



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.Sc. Honors 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 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 (One hour Lecture for theory & two hours lab for practicals)
3	CIE	Continuous Internal Evaluation
4	UE	University Exam.
5	Th.	Theory paper
6	Prac.	Practical paper
7	UG	Under Graduation
8	PG	Post Graduation
9	MM	Maximum marks
10	POs	Programme Outcomes
11	PSOs	Programme Specific Outcomes
12	COs	Course Outcome
13	GE	Generic Elective
14	SEC	Skill Enhancement Course
15	AECC	Ability Enhancement Compulsory Course

Applicability

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

Minimum Eligibility for Admission:

- For admission in B.A. Honors Home Science the student should have Intermediate or equivalent examination from a recognized board/institution including madarsaboard of all state with a minimum of 45% marks in aggregate for General/OBC and 40% for SC/ST candidates.
- 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 Course shall be 60 each.

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

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

Course Content-

- **Core Courses I –IV Semester**- 3 Core Courses of 06 credit each [$18 \times 4 = 72$ 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.

2.3 Vocational/Skill Development Courses

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

2.4 Co-Curricular Courses(Qualifying)



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

2.5 Research Project /Industrial training

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

3 Credit and credit determination

- One credit paper of theory will carry one hour/week of teaching assignments, means 15 hours of teaching assignments in 15 weeks of a semester will be done.
- One credit paper of Practical / Internship / Field Work etc. will consist of two hours /



per week teaching assignments i.e. 30 hours of practical / internship / field work etc. in 15 weeks of a semester. In computing the workload of the teacher, the workload of one hour of theory will be equal to the workload of two hours of practical / internship / field work etc.

- All credit related work will be done through "State Level Academic Bank of Credit", the guidelines of which will be issued separately.
- A student can obtain a one-year certificate with a minimum of 46 credits, a two-year diploma with a minimum of 92 credits, and a three-year bachelor's degree with a minimum of 132 credits. Beyond this, students can pursue a four-year bachelor's (including research) degree with a minimum of 184 credits, a master's degree with a minimum of 232 credits, and a PGDR with a minimum of 248 credits can take. Once the credits are used, the student will not be able to use the credits for those papers again. For example, if a student obtains a certificate after one year using 46 credits, then his credits will be treated as expenses. If he wants to take Diploma after some years, he will either surrender his original certificate to the University and re-credit 45 credits to the account or re-credit new 46 credits and on the basis of which the second year (actual third year can earn 92 (46+46) credits and can take diploma. Similar arrangement will be there for the coming years also. If the student studies continuously and does not take certificate/diploma, then he can take the degree on the basis of 132 credits. You can get a degree.
- If a competent student will obtain the required credits for the degree in less time, then there will be a facility of gap on obtaining minimum credits, but the degree will be granted only after three years. During the interval he will be free to do any work.
- Earned credit will be in the form of certificate. In case of change of faculty or subject in second year. Category and not a diploma, because in order to obtain a diploma, he must obtain the necessary credits in the same subject.
- In the same faculty in which the student will obtain at least 60 percent credit in three years He will be given a degree and according to the rules in the university, the facility of admission in postgraduate will be given.
- If the student is not able to obtain at least 60 percent of the total credits of the three major subjects in three years in any one of the faculty major, then he will be awarded the degree of Bachelor of Liberal Education and he will be awarded the degree of



Bachelor of Liberal Education. in which the prerequisite of any subject at the graduation level will not be required.

- If any eligible student can re-credit his/her credit by taking certificate/diploma and he/she fails in the next examination, he/she can get the certificate/diploma again by using the credits re-credited.

4 Credit system:

- A 4 credit **theory course/paper** will have four Lectures/periods (of one hour) in a week. In one full semester the course will be covered in 60 Lectures.
- Similarly, a six credit **theory course/paper** will have six Lectures/periods (of one hour) in a week. In one full semester the course will be covered in 90 Lectures.
- A Two credit **practical course/paper** will have two Lab periods (of two hours each) in a week. In one full semester the course will be covered in 30 Lab periods (60 hours).
- Similarly, a four credit **practical course/paper** will have four Lab periods (of two hours each) in a week. In one full semester the course will be covered in 60 Lab periods (120 hours).

5 Attendance and credit determination

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

6 Continuous Internal Evaluation (CIE):

- Continuous internal evaluation will be performed by the teacher concerned.
- It is proposed that CIE be kept at present, at 30% of total assessment in a Theory paper. It can be increased in steps up to 50% over a period of time.
- The practical papers in all semesters will have 30% CIE and 70% UE, will be conducted at the end of the semester by one internal examiner and one external examiner appointed by the University.



