



Nehru Gram Bharati (Deemed to be University)  
Prayagraj, Uttar Pradesh , INDIA

FOUR YEAR UNDERGRADUATE PROGRAMME  
**Syllabus**  
*[ As per NEP-2020 Regulations]*

*B.A./B.A. (Honours)/B.A.(Honours with Research)*  
in  
**Home Science**

[Department of Home Science]

[Effective From 2025-26 Onwards]

## Board of Studies

Dated: 05-03-2025

1	Dr. Shikha Khare ,	HoD & Assistant Professor, Department of Home Science, NGB(DU), Prayagraj
2	Dr. Monika Gupta	Assistant Proffesor, Home science Department
3	Dr. Asheesh Shivam	Associate Professor, Dean- Faculty of Science, NGB(DU), Prayagraj
4	Dr. Ramesh Chandra Mishra	HOD & Associate Professor, Department of Political Science, NGB(DU), Prayagraj
5	Dr. Adi Nath	Assistant Professor, Department of Botany, NGB(DU), Prayagraj
6	Prof. Neetu Singh (Subject Expert)	Professor, HNB Govt. PG College, Naini, Prayagraj

## Meeting Minutes

The meeting of Board of Studies (BOS) of the Department of Home Science, Nehru Gram Bharati Deemed to be University was held on 06/05/2025 at Home Science Department. As per the notice issued earlier, the discussion made in ~~any~~ each Agenda and following resolution were adopted.

Agenda-1 To confirm the minutes of last meeting  
Resolution - To read and confirm the minutes held on 08/04/2025. The minutes confirmed by the members unanimously.

Agenda-2 To correct the Internal & External marks of B.A. 4 Year syllabus regarding NEP 2020.

Resolution - As per the <sup>discussion of</sup> coordinator NEP 2020 correction are made to the marks of internal and external of B.A. 4 Year course. i.e. instead of 80-20, the marks will be 60+40 (external + Internal).

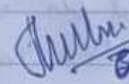

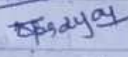

~~for 15th 06/05~~  
Agenda-3 To Modify the credit of B.A. 4th year Course NEP 2020.

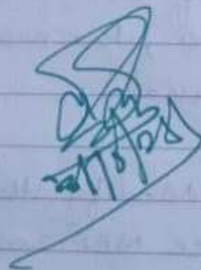
Resolution - After the discussion it is decided by the BOS members that credit of B.A. 4 Year Program will be 160 instead of 180 credit.

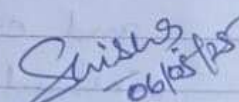
Agenda-4 To discuss the syllabus of PG and Phd Course work.

Resolution - Syllabus of PG & Phd coursework Put before the BOS members and after the deep discussion it is decided by the respected members that there will be no changes in PG & Phd coursework.

Meeting concluded with vote of thanks. Following members were present in the meeting.

1. Dr. Savysachi (Dean Art) -  06-5-25
2. Dr. Chhaya Malviya (Head Eng.) -  CM
3. Dr. Adinath (Assit. Prof. Botany) -  06-5-25
4. Dr. Monika Gupta (Assit. Prof. H.Sc) -  06-5-25
5. Prof. Nitu Singh (HOD, H.N.B. PG college) - online



  
Dr. Shikha Khane  
Co-ordinator  
विश्वविद्यालय - युवाविज्ञान विभाग  
केन्द्रीय कक्षा भवन (महिला विभाग)  
प्रयागराज - 221505

## Introduction of the Programme:

### [a] Introduction:

The NEP-2020 offers an opportunity to effect a paradigm shift from a teacher-centric to a student-centric higher education system in India. It is based on Outcome Based Education, where the Graduate Attributes are first kept in mind to reverse-design the Programs, Courses and Supplementary activities to attain the graduate attributes and learning outcomes. The learning outcomes-based curriculum framework for a degree in B.A. (Honours/Honours with Research) in Home Science is intended to provide a comprehensive foundation to the subject and to help students develop the ability to successfully continue with further studies and research in the subject while they are equipped with required skills at various stages. The framework is designed to equip students with valuable cognitive abilities and skills so that they are successful in meeting diverse needs of professional careers in a developing and knowledge-based society. The curriculum framework takes into account the need to maintain globally competitive standards of achievement in terms of the knowledge and skills, as well as to develop spirit of enquiry, problem solving skills and human and professional values which foster rational and critical thinking in students.

### [b] Graduate Attributes:

Type of learning outcomes	The Learning Outcomes Descriptors
Learning outcomes that are specific to disciplinary/interdisciplinary areas of learning	Disciplinary/ interdisciplinary Knowledge & Skills
Generic learning outcomes	<i>Critical Thinking &amp; problem-solving Capacity</i>
	<i>Creativity</i>
	<b>Communication Skills:</b> The graduates should be able to demonstrate the skills that enable them to: <ul style="list-style-type: none"><li>• listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/audiences,</li><li>• express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media,</li><li>• confidently share views and express herself/himself,</li><li>• construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice,</li><li>• convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups.</li></ul>

**Analytical reasoning/thinking:** The graduates should be able to demonstrate the capability to:

- evaluate the reliability and relevance of evidence;
- identify logical flaws in the arguments of others;
- analyze and synthesize data from a variety of sources;
- draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.

**Research-related skills:** The graduates should be able to demonstrate:

- a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions,
- the ability to problematize, synthesize and articulate issues and design research proposals,
- the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships,
- the capacity to develop appropriate methodology and tools of data collection,
- the appropriate use of statistical and other analytical tools and techniques,
- the ability to plan, execute and report the results of an experiment or investigation,
- the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.

**Coordinating/collaborating with others:** The graduates should be able to demonstrate the ability to:

- work effectively and respectfully with diverse teams,
- facilitate cooperative or coordinated effort on the part of a group,
- act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

**Leadership readiness/qualities:** The graduates should be able to demonstrate the capability for:

- mapping out the tasks of a team or an organization and setting direction.
- formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision.
- using management skills to guide people to the right destination.

**'Learning how to learn' skills:** The graduates should be able to demonstrate the ability to:

- acquire new knowledge and skills, including 'learning how to learn' skills, that are necessary for pursuing learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of the workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/ skill development/reskilling,
- work independently, identify appropriate resources required for further learning,
- acquire organizational skills and time management to set self-defined goals and targets with timelines.
- inculcate a healthy attitude to be a lifelong learner,



	<p><b>Digital and technological skills:</b> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> <li>• use ICT in a variety of learning and work situations,</li> <li>• access, evaluate, and use a variety of relevant information sources,</li> <li>• use appropriate software for analysis of data.</li> </ul> <p>• <b>National &amp; International Perspective considering the current perspective of a Global Village.</b></p>
	<p><b>Value inculcation:</b> The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:</p> <ul style="list-style-type: none"> <li>• embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values,</li> <li>• practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies,</li> <li>• formulate a position/argument about an ethical issue from multiple perspectives</li> <li>• identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights,</li> <li>• recognize environmental and sustainability issues, and participate in actions to promote sustainable development.</li> </ul>
	<p><b>Autonomy, responsibility, and accountability:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• apply knowledge, understanding, and/or skills with an appropriate degree of independence relevant to the level of the qualification,</li> <li>• work independently, identify appropriate resources required for a project, and manage a project through to completion,</li> </ul>
	<p><b>Environmental awareness and action:</b> The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for:</p> <ul style="list-style-type: none"> <li>• mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.</li> </ul>
	<p><b>Community engagement and service:</b> The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well-being of society.</p>
	<p><b>Empathy:</b> The graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or group, and to identify and understand other people's emotions.</p>

**[c] Flexibility:**

The programmes are flexible enough to allow liberty to students in designing them according to their requirements. The Learner is given freedom of choice in selecting disciplines. Students may select his/her own stream. He/She may select three major disciplines from his/her own stream or two major disciplines from his own stream and one major discipline from any other stream. Along with major disciplines, a student can select minor disciplines from other streams, languages, generic electives, ability enhancement courses, Vocational/Skill Enhancement Courses (SEC) and Value added Courses including Extra Curricular activities.

**Multiple Entry & Exit Options:**

ENTRY & EXIT OPTIONS	Credits Required
<b>Certificate</b> upon the Successful Completion of the First Year (Two Semesters) of the multidisciplinary Four-year Undergraduate Programme. <b>[NSQF Level 5]</b> <b>+ 04 Credit Mandatory Internship in Case of Exit.</b>	<b>44</b>
<b>Diploma</b> upon the Successful Completion of the Second Year (Four Semesters) of the multidisciplinary Four-year Undergraduate Programme. <b>[NSQF Level 6]</b> <b>+ 04 Credit Mandatory Internship in Case of Exit.</b> For Entry to NHEQF Level 5.0, must have completed the NHEQF 4.5 Level of Four Year Undergraduate Programme as per NEP-2020.	<b>84</b>
<b>Basic Bachelor Degree</b> at the Successful Completion of the Third Year (Six Semesters) of the multidisciplinary Four-year Undergraduate Programme. For Entry to NHEQF Level 5.5, must have completed the NHEQF 5.0 Level of Four Year Undergraduate Programme as per NEP-2020.	<b>120</b>
<b>Bachelor Degree with Honours/Honours with Research</b> in a Discipline at the Successful Completion of the Fourth Year (Eight Semesters) of the multidisciplinary Four-year Undergraduate Programme. For Entry to NHEQF Level 6.0, must have completed the NHEQF 5.5 Level of Four Year Undergraduate Programme as per NEP-2020.	<b>160</b>

**Programme Educational Objectives (PEOs):**

- PEO1. Train the students in scientific skill both in theory and practice.
- PEO2. To instigate our students to secure skilfully their jobs as researchers and scientists in the institutes.
- PEO3. Develop skills for the good adjustment in social, familial, official atmosphere
- PEO4. Enable the students to manage the time and develop their aptitude of individual planning
- PEO5. To upgrade the students to acclimatize in the changing scenario of the various fields with critical evaluation.

**Programme Outcomes (POs) :**

- PO1. The program has been framed in such a manner that students receive real feel of quality education by touching all aspects of human life cycle.
- PO2. Designed to enhance the capacity of students to understand universal and domain-specific values in Home Science
- PO3. Develop the ability to address the complexities and interface among of self, societal and national priorities  
Inculcate both generic and subject-specific skills to succeed in the employment market and standards of life  
Promote research, innovation and design (product) development favoring all the disciplines in Home Science.



PO4. This programme develops scientific and practical approach among the students which helps in their day today life.

PO5. Enhance digital literacy and apply them to engage in real time problem solving and idealization related to all fields of Home Science.

**Programme Specific outcomes (PSOs) : The learners will be able to-**

PSO1. Appreciate and benefit from the symbiotic relationship among the five core disciplines of Home Science – Resource Management, Food Science and Nutrition, Textiles and Clothing, Human Development and Family Studies and Extension and Communication.

PSO2. After this degree programme students can be benefited by getting jobs in various fields like government sector, working with NGOs, jobs as an extension worker, Education etc. and also they can feel the sense of entrepreneurship as well.

PSO3. Programme is framed to Encourage a genre of responsible students with a passion for lifelong learning and entrepreneurship, it also generate multi-skilled leaders with a holistic perspective that cuts across disciplines.

PSO4. Develop sensitivity, resourcefulness, and competence to render service to enhance development of individuals, families, communities, and the nation at large.

PSO5. May have capabilities to start earning by enhancing their skills in the field of Nutrition and Textiles.

## Department of Home Science

B.A./B.A.(Honours)/B.A.(Honours with Research) in Home Science

SYLLABUS STRUCTURE OVER-All ( Based on NEP – 2020)

B.A./B.A.(Honours)/B.A.(Honours with Research) in Home Science										
Year	Semester	Nomenclature of the Courses/Title	Com/Ele.	Credit	Credit Distribution			Teaching Hours		
					L	T	P	L	T	P
First Year	I	Fundamentals of Food & Nutrition	Compulsory	4	2	0	2	30	0	60
		Introduction to IKS : Home Science	Compulsory	2	2	0	0	30	0	0
		Minor Paper for other discipline : YOUTH AND ADOLESCENT	POOL B	3	3	0	0	45	0	0
		AEC : COMMUNICATION SKILLS & PERSONALITY DEVELOPMENT	Compulsory	2	2	0	0	30	0	0
		SEC- (Paper-I)	POOL C	3	1	0	2	15	0	60
		VAC- Understanding India	POOL D	2	2	0	0	30	0	0
		Other Major	POOL A	4	4	0	0	60	0	0
		<b>Total Semester Credits</b>		<b>20</b>						
	II	Introduction to Clothing & Textile	Compulsory	5	3	0	2	45	0	60
		Minor Paper for Other Discipline: ADULT EDUCATION	POOL B	3	3	0	0	45	0	0
		AEC : Critical Thinking & Problem Solving	Compulsory	2	2	0	0	30	0	0
		SEC- (Paper-II)	POOL C	3	1	0	2	15	0	60
		VAC-2 : Indian Constitution	POOL D	2	2	0	0	30	0	0
		Other Major (Contd.)	Compulsory	5	5	0	0	75	0	0
		<b>Total Semester Credits</b>		<b>20</b>						
<b>Exit Option : Certificate in Field of Learning/discipline</b>										
Second Year	III	Family & Resource Management	Compulsory	4	2	0	2	30	0	60
		Applied IKS-I: Home Science	Compulsory	2	2	0	0	30	0	0
		Minor Paper for other discipline: GENERAL HYGIENE	POOL B	3	3	0	0	45	0	0
		AEC : Soft Skills	Compulsory	2	2	0	0	30	0	0

Third Year		SEC- (Paper-I)	POOL C	3	1	0	2	15	0	60
		VAC-3 : Indian Heritage & Culture/NSS/NCC	POOL D	2	2	0	0	30	0	0
		Other Major (Contd.)	Compulsory	4	4	0	0	60	0	0
		<b>Total Semester Credits</b>		<b>20</b>				0	0	0
	IV	Child Growth & Development	Compulsory	5	3	0	2	45	0	60
		Minor Paper for other discipline: PERSONAL HYGIENE	POOL B	3	0	0	0	45	0	0
		AEC : Content Writing & Editing	Compulsory	2	2	0	0	30	0	0
		SEC- (Paper-II)	Pool C	3	1	0	2	15	0	60
		VAC-4 : Food Nutrition & Hygiene	Pool D	2	2	0	0	30	0	0
		Other Major (Contd.)	Compulsory	5	5	0	0	75	0	0
		<b>Total Semester Credits</b>		<b>20</b>						
	<b>Exit Option : Diploma in Field of Learning/discipline</b>									
	V	Extension Education & Community Development	Compulsory	4	2	0	2	30	0	60
		Applied IKS-II : Home Science	Compulsory	2	2	0	0	30	0	0
		Minor for other Discipline: CONSUMER BEHAVIOUR	Pool B	3	3	0	0	45	0	0
		Note: Choose any one Paper i. Surface Ornamentation of Fabrics ii. Consumer Economics & Marketing iii. Community Health & Management	Core Elective	3	3	0	0	45	0	0
		AEC : Team Building & Leadership	Compulsory	2	2	0	0	30	0	0
		VAC-5: Environmental Science & Sustainability	POOL D	2	2	0	0	30	0	0
		Other Major (Contd.)	Compulsory	4	4	0	0	60	0	0
		<b>Total Semester Credits</b>		<b>20</b>				0	0	0
	VI	Dietetics & Therapeutic Nutrition	Compulsory	5	3	0	2	45	0	60
		Note: Choose any one Paper i. Consumer Issues & Challenges ii. Mother Craft & Child	Core Elective	3	3	0	0	45	0	0

