
2.	Methods of fabric construction- • Weaving- loom and its various part, weaving operations, types of weaves- basic and decorative, terminology and steps of weaving • Knitting and its type • Other techniques- felting, braiding and lacing	12
3.	Equipment and tools for clothing construction,	07

	Sewing machine: Parts, care and maintenance, Body measurement; General principles of clothing construction; Steps in clothing construction;	
4.	Techniques of clothing construction ● Drafting- Preparation of fabric for clothing construction; preparing layout; marking of cloth; principles of cutting; principles of stitching; finishing. ● Pattern making- Slash and pivot method ● Draping	08
5.	Use of construction features in design- seams, darts, tucks, pleats, gathers, placket opening Different types of-necklines, collars, yokes and sleeves.	10
PRACTICAL- Clothing Construction (Credit 01)		
1.	● Understanding and handling of sewing machine: various parts, care and maintenance ● Learn basic stitching-Temporary stitching, permanent and decorative stitching ● Attaching different fasteners ● Disposal of fullness-darts, gathers, tucks and pleats ● Neckline Finishing- Facing & Binding ● Construction of collars, necklines and sleeves. ● Drafting of adult basic bodice and sleeve block ● Stitching of bib, frock, petticoat, kurta and salwar. ● Visit to a cloth weaving unit or clothing construction unit and report writing	30
Suggested Reading 1. वस्त्र विज्ञान एवं परिधान निर्माण, वृंदा सिंह, पंचशील प्रकाशक, जयपुर। 2. व्यवहारिक वस्त्र विज्ञान, गीता पुष्प शा और जॉयस शीला शा, विनोद पुस्तक मंदिर, आगरा। 3. वस्त्र विज्ञान एवं परिधान, वृंदा सिंह, पंचशील प्रकाशक, जयपुर। 4. वस्त्र विज्ञान के मूल सिद्धांत, डॉ जी पी शेरी, अग्रवाल पब्लिकेशन, आगरा। 5. MAHS-13, परिधान डिजाइनिंग APPAREL DESIGNING, उत्तराखंड मुक्त विश्वविद्यालय स्टडी मटेरियल.		

DSE 05
Research Methods and Statistics
Credit 04 (Theory)

Programme - B.A. (Honours)/ M.A.	Year- 04	Semester 07
Subject- Home Science		
Course- DSE 05		
Course Title- Research Methods and Statistics		
Credit Hours- 04	Total No. of hours = 60	
Distribution of Marks- As per University norms		
Learning Outcome- The student at the completion of the course will be able to: ● Explain key concepts, principles and types of research design used in social science and applied research. ● Demonstrate knowledge of the scientific method, purpose and approaches to research ● Understand Sampling and Editing of statistical data ● Prepare key elements of a research proposal		
Unit	Topics	No. of lectures
1.	Research in Home Science- concept need and approaches, Research approaches-problem oriented and interdisciplinary. Type of research Historical survey, experimental and case study	08
2.	Definition and identification of research problem selection Hypothesis, basis assumption and limitation of research problems	10
3.	Sampling: Types of samples and selection of samples, data collection techniques: cross-selection and longitudinal, studies: questionnaire, interview schedule, observation, lab-techniques.	10
4.	Editing of statistical data, classification and tabulation, role of statistics in research, elementary statistics: classification, tabulation and frequency distribution of data. Use of computers for analysis of data.	10

5.	Measures of central tendency- Mean Median and Mode Measures of dispersion– standard deviation. Probability, normal distribution and use of normal distribution, probability tables, Various parametric and non parametric test for analysis	14
6.	Research report writing, Referencing, Ethical considerations, Plagiarism and Copywrite	08

Suggested Reading

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. Wisniewski, Mik, Quantitative Methods for Decision Makers, McMillan India Ltd., NewDelhi,1986
6. रिसर्च मेथोडोलॉजी, डॉ आर एन त्रिवेदी और डॉ डी पी शुक्ला , कॉलेज बुक डिपो, जयपुर।
7. अनुसंधान परिचय, पारसनाथ राय और सी पी राय, लक्ष्मी नारायण अग्रवाल प्रकाशक , आगरा।
8. शिक्षा अनुसंधान के मूल तत्व और शोध प्रक्रिया, डॉ आर के शर्मा, आर लाल बुक डिपो, मेरठ ।

DSE 06

Theories of Human Development

Credit 04 (Theory)

Programme - B.A. (Honours)/ M.A.	Year- 04	Semester 07
Subject- Home Science		
Course- DSE 06		
Course Title- Theories of Human Development		
Credit Hours- 04	Total No. of hours = 60	
Distribution of Marks- As per University norms		
Learning Outcome- The student at the completion of the course will be able to: ● Explain and compare key theories of human development across the lifespan. ● Apply developmental theories to analyze individual and social behavior in the Indian		

context.		
Unit	Topics	No. of lectures
1.	Introduction to Human Development and Theoretical Perspectives Role of theory in understanding human development Criteria for evaluating developmental theories Nature vs. nurture debate Continuity vs. discontinuity in development	08
2.	Psychoanalytic and Psychosocial Theories Sigmund Freud's Psychosexual Theory Erik Erikson's Psychosocial Theory	10
3.	Cognitive and Moral Development Theories Jean Piaget's Cognitive Development Theory Vygotsky's Sociocultural Theory Kohlberg's Moral Development Theory	10
4.	Behavioral and Social Learning Theories Classical Conditioning (Pavlov) and Operant Conditioning (Skinner) Albert Bandura's Social Learning Theory	10
5.	Humanistic and Ecological Approaches Abraham Maslow's Hierarchy of Needs Carl Rogers' Self-Concept Theory Urie Bronfenbrenner's Ecological Systems Theory	10
6.	Contemporary, Indigenous, and Integrated Approaches Feminist theories and development Critical theories in development (Postmodern, Cultural-historical perspectives) Indian perspectives on human development: Concepts from Ayurveda, Bhagavad Gita, Swami Vivekananda, and Sri Aurobindo	12
Suggested Reading 1. Berk, L. E. (2022). Development through the lifespan (8th ed.). Pearson Education. 2. Papalia, D. E., Feldman, R. D., & Martorell, G. (2021). Human development (15th ed.). McGraw-Hill Education. 3. Santrock, J. W. (2021). Life-span development (18th ed.). McGraw-Hill Education. 4. Mangal, S. K. (2019). Advanced educational psychology (2nd ed.). PHI Learning Pvt.		

Ltd.

5. Saraswathi, T. S. (Ed.). (1999). Culture, socialization and human development: Theory, research and applications in India. Sage Publications.
6. Morgan, Kingetal(1999):“Introduction to Psychology”, Tata McGraw-Hill Edition, Delhi, India
7. HurlockE (2000): “Child Development”, Tata McGraw-Hill Edition, Delhi,India
8. Bal Vikas evam Bal Manovigyan, Brinda Singh, PanchseelPrakashan, Jaipur
9. मानव विकास एवं पारिवारिक संबंध, वृंदा सिंह, पंचशील प्रकाशक, जयपुर।
10. जीवन अवधि विकास, अभिलाषा गौड़ सास्वत , स्टार पब्लिकेशन, आगरा।

DSE 07

Advance Food Science

Credit 04 (Theory)

Programme - B.A. (Honours)/ M.A.	Year- 04	Semester 07
Subject- Home Science		
Course- DSE 07		
Course Title- Advance Food Science		
Credit Hours- 04	Total No. of hours = 60	
Distribution of Marks- As per University norms		
Learning Outcome- The student at the completion of the course will be able to: ● Analyze the composition, processing, and nutritive value of key food groups in the Indian context. ● Evaluate the functional and culinary roles of ingredients used in traditional and modern Indian diets.		
Unit	Topics	No. of lectures
1.	Nutrient Composition of Food Groups Classification of foods based on nutritive value Nutrients composition of food groups and their functions Principles of food classification and food guide pyramids, Concept of food synergy, balanced diet	08
2.	Cereal, Pulse and Legume	10