7 Marking system:

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



Course Structure of B.Sc. Home Science Honors:

Year	Sem	Subject	Course Code	Paper Title	Theory	Practical	Total Credits
1	I	Core Compulsory 1	BHSCC1	Human Development I: The Childhood Years	4	2	6 (4+2)
		Core Compulsory 2	BHSCC2	Food and Nutrition	4	2	6 (4+2)
		Core Compulsory 3	BHSCC3	Dynamics of Communication and Extension	4	2	6 (4+2)
		GE 1/Minor Elective	A130105T	Gender and Social Justice (I or II Sem)	4		4
		SEC 1/Vocational Course	A130106T	Maternal and Child Nutrition	3		3
		AECC 1/Co-curricular course	Z010101T	Food Nutrition and Hygiene	0		0
1	II	Core Compulsory 4	BHSCC4	Resource Management	4	2	6 (4+2)
		Core Compulsory 5	BHSCC5	Introduction to Textiles	4	2	6 (4+2)
		Core Compulsory 6	BHSCC6	Communication Systems and Mass Media	4	2	6 (4+2)
		GE 1/Minor Elective	A130205T	Gender and Social Justice (I or II Sem)	4		4
		SEC 2/Vocational Course	F010206T	Self Development and Well-Being	3		3
		AECC 2/Co-curricular course	Z020201	First Aid and Health	0		0
2	III	Core Compulsory 7	BHSCC7	Personal Finance & Consumer Studies	4	2	6
		Core Compulsory 8	BHSCC8	Human Development II: Development in Adolescence and Adulthood	4	2	6
		Core Compulsory 9	BHSCC9	Nutrition: A Life Cycle Approach	4	2	6
		GE 2/Minor Elective	A130305T	Current Concerns in Public Health Nutrition (I or II Sem)	4		4
		SEC 3/Vocational Course	A130306T	Home Based Catering	3		3
		AECC 3/Co-curricular course	Z030301	Human Values and Environmental Studies	0		0
2	IV	Core Compulsory 10	BHSCC10	Therapeutic Nutrition	4	2	6
		Core Compulsory 11	BHSCC11	Extension for Development	4	2	6
		Core Compulsory 12	BHSCC12	Human Resource Management	4	2	6
		GE 2/Minor Elective	A130405T	Current Concerns in Public Health Nutrition (I or II Sem)	4		4
		SEC 4/Vocational Course	A130406T	Nutrition for the Family	3		3
		AECC 4/Co-curricular course	Z040401	Physical Education and Yoga	0		0
3	V	Core Compulsory 13	BHSCC13	Fashion Design Concepts	5		5
		Core Compulsory 14	BHSCC14	Child Rights and Gender Justice	5		5
		Core Compulsory 15	BHSCC15	Dynamics of marriage and family	5		5
		Core Compulsory 16	BHSCC16	Early childhood care and development	5		5



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		AECC 5 Co-curricular course	Z050501	Analytic Ability and Digital Awareness	Theory		0
		Research Project	A130504R	Research Project-1	PROJECT	0	0
3	VI	Core Compulsory 17	BHSCC17	Gender, Media and Society	5		5
		Core Compulsory 18	BHSCC18	Communication For Development	5		5
		Core Compulsory 19	BHSCC19	Children With Special needs	5		5
		Core Compulsory 20	BHSCC20	Theories of Human Development	5		5
		AECC 6/ Co-curricular course	Z060601	Communication Skills and Personality Development	Theory		0
		Research Project	A130604R	Research Project-2	PROJECT	0	0
4	VII	Core Compulsory 21	A130701T	Advance Human Development	4	1	5
		Core Compulsory 22	A130702T	Human Development- Theories and Current Trends	4	1	5
		Core Compulsory 23	A130703T	Research Methodology	4	1	5
		Core Compulsory 24	A130704T	Infant Stimulation Programmes	4	1	5
		GE 3/Minor Elective	A130705T	Food Science and Processing Techniques(VII/VIII Semester)	4		4
		Research Project/Industrial Training	A130706R/I	Research Project/Industrial Training	4		4
4	VIII	Core Compulsory 25	A130801T	Guidance and Counselling	4	1	5
		Core Compulsory 26	A130802T	Statistics and Computer Applications/	4	1	5
		Core Compulsory 27	A130803T	Methods and techniques of assessment in human development	4	1	5
		Core Compulsory 28	A130804T	Women Studies	4	1	5
		GE 3/Minor Elective	A130805T	Food Science and Processing Techniques(VII or VIII Semester)	4		4
		Research Project/Industrial Training	A130806R/I	Research Project/Industrial Training	4		4



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

Program Outcomes (POs)

- The program has been framed in such a manner that students receive real feel of quality education by touching all aspects of human lifecycle.
- Designed to enhance the capacity of students to understand universal and domain-specific values in HomeScience
- Develop the ability to address the complexities and interface among of self, societal and national priorities Inculcate both generic and subject-specific skills to succeed in the employment market and standards of life Promote research, innovation and design (product) development favouring all the disciplines in HomeScience.
- This programme develops scientific and practical approach among the students which helps in their day today life.

