



**ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)**  
**Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)**

U.P. STATE GOVERNMENT UNIVERSITY,  
(Recognised Under Section 2(f) & 12(B) of the UGC Act, 1956 & B.Tech. Approved by (AICTE))

## **Revised and Approved syllabus for B.A. B.Sc. (Bachelor of Art)** **Department of Home Science**

as per

National Education Policy-2020  
Academic session-2023-24

Approved by Board of Studies



**Department of Home Science**

**Faculty of Science**

**Khwaja Moinuddin chishti Language Universiy Lucknow, U.P. (India)**



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Syllabus of Department of Home Science as per  
National Education Policy-2020

**Abbreviations:**

S.No.	Abbreviation	Full form
1	C	Credits
2	L	No. of Lectures/ periods (One hour Lecture for theory & two hours lab for practicals)
3	CIE	Continuous Internal Evaluation
4	UE	University Exam.
5	Th.	Theory paper
6	Prac.	Practical paper
7	UG	Under Graduation
8	PG	Post Graduation
9	MM	Maximum marks
10	POs	Programme Outcomes
11	PSOs	Programme Specific Outcomes
12	COs	Course Outcome

**Number of subjects:**

- Three subjects in first year.
- Three subjects in Second year.
- Two Subjects in third year.

**Number of papers:**

In first two years, in each subject there shall be 6 credits in each semester with:

- Either one theory paper of 6 credits.
- Or one theory paper of 4 credits and one practical paper of 2 credits.
- Or one practical paper of 4 credits and one theory paper of 2 credits.

In the third year in each subject there shall be 10 credits in each semester with:

- Either two theory papers of 5 credits each.
- Or two theory papers of 4 credits each and one practical paper of 2 credits.
- Or two practical papers of 4 credits each and a theory paper of 2 credits.

**Credit system:**

- A 4 credit **theory course/paper** will have four Lectures/periods (of one hour) in a week. In one full semester the course will be covered in 60 Lectures.
- Similarly, a six credit **theory course/paper** will have six Lectures/periods (of one hour) in a week. In one full semester the course will be covered in 90 Lectures.
- A Two credit **practical course/paper** will have two Lab periods (of two hours each) in a week.



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In one full semester the course will be covered in 30 Lab periods (60 hours).

- Similarly, a four credit **practical course/paper** will have four Lab periods (of two hours each) in a week. In one full semester the course will be covered in 60 Lab periods (120 hours).

## Course as an elective to other subject students:

A course can also be opted as an elective (Optional) course by the students who do not have this subject as major (main) subject but have other subjects. The names of the subjects/ faculties should be mentioned at the end of the contents of the syllabus, whose students can opt this course as an elective. If it can be opted by all, just write “open for all as elective”. For example, papers on Indian constitution, Indian national movement, Elementary statistics, Income Tax can be opted as elective by students of other subjects/ faculties. Some elective courses may have a pre-requisite to opt them. For example Physiology and Biochemistry paper can be opted by a student, if she/he studied Biology/Life science at 10+2 level.

## Continuous Internal Evaluation (CIE):

- Continuous internal evaluation will be performed by the teacher concerned.
- It is proposed that CIE be kept at present, at 25% of total assessment in a Theory paper. It can be increased in steps up to 50% over a period of time.
- The practical papers in all semesters will have 25% CIE and 75% UE, conducted at the end of the semester by one internal examiner and one external examiner appointed by the University.

## Marking system:

- All papers will be of total Maximum Marks 100, including both CIE and UE.
- Maximum marks 25 will be allotted to CIE and 75 to UE in a theory paper and Research project.
- The practical papers in all semesters will have Maximum Marks 25 CIE and Max. Marks 75 in UE, conducted at the end of the semester by one internal examiner and one external examiner appointed by the University, including a viva voce of 25 marks.

## Course Codes

A Eight alpha-numeral (letter + digits) code is to be assigned to each course/paper. Description of the code is as follows:

1. First position – Letter – Faculty code
2. Second & third position- two digits – Subject number in chosen faculty
3. Fourth & fifth position – two digits – Semester number
4. Sixth & seventh positions – two digits – Course/paper number
5. Eighth position – Letter – Type of paper – Theory (T), Practical (P), Research project/ Field Work/ Industrial Training/ Survey Work/ Internship (R)

## Table of Faculty Codes



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Arts	Science	Commerce	Agriculture	Education	Management	Law
A	B	C	D	E	F	G
Co-curricular		Vocational				
H		I				

**An Example of the structure of papers in three years in UG**

Year	Sem.	Subject: .....				Total Credits of the subject
		Paper 1 Theory	Paper 2 Theory/ Practical	Paper 3 Theory/ Practical	Research Project	
1	I	C-6, L-90, Theory			Nil	6
	II	C-6, L-90, Theory			Nil	6
2	III	C-6, L-90, Theory			Nil	6
	IV	C-4, L-60, Theory	C-2, L-30, Practical		Nil	6
<b>OR</b>						
2	III	C-4, L-60, Theory	C-2, L-30, Practical		Nil	6
	IV	C-4, L-60, Theory	C-2, L-30, Practical		Nil	6
3	V	C-5, L-75, Theory	C-5, L-75, Theory		C-3	10+3
	VI	C-5, L-75, Theory	C-5, L-75, Theory		C-3	10+3
<b>OR</b>						
3	V	C-4, L-60, Theory	C-4, L-60, Theory	C-2, L-30, Practical	C-3	10+3
	VI	C-4, L-60, Theory	C-4, L-60, Theory	C-2, L-30, Practical	C-3	10+3



## Course Structure of B.A.\B.Sc. Home Science I and II Sem (NEP 2020)

Year	Sem	Subject	Course	Paper Title	Theory	Practical	Total Credits
1	I	Core Compulsory 1	A130101T	Fundamentals of Nutrition and Human Development	4		6 (4+2)
		Core Compulsory 2	A130102P	Cooking Skills and Healthy Recipe Development		2	
		GE 1/Minor Elective	A130103T	Gender and Social Justice (I or II Sem)	4		4
		SDC/ Vocational Course	A130104T	Maternal and Child Nutrition	3		3
		AECC 1/Co-curricular course	Z010101T	Food Nutrition and Hygiene	0		0
	II	Core Compulsory 3	A130201T	Introduction to Clothing and Textile & Family Resource Management	4		6 (4+2)
		Core Compulsory 4	A130202P	Clothing and Textile		2	
		GE 1/Minor Elective	A130203T	Gender and Social Justice (I or II Sem)	4		4
		SDC 2/Vocational Course	A010204T	Self Development and Well-Being		3	3
		AECC 2/Co-curricular course	Z020201	First Aid and Health	0		0

### Proposed Year wise Structure of UG Program in

#### Home Science Program Outcomes (POs)

- The program has been framed in such a manner that students receive real feel of quality education by touching all aspects of human lifecycle.
- Designed to enhance the capacity of students to understand universal and domain-specific values in Home Science
- 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 favouring all the disciplines in Home Science.
- This programme develops scientific and practical approach among the students which helps in their day today life.



