



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

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

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

as per

National Education Policy-2020

Academic session-2023-24

Approved by Board of Studies



Department of Home Science

Faculty of Science

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



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

Abbreviations:

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

Number of subjects:

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

Number of papers:

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

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

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

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

Credit system:

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



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

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

Course as an elective to other subject students:

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

Continuous Internal Evaluation (CIE):

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

Marking system:

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

Course Codes

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

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

Table of Faculty Codes



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

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

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



Course Structure of B.A./B.Sc. Home Science III and IV Sem (NEP 2020)

Year	Sem	Subject	Course	Paper Title	Theory	Practical	Total Credits
2	III	Core Compulsory 5	A130301T	Advance Nutrition and Human Development	4		6 (4+2)
		Core Compulsory 6	A130302P	Human Development		2	
		GE 2/Minor Elective	A130303T	Current Concerns in Public Health Nutrition (I or II Sem)	4		4
		SDC 3/Vocational Course	A130304T	Home Based Catering	3		3
		AECC 3/Co-curricular course	Z030301	Human Values and Environmental Studies	0		0
	IV	Core Compulsory 7	A130401T	Housing and Extension Education	4		6 (4+2)
		Core Compulsory 8	A130402P	Resource Planning and Decoration		2	
		GE 2/Minor Elective	A130403T	Current Concerns in Public Health Nutrition (I or II Sem)	4		4
		SDC 4/Vocational Course	A130404T	Nutrition for the Family	3		3
		AECC 4/Co-curricular course	Z040401	Physical Education and Yoga	0		0

Proposed Year wise Structure of UG Program in

Home Science Program Outcomes (POs)

- The program has been framed in such a manner that students receive real feel of quality education by touching all aspects of human lifecycle.
- Designed to enhance the capacity of students to understand universal and domain-specific values in 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 Fundamentals of Home Science

B.A. First Year

Program Specific Outcomes (PSOs)



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

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

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

Diploma in Interior Design & Human Development

B.A. Second Year

Program Specific Outcomes (PSOs)

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

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



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

Degree in Bachelor of Arts Program

B.A. Third Year

Specific Outcomes (PSOs)

- Programme is framed to Encourage a genre of responsible students with a passion for lifelong learning and entrepreneurship, it also generate multi-skilled leaders with a holistic perspective that cuts across disciplines.
- Promote research, innovation and design (product) development favouring all the disciplines in Home Science.
- Enhance digital literacy and apply them to engage in real time problem solving and ideation related to all fields of Home Science.
- Appreciate and benefit from the symbiotic relationship among the five core disciplines of Home Science – Resource Management, Food Science and Nutrition, Textiles and Clothing, Human Development and Family Studies and Extension and Communication.
- After this degree programme students can be benefitted by getting jobs in various fields like government sector, working with NGOs, jobs as an extension worker, Education etc. and also they can feel the sense of entrepreneurship as well.

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



B.A. 2 Year (Semester 3) Home Science Paper 1
Advance Nutrition and Human Development (Theory)

Programme/Class: Diploma	Year: 2	Semester: 3
Subject: Home Science		
Course Code: A130301T	Course Title: Advance Nutrition and Human Development (Theory)	
Course outcomes: The student at the completion of the course will be able to: <ul style="list-style-type: none">• Create an awareness about importance of healthy meal at various stages of life cycle• Inculcate healthy eating practices among students• Develop skill of meal planning for different physiological groups• Explain the Physical & Psychological changes during middle childhood, adolescent and adulthood stage.• Identify the biological and environmental factors affecting personality.• Learn about the characteristics, needs and developmental tasks of Middle childhood years Adolescent & Adulthood stage.		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks:33	
Total No. of Lectures-60		
Unit	Topic	No of Lectures
I	<ul style="list-style-type: none">• Meal Planning- Definition , importance , factors affecting mealplanning , Balanced Diet , RDA	07
II	<ul style="list-style-type: none">• Nutrition During Infancy and Childhood- Nutrition Requirement,RDA and Diet Plan	07
III	<ul style="list-style-type: none">• Nutrition During Adolescence, Adulthood and Old Age. NutritionRequirement, RDA and Diet Plan	08
IV	<ul style="list-style-type: none">• Nutrition During special condition pregnancy and lactationNutrition Requirement, RDA and Diet Plan.	08
	PART B	
V	Middle Childhood Years <ul style="list-style-type: none">• Developmental tasks and characteristics of middle childhoodperiod• Physical and motor development	8
	<ul style="list-style-type: none">• Social & emotional development• Cognitive development• Language development	