		Welfare iii. Home Furnishing								
		Minor Paper for other discipline : SOCIAL ENTREPRENEURSHIP	POOL B	3	3	0	0	45	0	0
		Internship/Apprenticeship	Compulsory	4	0	0	4	0	0	120
		Other Major (Contd.)	Compulsory	5	5	0	0	75	0	0
		<b>Total Semester Credits</b>		<b>20</b>						
<b>Exit Option : Basic UG degree in Field of Learning/discipline</b>										
Fourth Year	VII	1. Apparel Design & Clothing Construction	Compulsory	5	3	0	2	45	0	60
		2. Research Methodology (Hons. with Research) /Alternate Paper (Honours)	Compulsory	4	4	0	0	60	0	0
		Note: Choose any Two Paper (4+4) i. Home Economics ii. Marriage & Family Dynamics iii. Women Rights & Gender Empowerment iv. Food & Science	Core Elective	8	8	0	0	120	0	0
		Minor Paper From other discipline: FUNDAMENTALS OF GARMENTS CONSTRUCTION	Pool B	3	3	0	0	45	0	0
		<b>Total Semester Credits</b>		<b>20</b>				0	0	0
	VIII	Child Psychology & Counseling	Compulsory	5	3	0	2	45	0	60
		Note: Choose any One papers: i. Resource Mangement & Sustainable Development ii. Introduction to Rural Development & Communication iii. Fashion Industry & Marketing iv. Nutrition & Immunity	Core Elective	3	3	0	0	45	0	0

	Dissertation/Research Project & Viva Voce (Hons. with Research) or Field Visit/Tour based Viva Voce (Honours)	Compulsory	12	0	0	12	0	0	360
	<b>Total Semester Credits</b>		<b>20</b>						
<b>Completion : UG (Hons./Hons. with Research) degree in Field of Learning/discipline</b>									
	Total Programme Credits		<b>160</b>						

AEC Ability Enhancement Course

VAC Value Added Course

SEC Skill Enhancement Course

IKS Indian Knowledge System

**Note : Column. No. 6 & 7 is expected to be filled by the departments based on requirement of Course.**

**Department of Home Science**  
**B.A./B.A.(Honours)/B.A.(Honours with Research) in Home Science**  
**SYLLABUS ( Based on NEP – 2020)**  
**Session 2025 – 26**

YEAR	SEMESTER	Course TITLE	Course Code	MAJOR / MINOR	COM/EL	(L)	(T)	(P)	TOTAL CREDIT	TEACHING HOURS
1 <sup>ST</sup>	I <sup>ST</sup>	Fundamental of Food & Nutrition	HSC-23101	Major	COM	02	00	02	04	90 (30 + 60)
		Introduction to IKS: Home Science	HSCIKS-2301	Major	COM	02	00	00	02	30
		Minor Paper for other Discipline : YOUTH AND ADOLESCENT	MHSC01	MIN	ELE	03	00	00	03	45
	II <sup>ND</sup>	Introduction to Clothing & Textile	HSC-23102	Major	COM	03	00	02	05	105 (45 + 60)
		Minor Paper for other Discipline : Adult Education	MHSC02	MIN	ELE	03	00	00	03	45
2 <sup>ND</sup>	III <sup>RD</sup>	Family & Resource Mangement	HSC-23103	Major	COM	02	00	02	04	90 (30 + 60)
		Applied IKS-I: Home Science	HSCIKS-2302	Major	COM	02	00	00	02	30
		Minor Course for other discipline: General Hygiene	MHSC03	Minor	POOL ELE	03	00	00	03	45
	IV <sup>TH</sup>	Child Growth & Development	HSC-23104	Major	COM	03	00	02	05	105 (45 + 60)
		Minor Course for other discipline: Personal Hygiene	MHSC04	Minor	POOL ELE	03	00	00	03	45



3 <sup>RD</sup>	V <sup>TH</sup>	Extension Education & Community Development	HSC-23105	Major	COM	02	00	02	04	90 (30 + 60)
		Applied IKS-2: Home Science	HSCIKS-2303	Major	COM	02	00	00	02	30
		Minor Course for other discipline: Consumer Behaviour	MHSC05	Minor	POOL ELE	03	00	00	03	45
		Note: Choose any one Paper i. Surface Ornamentation of Fabrics ii. Consumer Economics & Marketing iii. Community Health & Management	HSC-23106A/HSC-23106B/HSC-23106C	Major	ELE	03	00	00	03	45
	VI <sup>TH</sup>	Dietetics & Therapeutic Nutrition	HSC-23107	Major	COM	03	00	02	05	105 (45 + 60)
		Note: Choose any one Paper (Major-I) i. Consumer Issues & Challenges ii. Mother Craft & Child Welfare iii. Home Furnishing	HSC-23108A/HSC-108B/HSC-108C	Major	CORE ELE	03	00	00	03	45
		Minor Course for other discipline: Social Entrepreneurship	MHSC06	Minor	POOL ELE	03	00	00	03	45
		Internship/Apprenticeship		Compulsory	-	4	0	0	04	120
4 <sup>TH</sup>	VII <sup>TH</sup>	Apparel Design & Clothing Construction	HSC-23109	Major	COM	03	00	02	05	105 (45 + 60)

		Research Methodology (Hons. with Research) /Textile Science and Finishing (Honours)	HSC-23110A/HSC-23110B	Major	COM	04	00	00	04	60
		Note: Choose any Two Paper i. Home Economics ii. Marriage & Family Dynamics iii. Women Rights & Gender Empowerment iv. Food & Science	HSC-23111A/ HSC-23111B/ HSC-23111C// HSC-23111D	Major	ELE	08	00	00	08	120
		Minor Course for other discipline: Fundamentals of Garments construction	MHSC07	MINOR	POOL ELE	03	00	00	03	45
	VIII <sup>TH</sup>	Child Psychology & Counselling	HSC-23112	Major	COM	03	00	02	05	105 (45 + 60)
		Note: Choose any two papers: i. Resource Mangement & Sustainable Development ii. Introduction to Rural Development & Communication iii. Fashion Industry & Marketing iv. Nutrition & Immunity	HSC-23113A/ HSC-23113B/ HSC-23113C/ HSC-23113D	Major	ELE	03	00	00	03	45

		Dissertation/Research Project Viva Voce/Field Visit, Tour based Viva Voce (Hons)	HSC-23114A/HSC-23114B	Major	COM	12	00	00	12	360
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**B.A./B.A.(Honours)/B.A.(Honours with Research) in Home Science**  
**SEMESTER-I**

B.A./B.A.(Honours)/B.A.(Honours with Research) in Home Science		Year: B.A. First Year	Semester: I
Pedagogy: Lecture, Assignment, Group discussion, Audio-visual aids and community outreach activities			
Course Code: HSC-23101		Course/ Paper Title: Fundamentals of Food & Nutrition (Theory)	
Course Outcomes:  The student at the completion of the course will be able to: CO1. get familiar with different methods of cooking CO2. Acquaint with practical knowledge of nutrient rich foods CO3. Understand the functions of food and the role of various nutrients, their requirements and the effects of deficiency and excess. CO4. Understand the concept RDA chart CO5. Knowledge about minor and major Nutrients			
Credits: 2+0+2		Paper(core compulsory/Elective): Core Compulsory	
Max. Marks: 40+60(30T+30P)=100		Minimum Passing Marks: 35	
Totals Number of Lectures ( Lecture-Tutorials-Practical) : (30+0+60)			
Units	Topics		Teaching Hours
I	Food - Meaning of food, classification and functions of food Nutrition - Concept of nutrients, macro and micro nutrients		6
II	Macro-nutrients – (carbohydrate, fat, protein) their classification, sources, function RDA, deficiency and excess.		6
III	Micro-nutrients - (minerals, vitamins) their classification, sources, function RDA, deficiency and excess, Fibers – types and sources, Water function		6
IV	Cooking Methods- Methods of cooking, Need of cooking, effect of cooking on nutritive value		6
V	Improving Nutritional Quality of foods - Germination, Fermentation, Supplementation, Fortification and enrichment		6
Suggesting Readings: ➤ Sumati R Mudami- Fundamentals of food Nutrition and Diet Therapy ➤ Punita Sethi and Poonam Lakda- Aahar Vigyan, Suraksha evam Poshan ➤ Dr. Anita Singh- Aahar EvamPoshanVigyan ➤ Dr. Brinda singh - Food and Nutrition ➤ Dr. Neetu Singh- Aahar Poshan and swacchata			
Suggested continuous Evaluation methods-			
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks			

<b><u>B.A. (Honours/Honours with Research) in Home Science</u></b>		<b>Year: B.A. First Year</b>	<b>Semester: I</b>
<b>Pedagogy: field work practice, Presentation, Demonstration</b>			
<b>Course Code: HSC-23101</b>		<b>Course/ Paper Title: Fundamentals of Food &amp; Nutrition (Practicals List)</b>	
<b>Course Outcomes:</b> The student at the completion of the course will be able to:  CO1. Students will get familiar with different methods of cooking CO2. Acquaint students with practical knowledge of nutrient rich foods CO3. understand the current trends in nutrition saving CO4. About food preservation and making pickle, jam jellies etc			
<b>Credit 2</b>		Paper(core compulsory/Elective): <b>Core Compulsory</b>	
<b>Max. Marks: 40+60(30T+30P)=100</b>		<b>Minimum Passing Marks: 35</b>	
<b>Totals Number of Lectures ( Lecture-Tutorials-Practical) : 0+0+60</b>			
<b><u>Units</u></b>	<b><u>Topics</u></b>		<b>Teaching Hours</b>
	<p>➤ Basic cooking skills</p> <p>Preparing of different food items before cooking Different styles of cutting fruits and vegetables Salad Decoration/Dressings</p> <p>➤ Preparation of various dishes using different methods of cooking and food preservation-Boiling ,steaming, Roasting,Frying- Deep/shallow, Pressure cooking, Hot air cooking/Baking, pickling, jam, jellies and murabba preparation</p> <p>➤ Preparation of nutrient rich dishes</p> <p>Protein rich dish Carbohydrate rich dish Fat rich dish Vitamins rich dish Minerals Fibers</p>		<b>60</b>
<b>Suggested Readings:</b> ➤ Dr.Nitu Singh, Prayogik Grighvigyan , SahityaPrakashan, Agra ➤ Sumati R Mudami- Fundamentals of food Nutrition and Diet Therapy ➤ Punita Sethi and Poonam Lakda-Aahar Vigyan, Suraksha evam Poshan ➤ Dr. Anita Singh- Aahar EvamPoshanVigyan ➤ Punita Sethi and Poonam Lakda , “Aahar Vigyan			
<b>Suggested continuous Evaluation methods</b> Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks			

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>		<b>Year: B.A. 1<sup>st</sup> Year</b>	<b>Semester: I<sup>st</sup></b>
<b>Pedagogy:</b>			
Course Code: HSCIKS – 2301		Course/Paper Title:	Introduction to Indian Knowledge System
<b>Course Outcomes:</b> After completing this course, the students will be able to -			
CO 1: explain the the foundational Concepts & Principles of IKS.			
CO 2: explain the historical development and evolution of Indian Intellectual traditions.			
CO 3: explain the knowledge key texts, thinkers, and schools of thought within the IKS.			
CO 4: analyze the interdisciplinary nature of Indian knowledge, integrating philosophy, spirituality, science, arts, and literature though the study of IKS.			
CO 5: explain the holistic and multidimensional nature of Indian Thought.			
Credit: 02		Paper (Core Compulsory / Elective): Core Compulsory	
Max. Marks : 40+60=100		<b>Minimum Passing Marks: 35</b>	
Total Number of Lectures (Lecture – Tutorials – Practical): 30+0+0			
Units:	Topics:		<b>Teaching Hours</b>
I	<b>Introduction to Indian Knowledge System</b> <ul style="list-style-type: none"><li>Definition, Concepts and Scope of IKS</li><li>IKS based approach on Indian Knowledge System &amp; Role of Guru (teacher)</li><li>Understanding the concepts of dharma, karma, and the four purusharthas (goals of life)</li></ul>		06
II	<b>Vedic Knowledge and Philosophy</b> <ul style="list-style-type: none"><li>Study of the Vedas, including the Rigveda, Yajurveda, Samaveda, and Atharvaveda</li><li>Introduction to Upanishads and their metaphysical and philosophical teachings</li><li>Analysis of the six orthodox (astika) schools of Indian philosophy (e.g., Nyaya, Vaisheshika, Yoga, Samkhya, Mimamsa, and Vedanta)</li></ul>		06
III	<b>Unit 3: Spiritual and Mystical Traditions</b> <ul style="list-style-type: none"><li>Exploration of Hindu spiritual traditions, including Bhakti, Karma, Jnana, and Raja Yoga</li><li>Study of Advaita Vedanta and its nondualistic philosophy</li><li>Introduction to other spiritual paths like Tantra and Sufism in the Indian context</li></ul>		06
IV	<b>Scientific and Technological Advancements</b> <ul style="list-style-type: none"><li>Examination of ancient Indian contributions to mathematics, astronomy, and medicine</li><li>Study of scientific treatises such as Aryabhatiya, Sushruta Samhita, and Charaka Samhita</li><li>Exploration of the Indian concept of time, measurement, and cosmology</li></ul>		06
V	<b>Indian Arts, Literature, and Aesthetics</b> <ul style="list-style-type: none"><li>Analysis of Indian classical music, dance, and theater traditions</li><li>Study of classical Sanskrit literature, including the works of Kalidasa and Valmiki</li><li>Understanding the concept of rasa (aesthetic experience) and its manifestations in Indian arts</li><li>Modern Interpretation and Contemporary Relevance</li></ul>		06
<b>Suggested Readings:</b>			
<ul style="list-style-type: none"><li>"Indian Philosophy: A Very Short Introduction" by Sue Hamilton</li><li>"A History of Indian Philosophy" by Surendranath Dasgupta</li><li>"Indian Philosophy: A Critical Survey" by Chandradhar Sharma</li><li>"India: A History" by John Keay</li><li>"The Wonder That Was India" by A.L. Basham</li><li>"Ancient India" by R.S. Sharma</li><li>"The Oxford History of India" edited by Percival Spear</li><li>"A History of Indian Literature" (multiple volumes) by Sisir Kumar Das</li><li>"Indian English Literature" by M. K. Naik</li></ul>			



- "The Norton Anthology of World Literature: India, Pakistan, and Bangladesh" edited by Sarah Lawall
- "Indian Art" by Partha Mitter
- "The Art and Architecture of the Indian Subcontinent" by J.C. Harle
- "Indian Architecture: Buddhist and Hindu Period" by Percy Brown
- "The Crest of the Peacock: Non-European Roots of Mathematics" by George Gheverghese Joseph
- "Indian Science and Technology in the Eighteenth Century" by Dharampal
- "Raga Mala: The Autobiography of Ravi Shankar" by Ravi Shankar
- "The Ragas of North India" by Walter Kaufmann
- "The Complete Book of Ayurvedic Home Remedies" by Vasant Lad
- "Ayurveda: The Science of Self-Healing" by Vasant Lad
- "The Heart of Yoga: Developing a Personal Practice" by T.K.V. Desikachar
- "The Yoga Sutras of Patanjali" translated by Swami Satchidananda

#### Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

### **Minor : For Students of other discipline**

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>		<b>Year: B.A. 1<sup>st</sup> Year</b>	<b>Semester: I<sup>st</sup></b>
<b>Pedagogy:</b>			
Course Code: MHSC01 [Minor : For Students of other discipline]		Course/Paper Title:	<b>Youth and Adolescent</b>
<b>Course Outcomes:</b> The student at the completion of the course will be able to:			
CO1: Understand the concept, stages, and significance of youth and adolescence.			
CO2: Examine the psychological and emotional growth of adolescents.			
CO3: Explore the role of society, culture, and family in shaping youth behavior.			
CO4: Identify and analyze key challenges faced by adolescents in contemporary society.			
CO5: Highlight the potential of youth as agents of change and strategies for their empowerment.			
Credit: 03+0+0		Paper (Core Compulsory / Elective): Elective	
Max. Marks : 40+60=100		<b>Minimum Passing Marks: 35</b>	
Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0			
Units:	Topics:		<b>Teaching Hours</b>
I	<b>Introduction to Youth and Adolescence</b> - Definition and characteristics of youth and adolescence. - Developmental stages: Early, middle, and late adolescence. - Biological and psychological changes during adolescence.		09
II	<b>Psychological and Emotional Development</b> - Cognitive development: Piaget’s theory, critical thinking skills. - Emotional regulation and identity formation (Erikson’s stages). - Impact of social media on adolescent psychology.		09
III	<b>Social and Cultural Influences</b> - Family dynamics and parenting styles. - Role of education and peer groups in socialization. - Globalization and its impact on youth culture.		09

IV	<b>Challenges and Issues Faced by Youth</b> <ul style="list-style-type: none"> <li>- Mental health issues: Anxiety, depression, and substance abuse.</li> <li>- Educational and career-related pressures.</li> <li>- Juvenile delinquency and legal implications.</li> </ul>	09
V	<b>Empowerment and Role of Youth in Society</b> <ul style="list-style-type: none"> <li>- Youth leadership and entrepreneurship.</li> <li>- Role of youth in community development and social change.</li> <li>- Sustainable development and youth participation.</li> </ul>	09

**Suggested Readings:**

- Steinberg, L. (2014). \*Adolescence\*. McGraw-Hill Education.
- Erikson, E. H. (1968). \*Identity: Youth and Crisis\*. W.W. Norton & Company.
- Arnett, J. J. (2014). \*Emerging Adulthood: The Winding Road from the Late Teens Through the Twenties\*. Oxford University Press.
- WHO reports on adolescent health and development.
- Government of India: National Youth Policy documents.

