



## Revised and Approved syllabus for B.A. Honors Department of Home Science

as per  
National Education Policy-2020  
Academic session-2021-22

Approved by Board of Studies

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- |  |                        |
|--|------------------------|
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### **Proposed by-**

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ख़्वाजा 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))

## Department of Home Science

### Faculty of Science

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

Programme Regulations /Ordinance of B.A. and B.Sc.Honors

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
13	GE	Generic Elective
14	SEC	Skill Enhancement Course
15	AECC	Ability Enhancement Compulsory Course

#### Applicability

These Regulations shall apply to the Bachelor in Arts Honors/Bachelor in Science Honors in Home Science Programme from the session 2020-21



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### **Minimum Eligibility for Admission:**

- For admission in B.A. Honors Home Science the student should have Intermediate or equivalent examination from a recognized board/institution including madarsa board of all state with a minimum of 45% marks in aggregate for General/OBC and 40% for SC/ST candidates.
- For admission in B.Sc. Honors Home Science the student should have Intermediate or equivalent examination with PCM/PCB from a recognized board/institution with a minimum of 45% marks in aggregate for General/OBC and 40% for SC/ST candidates.

### **Programme Objectives:**

The objective of the Course is to develop responsive and responsible home-makers and skillful, talented, productive citizens of the nation with high potential and professionalism by imparting knowledge in various areas of Home Science and creating suitable attitude for the same. The major objectives are:

- Women empowerment
- Skill development and enhancement
- Capacity building
- Entrepreneurial development
- Student centric and job oriented courses

### **Learning outcomes:**

In contemporary times, Home Scientists promote capacity building of individuals and communities for social and economic empowerment. They train community women and youth from various strata of society for entrepreneurship. Many Home Scientists have done exceptionally well as entrepreneurs themselves. They do not remain job seekers but have also become job creators. They gain and provide employment in research organizations, food and textile industries, dietetic practice, education and child development domains, accreditation of green buildings, strategic planning and communication technologies.

Years of national and international experience in the field has contributed to the wisdom that all the five windows of opportunity that Home Science offers be opened for i.e. Food and Nutrition, Human Development, Resource Management, Extension and Communication and Fabric and Clothing and



Textile. In this course, the students will learn the fundamental principles and foundations of all the five areas. They are expected to internalize the principle of a Home Scientist, that is, to give back to the community from which they draw, for sustainable development.

- Understand and appreciate the role of interdisciplinary sciences in the development and well-being of individuals, families and communities
- Understand the sciences and technologies that enhance the quality of life of people
- Acquire professional and entrepreneurial skills for economic empowerment of self in particular, and community in general
- Develop professional skills in food, nutrition, textiles, housing, product making, communication technologies and human development
- Take science from the laboratory to community.

**Seats** -The total number of students to be admitted in the Courses shall be 60 each.

**Admission Policy**- Admissions shall be made on the basis of University norms. Reservation policy as per rules of KMCL University will be followed.

#### **Course Content-**

- **Core Courses I –IV Semester-** 3 Core Courses of 06 credit each [18 x 4 = 72 Credits]
- **Core Courses V –VI Semester-** 8 Core Courses of credit each [8 x 5 = 40 Credits]
- **Core Course-VII-VIII Semester-**8 Core Courses of credit each [8 x 5 = 40 Credits]
- **Minor Elective I-IV Semester-**2(paper) 1 in each year of any semester[4x2=8Credits]  
VII-VIII Semester-1(paper) in any semester [4x1=4Credits]
- **Vocational I-IV**Semester-1 paper in each semester(4X3=12 Credits)
- **Co-curricular (Qualifying)- I –VI** -1 paper in each semester(6X0=0 Credit)
- **Research Project I and II(Qualifying)** V and VI semester (0 Credits)  
**Research Project /Industrial Training VII and VIII semester** (4X2=8 Credits)
- **Total Credits - 184**

Ist Year -Certificate in faculty-46 Credits

II Year-Diploma in faculty-92 Credits

III Year-Bachelor in faculty-132 Credits



IV Year –Bachelor (Research in faculty)-184 Credits

**Teaching Pedagogy:** 60% Offline and 40% Online

1. **Number of subjects: 1**

2. **Number of papers:**

### 2.1 Core Compulsory Papers

In first two years, there shall be compulsory core papers of 18 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 there shall be compulsory core papers of 20 credits in each semester with:

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

### 2.2 Minor Elective:

A course of 4/5/6 Credits can also be opted as an elective (Optional) course by the students in one year like Ist year and IInd year in any even or odd semester who do not have this subject as major (main) subject but other subjects.

- Minor Elective Course Paper will be any subject (4/5/6 credits) and not the full subject
- Minor Elective Paper will be taken by the student from other subject/any Faculty (Own Faculty or Other Faculty). No pre-requisite will be required for this.
- It will be mandatory for the student to take a minor elective subject (one minor paper per year) in the first, second year (undergraduate). The university/college may allot the minor subject paper on the basis of available seats. Minor / Elective paper will not be compulsory in 5th and 6th year.
- Students can choose the available minor elective paper in even or odd semesters at their convenience.



- Minor elective paper will be selected from the subjects offered in the institute. The classes for the selected minor paper will be held at the same time as the classes of the same course conducted in the Faculty and examination will also be held at the same time.
- a. **Vocational/Skill Development Courses**
  - Every student at the undergraduate level will be required to undertake a skill development course of 3 credits in each semester of the first two years (four semesters) (four courses totaling 3x4 12 credits).
- b. **Co-Curricular Courses(Qualifying)**
  - It will be mandatory for every graduate student to do one co-course in each semester of three years (six semesters).
  - The student has to pass all these co-courses with 40 percent marks. Grades will be marked on the grade sheet of the student based on their marks, but they will not be included in the calculation of CGPA.
- c. **Research Project /Industrial Training**
  - Graduation / Post Graduation / PGDR level, every semester (fifth to eleventh) up to the semester). The student will have to do a small research project in the third year and a major research project in the fourth and fifth year. The nature of the research project in PGDR will be decided by the university as per Pre-Ph.D. course work
  - A research project related to one of the two main subjects of the third year chosen by the student and the main subject of the fourth, fifth, sixth year will have to be done. This research project can also be interdisciplinary. This research project can also be in the form of industrial training / internship / survey work etc.
  - The research project will be done under the direction of one teacher supervisor; co-supervisor can be taken from any industry/company/technical institute/research institute.
  - At the end of the year, the student will submit a joint report of the research project done in both the semesters, which will be evaluated jointly by the supervisor and external examiner nominated by the university out of 100marks at the end of the year.
  - Grades will be marked on the grade sheet of based on research project of the students at graduation PGDR level and will be included in calculation of CGPA.



- Undergraduate (including research) and postgraduate students will be required to undertake a four-credit research project in each semester. The grades will be marked based on the project scores and they will be included in the calculation of CGPA.

### 3. Credit and credit determination

- One credit paper of theory will carry one hour/week of teaching assignments, means 15 hours of teaching assignments in 15 weeks of a semester will be done.
- One credit paper of Practical / Internship / Field Work etc. will consist of two hours / per week teaching assignments i.e. 30 hours of practical / internship / field work etc. in 15 weeks of a semester. In computing the workload of the teacher, the workload of one hour of theory will be equal to the workload of two hours of practical / internship / field work etc.
- All credit related work will be done through "State Level Academic Bank of Credit", the guidelines of which will be issued separately.
- A student can obtain a one-year certificate with a minimum of 46 credits, a two-year diploma with a minimum of 92 credits, and a three-year bachelor's degree with a minimum of 132 credits. Beyond this, students can pursue a four-year bachelor's (including research) degree with a minimum of 184 credits, a master's degree with a minimum of 232 credits, and a PGDR with a minimum of 248 credits can take. Once the credits are used, the student will not be able to use the credits for those papers again. For example, if a student obtains a certificate after one year using 46 credits, then his credits will be treated as expenses. If he wants to take Diploma after some years, he will either surrender his original certificate to the University and re-credit 45 credits to the account or re-credit new 46 credits and on the basis of which the second year (actual third year can earn 92 (46+46) credits and can take diploma. Similar arrangement will be there for the coming years also. If the student studies continuously and does not take certificate/diploma, then he can take the degree on the basis of 132 credits. You can get a degree.
- If a competent student will obtain the required credits for the degree in less time, then there will be a facility of gap on obtaining minimum credits, but the degree will be granted only after three years. During the interval he will be free to do any work.





- Earned credit will be in the form of certificate. In case of change of faculty or subject in second year. Category and not a diploma, because in order to obtain a diploma, he must obtain the necessary credits in the same subject.
- In the same faculty in which the student will obtain at least 60 percent credit in three years He will be given a degree and according to the rules in the university, the facility of admission in postgraduate will be given.
- If the student is not able to obtain at least 60 percent of the total credits of the three major subjects in three years in any one of the faculty major, then he will be awarded the degree of Bachelor of Liberal Education and he will be awarded the degree of Bachelor of Liberal Education. in which the prerequisite of any subject at the graduation level will not be required.
- If any eligible student can re-credit his/her credit by taking certificate/diploma and he/she fails in the next examination, he/she can get the certificate/diploma again by using the credits re-credited.

#### 4. 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. 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).

#### 5. Attendance and credit determination

- It will be necessary to take the exam for credit validation. Credits will be incomplete without the exam.
- In order to take the examination, 75 percent attendance will be mandatory as per the earlier rules.
- If a student qualifies for the examination on the basis of attendance in the class, but is unable to take the examination due to any reason, he/she can take the qualifying examination at a later date. He will not need to take classes again.





## 6. 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.

## 7. Marking system:

- All papers will be of total Maximum Marks 100, including both CIE, UE and practical.
- Maximum marks 30 will be allotted to CIE and 70 to UE in a theory paper and Research project. ie 100(30 CIE +70 UE)
- The practical papers in all semesters will have Maximum Marks of 30 CIE and Max. Marks 70 in UE of 100 marks,
- The theory paper with practical of 2 credits will have 20 marks in practical paper with 30 CIE and 50 UE of theory ie. (30 CIE+50UE+20P),
- Practical will be conducted at the end of the semester by one internal examiner and one external examiner appointed by the University.



