



**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. Honors Department of Home Science**

As per  
National Education Policy-2020  
Academic session-2023-224

Approved by Board of Studies



**Department of Home Science**  
**Faculty of Science**  
**Khwaja Moinuddin Chishti Language University 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<br>(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 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 [ $18 \times 4 = 72$  Credits]
- **Core Courses V –VI Semester**- 8 Core Courses of credit each [ $8 \times 5 = 40$  Credits]
- **Core Course-VII-VIII Semester**-8 Core Courses of credit each [ $8 \times 5 = 40$  Credits]
- **Minor Elective I-IV Semester**-2(paper) 1 in each year of any semester [ $4 \times 2 = 8$  Credits]  
VII-VIII Semester-1(paper) in any semester [ $4 \times 1 = 4$  Credits]
- **Vocational I-IV Semester**-1 paper in each semester ( $4 \times 3 = 12$  Credits)
- **Co-curricular (Qualifying)**- I –VI -1 paper in each semester ( $6 \times 0 = 0$  Credit)
- **Research Project I and II (Qualifying)** V and VI semester (0 Credits)  
**Research Project /Industrial Training VII and VIII semester** ( $4 \times 2 = 8$  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 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.

- 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             |
|      |     | GE 2/Minor Elective         | A130305T    | Current Concerns in Public Health Nutrition (I or II Sem)         | 4      |           | 4             |



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|   |     |                              |           |   |         |   |   |
|---|-----|------------------------------|-----------|---|---------|---|---|
|   |     | 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 |
|   |     | Research Project             | A130604R  | Research Project-2  | PROJECT | 0 | 0 |
| 4 | VII | Core Compulsory 26           | A130701T  | Advance Human   | 4       | 1 | 5 |



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|   |      |                                      |            |  |   |   |   |
|---|------|--------------------------------------|------------|--|---|---|---|
|   |      |                                      |            | Development  |   |   |   |
|   |      | 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.



## **Department of Home Science**

### **B.A. Honors Syllabus**

- 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 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. 3 Year (Semester V) Home Science

Paper Name: SURFACE ORNAMENTATION OF FABRICS

(Theory)

|  |  |                     |
|--|--|---------------------|
| Programme/<br>Class: Graduation  | Year:3   | Semester: V         |
| Subject: Home Science  |  |                     |
| CourseCode:A130501T  | Course Title: Surface Ornamentation Of Fabrics(Theory)   |                     |
| Course outcomes:   |  |                     |
| <ul style="list-style-type: none"><li>• Knowing why fabrics look differently</li><li>• Identify the different techniques of fabric from surface</li><li>• Learn about finishes done on fabrics</li><li>• Knowing about dyeing fabrics</li><li>• Learn how printing on fabrics is carried</li><li>• Knowing the traditional embroideries of India</li><li>• Identifying traditional textiles of different states</li><li>• Knowing the importance of appropriate laundry method</li></ul> |  |                     |
| Credits:4  |  | Core Compulsory     |
| Max.Marks:30+70  |  | Min.PassingMarks:33 |
| TotalNo.ofLectures-60  |  |                     |
| Unit   | Topics   | No. of<br>Lecture   |
| I  | <b>Techniques of Creating variety on fabrics</b> <ul style="list-style-type: none"><li>• weaving</li><li>• finishing of fabrics</li><li>• dyeing of fabrics</li><li>• printing fabrics</li><li>• embroidery and other decoration methods</li></ul>   | 8                   |
| II   | <b>Finishes</b> <ul style="list-style-type: none"><li>• Classification of fabric finishes</li><li>• Study of purposeand process of finishes (i) General Purpose finishes-Bleaching, Mercerization, Calandering, Sanforization, Tentering, Singeing, Scouring(ii) Functional Finishes</li></ul> | 8                   |
| III  | <b>.Dyeing</b> <ul style="list-style-type: none"><li>• Classification of dyes- Natural v/s Synthetic, advantages and limitations</li><li>• Theory of dyeing</li></ul>  | 8                   |



**Department of Home Science**

**B.A. Honors Syllabus**

|             |  |   |
|-------------|--|---|
|             | <ul style="list-style-type: none"><li>Properties and use of Dyes- Basic, Acidic, Direct, Azoic, Natural, Sulphur, Vat, Disperse and Reactive dyes (d) Resist Dyeing Techniques- Tie &amp; Die, Batik.</li></ul>  |   |
| <b>IV</b>   | <b>Printing</b> <ul style="list-style-type: none"><li>Direct printing- Block, Screen, Stencil, Roller</li><li>Transfer printing</li><li>Discharge printing, Resist printing</li><li>Polychromatic, Inkjet and Digital printing techniques</li><li>After treatment of dyed and printed goods</li></ul>  | 8 |
| <b>V</b>    | <b>Traditional Embroideries:</b> <ul style="list-style-type: none"><li>Meaning and status of traditional craft in India, Knowing about the Traditional Embroideries of different Zardozi, Kashida of Kashmir, Phulkari of Punjab, Kantha of Ben</li><li>Chikankari, Kasuti of UP, Sindh and Kutch work of Gujarat.</li></ul>                         | 6 |
| <b>VI</b>   | <b>Traditional Textiles:</b> <ul style="list-style-type: none"><li>Knowing the Traditional textiles of different states of India (a) Woven fabrics- Baluchars, brocades, Kashmir carpets, Patola, Ikat, Pochampalli, Chanderi (b) Printed, painted and dyed- Sanganeri, Bhagru, Kalamkari, Madhubani, Bandhani.</li></ul>                            | 7 |
| <b>VII</b>  | <b>Water</b> <ul style="list-style-type: none"><li>Water and its uses in textile industry, properties,</li><li>Types of water used for processing</li><li>Hardness and removal of Hardness of water.</li></ul>   | 7 |
| <b>VIII</b> | <b>Laundry and dry cleaning of fabrics and garments</b> <ul style="list-style-type: none"><li>Methods of Laundry and Dry cleaning</li><li>Dry cleaning process</li><li>Reagents of Laundry- Blues, Bleaches, Optical Brighteners, Stiffening agents</li><li>Types of soaps and detergents</li><li>Cleaning action of soaps and detergents.</li></ul> | 8 |



Department of Home Science  
B.A. Honors Syllabus

**Suggested Readings:**

- MarshJT:TextileFinishes
  - TrotmanEr:DyeingAnd ChemicalTechnologyOfFibres
  - JosephM:IntroductionToTextiles
  - CorbmanPBernard:Textiles-FibreToFabric
  - Hollen&Saddler:IntroductionToTextile
  - J.Hall:TheStandardHandBookOfTextiles,WoodHeadPublication,2004
  - J.E.Smith:TextileProcessing-Printing,Dyeing,AbhishekPublishing,2003
  - KateBroughton:TextileDyeing,RockportPublishers,1996
  - W.S.Murphy:TextileFinishing,AbhishekPublication,2000
  - Naik.D.Shailiaja:TraditionalEmbroideriesOfIndia,NewAgeInternationalPublishers,1996
  - Naik.D.Shailiaja,Jacque.A.Willson:SurfaceDesigningOfTextileFabrics,NewAgeInternationalPublishers,2006
  - Bhargav,Bela.VastraVigyaan, Univ.BookHousePvt. AvamDhulaiKala,UniversityBookHouse PvtLtd.Jaipur
  - Patni.Manju,VastraVigyaanAvamParidhankaParichay,StarPublications,Agra.
- Suggestive digital platforms  
weblinks-  
SwayamPortal,<http://heecontent.upsdc.gov.in/Home.aspx>

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

**Suggested Continuous Evaluation Methods:**

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

- Attendance.