	Cereal structure, composition, processing and cooking Breakfast cereals: uncooked and ready-to-eat varieties Fermented and baked cereal products Pulses and legumes: composition, processing, and cooking Anti-nutritional factors in pulses and methods of elimination	
3.	Fats, Oils, Nuts and Oilseeds Composition and functional role of fats and oils in food systems Rancidity and its prevention Processing of edible oils (refining, hydrogenation) Nuts and oilseeds: nutritional significance and industrial uses	10
4.	Fruits, Vegetables, Spices and Condiments Fruits: Composition and nutritive value Vegetables: Classification, composition, nutritive value and methods of cooking Spices and condiments: Role of major and minor spices and their use; active principles in some spices, adulteration of spices.	10
5.	Animal-Based Foods 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.	10
6.	Sugars and Sweeteners Different types of sugars and their functional roles; Sugar crystallization, caramelization, and browning reactions Traditional Indian sweets: ingredients, techniques, and nutritional profile Health concerns related to sugar intake and	12

	alternative sweeteners	
Suggested Reading 1. Srilakshmi, B. (2019). Food Science (6th ed.). New Age International. 2. Mudambi, S. R., & Rajagopal, M. V. (2015). Fundamentals of Foods, Nutrition and Diet Therapy (6th ed.). New Age International. 3. Potter, N. N., & Hotchkiss, J. H. (2012). Food Science (5th ed.). Springer. 4. Manay, S. N., & Shadaksharaswamy, M. (2017). Foods: Facts and Principles. New Age International. 5. Roday, S. (2011). Food Science and Nutrition. Oxford University Press. 6. आहार एवं पोषण विज्ञान, अनीता सिंह, स्टार पब्लिकेशन, आगरा। 7. आहार एवं पोषण विज्ञान, डॉ रीना खनूजा, अग्रवाल पब्लिकेशन, आगरा। 8. आहार विज्ञान एवं पोषण, डॉ वृंदा सिंह, पंचशील प्रकाशक, जयपुर।		

GE 07

Women Empowerment

Credit 04 (Theory)

Programme - B.A. (Honours)/ M.A.	Year- 04	Semester 07
Subject- Home Science		
Course- Generic Elective 07		
Course Title- Women Empowerment		
Credit Hours- 04	Total No. of hours = 60	
Distribution of Marks- As per University norms		
Course Outcome- The student at the completion of the course will be able to: • Understand key areas and dimensions of women’s empowerment and their significance in social and economic contexts. • Analyze gender-based discrimination and violence, linking them to socio-cultural factors and legal protections. • Develop practical skills in community engagement, advocacy, and awareness to promote women’s empowerment.		
THEORY (04 Credit)		
Unit	Topics	No. of lectures
1.	Empowerment of women: Meaning, objectives and target Areas of empowerment: Education, health, social life, economic status,	12

	communication skills, political life, cultural life, decision making and mobility.	
2.	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.	10
3.	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.	10
4.	Sex ratio -Definition, declining sex ratio of women and girl child - causes and consequences	08
5.	Laws protecting women from violence and discrimination	10
6.	Community survey on women's empowerment status; Case study documentation on gender-based discrimination; Planning campaign on relevant topics (Female Foeticide, Violence Against Women, etc)	12
Suggested Reading 1. Sen, A. (1999). Development as freedom. Oxford University Press. 2. Nussbaum, M. C. (2000). Women and human development: The capabilities approach. Cambridge University Press. 3. Desai, M., & Thakkar, U. (2001). Women in Indian society. National Book Trust. 4. Batliwala, S. (2007). Taking the power out of empowerment – An experiential account. Development in Practice, 17(4-5), 557–565. https://doi.org/10.1080/09614520701469559 5. Connell, R. W. (2009). Gender: In world perspective (2nd ed.). Polity Press.		

GE 08
Rural Sociology
Credit 04 (Theory)

Programme - B.A. (Honours)/ M.A.		Year- 04	Semester 07
Subject- Home Science			
Course- Generic Elective 08			
Course Title- Rural Sociology			
Credit Hours- 04		Total No. of hours = 60	
Distribution of Marks- As per University norms			
Course Outcome- The student at the completion of the course will be able to: ● explain the nature, scope and significance of rural sociology in understanding rural society and development. ● analyze the structure and dynamics of rural social institutions.			
THEORY (04 Credit)			
Unit	Topics	No. of lectures	
1.	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	12	
2.	Planned social change (a)Approaches to rural planning: Improvement and transformation (b)Indian rural development Programmes- critical analysis of development (c) Programme, particularly Integrated Rural Development Programme and their consequences	10	
3.	Indian Rural social stratification Castes -Basic notions, regional variations, changes and its role in economy and polity	08	

4.	Indian Rural Institutions Social: Family-Nature, Forms and changes Economic- Objectives and techniques of production: land relations (Ownership, tenancy and labour) Rural poverty – its manifestations and causes Physical structure of rural society social organization of rural society	10
5.	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.	08
6.	Surveying rural families to study socio-economic profile, family pattern, caste-based social stratification and occupational patterns; and report writing. Visit and documentation of rural institutions (Panchayat, Anganwadi, SHGs, schools). Making profiles of rural leaders.	12
Suggested Reading 1. Rural Sociology - S.L.Doshi, Rawat Publications Jaipur. 2. Rural Sociology in India- A. R. Desai, Popular, Prakashan Mumbai. 3. Social Change in Modern India-M.N, Srinivas. 4. Rural Development: Principles, Policies and Management-Katar Singh,SAGE Publication.		

DISSERTATION

CREDIT 06

Programme - B.A. (Honours)/ M.A.	Year- 04	Semester 07
Subject- Home Science		
DISSERTATION ON MAJOR OR DISSERTATION ON MINOR OR ACADEMIC PROJECT/ENTREPRENEURSHIP		
Credit Hours- 06		
Distribution of Marks- As per University norms		
Learning Outcomes- The student at the completion of the course will be able to:		

- Learn how to select a Research Proposal based on a research gap found during the literature survey or field observations.
- learn how to prepare synopsis.
- learn how to collect / analyze data and write reports based on the data.

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.

Courses offered in Semester VIII

DSC 08

Extension in Home Science

Credit 04 (Theory 03; Practical 01)

Programme - B.A. (Honours)/ M.A.	Year- 04	Semester 08
Subject- Home Science		
Course- HSC DSC 08		
Course Title- Extension in Home Science		
Credit Hours- 03+ 01		Total No. of hours = 45+ 30
Course Outcome- The student at the completion of the course will be able to: • Understand the concepts, principles and scope of Home Science Extension Education and its role in rural development. • Apply extension methods, communication skills and participatory approaches for community outreach and development work. • Identify extension systems, agencies and welfare programmes supporting rural and community development in India.		
THEORY (03 Credit)		
Unit	Topics	No. of lectures
1.	Foundations of Home Science Extension Education- Concept, objectives, areas and relationship with other discipline; Extension: concept, goals and history; Origin and need of Home Science Extension Education	08
2.	Extension Personnel, Communication, and Rural Development- Home science extension worker: Role and Qualities, Extension education methods; Communication skills: verbal and non-verbal communication; Bloom's taxonomy; Relationship between communication, extension and development; Role of Home science in rural development; Role of women in rural development.	08
3.	Extension Methods, Media, and Diffusion of Innovations- Methods and media of community	08

	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.	
4.	Community Development and Social Welfare Programmes- Understanding communities and their characteristics. Organization, principles, characteristics and functions ; Role of home scientists in community development; Welfare program for rural women and children. and other social welfare program	08
5.	Extension Systems and Institutional Framework in India- extension system of ICAR/SAUs; extension system of department of agriculture; extension system of department of rural development, extension work by NGOs and VOs	05
6.	Participatory Approaches in Extension Education- PRA, RRA and PLA; PRA- Principles of PRA, The Process of PRA; Techniques of PRA- transact walk, social/ resource mapping, transect walks, seasonal calendars, Venn diagrams, and ranking exercise, Focus Group Discussions.	08
PRACTICAL (Credit 01)		
1.	Practical Aspects of Extension Education ● Collection of newspaper cuttings and pamphlets related to any specific Home Science or community development topic. ● Designing and development of visual aids such as posters, flash cards, leaflets, charts, slides, digital posters, and infographics. ● Conducting group discussions and preparation of lesson plans. ● Visit to a village/slum/community for field exposure. ● Preparation and administration of a	30

	structured questionnaire on issues related to discipline. • Conducting interviews and group discussions in the community. • Visit to an organization/institution related to Home Science Extension such as KVK, Gram Panchayat, ICDS, NGOs. • Conducting an awareness session in a village or community using prepared visual aids. • Preparation and delivery of a short demonstration as an instructional technology. • Practice of Participatory Rural Appraisal techniques in field situations	
Suggested Reading 1. Supe S. V. (2019). An Introduction To Extension Education. Oxford & Ibh Publishing Co. Pvt Ltd 2. V.K. Dubey and Indira Bishnoi. (2018). Extension Education and Communication. New Age International 3. Griha Vigyan Prasara Shiksha, Manju Patney and U.S Thakur, Shiva Prakashan Indore 4. Communication for Development in the Third World Theory and Practices (1991). Sage Publication, New Delhi. 5. Chaubey BK (1990) A Handbook of Education Extension, Jyoti Publication, Allahabad 6. Singh, R. (1987) Textbook of Extension Sahitya Kala Prakashan, Ludhiana 7. Extension Education in Community (1961) Ministry of Food and Agriculture, Government of India, New Delhi 8. Extension Programme Planning, Oxford and IBH Publishing Company Pvt. Ltd. New Delhi		