VI	Puberty and Adolescence <ul style="list-style-type: none"> • Development tasks and characteristics • Significant Physical physiological and hormonal changes in puberty. • Self and Identity, Factors influencing Identity& Personality development. • Family and peer relationship Problems – Drug and Alcohol abuse, STD, HIV/AIDS, Teenage pregnancy.	8
VII	Cognitive, Language and Moral Development during Adolescence: <ul style="list-style-type: none"> • Perspective on cognitive development, development of intelligence and Creativity • Adolescent language • Adolescent Morality 	7
VIII	Introduction to adulthood: <ul style="list-style-type: none"> • Concept, transition from adolescence to adulthood • Developmental tasks of Adulthood • Physical and physiological changes from young adulthood to late adulthood Responsibilities and adjustments-educational, occupational, marital and parenthood	7
Suggested Readings: <ul style="list-style-type: none"> • Sheel Sharma , “Nutrition and Diet Therapy, Peepee Publishers , New Delhi ; 2014 • Ankita Gupta “ Text book of Nutrition” Medico Refresher Publisher, Agra, 2018 • Subhangini A Joshi; Nutrition and Dietetics, Mc Graw Hill Education, Private Ltd. • Kumud Khanna, “Text book of Nutrition and Dietetics”, Elite Publishing House Pvt. Ltd, New Delhi, 2013, 7th Ed. • Swaminathan M, " Essentials of Food and Nutrition Vol I and II • Monaster G.J. 1 Adolescent Development Life Tasks. Mc.Graw Hill (1977). • Ambron S.R. Child Development Holt, Rinehart and Winston 1978 (IIInd Edition). • Mussen P.H. Conger J.J. Kagan J and Huston A.C. 1990. Child Development and Personality (VI Edition) Harper and Row Publishers New York. • Boeknek G. Human Development Brook and Cole Publishing Company 1980. • Aadhunik Vikasatmak Manovigyan , Shri Vinod Pustak Mandir Agra Edition 3rd 2015 • Harpalani. Aahar Vigyaan avam Upcharatmak Poshan, Star Publications ,Agra. • Suggestive digital platforms web links- IGNOU & UPRTOU online study material <p>Svayam Portal, http://heecontent.upsdc.gov.in/Home.aspx</p>		
Suggested Continuous Evaluation Methods: <ul style="list-style-type: none"> • Seminar on any topic of the above syllabus. • Test with multiple choice questions/ short and long answer questions. • Attendance 		



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

Suggested equivalent online courses:

- IGNOU and other centrally/state operated Universities/MOOC platforms such as “SWAYAM” in India and abroad

Further Suggestions:

Students can opt. dietitian, nutrition advisor/ Nutritionist as a career in private and government sector as well as extend knowledge by joining advance course in same discipline.

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:



Programme/Class: Diploma	Year: 2	Semester: 3
Subject: Community & Essential Science (Home Science)		
Course Code: A130302P	Course Title: Advance HUMAN development (Practical)	
Course outcomes: <ul style="list-style-type: none">• Learn to cope up with adolescent and adulthood problems.• Understand and handle development related issues more efficiently.• Able to know human behaviour.• Understand individual differences.		
Credits: 2	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks:40	
Total No. of lab.periods-30(60 hours)		
Unit	Topic	No. of lab.periods
I	<ul style="list-style-type: none">• Preparation of an album on developmental milestones of children.• Prepare child literature.• Visit to Child Care Centres/ anganwadi	8
II	<ul style="list-style-type: none">• Study of physical, social, emotional, cognitive, language development (any two).• Observations of child rearing practices in families from different social classes	8
III	<ul style="list-style-type: none">• Interviews of adolescent girls and boys to understand their lifestyle, behaviour and problems.	7
IV	<ul style="list-style-type: none">• Carry out case studies to know more about the different life stages, e.g., school going children, adolescents, Young adults.(any two)	7



Suggested Readings:

1. Monaster G.J. 1 Adolescent Development Life Tasks. Mc.Graw Hill (1977).
2. Ambron S.R. Child Development Holt, Renhart and Winston 1978 (IIInd Edition).
3. Mussen P.H. Conger J.J. Kagan J and Huston A.C. 1990. Child Development and Personality (VI Edition) Harper and Row Publishers New York.
4. Boeknek G. Human Development Brook and Cole Publishing Company 1980.
5. Aadhunik Vikasatmak Manovigyan , Shri Vinod Pustak Mandir Agra Edition 3rd 2015

Suggestive digital platforms web links- ePG- Pathshala, infibnet,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:

- Assessment of observation report.
- Preparation of questionnaire.
- Visits Records.
- Attendance.