**SEMESTER-WISE TITLES OF THE PAPERS IN U.G PROGRAMME BA HONORS  
(HOME SCIENCE)**

Year	Sem	Subject	Course Code	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	
		Core Compulsory 3	A130103TP	Principles and perspectives on early childhood care and education	4	2	6
		Core Compulsory 4	A130104TP	Communication Systems	4	2	6
		GE 1/Minor Elective	A130105T	Gender and Social Justice (I or II Sem)	4		4
		SEC 1/Vocational Course	A130106T	Maternal and Child Nutrition	3		3
		AECC 1/Co-curricular course	Z010101T	Food Nutrition and Hygiene	0		0
1	II	Core Compulsory 5	A130201T	Introduction to Clothing and Textile & Family Resource Management	4		6
		Core Compulsory 6	A130202P	Clothing and Textile		2	
		Core Compulsory 7	A130203TP	Adolescent Relationships	4	2	6
		Core Compulsory 8	A130204TP	Empowerment of women and children	4	2	6
		GE 1/Minor Elective	A130205T	Gender and Social Justice (I or II Sem)	4		4
		SEC 2/Vocational Course	F010206T	Self Development and Well-Being		3	3
		AECC 2/Co-curricular course	Z020201	First Aid and Health	0		0
2	III	Core Compulsory 9	A130301T	Advance Nutrition and Human Development	4		6
		Core Compulsory 10	A130302P	Human Development		2	
		Core Compulsory 11	A130303TP	Human Resource Development	4	2	6
		Core Compulsory 12	A130304TP	Self Development and Well-Being	4	2	6



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		GE 2/Minor Elective	A130305T	Current Concerns in Public Health Nutrition (I or II Sem)	4		4
		SEC 3/Vocational Course	A130306T	Home Based Catering	3		3
		AECC 3/Co-curricular course	Z030301	Human Values and Environmental Studies	0		0
2	IV	Core Compulsory 13	A130401T	Housing and Extension Education	4		6
		Core Compulsory 14	A130402P	Resource Planning and Decoration		2	
		Core Compulsory 15	A130403TP	Family Finance and Consumer studies	4	2	6
		Core Compulsory 16	A130404TP	Children with special needs	4	2	6
		GE 2/Minor Elective	A130405T	Current Concerns in Public Health Nutrition (I or II Sem)	4		4
		SEC 4/Vocational Course	A130406T	Nutrition for the Family	3		3
		AECC 4/Co-curricular course	Z040401	Physical Education and Yoga	0		0
3	V	Core Compulsory 17	A130501T	Surface Ornamentation of Fabrics	4		4
		Core Compulsory 18	A130502T	Community Development & Programme Planning	4		4
		Core Compulsory 19	A130503P	Community Transformation(Change)		2	2
		Core Compulsory 20	A130504T	Entrepreneurship for small catering units	5		5
		Core Compulsory 21	A130505T	Principles of Child Development	5		5
		AECC 5/ Co-curricular course	Z050501	Analytic Ability and Digital Awareness	0		0
		Research Project	A130504R	Research Project-1	PROJECT	0	0
3	VI	Core Compulsory 22	A130601T	Dietetics & Therapeutic Nutrition	4		4
		Core Compulsory 23	A130602T	Research Methodology and Gender Development	4		4
		Core Compulsory 24	A130603P	Therapeutic Diet Preparation & Nutrient Evaluation		2	2
		Core Compulsory 25	A130604T	Introduction to Food Safety	5		5
		Core Compulsory 26	A130605T	Parenting	5		5
		AECC 6/ Co-curricular course	Z060601	Communication Skills and Personality Development	0		0



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		Research Project	A130604R	Research Project-2	PROJECT	0	0
4	VII	Core Compulsory 26	A130701T	Advance Human Development	4	1	5
		Core Compulsory 27	A130702T	Human Development-Theories and Current Trends	4	1	5
		Core Compulsory 28	A130703T	Research Methodology	4	1	5
		Core Compulsory 29	A130704T	Infant Stimulation Programmes	4	1	5
		GE 3/Minor Elective	A130705T	Food Science and Processing Techniques(VII/VIII Semester)	4		4
		Research Project/Industrial Training	A130706R/I	Research Project/Industrial Training	4		4
4	VIII	Core Compulsory 30	A130801T	Guidance and Counselling	4	1	5
		Core Compulsory 31	A130802T	Statistics and Computer Applications/	4	1	5
		Core Compulsory 32	A130803T	Methods and techniques of assessment in human development	4	1	5
		Core Compulsory 33	A130804T	Women Studies	4	1	5
		GE 3/Minor Elective	A130805T	Food Science and Processing Techniques(VII or VIII Semester)	4		4
		Research Project/Industrial Training	A130806R/I	Research Project/Industrial Training	4		4



**Department of Home Science**  
**B.A. Honors Syllabus**  
**Course Outline of B.A. Honors**  
**Department of Home Science**  
**as per**  
**National Education Policy-2020**

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

**Certificate in 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.

**Diploma in Home Science**

**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



## Department of Home Science

### B.A. Honors Syllabus

discipline of Family and Community Sciences .

- Explore and decide upon viable avenues of self-employment and entrepreneurship. Learn more about human and community & relationship.

## Degree in Bachelor of Arts (Hons)

### B.A. Third Year

#### Program 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.

## Degree in Bachelor of Arts(Honors) (Research in Home Science)

### B.A. Fourth Year

#### Program Specific Outcomes (PSOs)

- Programme is framed to 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.
- 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.





**Department of Home Science**  
**B.A. Honors Syllabus**  
**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: 30+70	Min. Passing Marks:40	
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><li>• Cell and Digestive System</li><li>• Respiratory and Cardiovascular system</li></ul>	12
II	<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> Cooking Methods- Methods, Advantages and DisadvantagesPreservation of Nutrients while Cooking	12
III	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 developmentPrinciples of Growth and Development</li></ul>	18



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	<ul style="list-style-type: none"><li>Determinants of Development- heredity and environment</li></ul> Prenatal Development and Birth Process: <ul style="list-style-type: none"><li>Conception, Pregnancy and Childbirth 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>	
IV	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> 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>	18

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

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



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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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Department of Home Science

B.A. Honors Syllabus

B.A. I Year (Semester I) Home Science  
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: 30+70		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



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**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.



Department of Home Science

B.A. Honors Syllabus

B.A. I Year ( Semester I) Home Science  
Principles and perspectives on early childhood care and education

Programme/Class: Certificate	Year: 1	Semester: 1
<b>Subject: Home Science</b>		
Course Code: A130103TP	Course Title: Principles and perspectives on early childhood care and education	
<b>Course outcomes:</b> <i>At the end of the course students will be able to...</i>		
<ul style="list-style-type: none"><li>• Characteristics of Early childhood period</li><li>• Different areas of development - process and factors</li><li>• Concepts in Early childhood education</li><li>• Objectives of Early childhood education</li><li>• Skills required in Early Childhood Education Qualities of an ECE teacher</li><li>• Contributions of Western and Indian Philosophers to ECE</li><li>• Curriculum planning in ECE-process and factors</li><li>• ECE centers- types, basic requirements, records and reports maintained</li><li>• Different Play activities in ECE centers- indoor and outdoor, procedures and materials required</li><li>• Parental participation in ECE programme.</li></ul>		
Credits: 6(4+2)	Core Compulsory	
Max. Marks: 30+70		
Total No. of Lectures-90(60+30)		
Units	Topic	No of Lectures
I	<b>Objectives, significance and developmental context: 15</b> <ul style="list-style-type: none"><li>• Introduction, definition, Objectives, need, coverage, significance of ECCE.</li><li>• Philosophers in the field of ECCE (India and western thinkers).</li></ul> <b>Developmental needs of children (0-8 years)-</b> <ul style="list-style-type: none"><li>• physical, cognitive, language, socio-emotional domains. Needs based on variations of socio-cultural contexts. Home to school transition issues and concerns.</li></ul>	20





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II	<b>Policies and Changing Perspective in early childhood care and education: 10</b> <ul style="list-style-type: none"><li>• Policies, legislation and Programmes related of ECCE in India context would be covered such as National Policy on Education- (1986), Right to Education Act (2009), ECCE policy (2013)( and so on.</li></ul>	10
III	<b>Approaches and Pedagogy of ECCE 20</b> <ul style="list-style-type: none"><li>• Understanding different approaches to learning (activity based, play -way, child-centred, theme-based etc)</li><li>• Different types of preschool curriculum (Example- Montessori, Kindergarten, Balwadi, Anganwadi etc.)</li><li>• Transaction methods-meaning, rationale, selection criteria.</li></ul>	10
IV	<b>Preparation &amp; use of learning and play materials-</b> <ul style="list-style-type: none"><li>• principals and characteristics,</li><li>• Use of local specific community resources etc.</li></ul> <b>Organizational Management and Community Involvement: 15</b> <ul style="list-style-type: none"><li>• Evaluation of ECCE programmes-infrastructure, safety, ECCE professionals-competence, skill and methodology, Maintenance of records.</li><li>• Working with parents and community for continuity of home school interactions.</li></ul>	20
	<b>Practicals</b>	
	<ol style="list-style-type: none"><li>1. Case study of a Government and private pre-school Centre report writing.</li><li>2. Designing low cost and environment friendly appropriate learning materials for:10<ul style="list-style-type: none"><li>▪ Story telling</li><li>▪ Readiness</li><li>▪ Art and Craft</li><li>▪ Rhyme booklets</li><li>▪ Language and Literacy</li><li>▪ Numeracy Skills</li></ul></li><li>3. Theme based weekly programme-plan a curriculum and execute for preschool school children.</li></ol>	30



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	4. Organize a workshop/exhibition for involving parents of pre-school children.	
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**Suggested Readings:**

1. Aggarwal, J.C. and Gupta, S. (2007). Early childhood Care and Education (First Ed.). Shipra Publications, New Delhi.
2. Government of India (1986). National Policy on Education, Department of Education, New Delhi.
3. Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher
4. NCERT (2005). National Curriculum Framework, New Delhi. National early childhood care and education (ECCE) policy (Draft), Ministry of Women and Child Development, Government of India. NCTE (2005).
5. Report on ECCE Teacher Education: Curriculum Framework And Syllabus Outline, New Delhi

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>m</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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Department of Home Science