DSE 08

Food Safety and Preservation

Credit 04 (Theory)

Programme - B.A. Honours/ M.A.	Year- 04	Semester 08
Subject- Home Science		
Course- DSE 08		
Course Title- Food Safety and Preservation		
Credit Hours- 04	Total No. of hours = 60	

Distribution of Marks- As per University norms		
Learning Outcome- The student at the completion of the course will be able to: • Understand the principles of food safety, sanitation, adulteration, and food-borne diseases. • Apply appropriate food processing and preservation techniques to ensure quality and safety of foods. • Interpret food packaging, labelling, and regulatory standards related to national and international food safety laws.		
Unit	Topics	No. of lectures
1.	Concept and importance of food safety; Food sanitation and hygiene: principles and practices; Personal hygiene of food handlers; Sanitary requirements in food preparation, processing, storage, and distribution; Food-borne diseases: classification, causes, symptoms, and prevention	08
2.	Food adulteration: concept, types, and health implications; common adulterants in cereals, pulses, milk, fats and oils, spices, fruits, and vegetables; Detection of adulterants- household and laboratory methods Food fortification; Fortification of foods with vitamins and minerals; Consumer protection in food safety; Consumer rights and responsibilities	10
3.	Role of food processing in food safety and preservation; Enzymes in food processing: types and applications; Novel foods and processed supplementary foods; Food evaluation: objectives and importance; Sensory evaluation of foods: colour, texture, flavour, and taste; Fermented foods: concept, classification, and significance; Pickles and sauces: preparation, preservation, and quality control	10
4.	Food Spoilage and Preservation Techniques; Causes of food spoilage; Principles of food preservation; Methods of food preservation- High temperature methods, Low temperature methods, Drying and dehydration, Use of preservatives, Fermentation and irradiation, Household and industrial preservation	10

	techniques	
5.	Preservation and Processing of Fruits and Vegetables; Preserved and processed products from fruits and vegetables: Jams, jellies, marmalades, Squashes, syrups, and juices; Dehydrated fruits and vegetables; Canned and frozen products; Storage, packaging, and quality control of processed products	10
6.	Food packaging; types of packaging materials; advanced packaging technologies; packaging requirements for different food groups; Food labelling; food labelling regulations in India and interpretation of labels; Food Safety Management Systems (FSMS)- HACCP, GMP, and GHP; Food Safety and Standards Authority of India (FSSAI): structure and functions National and international food laws and standards (PFA, BIS, Codex Alimentarius)	12

Suggested Reading

1. Frazier, W. C., & Westhoff, D. C. (2014). Food microbiology (5th ed.). New Delhi: Tata McGraw-Hill.
2. Early, R. (1995). Guide to quality management systems for the food industry. Boston: Springer.
3. Fellows, P. J. (2009). Food processing technology: Principles and practice (3rd ed.). Cambridge: Woodhead Publishing.
4. Manay, S. N., & Shadaksharaswamy, M. (2004). Foods: Facts and principles (2nd ed.). New Age International.
5. Indian Institute of Packaging. (2020). Fundamentals of food packaging. Mumbai: IIP.
6. Food Safety and Standards Authority of India (FSSAI). (2011). Food safety and standards regulations. New Delhi: Ministry of Health and Family Welfare. Retrieved from <https://www.fssai.gov.in>
7. Sunetra Roday, Food Safety and Sanitation, Tata McGraw-Hill Education, 2017
8. Norman G. Marriott and Robert B. Gravani, Principles of Food Sanitation, Springer, 2018
9. Dr. Anju Singh & Dr. Gouri Goyal, Bhojan posan awam swachhta, Sahitya Bhawan Publication, 2022
10. Krishna Sinha, Bhojan posan awam swachhta, Rakhi Prakashan, 2021

DSE 09

Life Span Development

Credit 04 (Theory)

Programme - B.A. Honours/ M.A.		Year- 04	Semester 08
Subject- Home Science			
Course- DSE 09			
Course Title- Life Span Development			
Credit Hours- 04		Total No. of hours = 60	
Distribution of Marks- As per University norms			
Learning Outcome- The student at the completion of the course will be able to: • Understand the stages and domains of life span development from adolescence to old age. • Explain developmental tasks, adjustments, and common problems during adolescence, adulthood, and ageing. • Recognize psychological and social aspects of ageing, death, and coping with loss.			
Unit	Topics	No. of lectures	
1.	Overview of LifeSpan Development Meaning, scope, and importance of studying development across the lifespan Domains of development: physical, cognitive, emotional, and social	08	
2.	Adolescence 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 the education system, juvenile delinquency- causes and prevention, addiction and alcoholism; Problems of adjustment, identity crisis.	12	
3.	Early Adulthood Characteristics; Sub-stages; Developmental Tasks Problems: Adjustments, Interests, Vocational, Marital life and adjustments, Divorce, Re- marriage, Unmarried	10	

	life/singlehood.	
4.	Middle Adulthood Characteristic; Subdivision; Developmental tasks, problems, some common problems unique to this stage, Physical changes, Health, Changes in interest, Vocational, Changing family pattern.	10
5.	Old Age Characteristics; subdivisions; developmental tasks; Types of changes during ageing-Physical, Sensory, Sexual, Health, changes in motor abilities, changes in mental abilities and cognitive capacities, changes in interests; Retirement; Vocational and Family life hazards of old age; Consequences of ageing.	12
6.	Death, Dying, and End-of-Life Development Concept of death across the life span Attitudes toward death in adulthood and old age Kübler-Ross stages of dying Bereavement, grief, and coping mechanisms Palliative care and hospice services Ethical and cultural perspectives on death and dying	08
Suggested Reading 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 Mc Graw Hill 4. Hurlock B Elizabeth (1978), Child Growth and Development, Tata McGraw Hill 5. Hurlock B Elizabeth (1997), Child Development, Tata McGraw Hill 6. Papalia E Diane & Olds Wendkos Sally (1975), A Child's World–Infancy through Adolescence, McGraw-Hill Book Company 7. Berk E Laura (2000), Child Development, Allyn and Bacon		

DSE 10

Advanced Home Management

Credit 04 (Theory)

Programme - B.A. Honours/ M.A.	Year- 04	Semester 08
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Subject- Home Science		
Course- DSE 10		
Course Title- Advanced Home Management		
Credit Hours- 04		Total No. of hours = 60
Distribution of Marks- As per University norms		
Learning Outcome- The student at the completion of the course will be able to: • Understand the principles and process of home management in family living. • Apply decision-making and time, energy, and money management techniques in the home. • Utilize family resources efficiently through planning, budgeting, and work simplification.		
Unit	Topics	No. of lectures
1.	Management in family living , characteristics of management in home, role of home management, misconceptions regarding home management Roles and responsibilities, characteristics and functions of a home manager	08
2.	Values –Concept, characteristics, classification and factors influencing values Goals –Concept, types, factors influencing goals Standards –Concept, classification of standards Interrelatedness of values, goals and standards	10
3.	Management process: Planning, organizing, leading, controlling and evaluating Decision making: Concept, steps, factors affecting, kind Resources: Meaning and definition, role, characteristics, classification	10
4.	Time Management: Tools–peak-loads, work-curves, rest periods and work simplification	10
5.	Energy Management: Classification of efforts used in homemaking, fatigue– types and Causes, Work simplification techniques– pathway chart,	10

	operation chart, micro- motion film analysis and path process chart	
6.	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
Suggested Reading 1. Sonia Batra and Preeti Mehra, An Introduction to Family Resource Management, Premavathy Seetharaman, CBS Publishers and Distributors 2. Economics of the household, B A Drew, Mc Millan company, New York. 3. Consumer Economics, Dr. Richard, Irwin, Illinois (1983)		