Course prerequisites: To study this course, a student must have had the subject ALL in class12th.

The eligibility for this paper is 10+2 with any subject



B.A. II Year (Semester III) Home Science
CURRENT CONCERNS IN PUBLIC HEALTH NUTRITION
GENERAL ELECTIVE

Programme/Class: Diploma Certificate	Year: 2	Semester: III
Subject: Home Science		
Course Code: A130305T	Course Title: CURRENT CONCERNS IN PUBLIC HEALTH NUTRITION	
Course outcomes: The student at the completion of the course will be able to:. To understand nutritional health problems affecting community. To develop strategies for improving health status of community To study and analyze various health programs.		
Credits: 4	GENERAL ELECTIVE	
Max. Marks:	Min. Passing Marks:40%	
Total No. of Lectures:75+15		
Units	Theory	No of Lectures
I	Nutritional problems affecting the community Etiology, prevalence, clinical features and preventive strategies of-Under nutrition - Protein energy malnutrition: Severe Acute Malnutrition and Moderate Acute Malnutrition, Nutritional Anaemias, Vitamin A Deficiency, Iodine Deficiency Disorders Overnutrition – obesity, coronary heart disease, diabetes Fluorosis	25
II	Strategies for improving nutrition and health status of the community Appropriate interventions involving different sectors such as Food , Health and Education	10
III	Nutrition Policy and Programmes National Nutrition Policy Integrated Child Development Services (ICDS) Scheme, Mid day Meal Programme (MDMP),National programmes for prevention of Anaemia, Vitamin A deficiency, Iodine Deficiency Disorders	30
IV	Food and Nutrition Security Concept, components, determinants and approaches Overview of Public Sector programmes for improving food and nutrition security	10



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 BanarasidasBhanot Publishers, Jabalpur, India.
- Bamji MS, Krishnaswamy K and Brahman GNV (Eds) (2009). Textbook of Human Nutrition, 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.
- Gibney MJ (2005). Public Health Nutrition.
- Vir S. (2011) Public Health Nutrition in developing countries. Vol 1 and 2
- ICMR (1989) Nutritive Value of Indian Foods. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
- ICMR (2011) Dietary Guidelines for Indians – A Manual. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
- Park K (2011). Park's Textbook of Preventive and Social Medicine, 21st Edition. M/s BanarasidasBhanot Publishers, Jabalpur, India.
- Bamji MS, Krishnaswamy K and Brahman GNV (Eds) (2009). Textbook of Human Nutrition, 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.



B.A. II Year (Semester III) Home Science
HOME BASED CATERING

Programme/Class: Diploma Certificate	Year: 2	Semester: III
Subject: Home Science		
Course Code: A130306T	Course Title: HOME BASED CATERING	
Course outcomes: The student at the completion of the course will be able to:. To understand basic principles of catering. To develop abilities to start food enterprise and management skill required for it.		
Credits: 3	HOME BASED CATERING SEC (3Credits)	
Max. Marks:	Min. Passing Marks:40%	
Total No. of Lectures:29		
Units	Theory	No of Lectures
I	Introduction to Food Science Factors contributing to the growth of food service industry Kinds of food service establishments	5
II	Food Production Menu planning: Importance of menu, factors affecting menu planning, menu planning for different kinds of food service units Food Purchase and Storage Quantity Food production: Standardization of recipes, quantity food preparation techniques, recipe adjustments and portion control Hygiene and Sanitation	8
III	Resources Money Manpower Time Facilities and equipment Utilities	8
IV	Planning of a food service Unit Preliminary Planning Survey of types of units, identifying clientele, menu, operations and delivery Planning the set up: Identifying resources Developing Project plan	8



	Determining investments Project Proposal	
<p>Suggested readings:</p> <p>West B Bessie & Wood Levelle (1988) Food Service in Institutions 6th Edition Revised By Hargar FV, Shuggart SG, & Palgne Palacio June, Macmillian Publishing Company New York.</p> <p>Sethi Mohini (2005) Institution Food Management New Age International Publishers</p> <p>Knight J B & Kotschevar LH (2000) Quantity Food Production Planning & Management 3rd edition John Wiley & Sons</p> <p>Philip E Thangam (2008) Modern Cookery for teaching and Trade Part I & II Orient Longman</p> <p>Taneja S and Gupta SL (2001) Entrepreneurship development, Galgotia Publishing</p>		