B.A. Honors Syllabus

I Year ( Semester I) Home Science

Communication Systems

Programme/Class: Certificate	Year: 1	Semester: 1
<b>Subject: Home Science</b>		
Course Code: A130104TP	Course Title: Communication Systems	
<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>• Students would be able to introduce themselves to the theories of Communication.</li><li>• Students would be able to inculcate the knowledge of Communication models.</li><li>• Students would be able to develop the knowledge of basic elements of Communication.</li><li>• Students would be able to acquaint themselves with the various types of Communication.</li><li>• To develop skills in using visual aids for effective communication.</li><li>• Planning and preparation of visual aids – Charts, Posters, Flashcards, LCD Projections, PPT's/Slides</li><li>• Display material for Bulletin Board and Flannel board.</li><li>• Preparation of printed material – Leaflets, folders, Pamphlets, Posters</li></ul>		
Credits: 6(4+2)	Core Compulsory	
Max. Marks: 30+70		
Total No. of Lectures-90(60+30)		
Units	Topic	No of Lectures
<b>I</b>	<b>Understanding communication</b> <ul style="list-style-type: none"><li>• Concept, meaning and definition</li><li>• Types of communication</li></ul> <b>Intrapersonal Communication</b> <ul style="list-style-type: none"><li>• Concept, meaning and definition and function</li><li>• Self-concept and self esteem</li></ul>	15
<b>II</b>	<b>Interpersonal Communication</b> <ul style="list-style-type: none"><li>• Concept, types and functions of interpersonal communication</li><li>• Dyadic, small and large group communication</li><li>• Stages in human relationship development</li></ul>	10
<b>III</b>	<b>Organization, Public and Mass Communication</b> <ul style="list-style-type: none"><li>• Organizational communication: concept, types, function and networks</li><li>• Public communication- concept and techniques</li><li>• Mass Communication- concept, significance, function and elements</li></ul>	20



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	<ul style="list-style-type: none"><li>Theories and models of mass communication</li></ul> <b>Mass Media</b> <ul style="list-style-type: none"><li>characteristics and significance of print, electronic and web based media</li><li>Intercultural communication- concept , stages and barriers</li></ul>	
IV	<b>Media for Mass communication</b> <ul style="list-style-type: none"><li>Print Media: types, nature, characteristics, reach access.</li><li>Radio: types, nature, characteristics, reach, access.</li><li>Television and cinema: types, nature, characteristics, reach, access</li><li>ICTs: types, characteristics, reach and access</li></ul>	15
	<b>Practicals</b>	
	<ol style="list-style-type: none"><li>Know yourself exercises.</li><li>Studying group dynamics in organizations- formal and informal.</li></ol> <ul style="list-style-type: none"><li>Planning and preparation of visual aids – Charts, Posters, Flashcards, LCD Projections, PPT's/Slides</li></ul> <ol style="list-style-type: none"><li>Audience analysis- readership, listenership and viewership studies</li><li>Content analysis of mass media</li></ol>	30

**Suggested Readings:**

- Devito, J. (1998) Human Communication. New York: Harper & Row.
- Barker, Larry Lee. (1990) Communication. Eaglewood Cliffs, New Jersey: Prentice Hall.
- McQuail, D. (2000) Mass Communication Theories. London: Sage Publications
- Vivian, J. (1991) The Media of Mass Communication
- Stevenson, D. (2002) Understanding Media Studies: Social Theory & Mass Communication Sage Publication

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
- questionsAttendance

Course prerequisites: To study this course, a student must have had the subject ALL in class12<sup>m</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 upskillingthe people at different levels as per their socio-economic structure.

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

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Department of Home Science  
B.A. Honors Syllabus

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

Programme/Class: Certificate	Year: 1	Semester: 1
<b>Subject: Home Science</b>		
Course Code: A130105T	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
I	<b>Understanding Gender</b> <ul style="list-style-type: none"><li>Concept meaning and definition</li><li>Sex and gender</li></ul>	15
II	<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
III	<b>Gender influences</b> <ul style="list-style-type: none"><li>Influences on gender: mythology, literature, work, media, popular culture, caste</li></ul>	15
IV	<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



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**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>m</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:





Department of Home Science  
B.A. Honors Syllabus  
I Year ( Semester I) Home Science  
Maternal and Child Nutrition

Programme/Class: Certificate	Year: 1	Semester: 1
<b>Subject: Home Science</b>		
Course Code: A130106T	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
I	<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
II	<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
III	<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



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<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 Banarasidas 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 class12 <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: .....		



Department of Home Science  
B.A. Honors Syllabus  
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



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<b>IV</b>	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		



Department of Home Science

B.A. Honors Syllabus

B.A. I Year (Semester 2) Home Science Paper 5  
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: 100(30 I+70E)	Min. Passing Marks:40%	
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 textile fiber on the basis of their source</li><li>• General properties of fibers-primary and secondary</li></ul> <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>	20
<b>II</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 of Cloth-Terminologies and Steps in Weaving.</li><li>• Types of weaves-</li><li>• Basic and Decorative</li></ul> <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 -</li></ul>	20



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	advantages & disadvantages fabric preparatory steps for stitching a garment - preshrinking, straightening, layout, pinning, marking and cutting.	
III	<b>PART B</b> <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 Management</li><li>Values, Goals and Standards – Definition and Classification.</li></ul> <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 Family Life Cycle.</li></ul>	10
IV	<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 Family budget in view of family income.</li></ul> <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, Vacuum Cleaner &amp; Solar Cooker</li></ul>	10
	<b>Suggested Readings:</b> <ul style="list-style-type: none"><li>Colbmen P Bernard: Textiles Fiber To Fabric</li><li>Hollen &amp; Saddler: Introduction To Textile</li><li>Joseph M: Introduction To Textiles</li><li>Trotman: Textile Fiber Science</li></ul> Cutting Tailoring And Dress Making: National open School, B-31-B Kailash Colony, New Delhi –1100048. <ul style="list-style-type: none"><li>Khanuja, Reena (2018) Grah Vyavastha avam Grah Sajja. Agrawal Publications, Agra ISBN: 978-93-81124-96-3 R Bhatia &amp; C Arora (1999), Introduction To Clothing And Textile, Printed by Macho Printery, Raopura, Baroda.</li><li>Complete Guide To Sewing By Reader's Digest: published by The Reader's Digest Association (Canada) Ltd. Montreal-Pleasantville, NY, 2002.</li><li>Deacon R.E. and Firebaugh F.M. (1998) Family Resource Management- Principles and application. N. Delhi.: Roy Houghton Mifflin Company.</li></ul>	



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	<ul style="list-style-type: none"><li>• Faulkner, R. &amp; Faulkner, S. (1961) Inside Today's Home. Rev. ed. © Holt, Rinehart &amp; Winston, Inc.</li><li>• Gross, I.H. and Crandall, E.H. (1967). Management for Modern Families. N. Delhi: Sterling Publishers Ltd?</li><li>• Moorthy G. (Ed.). (1985). Home Management. N. Delhi.: Arya Publishers, Mullick, P. Text book of Home science. Ludhiana.: Kalyani Publishers.</li><li>• Nickell, P., and Dorsey, J, M. (2002). <i>Management in Family Living.</i> New Delhi: CBS Publishers (ISBN13: 9788123908519)</li><li>• Patni Manju &amp; Sharma Lalita, Grah Prabandh, Star Publications Agra.</li><li>• Varma, Pramila. Vastra Vigyaan Avam Paridhan: Madhya Pradesh Hindi Granth Academy, Bhopal.</li></ul>	
	<p>Suggested Continuous Evaluation Methods:</p> <ul style="list-style-type: none"><li>• Seminar on any topic of the above syllabus.</li><li>• Test with multiple choice questions/ short and long answer questions.</li><li>• Attendance</li></ul>	





Department of Home Science  
B.A. Honors Syllabus  
B.A. I Year (Semester 2) Home Science Paper 6  
Clothing & Textiles (Practical)

Programme/Class: Certificate	Year: 1	Semester: 2
Subject: 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: 100(30 I+70E)	Min. Passing Marks:40%	
Total No. of lab.periods- 30 (60 hours)		
Unit	Topic	No. of lab.periods
I	<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
II	<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
III	<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
IV	<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
<b>Suggested Readings:</b> <ul style="list-style-type: none"><li>• Cutting Tailoring and Dress Making: National open School, B-31-B Kailash Colony, New Delhi – 1100048.</li><li>• R Bhatia &amp; C Arora (1999), Introduction to Clothing and Textile, Printed by Macho Printery, Raopura, Baroda.</li></ul>		



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- 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

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>.



Department of Home Science  
B.A. Honors Syllabus

B.A. I Year (Semester 2) Home Science Paper 3  
ADOLESCENTS RELATIONSHIPS (Theory)

Programme/Class: Certificate	Year: 1	Semester: II
<b>Subject: Home Science</b>		
Course Code: A130203TP	Course Title: <b>ADOLESCENT RELATIONSHIPS</b>	
<b>Course outcomes:</b> Adolescent Relationship course is a valuable course for anyone who works or lives with teenagers. <ul style="list-style-type: none"><li>• Learn about the physical, psychological and emotional changes faced by teenagers.</li><li>• Learn about the crises and challenges faced by adolescents.</li><li>• Understand social and moral development.</li><li>• Understand how to offer support and guidance by understanding underlying issues.</li><li>• Develop your knowledge to improve your capacity to positively influence teenagers you interact with.</li><li>• The course helps to examine the life changes which each teenager must navigate on their journey into adulthood.</li><li>• Understand of the role transitions and crises faced by young people.</li><li>• By studying this course, students will learn to understand issues unique to teenagers, how to distinguish problem behavior from typical or normal behavior, and how to respond to teenagers more appropriately.</li><li>• Build your confidence and skills to deal with adolescents.</li></ul>		
<b>Credits: 6(4+2)</b>	<b>Core Compulsory</b>	
<b>Max. Marks: 100(30 I+50E+20P)</b>	<b>Min. Passing Marks:40%</b>	
<b>Total No. of Lectures-60</b>		
Units	Topic	No of Lectures
I	<b>Unit I: Understanding adolescence</b> Definitions, social construction of adolescence Significant physical, physiological & hormonal changes in puberty Ecological and cultural influences on adolescence Processes in identity formation: social identities, gender & well being	20
II	<b>Unit II: Adolescents Relationships: Role in building social capital</b> Family relationships: in nuclear, extended & joint families Peer relationships: identity formation, knowing one's	10



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	strengths & weaknesses Relationships beyond the family and peers	
III	<b>Unit III: Adolescent Well-being</b> Indicators of well-being: physical, socio-emotional, spiritual Relationships and well-being.	20
IV	<b>Unit IV: Social well-being of Adolescents</b> Social ecology and experiences that promote well-being Relationships beyond the family and peers	10
	<b>Practical</b>	
	<ul style="list-style-type: none"><li>• Class room exercise on peer relationships.</li><li>• Understanding self as a male/female adolescent: exercise on self-reflection.</li><li>• Writing a brief biography of relationship with a close friend.</li><li>• Relations with parents and siblings- separate interviews.</li><li>• Analysis of different forms of media to understand interpersonal relationships.</li><li>• Workshops- managing emotions with reference to relationships and to learn crisis management.</li><li>• Methods of promoting well-being- yoga, self-development resources, counselling.</li></ul>	15

Suggested readings:

**RECOMMENDED READINGS**

- Erikson, E.H. (1968). Identity, youth and crisis. New York: Norton.
- Manthei, R. (1997). Counselling: The skills of finding solutions to problems. London: Routledge.
- Sharma, N. (2009). Understanding Adolescence, New Delhi: National Book Trust.
- Rice, F. P. (2007). Adolescent: Development, Relationships and Culture.
- Santrock, J. W. (2010). Life Span Development: A Topical Approach, New Delhi: Tata McGraw Hill.