GE 09

Marriage and Family Dynamics

Credit 04 (Theory)

Programme - B.A. (Honours)/ M.A.	Year- 04	Semester 08
Subject- Home Science		
Course- Generic Elective 08		
Course Title- Marriage and Family Dynamics		
Credit Hours- 04	Total No. of hours = 60	
Distribution of Marks- As per University norms		
Course Outcome- The student at the completion of the course will be able to: • Understand the institution of marriage, family structures, and their evolution in Indian society. • Analyze factors affecting marital adjustment and contemporary family issues through sociocultural and legal perspectives. • Apply knowledge of marriage guidance, counseling, and legal frameworks to address family challenges effectively.		
THEORY (04 Credit)		
Unit	Topics	No. of lectures

3.	Marriage – Meaning, marriage as an institution, goals of marriage, selection of life partner, changes in marriage and their causes. Readiness of marriage-physiological, social, psychological and others. Preparation for marriage	12
4.	Family – Definition, functions, and types (with reference to family life cycle), characteristics of family, Family life cycle. Family structure in India	10
3.	Patterns of changes in family relationships	08
4.	Marital adjustment – factors contributing to difficulties in marital adjustment, adjustment to life partners, sexual adjustment, adjustment to in-laws, adjustment to parenthood. Contemporary issues in Family life Break-up of extended family, 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	10
5.	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	10
6.	Field work Case Study Documentation of family based on stages of the family life cycle. Interview with a Marriage Counselor or Family Therapist or Legal Expert on marital/family issues. Survey on Marriage Readiness among college students. Visit to a Family Court or Legal Aid Center;	12

	Focus Group Discussion on changing family structures Media Content Analysis of marriage, divorce, or family life is portrayed in Indian	
Suggested Reading 5. Bagchi, S. (2012). Marriage and family in India: Continuity and change. Rawat Publications. 6. Dube, L. (1997). Women and kinship: Comparative perspectives on gender in South and South-East Asia. Vistaar Publications. 7. Ghai, A., & Gupta, A. (2006). Families in India: Beliefs, practices, and changes. Sage Publications India. 8. Gupta, A. (2005). Sexuality, gender and family in India: Cultural and sociological perspectives. Sage Publications. 9. Kapadia, K. M. (1997). Marriage and family in India. Oxford University Press. 10. Malhotra, S., & Vanneman, R. (2002). Marital adjustment and family life in India: A sociological perspective. Sage Publications India. 11. Patel, V. (2006). Counselling in Indian families: Challenges and opportunities. Indian Journal of Social Work, 67(3), 315–332. 12. Rani, S., & Singh, D. (2014). Family life cycle and its impact on family relationships: Indian perspective. International Journal of Social Sciences, 3(2), 89–97. 13. Sharma, S. (2010). Changing family structures and marital relationships in India. Journal of Family Studies, 16(1), 65–78. 14. Verma, S., & Saraswathi, T. S. (2002). Adolescence in India: Street children and youth. Sage Publications India. 15. Indian Law Institute. (2015). Family law in India. Universal Law Publishing. 16. Ministry of Women and Child Development, Government of India. (2016). National policy for the empowerment of women. https://wcd.nic.in		

GE 10

Consumer Education

Credit 04 (Theory)

Programme - B.A. (Honours)/ M.A.	Year- 04	Semester 08
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Subject- Home Science		
Course- Generic Elective 10		
Course Title- Consumer Education		
Credit Hours- 04		Total No. of hours = 60
Distribution of Marks- As per University norms		
Course Outcome- The student at the completion of the course will be able to: - Identify and evaluate consumer rights, responsibilities and ethical issues to make informed purchasing decisions. - apply knowledge consumer protection laws, financial management and market practices to resolve consumer problems effectively.		
THEORY (04 Credit)		
Unit	Topics	No. of lectures
1.	Definition of consumer, Rural Vs Urban consumer characteristics and problems. Role of consumers in the economy, National Income, Per Capita Income, Household wise, distribution of income.	12
2.	Consumer and Changing nature of the business world -e-commerce, ebusiness. Types of consumer problems - products and service related, investment and infrastructure related, Causes and solutions	10
3.	Consumer education and empowerment, Consumer protection, History of consumer movement in the developed and developing countries, Consumer rights and responsibilities,	08
4.	Consumer organizations - origin, functioning, role and types. Consumer protection and Government legislation Act and orders.	10
5.	Consumer cooperatives - role, history and growth in India, PDS Kendriya Bhandars. Basic legislative framework for consumer protection in India, Consumer Protection Act 1986 COPRA,	10

	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	
6.	Survey on Consumer Awareness in rural and urban areas. Case Study Analysis of real consumer complaints and redressal. Visit and Report on Consumer Court, PDS outlet, or Consumer Organization. Standardization Label Study – Identify and document ISI, AGMARK, FPO, etc. Design a Consumer Awareness Campaign (poster, pamphlet, or short video).	12
Suggested Reading 1. Aggarwal, V. (2008). Consumer protection: Law and practice. Bharat Law House. 2. Gupta, R. (2012). Consumer education. Kalpaz Publications. 3. Khanna, S. R. (2005). Consumer affairs. University of Delhi & IIPA. 4. Kotler, P., & Armstrong, G. (2017). Principles of marketing (17th ed.). Pearson Education. 5. Nader, R. (2000). The consumer and corporate accountability. Vintage. 6. Singh, D. (2011). Consumerism in India: An overview. Deep & Deep Publications. 7. Government of India. (1986). The Consumer Protection Act, 1986 (COPRA). Ministry of Consumer Affairs, Food and Public Distribution. 8. Verma, S. B. (2002). Rural consumer behaviour in India. Deep & Deep Publications. 9. Sharma, K. C. (2004). Consumer behaviour and marketing strategy. Himalaya Publishing House.		

DISSERTATION

CREDIT 06

Programme - B.A. (Honours)/ M.A.	Year- 04	Semester 08
Subject- Home Science		
DISSERTATION ON MAJOR OR DISSERTATION ON MINOR OR ACADEMIC PROJECT/ENTREPRENEURSHIP		
Credit Hours- 06		
Distribution of Marks- As per University norms		
Learning Outcomes- The student at the completion of the course will be able to: ● Learn how to select a Research Proposal based on a research gap found during the literature survey or field observations. ● learn how to prepare synopsis. ● learn how to collect / analyze data and write reports based on the data.		
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.		

Courses offered in Semester IX

DSC 09

Community Nutrition

Credit 04 (Theory 03; Practical 01)

Programme - M.A. / Degree	Year- 05	Semester 09
Subject- Home Science		
Course Code- DSC 09		
Course Title- Community Nutrition		
Credit Hours- 03+ 01		Total No. of hours = 45+ 30
Learning Outcome- The student at the completion of the course will be able to: ● Explain the scope, goals and importance of community nutrition in India. ● Describe the causes, signs and prevention of major nutritional disorders, including protein energy malnutrition and deficiencies of iron, iodine, fluorine and vitamins. ● Assess the nutritional status of individuals and groups using anthropometry, clinical, biochemical and diet survey methods.		
THEORY (03 Credit)		
Unit	Topics	No. of lectures
1.	Community nutrition as a field- goal, scope and importance of community nutrition, Role of Community Nutritionist, Dietary guidelines, Role of nutrition education and behavior change communication Community-Based Approaches to Nutrition, Present trends and focus on community, nutrition, Major Public Health Nutrition Problems in India	08
2.	Prevalence, etiology, biochemical and clinical manifestation and preventive measures for: Protein Energy Malnutrition- Kwashiorkor and Marasmus	08
3.	Prevalence, etiology, biochemical and clinical manifestation and preventive measures for: Iron deficiency, Iodine deficiency; Fluorine Deficiency and Toxicity	08