Certificate in Home Science
B.Sc. First Year

Program Specific Outcomes (PSOs)

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

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

Diploma in Home Science
B.Sc. Second Year

Program Specific Outcomes (PSOs)

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

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

Degree in Bachelor of Science (Hons)



B.Sc.. Third Year

Program Specific Outcomes (PSOs)

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

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

B.Sc. Fourth Year

Program Specific Outcomes (PSOs)

- Programme is framed to Promote research, innovation and design (product) development favouring all the disciplines in Home Science.
- Enhance digital literacy and apply them to engage in real time problem solving and ideation related to all fields of Home Science.
- After this degree programme students can be benefitted by getting jobs in various fields like government sector, working with NGOs, jobs as an extension worker, Education etc. and also they can feel the sense of entrepreneurship as well.



**B.Sc. 3rd Year (Semester
 V) Home Science**
FASHION DESIGN CONCEPTS (Theory + Practical)

Programme: B.Sc. Home Science	Year: Third	Semester: V
Paper code: BHS CC 13	Course Title: FASHION DESIGN CONCEPTS	
Course outcomes: <ul style="list-style-type: none">To obtain basic knowledge on Fashion and Fashion terminologyTo understand the movement of fashionTo understand the role of fashion in media, sports, movies and various other fields.To understand the concept of fashion as a socio-cultural phenomenonUnderstanding Elements of DesignUnderstanding Principles of DesignCapacity to combine elements and principles of design to create designs		
Credits: 5=4 (THEORY) + 1(PRACTICAL)	Compulsory Core Paper TOTAL MARKS:100(70+30) Theory: 70 Practical: 30	
Total No. of Lectures- 3 lectures 1 tutorial per week+2 Practical		
Unit	Topics	No. of Lectures Total (75)
UNIT I	Fashion <ul style="list-style-type: none">TerminologyFashion cycleSources of fashionFactors favouring and retarding fashionRole of a DesignerLeading Fashion centers and designers	15
UNIT II	Importance of clothing <ul style="list-style-type: none">Clothing functions and theories of originClothing terminologyIndividuality and conformity, conspicuous consumption and emulationSelection of clothes for selfSelection and Evaluation of ready-made garments	15
UNIT III	Components of garment: classification and application <ul style="list-style-type: none">Fabric, seams, stitches, thread, shaping methods, dart equivalents Sleeves, cuffs, necklines, collars, plackets, yokes, pockets and trimsStyle variation: bodice, skirts, trousers in various silhouettes	15



UNIT IV	Design <ul style="list-style-type: none">• Elements and principles of design• Structural and applied design	10
	TUTORIALS	
Practical	<ol style="list-style-type: none">1. Flat sketching of garment components 52. Identification of garment components 53. Interpretation of elements and principles of design concepts from print and visual mediums. 104. Study of collection of various designers. 10	20
Suggested readings <ul style="list-style-type: none">• Brown, Patty, Rice J., 1998, Ready to Wear Apparel Analysis. Prentice Hall.• Marshall S G, Jackson H O, Stanley MS, Kefgen M & Specht T, 2009, Individuality in Clothing & Personal Appearance, 6th Edition, Pearson Education, USA.• Tate S.L., Edwards M.S., 1982, The Complete Book of Fashion Design, Harper and Row Publications, New York.		
Suggested Continuous Evaluation Methods: MCQs, Assignments Presentations, Group discussion, Case study, Survey etc.		



B.Sc. 3rd Year (Semester V)

Home Science

Child Rights and Gender Justice (Theory)

Programme/Class: Certificate	Year: Third	Semester: V
Subject: Home Science		
Course Code: BHS CC 14	Course Title: Child Rights and Gender Justice	
Course outcomes: <i>At the end of the course students will be able to understand:</i> <ul style="list-style-type: none">• Recognize the intersections between gender and other social and cultural identities, including, but not limited to, race, ethnicity, national origin, religion, class and sexuality.• Analyze the ways in which societal institutions and power structures impact the material realities of women’s lives.• Articulate connections between global, regional, and local issues, and their relationship to women’s experiences and to human rights, with an awareness of the importance of context.• Gender justice and human rights.		
Credits: 5 (Theory)		
Units	Topic	No of Lectures Total (75)
I	Understanding Child Rights <ul style="list-style-type: none">• Meaning of child rights and convention on child rights• Knowing disadvantage and exclusion in relation to children• Demographic profile of child in India• The role of state, family and children in promotion and protection of child rights Children in Difficult circumstances <ul style="list-style-type: none">• Street children, working children and homeless children• Child abuse• Child trafficking• Children in conflict with laws• Laws and policies	20
II	Understanding Gender <ul style="list-style-type: none">• Concept meaning and definition of Sex and gender Gender identity <ul style="list-style-type: none">• Masculinity and femininity• Biological & cultural determinants of being male & female• Gender roles, stereotypes and identity	17