B.A. II Year (Semester III) Home Science
Human Values and Environment studies

Programme: B.A. Home Science		Year: II	Semester: III
Co-Curricular Course			
Course Code: Z030301		Course Title: Human Values and Environment studies	
Course Outcomes: To create an awareness Human Values. To instill Moral and Social Values and Loyalty To appreciate the rights of others. To create awareness on assessment of safety and risk Learn fundamental concept of environmental science Develop understanding about environmental education, justice and environmentalism. Gain knowledge about origin of life and related theories. Able to understand the relationship between man and environment. Understand the structure and composition of different sphere of earth.			
CREDIT :0			
I	system in Indian Organisation , Values in Business Management , value based Organisation , Trans –cultural Human values in Management. Swami Vivekananda's philosophy of Character Building, Gandhi's concept of Seven Sins, APJ Abdul Kalam view on role of parents and Teachers. Human Values and Present Practices – Issues : Corruption and Bribe , Privacy Policy in Web and Social Media, Cyber threats ,Online Shopping etc. Remedies UK Bribery Act, Introduction to sustainable policies and practices in Indian Economy. Principles of Ethics Secular and Spiritual Values in Management- Introduction- Secular and Spiritual values, features , Levels of value Implementation. Features of spiritual Values , Corporate Social Responsibility- Nature, Levels ,Phases and Models of CSR, Corporate Governance. CSR and Modern Business Tycoons Ratan Tata, Azim Premji and Bill Gates.		15
II	Holistic Approach in Decision making- Decision making, the decision making process , The Bhagavad Gita: Techniques in Management , Dharma and Holistic Management. Discussion through Dilemmas – Dilemmas in Marketing and Pharma Organisations, moving from Public to Private – monopoly context , Dilemma of privatisation, Dilemma on liberalization, Dilemma on social media and cyber security , Dilemma on Organic food , Dilemma on standardization ,Dilemma on Quality standards. Case Studies		15
III	Ecosystem: Concept, structure & functions of ecosystem : producer, consumer, decomposer, foodweb, food chain, energy flow, Ecological pyramids Conservation of Biodiversity- In-situ & Ex- situ conservation of biodiversity Role of individual in Pollution control		15



	Human Population & Environment Sustainable Development India and UN Sustainable Development Goals Concept of circular economy and entrepreneurship	
IV	Environmental Laws? International Advancements in Environmental Conservation Role of National Green Tribunal Air Quality Index Importance of Indian Traditional knowledge on environment Bio assessment of Environmental Quality Environmental Management System Environmental Impact Assessment and Environmental Audit	15
	Suggested Readings: <ul style="list-style-type: none">• A foundation course in Human Values and Professional Ethics by RR. Gaur, R. Sangal et.al• JUSTICE: What's the Right Thing to Do? Michael J. Sandel.• Human Values by A. N. Tripathi New Age International• Environmental Management by N.K. Uberoi• https://www.un.org/sustainabledevelopment/sustainable-development-goals/• https://www.india.gov.in/my-government/schemes• https://www.legislation.gov.uk/ukpga/2010/23/contents• Daniel Kahneman, Thinking, Fast and Slow; Allen Lane Nov 2011 ISBN: 9780141918921	



B.A. 2 Year (Semester IV) Home Science
Housing & Extension Education (Theory)

Programme/Class: Diploma	Year: 2	Semester: 4
Subject: Home Science		
Course Code: A130401T	Course Title: Housing & Extension Education (Theory)	
Course outcomes: <ul style="list-style-type: none">• Grasp knowledge of Housing need & selection of site in real life situations.• Comprehending Housing plans for residential purpose.• Appreciate principles of design and the contributing factors to refine personal aesthetic senses.• Learn the widening concepts of Extension Education.• Develop understanding for Effective teaching and learning.• Comprehend the various effective communication methods.• Gain skills to use technologically advanced Audio-visual aids.		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks:33	
Total No. of Lectures- 60		
Unit	Topic	No. of Lectures
I	Housing: <ul style="list-style-type: none">• Needs of a House, Difference between House & Home, way to acquire house (Own & rented).• Factors influencing selection and purchase of house and site for house building.	8
II	House Planning: <ul style="list-style-type: none">• Principles of house planning, Planning different residential spaces in a house.• Planning house for different income groups.	7
III	Interior Designing: <ul style="list-style-type: none">• Introduction to Interior designing.• Importance of good taste. Objective of Interior decoration.Elements of design – Line, Shape, Texture, Color, Pattern,Light & Space. Principle of design- Proportion, Balance,• Rhythm, Emphasis, Harmony.	8
IV	Home Decors: <ul style="list-style-type: none">• Furniture, Furnishings (Curtain, Draperies,Floor coverings, Wall celing, Lighting, Accessories (Wall painting, Mirrors, wall art, Sculpture & Antiques, Flowerarrangements) etc.	7