4.	Prevalence, etiology, biochemical and clinical manifestation and preventive measures for Vitamin A deficiency; Beri-Beri, Pellagra; Scurvy; Rickets, Osteomalacia and Osteoporosis	08
5.	Nutritional assessment and surveillance: Meaning, need, objectives and importance; Anthropometry: Need, importance, types, standards for reference; Biochemical methods: Biophysical assessment, functional assessment, laboratory and biochemical assessment Clinical assessment: Need, importance, identifying signs of deficiency diseases Diet surveys: Need, importance, method	05
6.	Food Security- Concept of Food security; Food distribution system in India – PDS, FCI; Global and National Status of food security; SDG-02; Global hunger index; Policies and Programs related to food security in India, Role of Women in Food Security; Community Nutrition programmes and policies in India, Nutrition education programme in eradication of malnutrition, improving amount and variety of food supply.	08
PRACTICAL (Credit 01)		
1.	Nutritional Assessment in Community - Familiarize students with methods of assessment of nutritional status and preparation of survey - Preparation of low cost nutritious recipes for infants, preschoolers, pregnant/ nursing mothers for nutrition education. - Assessment of nutritional status: - Anthropometry - weight and height measurements - Plotting and interpretation of growth charts for children below 5 years - Identification of clinical signs of common nutritional disorders - Dietary assessment - FFQ and 24 hour diet recall	30

Suggested Reading

1. Wadhwa A and Sharma S (2003). Nutrition in the Community-A Textbook. Elite Publishing House Pvt. Ltd. New Delhi.
2. Park K (2011). Park's Textbook of Preventive and Social Medicine, 21st Edition. M/s Banarasidas Bhanot Publishers, Jabalpur, India.
3. Bamji MS, Krishnaswamy K and Brahman GNV (Eds) (2009). Textbook of Human Nutrition, 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.
4. ICMR (1989) Nutritive Value of Indian Foods. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
5. ICMR (2021) Dietary Guidelines for Indians – A Manual. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
6. Jelliffe DB, Jelliffe ERP, Zervas A and Neumann CG (1989). Community Nutritional Assessment with special reference to less technically developed countries. Oxford University Press. Oxford.
7. World Health Organization (2006). WHO Child Growth Standards: Methods and development: Length/height-for-age, weight-for-age, weight-for-length, weight-for-height and body mass index-for-age (d)

DSE 11**Indian Embroideries and Dyeing and Printing Techniques****Credit 04 (Theory)**

Programme - M.A. / Degree	Year- 05	Semester 09
Subject- Home Science		
Course- DSE 11		
Course Title- Indian Embroideries and Dyeing and Printing Techniques		
Credit Hours- 04	Total No. of hours = 60	
Distribution of Marks- As per University norms		
Learning Outcome- On completion, the student will be able to - ● Explain the types, properties and application of natural and synthetic dyes and evaluate the colour fastness of dyed fabrics. ● Compare the traditional embroidery, printing and weaving techniques of different regions of India in terms of texture, design and colour. ● Develop innovative design ideas based on traditional crafts and describe the traditional costumes of different states of India.		
Unit	Topics	No. of lectures

1.	Definition and classification of dyes Different types of dyes: Natural dyes- Vegetable, animal and mineral; Synthetic dyesdirect, acid, basic, reactive, vat, sulphur, mordant, disperse, pigments. Suitability of various dyes to different fibres. Standardisation, reproducibility and sustainability issues in natural dyeing.	10
2.	Dyeing methods at different stages of processing- fibre, yarn, piece, union and cross; Colour fastness to washing, sunlight, crocking and perspiration, with basic testing and evaluation. Domestic and craft-scale dyeing methods. Introduction to effluent and eco-standard considerations.	08
3.	Comparative study of printing methods (block, stencil, screen, roller, transfer, and an introduction to digital printing) with advantages and disadvantages. Preparation of printing paste, thickeners and ingredients. Cloth preparation, faults in printing and after-treatment. Technical study of traditional printed textiles: Sanganeri, Bagru, Dabu, Ajrakh, Khari.	10
4.	Historical background of traditional Indian embroidery. General embroidery techniques and knowledge of basic hand embroidery stitches. Study of traditional embroideries of India in terms of texture, design, colour and motif: Chikankari of Uttar Pradesh, Kantha of Bengal, Kasuti of Karnataka, Kutch and Kathiawar of Gujarat, Phulkari and Bagh of Punjab, Sindhi embroidery and Chamba Rumal. Design innovation, revival and contemporary adaptation of traditional embroideries for modern needs.	10
5.	Traditional Textiles of India: Texture, design and colour Woven textile - Patola, Brocade, Chanderi, Paithani, Pochampalli, Ikat, Maheshwari, Kanjeevaram and Jamdani Sarees.	10

	Woven fabric- Dacca Muslin, Tassar, Kota Doria Painted textile - Kalamkari, Madhubani Resist dyed textile -Bandhej of Gujarat and Rajasthan	
6.	Traditional costumes of India- Uttarakhand, Kashmir, Punjab, Uttar Pradesh, West Bengal, North Eastern States, Rajasthan, Gujarat, Maharashtra and South Indian States.	12
Suggested Reading 1. Chattopadhyay, K. (1995). Handicrafts of India. Wiley Eastern. 2. Chishti, R. K. (2010). Saris of India: Tradition and beyond. Roli Books. 3. Gillow, J., & Barnard, N. (2008). Indian textiles. Thames & Hudson. 4. Gohl, E. P. G., & Vilensky, L. D. (1983). Textile science (2nd ed.). Longman. 5. Gulrajani, M. L. (1992). Natural dyes and their application to textiles. Indian Institute of Technology Delhi. 6. Irwin, J., & Hall, M. (1973). Indian embroideries. Calico Museum of Textiles. 7. Jain, S., & Gupta, R. (n.d.). Vastra rachna evam chappai takneek. Shiva Prakashan. 8. Marsh, J. T. (1966). An introduction to textile finishing (2nd ed.). Chapman & Hall. 9. Murphy, V., & Crill, R. (1991). Tie-dyed textiles of India: Tradition and trade. Victoria and Albert Museum. 10. Naik, S. D. (1996). Traditional embroideries of India. New Age International Publishers. 11. Naik, S. D., & Wilson, J. A. (2006). Surface designing of textile fabrics. New Age International Publishers. 12. Shenai, V. A. (1994). Chemistry of dyes and principles of dyeing. Sevak Publications. 13. Shenai, V. A. (1995). Technology of printing. Sevak Publications. 14. Trotman, E. R. (1984). Dyeing and chemical technology of textile fibres (6th ed.). Charles Griffin.		

DSE 12

Psychological Testing and Measurement

Credit 04 (Theory)

Programme - M.A. / Degree	Year- 05	Semester 09
Subject- Home Science		
Course- Discipline Specific Elective 12		
Course Title- Psychological Testing and Measurement		
Credit Hours- 04	Total No. of hours = 60	

Distribution of Marks- As per University norms		
Course Outcome- The student at the completion of the course will be able to: • Explain the meaning, types and ethical principles of psychological testing and the qualities of a good test. • Describe the steps in constructing a standardised test and the main tests used to measure intelligence, aptitude, achievement, personality and interest. • Apply psychological tests in educational, developmental and family settings in a fair and culturally sensitive way.		
THEORY (04 Credit)		
Unit	Topics	No. of lectures
1.	Introduction to psychological testing Meaning, nature and scope. Concept of measurement in psychology and its four levels (nominal, ordinal, interval, ratio). Types of psychological tests. Uses of tests in educational, guidance and family settings. Ethical and social issues, test-user competence and cultural fairness.	08
2.	Characteristics of a Good Test Reliability: meaning and methods of estimation and factors affecting it. Validity: meaning and types and its relationship with reliability. Norms: meaning and types and their interpretation. Standardization of a test and the role of the test manual.	12
3.	Test Construction and Scaling Steps in constructing a standardized test. Writing test items and common item formats. Item analysis: item difficulty and item discrimination index. Basic idea of Item Response Theory. Methods of psychological scaling: paired comparison, rank order, equal-appearing intervals and rating scales. Concept of test batteries.	10
4.	Intelligence, Aptitude and Achievement Tests	12

	Concept of intelligence in brief. Individual and group intelligence tests with Indian adaptations. Concept and measurement of aptitude and major aptitude tests in the Indian setting. Achievement tests: concept, construction and uses.	
5.	Personality, Interest and Adjustment Tests Approaches to personality assessment. Objective personality inventories and self-report measures. Projective techniques. Measurement of interest, attitude, adjustment and anxiety.	10
6.	Applications of Psychological Testing in Human Development Developmental and school-readiness assessment of young children. Assessment of social maturity and adaptive behaviour (Vineland Social Maturity Scale, Indian adaptation by Malin). Assessment in the family context: marital and family adjustment, parenting and parent-child relationship scales.	08