## Certificate in Fundamentals of Home Science

### B.A. First Year

#### Program Specific Outcomes (PSOs)

At the end of program following outcomes are expected from students:

- Learn about the discipline of Home Science as a holistic field of study covering multiple facets and requirements of human beings in day to day living, for example, achievement of appropriate milestones in personal development; awareness, need and use of family resources; access to adequate nutrition for wholesome development; clothing fundamentals.
- May have capabilities to start earning by enhancing their skills in the field of Nutrition and Textiles.

Semester I	Name of Paper	Credits	No of Lectures
	Fundamentals of Nutrition and Human Development (Theory)	4	60
	Cooking Skills and Healthy Recipe Development (Practical)	2	30
	Gender and Social Justice (I or II Sem)	4	
	Maternal and Child Nutrition	3	
	Food Nutrition and Hygiene	0	
	<b>Total</b>	<b>6</b>	<b>90</b>
Semester II	Name of Paper	Credits	Lectures
	Introduction to Clothing and Textile & Family Resource Management (Theory)	4	60
	Clothing and Textile (Practical)	2	30
	<b>Total</b>	<b>6</b>	<b>90</b>



## Diploma in Interior Design & Human Development

### B.A. Second Year

#### Program Specific Outcomes (PSOs)

At the end of program following outcomes are expected from students:

- Develop sensitivity, resourcefulness, and competence to render service to enhance development of individuals, families, communities, and the nation at large.
- Enhance abilities involved in acting as proactive agents of change in promoting the discipline of Family and Community Sciences .
- Explore and decide upon viable avenues of self-employment and entrepreneurship. Learn more about human and community & relationship.

Semester III	Name of Paper	Credits	No of Lectures
	Advance Nutrition and Human Development (Theory)	4	60
	Human Development (Practical)	2	30
	<b>Total</b>	<b>6</b>	<b>90</b>
Semester IV	Name of Paper	Credits	No of Lectures
	Housing and Extension Education (Theory)	4	60
	Resource planning & Decoration (Practical)	2	30
	<b>Total</b>	<b>6</b>	<b>90</b>



## Degree in Bachelor of Arts Program

### B.A. Third Year

#### Specific Outcomes (PSOs)

- 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.
- Promote research, innovation and design (product) development favouring all the disciplines in Home Science.
- Enhance digital literacy and apply them to engage in real time problem solving and ideation related to all fields of Home Science.
- 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.
- After this degree programme students can be benefitted 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.

Semester V	Name of Paper	Credits	No. of Lectures
	Surface Ornamentation of Fabrics (Theory)	4	60
	Community Development & programme planning (Theory)	4	60
	Community Transformation (Change) Practical	2	30
	Research Project 1	3	45
	<b>Total</b>	<b>13</b>	<b>195</b>
Semester VI	Name of Paper	Credits	No. of Lectures
	Dietetics and Therapeutic Nutrition (Theory)	4	60
	Research Methodology and Gender Development (Theory)	4	60
	Therapeutic Diet Preparation and Nutrient Evaluation (Practical)	2	30
	Research Project 2	3	45
	<b>Total</b>	<b>13</b>	<b>195</b>



**B.A. I Year ( Semester I) Home Science Paper 1**  
**Fundamentals of Nutrition and Human Development (Theory)**

Programme/Class: Certificate	Year: 1	Semester: 1
<b>Subject: Home Science</b>		
Course Code: A130101T	Course Title: Fundamentals of Nutrition and Human Development	
<b>Course outcomes:</b> The student at the completion of the course will be able to: <ul style="list-style-type: none"><li>▪ Prepare the students to understand physiology based courses</li><li>▪ Students will get familiar with different methods of cooking</li><li>▪ Acquaint students with practical knowledge of nutrient rich foods</li><li>• Explain the need and importance of studying human growth and development across life span</li><li>• Identify the biological and environmental factors affecting human development.</li><li>• Learn about the characteristics, needs and developmental tasks of infancy &amp; early childhood years</li></ul>		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks:33	
Total No. of Lectures-60		
Units	Topic	No of Lectures
I	<ul style="list-style-type: none"><li>• Traditional Home Science and its Relevance in current eraContribution made by Indian Home Scientists i.e. M Swaminathan, C V Gopalan, S K Day, Ravindra Nath Tagore etc.</li></ul>	03
II	<ul style="list-style-type: none"><li>• Cell and Digestive System</li><li>• Respiratory and Cardiovascular system</li></ul>	10
III	<ul style="list-style-type: none"><li>• Food and Nutrition</li><li>• Food- Meaning, Classification and functionNutrition- Concept of Nutrition</li><li>• Nutrients-Macro and Micro, sources and deficiency diseases.</li></ul>	09
IV	<ul style="list-style-type: none"><li>• Cooking Methods- Methods, Advantages and DisadvantagesPreservation of Nutrients while Cooking</li></ul>	08



PART B		
V	Introduction to Human Development: <ul style="list-style-type: none"><li>• Concept, Definition and need to study of Human Development</li><li>• Domains, Stages and contexts of development</li><li>• Principles of Growth and Development</li><li>• Determinants of Development- heredity and environment</li></ul>	8
VI	Prenatal Development and Birth Process: <ul style="list-style-type: none"><li>• Conception, Pregnancy and Childbirth</li><li>• Stages of birth</li><li>• Types of delivery (natural, c-section, breech, home vs.assisted delivery)</li><li>• Physical appearance and capacities of the new-born</li><li>• Factors affecting Pre-natal development.</li></ul>	6
VII	Infancy: <ul style="list-style-type: none"><li>• Developmental tasks during Infancy and Preschool Stage.</li><li>• Physical and Motor Development.</li><li>• Social and emotional development</li><li>• Cognitive and language development</li></ul>	8
VIII	Early Childhood (Pre School) years: <ul style="list-style-type: none"><li>• Developmental Tasks during Early childhood.</li><li>• Physical and Motor Development</li><li>• Social and emotional development</li><li>• Cognitive and language development</li></ul>	8