**Suggested continuous Evaluation Methods –**

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ;

Assignment/Practical/Projects –	05 Marks
Internal Class Test –	10 Marks
Attendance/Behavior –	05 Marks

**Other Courses to Opt:**

**Ability Enhancement Course**

**Skill Enhancement Course (SEC) : To be Choosed from POOL C**

**Value Added Course : To be Choosed from POOL D**

## SEMESTER-II

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>		<b>Year: B.A. First Year</b>	<b>Semester: II</b>
<b>Pedagogy: Lecture, Assignment, field work practice, Group discussion</b>			
<b>Course Code: HSC-23102</b>		<b>Course/ Paper Title:</b> Introduction to Clothing and Textiles (Theory)	
<b>Course Outcomes:</b> The student at the completion of the course will be able to: CO1. Learn about scope of textile and clothing CO2. Understand basic clothing concepts and garment making CO3. Knowledge about manufacturing process CO4. Knowledge about different type of finishes CO5. Knowledge about tools and parts of machine			
<b>Credit : 3+0+2</b>		Paper (Core Compulsory / Elective): Core Compulsory	
<b>Max. Marks: 40+60(30T+30P)=100</b>		<b>Minimum Passing Marks: 35</b>	
<b>Totals Number of Lectures- 45+0+60</b>			
<b><u>Units</u></b>	<b><u>Topics</u></b>		<b>Teaching Hours</b>
<b>I</b>	<b>Introduction</b> - Introduction to Clothing and Textile, Its importance in day-to-day life .General properties and Classification of textilefiber		<b>9</b>
<b>II</b>	Manufacture processing, properties and uses of (a) Cellulosic Fibers-cotton, Linen (b) Protein Fibers-Wool, Silk (c) Synthetic/Manmade fibers-Nylon, Polyester, Acrylic, Rayon.		<b>12</b>
<b>III</b>	<b>Weaving and Knitting</b> - Types of weaves-Basic and Decorative		<b>9</b>
<b>IV</b>	<b>Clothing Construction</b> (a)Tools for Clothing construction (b) Introduction to sewing machines, its parts and maintenance		<b>10</b>
<b>V</b>	<b>Finishes</b> - Meaning and type of finishes (physical and chemical) Special purpose finishes - wrinkle resistant and Flame resistant		<b>5</b>
<b>Suggested Readings:</b> ➤ M.A. Household Equipment Manual, S.N.D.T Women’s University, Mumbai. ➤ Complete Guide To Sewing By Reader’s Digest ➤ R Bhatia & C Arora - Introduction To Clothing And Textile ➤ Clothing and textile: Dr. Pramila Verma Textile and clothing: Neeraj Yadav			
<b><u>Suggested continuous Evaluation Methods –</u></b>			
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks			

Programme: B.A. (Honours/Honours with Research) in Home Science		Year: B.A. First Year	Semester: II
Pedagogy: Lecture, Assignment, field work practice, Group discussion			
Course Code: HSC-23102		Course/ Paper Title: Introduction to Clothing and Textiles (Practicals List)	
Course Outcomes: The student at the completion of the course will be able to: CO1. Ability to identify fibers and fabrics CO2. Learning basic Sewing skills CO3. Learn how garments are stitched CO4. Functioning of sewing machine			
Credit: 0+0+2		Paper (Core Compulsory / Elective): Core Compulsory	
Max. Marks: 40+60(30T+30P)=100		Minimum Passing Marks: 35	
Totals Number of Practical- 0+0+60			
Units	Topics		Teaching Hours
	<b>Learning to stitch</b> (a) Knowing the functions of various partsof sewing machine and trouble shooting of major problems during stitching, how to stitch-an idea of straight-line stitching, stitching on curves and at corners (b) Basic Stitching-Temporary Stitching, Permanent and decorative stitching  Different types of weaving and their sample collection  <b>Visit</b> -Visit to garment factory/industry/apparel unit/silai Kendra to gain awareness on various types of sewing machines, manufacturing processes like drafting, finishing and packing, report writing.		<b>60</b>
Suggested Readings: ➤ R Bhatia & C Arora (1999), Introduction to Clothing and Textile ➤ Complete Guide to Sewing by Reader’s Digest: published by The Reader’s DigestAssociation ➤ Khanuja, Reena. Vastra Vigyaan ke Sidhant, Agrawal Publication ➤ Winfred Aldrich-Metric Pattern cutting & Grading ➤ Gerry Cooklin- Introduction to Clothing Manufacture			
Suggested continuous Evaluation Methods –			
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks			

### **Minor : For Students of other discipline**

Programme: B.A. (Honours/Honours with Research) in Home Science		Year: B.A. 1 <sup>st</sup> Year	Semester: II <sup>nd</sup>
Pedagogy:			
Course Code: MHSC02 [Minor : For Students of other discipline]		Course/Paper Title:	Adult Education
Course Outcomes:			

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

**CO1:** To understand the concept, history, and significance of adult education.

**CO2:** To explore theoretical frameworks and models that guide adult education.

**CO3:** To examine teaching methodologies and strategies for adult learners

**CO4:** To analyze national and international policies and programs in adult education.

**CO5:** To explore current challenges, innovations, and future directions in adult education.

Credit: 03+0+0

Paper (Core Compulsory / Elective): Elective

Max. Marks : 40+60=100

**Minimum Passing Marks: 35**

Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0

Units:	Topics:	Teaching Hours
I	<b>Foundations of Adult Education</b> <ul style="list-style-type: none"> <li>- Definition and scope of adult education</li> <li>- Objectives and importance of adult education in modern society</li> <li>- Role of adult education in personal, social, and economic development</li> </ul>	09
II	<b>Theories and Models of Adult Learning</b> <ul style="list-style-type: none"> <li>- Motivation and barriers to adult learning</li> <li>- Psychological and sociological factors influencing adult learners</li> <li>- Application of learning theories in adult education program.</li> </ul>	09
III	<b>Methods and Techniques in Adult Education</b> <ul style="list-style-type: none"> <li>- Use of technology in adult education (e-learning, mobile learning)</li> <li>- Curriculum design and instructional strategies for adults</li> <li>- Assessment and evaluation techniques for adult learners</li> </ul>	09
IV	<b>Policies and Programs in Adult Education</b> <ul style="list-style-type: none"> <li>- Adult education policies in India (e.g., National Literacy Mission, Saakshar Bharat)</li> <li>- Government and non-governmental initiatives in adult education</li> <li>- Role of community-based organizations and NGOs</li> </ul>	09
V	<b>Contemporary Issues and Trends in Adult Education</b> <ul style="list-style-type: none"> <li>- Impact of globalization and digitalization on adult education</li> <li>- Adult education for sustainable development and social inclusion</li> <li>- Challenges: dropout rates, accessibility, and cultural barriers</li> </ul>	09

#### **Suggested Readings:**

- Field, J., & Schemmann, M. (Eds.). (2017). *\*International Perspectives on Adult Education\**.
- OECD reports on lifelong learning and adult education
- Brookfield, S. D. (2013). *\*Powerful Techniques for Teaching Adults\**.
- Rogers, A. (2002). *\*Teaching Adults\**

#### Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

## Other Courses:

Ability Enhancement Course

Skill Enhancement Course (SEC) : To be Chooosed from POOL C

Value Added Course : To be Chooosed from POOL D

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**Exit Option:** Undergraduate Certificate (in the field of learning/discipline) for those who exit after the first year (two semesters) of the undergraduate programme. (Programme duration: first year or two semesters of the undergraduate programme) [NSQF Level 5]

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## SEMESTER-III

Programme: B.A. (Honours/Honours with Research) in Home Science		Year: B.A. Second Year	Semester: III
Pedagogy: Lecture, Assignment, field work practice, Group discussion			
Course Code: HSC-23103		Course/ Paper Title: Family Resource Management (Theory)	
<b>Course Outcomes:</b> The student at the completion of the course will be able to: CO1. Learn the family resource management as a whole. CO2. Understand the Decision making and use of resources throughout the Family life cycle. CO3. Gain knowledge about Time, Money & Energy as a Resource. CO4. Appreciate Household Equipments for work simplification CO5. Knowledge about Family characteristics influencing management			
Credit: 2+0+2		Paper (Core Compulsory / Elective): <b>Core Compulsory</b>	
Max. Marks: 40+60(30T+30P)=100		Minimum Passing Marks: 35	
Totals Number of Lectures- 30+0+60			
<u>Units</u>	<u>Topic</u>		<u>Teaching Hours</u>
I	Introduction to Home Management: Basic Concepts, Purpose and Obstacles of Management.		6
II	Process of Management – Planning,Organizing, Controlling and Evaluation. Their meaning and importance		6
III	Family budget Family budget- steps of family budget Advantage of family budget Different types of saving and investment.		6
IV	Management of Specific Resources - Time, Energy and Money management		6
V	Family characteristics influencing management – life style, type of family, family size, stages of family, Economical factors etc.		6
<b>Suggested Readings:</b>  ➤ The foundation of Art and Design: Goenka shanita ➤ Home furnishing: Rutt Anna Hong ➤ Home Management: Kanti pandey ➤ Ghrih Vyavastha: Dr. Brinda Singh ➤ Home Management: Reena khanuja			
<b><u>Suggested continuous Evaluation Methods –</u></b>			
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ;			



Assignment/Practical/Projects – 05 Marks	
Internal Class Test –	10 Marks
Attendance/Behavior –	05 Marks

Programme: B.A. (Honours/Honours with Research) in Home Science		Year: B.A. Second Year	Semester: III
Pedagogy: Lecture, Assignment, field work practice, Group discussion			
Course Code: HSC-23103		Course/ Paper Title: Family Resource Management (Practicals List)	
Course Outcomes: The student at the completion of the course will be able to: CO1. Students will get familiar with different income group CO2. Acquaint students with practical knowledge of making budget CO3. understand the factor effecting budget CO4. Knowledge about planning of different occasion			
Credit: 0+0+2		Paper (Core Compulsory / Elective): Core Compulsory	
Max. Marks: 40+60(30T+30P)=100		Minimum Passing Marks: 35	
Totals Number of Practical - 0+0+60			
Units	Topics		Teaching Hours
	<ul style="list-style-type: none"><li>➤ Preparation of time plans for self and family.</li><li>➤ Drafting family budget for different income groups.</li><li>➤ To make a plan for Different occasion</li><li>➤ Floor Decoration – Alpana and Rangoli</li></ul>		60
Suggested Readings: <ul style="list-style-type: none"><li>➤ The foundation of Art and Design: Goenka shanita</li><li>➤ Home furnishing: Rutt Anna Hong</li><li>➤ Home Management: Kanti pandey</li><li>➤ Ghrih vyavastha: Dr. Brinda Singh</li><li>➤ Home Management: Reena khanuja</li></ul>			
Suggested continuous Evaluation Methods –			
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks			

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>		<b>Year: B.A. 2<sup>nd</sup> Year</b>	<b>Semester: III<sup>rd</sup></b>
<b>Pedagogy: Lecture, Assignment, field work practice, Group discussion</b>			
Course Code: HSCIKS – 2302		Course/Paper Title:	Applied IKS-1: Home Science
<b>Course Outcomes:</b> After completing this course, the students will be able to -			
CO 1: explain the the foundational Concepts & Principles of IKS.			
CO 2: explain the historical development and evolution of Indian Intellectual traditions.			
CO 3: explain the knowledge key texts, thinkers, and schools of thought within the IKS.			
CO 4: analyze the interdisciplinary nature of Indian knowledge, integrating philosophy, spirituality, science, arts, and literature though the study of IKS.			
CO 5: explain the holistic and multidimensional nature of Indian Thought.			
Credit: 2		Paper (Core Compulsory / Elective): Core Compulsory	
Max. Marks : 40+60=100		Min. Passing marks 35	
Total Number of Lectures - 30+0+0			
Units:	Topics:		Teaching Hours
I	<b>Introduction to Indian Knowledge System in Home Science</b> <ul style="list-style-type: none"><li>Understanding the essence of Indian knowledge system</li><li>Significance of integrating traditional practices into modern Home Science</li><li>Exploring the holistic approach to well-being in Indian culture</li></ul>		06
II	<b>Ayurveda and Home Science</b> <ul style="list-style-type: none"><li>Basics of Ayurveda and its principles</li><li>Ayurvedic diet and nutrition</li><li>Herbal remedies and natural healing methods</li><li>Ayurvedic principles for maintaining a balanced home environment</li></ul>		06
III	<b>Traditional Indian Cooking Methods</b> <ul style="list-style-type: none"><li>Use of local and seasonal ingredients</li><li>Techniques for preserving nutritional value in cooking</li><li>The concept of "sattvic" and "ahimsa" food choices</li></ul>		06
IV	<b>Sustainable Living Practices</b> <ul style="list-style-type: none"><li>Traditional practices for water conservation</li><li>Eco-friendly home cleaning methods</li><li>Energy-efficient cooking and heating techniques</li><li>Implementing traditional practices for waste management</li></ul>		06
V	<b>Traditional Textiles and Clothing</b> <ul style="list-style-type: none"><li>Understanding the significance of natural fibers</li><li>Traditional dyeing and printing techniques</li><li>Eco-friendly and sustainable fashion choices</li></ul>		06
Suggested Readings:			
<ul style="list-style-type: none"><li>"Indian Philosophy: A Very Short Introduction" by Sue Hamilton</li><li>"A History of Indian Philosophy" by Surendranath Dasgupta</li><li>"Indian Philosophy: A Critical Survey" by Chandradhar Sharma</li><li>"India: A History" by John Keay</li><li>"The Wonder That Was India" by A.L. Basham</li><li>"Ancient India" by R.S. Sharma</li><li>"The Oxford History of India" edited by Percival Spear</li><li>"A History of Indian Literature" (multiple volumes) by Sisir Kumar Das</li><li>"Indian English Literature" by M. K. Naik</li><li>"The Norton Anthology of World Literature: India, Pakistan, and Bangladesh" edited by Sarah Lawall</li><li>"Indian Art" by Partha Mitter</li><li>"The Art and Architecture of the Indian Subcontinent" by J.C. Harle</li><li>"Indian Architecture: Buddhist and Hindu Period" by Percy Brown</li><li>"The Crest of the Peacock: Non-European Roots of Mathematics" by George Gheverghese Joseph</li></ul>			

- "Indian Science and Technology in the Eighteenth Century" by Dharampal
- "Raga Mala: The Autobiography of Ravi Shankar" by Ravi Shankar
- "The Ragas of North India" by Walter Kaufmann
- "The Complete Book of Ayurvedic Home Remedies" by Vasant Lad
- "Ayurveda: The Science of Self-Healing" by Vasant Lad
- "The Heart of Yoga: Developing a Personal Practice" by T.K.V. Desikachar
- "The Yoga Sutras of Patanjali" translated by Swami Satchidananda

Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

## Minor : For Students of other discipline

Programme: B.A. (Honours/Honours with Research) in Home Science		Year: B.A. 2nd Year	Semester: IIIrd
Pedagogy:			
Course Code: MHSC03 [Minor : For Students of other discipline]		Course/Paper Title: General Hygiene	
Course Outcomes: The student at the completion of the course will be able to:  CO1: Understand the concept and significance of hygiene CO2: Identify different types of hygiene and their impact on health CO3: Develop habits for maintaining personal cleanliness. CO4: Recognize the link between personal hygiene and disease prevention. CO5: Apply practices for maintaining environmental hygiene.			
Credit: 03+0+0		Paper (Core Compulsory / Elective): Elective	
Max. Marks : 40+60=100		Minimum Passing Marks: 35	
Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0			
Units:	Topics:		Teaching Hours
I	Introduction to General Hygiene - Definition and importance of hygiene. - Types of hygiene: personal, environmental, and community hygiene. - Role of hygiene in preventing diseases		09
II	Personal Hygiene - Daily hygiene practices: bathing, handwashing, oral hygiene, and grooming. - Importance of clean clothing and footwear. - Impact of personal hygiene on physical and mental health.		09
III	Environmental Hygiene - Cleanliness of living spaces: home, school, and workplace. - Waste management: segregation, disposal, and recycling. - Vector control: preventing diseases caused by insects and rodents.		09
IV	Community and Public Hygiene - Role of sanitation in public health. - Hygiene in public spaces: markets, transportation, and recreational areas. - Community initiatives: vaccination programs and hygiene awareness campaigns.		09
V	Hygiene and Modern Challenges		09

- |  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>- Hygiene during pandemics and infectious disease outbreaks.</li> <li>- Technology in hygiene: sanitizers, water purifiers, and smart waste management.</li> <li>- Psychological and social aspects of hygiene practices.</li> </ul> |  |
|--|---|--|

**Suggested Readings:**

- World Health Organization (WHO) hygiene guidelines.
- Books on public health and sanitation.
- Online resources and videos on hygiene practices

Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

**Other Courses to Opt:**

Ability Enhancement Course

Skill Enhancement Course (SEC) : To be Choosed from POOL C

Value Added Course : To be Choosed from POOL D

Programme: B.A. (Honours/Honours with Research) in Home Science		Year: B.A. Second Year	Semester: IV
Pedagogy: Lecture, Assignment, field work practice, Group discussion			
Course Code: HSC-23104		Course/ Paper Title: Child Growth and Development (Theory)	
<b>Course Outcomes:</b>  The student at the completion of the course will be able to: CO1. To acquired skills in child rearing. CO2. Develop an ability to improve good habits in the child. CO3. Learn about the child study method to sort out their problems. CO4. Know about environment and heredity CO5. Learn about the characteristics, needs and developmental tasks of different age			
Credit: 3+0+2		Paper (Core Compulsory / Elective): <b>Core Compulsory</b>	
Max. Marks: 40+60(30T+30P)=100		Minimum Passing Marks: 35	
Totals Number of Lectures ( Lecture-Tutorials-Practical) : 45+0+60			
<u>Units</u>	<u>Topics</u>		<u>Teaching Hours</u>
I	Concept of Growth and Development, principle of Child development, Child rearing, factor affecting child development		7
II	Stages of development - (I) prenatal development (II) postnatal development etc.		8
III	Child study method and its importance		12
IV	Determinants of development, Effect of heredity and environment on child development		9
V	Developmental Task in different age		9
<b>Suggested Reading:</b> ➤ Bal manovigyan evam Bal Vikas: Dr. D.N. Srivastava Preeti Verma ➤ Vikasatmak manovigyan: Alam and Srivastava ➤ Bal Vikas: Brinda Singh ➤ Bal Vikas: Dr. Reena khanooja ➤ Bal Vikas: Dr. G.P. Sherry			
<u>Suggested continuous Evaluation Methods – Assignment, T1, T2, T3</u>			
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ;  Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks			

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>	<b>Year: B.A. Second Year</b>	<b>Semester: IV</b>
<b>Pedagogy: Lecture, Assignment, field work practice, Group discussion</b>		
<b>Course Code: HSC-23104</b>	<b>Course/ Paper Title: Child Growth and Development (Practicals List)</b>	
<b>Course Outcomes:</b> The student at the completion of the course will be able to: CO1. Learn to cope up with child activities CO2. Understand and handle development related issues more efficiently. CO3. Able to know preparing child literature		

<b>CO4.</b> Understand the work of child care centers		
<b>Credit: 0+0+2</b>		Paper (Core Compulsory / Elective): <b>Core Compulsory</b>
<b>Max. Marks: 40+60(30T+30P)=100</b>		<b>Minimum Passing Marks: 35</b>
<b>Totals Number of Practical : 60</b>		
<b>Units</b>	<b>Topics</b>	<b>Practical (Hrs)</b>
	<ul style="list-style-type: none"> <li>➤ Preparation of an album on developmental milestones of children.</li> <li>➤ Prepare child literature.</li> <li>➤ Visit to Child Care Centers/ anganwadi</li> <li>➤ Observations of child rearing practices in families from different social classes</li> <li>➤ Interviews of adolescent girls and boys to understand their lifestyle, behaviour and problems.</li> </ul>	<b>60</b>
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>➤ Monaster G.J. Adolescent Development Life Tasks</li> <li>➤ Ambron S.R. Child Development</li> <li>➤ Kagan J and Huston A.C.- Child Development and Personality</li> <li>➤ Boeknek G. Human Development</li> <li>➤ Srivastava S.N. - Adunik vikasatmak Manovigyan</li> </ul>		
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

### **Minor : For Students of other discipline**

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>		<b>Year: B.A. 2nd Year</b>	<b>Semester: IVth</b>
<b>Pedagogy:</b>			
Course Code: MHSC04 [Minor : For Students of other discipline]		Course/Paper Title: <b>Personal Hygiene</b>	
<b>Course Outcomes:</b> The student at the completion of the course will be able to:  <b>CO1:</b> Understand the concept and importance of personal hygiene <b>CO2:</b> Identify how hygiene practices affect daily life. <b>CO3:</b> Learn essential practices for maintaining body cleanliness <b>CO3:</b> Demonstrate proper techniques for body and oral hygiene. <b>CO4:</b> Develop a personal hygiene routine and Apply proper care techniques for personal items <b>CO5:</b> Understand the importance of clean clothing and maintaining personal items.			
Credit: 03+0+0		Paper (Core Compulsory / Elective): Elective	
Max. Marks : 40+60=100		<b>Minimum Passing Marks: 35</b>	
Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0			
Units:	Topics:		<b>Teaching Hours</b>
I	<b>Introduction to Personal Hygiene</b> - Definition of personal hygiene. - Importance of personal hygiene for health and well-being. - Relationship between hygiene, disease prevention, and self-esteem.		09
II	<b>Personal Cleanliness and Body Care</b> - Daily bathing and skin care routines. - Hair care: washing, grooming, and scalp hygiene. - Nail hygiene and care.		09



III	<ul style="list-style-type: none"> <li>- Demonstration of proper handwashing and brushing techniques.</li> </ul> <b>Hygiene of Clothing and Personal Items</b> <ul style="list-style-type: none"> <li>- Importance of wearing clean clothes.</li> <li>- Washing and storing clothes properly.</li> <li>- Hygiene of personal items (e.g., towels, combs, toothbrushes).</li> </ul>	09
IV	<b>Unit 4: Environmental and Public Hygiene</b> <ul style="list-style-type: none"> <li>- Keeping living spaces clean (bedroom, bathroom, kitchen).</li> <li>- Safe disposal of personal waste (e.g., tissues, sanitary products).</li> <li>- Importance of hygiene during illness (e.g., covering mouth when coughing).</li> </ul>	09
V	<b>Hygiene and Lifestyle</b> <ul style="list-style-type: none"> <li>- Importance of sleep and exercise for overall cleanliness.</li> <li>- Mental health and its connection to hygiene practices.</li> <li>- Adapting hygiene practices to different life stages (e.g., adolescence, adulthood).</li> </ul>	09

#### **Suggested Readings:**

- Videos and infographics on hygiene practices.
- Handouts on hygiene guidelines from health organizations (e.g., WHO, CDC).
- Interactive apps or tools for tracking hygiene habits.

#### **Suggested continuous Evaluation Methods –**

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

#### **Other Courses:**

##### **Ability Enhancement Course**

**Skill Enhancement Course (SEC) : To be Choosed from POOL C**

**Value Added Course : To be Choosed from POOL D**

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**Exit Option: Undergraduate Diploma** (in the field of learning/discipline)for those who exit after two years (four semesters) of the undergraduate programme (Programme duration: First twoyears or four semesters of the undergraduate programme) [NSQF Level 6]

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### SEMESTER-V

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>		<b>Year: B.A. Third Year</b>	<b>Semester: V</b>
<b>Pedagogy: Lecture, Assignment, field work practice, Group discussion</b>			
<b>Course Code: HSC-23105</b>		<b>Course/ Paper Title:</b> Extension Education and Community Development (Theory)	
<b>Course Outcomes:</b> The student at the completion of the course will be able to: CO1. Understand the Community Development dynamics & organizing system for Development. CO2. Create awareness about the various development programme CO3. Identify the leadership pattern in the community. <b>CO4.</b> Impart skills to implement, monitor & evaluate programme <b>CO5.</b> Knowledge about different extension teaching method			
<b>Credit: 2+0+2</b>		Paper (Core Compulsory / Elective): <b>Core Compulsory</b>	
<b>Max. Marks: 40+60(30T+30P)=100</b>		<b>Minimum Passing Marks: 35</b>	
<b>Totals Number of Lectures : 30</b>			
<b><u>Units</u></b>	<b><u>Topics</u></b>		<b><u>Teaching Hours</u></b>
<b>I</b>	<b>Extension Education:</b> Meaning, Concepts, Objectives, Scope,Principles, Philosophy of Extension Education. Early Extension Efforts in India. Formal & Non-formal Education.		6
<b>II</b>	<b>Extension Teaching &amp; Learning:</b> Role and Qualities of anExtension worker. Steps in Extension Teaching Process, Criteria for Effective Teaching & Learning.		6
<b>III</b>	<b>Audio- visual Aids:</b> Definition, Importance, Classification, Selection, Preparation & Effective use of Audio-visual Aids.		6
<b>IV</b>	<b>Leadership:</b> Concept, Definitions, Types, Importance,Function and Role of Community leaders. Methods of Identifying and Training of leaders.		6
<b>V</b>	<b>Community Development:</b> Meaning, Definition, Functions,Objectives, Philosophy, Principles of Community Development Programme in India.		6
	<b>Suggested Readings:</b> ➤ Dahama, O.P., & Bhatnagar, O.P. - Extension & Rural Welfare ➤ Ghosh Bhola Nath- Rural Leadership & Development ➤ Mohsionnadeem- Rural Development through Government Program ➤ Manju Patni & Harpalini,- Prasar Shiksha avam sanchar ➤ Reddy, A - Extension Education		
	<b><u>Suggested continuous Evaluation Methods –</u></b>		
	Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>		<b>Year: B.A. Third Year</b>	<b>Semester: V</b>
<b>Pedagogy: Lecture, Assignment, field work practice, Group discussion</b>			
<b>Course Code: HSC-23105</b>		<b>Course/ Paper Title: Extension Education and Community Development (Practicals List)</b>	

<b>Course Outcomes:</b> The student at the completion of the course will be able to: CO1. Address & resolve women & family related issues CO2. Develop ability to script writing CO3. Use of audio and visual aids in teaching CO4. Improve money generated skill		
<b>Credit: 0+0+2</b>		Paper (Core Compulsory / Elective): <b>Core Compulsory</b>
<b>Max. Marks: 40+60(30T+30P)=100</b>		<b>Minimum Passing Marks: 35</b>
<b>Totals Number of Practical: 60</b>		
<b>Units</b>	<b>Topics</b>	<b>Teaching Hours</b>
	<ul style="list-style-type: none"> <li>➤ Prepare &amp; learn the use of Audio-visual Aids.</li> <li>➤ Develop a script in the Folk drama (Nukkad Natak) format to perform in the target group.</li> <li>➤ Stimulation in nearby community for local economy through acquiring skills in surface ornamentation of fabric such as tie and dye, batik, block, stencil printing and spray (any three).</li> <li>➤ Identify the target group &amp; their relevant issues i.e. poor health, malnutrition, illiteracy, poverty, domestic issues related to women and children. Observe and critical analysis of welfare programme followed by preparation of report.</li> </ul>	<b>60</b>
	<b>Suggested Reading:</b> <ul style="list-style-type: none"> <li>➤ Mondal Sagar, Misra OP - Fundamentals of Extension education &amp; Rural Development</li> <li>➤ Mortiss PD - Agricultural Extension- Practical Manual</li> <li>➤ Pradhan.K. Varaprasad.C - Glimpses of Practical in Extension Education</li> <li>➤ Jaipal Singh.- Prasar Shiksha avam Gramin Vikas</li> <li>➤ Geeta Puspha Shaw- Prasar Shiksha</li> </ul>	
	<b>Suggested continuous Evaluation Methods –</b>	
	Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks	

Programme: B.A. (Honours/Honours with Research) in Home Science		Year: B.A. 3 <sup>rd</sup> Year	Semester: V <sup>th</sup>
Pedagogy: Lecture, Assignment, field work practice, Group discussion			
Course Code: HSCIKS – 2303		Course/Paper Title:	Applied IKS-2: Home Science
Course Outcomes: After completing this course, the students will be able to -			
CO 1: explain the the foundational Concepts & Principles of IKS.			
CO 2: explain the historical development and evolution of Indian Intellectual traditions.			
CO 3: explain the knowledge key texts, thinkers, and schools of thought within the IKS.			
CO 4: analyze the interdisciplinary nature of Indian knowledge, integrating philosophy, spirituality, science, arts, and literature though the study of IKS.			
CO 5: explain the holistic and multidimensional nature of Indian Thought.			
Credit: 2+0+0		Paper (Core Compulsory / Elective): Core Compulsory	
Max. Marks : 40+60 =100		Minimum Passing Marks:35	
Total Number of Lectures 30+0+0			
Units:	Topics:		Teaching Hours
I	Yoga and Home Science		06

II	<ul style="list-style-type: none"> <li>Incorporating yoga practices for physical and mental well-being</li> <li>Yoga asanas and their benefits in daily life</li> <li>Yogic principles for creating a harmonious home environment</li> </ul> <b>Vastu Shastra for Home Science</b> <ul style="list-style-type: none"> <li>Introduction to Vastu Shastra principles</li> <li>Applying Vastu guidelines for home design and layout</li> <li>Creating a Vastu-compliant living space</li> </ul>	06
III	<b>Gardening and Horticulture</b> <ul style="list-style-type: none"> <li>Organic gardening techniques</li> <li>Traditional practices for herbal gardens</li> <li>Using homegrown herbs and vegetables for cooking and healing</li> </ul>	06
IV	<b>Home Remedies and Natural Healing</b> <ul style="list-style-type: none"> <li>Traditional remedies for common ailments</li> <li>Herbal teas, infusions, and decoctions</li> <li>Preparing home remedies using locally available ingredients</li> </ul>	06
V	<b>Integrating Indian Knowledge System into Home Science Education</b> <ul style="list-style-type: none"> <li>Strategies for incorporating traditional knowledge in Home Science curricula</li> <li>Designing projects and research around Indian knowledge system in Home Science</li> </ul>	06
Suggested Readings:		
<ul style="list-style-type: none"> <li>"Indian Philosophy: A Very Short Introduction" by Sue Hamilton</li> <li>"A History of Indian Philosophy" by Surendranath Dasgupta</li> <li>"Indian Philosophy: A Critical Survey" by Chandradhar Sharma</li> <li>"India: A History" by John Keay</li> <li>"The Wonder That Was India" by A.L. Basham</li> <li>"Ancient India" by R.S. Sharma</li> <li>"The Oxford History of India" edited by Percival Spear</li> <li>"A History of Indian Literature" (multiple volumes) by Sisir Kumar Das</li> <li>"Indian English Literature" by M. K. Naik</li> <li>"The Norton Anthology of World Literature: India, Pakistan, and Bangladesh" edited by Sarah Lawall</li> <li>"Indian Art" by Partha Mitter</li> <li>"The Art and Architecture of the Indian Subcontinent" by J.C. Harle</li> <li>"Indian Architecture: Buddhist and Hindu Period" by Percy Brown</li> <li>"The Crest of the Peacock: Non-European Roots of Mathematics" by George Gheverghese Joseph</li> <li>"Indian Science and Technology in the Eighteenth Century" by Dharampal</li> <li>"Raga Mala: The Autobiography of Ravi Shankar" by Ravi Shankar</li> <li>"The Ragas of North India" by Walter Kaufmann</li> <li>"The Complete Book of Ayurvedic Home Remedies" by Vasant Lad</li> <li>"Ayurveda: The Science of Self-Healing" by Vasant Lad</li> <li>"The Heart of Yoga: Developing a Personal Practice" by T.K.V. Desikachar</li> <li>"The Yoga Sutras of Patanjali" translated by Swami Satchidananda</li> <li><b>"Traditional Ecological Knowledge: Concepts and Cases"</b> edited by Julian Inglis and Norman Mercado</li> </ul>		
<u>Suggested continuous Evaluation Methods –</u>		
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