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B.A. Honors Syllabus

B.A. I Year (Semester 2) Home Science Paper 8  
Empowerment of Women and Children (Theory+Practical)

Programme/Class: Certificate	Year: 1	Semester: II
<b>Subject: Home Science</b>		
<b>Course Code:</b> A130204TP	<b>Course Title:</b> Empowerment of Women and Children	
<b>Course outcomes:</b> <ul style="list-style-type: none"><li>• Understand determinants of women and girl Empowerment.</li><li>• To learn the various national and international agencies working for women and children.</li><li>• To uplift women in socially, economically and politically as empowered.</li><li>• To make aware of women rights and enhance their life</li><li>• To know the women entrepreneurship development in India</li></ul>		
<b>Credits: 6(4+2)</b>	<b>Core Compulsory</b>	
<b>Max. Marks: 100(30 I+50E+20P)</b>	<b>Min. Passing Marks:40%</b>	
<b>Total No. of Lectures-60</b>		
<b>Units</b>	<b>Topic</b>	<b>No of Lectures</b>
<b>I</b>	<b>Status of Women</b> <ul style="list-style-type: none"><li>• Demographic profile of women related statistics</li><li>• Women empowerment - concept, need</li><li>• Issues related to women - social issues, programs for girl child</li></ul>	20
<b>II</b>	<b>Programs for women</b> <ul style="list-style-type: none"><li>• IWEP</li><li>• SEWA</li><li>• ICDS</li></ul>	10
<b>III</b>	<b>Maternal Health Education and Child Development</b> <ul style="list-style-type: none"><li>• Importance of maternal health and impact on child's development</li><li>• Health and nutrition education</li><li>• Importance of maternal education</li><li>• MMR, School drop-out rate, causes, prevention and steps taken</li></ul>	20



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IV	<b>Women and Work 15</b> <ul style="list-style-type: none"><li>• Women in organized and unorganized sectors</li><li>• Problems faced by working women</li></ul>	10
	<b>PRACTICALS</b>	
	<ul style="list-style-type: none"><li>• Visit to any one organization working for women or girl child and discussion.</li><li>• Case profile of working women.</li><li>• Analysis of literature, media, social practices for gender discrimination and sensitization.</li></ul>	30

Suggested readings:

1. Self Employed Women's Association (1991)
2. Siddiqi, F.E. & Ranganathan, S. (2001). Handbook on Women and Human Rights: A guide for Social Activists. (Par-1). New Delhi: Kanishka Publishers.
3. Goel, S.L. (2005). Population Policy and Family Welfare. New Delhi: Deep and Deep Publications.



Department of Home Science  
B.A. Honors Syllabus

I Year ( Semester I/II) Home Science  
Gender and Social Justice (Theory 4Credits)  
General Elective

Programme/Class: Certificate	Year: 1	Semester: 1/2
<b>Subject: Home Science</b>		
Course Code: A130105T	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: 100(30 I+70E)	40%	
Total No. of Lectures-60		
Units	Topic	No of Lectures
I	<b>Understanding Gender</b> <ul style="list-style-type: none"><li>• Concept meaning and definition</li><li>• Sex and gender</li></ul>	15
II	<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
III	<b>Gender influences</b> <ul style="list-style-type: none"><li>• Influences on gender: mythology, literature, work, media, popular culture, caste</li></ul>	15
IV	<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





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	<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"><li>• Menon, N. (2008). Sexualities: Issues in contemporary Indian feminism. New Delhi: Sage.</li><li>• Mohanty, M. (2008). Class, caste and gender. New Delhi: Sage.</li><li>• Saikia, N. (2008). Indian women: A socio-legal perspective. New Delhi: Serials publications.</li><li>• Bajpai, A. (2006). Child rights in India: Law, policy and practice. New Delhi: Oxford University Press.</li><li>• Bhargava, V. (2005). Adoption in India: Policies and experiences. New Delhi: Sage.</li><li>• Virani, ). (2000). Bitter chocolate: Child Sexual abuse in India. New Delhi: Penguin</li><li>• Weiner, M., Burra, N., Bajpai, A. (2007). Born unfree: Child labour, Education, and the state in India. New Delhi: Oxford University Press.</li></ul>	
	<p>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</p>	
	<p><b>Suggested Continuous Evaluation Methods:</b></p> <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> <p>Attendance</p>	
	<p>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</p>	



Department of Home Science  
B.A. Honors Syllabus

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

Programme/Class: Certificate	Year: 1	Semester: II
<b>Subject: Home Science</b>		
Course Code: F010206T	Course Title: <b>SELF DEVELOPENT 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		
<b>Units</b>	<b>PRACTICALS</b>	<b>No of Lectures</b>
<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>
<b>Suggested readings:</b> 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.		



Department of Home Science  
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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	<p><b>A. Basic First Aid</b></p> <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> <p><b>B. First AID Technique</b></p> <ul style="list-style-type: none"><li>Dressings and Bandages.</li><li>Fast evacuation techniques (single rescuer).</li><li>Transport techniques.</li></ul> <p><b>C. First aid related with respiratory system</b></p> <ul style="list-style-type: none"><li>Basics of Respiration.</li></ul>	2 (Theory) 10 (Practical)
	<p><b>D. First aid related with Heart, Blood and Circulation</b></p> <ul style="list-style-type: none"><li>No breathing or difficult breathing, Drowning, Choking, Strangulation and hanging,</li><li>Swelling within the throat, Suffocation by smoke or gases and Asthma.</li><li>Basics of The heart and the blood circulation.</li><li>Chest discomfort, bleeding.</li></ul> <p><b>D. First aid related with Wounds and Injuries</b></p> <ul style="list-style-type: none"><li>Type of wounds, Small cuts and abrasions</li><li>Head, Chest, Abdominal injuries</li><li>Amputation, Crush injuries, Shock</li></ul> <p><b>E. First aid related with Bones, Joints Muscle related injuries</b></p> <ul style="list-style-type: none"><li>Basics of The skeleton, Joints and Muscles.</li><li>Fractures (injuries to bones).</li></ul>	



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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>	



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**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:.....



**ख़्वाजा 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))

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**Department of Home Science**  
**B.A. Honors Syllabus**



Department of Home Science  
B.Sc. Honors Syllabus

**Revised and Approved syllabus for B.Sc. Honors  
Department of Home Science**

as per  
National Education Policy-2020  
Academic session-2021-22

Approved by Board of Studies

**Members-**

- |  |                        |
|--|------------------------|
| 1. Dr. Tatheer Fatma, Associate Professor and Head<br>Department of Home Science, Dean Faculty of Science<br>KMCL University Lucknow | <b>Chairperson</b>     |
| 2. Dr. Rachna Mishra, Associate Professor<br>Department of Home Science, IT College Lucknow  | <b>External Member</b> |
| 3. Dr. Meera Singh Incharge Department of Home Science,<br>University of Lucknow   | <b>External Member</b> |
| 4. Dr. Priyanka, Assistant Professor,<br>Department of Home Science KMCL University Lucknow  | <b>Internal Member</b> |

**Proposed by-**

Dr. Tatheer Fatma, Associate Professor and Head  
Department of Home Science,  
Dean Faculty of Science, KMCL University Lucknow





**Department of Home Science**  
**B.Sc. Honors Syllabus**

Programme Regulations /Ordinance of B.A. and B.Sc.Honors  
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
13	GE	Generic Elective
14	SEC	Skill Enhancement Course
15	AECC	Ability Enhancement Compulsory Course

**Applicability**

These Regulations shall apply to the Bachelor in Arts Honors/Bachelor in Science Honors in Home Science Programme from the session 2020-21

**Minimum Eligibility for Admission:**

- For admission in B.A. Honors Home Science the student should have Intermediate or equivalent examination from a recognized board/institution including madarsaboard of all state with a minimum of 45% marks in aggregate for General/OBC and 40% for SC/ST candidates.



## Department of Home Science

### B.Sc. Honors Syllabus

- For admission in B.Sc. Honors Home Science the student should have Intermediate or equivalent examination with PCM/PCB from a recognized board/institution with a minimum of 45% marks in aggregate for General/OBC and 40% for SC/ST candidates.

#### Programme Objectives:

The objective of the Course is to develop responsive and responsible home-makers and skillful, talented, productive citizens of the nation with high potential and professionalism by imparting knowledge in various areas of Home Science and creating suitable attitude for the same. The major objectives are:

- Women empowerment
- Skill development and enhancement
- Capacity building
- Entrepreneurial development
- Student centric and job oriented courses

#### Learning outcomes:

In contemporary times, Home Scientists promote capacity building of individuals and communities for social and economic empowerment. They train community women and youth from various strata of society for entrepreneurship. Many Home Scientists have done exceptionally well as entrepreneurs themselves. They do not remain job seekers but have also become job creators. They gain and provide employment in research organizations, food and textile industries, dietetic practice, education and child development domains, accreditation of green buildings, strategic planning and communication technologies.

Years of national and international experience in the field has contributed to the wisdom that all the five windows of opportunity that Home Science offers be opened for i.e. Food and Nutrition, Human Development, Resource Management, Extension and Communication and Fabric and Clothing and Textile. In this course, the students will learn the fundamental principles and foundations of all the five areas. They are expected to internalize the principle of a Home Scientist, that is, to give back to the community from which they draw, for sustainable development.



## Department of Home Science

### B.Sc. Honors Syllabus

- Understand and appreciate the role of interdisciplinary sciences in the development and well-being of individuals, families and communities
- Understand the sciences and technologies that enhance the quality of life of people
- Acquire professional and entrepreneurial skills for economic empowerment of self in particular, and community in general
- Develop professional skills in food, nutrition, textiles, housing, product making, communication technologies and human development
- Take science from the laboratory to community.