Suggested Reading

1. Adhunik Manovagyanik Prikshan evam Maapan , Mahesh Bhargava, H. P. Bhargava Book House , Agra
2. Cohen, R. J., Swerdlik, M. E., & Sturman, E. D. (2018). Psychological testing and assessment: An introduction to tests and measurement (9th ed.). McGraw-Hill.
3. Gregory, R. J. (2018). Psychological testing: History, principles, and applications (8th ed.). Pearson.
4. Murphy, K. R., & Davidshofer, C. O. (2005). Psychological testing: Principles and applications (6th ed.). Pearson Education.
5. Singh, A. K. (2020). Tests, measurements and research methods in behavioural sciences (6th ed.). Bharati Bhawan, Patna.
6. Freeman, F. S. (1971). Theory and practice of psychological testing (3rd ed.). Oxford & IBH Publishing.
7. Anastasi, A. (1968). Differential psychology: Individual and group differences in behavior (4th ed.). Macmillan.
8. Kline, P. (2015). A handbook of psychological testing (2nd ed.). Routledge.
9. Chadha, N. K. (2013). Applied psychometry. Sage Publications.
10. Aiken, L. R., & Groth-Marnat, G. (2006). Psychological testing and assessment (12th ed.). Pearson.
11. Anastasi, A., & Urbina, S. (2004). Psychological testing (7th ed.). Pearson Education.
12. Kaplan, R. M., & Saccuzzo, D. P. (2018). Psychological testing: Principles,

applications, and issues (9th ed.). Cengage.

DSE 13
Human Physiology
Credit 04 (Theory)

Programme - M.A. / Degree	Year- 05	Semester 09
Subject- Home Science		
Course- DSE 13		
Course Title- Human Physiology		
Credit Hours- 04	Total No. of hours = 60	
Distribution of Marks- As per University norms		
Learning Outcome- The student at the completion of the course will be able to: ● Explain the structure and function of the skeletal, muscular, circulatory and digestive systems of the human body. ● Describe the working of the respiratory, excretory and endocrine systems and the role of hormones in the body. ● Explain the physiology of the reproductive system, including pregnancy, childbirth and milk secretion.		
THEORY (04 Credit)		
Unit	Topics	No. of lectures
1.	Physiological process, structural and functional basis of human body, Skeletal system, joints and muscular system	12
2.	Composition and functions of blood and lymph, heart and course of blood circulation, blood pressure, pulse and heart sounds	10
3.	Physiology of digestion, digestive enzymes and their function, function of liver, absorption from the intestine	08
4.	Respiratory apparatus, mechanism of respiration, respiratory rates, volume and transport of gases,	10

5.	Physiology of kidney and skin	10
6.	The location, secretion and functions of various endocrine glands; male and female reproductive organs; pregnancy, parturition and milk secretion	12
Suggested Reading 1. Chatterjee, C. C. (2016). Human Physiology (Vols. 1 & 2) (13th ed.). Kolkata: CBS Publishers & Distributors. 2. Sembulingam, K., & Sembulingam, P. (2020). Essentials of Medical Physiology (8th ed.). New Delhi: Jaypee Brothers Medical Publishers. 3. Guyton, A. C., & Hall, J. E. (2021). Textbook of Medical Physiology (14th ed.). Philadelphia: Elsevier. 4. Jain, A. K. (2012). Textbook of Physiology (Vol. 1 & 2). New Delhi: Avichal Publishing Company. 5. Tortora, G. J., & Derrickson, B. (2017). Principles of Anatomy and Physiology (15th ed.). New York: Wiley. 6. Sherwood, L. (2018). Human Physiology: From Cells to Systems (9th ed.). Boston: Cengage Learning. 7. Arthur J. Vanders; Human Physiology- The mechanisms of body function, Tata Mc Graw-Hill Publishing. 8. Singh, Vrinda. Manav Shareer evam kriya Vigyan. Panchasheel Prakashan, Jaipur.		

GE 11

Child Welfare in India

Credit 04 (Theory)

Programme - M.A. / Degree	Year- 05	Semester 09
Subject- Home Science		
Course- GE 11		
Course Title- Child Welfare in India		
Credit Hours- 04	Total No. of hours = 60	
Distribution of Marks- As per University norms		
Learning Outcome- The student at the completion of the course will be able to: ● explain the social, economical and legal aspects of welfare and protection of children in the Indian context.		

Unit	Topics	No. of lectures
1.	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 children, rights in the Constitution of India	08
2.	Profile of child in India Demographic: Total population, Child population, Sex ratio, Infant Mortality Rate (IMR), Literacy, School enrolment rate	10
3.	Children at Risk Children in especially difficult circumstances, Children in emergency situation, Disabled child, Destitute child, Street child, Delinquent child, Working child	10
4.	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	10
5.	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	10
6.	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
Suggested Reading 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

GE 12

Maternal and Child Nutrition

Credit 04 (Theory)

Programme - M.A. / Degree	Year- 05	Semester 09
Subject- Home Science		
Course- GE 12		
Course Title- Maternal and Child Nutrition		
Credit Hours- 04	Total No. of hours = 60	
Distribution of Marks- As per University norms		
Learning Outcome- The student at the completion of the course will be able 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.		
Unit	Topics	No. of lectures
1.	Introduction to Maternal and Child Nutrition-Importance, Indian cultural beliefs, taboos and practices affecting maternal and child nutrition. Gender socio-economic factors and their influence on nutrition.	08
2.	Maternal Nutrition- Requirements during preconception, pregnancy and lactation, common nutritional deficiency in Indian women, Impact of maternal nutrition on fetus growth and development. Maternal mortality and morbidity in India.	10
3.	Infant and Child Nutrition- Requirements of infants, preschoolers, school-age children and adolescent. Breast feeding / Complementary feeding practices in India.	10

	Malnutrition among Indian Children. Growth monitoring.	
4.	National Nutrition Programs and Policies- ICDS, MDM, Poshan Abhiyan, Anemia Mukd Bharat, Maternity Benefit Programs- Janani Suraksha Yojana (JSY), Janani Shishu Suraksha Karyakaram (JSSK), Pradhan Mantri Matru Vandana Yojna, Pradhan Mantri Surakshit Matritva Abhiyan	10
5.	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.)	10
6.	Use of traditional diets recipes for health promotion.	12
Suggested Reading 1. Mahan, L. K., & Raymond, J. L. (2016). Krause's food & the nutrition care process (14th ed.). Elsevier. 2. Brown, J. E. (2016). Nutrition through the life cycle (5th ed.). Cengage Learning. 3. Spark, A., Brink, L. R., & Davis, J. L. (Eds.). (2020). Maternal and child nutrition. Wiley-Blackwell. 4. Mann, J., & Truswell, A. S. (Eds.). (2017). Essentials of human nutrition (5th ed.). Oxford University Press. 5. Srilakshmi, B. (2021). Nutrition science (7th ed.). New Age International Publishers. 6. Shils, M. E., Shike, M., Ross, A. C., Caballero, B., & Cousins, R. J. (Eds.). (2012). Modern nutrition in health and disease (11th ed.). Lippincott Williams & Wilkins. 7. Joshi, S. A. (2010). Nutrition and dietetics (3rd ed.). Tata McGraw-Hill Education. 8. Ross, A. C., Caballero, B., Cousins, R. J., Tucker, K. L., & Ziegler, T. R. (Eds.). (2014). Modern nutrition in health and disease (12th ed.). Lippincott Williams & Wilkins. 9. Nnakwe, N. E. (2013). Community nutrition: Planning health promotion and disease prevention (2nd ed.). Jones & Bartlett Learning. 10. Vir, S. C. (2011). Public health nutrition in developing countries (Vol. 1 & 2). Woodhead Publishing India.		

DISSERTATION

CREDIT 06

Programme - M.A. / Degree	Year- 05	Semester 09
Subject- Home Science		
DISSERTATION ON MAJOR OR DISSERTATION ON MINOR OR ACADEMIC PROJECT/ENTREPRENEURSHIP		
Credit Hours- 06		
Distribution of Marks- As per University norms		
Learning Outcomes- The student at the completion of the course will be able to: ● Learn how to select a Research Proposal based on a research gap found during the literature survey or field observations. ● learn how to prepare synopsis. ● learn how to collect / analyze data and write reports based on the data.		
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.		