III	Gender influences <ul style="list-style-type: none">Influences on gender: mythology, literature, work, media, popular culture, caste	15
IV	The Girl Child and Women of India <ul style="list-style-type: none">Demographic profileStatus of health, nutrition & educationFemale feticide, infanticide and violence against womenLaws, policies & programs for female children and women	22
Suggested Readings: <ul style="list-style-type: none">Menon, N. (2008). Sexualities: Issues in contemporary Indian feminism. New Delhi: Sage.Mohanty, M. (2008). Class, caste and gender. New Delhi: Sage.Saikia, N. (2008). Indian women: A socio-legal perspective. New Delhi: Serials publications.Bajpai, A. (2006). Child rights in India: Law, policy and practice. New Delhi: Oxford University Press.Bhargava, V. (2005). Adoption in India: Policies and experiences. New Delhi: Sage.Virani, J. (2000). Bitter chocolate: Child Sexual abuse in India. New Delhi: PenguinWeiner, M., Burra, N., Bajpai, A. (2007). Born unfree: Child labour, Education, and the state in India. New Delhi: Oxford University Press.		
This course can be opted as an elective by the students of following subjects: Open for all The eligibility for this paper is 10+2 with any subject		
Suggested Continuous Evaluation Methods: <ul style="list-style-type: none">Seminar/ Presentation on any topic of the above syllabus		



B.Sc. 3rd Year (Semester V)

Home Science

DYNAMICS OF MARRIAGE AND FAMILY (Theory)

Programme: B.Sc. Home Science	Year: Third	Semester: V
Course Code: BHS CC 15	Course Title: DYNAMICS OF MARRIAGE AND FAMILY	

Course Outcomes

By the end of the course the students will be able to

- Understand different concepts related to marriage
- Know the different forms of marriage
- Aware of marriage systems among different religions
- Know the areas, obstacles and techniques of marital adjustments
- Understand the changing trends in gender roles
- Know about alternative styles of marriages
- Aware of different Laws related to marriage
- Know the need and importance of premarital, marital and family counseling
- Understand the concept of family life cycle and changes in its characteristics and functions
- Aware of the causes for marital dissolution, divorce and family under distress
- Understand the concept of family crisis, stress and coping
- Recognize the need and importance of sex education and family life education
- Understand different methods of family planning

Credits- 5(THEORY) +0(PRACTICAL)= 5	Core Compulsory Max. Marks: 100
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Units	Topic	No of Lectures Total (75)
I	Introduction to marriage <ul style="list-style-type: none">• Meaning and Definition of marriage• View on marriage• Purpose of marriage Goal of marriage <ul style="list-style-type: none">• Introduction on marriage is a natural contact and artificial• Marriage is a social institution and individual• Marriage has generic and specific goals• Marriage is a legal contract Functions of marriage <ul style="list-style-type: none">• Functions of marriage• Premarital Sexual Relationships• Consequences of Premarital Intimacy	20



II	<p>Preparation for Marriage</p> <ul style="list-style-type: none">• Need and Importance of preparation of marriage• Ways to prepare for marriage• Variations in Marital Relations <p>Types of Marriages in India</p> <ul style="list-style-type: none">• Ancient forms• Ancient forms of Muslim marriage• Prevalent forms of marriage: Based on Selection of Mate Based on number of spouses <p>Prevalent forms of marriage</p> <ul style="list-style-type: none">• Polygamy• Polyandry• Polyfidelity / Group Marriage• Marriage based on the field of selection• Marriage Based on Caste	19
III	<p>Readiness for Marriage</p> <p>Areas of Readiness for Marriage</p> <ul style="list-style-type: none">• Physiological Readiness• Psychological Readiness• Intellectual Readiness• Social Readiness• Emotional Readiness• Spiritual-Moral Readiness• Economic Readiness <p>Premarital Counseling</p> <ul style="list-style-type: none">• Issues in marriage which promote premarital counselling• Pre-Marital Counselling: Concept & Objectives• Need for Pre-Marital Counseling• Areas of premarital counseling	18
IV	<p>Identifying Characteristics of Readiness for Marriage</p> <ul style="list-style-type: none">• Identifying Characteristics of an Individual Immature for Marriage• Identifying Characteristics of an Individual Mature for Marriage <p>Theories on Mate Selection</p> <ul style="list-style-type: none">• Concept• Defining the Field of Eligible• Theories of Mate Selection<ul style="list-style-type: none">➤ Role Theory➤ Value Theory	18