**Suggested Readings:**

- Dr. Brinda Singh, Manav Sharir evam Kriya Vigyan Panchsheel Prakashan, Jaipur;2015 ,15<sup>th</sup> Ed.
- Chatterjee, C.C , “Human Physiology” Medical Allied Agency ; Vol I , II .
- Text Book of Biology for 10+2 Students (NCERT)
- Sumati R Mudami, “Fundamentals of food Nutrition and Diet Therapy” , New Age International Pvt. Ltd, New Delhi , 6<sup>th</sup> Ed. (2018)
- Punita Sethi and Poonam Lakda , “Aahar Vigyan, Suraksha evam Poshan” ; Elite Publishing House, New Delhi ;2015
- Berk, L.E. *Child development* New Delhi: Prentice Hall (2005) (5th ed.).
- Berk L.E. *Child Development* Allyn and Bacon 1992 (6th) Edition.
- Keenan, T., Evans, S., & Crowley, K. *An introduction to child development*, Sage (2016)
- Hurlock E. *Child Development*.
- Aadhunik Vikasatmak Manovigyan , Shri Vinod Pustak Mandir Agra Edition 3<sup>rd</sup> 2015
  - Suggestive digital platforms web links-ePG-Pathshala, IGNOU & UPRTOU online study material
- Svayam Portal <http://heecontent.upsdc.gov.in/Home.aspx>

This course can be opted as an elective by the students of following subjects: Open for all  
The eligibility for this paper is 10+2 with any subject



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Suggested Continuous Evaluation Methods:

- Seminar/ Presentation on any topic of the above syllabus
- Test with multiple choice questions/ short and long answer questions

Attendance

Course prerequisites: To study this course, a student must have had the subject ALL in class12<sup>th</sup>.  
The eligibility for this paper is 10+2 with any subject

Further Suggestions:

It widens the scope for students to join Government and Non-Government organization upskilling the people at different levels as per their socio-economic structure.

At the End of the whole syllabus any remarks/ suggestions:

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**B.A. I Year (Semester I) Home Science Paper 2**  
**Cooking skills and healthy recipe development (Practical)**

Programme/Class: Certificate	Year: 1	Semester: 1
<b>Subject: Home Science (Practical)</b>		
Course Code: A130102P	Course Title: Cooking skills and healthy recipe development	
<b>Course outcomes:</b> <ul style="list-style-type: none"><li>▪ Students will get familiar with different methods of cooking</li><li>▪ Acquaint students with practical knowledge of nutrient rich foods</li></ul>		
Credits: 2		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks:40
Total No. of Lab Periods-30 (60 hours)		
Unit	Topic	No. of lab.periods
<b>I</b>	Basic cooking skills <ul style="list-style-type: none"><li>• Weighing of raw materials</li><li>• Preparing of different food items before cooking</li></ul>	06
<b>II</b>	Preparation of various dishes using different methods of cooking <ul style="list-style-type: none"><li>• Boiling /steaming</li><li>• Roasting</li><li>• Frying – Deep/shallow</li><li>• Pressure cooking</li><li>• Hot air cooking/Baking</li></ul>	08
<b>III</b>	Different styles of cutting fruits and vegetables <ul style="list-style-type: none"><li>• Salad Decoration/Dressings</li></ul>	06
<b>IV</b>	Preparation of nutrient rich dishes <ul style="list-style-type: none"><li>• Protein rich dish</li><li>• Carbohydrate rich dish</li><li>• Fat rich dish</li><li>• Vitamins rich dish</li><li>• Minerals</li><li>• Fibers</li></ul>	10



**Suggested Readings:**

- ❖ Dr. Brinda Singh, Manav Sharir evam Kriya Vigyan Panchsheel Prakashan, Jaipur;2015 ,15<sup>th</sup> Ed.
- ❖ Chatterjee, C.C , “Human Physiology” Medical Allied Agency ; Vol I , II .
- ❖ Text Book of Biology for 10+2 Students (NCERT)
- ❖ Sumati R Mudami, “Fundamentals of food Nutrition and Diet Therapy” , New Age International Pvt. Ltd, New Delhi , 6<sup>th</sup> Ed. (2018)
- ❖ Punita Sethi and Poonam Lakda , “Aahar Vigyan, Suraksha evam Poshan” ; Elite Publishing House, New Delhi ;2015

This course can be opted as an elective by the students of following subjects: Open for all

**Suggested Continuous Evaluation Methods:**

- Test with multiple choice questions/short and long answer questions
- Menu planning and calculation of nutrient requirement
- Nutritive value calculation of various nutrient rich dishes

Course prerequisites: To study this course, a student must have had the subject..... in class/12<sup>th</sup>/ certificate/diploma.

**Suggested equivalent online courses**

- IGNOU and other centrally/state operated Universities/MOOC platforms such as “SWAYAM” in India and abroad.,  
<http://heecontent.upsdc.gov.in/Home.aspx>

**Further Suggestions:**

Students may develop their cooking skills with new healthy recipe development after completion of this course and even start their own food service center.



**I Year (Semester I) Home Science  
Gender and Social Justice**

Programme/Class: Certificate	Year: 1	Semester: 1
<b>Subject: Home Science</b>		
Course Code: A130103T	Course Title: Gender and Social Justice	
<b>Course outcomes:</b> <i>At the end of the course students will be able to understand:</i>		
<ul style="list-style-type: none"><li>Recognize the intersections between gender and other social and cultural identities, including, but not limited to, race, ethnicity, national origin, religion, class and sexuality.</li><li>Analyze the ways in which societal institutions and power structures impact the material realities of women's lives.</li><li>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.</li><li>Social justice and human rights.</li></ul>		
Credits: 4 Theory	GE 1/Minor Elective	
Max. Marks: 30+70		
Total No. of Lectures-60		
Units	Topic	No of Lectures
<b>I</b>	<b>Understanding Gender</b> <ul style="list-style-type: none"><li>Concept meaning and definition</li><li>Sex and gender</li></ul>	15
<b>II</b>	<b>Gender identity</b> <ul style="list-style-type: none"><li>Masculinity and femininity</li><li>Biological &amp; cultural determinants of being male &amp; female</li><li>Gender roles, stereotypes and identity</li></ul>	15
<b>III</b>	<b>Gender influences</b> <ul style="list-style-type: none"><li>Influences on gender: mythology, literature, work, media, popular culture, caste</li></ul>	15
<b>IV</b>	<b>The Girl Child and Women of India</b> <ul style="list-style-type: none"><li>Demographic profile</li><li>Status of health, nutrition &amp; education</li><li>Female feticide, infanticide and violence against women</li><li>Laws, policies &amp; programs for female children and women</li></ul>	15