### Major (Elective): Choose any one Course

Programme: B.A. (Honours/Honours with Research) in Home Science	B.A. Year	III	Semester: V
Pedagogy: Lecture, Assignment, field work practice, Group discussion			

<b>Course Code: HSC-23106C</b>		<b>Course/ Paper Title:</b> Community Health Management
<b>Course Outcomes:</b> The student at the completion of the course will be able to: <b>CO1.</b> Learn the concept of health and health indices popularly used <b>CO2.</b> Gain knowledge about NGOs and other health agencies <b>CO3.</b> To realize the health problems of the community and scientific intervention <b>CO4.</b> To know the supportive services and programme for community health management		
<b>Credit: 3+0+0</b>		Paper (Core Compulsory / Elective): Core Elective
<b>Max. Marks: 40+60 =100</b>		<b>Minimum Passing Marks: 35</b>
<b>Totals Number of Lectures : 45+0+0</b>		
<b>Units</b>	<b>Topics</b>	<b>Teaching Hours</b>
<b>I</b>	<b>Health</b> - Concept and Definition of health, factor effecting health, health as a human Right	<b>8</b>
<b>II</b>	<b>Concept of Community Health</b> - Community Health Centers,	<b>10</b>
<b>III</b>	<b>Primary and Public Health center (PHC)</b> , Government and non government like- WHO, UNICEF, REDCROSS, ICDS and other	<b>10</b>
<b>IV</b>	<b>Health indices</b> - Health indices and related indices in community health. Fertility indicators, vital statistics, mortality, morbidity indicators.	<b>6</b>
<b>V</b>	<b>Health Education and administration</b> - Definition and Components of health, need and Objective of health education. Health administrative set up peripheral, state, role of NGOs, National and International health agencies	<b>11</b>
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>➤ Helth care - Dr. Harminder Kaur</li> <li>➤ Child care and mother craft - G.P.Sherry</li> <li>➤ Community Health - Dr. P.C. Agarwal</li> <li>➤ Community Health Nursing - Priti Agarwal and Vinod Gupta</li> <li>➤ Health Education - Dr. Shyam Narayan Singh</li> </ul>		
<b>Suggested continuous Evaluation Methods –</b>		
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

Or

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>		<b>B.A. III Year</b>	<b>Semester: V</b>
<b>Pedagogy: Lecture, Assignment, field work practice, Group discussion</b>			
<b>Course Code: HSC-23106B</b>		<b>Course/ Paper Title: Consumer Economics and Marketing</b>	
<b>Course Outcomes:</b> The student at the completion of the course will be able to:			
CO1. To know about how to take decision as a consumer			
CO2. To know about consumer’s Wants and their decision			
CO3. To know about consumer living standard and their improvement			
CO4. Acquir knowledge about types of market and their characteristics			
<b>Credit: 3+0+0</b>		Paper (Core Compulsory / Elective): Core Elective	
<b>Max. Marks: 40+60= 100</b>		<b>Minimum Passing Marks: 35</b>	
<b>Totals Number of Lectures : 45+0+0</b>			
<b><u>Units</u></b>	<b><u>Topics</u></b>		<b><u>Number of Lectures</u></b>
<b>I</b>	<b>Consumer and his wants</b> - Definition, types and characteristics of consumer and wants. Factor influence of wants		<b>8</b>

<b>II</b>	<b>Consumer Decision Making</b> - Consumer decision making, Process of decision making, conflict	<b>10</b>
<b>III</b>	<b>Consumer living standard</b> - causes of lower standard, factor influencing standard of living, Improvement of living standard	<b>10</b>
<b>IV</b>	<b>Markets</b> - Consumer markets: types and features. Market distribution channels. Function of market	<b>6</b>
<b>V</b>	<b>Price</b> - Meaning and price fixation under (a) Perfect competition (b) Imperfect competition (c) Monopoly	<b>11</b>
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>➤ Consumer Economics and Consumer Protection - J.K. Singh</li> <li>➤ Consumer Economics - Dr. Beena Nigam</li> <li>➤ Consumer Economics - Geeta Mathur</li> <li>➤ Consumer Economics - B.D.Harpalani</li> </ul>		
<u>Suggested continuous Evaluation Methods –</u>		
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

Or

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>		<b>B.A. III Year</b>	<b>Semester: V</b>
<b>Pedagogy: Lecture, Assignment, field work practice, Group discussion</b>			
<b>Course Code: HSC-23106A</b>		<b>Course/ Paper Title: Surface Ornamentation of Fabrics</b>	
<b>Course Outcomes:</b> The student at the completion of the course will be able to: CO1. Know about why fabrics look differently CO2. Identify the different techniques of fabric from surface CO3. Learn about finishes done on fabrics CO4. Know about dyeing fabrics with different methods CO5. Learn how printing on fabrics is carried			
<b>Credit: 3</b>		Paper (Core Compulsory / Elective): Core Elective	
<b>Max. Marks: 40+60 = 100</b>		<b>Minimum Passing Marks: 35</b>	
<b>Totals Number of Lectures : 45</b>			
<b><u>Units</u></b>	<b><u>Topics</u></b>		<b>Teaching Hours</b>
<b>I</b>	<b>Techniques of Creating variety on fabrics</b> (a) weaving(b) finishing of fabrics(c) dyeing of fabrics(d) printing fabrics(a)embroidery and other decoration methods		<b>8</b>
<b>II</b>	<b>Dyeing</b> -Classification and use of dyes-Natural v/s Synthetic, (Basic, Acidic, Direct, Azoic, Natural, Sulphur, Vat, Disperse and Reactive dyes) Resist Dying Techniques- Tie & Dye, Batik		<b>10</b>
<b>III</b>	<b>Printing</b> (a) Direct printing- Block, Screen, Stencil, Roller (b)Transfer printing (c) Discharge printing, Resist printing (d) Polychromatic, Inkjet and Digital printing techniques (e) Aftertreatment of dyed and printed goods		<b>10</b>
<b>IV</b>	<b>Finishes</b> (a) Classification of fabric finishes (b) Study of purposeand process of finishes (i) General Purpose finishes-Bleaching, Mercerization, Calandering, Sanforization, Tenterring, Singeing, Scouring(ii) Functional Finishes		<b>6</b>
<b>V</b>	<b>Laundry and dry cleaning of fabrics and garments</b> Methods of Laundry and Dry cleaning, Agents of Laundry-Blues, Bleaches, Optical Brighteners, Stiffening agents, soaps and detergents etc.		<b>11</b>
	<b>Suggested Readings:</b> ➤ Clothing and Textile - Dr. Pramila Verma ➤ Vastra Vigyan - Suman Sharma ➤ Basic Principal of clothing - B. K. Bakshi ➤ Textile Finishes- J.T.Marsh		

	➤ Textile Dyeing - Kate Broughton
	<b>Suggested continuous Evaluation Methods –</b>
	Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks

## **Minor : For Students of other discipline**

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>		<b>Year: B.A. 3rd Year</b>	<b>Semester: Vth</b>
<b>Pedagogy:</b>			
Course Code: MHSC05 [Minor : For Students of other discipline]		Course/Paper Title: <b>Consumer Behaviour</b>	
<b>Course Outcomes:</b> The student at the completion of the course will be able to:  <b>CO1:</b> Understand the fundamentals of consumer behaviour and its relevance to marketing strategies. <b>CO2:</b> Analyze how psychological factors shape consumer preferences and choices <b>CO3:</b> Evaluate the role of social and cultural factors in shaping consumer behaviour across diverse markets <b>CO4:</b> Apply consumer behaviour theories to develop effective marketing strategies. <b>CO5:</b> Explore the impact of digital transformation and emerging trends on consumer behaviour and marketing practices.			
Credit: 03+0+0		Paper (Core Compulsory / Elective): Elective	
Max. Marks : 40+60=100		<b>Minimum Passing Marks: 35</b>	
Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0			
Units:	Topics:		<b>Teaching Hours</b>
I	<b>Introduction to Consumer Behaviour</b> - Definition and Role of consumer behaviour in market segmentation and targeting - Importance of studying consumer behaviour in marketing - Types of consumer buying behaviour: Complex, dissonance-reducing, habitual, and variety-seeking		09
II	<b>Psychological Influences on Consumer Behaviour</b> - Learning: Classical conditioning, operant conditioning, and observational learning - Attitudes and beliefs: Formation, change, and their impact on buying behaviour - Personality and self-concept: Theories (Freudian, neo-Freudian, trait theory) and lifestyle influences		09
III	<b>Social Influences on Consumer Behaviour</b> - Social factors: Reference groups, family, roles, and status - Social class and its impact on consumption patterns - Social media and peer influence on purchasing decisions		09
IV	<b>Consumer Decision-Making and Marketing Implications</b> - consumer choice and selection - Factors influencing purchase decisions: Product, price, place, and promotion		09



V	<ul style="list-style-type: none"> <li>- Role of advertising, promotions, and word-of-mouth in influencing consumers</li> </ul> <b>Emerging Trends and Digital Consumer Behaviour</b> <ul style="list-style-type: none"> <li>- Impact of technology on consumer behaviour: E-commerce, mobile apps, and AI-driven personalization</li> <li>- Online consumer behaviour: Search patterns, reviews, and trust factors</li> <li>- Social media marketing and influencer impact</li> </ul>	09
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>- Books: *Consumer Behavior* by Schiffman &amp; Wisenblit; *Consumer Behavior* by Solomon</li> <li>- Articles from journals like Journal of Consumer Research</li> <li>- Online resources: Reports on digital consumer trends, X posts on marketing campaigns</li> </ul>		
<u>Suggested continuous Evaluation Methods –</u>		
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

#### **Other Courses to Opt:**

**Ability Enhancement Course**

**One Value Added Course : To be Choosed from POOL D**



### SEMESTER-VI

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>		<b>Year: B.A. Third Year</b>	<b>Semester: VI</b>
<b>Pedagogy: Lecture, Assignment, field work practice, Group discussion</b>			
<b>Course Code: HSC-25107</b>		<b>Course/ Paper Title: Dietetics &amp; Therapeutic Nutrition (Theory)</b>	
<b>Course Outcomes:</b> The student at the completion of the course will be able to: CO1. Gain knowledge about principles of diet therapy CO2. Develop and understand modification of the normal diet for therapeutic purposes CO3. Practical knowledge of dietary management in some common disorders CO4. Calculation of energy requirement and energy expenditure for different age group CO5. To understand the major nutritional problems in populations			
<b>Credit: 3+0+2</b>		Paper (Core Compulsory / Elective): Compulsory	
<b>Max. Marks: 40+60(30T+30P)=100</b>		<b>Minimum Passing Marks: 35</b>	
<b>Totals Number of Lectures: 45+0+60</b>			
<b><u>Units</u></b>	<b><u>Topics</u></b>		<b>Teaching Hours</b>
<b>I</b>	<b>Introduction</b> Definition of Health Dietetics and Therapeutic Nutrition importance of Diet Therapy Facts about fast foods/Junk foods Objectives of therapeutic Diet Principles of diet therapy		<b>8</b>
<b>II</b>	<b>Modification of normal diets for therapeutic purposes</b> Methods of modification- On the basis of nutrients On basis of consistency		<b>9</b>
<b>III</b>	<b>Diet during fevers and infections</b> Introduction to fever –Acute fever, Chronic fever Important changes in nutrition during modification of the diet		<b>10</b>
<b>IV</b>	<b>Diet during Digestive system disorders</b> Peptic ulcers–Causes, symptoms and diet modification Diarrhea and Constipation –Causes, treatment and diet modification		<b>10</b>
<b>V</b>	<b>Weight Management</b> Overweight and Obesity-Introduction to Obesity, Causes of Obesity, Diet Modification Underweight - Causes, Treatment, Diet Therapy		<b>9</b>
	<b>Suggested Readings:</b> ➤ B Srilakshmi- Dietetics ➤ Bamji MS, Krishnaswamy K and Brahman - Text book of Human Nutrition ➤ Dr. Brinda Singh- Aahar Vigyan evam Poshan ➤ Dr.DevinaSahai- Samanya Evam Upcharatmak Poshan ➤ Dr. Sheel Sharma,- Nutrition and Diet Therapy		
	<u>Suggested continuous Evaluation Methods –</u>		
	Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>		<b>Year: B.A. Third Year</b>	<b>Semester: VI</b>
<b>Pedagogy: Lecture, Assignment, field work practice, Group discussion</b>			
<b>Course Code: HSC-25107</b>		<b>Course/ Paper Title: Dietetics &amp; Therapeutic Nutrition (Practicals List)</b>	
<b>Course Outcomes:</b> The student at the completion of the course will be able to: CO1. acquaint about nutritional requirement in special conditions CO2. Know the newer concepts in dietary management of various disorders and diseases. CO3. Know the modification about normal diet for therapeutic purposes CO4. Knowledge about the calculation of nutrients			
<b>Credit: 0+0+2</b>		Paper (Core Compulsory / Elective): Compulsory	
<b>Max. Marks: 40+60(30T+30P)=100</b>		<b>Minimum Passing Marks: 35</b>	
<b>Totals Number of Practical: 0+0+60</b>			
<b><u>Units</u></b>	<b><u>Topics</u></b>		<b><u>Teaching Hours</u></b>
	<ul style="list-style-type: none"><li>➤ Modification of normal diet for therapeutic purposes-preparation and presentation</li><li>➤ Food preparation using cereal, pulses, nuts, fruit, vegetables and oil seeds, sugar, milk etc.</li><li>➤ Therapeutic Diet Preparation and Nutrient Calculation of -Diet in fever, Diet in diarrhea, Diet in Constipation</li><li>➤ Dietary Modification for weight management – Preparationand Nutrient Calculation of diet in- Overweight &amp; obesity, Underweight</li></ul>		<b><u>60</u></b>
	<b>Suggested Readings :</b> <ul style="list-style-type: none"><li>➤ B Srilakshmi- Dietetics</li><li>➤ Bamji MS, Krishnaswamy K and Brahmam - Text book of HumanNutrition</li><li>➤ Dr. Brinda Singh- Aahar Vigyan evam Poshan</li><li>➤ Dr. Sheel Sharma, - Nutrition and Diet Therapy</li></ul>		
	<b><u>Suggested continuous Evaluation Methods –</u></b>		
	Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

## Major (Elective) : Choose any one Course

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>		<b>B.A. III Year</b>	<b>Semester: VI</b>
<b>Pedagogy: Lecture, Assignment, field work practice, Group discussion</b>			
<b>Course Code: HSC-23108A</b>		<b>Course/ Paper Title: Consumer issues and Challenges</b>	
<b>Course Outcomes:</b> The student at the completion of the course will be able to: <b>CO1.</b> know about various consumer issues related to products and services in rural and urban context <b>CO2.</b> Know about behaviour of consumer <b>CO3.</b> Know about consumer welfare and protection law <b>CO4.</b> Know about rights and responsibilities of consumer			
<b>Credit: 3+0+0</b>		Paper (Core Compulsory / Elective): Core Elective	
<b>Max. Marks: 40+60 = 100</b>		<b>Minimum Passing Marks: 35</b>	
<b>Totals Number of Lectures: 45</b>			
<b><u>Units</u></b>	<b><u>Topics</u></b>		<b><u>Teaching Hours</u></b>
<b>I</b>	<b>Consumer movement-</b> Consumer in changing trends and its movement, Profile of consumers in India and Abroad, Public and private sector goods and service providers.		<b>9</b>
<b>II</b>	<b>Consumer behaviour -</b> Consumer problems and challenges, Gender issues in consumerism.		<b>9</b>
<b>III</b>	<b>Consumer welfare-</b> Multinational trade and consumer welfare in India, Consumer empowerment; Citizens’ Charter and Right to information Act.		<b>9</b>
<b>IV</b>	<b>consumer problem -</b> Adulteration, faulty weights and measures, Pricing and other malpractices in the market		<b>9</b>
<b>V</b>	<b>Consumer rights and responsibilities</b> Consumer Protection law		<b>9</b>
	<b>Suggested Readings:</b> ➤ Consumer Economics - Dr. Naresh chand Tripathi and Garima Tripathi ➤ Consumer economics and Consumer Protection - J. K. Singh ➤ Consumer Economics - Dr. B. D. Harpalani ➤ Consumer Economics - Dr. Beena Nigam ➤ Consumer Economics - Dr. Geeta Mathur		
	<b><u>Suggested continuous Evaluation Methods –</u></b>		
	Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