**Seats** -The total number of students to be admitted in the Course shall be 60 each.

**Fees**- Fee will be charged as per University Fee Structure from time to time.

**Admission Policy**- Admissions shall be made on the basis of University norms. Reservation policy as per rules of KMCL University will be followed.

#### Course Content-

- **Core Courses I–IV Semester**- 3 Core Courses of 06 credit each [18 x 4 = 72 Credits]
- **Core Courses V –VI Semester**- 8 Core Courses of credit each [8 x 5 = 40 Credits]
- **Core Course-VII-VIII Semester**-8 Core Courses of credit each [8 x 5 = 40 Credits]
- **Minor Elective I-IV Semester**-2(paper) 1 in each year of any semester[4x2=8Credits]  
VII-VIII Semester-1(paper) in any semester [4x1=4Credits]
- **Vocational I-IV Semester**-1 paper in each semester(4X3=12 Credits)
- **Co-curricular (Qualifying)**- I –VI -1 paper in each semester(6X0=0 Credit)
- **Research Project I and II(Qualifying)** V and VI semester (0 Credits)  
**Research Project /Industrial Training VII and VIII semester** (4X2=8 Credits)
- **Total Credits - 184**

Ist Year -Certificate in faculty-46 Credits

II Year-Diploma in faculty-92 Credits

III Year-Bachelor in faculty-132 Credits

IV Year –Bachelor (Research in faculty)-184 Credits

**Teaching Pedagogy:** 60% Offline and 40% Online

1. **Number of subjects: 1**



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**2. Number of papers:**

**2.1 Core Compulsory Papers**

In first two years, there shall be compulsory core papers of 18 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 there shall be compulsory core papers of 20 credits in each semester with:

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

**2.2 Minor Elective:**

A course of 4/5/6 Credits can also be opted as an elective (Optional) course by the students in one year like Ist year and IInd year in any even or odd semester who do not have this subject as major (main) subject but other subjects.

- Minor Elective Course Paper will be any subject (4/5/6 credits) and not the full subject
- Minor Elective Paper will be taken by the student from other subject/any Faculty (Own Faculty or Other Faculty). No pre-requisite will be required for this.
- It will be mandatory for the student to take a minor elective subject (one minor paper per year) in the first, second year (undergraduate). The university/college may allot the minor subject paper on the basis of available seats. Minor / Elective paper will not be compulsory in 5th and 6th year.
- Students can choose the available minor elective paper in even or odd semesters at their convenience.
- Minor elective paper will be selected from the subjects offered in the institute. The classes for the selected minor paper will be held at the same time as the classes of the same course conducted in the Faculty and examination will also be held at the same



**Department of Home Science**  
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time.

**2.3 Vocational/Skill Development Courses**

- Every student at the undergraduate level will be required to undertake a skill development course of 3 credits in each semester of the first two years (four semesters) (four courses totaling 3x4 12 credits).

**2.4 Co-Curricular Courses(Qualifying)**

- It will be mandatory for every graduate student to do one co-course in each semester of three years (six semesters).
- The student has to pass all these co-courses with 40 percent marks. Grades will be marked on the grade sheet of the student based on their marks, but they will not be included in the calculation of CGPA.

**2.5 Research Project /Industrial training**

- Graduation / Post Graduation / PGDR level, every semester (fifth to eleventh) up to the semester). The student will have to do a small research project in the third year and a major research project in the fourth and fifth year. The nature of the research project in PGDR will be decided by the university as per Pre-Ph.D. course work
- A research project related to one of the two main subjects of the third year chosen by the student and the main subject of the fourth, fifth, sixth year will have to be done. This research project can also be interdisciplinary. This research project can also be in the form of industrial training / internship / survey work etc.
- The research project will be done under the direction of one teacher supervisor; co-supervisor can be taken from any industry/company/technical institute/research institute.
- At the end of the year, the student will submit a joint report of the research project done in both the semesters, which will be evaluated jointly by the supervisor and external examiner nominated by the university out of 100marks at the end of the year.
- Grades will be marked on the grade sheet of based on research project of the students at graduation PGDR level and will be included in calculation of CGPA.
- Undergraduate (including research) and postgraduate students will be required to undertake a four-credit research project in each semester. The grades will be marked based on the project scores and they will be included in the calculation of CGPA.



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**3 Credit and credit determination**

- One credit paper of theory will carry one hour/week of teaching assignments, means 15 hours of teaching assignments in 15 weeks of a semester will be done.
- One credit paper of Practical / Internship / Field Work etc. will consist of two hours / per week teaching assignments i.e. 30 hours of practical / internship / field work etc. in 15 weeks of a semester. In computing the workload of the teacher, the workload of one hour of theory will be equal to the workload of two hours of practical / internship / field work etc.
- All credit related work will be done through "State Level Academic Bank of Credit", the guidelines of which will be issued separately.
- A student can obtain a one-year certificate with a minimum of 46 credits, a two-year diploma with a minimum of 92 credits, and a three-year bachelor's degree with a minimum of 132 credits. Beyond this, students can pursue a four-year bachelor's (including research) degree with a minimum of 184 credits, a master's degree with a minimum of 232 credits, and a PGDR with a minimum of 248 credits can take. Once the credits are used, the student will not be able to use the credits for those papers again. For example, if a student obtains a certificate after one year using 46 credits, then his credits will be treated as expenses. If he wants to take Diploma after some years, he will either surrender his original certificate to the University and re-credit 46 credits to the account or re-credit new 46 credits and on the basis of which the second year (actual third year can earn 92 (46+46) credits and can take diploma. Similar arrangement will be there for the coming years also. If the student studies continuously and does not take certificate/diploma, then he can take the degree on the basis of 132 credits. You can get a degree.
- If a competent student will obtain the required credits for the degree in less time, then there will be a facility of gap on obtaining minimum credits, but the degree will be granted only after three years. During the interval he will be free to do any work.
- Earned credit will be in the form of certificate. In case of change of faculty or subject in second year. Category and not a diploma, because in order to obtain a diploma, he must obtain the necessary credits in the same subject.





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### B.Sc. Honors Syllabus

- In the same faculty in which the student will obtain at least 60 percent credit in three years He will be given a degree and according to the rules in the university, the facility of admission in postgraduate will be given.
- If the student is not able to obtain at least 60 percent of the total credits of the three major subjects in three years in any one of the faculty major, then he will be awarded the degree of Bachelor of Liberal Education and he will be awarded the degree of Bachelor of Liberal Education. in which the prerequisite of any subject at the graduation level will not be required.
- If any eligible student can re-credit his/her credit by taking certificate/diploma and he/she fails in the next examination, he/she can get the certificate/diploma again by using the credits re-credited.

#### 4 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. 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).

#### 5 Attendance and credit determination

- It will be necessary to take the exam for credit validation. Credits will be incomplete without the exam.
- In order to take the examination, 75 percent attendance will be mandatory as per the earlier rules.
- If a student qualifies for the examination on the basis of attendance in the class, but is unable to take the examination due to any reason, he/she can take the qualifying examination at a later date. He will not need to take classes again.

#### 6 Continuous Internal Evaluation (CIE):





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- Continuous internal evaluation will be performed by the teacher concerned.
- It is proposed that CIE be kept at present, at 30% 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 30% CIE and 70% UE, will be conducted at the end of the semester by one internal examiner and one external examiner appointed by the University.

**7 Marking system:**

- All papers will be of total Maximum Marks 100, including both CIE, UE and practical.
- Maximum marks 30 will be allotted to CIE and 70 to UE in a theory paper and Research project. ie 100(30 CIE +70 UE)
- The practical papers in all semesters will have Maximum Marks of 30 CIE and Max. Marks 70 in UE of 100 marks,
- The theory paper with practical of 2 credits will have 20 marks in practical paper with 30 CIE and 50 UE of theory ie. (30 CIE+50UE+20P),
- Practical will be conducted at the end of the semester by one internal examiner and one external examiner appointed by the University.



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B.Sc. Honors Syllabus

Department of Home Science  
Faculty of Science  
Khwaja Moinuddin Chishti Language University Lucknow, U.P. (India)

Course Structure of B.Sc. Home Science Honors:

Year	Sem	Subject	Course Code	Paper Title	Theory	Practical	Total Credits
1	I	Core Compulsory 1	BHSCC1	Human Development I: The Childhood Years	4	2	6 (4+2)
		Core Compulsory 2	BHSCC2	Food and Nutrition	4	2	6 (4+2)
		Core Compulsory 3	BHSCC3	Dynamics of Communication and Extension	4	2	6 (4+2)
		GE 1/Minor Elective	A130105T	Gender and Social Justice (I or II Sem)	4		4
		SEC 1/Vocational Course	A130106T	Maternal and Child Nutrition	3		3
		AECC 1/Co-curricular course	Z010101T	Food Nutrition and Hygiene	0		0
1	II	Core Compulsory 4	BHSCC4	Resource Management	4	2	6 (4+2)
		Core Compulsory 5	BHSCC5	Introduction to Textiles	4	2	6 (4+2)
		Core Compulsory 6	BHSCC6	Communication Systems and Mass Media	4	2	6 (4+2)
		GE 1/Minor Elective	A130205T	Gender and Social Justice (I or II Sem)	4		4
		SEC 2/Vocational Course	F010206T	Self Development and Well-Being	3		3
		AECC 2/Co-curricular course	Z020201	First Aid and Health	0		0
2	III	Core Compulsory 7	BHSCC7	Personal Finance & Consumer Studies	4	2	6
		Core Compulsory 8	BHSCC8	Human Development II: Development in Adolescence and Adulthood	4	2	6
		Core Compulsory 9	BHSCC9	Nutrition: A Life Cycle Approach	4	2	6
		GE 2/Minor Elective	A130305T	Current Concerns in Public Health Nutrition (I or II Sem)	4		4
		SEC 3/Vocational Course	A130306T	Home Based Catering	3		3
		AECC 3/Co-curricular course	Z030301	Human Values and Environmental Studies	0		0