**Suggested Readings:**

- Menon, N. (2008). Sexualities: Issues in contemporary Indian feminism. New Delhi: Sage.
- Mohanty, M. (2008). Class, caste and gender. New Delhi: Sage.
- Saikia, N. (2008). Indian women: A socio-legal perspective. New Delhi: Serials publications.
- Bajpai, A.( 2006). Child rights in India: Law, policy and practice. New Delhi: Oxford University Press.
- Bhargava, V. (2005). Adoption in India: Policies and experiences. New Delhi: Sage.
- Virani, ). (2000). Bitter chocolate: Child Sexual abuse in India. New Delhi: Penguin
- Weiner, M., Burra, N., Bajpai, A. (2007). Born unfree: Child labour, Education, and the state in India. New Delhi: Oxford University Press.

This course can be opted as an elective by the students of following subjects: Open for all  
The eligibility for this paper is 10+2 with any subject

**Suggested Continuous Evaluation Methods:**

- Seminar/ Presentation on any topic of the above syllabus
- Test with multiple choice questions/ short and long answer

**questions Attendance**

Course prerequisites: To study this course, a student must have had the subject ALL in class 12<sup>th</sup>.  
The eligibility for this paper is 10+2 with any subject

**Further Suggestions:**

It widens the scope for students to join Government and Non-Government organization upskilling the people at different levels as per their socio-economic structure.

At the End of the whole syllabus any remarks/ suggestions:

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### 1 Year (Semester I) Home Science Maternal and Child Nutrition

Programme/Class: Certificate	Year: 1	Semester: 1
<b>Subject: Home Science</b>		
Course Code: A130104T	Course Title: Maternal and Child Nutrition	
<b>Course outcomes:</b> <i>At the end of the course students will be able to understand:</i>		
<ul style="list-style-type: none"><li>• Demonstrate an understanding of the physiological basis for nutrient requirements during pregnancy, lactation, infancy, early childhood, and adolescence</li><li>• Assess the dietary needs appropriate to different stages.</li><li>• Summarise the key causes of low birth weight, low breast milk output, and growth.</li><li>• Compose appropriate nutritional advice regarding the feeding of mothers and children</li><li>• Critically appraise a range of interventions to address current issues in maternal and child nutrition</li></ul>		
Credits: 3 Theory	SEC 1/Vocational Course	
Max. Marks: 30+70		
Total No. of Lectures-45		
Units	Topic	No of Lectures
<b>I</b>	<ul style="list-style-type: none"><li>• Nutritional needs during pregnancy, common disorders of pregnancy (Anaemia, HIV infection, Pregnancy induced hypertension), relationship between maternal diet and birth outcome.</li><li>• Maternal health and nutritional status, maternal mortality and issues relating to maternal health.</li></ul>	10
<b>II</b>	<ul style="list-style-type: none"><li>• Nutritional needs of nursing mothers and infants, determinants of birth weight and consequences of low birth weight, Breastfeeding biology, Breastfeeding support and counseling.</li></ul>	10
<b>III</b>	<ul style="list-style-type: none"><li>• Infant and young child feeding and care - Current feeding practices and nutritional concerns, guidelines for infant and young child feeding, Breast feeding, weaning and complementary feeding.</li><li>• Assessment and management of moderate and severe malnutrition among children, Micronutrient malnutrition among preschool children</li></ul>	15



<b>IV</b>	<ul style="list-style-type: none"><li>• Overview of maternal and child nutrition policies and programmes.</li></ul>	15
<b>Suggested Readings:</b> <ul style="list-style-type: none"><li>• Wadhwa A and Sharma S (2003). Nutrition in the Community-A Textbook. Elite Publishing House Pvt. Ltd. New Delhi.</li><li>• Park K (2011). Park's Textbook of Preventive and Social Medicine, 21st Edition. M/s Banarasisdas Bhanot Publishers, Jabalpur, India.</li><li>• Bamji MS, Krishnaswamy K and Brahmam GNV (Eds) (2009). Textbook of Human Nutrition, 3<sup>rd</sup> edition. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.</li><li>• National Guidelines on Infant and Young Child Feeding (2006). Ministry of Women and Child Development, Government of India.</li></ul>		
This course can be opted as an elective by the students of following subjects: Open for all The eligibility for this paper is 10+2 with any subject		
<b>Suggested Continuous Evaluation Methods:</b> <ul style="list-style-type: none"><li>• Seminar/ Presentation on any topic of the above syllabus</li><li>• Test with multiple choice questions/ short and long answer questions</li></ul> <b>Attendance</b>		
Course prerequisites: To study this course, a student must have had the subject ALL in class 12 <sup>th</sup> . The eligibility for this paper is 10+2 with any subject		
<b>Further Suggestions:</b> It widens the scope for students to join Government and Non-Government organization upskilling the people at different levels as per their socio-economic structure.		
At the End of the whole syllabus any remarks/ suggestions: .....		



**Compulsory /Co-curricular course  
Food, Nutrition and Hygiene**

Programme /Class: Certificate	Year: I	Semester: I
Co-Curricular Course		
Course Code: Z010101T	Course Title: Food, Nutrition and Hygiene	
Course outcomes: <ul style="list-style-type: none"><li>To learn the basic concept of the Food and Nutrition</li><li>To study the nutritive requirement during special conditions like pregnancy and lactation</li><li>To learn meal planning</li><li>To learn 100 days Nutrition Concept</li><li>To study common health issues in the society</li><li>To learn the special requirement of food during common illness</li></ul>		
Credits: 2		Compulsory
Max. Marks: 30+70		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 2-0-0		
Unit	Topics	No. of Lectures Total=30
I	Concept of Food and Nutrition (a) Definition of Food, Nutrients, Nutrition, Health, balanced Diet (b) Types of Nutrition- Optimum Nutrition, under Nutrition, Over Nutrition (c) Meal planning- Concept and factors affecting Meal Planning (d) Food groups and functions of food	8
II	Nutrients: Macro and Micro RDA, Sources, Functions, Deficiency and excess of (a) Carbohydrate (b) Fats (c) Protein (d) Minerals Major: Calcium, Phosphorus, Sodium, Potassium Trace: Iron, Iodine, Fluorine, Zinc (e) Vitamins Water soluble vitamins: Vitamin B, C Fat soluble vitamins: Vitamin A, D, E, K (f) Water (g) Dietary Fibre	7
III	1000 days Nutrition (a) Concept, Requirement, Factors affecting growth of child (b) Prenatal Nutrition (0 - 280 days): Additional Nutrients' Requirement and risk factors during pregnancy (c) Breast / Formula Feeding (Birth – 6 months of age) Complementary and Early Diet (6 months – 2 years of age)	8