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



**Department of Home Science**

**B.A. Honors Syllabus**

**B.A. 3<sup>rd</sup> Year (Semester V) Home Science**

**COMMUNITY DEVELOPMENT & PROGRAMME PLANNING**

**(Theory)**

|   |   |                     |
|---|---|---------------------|
| Programme /Class: Degree  | Year:3  | Semester: V         |
| Subject: Home Science   |   |                     |
| Course Code:A130502T  | Course Title: Community Development & Programme planning.<br>(Theory)   |                     |
| Course outcomes: <ul style="list-style-type: none"><li>• Understand the Community Development dynamics &amp; organizing system for Development.</li><li>• Create awareness about the various development programmes.</li><li>• Identify the leadership pattern in the community.</li><li>• Impart skills to implement, monitor &amp; evaluate programmes.</li></ul> |   |                     |
| Credits:4   |   | Core Compulsory     |
| Max.Marks:30+70   |   | Min.PassingMarks:33 |
| TotalNo.ofLectures-60   |   |                     |
| Unit  | Topic   | No.of Lectures      |
| I   | <b>Community Development:</b> <ul style="list-style-type: none"><li>• Meaning, Definition, Functions,Objectives, Philosophy,</li><li>• Principles of Community Development Programme in India.</li></ul>  | 8                   |
| II  | <b>Community Development Organization:</b> <ul style="list-style-type: none"><li>• Meaning, Types,</li><li>• Principles, Role &amp; Administrative Structure at the National,State, District, Block &amp; Village levels.</li></ul>   | 8                   |
| III   | <b>Home Science Extension Education in Community Development:</b> <ul style="list-style-type: none"><li>• Origin, Concept, Need, Importance</li><li>• Contribution of Home Science Extension Education inNational Development.</li></ul>  | 7                   |
| IV  | <b>Recent Development Programme for Women &amp;Children:</b> <ul style="list-style-type: none"><li>• Support to Training &amp; Employment for women (STEP),</li><li>• Swarnjayanti Gram Swarojgar Yogna (SGSY),</li><li>• Integrated Child Development Services(ICDS)etc.</li></ul> | 7                   |



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

|             |  |   |
|-------------|--|---|
| <b>V</b>    | <b>Support Service of Youth Development:</b> <ul style="list-style-type: none"><li>NCC, NSS, Youth Camp, Youth Clubs etc.</li></ul>  | 7 |
| <b>VI</b>   | <b>NGO &amp; Others:</b> <ul style="list-style-type: none"><li>Contribution towards community services, Types &amp; Role of NGO-WHO, CARE, UNICEF, UNESCO, UNDP, CRY, HELP-AGE INDIA.</li></ul>  | 8 |
| <b>VII</b>  | <b>Leadership:</b> <ul style="list-style-type: none"><li>Concept, Definitions, Types, Importance,</li><li>Function and Role of Community leaders.</li><li>Methods of Identifying and Training of leaders.</li></ul>  | 7 |
| <b>VIII</b> | <b>Programme Planning:</b> <ul style="list-style-type: none"><li>Programme planning component cycle and its components-</li></ul> (i) Designing the project – Defining the objectives, Identifying resources, approach, feasibility and Work plan.<br>(ii) Implementation.<br>(iii) Monitoring and Evaluation. | 8 |



Department of Home Science  
B.A. Honors Syllabus

**Suggested Readings:**

- ClarkJohn.(1991).VoluntaryOrganizations:TheirContributiontoDevelopment. London:EarthScan
- Dahama,O.P., &Bhatnagar,O.P.“Extension&RuralWelfare”.NewDelhi:OxfordandIBHPublishingCo. Pvt. Ltd.
- GhoshBholaNath,(1996),“RuralLeadership&Development”MohitPublications,NewDelhi.
- JulieFisher.(2003).Governments,NGO’sandthePoliticalDevelopmentoftheThirdWorld .Jaipur: Rawat Publications
- Mohsionnadeem, (1985), “Rural Development through Government Program” MittalPublicationsNewDelhi.
- ManjuPatni&Harpalini,(2018)PrasarShikshaavamsanchar,StarPublications,Agra.
- Reddy,A[1987].“ExtensionEducation”.Bapatha,Andrapradesh, India.:SreelekshmiPress.
- RaviShankarKumarSingh.(2003). RoleofNGO’sinDevelopingCountries(Potentials,ConstraintsandPolicies). NewDelhi: Deep&DeepPublications (P) Ltd

**Suggested digital platforms web links**

- <https://bit.ly/313Ayaj>
- <https://bit.ly/35RnyAi>
- <https://www.un.org/en/universal-declaration-human-rights/>
- <https://www.un.org/womenwatch/daw/cedaw/text/econvention.htm>
- <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>
- <https://www.undp.org/content/undp/en/home/sustainable-development-goals.html>
- <https://bit.ly/39ROD8X>
- <https://www.unicef.org/>
- <https://www.who.int/about>
- <https://www.careindia.org/>

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

**Suggested Continuous Evaluation Methods:**

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

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

.....in class 12<sup>th</sup>





**Department of Home Science**

**B.A. Honors Syllabus**

**B.A. 3<sup>rd</sup> Year (Semester V) Home Science**  
**COMMUNITY TRANSFORMING (CHANGE) (Practical)**

|   |  |                     |
|---|--|---------------------|
| Programme/Class: Degree   | Year:3   | Semester: V         |
| Subject: Home Science   |  |                     |
| Course Code: A130503P   | Course Title: Community Transformation (Change).(Practical)  |                     |
| Course outcomes: <ul style="list-style-type: none"><li>• Address &amp; resolve women &amp; family related issues.</li><li>• Make use of Audio-visual aids in planning &amp; conducting group communication</li><li>• Understand the role of Government bodies in development of the community.</li><li>• Organizing people for their own development.</li></ul> |  |                     |
| Credit-2  |  | Core Compulsory     |
| Max.Marks:30+70   |  | Min.PassingMarks:40 |
| Total No. of lab. periods 30(60hours)   |  |                     |
| Unit  | Topic  | No.of lab.periods   |
| I   | <ul style="list-style-type: none"><li>• Identify the target group &amp; their relevant issues i.e. help nutrition, Education, Women’s &amp; Family issues followed by preparing a report.</li></ul>                    | 8                   |
| II  | <ul style="list-style-type: none"><li>• Observe &amp; Critical analysis nearby community of women &amp; children related welfare programme followed by the preparation of report.</li></ul>                            | 7                   |
| III   | <ul style="list-style-type: none"><li>• Prepare &amp; learn the use of Audio-visual Aids.</li></ul>  | 7                   |
| IV  | <ul style="list-style-type: none"><li>• Identity to create awareness on the existing contemporary issues.</li><li>• Develop a script in the Folk drama (Nukkad Natak) format to perform in the target group.</li></ul> | 8                   |



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

**Suggested Readings:**

- Mondal Sagar, Misra OP (2018) "Fundamentals of Extension Education & Rural Development", Kalyani Publications, New Delhi.
- Mortiss PD (1988) "Agricultural Extension- Practical Manual" Department of Primary Industries, Queens Land Government.
- Pradhan. K. Varaprasad. C (2018) "Glimpses of Practical in Extension Education", New India Publishing Agency. New Delhi
- Jaipal Singh. "Prasar Shiksha avam Gramin Vikas" SR Scientific Publications, Agra

**1. Suggested digital platforms weblinks-**

<https://bit.ly/3922ZTH>

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 Audio-visual Aids and their use.
- Assessment of techniques and communication skills.
- Assessment of Educational Plan and Visits Record.
- Attendance.