Courses offered in Semester X

DSC 10

Interior Decoration

Credit 04 (Theory 03; Practical 01)

Programme - M.A. / Degree	Year- 05	Semester 10
Subject- Home Science		
Course Code- DSC 10		
Course Title- Interior Decoration		
Credit Hours- 03+ 01		Total No. of hours = 45+ 30
Course Outcome- The student at the completion of the course will be able to: ● Apply design principles to create functional and aesthetic interior spaces. ● Plan and evaluate interior elements like furniture, lighting, and accessories. ● Incorporate eco-friendly practices in interior design for sustainable living. ● Use digital tools and adapt to modern interior trends and technologies.		
THEORY (03 Credit)		
Unit	Topics	No. of lectures
1.	Introduction to interior decoration, importance of interior planning and decoration, planning principles for specific areas.Principles of Art.	08
2.	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.	08
3.	Window and window treatment, Accessories for interior. Table setting. Lighting as an element of interior, wall and wall covering, floor and floor covering.	08
4.	Furniture arrangement, types of furniture and selection criteria, window treatment, types of windows and its parts, functional and decorative treatment, Light sources and	08

	colour scheme, Developing light plans for different areas, Functional and decorative accessories for interiors.	
5.	Sustainable and Eco-Friendly Interiors Eco-friendly materials: bamboo, jute, recycled wood, organic textiles, low-VOC paints Energy-efficient lighting and appliances Water-saving fixtures and green building certifications (e.g., LEED, GRIHA) Waste management in interiors: composting, upcycling, reuse strategies Role of Home Scientists in promoting sustainable living environments	05
6.	Digital Tools and Trends in Interior Decoration interior design software (SketchUp, AutoCAD, Canva, FloorPlanner), Smart home technology and automation in interiors Interior trends: minimalism, maximalism, biophilic design, multifunctional furniture	08
PRACTICAL (Credit 01)		
1.	Practicals based on Interior Decoration 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. Flower arrangement, Wall painting, picture frame. Preparing drawings for different interior spaces. Arrangement of walls Arrangement of floors Ceiling arrangements.	30
Suggested Reading 1. Drothy S., Devan and Others- Introduction to interior Design, N.Y. Macmillan 1980. 2. Mike Lawrence: The Complete interior Decorator U.K. Macdonald, 1986. 3. Faulker and Faulker, inside today's home, N.Y. Holt Rinehart and Winston, 1975		

DSE 14
Gender in Extension
Credit 04 (Theory)

Programme - M.A. / Degree	Year- 05	Semester 10
Subject- Home Science		
Course- DSE 14		
Course Title- Gender in Extension		
Credit Hours- 04	Total No. of hours = 60	
Distribution of Marks- As per University norms		
Course Outcome- The student at the completion of the course will be able to: • Understand and explain the social construction of gender and its impact on roles, relations, and identities. • Analyze gender issues through feminist theories, policies, and development frameworks. • Apply gender knowledge through fieldwork, media analysis, and advocacy for empowerment.		
THEORY (04 Credit)		
Unit	Topics	No. of lectures
1.	Social Construction of Gender Concept of gender, difference between sex and gender; Cultural construction of gender-socialization and gender roles-historical and contemporary perspectives ; Patriarchy and gender relations, Changing status of women-influencing factors; Feminism, Feminist theories and gender perspectives	08
2.	Gender and Development Perspectives Concept and importance of women’s development ; Role and participation of women in development. ; Theoretical frameworks and approaches towards women and development. ; Policies and initiatives for women’s development- international and national perspectives; Globalization and its impact	10

3.	Gender Issues and Empowerment Problems, vulnerabilities and marginalization of women– lifecycle approach ; Issues and impact of marriage and kinship systems, socio cultural practices, health, education, livelihood, poverty– access and control of resources on women’s lives; Violence in women- concept, nature, impact ; Women and work- invisibility, opportunities and participation in workforce ; Political participation of women and leadership ; Women’s empowerment problems and limitations.	10
4.	Gender and Advocacy Human Rights and women- women’s right to development. ; Gender and Law- Laws governing gender empowerment-social, legal and political perspectives. Issues of enforcement of laws and women’s protection.	10
5.	Women’s Development Programmes and policies: National policy for empowerment of women, schemes and programmes.; Women’s empowerment and Media- images and representation of women in different media, women’s voice in media, participation in production.	10
6.	Field work- Conducting gender audit of a college, local institute Interview and Documentation of a Woman's Life to study gender-based challenges and empowerment in a real-life context Survey on Gender Attitudes or Stereotypes Media analysis of (ads, TV shows, films, social media posts, or news articles) on Gender Representation Plan and implement a local Gender Sensitization campaign (e.g., street play, awareness posters, flash mob, digital reels). Visit to an NGO, women’s shelter, or legal aid center working on Gender Issues	12
Suggested Reading 1. Dube, L. (2001) Anthropological Explorations in Gender-Intersecting Fields New		

- Delhi: Sage Publications.
2. Goel, A. (2004) Education & Socio-Economic Perspectives of Women Development and Empowerment. New Delhi: Deep & Deep.
 3. Kishwar, M. (1994) Off the Beaten Track – Rethinking Gender Justice for Indian Women. Mumbai: Oxford University Press.
 4. Krishna, S. (Ed) (2003) Livelihood and Gender Equality in Community Resource Management. New Delhi: Sage Publications.
 5. Powell, G. (1999) Handbook of Gender & Work. London: Sage Publications
 6. Agarwal, B. (1994). A field of one's own: Gender and land rights in South Asia. Cambridge University Press.
 7. Desai, N., & Thakkar, U. (2001). Women in Indian society. National Book Trust, India.
 8. Mazumdar, V. (1994). Emergence of the women's question in India and the role of women's studies. Centre for Women's Development Studies.
 9. Kumar, R. (1993). The history of doing: An illustrated account of movements for women's rights and feminism in India, 1800–1990. Kali for Women.
 10. Ghadially, R. (Ed.). (2007). Urban women in contemporary India: A reader. Sage Publications India.
 11. Chakravarti, U. (2003). Gendering caste: Through a feminist lens. Stree.
 12. Kapadia, K. (2002). The violence of development: The politics of identity, gender and social inequalities in India. Zubaan Books.
 13. Mohanty, C. T. (2003). Feminism without borders: Decolonizing theory, practicing solidarity. Duke University Press.
 14. National Commission for Women. (n.d.). Reports and publications. <https://ncw.nic.in>
 15. Ministry of Women and Child Development. (2001). National policy for the empowerment of women. <https://wcd.nic.in>
 16. Planning Commission, Government of India. (2007). Report of the working group on empowerment of women for the XI Five Year Plan (2007–2012). <https://niti.gov.in>
 17. United Nations Development Programme. (n.d.). Human development reports with a gender focus. <https://hdr.undp.org>

DSE 15

Entrepreneurship Management

Credit 04 (Theory)

Programme - M.A. / Degree	Year- 05	Semester 10
Subject- Home Science		
Course- DSE 15		
Course Title- Entrepreneurship Development		
Credit Hours- 04	Total No. of hours = 60	
Distribution of Marks- As per University norms		

Learning Outcome- The student at the completion of the course will be able to: - Identify and assess entrepreneurial opportunities in the home science domain. - Apply key management skills to set up and run small-scale enterprises.		
THEORY (04 Credit)		
Unit	Topics	No. of lectures
1.	Entrepreneurship — Definition, need, scope and characteristics of entrepreneurship development and employment promotion ,Identification of Opportunities.	08
2.	Entrepreneur and Enterprise, Entrepreneurial qualities, Assessing Entrepreneurial qualities, Environment Scanning and Opportunity Identification. Methods source and type of opportunity, assessment criteria and profiling opportunities.	10
3.	Infrastructure and support system, Industrial support agencies, Procedure and steps involved in setting up an enterprise, sources of information and industry organization.	10
4.	Enterprise management, Basic management concepts, personnel management, product management, material management, financial management and accounting, market management, crisis management.	10
5.	Innovation and Creativity in entrepreneurship Design thinking for product and service development Business Idea generation techniques (Brainstorming, SCAMPER, Mind Mapping) Elements and preparation of a business plan Feasibility analysis	10
6.	Legal structure of enterprises: Sole proprietorship, partnership, private/public limited company Licensing and registration procedures for small businesses Intellectual property rights (IPR): Trademarks, patents, copyrights, designs Labour laws and tax regulations for MSMEs	12