IV	Community Health Concept (a) Causes of common diseases prevalent in the society and Nutrition requirement in the following: Diabetes Hypertension (High Blood Pressure) Obesity Constipation Diarrhea Typhoid (b) National and International Program and Policies for improving Dietary Nutrition (c) Immunity Boosting Food	7
<b>Suggested Readings:</b> 1. Singh, Anita, "Food and Nutrition", Star Publication, Agra, India, 2018. 2. 1000Days-Nutrition_Brief_Brain-Think_Babies_FINAL.pdf 3. <a href="https://pediatrics.aappublications.org/content/141/2/e20173716">https://pediatrics.aappublications.org/content/141/2/e20173716</a> 4. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5750909/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5750909/</a> 5. .Sheel Sharma, Nutrition and Diet Therapy, Peepee Publishers Delhi, 2014, First Edition.		
Suggested Continuous Evaluation Methods: MCQs, Practical Diet/ Meal Planning, assignments Presentations, group Discussion, Case study, Survey		
Suggested equivalent online courses: <a href="https://www.udemy.com/course/internationally-accredited-diploma-certificate-in-nutrition">https://www.udemy.com/course/internationally-accredited-diploma-certificate-in-nutrition</a> Diploma in Human Nutrition-Revised Offered by Alison		



**B.A. I Year (Semester 2) Home Science Paper 1**  
**Introduction to Clothing & Textiles & Family Resource Management (Theory)**

Programme/Class: Certificate	Year: 1	Semester: 2
Subject: Home Science		
Course Code: A130201T	Course Title: Introduction to Clothing and Textiles & Family Resource Management (Theory)	
Course outcomes: <ul style="list-style-type: none"><li>• Learn about scope of textile and clothing</li><li>• Understanding why fabrics are different</li><li>• Learn how fabrics can be manufactured</li><li>• Understand basic clothing concepts and garment making</li><li>• Learn the family resource management as a whole.</li><li>• Understand the Decision making and use of resources throughout the Family life cycle.</li><li>• Gain knowledge about Time, Money &amp; Energy as a Resource.</li><li>• Appreciate Household Equipments for work simplification</li></ul>		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks:33	
Total No. of Lectures- 60		
Unit	Topic	No. of Lectures
	<b>PART A</b>	
<b>I</b>	<b>Introduction</b> <ul style="list-style-type: none"><li>• Introduction to Clothing and Textile</li><li>• Its importance in day-to-day life</li><li>• Scope</li><li>• Classification of textilefiber on the basis of their source</li><li>• General properties of fibers-primary and secondary</li></ul>	7
<b>II</b>	<b>Knowing Fibers</b> <ul style="list-style-type: none"><li>• Manufacture, processing, properties and uses of</li><li>• Cellulosic Fibers-cotton, Linen</li><li>• Protein Fibers-Wool, Silk</li><li>• Synthetic/Manmade fibers-Nylon, Polyester, Acrylic, Rayon.</li></ul>	8
<b>III</b>	<b>Yarn to Fabrics</b> <ul style="list-style-type: none"><li>• Definition of Yarn, Manufacture of Yarn and Yarn Properties</li><li>• Different fabric construction techniques</li><li>• Weaving, Knitting, Felting, Braiding, Non-woven</li><li>• Weaving ofCloth-Terminologies and Steps in Weaving.</li><li>• Types of weaves-</li><li>• Basic and Decorative</li></ul>	8
<b>IV</b>	<b>Clothing Construction</b> <ul style="list-style-type: none"><li>• Tools for Clothing construction</li><li>• Introduction to sewing machines, its parts and maintenance, Importance of Drafting, Draping, Flat pattern techniques - advantages &amp; disadvantages</li><li>• fabric preparatory steps for stitching a garment - preshrinking, straightening, layout, pinning, marking and cutting.</li></ul>	7



PART B		
V	<b>Introduction to Home Management:</b> <ul style="list-style-type: none"><li>• Basic Concepts, Purpose and Obstacles of Management. Process of Management – Planning, Organizing, Controlling and Evaluation. Motivating Factors in</li><li>• Management – Values, Goals and Standards – Definition and Classification.</li></ul>	8
VI	<b>Resources, Decision making &amp; Family life cycle:</b> <ul style="list-style-type: none"><li>• Meaning, Characteristics, Types and Factors affecting the use of Resources. Steps and Role of Decision Making in Management. Stages of</li><li>• Family Life Cycle.</li></ul>	8
VII	<b>Time, Energy and Money Management:</b> <ul style="list-style-type: none"><li>• Time as a Resource, Steps in making Time Plan, Tools and Aids in Time Management.</li><li>• Energy as a Resource, Work Curve, Fatigue- Types, Causative Factors and Alleviating Techniques. Family income as a Resource, Sources of Income and Expenditure and Saving. Preparation of</li><li>• Family budget in view of family income.</li></ul>	7
VIII	<b>Work Simplification and Household Equipments:</b> <ul style="list-style-type: none"><li>• Meaning and Techniques of Work Simplification, Mundell's Classes of Change. Principle, Use and Care of Household Equipments such as Pressure Cooker, Mixer and Grinder, Refrigerator, Washing Machine,</li><li>• Vacuum Cleaner &amp; Solar Cooker.</li></ul>	7