Or

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>		<b>B.A. III Year</b>	<b>Semester: VI</b>
<b>Pedagogy: Lecture, Assignment, field work practice, Group discussion</b>			
<b>Course Code: HSC-23108B</b>		<b>Course/ Paper Title:</b> Mother craft and child welfare	
<b>Course Outcomes:</b> The student at the completion of the course will be able to: CO1. To acquired skills in child rearing and development of different field CO2. Develop an ability to improve good habits in the child. CO3. Learn about the child age and sort out their problems. CO4. Know about the common disease of child			
<b>Credit: 3+0+0</b>		Paper (Core Compulsory / Elective): Core Elective	
<b>Max. Marks: 40+60 = 100</b>		<b>Minimum Passing Marks: 35</b>	
<b>Totals Number of Lectures: 45</b>			
<b><u>Units</u></b>	<b><u>Topics</u></b>		<b>Teaching Hours</b>

<b>I</b>	<b>Pregnancy</b> - Symptoms of Pregnancy, Discomfort of pregnancy, Problems of pregnancy, and care in pregnancy	<b>9</b>
<b>II</b>	<b>Reproductive system</b> - women reproductive system, men reproductive system	<b>9</b>
<b>III</b>	<b>Birth</b> - Type of Birth, Birth process, complications in birth	<b>9</b>
<b>IV</b>	<b>Common diseases of babyhood</b> – digestion problem, cough and cold, fever, infectious diseases etc.	<b>9</b>
<b>V</b>	<b>play and Habits</b> - Types of play, importance of play and habits, formation of habits.	<b>9</b>
	<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>➤ Bal manovigyan evam Bal Vikas: Dr. D.N. Srivastava Preeti Verma</li> <li>➤ Vikasatmak manovigyan: Alam and Srivastava</li> <li>➤ Bal Vikas: Brinda Singh</li> <li>➤ Bal Vikas: Dr. Reena khanooja</li> <li>➤ Matrakala and shishu kalyan- Dr. G.P. Sherry</li> </ul>	
	<b>Suggested continuous Evaluation Methods –</b>	
	Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks	

**Or**

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>		<b>B.A. III Year</b>	<b>Semester: VI</b>
<b>Pedagogy: Lecture, Assignment, field work practice, Group discussion</b>			
<b>Course Code: HSC-23108C</b>		<b>Course/ Paper Title: Home Furnishing</b>	
<b>Course Outcomes:</b> The student at the completion of the course will be able to: CO1. Grasp knowledge of Housing need & selection of site in real life situations, CO2. understand elements and principles of art and design. CO3. Develop skills in creating designs and making art objects. <b>CO4.</b> Develop and understanding to the application of art principles in design composition of traditional and contemporary art.			
<b>Credit: 3+0+0</b>		Paper (Core Compulsory / Elective): Core Elective	
<b>Max. Marks: 40+60 = 100</b>		<b>Minimum Passing Marks: 35</b>	
<b>Totals Number of Lectures : 45</b>			
<b><u>Units</u></b>	<b><u>Topics</u></b>		<b>Teaching Hours</b>
<b>I</b>	<b>Elements of design</b> – Line, Shape, Texture, Color, Pattern,Light & Space. Principle of design- Proportion, Balance, Rhythm, Emphasis, Harmony.		<b>9</b>
<b>II</b>	<b>Housing:</b> Needs of a House, Difference between House & Home, way to acquire house (Own & rented). Factors influencing selection and purchase of house and site.		<b>9</b>
<b>III</b>	<b>Interior Designing:</b> Introduction to Interior designing. Importance of good taste. Objective of Interior decoration, Types of Design-Structural, Decorative, Characteristics of design		<b>9</b>
<b>IV</b>	<b>Home Decors:</b> Meaning and Aims of Home Decoration, Factor affecting Home Decoration Furniture, Furnishings (Curtain, Draperies,Floor coverings, Wall celing, Lighting, Accessories (Wall painting, Mirrors, wall art, Sculpture & Antiques, Flower arrangements) etc. Floor Decoration – Alpana and Rangoli, Types of Alpana		<b>9</b>
<b>V</b>	<b>Color</b> - Classification of color, Color Scheme, Principal of Color , Color Wheel		<b>9</b>
	<b>Suggested Readings:</b>  ➤ The foundation of Art and Design: Goenka shanita ➤ Home furnishing: Rutt Anna Hong ➤ Home Management: Kanti pandey		

	➤ Ghrih vyavastha: Dr. Brinda Singh ➤ Home Management: Reena khanuja
	<b>Suggested continuous Evaluation Methods – Assignment, T1, T2, T3</b>
	Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks

### **Minor : For Students of other discipline**

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>		<b>Year: B.A. 3rd Year</b>	<b>Semester: VIth</b>
<b>Pedagogy:</b>			
Course Code: MHSC06 [Minor : For Students of other discipline]		Course/Paper Title:	<b>SOCIAL ENTREPRENEURSHIP</b>
<b>Course Outcomes:</b> The student at the completion of the course will be able to:  CO1: Explain the concept, characteristics, functions, and types of entrepreneurs, including social, serial, and lifestyle entrepreneurs. → (Knowledge Level – Understand) CO2: Interpret the meaning, types, and characteristics of entrepreneurship, with emphasis on creative, inclusive, and knowledge-based entrepreneurship. → (Comprehension & Application Level – Understand, Apply) CO3: Analyze the distinguishing characteristics of entrepreneurs and the entrepreneurial mindset, focusing on creativity, innovation, risk-taking, and opportunity generation. → (Analysis Level – Analyze) CO4: Evaluate the scope of entrepreneurship development in India, including the role of innovation, creativity, value creation, and technological relevance. → (Evaluation Level – Evaluate) CO5: Examine the growth and promotion mechanisms for entrepreneurship in India, including institutional support, sectoral access, training needs, and development of women and rural entrepreneurs. → (Application & Analysis Level – Apply, Analyze)			
Credit: 03+0+0		Paper (Core Compulsory / Elective): Elective	
Max. Marks : 40+60=100		<b>Minimum Passing Marks: 35</b>	
Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0			
Units:	Topics:		<b>Teaching Hours</b>
I	ENTREPRENEUR- Concept of entrepreneur, Meaning, Definition, characteristics and functions of entrepreneur, Types of entrepreneur-Social Entrepreneur, Serial entrepreneur, Life style entrepreneur.		09
II	ENTREPRENEURSHIP– Concept of entrepreneurship, Meaning, Definition, characteristics, Types of Entrepreneurship (creative Entrepreneurship, inclusive entrepreneurship, knowledge entrepreneurship).		09
III	ENTREPRENEUR and Entrepreneurial. Characteristics of Entrepreneur: innovate, introduces new technologies, catalyst, creative, generating opportunity For profit or reward.Characteristics of Entrepreneur: Inspiration, creativity, direct action, courage and fortitude.		09

IV	Entrepreneurship development in India-Scope of entrepreneur development. Concepts of Value Creation. Introduction to Innovation Creativity, Invention and innovation, Types of innovation, Relevance of Technology for Innovation, The Indian innovations and opportunities.	09
V	Growth and promotion of Entrepreneurship in India, Institutional arrangements, Entrepreneurial motivation - Values and Culture, Entrepreneurship in various sectors - Access to finance, market, R&D and Technology Policies and programmes related to entrepreneurship development. Need for training and development -Development of women Entrepreneurs and rural Entrepreneurs.	09

#### **Suggested Readings:**

1. S. S. Khanka, Entrepreneurial Development, Sultan Chand & Sons, Latest Edition, 2006.
  2. Dinanath Kaushik, Studies in Indian Entrepreneurship, New Delhi, Cyber Tech Publications, 2013.
  3. Gopalkrishnan, The Entrepreneur's Choice: Cases on Family Business in India, Routledge Taylor & Francis Group, 2014.
- Social Entrepreneurship by Dr. Sanjay R. Ajmeri, Pothi.com**

#### **Suggested continuous Evaluation Methods –**

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

#### **Other Courses to Opt:**

**Internship/Apprenticeship**

**Value Added Course : To be Chosed from POOL D**

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**Exit Option: Bachelor' Degree (Programme duration: Three years or six Semesters) .**

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### **SEMESTER-VII**

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>		<b>Year: B.A. Fourth Year</b>	<b>Semester: VII</b>
<b>Pedagogy: Lecture, Assignment, field work practice, Group discussion</b>			
<b>Course Code: HSC-23109</b>		<b>Course/ Paper Title:</b> Apparel Design and Clothing Construction (Theory)	
<b>Course Outcomes:</b> The student at the completion of the course will be able to:			
CO1.	To impart in depth knowledge of style regarding pattern making and garment construction techniques,		
CO2.	to make advance pattern and obtain perfect fit and harmony between the knitted fabric and design of the garment.		
CO3.	Know about different types of finishes		
CO4.	Develop abilities to create basic knowledge of sewing		
CO5.	To acquire skills in preparation techniques of clothes		

<b>Credit: 3+0+2</b>		Paper (Core Compulsory / Elective): Compulsory
<b>Max. Marks: 40+60(30T+30P)=100</b>		<b>Minimum Passing Marks: 35</b>
<b>Totals Number of Lectures : 45+0+60</b>		
<u>Units</u>	<u>Topics</u>	<u>Teaching Hours</u>
<b>I</b>	<b>Construction technique</b> Clothing construction- Equipment and supplies used in clothing construction Process (method) of making garments	<b>8</b>
<b>II</b>	<b>Drafting, making paper pattern, Layout, Draping</b> -their meaning and importance	<b>10</b>
<b>III</b>	<b>Finishes</b> Physical: Singeing, napping, brushing, shearing, sizing shrinking, tendering, and calendaring; Chemical: Bleaching and mercerizing; Special purpose finishes- Wrinkle resistant, water repellent, flame retardant etc.	<b>11</b>
<b>IV</b>	Different types of stitches, Plates, seems, gathers and collar	<b>8</b>
<b>V</b>	<b>Selection of Fabrics</b> - Selection of fabrics for different age Group, factor affecting selection of fabrics, Maintenance and storage of fabrics	<b>8</b>
	<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>➤ Clothing and Textile - Dr. Pramila Verma</li> <li>➤ Paridhan avam Silai - Dr.Nidhi srivastava</li> <li>➤ Vastra Vigyan - Suman Sharma</li> <li>➤ Basic Principal of clothing - B. K. Bakshi</li> <li>➤ Fabric and Yarn - Meenakshi Rastogi</li> </ul>	
	<b>Suggested continuous Evaluation Methods –</b>	
	Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks	

Programme: B.A. (Honours/Honours with Research) in Home Science		Year: B.A. Fourth Year	Semester: VII
Pedagogy: Lecture, Assignment, field work practice, Group discussion			
Course Code: HSC-23109		Course/ Paper Title: Apparel Design and Clothing Construction (Practicals List)	
Course Outcomes: The student at the completion of the course will be able to: CO1. Prepare any garments CO2. Know about different types of stitches, seems, plates and implement them in the clothing construction CO3. Know about how and where to use appropriate finishes CO4. Know about Selection of fabrics for different age Group			
Credit: 0+0+2		Paper (Core Compulsory / Elective): Compulsory	
Max. Marks: 40+60(30T+30P)=100		Minimum Passing Marks: 35	
Totals Number of Practical: 0+0+60			
<u>Units</u> I	<u>Topics</u>  ➤ Drafting and making paper pattern of Baby frock, jhabla, kurti, blouse, gown, nighty, peticoat ➤ Cloth construction - Baby frock, Jhabla, A line frock, Blouse, Kurti, Gown and Nighty (any One) ➤ To prepare sample of different types of stitches, Plates, seems, gathers and collar		<u>Teaching Hours</u>  60
	Suggested Readings:  ➤ R Bhatia & C Arora- Introduction to Clothing and Textile ➤ Complete Guide to Sewing by Reader's Digest ➤ Khanuja, Reena. Vastra Vigyaan ke Sidhant, Agrawal Publication ➤ Winfred Aldrich-Metric Pattern cutting & Grading ➤ Gerry Cooklin- Introduction to Clothing Manufacture		

	<u>Suggested continuous Evaluation Methods – Assignment, T1, T2, T3</u>
	Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks

Programme: B.A. (Honours/Honours with Research) in Home Science		Year: B.A. Fourth Year	Semester: VII
Pedagogy: Lecture, Assignment, field work practice, Group discussion			
Course Code:HSC-23110A		Course/ Paper Title: Research Methodology	
Course Outcomes: The student at the completion of the course will be able to: CO1. Explain the concept and use of Research. CO2. Develop a research proposal. CO3. Learn about the data, sample and report writing CO4. To know about imply appropriate tools and techniques to solve the problems CO5. To know about ethic in research field			
Credit: 4+0+0		Paper (Core Compulsory / Elective): Compulsory for Pursuing (Hons with Research) Students	
Max. Marks: 40+60 = 100		Minimum Passing Marks: 35	
Totals Number of Lectures: 60+0+0			
Units	Topics		Teaching Hours
I	Research Meaning, Objectives, Importance and Steps of Research, Types of Research Selection of research problem Qualities of Researcher Review of literature – Importance, sources of literature, organizing review collection and presentation		10
II	Sampling Concept and importance of sampaing, Techniques, Principles and Limitations of sampling		10
III	Data Collection and Data analysis Tools and methods of data collection: Interview schedule, Observation, Questionnaire Sources of Data Collection: Primary & Secondary Interpretations of data, documentation and presentation.		15
IV	Hypothesis Meaning, importance, characteristics and ways of stating hypothesis Understanding some concepts in research; Assumption, delimitations, operational definition, Measurement and its levels, Variable and their types.		12
V	Report Writing Summary, Conclusion and Recommendations Writing references Writing process of research report: Formal Style of writing, Preface, Chapterization, Headings, Tables and Figures, Appendices, Bibliography and Acknowledgement		13
	Suggested Readings: ➤ C. R. Kothari: Research Methodology- Method and Techniques ➤ R. Kumar: Research Methodology: A step by Step Guide for Beginners ➤ M. H. Gopal: Introduction to Research Methodology for Social Sciences ➤ Good, Carter, Scales and Douglas: Methods of Research		
	Suggested continuous Evaluation Methods –		



	Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks
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Or