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



**Department of Home Science**

**B.A. Honors Syllabus**

**B. A. 3rd Year (Semester V) Home Science**

**Paper: ENTREPRENEURSHIP FOR SMALL CATERING UNITS**

(Theory)

|   |   |   |                       |
|---|---|---|-----------------------|
| Programme: B.A. Home Science  |   | Year: III   | Semester: V           |
| Paper code: AI30504T  |   | Course Title: ENTREPRENEURSHIP FOR SMALL CATERING UNITS                 |                       |
| <b>Course outcomes:</b> Students will have the knowledge regarding <ul style="list-style-type: none"><li>• Origin of Food Service Units</li><li>• Importance of Men and types of Menu</li><li>• Factors effecting Meal Planning</li><li>• Importance of management especially financial management</li><li>• Budgeting &amp; personnel management</li><li>• Planning the food production process and set up</li></ul> |   |   |                       |
| Credits: 5= 5 (THEORY)  |   | Core Compulsory<br>TOTAL MARKS:100( 70+30 )<br>Theory: 70 Internal : 30 |                       |
| Total No. of Lectures- 60 lectures  |   |   |                       |
| Unit  | Topics  |   | No. of Lectures Total |
| UNIT I  | Unit I<br>Introduction to Food Service Units<br>Origin of Food Service units<br>Kinds of food service units   |   | 5                     |
| UNIT II   | Unit II<br><b>Menu Planning-</b><br>Importance of menu,<br>Factors affecting menu planning<br>Types of menu<br><b>Space and Equipment-</b> Types of kitchen areas, Flow of work and work area relationship<br>Equipment:<br><div>a) Factors affecting selection of equipment</div> <div>b) Equipment needs for different situations</div> |   | 15                    |
| UNIT III  | Unit III<br><b>Organization &amp; Management-</b><br>Principles of management,<br>Functions of management/ manager<br><b>Financial Management:</b> Importance of Financial Management<br>Budgets and Budgeting process, Cost concepts   |   | 20                    |



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|  |  |           |
|--|--|-----------|
|  | <b>Personnel Management</b> <ul style="list-style-type: none"><li>• Functions of a personnel manager,</li><li>• Factors to consider while planning the kind and number of personnel: Menu, type of operations, Type of service, Job description and job specification</li></ul>  |           |
| <b>UNIT IV</b>   | <b>Unit IV</b><br><b>Food Production Process</b><br>Food purchase and receiving<br>Storage<br><b>Quantity food production:</b> Standardization of recipes, Recipe adjustments and portion control, Quantity food production techniques<br>Food service, Food hygiene and sanitation, Preliminary Planning<br>Survey of types of units, identifying clientele, menu, operations and delivery<br>Planning the set up: <ul style="list-style-type: none"><li>a) Identifying resources</li><li>b) Developing Project plan</li><li>c) Determining investments</li><li>d) Development of a business plan</li></ul> | <b>20</b> |
| <b>RECOMMENDED READINGS</b> <ul style="list-style-type: none"><li>• West B Bessie &amp; Wood Levelle (1988) Food Service in Institutions 6th Edition Revised By Hargar FV, Shuggart SG, &amp; Palgne Palacio June, Macmillian Publishing Company New York.</li><li>• Sethi Mohini (2005) Institution Food Management New Age International Publishers</li><li>• Knight J B &amp; Kotschevar LH (2000) Quantity Food Production Planning &amp; Management 3rd edition John Wiley &amp; Sons.</li><li>• Dessler Gary (1987) Personnel Management, Modern Concepts &amp; Techniques Prentice Hall New Jersey</li><li>• Tripathi P C (2000) Personnel management 15th ed Sultan Chand, New Delhi</li><li>• Kazarian E A (1977) Food Service facilities Planning 3rd Edition Von Nostrand Reinhold New York</li><li>• Kotas Richard &amp; Jayawardardene. C (1994) Profitable Food and Beverage Management Hodder &amp; Stoughton Publications</li><li>• Longree K, Langree K, Longrie K (1996) Quantity Food sanitation, John Wiley &amp; sons</li></ul> |  |           |



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

- Roday .S ( 2003) Food Hygiene & Sanitation , Tata McGraw Hill publication Ltd
- Taneja S and Gupta SL ( 2001) Entrepreneurship development, Galgotia Publishing



Department of Home Science

B.A. Honors Syllabus

B. A. 3rd Year (Semester V) Home Science

Paper: PRINCIPLES OF CHILD DEVELOPMENT (Theory)

|  |  |                       |
|--|--|-----------------------|
| Programme: B.A. Home Science   | Year: III  | Semester: V           |
| Paper code: AI30505T   | Course Title: PRINCIPLES OF CHILD DEVELOPMENT  |                       |
| <b>Course outcomes:</b> <ul style="list-style-type: none"><li>• Students will learn regarding</li><li>• History of Child Development</li><li>• Development of principles</li><li>• Prenatal and post natal development</li></ul> |  |                       |
| Credits: 5= 5 (THEORY)   | Core Compulsory<br>TOTAL MARKS:100( 70+30 )<br>Theory: 70 Internal : 30  |                       |
| Total No. of Lectures- 60 lectures   |  |                       |
| Unit   | Topics   | No. of Lectures Total |
| UNIT I   | <b>Unit I: Introduction to Child Development</b> <ul style="list-style-type: none"><li>• Brief history.</li><li>• Scope.</li></ul> Theoretical foundations   | 15                    |
| UNIT II  | <b>Unit II: Methods of Child Study</b> <ul style="list-style-type: none"><li>• Observation</li><li>• Interview</li><li>• Questionnaire</li><li>• Case study</li></ul>  | 20                    |
| UNIT III   | <b>Unit III: Development</b> <ul style="list-style-type: none"><li>• Principles of Development</li><li>• Development Norms</li><li>• Developmental Tasks</li></ul>   | 15                    |
| UNIT IV  | <b>Unit IV: Pre-natal Development &amp; infant development</b> <ul style="list-style-type: none"><li>• Factors affecting Pre natal development</li><li>• Stages of Pre natal development</li><li>• Newborn- Characteristics</li><li>• Reflexes</li><li>• Infant developmental milestones</li></ul> | 25                    |





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

**RECOMMENDED READINGS:**

1. Bannerjee , B.G. (1987). Child Development and Socialization. Delhi: Deep Publications.
2. Hetherington, E.M. and Parke, R.D. (1993). Child Psychology: A contemporary viewpoint. Toronto: McGraw Hill
3. Kanhai, P. (2002.) Encyclopaedia of Child Development. New Delhi: Commonwealth Publishers.
4. Verma, p. &Shireivatava, B.N. (1996).BalmanovigyanBalVikas. Santrock, J.W. (1996.) Child Development. U.S.A.: Brown and Benchmark Publishers.
5. Agarwal, J.C. (2003), Child Development and process of Learning. New Delhi :
6. Shipra Publication