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2	IV	Core Compulsory 10	BHSCC10	Therapeutic Nutrition	4	2	6
		Core Compulsory 11	BHSCC11	Extension for Development	4	2	6
		Core Compulsory 12	BHSCC12	Human Resource Management	4	2	6
		GE 2/Minor Elective	A130405T	Current Concerns in Public Health Nutrition (I or II Sem)	4		4
		SEC 4/Vocational Course	A130406T	Nutrition for the Family	3		3
		AECC 4/Co-curricular course	Z040401	Physical Education and Yoga	0		0
3	V	Core Compulsory 13	BHSCC13	Fashion Design Concepts	5		5
		Core Compulsory 14	BHSCC14	Child Rights and Gender Justice	5		5
		Core Compulsory 15	BHSCC15	Dynamics of marriage and family	5		5
		Core Compulsory 16	BHSCC16	Early childhood care and development	5		5
		AECC 5/ Co-curricular course	Z050501	Analytic Ability and Digital Awareness	Theory		0
		Research Project	A130504R	Research Project-1	PROJECT	0	0
3	VI	Core Compulsory 17	BHSCC17	Gender, Media and Society	5		5
		Core Compulsory 18	BHSCC18	Communication For Development	5		5
		Core Compulsory 19	BHSCC19	Children With Special needs	5		5
		Core Compulsory 20	BHSCC20	Theories of Human Development	5		5
		AECC 6/ Co-curricular course	Z060601	Communication Skills and Personality Development	Theory		0
		Research Project	A130604R	Research Project-2	PROJECT	0	0
4	VII	Core Compulsory 21	A130701T	Advance Human Development	4	1	5
		Core Compulsory 22	A130702T	Human Development- Theories and Current Trends	4	1	5
		Core Compulsory 23	A130703T	Research Methodology	4	1	5
		Core Compulsory 24	A130704T	Infant Stimulation Programmes	4	1	5
		GE 3/Minor Elective	A130705T	Food Science and Processing Techniques(VII/VIII Semester)	4		4
		Research Project/Industrial Training	A130706R/I	Research Project/Industrial Training	4		4
4	VIII	Core Compulsory 25	A130801T	Guidance and Counselling	4	1	5
		Core Compulsory 26	A130802T	Statistics and Computer Applications/	4	1	5
		Core Compulsory 27	A130803T	Methods and techniques of assessment in human development	4	1	5
		Core Compulsory 28	A130804T	Women Studies	4	1	5
		GE 3/Minor Elective	A130805T	Food Science and Processing Techniques(VII or VIII Semester)	4		4
		Research Project/Industrial Training	A130806R/I	Research Project/Industrial Training	4		4



**Department of Home Science**  
**B.Sc. Honors Syllabus**

		Training					
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**Course Outline of B.Sc. Honors**  
**Department of Home Science**  
**as per**  
**National Education Policy-2020**

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

**Certificate in Home Science**

**B.Sc. 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.

**Diploma in Home Science**

**B.Sc. Second Year**



**Department of Home Science**

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**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.

**Degree in Bachelor of Science (Hons)**

**B.Sc.. Third Year**

**Program 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.

**Degree in Bachelor of Science (Honors)**

**(Research in Home Science)**

**B.Sc. Fourth Year**

**Program Specific Outcomes (PSOs)**

- Programme is framed to 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.
- After this degree programme students can be benefitted by getting jobs in various fields like



## B.Sc. (Home Science)

government sector, working with NGOs, jobs as an extension worker, Education etc. and also they can feel the sense of entrepreneurship as well.

### B.Sc. I Year ( Semester I) Home Science Core Paper 1 Human Development I: The Childhood Years (Theory+ Practical)

Programme/Class: Certificate	Year: 1	Semester: 1
<b>Subject: BSc Home Science</b>		
Course Code: BHSCC1	Course Title: <b>Human Development I: The Childhood Years</b>	
<b>Course outcomes:</b> The student at the completion of the course will be able to: <b>Describe the prenatal development process, including genetics, from the moment of conception through delivery</b> <ul style="list-style-type: none"><li>• Explain the role of genetics in prenatal development</li><li>• Explain the main stages of prenatal development</li><li>• Describe approaches to childbirth and the labor and delivery process</li></ul> <b>Describe human development during infancy, early childhood, middle childhood.</b> <ul style="list-style-type: none"><li>• Describe physical growth and development in infants and toddlers, early childhood &amp; middle childhood</li><li>• Explain cognitive development in infants and toddlers, early childhood &amp; middle childhood</li><li>• Explain emotional and social development during infancy, early childhood &amp; middle childhood</li></ul>		
<b>Credits: 4T+2P = 6</b>	Core Compulsory	
Max. Marks: 100(30 I+50E+20 P)	Min. Passing Marks: 40 %	
Total No. of Lectures-60 Theory 30 Practical= 90		
Units	Topic	No of Lectures
I	<b>Introduction to Human Development</b>  Definition, History and Interdisciplinary nature of Human Development Scope of Human Development in contemporary society Domains, Stages and Contexts of development	15



### B.Sc. (Home Science)

	Principles of Growth and Development	
II	<b>Prenatal Development, Birth and the Neonate</b>  Reproductive health Conception, Pregnancy and Birth Capacities and care of the new born.	15
III	<b>Infancy and Preschool years</b>  Physical and Motor development Social and Emotional development Cognitive and Language development	15
IV	<b>Middle Childhood years</b>  Physical and motor Development Social and Emotional development Cognitive and Language development	15
	<b>PRACTICAL</b>	<b>30 Lab</b>
	1. Interview 2 2. Observation 2 3. Narratives 2 4. Cultural practices related to pregnancy and infancy. 2 5. Plan and develop activities to facilitate development in different domains. Preparation of material for parents children (poster, toys etc )10 6. Study the role of salient others in child's life- familial and non-familial 2 7. Survey of selected resources for family and children in the community and the market. 10	

#### Suggested Readings:

- Bee. H. (1995). The Developing Child. Harper Collins.  
Berk, L. E. (2007). Development through the lifespan. Delhi: Pearson Education.  
Rice. F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice Hall.  
Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: Tata McGraw- Hill.  
Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. New Delhi: Orient BlackSwan.





### B.Sc. (Home Science)

Suggested Continuous Evaluation Methods:

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

questions Attendance

Further Suggestions:

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

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

### B.Sc. I Year ( Semester I) Home Science Core Paper 2 FOOD SCIENCE (Theory+ Practical)

Programme/Class: Certificate	Year: 1	Semester: 1
<b>Subject: BSc Home Science</b>		
Course Code: <b>BHSCC2</b>	Course Title: <b>FOOD SCIENCE</b>	
<b>Course outcomes:</b> The student at the completion of the course will be able to: <ul style="list-style-type: none"><li>▪ <b>Basic concepts in food and nutrition</b></li><li>▪ Students will get familiar with different methods of cooking</li><li>▪ Acquaint students with practical knowledge of nutrients, food groups and healthy diet.</li></ul>		
<b>Credits: 4T+2P = 6</b>		Core Compulsory
Max. Marks: 100(30 I+50E+20 P)		Min. Passing Marks: 40 %
Total No. of Lectures-60 Theory 30 Practical= 90		
Units	Topic	No of Lectures
<b>I</b>	<b>Basic concepts in food and nutrition</b> <ul style="list-style-type: none"><li>• Basic terms used in study of food and nutrition</li><li>• Understanding relationship between food, nutrition and health</li><li>• Functions of food-Physiological, psychological and social</li></ul>	15
<b>II</b>	<b>Nutrients</b> <ul style="list-style-type: none"><li>• Functions, Dietary Sources and clinical manifestations of deficiency/ excess of the</li></ul>	15



### B.Sc. (Home Science)

	<p>following nutrients:</p> <ul style="list-style-type: none"> <li>• Energy, Carbohydrates, lipids and proteins</li> <li>• Fat soluble vitamins-A, D, E and K</li> <li>• Water soluble vitamins – thiamin, riboflavin, niacin, pyridoxine, folate, vitamin B12 and vitamin C</li> <li>• Minerals – calcium, iron, zinc and iodine</li> </ul>	
III	<p><b>Methods of cooking</b></p> <ul style="list-style-type: none"> <li>• Dry, moist, frying and microwave cooking.</li> <li>• Advantages, disadvantages and the effect of various methods of cooking on foods.</li> </ul>	10
IV	<p><b>Food Groups</b></p> <ul style="list-style-type: none"> <li>• Structure, composition, Products, nutritional contribution, selection and changes during cooking of the following food groups:</li> <li>• Cereals</li> <li>• Pulses</li> <li>• Fruits and vegetables</li> <li>• Milk &amp; milk products</li> <li>• Eggs</li> <li>• Meat, poultry and fish</li> <li>• Fats and Oils</li> <li>• Spices and herbs</li> <li>• Beverages</li> <li>• Nutrient losses in cooking and enhancing the nutritional quality of foods</li> <li>• Supplementation, Germination, Fermentation, Fortification and GM foods</li> </ul>	2 0
	<b>PRACTICALS</b>	
	<ul style="list-style-type: none"> <li>• Weights and measures; preparing market order and table setting</li> <li>• Food preparation, understanding the principals involved, nutritional quality and portion size 2</li> <li>• <b>Beverages:</b> Hot tea/coffee, Milk shake/ lassi, fruit based beverages 2</li> <li>• <b>Cereals:</b> Boiled rice, pulao, chapatti, parantha, puri, pastas 2</li> <li>• <b>Pulses:</b> Whole, dehusked 2</li> <li>• <b>Vegetables:</b> curries, dry preparations 2</li> <li>• <b>Milk and milk products:</b> Kheer, custard 2</li> <li>• <b>Meat, Fish and poultry preparations 2</b></li> <li>• <b>Egg preparations:</b> Boiled, poached, fried, scrambled,</li> </ul>	30 Lab



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	<p>omelettes, egg pudding 2</p> <ul style="list-style-type: none"><li>• <b>Soups:</b> Broth, plain and cream soups 2</li><li>• <b>Baked products:</b> Biscuits/cookies, cream cakes, sponge cake preparations, tarts and pies 4</li><li>• <b>Snacks:</b> pakoras, cutlets, samosas, upma, poha, sandwiches 2</li><li>• <b>Salads:</b> salads and salad dressings.2</li><li>• <b>Fermented products:</b> idli, dosa, appam, batura, kulcha, dhokla 2</li></ul>	
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#### Suggested Readings:

- Bamji MS, Krishnaswamy K, Brahmam GNV (2009). Textbook of Human Nutrition, 3<sup>rd</sup> edition. Oxford and IBH Publishing Co. Pvt. Ltd.
- Srilakshmi (2007). Food Science, 4th Edition. New Age International Ltd.
- Wardlaw and Insel MG, Insel PM (2004). Perspectives in Nutrition, Sixth Edition. Mosby.
- Chadha R and Mathur P (eds). Nutrition: A Lifecycle Approach. Orient Blackswan, New Delhi. 2015
- Khanna K, Gupta S, Seth R, Mahna R, Rekhi T (2004). *The Art and Science of Cooking: A Practical Manual*, Revised Edition. Elite Publishing House Pvt Ltd.
- Raina U, Kashyap S, Narula V, Thomas S, Suvira, Vir S, Chopra S (2010). Basic Food Preparation: A Complete Manual, Fourth Edition. Orient Black Swan Ltd.