### Suggested Readings:

- Colbmen P Bernard: Textiles Fiber To Fabric
  - Hollen & Saddler: Introduction To Textile
  - Joseph M: Introduction To Textiles
  - Trotman: Textile Fiber Science
- Cutting Tailoring And Dress Making: National open School, B-31-B Kailash Colony, New Delhi –1100048.
- Khanuja, Reena (2018) Grah Vyavastha avam Grah Sajja. Agrawal Publications, Agra ISBN: 978-93-81124-96-3
  - R Bhatia & C Arora (1999), Introduction To Clothing And Textile, Printed by Macho Printery, Raopura, Baroda.
  - Complete Guide To Sewing By Reader's Digest: published by The Reader's Digest Association(Canada) Ltd. Montreal-Pleasantville, NY, 2002.
  - Deacon R.E. and Firebaugh F.M. (1998) Family Resource Management- Principles and application. N. Delhi.: Roy Houghton Mifflin Company.
  - Faulkner, R. & Faulkner, S. (1961) Inside Today's Home. Rev. ed. © Holt, Rinehart & Winston, Inc.
  - Gross, I.H. and Crandall, E.H. (1967). Management for Modern Families. N. Delhi: Sterling Publishers Ltd?
  - Moorthy G. (Ed.). (1985). Home Management. N. Delhi.: Arya Publishers, Mullick, P. Text book of Home science. Ludhiana.: Kalyani Publishers.
  - Nickell, P., and Dorsey, J, M. (2002). *Management in Family Living*. New Delhi: CBS Publishers (ISBN13: 9788123908519)
    - Patni Manju & Sharma Lalita, Grah Prabandh, Star Publications Agra.
    - Varma, Pramila. *Vastra Vigyaan Avam Paridhan: Madhya Pradesh Hindi Granth Academy, Bhopal.*
  - Varghese, M. A, Ogale, N. N and Srinivasan, K. (2001). Home Management. New Delhi. New Age International (P) Ltd.
  - Varghese, M.A. Household Equipment Manual, S.N.D.T Women's University, Mumbai.
  - Suggestive digital platforms  
web links-Svayam Portal,  
<http://heecontent.upsdc.gov.in/Home.aspx> ,

This course can be opted as an elective by the students of following subjects: Open for all

### Suggested Continuous Evaluation Methods:

- Seminar on any topic of the above syllabus.
- Test with multiple choice questions/ short and long answer questions.
- Attendance

Course prerequisites: To study this course, a student must have had the subject ALL in class 12<sup>th</sup>.

### Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities/ MOOC platforms such as "SWAYAM" in India and Abroad



**ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)**  
**Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)**

U.P. STATE GOVERNMENT UNIVERSITY,  
(Recognised Under Section 2(f) & 12(B) of the UGC Act, 1956 & B.Tech. Approved by (AICTE))

Further Suggestions:

- Students may develop their managerial skills after completion this course and may join any filed.As Management of Resources is applicable everywhere.

At the End of the whole syllabus any remarks/ suggestions:

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**B.A. I Year (Semester 2) Home Science Paper 2  
Clothing & Textiles (Practical)**

Programme/Class: Certificate	Year: 1	Semester: 2
Subject: Community and Life Science (Home Science)		
Course Code: A130202P	Course Title: Clothing and Textiles (Practical)	
Course outcomes: <ul style="list-style-type: none"><li>• Ability to identify fibers and fabrics</li><li>• Understanding why fabrics are different</li><li>• Learning basic Sewing skills</li><li>• Learn how garments are stitched</li></ul>		
Credits: 2	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks:40	
Total No. of lab.periods- 30 (60 hours)		
Unit	Topic	No. of lab.periods
<b>I</b>	<b>Identify fibers and fabrics</b> <ul style="list-style-type: none"><li>• Fibre identification tests- Visuaburning and microscopic- natural and synthetic,pure and blended fibres.</li><li>• Weaves identification andunderstanding their usage.</li></ul>	7
<b>II</b>	<b>Learning to stitch</b> <ul style="list-style-type: none"><li>• Knowing how to stitch-an idea of straight-line stitching, stitching on curves and at corners</li><li>• Basic Stitching-Temporary Stitching, Permanent anddecorative stitching</li></ul>	7
<b>III</b>	<b>Basic sewing</b> <ul style="list-style-type: none"><li>• Seams-Plain seams and its finishing, run &amp;fell seam, French seam</li><li>• Attaching different Fasteners</li><li>• Disposal of fullness-darts, gathers, tucks and pleats</li><li>• Neckline Finishing-Facing &amp; Binding</li></ul>	8
<b>IV</b>	<b>Preparing Frock</b> <ul style="list-style-type: none"><li>• Drafting, cutting and stitching of Childs'</li><li>• basic block and sleeve block.</li><li>• adaptation to "Gatheredfrock" with Peter Pan collar and puff sleeves</li></ul>	8



**Suggested Readings:**

- Cutting Tailoring and Dress Making: National open School, B-31-B Kailash Colony, New Delhi – 1100048.
- R Bhatia & C Arora (1999), Introduction to Clothing and Textile, Printed by Macho Printery, Raopura, Baroda.

- Complete Guide to Sewing by Reader's Digest: published by The Reader's Digest Association (Canada) Ltd. Montreal-Pleasantville, NY, 2002.
- Helen J Armstrong, Pattern Making for Fashion Design, Prentice Hall
- Gerry Cooklin, Introduction to Clothing Manufacture, Blackwell Science, UK, 1991
- Metric Pattern cutting & Grading by Winfred Aldrich.
- Khanuja, Reena. Vastra Vigyaan ke Sidhant, Agrawal Publication, Agra.

1. Suggestive digital platforms web links-

Svayam Portal,

<http://heecontent.upsdc.gov.in/Home.aspx>

This course can be opted as an elective by the students of following subjects: Open for all

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**Suggested Continuous Evaluation Methods:**

- Preparation of samples of various types on fabrics.
- Evaluation of Prepared garment.
- Record file preparation and evaluation, Attendance.

Course prerequisites: To study this course, a student must have had the subject ALL

..... in class12<sup>th</sup>.