	<ul style="list-style-type: none">➤ Exchange Theory➤ Complementary Needs Theory➤ Sequential Theories	
Suggested Readings: <ul style="list-style-type: none">• Richard, H.K. (1970). <i>Marriage and Family Relationships</i>, New York: Harper & Row Publishers, Inc.• Blood, R.O. (1969). <i>Marriage</i>, 2nd edition. New York: The Free Press.• Kapadia K.M. (1964). <i>Marriage & Family in India</i>, 3rd edition. Calcutta: Oxford University Press.• Dyer, E.D. (1983). <i>Courtship, Marriage and Family: American Style</i>. Illinois: The Dorsey Press, Homewood.• Ahuja, R. (2005). <i>Indian Social System</i>. India: Rawat Publications, Jaipur.• Ratra, A., Kaur, Parveen & Chhikara, S. (2007). <i>Marriage and Family: In Diverse and Changing Scenario</i>. New Delhi: Deep and Deep Publications, , India.• Landis, J.T. & Landis, M.G. (1966). <i>Personal Adjustment, Marriage and Family Living</i>. New Jersey : Prentice – Hall, Inc., Englewood Cliffs.• Womble, D.L. (1969). <i>Foundations for Marriage and Family Relations</i>. London: The Macmillan Company, Collier- Macmillan Ltd.,.• Ratra, A., Kaur, Parveen & Chhikara, S. (2007). <i>Marriage and Family: In Diverse and Changing Scenario</i>. New Delhi: Deep and Deep Publications, , India.• Klemer, R.H. (1970). <i>Marriage and Family Relationships</i>. London : Harper and Row Publishers.• Strong, B. and Vault, C.D. (1992). <i>The Marriage and Family Experience</i>. USA: West Publishing Company.• Clemens, A.H. (1963). <i>Marriage and The Family: An integrated approach for Catholics</i>. New Jersey : Prentice-Hall, Inc. Englewood Cliffs,.		



B.Sc. 3rd Year (Semester V) Home Science
EARLY CHILDHOOD CARE AND DEVELOPMENT(Theory+Practical)

Programme/Class: Certificate	Year: Third	Semester: V
Subject: Home Science		
Course Code: BHS CC 16	Course Title: Early childhood care and Development	
Course outcomes: <i>At the end of the course students will be able to...</i>		
<ul style="list-style-type: none">• Characteristics of Early childhood period• Different areas of development - process and factors• Concepts in Early childhood education• Objectives of Early childhood education• Skills required in Early Childhood Education Qualities of an ECE teacher• Contributions of Western and Indian Philosophers to ECE• Curriculum planning in ECE-process and factors• ECE centers- types, basic requirements, records and reports maintained• Different Play activities in ECE centers- indoor and outdoor, procedures and materials required• Parental participation in ECE programme.		
Credits: 5(4T+1P)		Core Compulsory Max. Marks: 30+70
Units	Topic	No of Lectures Total (75)
I	Objectives, significance and developmental context: 15 <ul style="list-style-type: none">• Introduction, definition, Objectives, need, coverage, significance of ECCE.• Philosophers in the field of ECCE (India and western thinkers). Developmental needs of children (0-8 years)- <ul style="list-style-type: none">• physical, cognitive, language, socio-emotional domains. Needs based on variations of socio-cultural contexts. Home to school transition issues and concerns.	15
II	Policies and Changing Perspective in early childhood care and education: 10 <ul style="list-style-type: none">• Policies, legislation and Programmes related of ECCE in India context would be covered such as National Policy on Education- (1986), Right to Education Act (2009), ECCE policy (2013)(and so on.	10



III	Approaches and Pedagogy of ECCE 20 <ul style="list-style-type: none"> • Understanding different approaches to learning (activity based, play-way, child-centred, theme-based etc) • Different types of preschool curriculum (Example- Montessori, Kindergarten, Balwadi, Anganwadi etc.) • Transaction methods-meaning, rationale, selection criteria. 	10
IV	Preparation & use of learning and play materials- <ul style="list-style-type: none"> • principals and characteristics, • Use of local specific community resources etc. Organizational Management and Community Involvement: 15 <ul style="list-style-type: none"> • Evaluation of ECCE programmes-infrastructure, safety, ECCE professionals-competence, skill and methodology, Maintenance of records. • Working with parents and community for continuity of home school interactions. 	20
Practical	<ol style="list-style-type: none"> 1. Case study of a Government and private pre-school Centre report writing. 2. Designing low cost and environment friendly appropriate learning materials for:10 <ul style="list-style-type: none"> ▪ Story telling ▪ Readiness ▪ Art and Craft ▪ Rhyme booklets ▪ Language and Literacy ▪ Numeracy Skills 3. Theme based weekly programme-plan a curriculum and execute for preschool school children. 4. Organize a workshop/exhibition for involving parents of pre-school children. 	20



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Suggested Readings:

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

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

Suggested Continuous Evaluation Methods:

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

questionsAttendance

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

Further Suggestions:

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

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

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B.Sc. (Home Science)
B.Sc. 3rd Year (Semester V)
ANALYTIC ABILITY AND DIGITAL AWARENESS(Theory)

Programme/Class: Degree	Year: Third	Semester: V
Subject: Home Science		
Z050501	Course Title: Analytic Ability and Digital Awareness	
Course outcomes: <ul style="list-style-type: none">• Address & resolve women & family related issues.• Make use of Audio-visual aids in planning & conducting group communication• Understand the role of Government bodies in development of the community.• Organizing people for their own development.		
Credit-	AECC5/Co-curricular course	
Max. Marks: 30+70	Min. Passing Marks:40	
Total No. of lab.periods 30(60 hours)		
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, Embedded 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	Computer Basics: Block diagram of Digital Computer, Classification of Computers, Memory System, Primary storage, Auxiliary memory, Cache memory, Computer Software (System/Application Software) MS Word Basics: 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. MS-Excel Introduction, Worksheet basics, Creating worksheet, Heading information, Data & Text, Date & Time, Alphanumeric values, Saving & quitting worksheet, Opening and moving around in an existing worksheet, Toolbars and Menus, Excel shortcut and function keys, Working with single and multiple workbook, Working	2T+3P+3P



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	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	<p>Web Surfing: 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.</p> <p>Cyber Security: 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.</p>	8
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • 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, NewIndia Publishing Agency. New Delhi • Jaipal Singh.” Prasara Shiksha avam Gramin Vikas” SR Scientific Publications, Agra <p>1. Suggestive digital platforms web links- https://bit.ly/3922ZTH</p> <p>Svayam Portal, http://heecontent.upsdc.gov.in/Home.aspx</p>		
<p>This course can be opted as an elective by the students of following subjects: Open for all</p>		
<p>Suggested Readings:</p> <ol style="list-style-type: none"> 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 <p>Note: Course Books published in Hindi may be prescribed by the Universities.</p>		



B.Sc. (Home Science)

B.Sc. 3rd Year (Semester V)

Research Project - 1

Programme/Class: Graduation	Year:3	Semester:V
Subject: (Home Science)		
Course Code:A130504R	Course Title: Research project	
Course outcomes: LearnstocommunicatewithcommunityaroundLearnstopr epareasurvey/interviewschedule BecomessensitizedtoproblemsbeingfacedincommunityInc reasesawareness of candidate.		
Credits:0	Core Compulsory	
Max.Marks:30+70	Min.PassingMarks:40	
TotalNo.oflectures-45hours		
Unit	Topics	No. of hours
I	<ul style="list-style-type: none">Survey of community services surrounding living area of candidateTheCandidatehastoexplorethesurroundingsandstudy/i dentifyproblem inanyoneofthefollowing.	12
	It many include <ul style="list-style-type: none">Anganwadi/Health services/Market/Dairy/Agricultural farm land/NGO / Crèche/ Nursery School/ Hospital/ Fitness center/Dietcouncillor/Boutique/Balwadi/Youthcente r/Primaryschool/ Vridha Ashram(old age home)/ Divang school/Mentallychallengedinstitution/Villagepancha yat/Schoolcouncillor/ Dyeing or printing Unit/ Cottage levelembroideryorfoodprocessingunit/SHGs/Bank schemes/Subsidiesavailable/Industryproducingcon sumergoods	
	<ul style="list-style-type: none">Seek permission to carry the visits, Plan Visits to the area/ site for developing an understanding	11
	<ul style="list-style-type: none">Develop a tool for conducting a survey of the selected area and collect data from the area/ seek permission to conduct short training in the area.	12



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	<ul style="list-style-type: none">A detailed Report to be prepared and submitted.	10
This course can be opted as an elective by the students of following subjects: Open for all		
Suggested Continuous Evaluation Methods: <ul style="list-style-type: none">➤ Prepare Survey or tool on any one of the above areas Collection of data related to the area.➤ A letter certifying the authenticity of work done from the mentor Report of the identified problems and survey conducted.		



B.Sc. (Home Science)

B.Sc. 3rd Year (Semester VI) GENDER, MEDIA AND SOCIETY(Theory)