**Department of Home Science**

**B.A. Honors Syllabus**

**B.A. 3<sup>rd</sup> Year (Semester V) HOME SCIENCE**

**ANALYTIC ABILITY AND DIGITAL AWARENESS**

|   |   |  |                   |
|---|---|--|-------------------|
| Programme/ Class: Degree  |   | Year:3   | Semester:5        |
| Subject: Home Science   |   |  |                   |
| Z050501   |   | Course Title: Analytic Ability and Digital Awareness |                   |
| Course outcomes: <ul style="list-style-type: none"><li>• Address &amp; resolve women &amp; family related issues.</li><li>• Make use of Audio-visual aids in planning &amp; conducting group communication</li><li>• Understand the role of Government bodies in development of the community.</li><li>• Organizing people for their own development.</li></ul> |   |  |                   |
| Credit-2  |   | AECC5/Co-curricular course                           |                   |
| Max.Marks:30+70   |   | Min.PassingMarks:40                                  |                   |
| TotalNo.oflab.periods30(60hours)  |   |  |                   |
| Unit  | Topic   |  | No.of lab.periods |
| I   | Alphabet test, Analogy, Arithmetic Reasoning, Blood relations, Coding and Decoding, Inequalities, Logical Venn diagram, Seating Arrangements, Puzzles and Missing numbers   |  | 6L+2T             |
| II  | Syllogism, Pattern completion and figure series, Embeded Figure and counting of figures, Cube & Dice, Paper cutting and folding, Data sufficiency, Course of Action, Critical Reasoning, Analytical and decision making   |  | 5L+2T             |
| III   | <b>Computer Basics:</b><br>Block diagram of Digital Computer, Classification of Computers, Memory System, Primary storage, Auxiliary memory, Cache memory, Computer Software(System/Application Software)<br><b>MS Word Basics:</b> The word screen, Getting to word documents, typing and Revising text, Finding and Replacing, Editing and Proofing tools, Formatting text characters, Formatting Paragraph, Document templates., Page set up, tables, Mail Merge, Macros, protecting documents, printing a document.<br><b>MS-Excel</b><br>Introduction, Worksheet basics, Creating worksheet, Heading information, Data &Text, Date & Time, Alphanumeric values, Saving & quitting worksheet, |  | 2T+3P+3P          |



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|    |  |   |
|----|--|---|
|    | Opening and moving around in an existing worksheet, Toolbars and Menus, Excel shortcut and function keys, Working with single and multiple workbook, Working with formulae & cell referencing, Auto sum, coping formulae, Absolute & relative addressing, Worksheet with ranges, Formatting of worksheet, Previewing & Printing worksheet, Graphs and charts, Database, Creating and using macros, Multiple worksheets concepts  |   |
| IV | <b>Web Surfing:</b><br>An Overview: working of Internet, Browsing the Internet, E-Mail, Components of E-Mail, Address Book, Troubleshooting in E-Mail, Browsers: Netscape Navigator, Microsoft Internet Explorer, Google Chrome, Search Engines, Visiting web sites: Downloading.<br><b>Cyber Security:</b> Introduction to Information System, Type of information system, CIA model of Information Characteristics, Introduction to Information Security, Need of Information Security, Cyber Security,, Business need, Ethical and Professional issues of security. | 8 |



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

**Suggested Readings:**

- Mondal Sagar, Misra OP (2018) "Fundamentals of Extension Education & Rural Development", Kalyani Publications, New Delhi.
- Mortiss PD (1988) "Agricultural Extension - Practical Manual" Department of Primary Industries, Queens Land Government.
- Pradhan. K. Varaprasad. C (2018) "Glimpses of Practical in Extension Education", New India Publishing Agency. New Delhi
- Jaipal Singh. "Prasar Shiksha avam Gramin Vikas" SR Scientific Publications, Agra

**1. Suggested digital platforms weblinks-**

<https://bit.ly/3922ZTH>

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 Readings:**

1. Sharma, A., "How to prepare for Data Interpretation and Logical Reasoning for the CAT" McGraw Hill Education Pvt. Ltd., New Delhi, India, 2011, Ed. 5, ISBN 978 2007 070 481
  2. Aggarwal, R.S., "A Modern Approach to Verbal and Non-verbal Reasoning" S. Chand Publishers New Delhi, India, 2010, ISBN 10: 8121905516
  3. Madan, Sushila, Introduction to Essential tools, Jain Book Agency, New Delhi/India, 2009, 5th ed..
  4. Goel, Anita, Computer Fundamentals, Pearson Education, India, 2012
  5. Michael E. Whitman and Herbert J. Mattord, "Principles of Information Security," Sixth Edition, Cengage Learning, 2017
- Note: Course Books published in Hindi may be prescribed by the Universities.



**Department of Home Science**

**B.A. Honors Syllabus**

**B.A.3<sup>rd</sup> Year (Semester V) Home Science**

**Research Project-1**

|   |   |                     |
|---|---|---------------------|
| Programme/Class:G<br>raduation  | Year:3  | Semester: V         |
| Subject: (Home Science)   |   |                     |
| Course Code:A130504R  | Course Title: Research project  |                     |
| <b>Course outcomes:</b><br>LearnstocommunicatewithcommunityaroundLearnstopr<br>epareasurvey/interviewschedule<br>BecomessensitizedtoproblemsbeingfacedincommunityInc<br>reasesawareness of candidate. |   |                     |
| Credits:0   |   | Core Compulsory     |
| Max.Marks:30+70   |   | Min.PassingMarks:40 |
| TotalNo.oflectures-45hours  |   |                     |
| Unit  | Topics  | No.ofhours          |
| I   | <ul style="list-style-type: none"><li>Survey of community services surrounding living area ofcandidate</li><li>The Candidate has to explore the surroundings and study /identify problem in any one of the following.</li></ul>   | 12                  |
|   | It many include <ul style="list-style-type: none"><li>Anganwadi/ Health services/ Market / Dairy/ Agriculturalfarmland /NGO / Crèche/ Nursery School/ Hospital/ Fitness center/ Diet councillor/ Boutique/Balwadi/ Youth center/ Primarieschool/ Vridha Ashram(old age home)/ Divang school/ Mentally challenged institution/ Village panchayat / Schoolcouncillor/ Dyeing or printing Unit/ Cottage level embroidery or food processing unit / SHGs/ Bank schemes/Subsidies available/ Industry producing consumer goods</li></ul> |                     |
| II  | <ul style="list-style-type: none"><li>Seek permission to carry the visits,</li><li>Plan Visits to the area/ site fordeveloping an understanding</li></ul>   | 11                  |
| III   | <ul style="list-style-type: none"><li>Develop a tool for conducting a survey of the selected area and collect data from the area/ seek permission to conductshort training in the area.</li></ul>   | 12                  |
| IV  | <ul style="list-style-type: none"><li>A detailed Report to be prepared and submitted.</li></ul>   | 10                  |



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

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|  |
| This course can be opted as an elective by the students of following subjects: Open for all<br>.....   |
| <b>Suggested Continuous Evaluation Methods:</b><br>Prepare Survey or tool on any one of the above<br>areas Collection of data related to the area.<br>A letter certifying the authenticity of work done from the mentor Report<br>to the identified problems and survey conducted. |
| <b>Course prerequisites:</b> To study this course, a student must have had cleared the 4th semester  |