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**I Year (Semester I) Home Science  
Gender and Social Justice**

Programme/Class: Certificate	Year: 1	Semester: 1
<b>Subject: Home Science</b>		
Course Code: A130103T	Course Title: Gender and Social Justice	
<b>Course outcomes:</b> <i>At the end of the course students will be able to understand:</i>		
<ul style="list-style-type: none"><li>• Recognize the intersections between gender and other social and cultural identities, including, but not limited to, race, ethnicity, national origin, religion, class and sexuality.</li><li>• Analyze the ways in which societal institutions and power structures impact the material realities of women's lives.</li><li>• 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.</li><li>• Social justice and human rights.</li></ul>		
Credits: 4 Theory	GE 1/Minor Elective	
Max. Marks: 30+70		
Total No. of Lectures-60		
Units	Topic	No of Lectures
<b>I</b>	<b>Understanding Gender</b> <ul style="list-style-type: none"><li>• Concept meaning and definition</li><li>• Sex and gender</li></ul>	15
<b>II</b>	<b>Gender identity</b> <ul style="list-style-type: none"><li>• Masculinity and femininity</li><li>• Biological &amp; cultural determinants of being male &amp; female</li><li>• Gender roles, stereotypes and identity</li></ul>	15
<b>III</b>	<b>Gender influences</b> <ul style="list-style-type: none"><li>• Influences on gender: mythology, literature, work, media, popular culture, caste</li></ul>	15
<b>IV</b>	<b>The Girl Child and Women of India</b> <ul style="list-style-type: none"><li>• Demographic profile</li><li>• Status of health, nutrition &amp; education</li><li>• Female feticide, infanticide and violence against women</li><li>• Laws, policies &amp; programs for female children and women</li></ul>	15



**Suggested Readings:**

- Menon, N. (2008). Sexualities: Issues in contemporary Indian feminism. New Delhi: Sage.
- Mohanty, M. (2008). Class, caste and gender. New Delhi: Sage.
- Saikia, N. (2008). Indian women: A socio-legal perspective. New Delhi: Serials publications.
- Bajpai, A. (2006). Child rights in India: Law, policy and practice. New Delhi: Oxford University Press.
- Bhargava, V. (2005). Adoption in India: Policies and experiences. New Delhi: Sage.
- Virani, ). (2000). Bitter chocolate: Child Sexual abuse in India. New Delhi: Penguin
- Weiner, M., Burra, N., Bajpai, A. (2007). Born unfree: Child labour, Education, and the state in India. New Delhi: Oxford University Press.

This course can be opted as an elective by the students of following subjects: Open for all  
The eligibility for this paper is 10+2 with any subject

**Suggested Continuous Evaluation Methods:**

- Seminar/ Presentation on any topic of the above syllabus
- Test with multiple choice questions/ short and long answer

**questions Attendance**

Course prerequisites: To study this course, a student must have had the subject ALL in class 12<sup>th</sup>.  
The eligibility for this paper is 10+2 with any subject

**Further Suggestions:**

It widens the scope for students to join Government and Non-Government organization upskilling the people at different levels as per their socio-economic structure.

At the End of the whole syllabus any remarks/ suggestions:

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**I Year (Semester II) Home Science  
SKILL ENHANCEMENT COURSE  
SEC2/VOCATIONAL COURSE (3Credits)  
SELF DEVELOPMENT AND WELL BEING**

Programme/Class: Certificate	Year: 1	Semester: II
<b>Subject: Home Science</b>		
Course Code: F010206T	Course Title: <b>SELF DEVELOPMENT AND WELL BEING</b>	
<b>Course outcomes:</b> The student at the completion of the course will be able to: <ul style="list-style-type: none"><li>• Enables one to understand oneself and care oneself which is needed as life skill.</li><li>• Understand different life skills and facing life crises in a healthy and strong way.</li></ul>		
Credits: 3	<b>SKILL ENHANCEMENT COURSE SEC (3Credits)</b>	
Max. Marks: 100(70 I+30E)	Min. Passing Marks:40%	
Total No. of Lectures:30		
Units	PRACTICALS	No of Lectures
<b>I</b>	<ul style="list-style-type: none"><li>• Understanding the self- Theatre approach</li><li>• Interview of two adolescents-1 male, 1 female, about his/her sense of life.</li><li>• Workshop on self- dependent</li></ul>	<b>10</b>
<b>II</b>	<ul style="list-style-type: none"><li>• An exercise in self-reflection from early childhood to adolescence 2</li><li>• Case profile of an adolescent 3</li></ul>	<b>10</b>
<b>III</b>	<ul style="list-style-type: none"><li>• Body image concept</li><li>• Analysing images in media to understand the self.</li></ul>	<b>5</b>
<b>IV</b>	<ul style="list-style-type: none"><li>• Organise small group discussions to arrive at indicators of sense of well- being. 5</li><li>• Learning about assessment of well- being using a standard test.5</li></ul>	<b>5</b>
Suggested readings: Kakar, S. (1978). The inner world. Delhi: Oxford University Press. Kakar, S. and Kakar, K. (2007). The Indian: The portraits of a people. London: Penguin/Viking. Rice, F. P. (2007). Adolescent: Development, Relationship and Culture. Santrock, J. (2010). Life Span Development: A Topical Approach, New Delhi: Tata McGraw Hill.		



**I Year (Semester II) Home Science**  
**First Aid and First Aid and Health General Elective**

Programme/Class: Certificate	Year: First	Semester: Second
Co-Curricular Course		
Course Code: Z020201	Course Title: First Aid and First Aid and Health	
Course outcomes: <ul style="list-style-type: none"><li>• Learn the skill needed to assess the ill or injured person.</li><li>• Learn the skills to provide CPR to infants, children and adults.</li><li>• Learn the skills to handle emergency child birth</li><li>• Learn the Basic sex education help young people navigate thorny questions responsibly and with confidence.</li><li>• Learn the Basic sex education help youth to understand Sex is normal. It's a deep, powerful instinct at the core of our survival as a species. Sexual desire is a healthy drive.</li><li>• Help to understand natural changes of adolescence</li><li>• Learn the skill to identify Mental Health status and Psychological First Aid</li></ul>		
Credits: 2 (1Theory+1 Practical)		Compulsory
Max. Marks: 70+30		Min. Passing Marks:40%
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 2-0-0		
Unit	Topics	No. of Lectures Total= 15 Theory+ 30 Practical
I	<b>A. Basic First Aid</b> <ul style="list-style-type: none"><li>• Aims of first aid &amp; First aid and the law.</li><li>• Dealing with an emergency, Resuscitation (basic CPR).</li><li>• Recovery position, Initial top to toe assessment.</li><li>• Hand washing and Hygiene</li><li>• Types and Content of a First aid Kit</li></ul> <b>B. First AID Technique</b> <ul style="list-style-type: none"><li>• Dressings and Bandages.</li><li>• Fast evacuation techniques (single rescuer).</li><li>• Transport techniques.</li></ul> <b>C. First aid related with respiratory system</b> <ul style="list-style-type: none"><li>• Basics of Respiration.</li></ul>	2 (Theory) 10 (Practical)
	<ul style="list-style-type: none"><li>• <b>No breathing or difficult breathing, Drowning, Choking, Strangulation and hanging,</b></li><li>• <b>Swelling within the throat, Suffocation by smoke or gases and Asthma.</b></li></ul> <b>D. First aid related with Heart, Blood and Circulation</b> <ul style="list-style-type: none"><li>• <b>Basics of The heart and the blood circulation.</b></li><li>• <b>Chest discomfort, bleeding.</b></li></ul> <b>D. First aid related with Wounds and Injuries</b> <ul style="list-style-type: none"><li>• <b>Type of wounds, Small cuts and abrasions</b></li><li>• <b>Head, Chest, Abdominal injuries</b></li><li>• <b>Amputation, Crush injuries, Shock</b></li></ul> <b>E. First aid related with Bones, Joints Muscle related injuries</b> <ul style="list-style-type: none"><li>• <b>Basics of The skeleton, Joints and Muscles.</b></li><li>• <b>Fractures (injuries to bones).</b></li></ul>	