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

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

	PART B	
V	Extension Education: <ul style="list-style-type: none">• Meaning, Concepts, Objectives, Scope, Principles, Philosophy of Extension Education. Early• Extension Efforts in India. Formal & Non-formal Education.	8
VI	Extension Teaching & Learning: <ul style="list-style-type: none">• Role and Qualities of an Extension worker. Steps in Extension Teaching Process,• Criteria for Effective Teaching & Learning.	7
VII	Communication & Extension Teaching Methods: Definition, Importance, Characteristics, Elements, Models & Challenges in communications. Relationship between Communication, Extension & Development. <ul style="list-style-type: none">• Extension Teaching Methods- Classification, Factors guiding the Selection & use of Extension teaching methods.	8
VIII	Audio- visual Aids: <ul style="list-style-type: none">• Definition, Importance, Classification,• Selection, Preparation & Effective use of Audio-visual Aids.	7



Suggested Readings:

- Khanuja, Reena (2018) Grah Vyavastha avam Grah Sajja. Agrawal Publications, Agra ISBN: 978-93-81124-96-3
- Patni Manju & Sharma Lalita, Grah Prabandh, Star Publications Agra.
- Cherunilam, F., & Hedggade, O. D. (1987). *Housing in India*. Bombay: Himalaya Publishing House.
- Craig, H.T. and Rush, O.D. (1966). *Homes with Character*. Heath, 1966.
- Faulkner, R. & Faulkner, S. (1961) *Inside Today's Home*. Rev. ed. © Holt, Rinehart & Winston, Inc.
- Goldstein, H. & Goldstein V. (1954). *Art in Everyday Life* Macmillan Publishers.
- Rutt, A.H. (1963) *Home furnishing*. John Wiley & Sons, Inc.;
- Supriya, K.B. (2004). *Landscape gardening and designing with plants*. Pointer Publishers.
- Teresa, P. Lanker. (1960). *Flower Arranging: Step-by-step Instructions for Everyday Designs*. Florist Review
- Aggarwal, R. (2008). "Communication- today and tomorrow", New Delhi.: Sublime Company
- Dubey V.K, Srivastava Archana, Agrawal Garima, Grah Vigyan Prasar Avam Sampreshan. Star Publications Agra.
- Harpalni B.D. Patni.Manju, (Prasar Shiksha Avam Sanchar) Star Publications, Agra. ISBN 978-93-81246
- Shaw Geeta Pushp, Shaw Jois Sheela, Prasar Shiksha , Vinod Pustak Mandir Agra. ISBN 81-7457-104-3
- Dahama, O.P., & Bhatnagar, O.P.[1998]. "Education and Communication for Development". New Delhi. - Oxford and IBH Publishing Co. Pvt.Ltd.
- Jaipal Singh." Prasar Shiksha avam Gramin Vikas" SR Scientific Publications, Agra
- Reddy, A. [1987]. "Extension Education". Bapatha, Andra Pradesh, India.: Sreelekshmi Press.
- Supe A.N. (1983). *An introduction to Extension Education*. Delhi: Oxford IBH Publishing

2. Suggestive digital platforms web links-

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

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

Suggested Continuous Evaluation Methods:

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

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

Suggested equivalent online courses:

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



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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. Extension work will speed up the (1) Man Environment; (2) Basic structures (Gram Panchayat, Village School and Cooperative Societies) etc.

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

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**B.A. 2 Year (Semester IV)Home Science
 Resource Planning & Decoration (Practical)**