Department of Home Science

B.A. Honors Syllabus

B.A.3<sup>rd</sup> Year (Semester VI) Home Science

DIETETICS AND THERAPEUTIC NUTRITION (Theory)

|  |   |                |
|--|---|----------------|
| Programme/Class:<br>Certificate  | Year:3  | Semester: VI   |
| <b>Subject: Home Science</b>   |   |                |
| CourseCode:A130601T  | Course Title: Dietetics And Therapeutic Nutrition   |                |
| Course outcomes: <ul style="list-style-type: none"><li>• Gain knowledge of principles of diet therapy</li><li>• Develop and understand modification of the normal diet for therapeutic purposes</li><li>• Practical knowledge of dietary management in some common disorders</li></ul> |   |                |
| Credits:4  | Core Compulsory   |                |
| Max.Marks:30+70  | Min.PassingMarks:33   |                |
| TotalNo.ofLectures-60  |   |                |
| Unit   | Topics  | No. ofLectures |
| I  | <b>Introduction</b> <ul style="list-style-type: none"><li>• Definition of Health Dietetics and Therapeutic Nutrition</li><li>• Importance of Diet Therapy</li><li>• Facts about fast foods/Junk foods</li><li>• Objectives of therapeutic Diet</li><li>• Principles of diet therapy</li></ul>   | 07             |
| II   | <b>Diet and feeding methods</b> <ul style="list-style-type: none"><li>• Modification of normal diets for therapeutic purposes</li><li>• Methods of modification<ul style="list-style-type: none"><li>• On the basis of nutrients</li><li>• On basis of consistency</li></ul></li><li>• Different feeding methods<ul style="list-style-type: none"><li>• Oral feeding</li><li>• Tube feeding</li></ul></li></ul> | 07             |



**Department of Home Science**

**B.A. Honors Syllabus**

|            |  |    |
|------------|--|----|
| <b>III</b> | Energy Metabolism <ul style="list-style-type: none"><li>• The calorific value of food</li><li>• Measurement of energy exchange in the body<ul style="list-style-type: none"><li>• Direct calorimeter</li><li>• Indirect calorimeter</li></ul></li><li>• Factors influencing the Basal Metabolic Rate</li><li>• Factors influencing the total energy requirement</li></ul>                              | 08 |
| <b>IV</b>  | Diet during fevers and infections <ul style="list-style-type: none"><li>• Introduction to fever –Acute fever<br/>–Chronic fever</li><li>• Important changes in nutrition during fever</li><li>• Modification of the diet</li></ul>   | 07 |
| <b>V</b>   | Diet during Digestive system disorders <ul style="list-style-type: none"><li>• Peptic ulcers–Causes, symptoms and diet modification</li><li>• Diarrhea and Constipation –Causes, treatment and diet Modification</li></ul>   | 08 |
| <b>VI</b>  | Weight Management <ul style="list-style-type: none"><li>• Overweight and Obesity<ul style="list-style-type: none"><li>–Introduction to Obesity</li><li>–Causes of Obesity</li><li>–Diet Modification</li></ul></li><li>• Underweight<ul style="list-style-type: none"><li>–Causes</li><li>–Treatment</li><li>–Diet Therapy</li></ul></li></ul>   | 07 |
| <b>VII</b> | Therapeutic Diets in Cardiac Diseases <ul style="list-style-type: none"><li>• Atherosclerosis<ul style="list-style-type: none"><li>–Introduction</li><li>–Dietary factors influencing lipid level in blood</li><li>–Modification of diet and Meal Pattern</li></ul></li><li>• Hypertension<ul style="list-style-type: none"><li>–Causes and symptoms</li><li>–Diet in Hypertension</li></ul></li></ul> | 08 |



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|   |  |    |
|---|--|----|
| VIII  | <p>Endocrinal Disorders</p> <ul style="list-style-type: none"> <li>• Introduction to endocrinology</li> <li>• Various endocrine glands and their functions : Thyroid, Adrenal and Pancreas</li> <li>• Diabetes Mellitus—occurrence types, symptoms, metabolic changes, dietary modification and educating the patient</li> </ul> | 08 |
| <p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>❖ SumatiRMudambi—<br/>“Fundamentals of food, Nutrition and Diet Therapy”, New Age International Pvt. Ltd, New Delhi, 6<sup>th</sup> Edition (2018).</li> <li>❖ BSrilakshmi- “Dietetics”, New Age International Publishers, New Delhi 2017</li> <li>❖ BamjiMS, KrishnaswamyK and BrahmamGNV (Eds) (2009), Textbook of Human Nutrition, 3<sup>rd</sup> Edition, Oxford &amp; IBH Publishing Co. Pvt. Ltd. New Delhi</li> <li>❖ Dr. Brinda Singh-<br/>Aahar Vigyanam Poshan., Panchsheel Prakashan, Jaipur, 2015; 13<sup>th</sup> Ed.</li> <li>❖ Dr. Sheel Sharma, “Nutrition and Diet Therapy” PEEPEE Publishers and Distributors (P) Ltd. Delhi, 2014, 1<sup>st</sup> Ed.</li> <li>❖ Shubhangini AJoshi,—<br/>“Nutrition and Dietetics”, McGraw Hill Education Private Ltd., New Delhi, 2013</li> <li>❖ Kumudkhanna—<br/>“Textbook of Nutrition and Dietetics”, Elite Publishing House Pvt. Ltd, New Delhi, 7<sup>th</sup> Ed. 2013</li> </ul> <p>MSwaminathan—Essentials of food and Nutrition, Vol III, Applied Aspects,<br/>Bangalore Printing and Publishing Co. Ltd, Bangalore, 2<sup>nd</sup> Edition 1985, Reprint 1997.</p> |  |    |
| <p>This course can be opted as an elective by the students of following subjects: Open for all<br/>.....</p>  |  |    |
| <p><b>Suggested Continuous Evaluation Methods:</b></p> <ul style="list-style-type: none"> <li>• Test with multiple choice questions/short and long answer questions</li> <li>• Menu planning and calculation of nutrient requirement</li> <li>• Seminar on any above topics</li> </ul>  |  |    |
| <p>Course prerequisites: To study this course, a student must have had the subject ..... in class/12<sup>th</sup>/certificate/diploma.<br/>.....</p>  |  |    |
| <p><b>Suggested equivalent online courses:</b><br/>IGNOU and other centrally/state operated Universities/MOOC platformssuch as “SWAYAM” in India and abroad<br/><a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a></p>   |  |    |
| <p><b>Further Suggestions:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>  |  |    |



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**B.A. Honors Syllabus**

**B.A.3<sup>rd</sup> Year (Semester VI) Home Science**

**RESEARCH METHODOLOGY AND GENDER  
 DEVELOPMENT**

**(Theory)**

|   |  |                |
|---|--|----------------|
| Programme/Class: Degree   | Year:3   | Semester: VI   |
| Subject: Home Science   |  |                |
| Course Code:A130602T  | Course Title: Research Methodology and Gender Development (Theory)   |                |
| Course outcomes:<br>The student at the completion of the course will be able to: <ul style="list-style-type: none"><li>• Explain the concept and use of Research.</li><li>• Develop a research proposal.</li><li>• Learn about the data, sample and report writing.</li><li>• Conduct survey.</li><li>• To develop insight into the General issues of women.</li><li>• To understand strategies for empowerment of women.</li></ul> |  |                |
| Credits:4   | Core Compulsory  |                |
| Max.Marks:30+70   | Min.PassingMarks:33  |                |
| Total No.of Lectures-60 Lectures  |  |                |
| Unit  | Topic  | No.of Lectures |
|   | <b>PART A</b>  |                |
| <b>I</b>  | Social Research: <ul style="list-style-type: none"><li>• Concept,</li><li>• Scope,</li><li>• Steps of research</li></ul>   | 6              |
| <b>II</b>   | Sampling <ul style="list-style-type: none"><li>• Concept, Techniques, Principles and Limitations of sampling.</li></ul>  | 6              |
| <b>III</b>  | Data Collection: <ul style="list-style-type: none"><li>• Sources of Data Collection: Primary &amp; Secondary</li><li>• Tools of Data collection: Interview schedule, Observation, Questionnaire</li><li>• Methods of data collection</li></ul> | 8              |