Programme/Class: B.Sc.		Year: Third	Semester: VI
Course Code: BHS CC 17		Course Title: Gender, Media and Society	
Course outcomes: <ul style="list-style-type: none">• To understand the concept of gender Media and society.• Analyze the ways in which societal institutions and power structures impact the material realities of women’s lives.			
Credits: 5		Course Type-Core Course Max. Marks: 100	
Unit	Topics		No. of Lectures Total=(75)
I	Gender: Social construction <ul style="list-style-type: none">• Concept of gender• Patriarchal social order and status of women• Socio-cultural practices influencing women’s status• Shifts in Status of women- historical and contemporary perspectives• Feminist theories and perspectives		20
II	Understanding Gender differentials <ul style="list-style-type: none">• Life cycle approach to women’s studies• Status issues and challenges in context to<ul style="list-style-type: none">➤ violence against women➤ women and health➤ women and education➤ women’s work and economic participation➤ women and leadership		20
III	Gender and Development: <ul style="list-style-type: none">• Concept of Gender Development- indicators of human and Gender development• Approaches to Women’s Development• Empowerment of women- concept and types• National and International policies and agencies for women’s empowerment		20
IV	Gender and Advocacy Human Rights and Right to Development <ul style="list-style-type: none">• Women and Human Rights		15



B.Sc. (Home Science)

	<ul style="list-style-type: none">• Laws for protection of women's rights• Media and gender mainstreaming	
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Suggested Readings:

- ❖ Bhasin, Kamla (2000). Understanding Gender. New Delhi. Kaali for Women.
- ❖ Goel, A, Kaur, A and Sultana, A (2006). Violence against women: Issues and Perspectives. New Delhi, Deep& Deep Publishers.
- ❖ Sohoni, K Neeraja, (1994), Status of Girls in Development Strategies, New Delhi, HarAnand Publications.
- ❖ Devi, Uma (1994). Women Work, Development and Ecology. New Delhi, Har-Anand Publications.
- ❖ Kapoor, Promila, (1993), Girl Child and Family Violence. New Delhi, Har –Anand Publications.
- ❖ Krishna, Sumi (2007). Women's Livelihood Rights: Recasting Citizenship for Development, New Delhi, Sage Publications



B.Sc. (Home Science)

B.Sc. 3rd Year (Semester VI) Communication for Development (Theory +Practical)

Programme/Class: Certificate	Year: Third	Semester: VI
Subject: Home Science		
Course Code: BHS CC 18	Course Title: Communication for Development	
Course outcomes: <i>At the end of the course students will be able to understand:</i> <ul style="list-style-type: none">• Students would be able to introduce themselves to the theories of Communication.• Students would be able to inculcate the knowledge of Communication models.• Students would be able to develop the knowledge of basic elements of Communication.• Students would be able to acquaint themselves with the various types of Communication.• To develop skills in using visual aids for effective communication.• Planning and preparation of visual aids – Charts, Posters, Flashcards, LCD Projections, PPT's/Slides• Display material for Bulletin Board and Flannel board.• Preparation of printed material – Leaflets, folders, Pamphlets, Posters		
Credits: 5(4T+1P)	Core Compulsory Max. Marks: 30+70	
Units	Topic	No of Lectures Total (75)
I	Development Communication-concept and genesis <ul style="list-style-type: none">• Concept of development, characteristics of developing countries• Measuring development- Indices of measuring development and classification of countries based on development indices• Models of Development- Dominant Paradigm, Basic Needs Model, New Paradigm of development• Development Communication- concept and genesis, characteristics, differences between communication and Development Communication• Philosophy & Approaches to Development Communication	20
II	Paradigms of Development <ul style="list-style-type: none">• Press theories: Normative: Authoritarian, Libertarian, Social Responsibility, Democratic Participant theory; Sociological: Uses &	15



B.Sc. (Home Science)

	Gratification, Agenda setting; Two-Step Flow; Psychological; Bullet Theory • Success stories in Development Communication • Innovations and trends in Development Communication	
III	Media and Development Communication • Traditional Media: types, characteristics, role in development communication • Development reporting- roles and responsibilities of a development reporter, ethics in reporting, specialized skills required and issues in development reporting News reporting: definition of news, ingredients and qualities of news, news value, types of news reports, structure of news reports	12
IV	• Radio news, features and commentaries. Radio and development communication. • Television and cinema: role in development communication. • ICTs: scope in development communication.	8
	Practical	
	➤ Analysis of development indicators - national and international perspectives ➤ Critical analysis of selected development initiatives ➤ Analysis of media for development communication ➤ Designing media for development communication	20
Suggested Readings: • Narula, Uma (1994) Development Communication, New Delhi, Hariand Publication • Servaes, Jan (2008). Communication for Development and Social Change, New Delhi, Sage Publication • Mefalopulos. P (2008) Development Communication Sourcebook- Broadening the boundaries of communication, The World Bank.		