#### Suggested Continuous Evaluation Methods:

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

#### questionsAttendance

#### Further Suggestions:

It widens the scope for students to join Government and Non-Government organization up skillingthe 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.Sc. (Home Science)

### B.Sc. I Year ( Semester I) Home Science Core Paper 3 DYNAMICS OF COMMUNICATION AND EXTENSION (Theory+ Practical)

Programme/Class: Certificate	Year: 1	Semester: 1
<b>Subject: BSc Home Science</b>		
Course Code: <b>BHSCC3</b>	Course Title: <b>DYNAMICS OF COMMUNICATION AND EXTENSION</b>	
<b>Course outcomes:</b> The student at the completion of the course will be able to: <ul style="list-style-type: none"><li>▪ <b>Basic concepts in food and nutrition</b></li><li>▪ Students will get familiar with different methods of cooking</li><li>▪ Acquaint students with practical knowledge of nutrients, food groups and healthy diet.</li></ul>		
<b>Credits: 4T+2P = 6</b>	Core Compulsory	
Max. Marks: 100(30 I+50E+20 P)	Min. Passing Marks: 40 %	
Total No. of Lectures-60 Theory 30 Practical= 90		
Units	Topic	No of Lectures
I	<b>Communication: Concepts</b> <ul style="list-style-type: none"><li>• Concept and nature of communication</li><li>• Functions of Communication</li><li>• Types of Communication - communication transactions; Formal and informal communication; Verbal and Non-verbal Communication</li><li>• Scope of Communication- Education, training and learning industry, Motivation and Management, Corporate Communication, Management of Organisations, Advertising and Public relations</li><li>• Communication and mainstream media- newspaper, radio, television and Cinema, ICTs and web based communication</li></ul>	18



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	<ul style="list-style-type: none"><li>• Communication for social change</li></ul>	
<b>II</b>	<b>Understanding Human Communication) (20 LECTURES)</b> <ul style="list-style-type: none"><li>• Postulates/Principles of Communication</li><li>• Elements of Communication and their characteristics</li><li>• Models of Communication</li><li>• Barriers to Communication</li></ul>	20
<b>III</b>	<b>Communicating Effectively</b> <ul style="list-style-type: none"><li>• Concept, nature and relevance to communication process:</li><li>• Empathy</li><li>• Persuasion</li><li>• Perception</li><li>• Listening</li></ul>	8
<b>IV</b>	<b>Communication for Extension</b> <ul style="list-style-type: none"><li>• Concept, nature and philosophy of Extension</li><li>• Principles of Extension</li><li>• Methods and Media of community outreach; Audio-Visual aids- concept, classification, characteristics and scope.</li><li>• Relationship between, Communication, Extension and Development</li></ul>	20
	<b>PRACTICALS</b>	
	<ul style="list-style-type: none"><li>• Developing skills in planning and conducting small group communication. (10)</li><li>• Review of media on selected issues. (10)</li><li>• Design and use of media for community services(10)</li></ul>	30 Lab

#### Suggested Readings:

- Barker, L. (1990). "Communication", New Jersey: Prentice Hall, Inc; 171.
- Devito, J. (1998) Human Communication. New York: Harper & Row.
- Patri and Patri (2002); Essentials of Communication. Greenspan Publications

#### Suggested Continuous Evaluation Methods:

- Seminar/ Presentation on any topic of the above syllabus

Test with multiple choice questions/ short and long answer questions Attendance

#### Further Suggestions:

It widens the scope for students to join Government and Non-Government organization up



### B.Sc. (Home Science)

skilling the people at different levels as per their socio-economic structure.

At the End of the whole syllabus any remarks/ suggestions

### BSc. I Year ( Semester I) Home Science Gender and Social Justice

Programme/Class: Certificate	Year: 1	Semester: 1
<b>Subject: Home Science</b>		
Course Code: A130105T	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: 100(30I+70E)		
Total No. of Lectures-60		
Units	Topic	No of Lectures
I	<b>Understanding Gender</b> <ul style="list-style-type: none"><li>• Concept meaning and definition</li><li>• Sex and gender</li></ul>	15
II	<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></ul>	15



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	<ul style="list-style-type: none"><li>• Gender roles, stereotypes and identity</li></ul>	
<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





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### 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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**B.Sc. (Home Science)**  
**B.Sc.I Year ( Semester I) Home Science**  
**Maternal and Child Nutrition**

Programme/Class: Certificate	Year: 1	Semester: 1
<b>Subject: Home Science</b>		
Course Code: A130106T	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: 100(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 d 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.Sc. (Home Science)

<b>IV</b>	<ul style="list-style-type: none"><li>• Overview of maternal and child nutrition policies and programmes.</li></ul>	15
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#### Suggested Readings:

- Wadhwa A and Sharma S (2003). Nutrition in the Community-A Textbook. Elite Publishing House Pvt. Ltd. New Delhi.
- Park K (2011). Park's Textbook of Preventive and Social Medicine, 21st Edition. M/s Banarasisdas Bhanot Publishers, Jabalpur, India.
- 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.
- National Guidelines on Infant and Young Child Feeding (2006). Ministry of Women and Child Development, Government of India.

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 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.Sc. (Home Science)

### Compulsory /Co-curricular course

#### Food, Nutrition and Hygiene

Programme /Class: Certificate	Year: First	Semester: First
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: 100(30+70)		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=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



### B.Sc. (Home Science)

<b>IV</b>	<p>Community Health Concept</p> <p>(a) Causes of common diseases prevalent in the society and Nutrition requirement in the following:</p> <ul style="list-style-type: none"><li>Diabetes</li><li>Hypertension (High Blood Pressure)</li><li>Obesity</li><li>Constipation</li><li>Diarrhea</li><li>Typhoid</li></ul> <p>(b) National and International Program and Policies for improving Dietary Nutrition</p> <p>(c) Immunity Boosting Food</p>	7
<b>Suggested Readings:</b>		
<ol style="list-style-type: none"><li>1. Singh, Anita, "Food and Nutrition", Star Publication, Agra, India, 2018.</li><li>2. 1000Days-Nutrition_Brief_Brain-Think_Babies_FINAL.pdf</li><li>3. <a href="https://pediatrics.aappublications.org/content/141/2/e20173716">https://pediatrics.aappublications.org/content/141/2/e20173716</a></li><li>4. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5750909/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5750909/</a></li><li>5. .Sheel Sharma, Nutrition and Diet Therapy, Peepee Publishers Delhi, 2014, First Edition.</li></ol>		
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.Sc. (Home Science)

### B.Sc. I Year ( Semester II) Home Science

### Core Paper 4 (Theory+ Practical)

Programme: B.Sc. Home Science	Year: First	Semester: II
<b>Paper code: BHS CC4</b>	<b>Course Title: RESOURCE MANAGEMENT</b>	
<b>Course outcomes:</b> <ul style="list-style-type: none"><li>• Understanding on the concepts related to family resource management</li><li>• Appreciation of the significance of management process in efficient use of resources</li><li>• Imbibing nuances of human values and standards for successful management and decision making</li><li>• Focus on management of human energy as a family resource</li></ul>		
Credits: 6=4 (THEORY) + 2 (PRACTICAL)	Compulsory Core Paper TOTAL MARKS:100( 50E +30 I+20 Practical )	
Total No. of Lectures- 60T+30P		
Unit	Topics	No. of Lectures Total
<b>UNIT I</b>	<b>Introduction to Resource Management</b> <ul style="list-style-type: none"><li>• Concept, universality and scope of management</li><li>• Approaches to management</li><li>• Ethics in management</li><li>• Motivation Theory</li></ul>	15
<b>UNIT II</b>	<b>Resources</b> <ul style="list-style-type: none"><li>• Understanding meaning, classification and characteristics of resources, factors affecting utilization of resources.</li><li>• Maximizing use of resources and resource conservation.</li><li>• Availability and management of specific resources by an individual/ family</li><li>• Money</li><li>• Time</li><li>• Energy</li><li>• Space</li><li>• Application of Management Process in: Event Planning &amp; Execution</li></ul>	15



### B.Sc. (Home Science)

<b>UNIT III</b>	<b>Functions of Management: An overview (15 LECTURES)</b> <ul style="list-style-type: none"><li>• Decision Making</li><li>• Planning</li><li>• Supervising</li><li>• Controlling</li><li>• Organizing</li><li>• Evaluation</li></ul>	15
<b>UNIT IV</b>	<b>Management Process</b> <ul style="list-style-type: none"><li>• Application of Management Process in:</li><li>• Event Planning &amp; Execution</li><li>•</li></ul>	15
	<b>Practical</b>	
<b>Practicals</b>	<ul style="list-style-type: none"><li>• Resource conservation and optimization/green technologies (natural resources): Portfolio</li><li>• Identification and development of self as a resource.</li><li>• SWOT analysis-who am I and Micro lab</li><li>• Building Decision Making abilities through management games</li><li>• Preparation of time plans for self and family</li><li>• Time and Motion Study</li><li>• Event planning ,management and evaluation-with reference to</li><li>• Managerial process</li><li>• Resource optimization - time, money, products, space, human capital</li></ul>	30
<b>Suggested readings</b> <ul style="list-style-type: none"><li>• Koontz.H. and O'Donnel C., 2005, Management – A systems and contingency analysis of managerial functions. New York: McGraw-Hill Book Company</li><li>• Kreitner. 2009, Management Theory and Applications, Cengage Learning: India</li><li>• Rao V.S. and Narayana P.S., Principles and Practices of Management, 2007, Konark Publishers Pvt. Ltd.</li></ul>		
<b>Suggested Continuous Evaluation Methods:</b> MCQs, Assignments Presentations, Group discussion, Case study, Survey etc.		