Programme/Class: Diploma	Year: 2	Semester: 4
Subject: Community and Essential Science (Home Science)		
Course Code: A130402P	Course Title: Resource Planning and Decoration (Practical)	
Course outcomes: <ul style="list-style-type: none">Developing skills for making time plan for effective balance of work & leisure.Plan & prepare budget for the family.Incorporate appropriate work simplification in using household equipments.Develop understanding for house planning & decoration.		
Credits: 2	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks:40	
Total No. of lab.periods-30 (60 hours)		
Unit	Topic	No. of lab.periods
I	<ul style="list-style-type: none">Preparation of time plans for self and family.Drafting family budget for different income groups.	8
II	<ul style="list-style-type: none">Market Survey of Household Equipments- (Pressure cooker, Toaster, Gas Stove, Mixer & Grinder, Refrigerator, Washing machine, Microwave, Solar cooker)	8
III	<ul style="list-style-type: none">Draw House Plans Standard Specifications & Furniture Layout.	7
IV	<ul style="list-style-type: none">Preparation of Color wheels & Color schemes.Flower Arrangement & Floor Decoration (Rangoli)- Application of Design principles and Elements of Art , Innovation of new styles.	7



Suggested Readings:

- Alexander. N.J., (1972). Designing Interior Environment. New York: Harcourt Brace,
- Bhargava, B. (2005). Family Resource Management and Interior Decoration, Jaipur: Apple Printer and V. R. Printers.
- Faulkner, R., and Faulkner, S. (1975). Inside Today's Home, New York: Rinehart.
- Gandotra, V., and Jaiswal, N. (2008). Management of Work in Home, New Delhi: Dominant Publishers and Distributors. (ISBN No. 81-7888-526-3)
- Harmon. S., and Kennon, K. (2018). The Codes Guidebook for Interiors (5thEd.). New York: Wiley (ISBN: 978-1-119-34319-6)
- Johanovich Inc. Ball, V. K. (1982). Art of Interior Design. New York: John Wiley & Sons.
- Leach, S. D. (1978). Techniques of Interior Design Rendering and Presentation (1st Ed.). Architectural record Books (**ISBN-13:** 978-0070368057)
- Mohanty, A.B. (1985). Guide to House Buildings. New Delhi: Inter India Publications
- Patni Manju & Sharma Lalita, Grah Prabandh, Star PublicationsAgra.

Suggestive digital platforms web links-

- bit.ly/3fJfghi
 - <https://bit.ly/39mTwGQ>
 - <https://bit.ly/2JoXB2e>
 - <https://bit.ly/3ljkrWf>.
- 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:

- Assessment of Time-Energy, Budget & House Plans.
- Assessment of Market Survey Records.
- Assessment of Flower Arrangements and Rangoli.
- Attendance.

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

Suggested equivalent online courses:

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

Further Suggestions:

- Students may develop their managerial skills & Interior designing skills after completion this course with the capability to opt for a job or start their own ventures. The program giving an opportunity to advancement their knowledge by enrolling for advanced specialized program of their own area of need & interest.

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

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B.A. 2 Year (Semester IV) Home Science
Paper: CURRENT CONCERNS IN PUBLIC HEALTH NUTRITION
(Theory)

Programme: B.A. Home Science	Year: II	Semester: IV
Paper code: AI30405T	Course Title: CURRENT CONCERNS IN PUBLIC HEALTH NUTRITION	
Course outcomes: Students will have the knowledge regarding <ul style="list-style-type: none">Nutritional problems of the communityUnder nutrition, malnutrition and over nutritionDifferent sectors for improving nutrition and health status of communityInterventions involving different sectorsNational Nutrition policy, ICDS,MDMP, National programmes for prevention of Anaemia, Vitamin APublic Sector programmes for improving food and nutrition security		
Credits: 4=4 (THEORY)	GE 2/Minor Elective TOTAL MARKS:100(70+30) Theory: 70 Internal: 30	
Total No. of Lectures- 3 lectures& 1 tutorial per week		
Unit	Topics	No. of Lectures Total
UNIT I	Unit I: Nutritional problems affecting the community Etiology, prevalence, clinical features and preventive strategies of- Undernutrition - Protein energy malnutrition: Severe Acute Malnutrition and Moderate Acute Malnutrition, Nutritional Anaemias, Vitamin A Deficiency, Iodine Deficiency Disorders Overnutrition – obesity, coronary heart disease, diabetes Fluorosis	25
UNIT II	Unit II: Strategies for improving nutrition and health status of the community Appropriate interventions involving different sectors such as Food , Health and Education	10
UNIT III	Unit III: Nutrition Policy and Programmes National Nutrition Policy Integrated Child Development Services (ICDS) Scheme, Mid-day Meal Programme (MDMP),National programmes for	30