II	<p><b>F. First aid related with Nervous system and Unconsciousness</b></p> <ul style="list-style-type: none"> <li>• Basics of the nervous system.</li> <li>• Unconsciousness, Stroke, Fits – convulsions – seizures, Epilepsy.</li> </ul> <p><b>G. First aid related with Gastrointestinal Tract</b></p> <ul style="list-style-type: none"> <li>• Basics of The gastrointestinal system.</li> <li>• Diarrhea, Food poisoning.</li> </ul> <p><b>H. First aid related with Skin, Burns</b></p> <ul style="list-style-type: none"> <li>• Basics of The skin.</li> <li>• Burn wounds, Dry burns and scalds (burns from fire, heat and steam).</li> <li>• Electrical and Chemical burns, Sun burns, heat exhaustion and heatstroke.</li> <li>• Frost bites (cold burns), Prevention of burns, Fever and Hypothermia.</li> </ul> <p><b>I. First aid related with Poisoning</b></p> <ul style="list-style-type: none"> <li>• Poisoning by swallowing, Gases, Injection, Skin</li> </ul> <p><b>J. First aid related with Bites and Stings</b></p> <ul style="list-style-type: none"> <li>• Animal bites, Snake bites, Insect stings and bites</li> </ul> <p><b>K. First aid related with Sense organs</b></p> <ul style="list-style-type: none"> <li>• Basic of Sense organ.</li> <li>• Foreign objects in the eye, ear, nose or skin.</li> <li>• Swallowed foreign objects.</li> </ul> <p><b>L. Specific emergency satiation and disaster management</b></p> <ul style="list-style-type: none"> <li>• Emergencies at educational institutes and work</li> <li>• Road and traffic accidents.</li> <li>• Emergencies in rural areas.</li> <li>• Disasters and multiple casualty accidents.</li> <li>• Triage.</li> </ul> <p><b>M. Emergency Child birth</b></p>	2 (Theory) 10 (Practical)
III	<p><b>Basic Sex Education</b></p> <ul style="list-style-type: none"> <li>• Overview, ground rules, and a pre-test</li> <li>• Basics of Urinary system and Reproductive system.</li> <li>• Male puberty — physical and emotional changes</li> <li>• Female puberty — physical and emotional changes</li> <li>• Male-female similarities and differences</li> <li>• Sexual intercourse, pregnancy, and childbirth</li> <li>• Facts, attitudes, and myths about LGBTQ+ issues and identities</li> <li>• Birth control and abortion</li> <li>• Sex without love — harassment, sexual abuse, and rape</li> <li>• Prevention of sexually transmitted diseases.</li> </ul>	9 (Theory)
IV	<p><b>Mental Health and Psychological First Aid</b></p> <ul style="list-style-type: none"> <li>• What is Mental Health First Aid?</li> <li>• Mental Health Problems in the India</li> <li>• The Mental Health First Aid Action Plan</li> <li>• Understanding Depression and Anxiety Disorders</li> <li>• Crisis First Aid for Suicidal Behavior &amp; Depressive symptoms</li> <li>• What is Non-Suicidal Self-Injury?</li> <li>• Non-crisis First Aid for Depression and Anxiety</li> <li>• Crisis First Aid for Panic Attacks, Traumatic events</li> <li>• Understanding Disorders in Which Psychosis may Occur</li> <li>• Crisis First Aid for Acute Psychosis</li> </ul>	2 (Theory) 10 (Practical)
	<ul style="list-style-type: none"> <li>• Understanding Substance Use Disorder</li> <li>• Crisis First Aid for Overdose, Withdrawal</li> <li>• Using Mental Health First Aid</li> </ul>	



**Suggested Readings:**

- Indian First Aid Manual-<https://www.indianredcross.org/publications/FA-manual.pdf>
- Red Cross First Aid/CPR/AED Instructor Manual
- <https://mhfa.com.au/courses/public/types/youthedition4>
- Finkelhor, D. (2009). The prevention of childhood sexual abuse. Durham, NH: Crimes Against Children Research Center. [www.unh.edu/ccrc/pdf/CV192.pdf](http://www.unh.edu/ccrc/pdf/CV192.pdf)
- Kantor L. & Levitz N. (2017). Parents' views on sex education in schools: How much do Democrats and Republicans agree? PLoS ONE, 12 (7): e0180250.
- Orenstein, P. (2016). Girls and sex: Navigating the complicated new landscape. New York, NY: Harper.
- Schwiegershausen, E. (2015, May 28). The Cut. [www.thecut.com/2015/05/most-women-are-catcalled-before-they-turn-17.html](http://www.thecut.com/2015/05/most-women-are-catcalled-before-they-turn-17.html)
- Wiggins, G. & McTighe, J. (2008). Understanding by design. Alexandria, VA: ASCD.
- <https://marshallmemo.com/marshall-publications.php#8>

**Suggested Continuous Evaluation Methods:**

Assignments, Presentation, Group Discussion, and MCQ

**Suggested equivalent online courses:**

- <https://www.redcross.org/take-a-class/first-aid/first-aid-training/first-aid-online>
- <https://www.firstaidforfree.com/>
- <https://www.coursera.org/learn/psychological-first-aid>
- <https://www.coursera.org/learn/mental-health>

Further Suggestions:.....