	Ethical entrepreneurship: Social responsibility, sustainability, ethical marketing Government policies and schemes for women entrepreneurs (e.g., MUDRA, Stand-Up India, PMEGP)	
Suggested Reading 1. Ramachandran, Entrepreneurship Development, Me Graw Hill 2. Katz, Entrepreneurship Small Business, Mc Graw Hill 3. Byrd Megginson, Small Business Management An Entrepreneur's Guidebook 7th ed, McGrawHill 4. Fayolle A (2007) Entrepreneurship and new value creation. Cambridge, Cambridge University Press 5. Hougard S. (2005) The business idea. Berlin, Springer 6. Lowe R & S Marriott (2006) Enterprise: Entrepreneurship & Innovation. Burlington, Butterworth Heinemann		

DSE 16

Children with Special Needs

Credit 04 (Theory)

Programme - M.A./ Degree	Year- 05	Semester 10
Subject- Home Science		
Course- DSE 16		
Course Title- Children with Special Needs		
Credit Hours- 04	Total No. of hours = 60	
Distribution of Marks- As per University norms		
Learning Outcomes- The student at the completion of the course will be able to: • identify and understand the needs of children with special needs and suggest suitable interventions. • apply inclusive teaching strategies and understand related laws and policies for special education.		
Unit	Topics	No. of lectures
1.	Understanding children with special needs - Needs, definition, identification, assessment and intervention, trends in educating children with	08

	special needs	
2.	Special education and assessment IEP (Individualized Education Program) and IFSP (Individualized Family Support Program); Classroom management , team teaching, shadow teaching, peer tutorial and cooperative learning, use of Positive Behaviour Intervention Strategy (PBIS) Role of special educator	10
3.	Children with Intellectual Disability- Autism, Gifted and Creative children- Characteristics, special needs, identification and educational provisions Children with Learning disability- Discalculia, Dysgraphia, Dyslexia	10
4.	Children with Visual impairment: Classification, identification and educational provisions Children with Hearing impaired: Classification, identification, causes and educational provisions	10
5.	Children with orthopaedic impairment- Cerebral Palsy, Muscular Dystrophy, Spinal Bifida, Parkinson Children with behavioural disorders: Aggressive behaviour, ADHD	12
6.	Laws, policies and acts related to special need children, role of international and national organisation for special need children	10
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 shikshatathanirdeshanevamparamarsh, Vinay Rishivar, Agarwal Publications 5. VishishtBalak, Abha Rani Bisht and Swati Saxena, Agarwal Publications. 6. IGNOU study material.		

Apparel Industry and Quality Assessment
Credit 04 (Theory)

Programme - M.A. / Degree	Year- 05	Semester 10
Subject- Home Science		
Course- DSE 14		
Course Title- Apparel Industry and Quality Assessment		
Credit Hours- 04	Total No. of hours = 60	
Distribution of Marks- As per University norms		
Learning Outcome- The student at the completion of the course will be able to: ● Demonstrate the ability to assess the quality of ready-made garments and understand the structure, challenges, and opportunities within the apparel industry. ● Apply core marketing principles and merchandising strategies, including the 4 Ps and promotional tools, to real-world garment industry contexts.		
Unit	Topics	No. of lectures
1.	Quality Assessment Judging the quality of readymade garments: overall appearance, fabric, fit, workmanship, price	08
2.	Importance of Labels and Consumer Awareness Garment Labels: Types and importance of labels with special reference to care labels Consumer Problems and protection, Rights and Responsibilities	06
3.	Apparel Design Apparel classification and categories Study of garment components : necklines, collars, sleeves, plackets, pockets, hemlines Disposal of fullness- Darts, tucks, pleats and gathers Garment designing according to age, climate, occasion, occupation Garment designing for special needs, basic principles and requirements – Self-help, maternity wear, lactation, old age	24
4.	Introduction to Apparel marketing and	10

	merchandising concepts- 4Ps of Marketing- Product, Price, Place and Promotion Market Segmentation-Target group and Demographics Role of a merchandiser, Principles and techniques of merchandising	
5.	Indian Readymade garment industry: Importance in Export and Domestic sector Recent Structural changes in garment industry Problems and prospects Apparel Retail: Various In store and non-store retail formats Recent Structural changes in apparel	10
6.	Project work: Visit to readymade garment retail outlets belonging to three different levels (designer outlets, middle class outlets, ordinary outlets) and compare the workmanship, fabric, etc. of the garments. Presentation of the report by students	12

Suggested Reading

1. Stamper, A.A., S. H. Sharp and L.B. Donnell (1986) Evaluating Apparel Quality, Fairchild Publications, America
2. Kotler, P and Armstrong, G., Principles of Marketing, Prentice Hall of India, New Delhi, 1999.
3. Fritz, A and Cant, J., Consumer Textiles, Oxford University Press, 1988
4. Bharadwaj, S.K. and Mehta, P.V., Managing Quality in the Apparel Industry, New Age International, New Delhi, 1998.
5. Constantino, M, Fashion Marketing, BT Batsford, London, 1998
6. Stone, Elaine, Fashion Merchandising, Mc Graw Hill Inc, 1985
7. Jackson, Tim, Mastering Fashion and Merchandising Management, Mc Millan Press, London, 2001
8. Diamond, E., Fashion Retailing a Multichannel Approach, Prentice Hall, 2005
9. Grace, E, Introduction to Fashion Merchandising, Prentice Hall, New Jersey, 1978

GE 14
Guidance and Counselling
Credit 04 (Theory)

Programme - M.A. / Degree		Year- 05	Semester 10
Subject- Home Science			
Course- Generic Elective 14			
Course Title- Guidance and Counselling			
Credit Hours- 04		Total No. of hours = 60	
Distribution of Marks- As per University norms			
Course Outcome- The student at the completion of the course will be able to: • Understand core concepts and types of guidance and counselling relevant to educational and vocational settings. • Demonstrate use of basic counselling tools and techniques to support diverse learner needs effectively.			
THEORY (04 Credit)			
Unit	Topics	No. of lectures	
1.	Introduction to guidance and counselling Historical evolution; Philosophical, sociological, and psychological foundations of guidance; Guidance and counselling within the Indian education system: current status and challenges; Inclusive education and the contribution of counselling; Government and institutional initiatives in India (NCERT, UGC, NIOS, RCI, etc.)	12	
2.	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	10	
3.	Counselling Techniques: Concept, nature and scope of counselling, need and importance of counselling, types of counselling:	08	

	directive, non-directive and eclectic, tools and techniques of counselling	
4.	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	10
5.	Guidance of children with special needs, guidance of the gifted and creative students, role of teacher in Guidance, difference between guidance and counselling	10
6.	Field work Role-playing simulations of various types of counselling Use of counselling tools and techniques – practice with rating scales, interest inventories, aptitude tests Field visits to school guidance cells, special education centres, or NGOs offering counselling Mock counselling sessions with peer Use of counselling tools and techniques – practice with rating scales, interest inventories, aptitude tests	12

Suggested Reading

1. Aggarwal, J. C. (2012). Educational, vocational guidance and counselling (1st ed.). Delhi: Doaba House.
2. Kochhar, S. K. (2012). Educational and vocational guidance in secondary schools. New Delhi: Sterling Publishers.
3. Narayana Rao, S. (2013). Counselling and guidance (3rd ed.). New Delhi: Tata McGraw Hill.
4. Sharma, R. A. (2011). Fundamentals of guidance and counselling. Meerut: R. Lall Book Depot.
5. Chauhan, S. S. (2009). Principles and techniques of guidance. New Delhi: Vikas Publishing House.
6. Gibson, R. L., & Mitchell, M. H. (2011). Introduction to counseling and guidance (7th ed.). Delhi: Pearson Education.
7. Nanda, S. K. (2007). Guidance and counselling. Ludhiana: Tandon Publications.
8. Government of India. (2005). National Curriculum Framework (NCF). New Delhi: NCERT.

DISSERTATION

CREDIT 06

Programme - M.A.	Year- 05	Semester 10
Subject- Home Science		
DISSERTATION ON MAJOR OR DISSERTATION ON MINOR OR ACADEMIC PROJECT/ENTREPRENEURSHIP		
Credit Hours- 06		
Distribution of Marks- As per University norms		
Learning Outcomes- The student at the completion of the course will be able to: ● Learn how to select a Research Proposal based on a research gap found during the literature survey or field observations. ● learn how to prepare synopsis. ● learn how to collect / analyze data and write reports based on the data.		
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.		