	prevention of Anaemia, Vitamin A deficiency, Iodine Deficiency Disorders	
UNIT IV	Unit IV: Food and Nutrition Security Concept, components, determinants and approaches Overview of Public Sector programmes for improving food and nutrition security	10
TUTORIALS	<ul style="list-style-type: none">• Planning and evaluation of low cost nutritious recipes for preschoolers, school age children, adolescents, pregnant and nursing mothers.• Planning and evaluation of low calorie nutritious recipes for weight management.• Planning and conducting a food demonstration.• Visit to an ongoing nutrition programme.	15
RECOMMENDED READINGS: <ul style="list-style-type: none">• 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 BanarasidasBhanot Publishers, Jabalpur, India.• Bamji MS, Krishnaswamy K and Brahman GNV (Eds) (2009). Textbook of Human Nutrition, 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.• Gibney MJ (2005). Public Health Nutrition.• Vir S. (2011) Public Health Nutrition in developing countries. Vol 1 and 2• ICMR (1989) Nutritive Value of Indian Foods. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.• ICMR (2011) Dietary Guidelines for Indians – A Manual. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.• Park K (2011). Park's Textbook of Preventive and Social Medicine, 21st Edition. M/s BanarasidasBhanot Publishers, Jabalpur, India.• Bamji MS, Krishnaswamy K and Brahman GNV (Eds) (2009). Textbook of Human Nutrition, 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.		



B. A. 2 Year (Semester IV) Home Science
Paper: NUTRITION FOR THE FAMILY (Theory)

Programme: B.A. Home Science	Year: II	Semester: IV
Paper code: AI30406T	Course Title: NUTRITION FOR THE FAMILY	
Course outcomes: Students will have the knowledge regarding <ul style="list-style-type: none">• Concepts of meal planning, food groups & balanced diet• RDA, Dietary Guidelines for Indians• Factors effecting Meal Planning• Importance of Healthy nutrition during adulthood years• Dietary requirements during special conditions like pregnancy and lactation• Importance of Nutrition during childhood		
Credits: 3= 3 (THEORY)	SEC 4/Vocational Course TOTAL MARKS:100(70+30) Theory: 70 Internal : 30	
Total No. of Lectures- 60 lectures		
Unit	Topics	No. of Lectures Total
UNIT I	Unit I: Basic concepts meal planning <ul style="list-style-type: none">• Food groups and concept of balanced diet.• Food exchange list.	5
UNIT II	Unit II: RDA <ul style="list-style-type: none">• Concept of Dietary Reference Intakes.• Factors Effecting meal planning and food related behaviour. Dietary guidelines for Indians and food pyramid.	15
UNIT III	Unit III: Nutrition during the adult years 15 Physiological changes, RDA, nutritional guidelines, nutritional concerns and healthy food choices <ul style="list-style-type: none">• Adult• Pregnant woman.• Lactating mother• Elderly	15
UNIT IV	Unit IV: Nutrition during childhood <ul style="list-style-type: none">• Growth and development, growth reference/ standards, RDA, nutritional guidelines, nutritional concerns and healthy food	25



	choices. <ul style="list-style-type: none">• Infants• Preschool children• School children• Adolescents	
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RECOMMENDED READINGS

1. Edelstein S, Sharlin J (ed). Life Cycle Nutrition- An Evidence Based Approach; 2009; Jones and Barlett Publishers.
2. Khanna K et al. Textbook of nutrition and dietetics; 2013; Phoenix Publisher.
3. Sharma S, Wadhwa A. Nutrition in the community- A textbook; 2003; Elite Publishing House Pvt. Ltd.
4. Jain P et al. *Poshanvaswasthyakemoolsiddhant (Hindi)*; First Ed; 2007; AcademicPratibha.
5. Malhan, Gupta, Jain. *Aaharaayojan, khadyasangrakshanevavgrihavyavastha (Hindi)*; 1993; Sultan Chand & Sons Publishing.
6. Vrinda S. *AaharVigyan (Hindi)*; 2003; ShyamPrakashan.
7. Ghosh S. Nutrition and child care- A practical guide; 1997; Jaypee Bros.
8. Savage King F, Burgess A. Nutrition for developing countries; Second Ed; 1993; Oxford University Press.
9. Dietary guidelines for Indians- A Manual; 2011; NIN, ICMR, Hyderabad.
10. Gopalan, C et al. Nutritive Value of Indian foods; 1994; NIN, ICMR, Hyderabad.
11. Raina U, Kashyap S et al. Basic Food Preparation-Complete Manual; 2005; Orient Longman
12. Seth V and Singh K (2006). Diet Planning through the Life Cycle: Part 1 Normal Nutrition. A Practical Manual. Elite Publishing House Pvt. Ltd. New Delhi.
13. Chadha R and Mathur P eds. Nutrition: A Lifecycle Approach. Orient Blackswan, New Delhi. 2015.