## B.Sc. (Home Science)

### B.Sc. I Year ( Semester II) Home Science Core Paper 5 INTRODUCTION TO TEXTILES (Theory+ Practical)

Programme: B.Sc. Home Science	Year: I	Semester: II
<b>Paper code: BHS CC5</b>	<b>Course Title: INTRODUCTION TO TEXTILES</b>	
<b>Course outcomes:</b> <ul style="list-style-type: none"><li>• Develop an understanding of concepts and basics of textiles.</li><li>• Understands and define the key textile terms.</li><li>• Develop critical understanding of the techniques of yarn and fabric manufacture.</li><li>• Identify the fibers, yarn and fabrics for its appropriate use.</li></ul>		
Credits: 6=4 (THEORY) + 2 (PRACTICAL)	Compulsory Core Paper TOTAL MARKS:100( 50E +30 I+20 Practical )	

Total No. of Lectures- 60T+30P		
Unit	Topics	No. of Lectures Total
<b>UNIT I</b>	<b>Introduction to textile fibres</b> <ul style="list-style-type: none"><li>• Morphology of textile fibres</li><li>• Primary and secondary properties</li><li>• Fibre classification</li></ul>	15
<b>UNIT II</b>	<b>Production, chemistry, properties and usage of fibres</b> <ul style="list-style-type: none"><li>• Natural fibre: Cotton, Flax, Silk and Wool</li><li>• Man-made fibers: Rayon, Polyamides, Polyester, Acrylic, Olefins (Polyethylene and Polypropylene) and elastomeric fibres</li></ul>	15
<b>UNIT III</b>	<b>Production and properties of Yarns</b> <ul style="list-style-type: none"><li>• Yarn construction:</li><li>• Mechanical Spinning (Cotton system, Wool system, Worsted system)</li><li>• Chemical Spinning (Wet, Dry, Melt)</li><li>• Types of yarns: Staple and Filament, Simple yarns, Complex yarns</li><li>• Yarn Properties-Yarn Numbering, Yarn Twist</li><li>• Textured yarns: Types and properties</li><li>• Difference between Threads and Yarns</li><li>• Blends: Types of blends and purpose of blending</li></ul>	15



### B.Sc. (Home Science)

UNIT IV	Techniques of fabric construction <ul style="list-style-type: none"><li>• Weaving</li><li>• Parts of a loom</li><li>• Operations and motions of the loom</li></ul> Classification of weaves- construction, characteristics, usage <ul style="list-style-type: none"><li>• Knitting</li><li>• Classification of knits</li><li>• Construction and properties of warp and weft knits</li><li>• Non-wovens</li><li>• Types</li><li>• Construction</li><li>• Properties and usage</li><li>• Basics of Wet Processing</li><li>• Classification and uses of finishes</li><li>• Fundamentals of dyeing and printing</li></ul>	15
	PRACTICAL	
	<ul style="list-style-type: none"><li>• Fibre Identification tests –Visual, burning, microscopic and chemical 5</li><li>• Yarn Identification – Single, ply, cord, textured, elastic, monofilament,</li><li>• Multifilament and spun yarn 5</li><li>• Thread count and balance 2</li><li>• Dimensional stability 3</li><li>• Weaves- Identification and their design interpretation on graph 5</li><li>• Fabric analysis of light, medium &amp; heavy weight fabrics (five each) 10<ul style="list-style-type: none"><li>• Fibre type</li><li>• Yarn type</li><li>• Weave</li></ul></li><li>• GSM</li><li>• <i>End use</i></li><li>• Tradename</li><li>• Tie and Dye</li></ul>	30

#### Suggested readings

- Corbman, P.B., (1985) Textiles- Fiber to Fabric (6<sup>th</sup> Edition), Gregg Division/McGraw Hill Book Co., US.
- Joseph, M.L., (1988) Essentials of Textiles (6<sup>th</sup> Edition), Holt, Rinehart and Winston Inc., Florida.
- Vilensky G., (1983) Textile Science, CBS Publishers and Distributors, Delhi.
- Tortora, G. Phyllis, Understanding Textiles, McMillan Co. USA.



ख़्वाजा 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))

### B.Sc. (Home Science)

- Sekhri S., (2013) Textbook of Fabric Science: Fundamentals to Finishing, PHI Learning, Delhi

#### **Suggested Continuous Evaluation Methods:**

MCQs, Assignments Presentations, Group discussion, Case study, Survey etc.



## B.Sc. (Home Science)

### B.Sc. I Year ( Semester II) Home Science Core Paper 6 COMMUNICATION SYSTEMS AND MASS MEDIA (Theory+ Practical)

Programme: B.Sc. Home Science	Year: I	Semester: II
<b>Paper code: BHS CC6</b>	<b>Course Title: COMMUNICATION SYSTEMS AND MASS MEDIA</b>	
<b>Course outcomes:</b> <ul style="list-style-type: none"><li>• Students would be able to introduce themselves to the theories of Communication.</li><li>• Students would be able to inculcate the knowledge of Communication models.</li><li>• Students would be able to develop the knowledge of basic elements of Communication.</li><li>• Students would be able to acquaint themselves with the various types of Communication.</li></ul>		
Credits: 6=4 (THEORY) + 2 (PRACTICAL)	Compulsory Core Paper TOTAL MARKS:100( 50E+30 I +20P)	
Total No. of Lectures- 9(60+30)		
Unit	Topics	No. of Lectures Total
<b>UNIT I</b>	<b>Self and Communication</b> <ul style="list-style-type: none"><li>• Awareness of self in communication</li><li>• Intrapersonal Communication</li><li>• Self-concept and self esteem</li></ul>	15
<b>UNIT II</b>	<b>Interpersonal Communication (15 LECTURES)</b> <ul style="list-style-type: none"><li>• Concept, types and functions of interpersonal communication</li><li>• Dyadic, small and large group communication</li><li>• Stages in human relationship development</li><li>• Small group communication: types and function</li></ul>	15
<b>UNIT III</b>	<b>Organization, Public and Mass Communication</b> <ul style="list-style-type: none"><li>• Organizational communication: concept, types, functions and networks</li><li>• Public communication- concept and techniques</li><li>• Mass Communication- concept, significance, functions and elements</li><li>• Theories and models of mass communication</li><li>• Intercultural communication- concept, stages and barriers</li><li>• Relationship between culture and communication</li></ul>	15
<b>UNIT IV</b>	<b>Mass Media</b> <ul style="list-style-type: none"><li>• Print Media: types, nature, characteristics, reach, access.</li><li>• Radio: types, nature, characteristics, reach, access.</li></ul>	15



### B.Sc. (Home Science)

	<ul style="list-style-type: none"><li>• Television and cinema: types, nature, characteristics, reach, access.</li><li>• ICTs: types, characteristics, reach and access.</li></ul>	
	<b>PRACTICAL</b>	
	<ul style="list-style-type: none"><li>• Know yourself exercises.5</li><li>• Studying group dynamics in organizations- formal and informal. 5</li><li>• Audience analysis- readership, listenership and viewership studies 10</li><li>• Content analysis of mass media 10</li></ul>	30

#### Suggested readings

- Devito, J. (1998) Human Communication. New York: Harper & Row.
- Barker, Larry Lee. (1990) Communication. Eaglewood Cliffs, New Jersey: Prentice Hall.
- McQuail, D. (2000) Mass Communication Theories. London: Sage Publications
- Baran, Stanley J (2009). Introduction To Mass Communication, McGraw hill medical publishing
- Baran, Stanley J (2014). Mass Communication Theory, Wadsworth Publishing
- Vivian, J (2012). The Media Of Mass Communication, Pearson
- Dominick, Joseph R. (2012). Dynamics of mass communication: media in transition , McGraw hill education

#### Suggested Continuous Evaluation Methods:

MCQs, Assignments Presentations, Group discussion, Case study, Survey etc.



**B.Sc. (Home Science)**  
**I Year ( Semester I/II ) Home Science**  
**Gender and Social Justice**

Programme/Class: Certificate	Year: 1	Semester: 1
<b>Subject: Home Science</b>		
Course Code: A130105T	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:100 (30 I+70 E)		
Total No. of Lectures-60		
Units	Topic	No of Lectures
I	<b>Understanding Gender</b> <ul style="list-style-type: none"><li>• Concept meaning and definition</li><li>• Sex and gender</li></ul>	15
II	<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
III	<b>Gender influences</b> <ul style="list-style-type: none"><li>• Influences on gender: mythology, literature, work, media, popular culture, caste</li></ul>	15
IV	<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



## B.Sc. (Home Science)

### 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>m</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.Sc. (Home Science)**  
**SKILL ENHANCEMENT COURSE**  
**SEC2/VOCATIONAL COURSE (3Credits)**  
**SELF DEVELOPENT AND WELL BEING**

Programme/Class: Certificate	Year: 1	Semester: II
<b>Subject: Home Science</b>		
Course Code: F010206T	Course Title: <b>SELF DEVELOPENT 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</b> <b>SEC (3Credits)</b>	
Max. Marks: 100(70 I+30E)	Min. Passing Marks:40%	
Total No. of Lectures:30		
<b>Units</b>	<b>PRACTICALS</b>	<b>No of Lectures</b>
<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>
<b>Suggested readings:</b> 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.		



**B.Sc. (Home Science)**  
**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	<p><b>A. Basic First Aid</b></p> <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> <p><b>B. First AID Technique</b></p> <ul style="list-style-type: none"><li>• Dressings and Bandages.</li><li>• Fast evacuation techniques (single rescuer).</li><li>• Transport techniques.</li></ul> <p><b>C. First aid related with respiratory system</b></p> <ul style="list-style-type: none"><li>• Basics of Respiration.</li></ul>	2 (Theory) 10 (Practical)
	<p><b>D. No breathing or difficult breathing, Drowning, Choking, Strangulation and hanging, Swelling within the throat, Suffocation by smoke or gases and Asthma.</b></p> <p><b>D. First aid related with Heart, Blood and Circulation</b></p> <ul style="list-style-type: none"><li>• Basics of The heart and the blood circulation.</li><li>• Chest discomfort, bleeding.</li></ul> <p><b>D. First aid related with Wounds and Injuries</b></p> <ul style="list-style-type: none"><li>• Type of wounds, Small cuts and abrasions</li><li>• Head, Chest, Abdominal injuries</li><li>• Amputation, Crush injuries, Shock</li></ul> <p><b>E. First aid related with Bones, Joints Muscle related injuries</b></p> <ul style="list-style-type: none"><li>• Basics of The skeleton, Joints and Muscles.</li><li>• Fractures (injuries to bones).</li></ul>	



**B.Sc. (Home Science)**

<b>II</b>	<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)
<b>III</b>	<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)
<b>IV</b>	<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>	



## B.Sc. (Home Science)

### 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.
- Schwiengershausen, 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:.....