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|      |  |    |
|------|--|----|
| IV   | Report Writing <ul style="list-style-type: none"><li>• Summary, Conclusion and Recommendations</li><li>• Writing references</li><li>• Writing process of research report: Formal Style of writing, Preface, Chapterization, Headings, Tables and</li></ul>   | 10 |
|      | Figures, Appendices, Bibliography and Acknowledgement  |    |
|      | PART B   |    |
| V    | <b>Women in Development:</b> <ul style="list-style-type: none"><li>• Capacity Building for women-Education, Decision Making abilities, Opportunities,</li><li>• Awareness &amp; Information on social and legal issues.</li></ul>  | 8  |
| VI   | <b>Women's Organizations &amp; Collective Strength:</b> <ul style="list-style-type: none"><li>• Women's action groups and women's participation in development initiative.</li></ul>   | 7  |
| VII  | <b>Employment Trends of women:</b> <ul style="list-style-type: none"><li>• Need for self-employment,</li><li>• Opportunities &amp; challenges in an organized and un-organized sector.</li></ul>   | 7  |
| VIII | <b>Entrepreneurship Development to empower women:</b> <ul style="list-style-type: none"><li>• Motivation, Development of women entrepreneurs in India, Schemes available to encourage women entrepreneurship.<ul style="list-style-type: none"><li>➤ Bhartiya Mahila Bank Business Loan</li><li>➤ Annapurna Scheme.</li><li>➤ Stree Shakti Package</li><li>➤ Mudra yojana scheme for women.</li><li>➤ Mahila udyam nidhi scheme.</li></ul></li></ul> | 8  |



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**Suggested Readings:**

1. C.R.Kothari:Research Methodology-MethodandTechniques
2. R.Kumar:ResearchMethodology:AstepbyStep GuideforBeginners
3. M.H.Gopal:IntroductiontoResearchMethodologyforSocialSciences
4. Good,Carter,ScalesandDouglas:MethodsofResearch
5. Bhasin,Kamla (2000).UnderstandingGender.NewDelhi.KaaliforWomen.
6. Devi, Uma (1994). Women Work, Development and Ecology. New Delhi, Har-AnandPublications.
7. Krishna,Sumi(2007). Women's LivelihoodRights:RecastingCitizenshipforDevelopment,NewDelhi, SagePublications.
8. Sohoni,KNeerj,(1994), StatusofGirlsinDevelopmentStrategies,NewDelhi,Har-AnandPublications.
9. Gundry Lisa K. &Kickul Jill R.,2007, Entrepreneurship Strategy: Changing Patterns in NewVenture
10. Creation,Growth,andReinvention,SAGEPublications, Inc.
11. Taneja&Gupta,2001,EntrepreneurDevelopment-NewVentureCreation,GalgotiaPublishingCompany
12. Patni,Manju.AnusandhanVigyaan,StarPublications,Agra.
13. Sudha,G.S.VyavsayikPrabandhkeSiddhantavamUdyamita,RBDPublications.
14. Gupta ,U.C.UdyamitaVikas,KailashPustakSadan, BhopalSuggestivedigitalplatformsweblinks-e-PGPathshala-Inflibnet

Thiscoursecanbeoptedasanelectivebythestudentsoffollowingsubjects:Openforall

- Theeligibilityforthispaper is10+2 withanysubject



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**Suggested Continuous Evaluation Methods:**

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

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

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

**Suggested equivalent online courses:**

- IGNOU & Other centrally/state operated Universities/MOOC platformssuchas “S WAYAM” in India and Abroad.

**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.3<sup>rd</sup> Year (Semester VI)**

**HOME SCIENCE**

**THERAPEUTIC DIET PREPARATION AND NUTRIENT EVALUATION**

**(Practical)**

|   |   |                     |
|---|---|---------------------|
| Programme/Class:<br>Certificate   | Year:3  | Semester:6          |
| Subject: Home Science(Practical)  |   |                     |
| CourseCode:A130603P   | Course Title: Therapeutic Diet Preparation and Nutrient Evaluation  |                     |
| Course outcomes:<br>1- Gain knowledge of principles of diet therapy<br><br>2-Develop and understand modification of the normal diet for therapeutic purposes<br><br>3- Practical knowledge of dietary management in some common disorders |   |                     |
| Credits: 2  |   | Core Compulsory     |
| Max. Marks: 30+70   |   | Min.PassingMarks:40 |
| Total No. of lab.periods-30(60hours)  |   |                     |
| Unit  | Topic   | No.of lab. periods  |
| I   | <ul style="list-style-type: none"><li>Modification of normal diet for therapeutic purposes-preparation and presentation</li></ul>   | 06                  |
| II  | Therapeutic Diet Preparation and Nutrient Calculation of <ul style="list-style-type: none"><li>Diet in fever</li><li>Diet in diarrhea</li><li>Diet in Constipation</li></ul>  | 08                  |
| III   | Therapeutic Diet Preparation and Nutrient Calculation of some Common Disorders <ul style="list-style-type: none"><li>Diet in diabetes Mellitus</li><li>Diet in Hypertension</li><li>Diet in Atherosclerosis</li></ul> | 08                  |
| IV  | DietaryModificationforweightmanagement – PreparationandNutrient Calculationof diet in- <ul style="list-style-type: none"><li>Overweight&amp;obesity</li><li>Underweight</li></ul>                                     | 08                  |
| SuggestedReadings:<br>❖ SumatiRMudambi–“Fundamentalsoffood,NutritionandDietTherapy”,NewAge  |   |                     |



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|   |
|---|
| <p>International Pvt. Ltd, New Delhi, 6<sup>th</sup> Edition (2018).</p> <ul style="list-style-type: none"><li>❖ B. Srilakshmi- "Dietetics", New Age International Publishers, New Delhi 2017</li><li>❖ Bamji MS, Krishnaswamy K and Brahmam GNV (Eds) (2009), Textbook of Human Nutrition, 3<sup>rd</sup> Edition, Oxford &amp; IBH Publishing Co. Pvt. Ltd. New Delhi</li><li>❖ Dr. Brinda Singh-<br/>Aahar Vigyanam Poshan,, Panchsheel Prakashan, Jaipur, 2015; 13<sup>th</sup> Ed.</li><li>❖ Dr. Sheel Sharma, "Nutrition and Diet Therapy" PEE PEE Publishers and Distributors (P) Ltd. Delhi, 2014, 1<sup>st</sup> Ed.</li><li>❖</li></ul> |
| <p>This course can be opted as an elective by the students of following subjects: Open for all .....</p>  |
| <p><b>Suggested Continuous Evaluation Methods:</b></p> <ul style="list-style-type: none"><li>• Test with multiple choice questions/short and long answer questions</li><li>• Menu planning and calculation of nutrient requirement</li></ul>  |
| <p>Course prerequisites: To study this course, a student must have had the subject ..... in class/12<sup>th</sup>/certificate/diploma.<br/>.....</p>  |
| <p><b>Suggested equivalent online courses:</b><br/>IGNOU and other centrally/state operated Universities/MOOC platformssuch as "SWAYAM" in India and abroad Svayam Portal,<br/><a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a></p>  |
| <p><b>Further Suggestions:</b><br/>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.</p>   |