Programme: B.A. (Honours/Honours with Research) in Home Science		Year: B.A. Fourth Year	Semester: VII
Pedagogy: Lecture, Assignment, field work practice, Group discussion			
Course Code:HSC-23110B		Course/ Paper Title: Textile Science and Finishing (For Students Pursuing Honours)	
<b>Course Objectives:</b> <ul style="list-style-type: none"><li>To understand the scientific principles of textile fibres and yarns.</li><li>To explore fabric construction methods and their applications.</li><li>To study the processes and importance of textile finishing.</li><li>To develop skills in identifying textile types and finishes.</li></ul>			
<b>Course Outcomes (COs)</b> <p>By the end of the course, students will be able to:</p> <p><b>CO1:</b> Classify and describe different types of textile fibres, their sources, and key properties.</p> <p><b>CO2:</b> Explain yarn formation processes and assess yarn characteristics.</p> <p><b>CO3:</b> Identify various fabric construction techniques and their performance implications.</p> <p><b>CO4:</b> Analyze different finishing processes and their impact on textile appearance, comfort, and durability.</p> <p><b>CO5:</b> Demonstrate the ability to evaluate and test textiles for quality, performance, and end-use suitability.</p>			
Credit: 02+0+02		Paper (Core Compulsory / Elective): Compulsory for Pursuing (Hons with Research) Students	
Max. Marks: 40+60(30T+30P)=100		Minimum Passing Marks: 35	
Totals Number of Lectures: 30+0+60			
<u>Units</u>	<u>Topics</u>		<u>Teaching Hours</u>
I	<b>Textile Fibres – Classification and Properties</b> <ul style="list-style-type: none"><li>Classification: Natural vs Synthetic; Staple vs Filament</li><li>Properties: Physical and chemical</li><li>Fibre identification tests (burn test, microscopic, solubility)</li><li>Common fibres: Cotton, wool, silk, polyester, nylon, rayon, acrylic</li></ul>		06
II	<b>Yarn Science</b> <ul style="list-style-type: none"><li>Yarn manufacturing: Spinning (ring, rotor, open-end)</li><li>Yarn types: Simple, complex, textured, blended</li><li>Yarn count, twist, and ply</li><li>Yarn properties and their influence on fabric behavior</li></ul>		06
III	<b>Fabric Construction</b> <ul style="list-style-type: none"><li>Weaving: Basic weaves (plain, twill, satin) and derivatives</li><li>Knitting: Weft vs warp knitting</li><li>Non-woven and bonded fabrics</li><li>Fabric characteristics: Drape, strength, elasticity, shrinkage</li></ul>		06

IV	<b>Textile Finishing Processes</b> <ul style="list-style-type: none"> <li>Objectives and classification: Basic vs functional finishes</li> <li>Mechanical finishes: Calendaring, brushing, shearing</li> <li>Chemical finishes: Mercerization, wrinkle resistance, water repellency, flame retardant</li> <li>Eco-friendly and sustainable finishing techniques</li> </ul>	06
V	<b>Textile Testing and Quality Assessment</b> <ul style="list-style-type: none"> <li>Importance of textile testing in quality control</li> <li>Tests for strength, abrasion resistance, colorfastness (washing, rubbing, light)</li> <li>Shrinkage and dimensional stability</li> <li>Labelling standards and care symbols (ISO, BIS)</li> </ul>	06
	<b>Suggested Readings</b> <ul style="list-style-type: none"> <li>➤ Gohl, E.P.G. &amp; Vilensky, L.D. (2017). <i>Textile Science</i>. CBS Publishers.</li> <li>➤ Corbman, B.P. (1985). <i>Textiles: Fibre to Fabric</i>. McGraw-Hill.</li> <li>➤ Kadohph, S.J. (2010). <i>Textiles</i>. Pearson Education.</li> <li>➤ Wingate, I. B. (2004). <i>Textile Fabrics and Their Selection</i>. Prentice Hall.</li> <li>➤ IS/ISO Standards on fibre, yarn, and fabric testing</li> </ul>	
	<b>Suggested continuous Evaluation Methods –</b>	
	Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks	

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>		<b>Year: B.A. Second Year</b>	<b>Semester: IV</b>
<b>Pedagogy: Lecture, Assignment, field work practice, Group discussion</b>			
<b>Course Code: HSC-23104</b>		<b>Course/ Paper Title: Textile Science and Finishing (Practicals List)</b>	
<b>Course Outcomes:</b> By the end of the course, students will be able to: <b>CO1:</b> Classify and describe different types of textile fibres, their sources, and key properties. <b>CO2:</b> Explain yarn formation processes and assess yarn characteristics. <b>CO3:</b> Identify various fabric construction techniques and their performance implications. <b>CO4:</b> Analyze different finishing processes and their impact on textile appearance, comfort, and durability. <b>CO5:</b> Demonstrate the ability to evaluate and test textiles for quality, performance, and end-use suitability.			
<b>Credit: 0+0+2</b>		<b>Paper (Core Compulsory / Elective): Core Compulsory</b>	
<b>Max. Marks: 40+60(30T+30P)=100</b>		<b>Minimum Passing Marks: 35</b>	
<b>Totals Number of Practical : 60</b>			
<b><u>Units</u></b>	<b><u>Topics</u></b>		<b><u>Practical (Hrs)</u></b>
	<ul style="list-style-type: none"><li>➤ Identification of fibres using physical and chemical tests</li><li>➤ Fabric analysis under microscope: weave and knit structure</li><li>➤ Yarn count and twist determination</li><li>➤ Demonstration of finishing effects (where applicable)</li><li>➤ Simple tests for colorfastness and strength</li><li>➤ Visit to a textile mill or processing unit (optional but recommended)</li></ul>		<b>60</b>

<b>Suggested Readings</b>	
➤	<b>Gohl, E.P.G. &amp; Vilensky, L.D.</b> (2017). <i>Textile Science</i> . CBS Publishers.
➤	<b>Corbman, B.P.</b> (1985). <i>Textiles: Fibre to Fabric</i> . McGraw-Hill.
➤	<b>Kadolph, S.J.</b> (2010). <i>Textiles</i> . Pearson Education.
➤	<b>Wingate, I. B.</b> (2004). <i>Textile Fabrics and Their Selection</i> . Prentice Hall.
➤	<b>IS/ISO Standards</b> on fibre, yarn, and fabric testing
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ;	
Assignment/Practical/Projects – 05 Marks	
Internal Class Test –	10 Marks
Attendance/Behavior –	05 Marks

**MAJOR ELECTIVE: Choose Any Two Courses**

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>		<b>B.A. IV Year</b>	<b>Semester: VII</b>
<b>Pedagogy: Lecture, Assignment, field work practice, Group discussion</b>			
<b>Course Code: HSC-23111A</b>		<b>Course/ Paper Title: Home Economics</b>	
<b>Course Outcomes:</b> The student at the completion of the course will be able to: <b>CO1.</b> Know about consumer protection for rational consumer behaviour <b>CO2.</b> Know about making family budget <b>CO3.</b> Know about demand and supply <b>CO4.</b> Know about different method of saving and investment			
<b>Credit: 4</b>		<b>Core Elective</b>	
<b>Max. Marks: 40+60 =100</b>		<b>Minimum Passing Marks: 35</b>	
<b>Totals Number of Lectures : 60+0+0</b>			
<b><u>Units</u></b>	<b><u>Topics</u></b>		<b>Teaching Hours</b>
<b>I</b>	<b>Demand</b> Types of Demand Elasticity of Demand		<b>12</b>
<b>II</b>	<b>Utility</b> Marginal utility Total Utility		<b>13</b>
<b>III</b>	<b>Consumer surplus</b> Meaning, Definition and criticism of consumer surplus Significance of consumer surplus		<b>13</b>
<b>IV</b>	<b>Family Budget - meaning, process, Advantages</b>		<b>10</b>
<b>V</b>	<b>Saving and Investment-</b> Meaning and types of saving and investment, Importance		<b>12</b>
	<b>Suggested Readings:</b> ➤ Grih Nirmaan avam dhan vyavasthapan - Dr. Brinda Singh ➤ Home Management - Kanti Pandey ➤ Family Resources Management - Manju Patani ➤ Family Dynamics - Nita Agrawal ➤ Grih Vigyan avam parisajja - Reena Khanooja		
	<b><u>Suggested continuous Evaluation Methods –</u></b>		
	Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks		

	Internal Class Test –	10 Marks
	Attendance/Behavior –	05 Marks

Or

Programme: B.A. (Honours/Honours with Research) in Home Science		B.A. IV Year	Semester: VII
Pedagogy: Lecture, Assignment, field work practice, Group discussion			
Course Code: HSC-23111B		Course/ Paper Title: Marriage and Family Dynamics	
Course Outcomes: The student at the completion of the course will be able to: CO1. Know about family and their types CO2. Know about reason of family disorganization CO3. Know about marriage, remarriage and divorce CO4. Know about marital adjustment			
Credit : 4+0+0		Core Elective	
Max. Marks: 40+60 =100		Minimum Passing Marks: 35	
Totals Number of Lectures: 60			
Units	Topics		Teaching Hours
I	Family - Definition, characteristics, function of Family, merits and demerits of nuclear and joint Family, changing pattern of Family		12
II	Family disorganization - Meaning and causes of Family disorganization		13
III	Family welfare - Meaning and Definition of Family welfare, difficulties in family welfare		13
IV	Marriage - Meaning of Marriage, Aims and types of marriage		10
V	Marital adjustment - Meaning of Marital adjustment, Divorce and Remarriage, Recent changes in marriage		12
	Suggested Readings:  ➤ Welfare Program - Kavita vasudev ➤ Family Dynamic - Nita Agwrawal ➤ Indian Rural Sociology - A.R.Desai ➤ Social Problems - Ravindra nath Mukharji ➤ Community health and Family Welfare - Brinda Singh		
	Suggested continuous Evaluation Methods -		
	Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

Or

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>		<b>B.A. IV Year</b>	<b>Semester: VII</b>
<b>Pedagogy: Lecture, Assignment, field work practice, Group discussion</b>			
<b>Course Code: HSC-23111C</b>		<b>Course/ Paper Title: Women Rights and Gender Empowerment</b>	
<b>Course Outcomes:</b>			

The student at the completion of the course will be able to: <b>CO1.</b> Know about Social justice and human rights <b>CO2.</b> Recognize the intersections between gender and other social and cultural identities <b>CO3.</b> Articulate connections between global, regional, and local issues, and their relationship to women's experiences and to human rights, with an awareness of the importance of context <b>CO4.</b> Know about to empower women		
<b>Credit: 4+0+0</b>		<b>Core elective</b>
<b>Max. Marks: 40+60 = 100</b>		<b>Minimum Passing Marks: 35</b>
<b>Totals Number of Lectures : 60</b>		
<u>Units</u>	<u>Topics</u>	<u>Teaching Hours</u>
<b>I</b>	<b>women empowerment</b> - women education for capacity building- definition and importance , Discrimination among women	<b>12</b>
<b>II</b>	<b>welfare programme for rural women and children</b> -DWCRA, ICDS, TRYSEM, JRY etc.	<b>13</b>
<b>III</b>	<b>The Girl Child and Women of India</b> - Demographic profile, Status of health, nutrition & education, Female fetid, infanticide and violence against women	<b>13</b>
<b>IV</b>	<b>Gender identity</b> - Masculinity and femininity, Biological & cultural determinants of beingmale & female, Gender roles, stereotypes and identity	<b>10</b>
<b>V</b>	<b>Gender influences</b> - Influences on gender: mythology, literature,work, media, popular culture, caste etc.	<b>12</b>
	<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>➤ Mohanty, M.- Class, caste and gender</li> <li>➤ Saikia, N. - Indian women: A socio-legal perspective</li> <li>➤ Bajpai, A- Child rights in India: Law, policy and practice</li> <li>➤ Bhargava, V. - Adoption in India: Policies and experiences</li> <li>➤ Menon, N.- Sexualities: Issues in contemporary Indian feminism</li> </ul>	
	<u>Suggested continuous Evaluation Methods –</u>	
	Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks	

Or

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>	<b>B.A. IV Year</b>	<b>Semester: VII</b>
<b>Pedagogy: Lecture, Assignment, field work practice, Group discussion</b>		
<b>Course Code: HSC-23111D</b>	<b>Course/ Paper Title: Food and Science</b>	
<b>Course Outcomes:</b> The student at the completion of the course will be able to: CO1. Know about food science and understand the physio-chemical properties of foods. CO2. Know about properties and significance of various food CO3. Know about Food spoilage and their causes CO4. Know about Food preservation, food adulteration and food additives.		
<b>Credit : 4+0+0</b>		
<b>Max. Marks: 40+60 =100</b>		<b>Minimum Passing Marks: 35</b>
<b>Totals Number of Lectures: 60+0+0</b>		

<u>Units</u>	<u>Topics</u>	<u>Teaching Hours</u>
<b>I</b>	<b>Introduction to Food Science</b>	<b>12</b>

	Introduction to Food Science: meaning, scope and importance	
<b>II</b>	<b>constituents of foods</b> - properties and significance (I) cereals, pulses and its products (II) Fats, oil and related products (III) Milk and Milk Product (IV) Fruits and Vegetables (V) processed Foods	<b>13</b>
<b>III</b>	<b>Food spoilage</b> Types of Food spoilage, Food spoilage by micro-organism – Causes of spoilage, microbial growth in food and factors affecting growth of microorganism.	<b>13</b>
<b>IV</b>	<b>Microbial intoxication's and infections</b> Sources of contamination of foods, sources of infection by pathogenic organism's symptoms and methods of control and prevention of infection.	<b>10</b>
<b>V</b>	<b>Food preservation, food adulteration, food additives.</b>	<b>12</b>
	<b>Suggested Readings:</b> ➤ Food and Nutrition - Dr Usha Mishra ➤ Food and Nutrition - Dr. Brinda Singh ➤ Essentials of Food and nutrition- M. Swaminathan Food Micro Biology - M.Nitya Devi	
	<b><u>Suggested continuous Evaluation Methods – Assignment, T1, T2, T3</u></b>	
	Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks	

## SEMESTER-VIII

Programme: B.A. (Honours/Honours with Research) in Home Science		Year: B.A. Fourth Year	Semester: VIII
Pedagogy: Lecture, Assignment, field work practice, Group discussion			
Course Code: HSC-23112		Course/ Paper Title: Child Psychology and Counselling (Theory)	
<b>Course Outcomes:</b> The student at the completion of the course will be able to: CO1. acquaint knowledge about child psychology CO2. acquire necessary skills of parenting CO3. Know about Common Disease of childhood CO4. Acquaint knowledge about Play and habits of child			
Credit: 3+0+2		Core Compulsory	
Max. Marks: 40+60 (30T+30P) =100		Minimum Passing Marks: 35	
Totals Number of Lecture: 45			
Units	Topics		Teaching Hours
I	Child Psychology – Definition, needs, Scope and importance. Goals of child psychology		9
II	Areas of child psychology - development, milestone, behaviour,emotions, socialization		9
III	Role of Parents and Disciplinary Techniques- Role of siblings, peers and others in the development of child		9
IV	Goals of child psychology - Understand, predict, describe, influence and improve the quality of life		9
V	Play and habits- Types of play, Importance of play and habits, formation of habits		9
	<b>Suggested Regarding:</b>  ➤ Dr. Brinda Singh, Manav Sharir evam Kriya Vigyan ➤ D. N. Srivastava- Child Psychology and child development ➤ Dr. Preeti Verma- Child Development ➤ Hurlock E. Child Development. ➤ G.P.Sherry- Matrakala avam Shishu Kalyan		
	<u>Suggested continuous Evaluation Methods – Assignment, T1, T2, T3</u>		
	Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>		<b>Year: B.A. Fourth Year</b>	<b>Semester: VIII</b>
<b>Pedagogy: Lecture, Assignment, field work practice, Group discussion</b>			
<b>Course Code: HSC-23112</b>		<b>Course/ Paper Title: Child Psychology and Counselling (Practicals List)</b>	
<b>Course Outcomes:</b> The student at the completion of the course will be able to: CO1. Explain the need and importance of studying child psychology CO2. Know the role of parents in child development CO3. Know about Creative Activities for the purpose <b>CO4.</b> Making low cost and environment friendly appropriate learning materials			
<b>Credit: 0+0+2</b>		<b>Core Compulsory</b>	
<b>Max. Marks: 40+60 (30T+30P)=100</b>		<b>Minimum Passing Marks: 35</b>	

<b>Totals Number of Lectures ( Lecture-Tutorials-Practical) : 0+0+60</b>		
<b>Units</b>	<b>Topics</b>	<b>Teaching Hours</b>
	<ul style="list-style-type: none"> <li>➤ Creative Activities- Painting – free hand, finger, thread, wax resist &amp; spray</li> <li>➤ Printing -block, leaf, stencil,thumb</li> <li>➤ Pasting – collage, paper mosaic,sand</li> <li>➤ Miscellaneous-etching, marbling, dough modelling</li> <li>➤ Designing low cost and environment friendlyappropriate learning materials</li> </ul>	<b>60</b>
	<b>Suggested Regarding:</b> <ul style="list-style-type: none"> <li>➤ Dr. Brinda Singh, Manav Sharir evam Kriya Vigyan</li> <li>➤ D. N. Srivastava- Child Psychology and child development</li> <li>➤ Dr. Preeti Verma- Child Development</li> <li>➤ Hurlock E. Child Development.</li> <li>➤ G.P.Sherry- Matrakala avam Shishu Kalyan</li> </ul>	
	<b>Suggested continuous Evaluation Methods – Assignment, T1, T2, T3</b>	
	Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks	