B. A. 2 Year (Semester IV) Home Science
Paper: PHYSICAL EDUCATION AND YOGA
(Theory)

Programme: B.A. Home Science		Year: II	Semester: IV
Paper code: Z040401		Course Title: NUTRITION FOR THE FAMILY	
Course outcomes: <ul style="list-style-type: none">Students will learn the introduction of Physical Education, Concept of fitness and wellness, Weight management and lifestyle of an individual.The student will also learn about the relation of Yoga with mental health and value Education. In this course student will also learnabout the aspects of the Traditional games of India.			
Credits: 0		AECC 4/ Co-curricular Course TOTAL MARKS:100(70+30) Theory: 70 Internal : 30	
Total No. of Lectures- 30 (2 lectures per week)			
Unit	Topics		No. of Lectures Total
UNIT I	Physical Education: <ul style="list-style-type: none">Meaning, Definition, Aim and Objective.Misconception About Physical Education.Need, Importance and Scope of Physical Education in the Modern Society.Physical Education Relationship with General Education.Physical Education in India before Independence.Physical Education in India after Independence.		6
UNIT II	Concept of Fitness and Wellness: <ul style="list-style-type: none">Meaning, Definition and Importance of Fitness and Wellness.Components of Fitness.Factor Affecting Fitness and Wellness.Weight Management:<ul style="list-style-type: none">Meaning and Definition of Obesity.Causes of Obesity.Management of Obesity.Health problems due to Obesity.		5T +3P



	<ul style="list-style-type: none"> • Lifestyle: • Meaning, Definition, Importance of Lifestyle. • Factor affecting Lifestyle. • □ Role of Physical activity in the maintains of Healthy Lifestyle. 	
UNIT III	Yoga and Meditation: <ul style="list-style-type: none"> • Historical aspect of yoga. • Definition, types scopes & importance of yoga. • Yoga relation with mental health and value education. • Yoga relation with Physical Education and sports. • Definition of Asana, differences between asana and physical exercise. • Definition and classification of pranayama. • Difference between pranayama and deep breathing. • Practical: Asana, Suraya-Namaskar, Bhujang Asana, Naukasana, Halasana, Vajrasana, Padmasana, Shavasana, Makrasana, Dhanurasana, Tad Asana. • Pranayam: Anulom, Vilom. 	2 Theory 6 Practical
UNIT IV	Traditional Games of India: <ul style="list-style-type: none"> • Meaning. • Types of Traditional Games- <ul style="list-style-type: none"> ○ Gilli- Danda ○ Kanche ○ Stapu ○ Gutte, etc. • Importance/ Benefits of Traditional Games. • How to Design Traditional Games. Recreation in Physical Education: <ul style="list-style-type: none"> • Meaning, Definition of Recreation. • Scope and Importance of Recreation. • General Principles of Recreation. • Types of Recreational Activities. • Aerobics and Zumba.(Fir India Movement) 	2 Theory 6 Practical
Suggested Readings: <ul style="list-style-type: none"> □ Singh, Ajmer, Physical Education and Olympic Abhiyan, “Kalayani Publishers”, New Delhi, Revised Addition, 2006 □ Patel, Shrikrishna, Physical Education, “Agrawal Publishers”, Agra, 2014-15 □ Panday, Preeti, SharirikShikshaSankalan, “ KhelSanskritiPrakashan, Kanpur □ Kamlesh M.L., “Physical Education, Facts and foundations”, Faridabad P.B. Publications. 		



B.K.S. Yengar, "Light and Yog. Yoga Deepika", George Allen of Unwin Ltd., London, 1981.
Braj Bilari Nigam, Yoga Power "The Kpath of Personal achievement" Domen and Publishers, New Delhi, 2001.
Indira Devi, "Yoga for You", Gibbs, Smith Publishers, Salt Lake City, 2002
Domenand Publishers, New Delhi - 2001.
Jack Peter, "Yoga Master the Yogic Powers", Abhishek Publications, Chandigarh, 2004.
Janice Jerusalem, "A Guide To Yoga" Parragon Bath, Baiihe-2004.
Narang, Priyanka, Parampragat Bhartiya khel, "Sports Publication", New Delhi, 2007.

Suggested Continuous Evaluation Methods:

Assignments (10)
Presentation (10)
Attendance (5)
Final exam (75)

Suggested equivalent online courses:

IGNOU.
Rajarshi Tandan Open University.