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B.A. Honors Syllabus

**B. A. 3rd Year (Semester VI) Home Science**  
**Paper: INTRODUCTION TO FOOD SAFETY (Theory)**

|   |   |                       |
|---|---|-----------------------|
| Programme: B.A. Home Science  | Year: III   | Semester: VI          |
| Paper code: AI30604T  | Course Title: INTRODUCTION TO FOOD SAFETY   |                       |
| <b>Course outcomes:</b> Students will learn regarding <ul style="list-style-type: none"><li>• Health Care Service in our country</li><li>• Food Safety and Storage</li><li>• Causes of food spoilage and adulteration</li><li>• Food laws</li></ul> |   |                       |
| Credits: 5= 5 (THEORY)  | Core Compulsory<br>TOTAL MARKS:100( 70+30 )<br>Theory: 70 Internal : 30   |                       |
| Total No. of Lectures- 60 lectures  |   |                       |
| Unit  | Topics  | No. of Lectures Total |
| UNIT I  | <b>Introduction to PHN</b> <ul style="list-style-type: none"><li>• Definition of PHN</li><li>• Levels of health care services</li></ul>   | 10                    |
| UNIT II   | <b>Food Safety and Storage</b> <ul style="list-style-type: none"><li>• Concept of food safety, Key terms, Factors affecting food safety, recent concerns</li><li>• Food safety measures: basic concept of HACCP</li><li>• safe food handling practices and storing food safely</li><li>• Food additives</li></ul>                             | 25                    |
| UNIT III  | <b>Food Adulteration</b> <ul style="list-style-type: none"><li>• PFA definition of food adulteration</li><li>• Adulterants in commonly consumed food items</li><li>• Accidental contamination: botulism, staphylococcal and aflatoxin intoxication</li><li>• Importance of food labels in processed foods and nutritional labelling</li></ul> | 15                    |
| UNIT IV   | <b>Food Laws</b> <ul style="list-style-type: none"><li>➤ Food laws, regulations and stands<ul style="list-style-type: none"><li>• Codex Alimentarius</li></ul></li></ul>  | 15                    |



**Department of Home Science**

**B.A. Honors Syllabus**

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"><li>• Prevention of Food Adulteration (PFA) Act</li><li>• Agmark</li><li>• Fruit Products Order (FPO)</li><li>• Meat Products Order (MPO)</li><li>• Bureau of India Standards (BIS)</li><li>• MMPO</li><li>• FSSAI</li></ul> <p>➤ Simple test for food adulteration</p> <ul style="list-style-type: none"><li>• Case Study on food safety issues-ICDS/MDM/Diarrheal outbreak/ any other</li></ul> |  |
|--|---|--|

**RECOMMENDED READINGS:**

1. Mudambi, SR and Rajagopal, MV. Fundamentals of foods, Nutrition and Diet Therapy; Fifth Ed; 2007; New Age International Publishers
2. Wardlaw GM, Hampl JS. Perspectives in Nutrition; Seventh Ed; 2007; McGraw Hill..
3. Sethi P and LAKRA P Aahaarvigyaan, Poshanevamsuruksha, Elite Publishing house, 2015
4. Khanna K et al. Textbook of Nutrition and Dietetics;2013 ; Phoenix Publisher.
5. Sharma S, Wadhwa A. Nutrition in the Community- A textbook of human Nutrition; 2009; Oxford & IBH Publishing Co. Pvt Ltd.
6. The Food Safety and Standards Act along with Rules and Regulations. Delhi: Commercial Law Publishers (India) Pvt, 2011.



Department of Home Science

B.A. Honors Syllabus

B. A. 3rd Year (Semester VI) Home Science

Paper: PARENTING

|  |   |   |                       |
|--|---|---|-----------------------|
| Programme: B.A. Home Science   |   | Year: III   | Semester: VI          |
| Paper code: AI30605T   |   | Course Title: PARENTING   |                       |
| <b>Course outcomes:</b> Students will learn regarding <ul style="list-style-type: none"><li>• Family and its importance in parenting</li><li>• Functions of family and role of parents in parenting</li><li>• Features and challenges of parenting</li><li>• Importance of family interactions</li></ul> |   |   |                       |
| Credits: 5= 5 (THEORY)   |   | Core Compulsory<br>TOTAL MARKS:100( 70+30 )<br>Theory: 70 Internal : 30 |                       |
| Total No. of Lectures- 60 lectures   |   |   |                       |
| Unit   | Topics  |   | No. of Lectures Total |
| UNIT I   | Parenting: An Overview<br>Family as a System<br>Styles of Parenting: Diana Baumrind<br>Gender, Parenting and Co – parenting in Indian context<br>Communicating Love   |   | 15                    |
| UNIT II  | Concept of family and role of parents<br>Indian Society and the Family System<br>Functions of the family<br>Role of Parents and other Partners in Parenting<br>Parenting and its influence on children: role of birth order, siblings, socio-economic status, cultural, regional background, type of family, lifestyle, values and education on parenting practices |   | 20                    |
| UNIT III   | Parenting from infancy through Adolescence: Features and challenges (with emphasis on Indian family set up) <ul style="list-style-type: none"><li>• Parenting an Infant</li><li>• Parenting a toddler</li><li>• Parenting a preschooler</li><li>• Parenting in middle childhood years</li><li>• Parenting in adolescence</li></ul>                                  |   | 20                    |



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|         |  |           |
|---------|--|-----------|
| UNIT IV | <b>Unit IV</b><br><b>20</b><br><b>Parents and within family interactions</b> <ul style="list-style-type: none"><li>• Parent-child interactions in Indian family context</li><li>• Parents and External influence : Peers, school and electronic media</li><li>• Sharing of responsibilities, social emotional support, household tasks</li><li>• Interaction with grandparents</li></ul> | <b>15</b> |
|---------|--|-----------|

**RECOMMENDED READINGS:**

- Gupta Sangeetha (2006). *The Joy of Parenting*, Unicorn Books, New Delhi Holden W George (2010). *Parenting - A Dynamic Perspective*, Sage Publications, New Delhi.
- Santrock W. John, (2007). *Adolescence*, Tata McGraw- Hill, New Delhi
- Anandalakshmy, S. (2010). *Through the lens of culture: Centuries of childhood and education in India*. Monographs of BalaMandir Research Foundation. Chennai: BalaMandir Research Foundation.
- Anandalakshmy, S. (1981). Socialisation for competence. Unpublished MS, ICSSR, New Delhi.
- Ariès, P. (1962). *Centuries of childhood: A social history of family life*. Trans. Robert Baldick. New York: Vintage.
  - Baldick. New York: Vintage.
- Babu, N., & Misra, S. (2000). Development of mental state verbs among Oriya speaking children: Pragmatics and semantics. *Psychological Studies*, 45(1&2), 24 - 29.
- Berry, J. W; Dasen, Pierre R., & Saraswathi, T. S. (Editors) (1997), [\*Handbook of Cross-cultural Psychology\*](#), Vol 2: Basic processes and human development (2nd ed.), Boston: Allyn and Bacon.
- Blanton Brad, (2005). *Radical Parenting*, Magna Publishing Co. Ltd, Mumbai Chapman Garry, (1995). *Five Love Languages*, Northfield Publishing, Chicago
- Chaudhary, N. (2012). Negotiating with autonomy and relatedness: Dialogical processes in everyday lives of Indians. In: H. J. M. Hermans, & T. Gieser. *Handbook of Dialogical Self Theory*. (pp. 169-184). Cambridge, UK: Cambridge University Press.
- Chaudhary, N. (2010). Book review, *Handbook of Indian Psychology* by K. R. Rao, A. C. Paranjpe & A. K. Dalal (Eds. 2008). *Journal of Cross-Cultural Psychology*, 41(2), 284 – 292.
- Chaudhary, N. (2008). Methods for a cultural science. In, S. Anandalakshmy, N. Chaudhary, & N. Sharma, (Eds.). *Researching families and children: Culturally appropriate methods*. (pp. 29 - 52). New Delhi: Sage.