**MAJOR Elective : Choose any One Course**

Programme: B.A. (Honours/Honours with Research) in Home Science		B.A. IV Year	Semester: VIII
Pedaogy: Lecture, Assignment, field work practice, Group discussion			
Course Code: HSC-23113A		Course/ Paper Title: Resource Management for Sustainable Development	
<b>Course Outcomes:</b> The student at the completion of the course will be able to: ➤ Create an awareness among the students about management in the family as well as the other system ➤ recognize the importance of wise use of resources in order to achieve goals ➤ know about the sources of Energy and their uses ➤ acquire knowledge of time and energy saving appliances and their care			
Credit: 3		Core Elective	
Max. Marks: 40+60 =100		Minimum Passing Marks: 35	
Totals Number of Lectures : 45			
<u>Units</u>	<u>Topics</u>		<b>Teaching Hours</b>
I	Resource in the family Meaning and types of resource , Characteristics of resource, Factor effecting the use of resource.		8
II	Management of Resource Time management, Energy Management Money Management , Resource management in different life cycle		10
III	Home appliances Characteristics and function, Use and care of Equipment		9
IV	Smart Appliance Electrical appliance, Motor appliance, New Electrical household appliance		9



<b>V</b>	<b>Energy Resources in India</b> Fossil, Fuels, Coal, Oil and Gas, Hydro Electric sources, Nuclear fuels Solar energy	<b>9</b>
	<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>➤ Parivarik Sansadhan vyavastha: Manju Patni</li> <li>➤ Grih vyavastha: Kanti Pandey</li> <li>➤ Home management: Brinder Singh</li> <li>➤ Grih kala: Reena khanuja</li> <li>➤ Grih vyavastha: G.P. Sherry</li> </ul>	
	<u>Suggested continuous Evaluation Methods – Assignment, T1, T2, T3</u>	
	Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks	

Or

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>		<b>B.A. IV Year</b>	<b>Semester: VIII</b>
<b>Pedagogy: Lecture, Assignment, field work practice, Group discussion</b>			
<b>Course Code: HSC-23113B</b>		<b>Course/ Paper Title:</b> Introduction to Rural Development and Communication	
<b>Course Outcomes:</b> The student at the completion of the course will be able to: CO1. Know about rural culture for better development. CO2. know the problems and barriers of rural life for better future development. CO3. know about communication process, recent advances in communication and diffusion. CO4. Know about the barriers of communication and their eradication CO5. Know about rural economy			
<b>Credit: 3</b>		<b>Core Elective</b>	
<b>Max. Marks: 40+60 =100</b>		<b>Minimum Passing Marks: 35</b>	
<b>Totals Number of Lectures : 45+0+0</b>			
<b><u>Units</u></b>	<b><u>Topics</u></b>		<b><u>Teaching Hours</u></b>
<b>I</b>	<b>Rural Education</b> - Basic concept of education, Goals, Need and importance of rural education.		<b>8</b>
<b>II</b>	<b>Types of Rural education:</b> Formal, Informal education, Non-formal education, Adult education, Extension Education. Teaching Aids in rural education		<b>9</b>
<b>III</b>	<b>Barriers in Rural education</b> Problem and challenges encountered in rural education, Curriculum development for rural education, Characteristics and differences between urban and rural education		<b>10</b>
<b>IV</b>	<b>Rural economy</b> – Agriculture, Cottage and small-scale industries Education aspect of rural life		<b>10</b>
<b>V</b>	<b>Communication</b> Meaning, Definition and process of communication Importance and Function of communication Problems in communication Communication approach - Personal, group, and mass approach		<b>8</b>
	<b>Suggested Readings:</b> <ul style="list-style-type: none"><li>Indian Villages: S. C. Dubey</li><li>Social System in Rural India: A. E. Punit</li><li>Community Development in India: B. Mukherjee</li></ul>		

	<ul style="list-style-type: none"> <li>Extension Education - Geeta Puspa Saw</li> <li>Indian Rural Sociology - A. R. Desai</li> </ul>
	<b>Suggested continuous Evaluation Methods – Assignment, T1, T2, T3</b>
	<p>Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) &amp; C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;</p> <p>Assignment/Practical/Projects – 05 Marks</p> <p>Internal Class Test – 10 Marks</p> <p>Attendance/Behavior – 05 Marks</p>

Or

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>		<b>B.A. IV Year</b>	<b>Semester: VIII</b>
<b>Pedagogy: Lecture, Assignment, field work practice, Group discussion</b>			
<b>Course Code: HSC-23113C</b>		<b>Course/ Paper Title: Fashion Industry &amp; Marketing</b>	
<b>Course Outcomes:</b>			
The student at the completion of the course will be able to:			
CO1. Comprehensive Understanding of the Fashion Industry Ecosystem: Students will demonstrate a thorough comprehension of the various components and players within the fashion industry, including designers, manufacturers, retailers, and influencers. They will be able to discuss the historical evolution of fashion and its current dynamics, showcasing their understanding of the industry's structure and functioning.			
CO2. Application of Fashion Marketing Strategies: Upon completion of the course, students will be able to apply fundamental principles of fashion marketing to create effective strategies for branding, positioning, and promoting fashion products. They will analyze case studies of successful fashion brands to extract lessons on how to develop and communicate brand identity effectively.			
CO3. Proficient Market Research and Consumer Insights: Students will gain practical skills in conducting fashion market research and analyzing consumer behavior. They will be capable of identifying target markets, creating consumer personas, and leveraging consumer insights to guide product development and marketing decisions.			
CO4. Competence in Digital Marketing and Social Media for Fashion: Graduates of the course will have a strong grasp of digital marketing techniques and their application in the fashion industry. They will be skilled in developing social media marketing plans, content creation, and utilizing influencer collaborations to enhance brand visibility and engagement.			
CO5. Strategic Retail and Advertising Competence: By the end of the course, students will possess the ability to design effective fashion advertising campaigns using various mediums such as print, online, and TV. They will also demonstrate an understanding of retail strategies, including visual merchandising, e-commerce trends, and omnichannel marketing approaches to drive sales and enhance customer experience.			
<b>Credit: 3</b>		<b>Core Elective</b>	
<b>Max. Marks: 40+60 =100</b>		<b>Minimum Passing Marks: 35</b>	
<b>Totals Number of Lectures) : 45</b>			
<b><u>Units</u></b>	<b><u>Topics</u></b>		<b><u>Teaching Hours</u></b>
<b>I</b>	<b>Introduction to the Fashion Industry and Marketing</b> <ul style="list-style-type: none"><li>Understanding the fashion industry ecosystem</li><li>Historical overview of fashion and its evolution</li><li>Key players in the fashion industry: designers, manufacturers, retailers, influencers, etc.</li><li>Introduction to fashion marketing and its importance</li><li>The role of trends and consumer behavior in fashion marketing</li></ul>		<b>9</b>

<b>II</b>	<b>Branding and Positioning in Fashion</b> <ul style="list-style-type: none"> <li>Basics of fashion branding: creating a brand identity</li> <li>Importance of brand positioning in the fashion market</li> <li>Case studies of successful fashion brands and their positioning strategies</li> <li>Crafting a brand story and communicating brand values</li> <li>Workshop: Creating a mood board for a fashion brand</li> </ul>	<b>10</b>
<b>III</b>	<b>Fashion Market Research and Consumer Insights</b> <ul style="list-style-type: none"> <li>Techniques for fashion market research</li> <li>Identifying target markets and segments in fashion</li> <li>Analyzing consumer behavior in the fashion context</li> <li>Utilizing consumer insights for product development and marketing</li> <li>Ethical considerations in fashion market research</li> </ul>	<b>9</b>
<b>IV</b>	<b>Digital Marketing and Social Media in Fashion</b> <ul style="list-style-type: none"> <li>Digital transformation in the fashion industry</li> <li>Social media platforms and their significance for fashion marketing</li> <li>Content creation and storytelling in fashion social media</li> <li>Influencer collaborations and partnerships</li> <li>Workshop: Creating a social media marketing plan for a fashion brand</li> </ul>	<b>9</b>
<b>V</b>	<b>Fashion Advertising and Retail Strategies</b> <ul style="list-style-type: none"> <li>Overview of fashion advertising methods: print, online, TV, etc.</li> <li>Visual merchandising and retail store design</li> <li>E-commerce trends and strategies in the fashion industry</li> <li>Omnichannel marketing approach in fashion retail</li> <li>Final project presentations: Fashion marketing campaign proposal</li> </ul>	<b>8</b>
	<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>"Fashion Marketing" by Mike Easey: This book offers a comprehensive overview of fashion marketing concepts, strategies, and practices. It covers topics such as branding, consumer behavior, advertising, and retailing specific to the fashion industry.</li> <li>"Fashion: From Concept to Consumer" by Gini Stephens Frings: This book provides an in-depth exploration of the entire fashion supply chain, from design and production to retailing and marketing. It covers a wide range of topics relevant to the fashion industry and offers insights into the marketing aspects as well.</li> <li>"Fashion Retailing: A Multi-Channel Approach" by Ellen Diamond, J. Paul Peter, and James R. Evans: Focusing on the retail aspect of the fashion industry, this book delves into the strategies and challenges of multi-channel retailing in the modern fashion landscape, including e-commerce and omnichannel marketing.</li> <li>"Fashion Branding and Consumer Behaviors: Scientific Models" by Tsan-Ming Choi: This book delves into the psychological and behavioral aspects of fashion consumers. It explores how branding and marketing strategies influence consumer behavior, providing valuable insights for creating effective marketing campaigns.</li> <li>"The End of Fashion: How Marketing Changed the Clothing Business Forever" by Teri Agins: Offering a historical perspective, this book explores how marketing practices have transformed the fashion industry over time. It discusses the impact of branding, advertising, and consumer culture on the evolution of fashion.</li> </ul>	
	<b><u>Suggested continuous Evaluation Methods – Assignment, T1, T2, T3</u></b>	
	Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks	

Internal Class Test –	10 Marks
Attendance/Behavior –	05 Marks

Or

<b>Programme: B.A. (Honours/Honours with Research) in Home Science</b>		<b>B.A. IV Year</b>	<b>Semester: VIII</b>
<b>Pedagogy: Lecture, Assignment, field work practice, Group discussion</b>			
<b>Course Code: HSC-23113D</b>		<b>Course/ Paper Title: Nutrition &amp; Immunity</b>	
<b>Course Outcomes:</b> The student at the completion of the course will be able to:  The student at the completion of the course will be able to: ➤ Create an awareness among the students about management in the family as well as the other system ➤ recognize the importance of wise use of resources in order to achieve goals ➤ know about the sources of Energy and their uses ➤ acquire knowledge of time and energy saving appliances and their care			
<b>Credit: 3</b>		<b>Core Elective</b>	
<b>Max. Marks: 40+60=100</b>		<b>Minimum Passing Marks: 35</b>	
<b>Totals Number of Lectures: 45</b>			
<b><u>Units</u></b>	<b><u>Topics</u></b>		<b><u>Teaching Hours</u></b>
<b>I</b>	<b>Human nutrition</b> - Protein, Carbohydrate, Fats, Minerals and Vitamins- their function and deficiency diseases		<b>8</b>
<b>II</b>	<b>Communicable disease and their control measures-</b> Polio, Chikungunya, Rabies, Plauge, and AIDS, COVID-19 Non-Communicable diseases and their control measures: Hypertension, Coronary Heart diseases, Stroke, Diabetes, Obesity and Mental ill-health		<b>11</b>
<b>III</b>	<b>Immunity:</b> definition and history. Classification, immunological responses, cell types involved.		<b>8</b>
<b>IV</b>	<b>Effect of malnutrition on immunity</b> - Carbohydrates, Fat, Protein and immune system. Glutathione and immune system.		<b>8</b>
<b>V</b>	<b>Probiotics and antioxidants</b> – their effect on immune function. Immunity against infection – role of immunization.		<b>10</b>
	<b>Suggested Readings:</b> <ul style="list-style-type: none"><li>Ahar avam poshan: Brinda singh</li><li>Food and Nutrition: M.Swaminathan</li><li>Ahar awam poshan vigyan: Mr. B. K. Bakshi</li><li>Community Health and Education - G. K. Singh</li><li>Poshan star - Dr. Snehlata</li></ul>		
	<u>Suggested continuous Evaluation Methods – Assignment, T1, T2, T3</u>		
	Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

Programme: B.A. (Honours/Honours with Research) in Home Science		Year: B.A. 4 <sup>th</sup> Year	Semester: VIII <sup>th</sup>
Pedagogy: Lecture, Assignment, field work practice, Group discussion			
Course Code: HSC-23114A		Course/Paper Title:	Dissertation/Research Project & Viva voce [For Hons. with Research Students]
Course Outcomes: After completing this course, the students will be able to -			
CO 1: acquire Research Skills and awareness about Methodology			
CO 2: develop critical thinking skills for evaluating existing literature and research gaps.			
CO 3: develop Communication Skills, Analytical and Problem-Solving abilities.			
CO 4: develop Project Management and will be able to contribute to existing knowledge			
CO 5: Collaborate in Interdisciplinary Skills.			
Credit: 0+0+12		Paper (Core Compulsory / Elective): Elective	
Max. Marks 40+60=100		Minimum Passing Marks:35	
Total Number of Practical: 0+0+360			
Units:	Topics:		No. Of Practical
I	Dissertation/ Research Project & Viva Voce		360
Suggested Readings:			
<div>1. "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches" by John W. Creswell and J. David Creswell This book covers various research designs and approaches, helping you select the most appropriate one for your dissertation. It's suitable for both qualitative and quantitative research.</div> <div>2. "The Craft of Research" by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams This book is a comprehensive guide to the research process, from formulating research questions to presenting findings. It offers practical advice and strategies for effective research.</div> <div>3. "How to Write a Better Thesis" by David Evans, Paul Gruba, and Justin Zobel Geared towards graduate students, this book provides practical guidance on planning, writing, and revising a thesis or research project. It covers a range of disciplines and research methods.</div> <div>4. "Completing Your Qualitative Dissertation: A Roadmap from Beginning to End" by Linda Dale Bloomberg and Marie F. Volpe Focused on qualitative research, this book offers step-by-step guidance on the entire dissertation process, including choosing a topic, data collection, analysis, and writing.</div> <div>5. "Writing Your Dissertation in Fifteen Minutes a Day" by Joan Bolker This book offers practical strategies to help you overcome writer's block and procrastination while writing your dissertation. It emphasizes consistent writing habits.</div> <div>6. "The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation" by Carol M. Roberts This book provides a holistic approach to the dissertation process, covering topics such as time management, literature review, research design, and defense preparation.</div> <div>7. "How to Design, Write, and Present a Successful Dissertation Proposal" by Elizabeth A. Wentz Focusing on the proposal stage, this book offers guidance on crafting a clear and effective dissertation proposal, including outlining research questions and methodologies.</div> <div>8. "Writing the Successful Thesis and Dissertation: Entering the Conversation" by Irene L. Clark This book emphasizes the importance of contributing to the scholarly conversation in your field and provides practical advice on how to structure and present your research.</div> <div>9. "The Literature Review: Six Steps to Success" by Lawrence A. Machi and Brenda T. McEvoy A comprehensive guide to conducting a literature review, a crucial component of any research project or dissertation.</div> <div>10. "Demystifying Dissertation Writing: A Streamlined Process from Choice of Topic to Final Text" by Peg Boyle Single This book offers a straightforward and organized approach to the dissertation process, helping you break down the tasks and stay on track.</div>			
Suggested continuous Evaluation Methods – Assignment, T1, T2, T3			

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects –	05 Marks
Internal Class Test –	10 Marks
Attendance/Behavior –	05 Marks

Or

Field Visit/ Educational Visit based Viva Voce [Course Code : HSC-23214B] for (Hons. Students)

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**Completion of the Programme: Bachelor Degree with Honours/Honours with Research** in Major Discipline at the Successful Completion of the Fourth Year (Eight Semesters) of the multidisciplinary Four-year Undergraduate Programme.

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