**Department of Home Science**

**B.A. Honors Syllabus**

**B. A. 3rd Year (Semester VI)**

**Home Science**

**Paper: COMMUNICATION SKILLS AND PERSONALITY DEVELOPMENT**

|  |   |  |                       |
|--|---|--|-----------------------|
| Programme: B.A. Home Science   |   | Year: III  | Semester: VI          |
| Paper code: Z060601  |   | Course Title: COMMUNICATION SKILLS AND PERSONALITY DEVELOPMENT               |                       |
| <b>Course Outcomes:</b> <ul style="list-style-type: none"><li>• To understand the concept of Personality.</li><li>• To learn what personal grooming pertains.</li><li>• To learn to make good resume and prepare effectively for interview.</li><li>• To learn to perform effectively in group discussions.</li><li>• To explore communication beyond language.</li><li>• To learn to manage oneself while communicating.</li><li>• To acquire good communication skills and develop confidence.</li></ul> |   |  |                       |
| Credits: 0   |   | Co-curricular course<br>TOTAL MARKS:100( 70+30 )<br>Theory: 70 Internal : 30 |                       |
| Total No. of Lectures- 30 lectures   |   |  |                       |
| Unit   | Topics  |  | No. of Lectures Total |
| UNIT I   | <b>PERSONALITY AND PERSONAL GROOMING</b><br>Understanding Personality <ul style="list-style-type: none"><li>• Definition and Meaning of Personality</li><li>• Types of Personality</li><li>• Components of Personality</li><li>• Determinants of Personality</li><li>• Assessment of Personality</li></ul> Grooming Self <ul style="list-style-type: none"><li>• Dress for success</li><li>• Make up &amp; skin care</li><li>• Hair care &amp; styles for formal look</li><li>• Art of accessorizing</li><li>• Oral Hygiene</li></ul> |  | 7                     |
| UNIT II  | <b>INTERVIEW PREPARATION AND GROUP DISCUSSION</b> <ul style="list-style-type: none"><li>• Meaning and Types of Interview [ Face to Face, Telephonic, Video]</li></ul>   |  | 8                     |





Department of Home Science

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|                 |   |          |
|-----------------|---|----------|
|                 | <ul style="list-style-type: none"><li>• Interview procedure [ Opening, Listening, Closure]</li><li>• Preparation for Interview</li><li>• Resume Writing</li><li>• LinkedIn Etiquette</li><li>• Meaning and methods of Group Discussion</li><li>• Procedure of Group Discussion.</li><li>• Group Discussion simulation</li><li>• Group discussion common error</li></ul>   |          |
| <b>UNIT III</b> | <b>BODY LANGUAGE AND BEHAVIOUR</b> <ul style="list-style-type: none"><li>• Concept of human behavior</li><li>• Individual and group behavior</li><li>• Developing Self-Awareness</li><li>• Behaviour and body language</li><li>• Dimensions of body language:<br/>Proxemics<br/>Haptics<br/>Oculesics<br/>Paralanguage<br/>Kinesics<br/>Sign Language<br/>Chromatics<br/>Chronemics<br/>Olfactics</li><li>• Cultural differences in Body Language</li><li>• Business Etiquette &amp; Body language</li><li>• Body Language in the Post Corona Era</li><li>• Virtual Meeting Etiquette</li><li>• <input type="checkbox"/> Social Media Etiquette</li></ul> | <b>7</b> |
| <b>UNIT IV</b>  | <b>ART OF GOOD COMMUNICATION</b> <ul style="list-style-type: none"><li>• Communication Process</li><li>• Verbal and Non-verbal communication</li><li>• 7 C's of effective communication</li><li>• Barriers to communication</li><li>• Paralinguistics</li><li>Pitch</li><li>Tone</li><li>Volume</li><li>Vocabulary</li><li>Word stress</li><li>Pause</li></ul>  | <b>8</b> |



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|   |  |  |
|---|--|--|
|   | <ul style="list-style-type: none"><li>• Types of communication</li></ul> Assertive<br>Aggressive<br>Passive Aggressive <ul style="list-style-type: none"><li>• Listening Skills</li><li>• Questioning Skills</li><li>• Art of Small Talk</li><li>• Email Writing</li></ul> |  |
| <b>Suggested Readings:</b> <ol style="list-style-type: none"><li>1. Cloninger, S.C. , “Theories of Personality : Understanding Person”, Pearson, New York, 2008, 5th edition.</li><li>2. Luthans F, “Organizational Behaviour”, McGraw Hill, New York, 2005, 12th edition.</li><li>3. Barron, R.A. &amp; Brian D, “Social Psychology”, Prentice Hall of India, 1998, 8th edition.</li><li>4. Adler R.B., Rodman G. &amp; Hutchinson C.C. , “Understanding Human Communication”, Oxford University Press : New York, 2011.</li></ol> |  |  |



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**B.A. Honors Syllabus**

**B.A.3<sup>rd</sup> (Semester VI)**

**Home Science**

**Research Project-II**

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| Programme/Class:<br>Graduation   | Year:3   | Semester: VI      |
| Subject: Home Science  |  |                   |
| CourseCode:A130604R  | Course Title: Research Project II  |                   |
| Course outcomes:<br>Learns to communicate with community around<br>Becomes sensitive to needs of the society where she lives<br>Tries with some intervention plan for problems faced in community<br>Improves writing and presentation abilities of the candidate. |  |                   |
| Credits:0  | Research Project   |                   |
| Max.Marks:30+70  | Min.PassingMarks:40  |                   |
| TotalNo.ofLectures-45(hours)   |  |                   |
| Unit   | Topics   | No. of<br>Lecture |
| I  | The Candidate has to select and give inputs in any one of the following.<br><br>It many include <ul style="list-style-type: none"><li>• Anganwadi/ Health services/ Market / Dairy/ Agriculturalfarmland /NGO / Crèche/ Nursery School/ Hospital/ Fitness center/ Diet councillor/ Boutique/Balwadi/ Youth center/ Primaryschool/ Vridha Ashram(old age home)/ Divang school/ Mentally challenged institution/ Village panchayat / Schoolcouncillor/ Dyeing or printing Unit/ Cottage level embroidery or food processing unit / SHGs/ Bank schemes/Subsidies available/ Industry producing consumer goods</li></ul> | 12                |
| II   | <ul style="list-style-type: none"><li>• An intervention plan would be developed based onproblem identified in the area/ a field visit is mandatory to develop an understanding of the whole process.</li></ul>   | 11                |
| III  | <ul style="list-style-type: none"><li>• The planned intervention to be carried in the selected area</li><li>• Based on the intervention, the pre-intervention state and post intervention data has to be collected and compared /based on visit and interaction the detailed indepth data has to be collected.</li></ul>   | 12                |
| IV   | <ul style="list-style-type: none"><li>• A detailed Report is to be submitted and evaluated.</li></ul>  | 10                |

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

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| This course can be opted as an elective by the students of following subjects: Open for all<br>.....   |
| <b>Suggested Continuous Evaluation Methods:</b> <ul style="list-style-type: none"><li>• Prepared intervention plan on any one of the above areas</li><li>• Collection of data related to the area.</li><li>• A letter certifying the authenticity of work done from the mentor</li><li>• Report of the implemented plan and impact/experience of intervention.</li></ul> |
| <b>Course prerequisites:</b> To study this course, a student must have had cleared the 4th semester  |