B.Sc. (Home Science)

B.Sc. 3rd Year (Semester VI) Home Science CHILDREN WITH SPECIAL NEEDS (Theory + Practical)

Programme: B.Sc. Home Science		Year: Third	Semester: IV
Paper code: BHS CC 19		Course Title: CHILDREN WITH SPEACIAL NEEDS	
Course outcomes: Students will have the knowledge regarding <ul style="list-style-type: none">• Meaning of children with special need• Early identification of disabilities• Importance of functional skills• Education of children with special needs.• Rights and Laws for children with special needs			
Credits: 5=4 (THEORY) + 1 (PRACTICAL)		Compulsory Core Paper TOTAL MARKS:100(70+30) Theory: 70 Practical: 30	
Total No. of Lectures- 3 lectures 1 tutorial per week+2 Practical			
Unit	Topics	No. of Lectures Total (75)	
Unit I	Introduction to Children with Special Needs – Meaning, definition, classification, attitudes and challenges	10	
Unit II	Early identification, screening, assessment and intervention of disabilities (sensory, physical, intellectual, social and emotional). Importance of functional skills – daily living, self -help, and social skills.	15	
Unit III	Addressing Educational Needs-Concept of special, integrated, inclusive and home-based education	15	
Unit IV	Provisions and services- Rights and Laws for children with special needs. Role of family, community support for children with special needs	15	
PRACTICALS	Case profile/ Visit of an NGO working for children with special needs. 5 Interview of a child with special needs. 5 Compilation of newspaper clippings of children with special needs.5 Review of a movie on the related social issues. 5	20	



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RECOMMENDED READINGS:

- Mangal, S.K. (2007). Educating exceptional children: An introduction to special education. Prentice-Hall of India.
- Mukhopadhyay, S. and Mani, M.N.G. (2000) Education for All : Year 2000 Assessment and MHRD.
- National Human Rights Commission (2005). Disability Manual. New Delhi: NHRC. Reddy G.L.& Raman, R (2000) Education of children with Special needs. Discovery P New Delhi.
- Sharma, N. (2006) Children with Disability as a Source of Well Being, in the book Child Development: Issues and Concerns for the Well being Of the Child, New Delhi
- Singh, A.N. (2001) Enabling the differently abled, Shipra Publishers, New Delhi.
- Smith D.D. (2003) Introduction to special Education : Teaching in an age of opportunity, Allyn and Bacon.
- Venkataiah S. (Ed.) (2001) Special Education, Anmol Publications Pvt.Ltd, New Delhi.
- Vijay Pratap(2004) Educating Mentally Handicapped Children, Swarup and sons, New



B.Sc. (Home Science)

B.Sc. 3rd Year (Semester VI) Home Science Theories of Human Development (Theory)

Programme/Class: B.Sc.	Year: Third	Semester: VI
Subject-Home Science		
Course Code: BHS CC 20	Course Title: Theories of Human Development	
Course outcomes: <ul style="list-style-type: none">To understand the concepts and issues of Human development especially by laying foundation for the scientific researchTo understand and demonstrate the basics of knowledge relating to human developmentTo provide an understanding of various theories of human development.To familiarize the students with changes occurring during life span.		
Credits: 5 (5+0)		Course Type-Core Course Max. Marks: 100
Unit	Topics	No. of Lectures Total=75
I	<ul style="list-style-type: none">Introduction to Human Development: Definition of Human Development, History of Human Development, Trends and Issues in Human DevelopmentIntroduction to Theory: Definition, Functions and Criteria for judging a theory, Evaluating theories, Elements of a theory; Major theoretical perspective of Human Development and Behavior	20
II	<ul style="list-style-type: none">Developmental, Ethological and Ecological Theory – Gesell’s theory of Child development, Bowlby’s theory of Attachment and Bronfenbrenner’s Ecological theory.Personality Theories – Psychoanalytical theories of Freud and Erickson, Abraham Maslow’s self-actualization theory, Eysenck’s personality theory	19
III	<ul style="list-style-type: none">Theory of Learning and Behavior – Pavlov and Watson’s classical conditioning theory, Skinner’s operant conditioning theory.Social Learning Theory - Bandura’s Social Learning Theory and Social Cognitive theory of learning	18



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IV	<ul style="list-style-type: none">• Cognitive Development Theories – Piaget’s theory of Cognitive Development, Lev Vygotsky’s Socio-cultural theory of development• Theory of Moral and Language Development – Kohlberg’s theory of moral development and Chomsky’s theory of Language development	18
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Learning Outcomes

After studying the course, students will able

- ♣ To apply concepts and theories of Human development to real life situations.
- ♣ It helps in identifying the individual’s characteristic and behaviours across the life.

Suggested Readings:

- ❖ Child Development- L.E.Berk Basten-Allyn & Bacon, London.
- ❖ Child Development- E.B. Hurlock.
- ❖ Developmental Psychology- E.B.Harlock.
- ❖ Child Development & personality- P.H.Mussen, J.J. Conger & J.Kagan, A.C.Huston-Harper & Row Publications, New York.
- ❖ Human Development- F.P.Rice-Perntice Hall, New Jersey.
- ❖ The Development of Children- M.Cole & S.Cole-Scientific American Books- Freeman & Co,
- ❖ Child Development- An Introduction – J.W. Santrock & S.K.Yussen Iowa WMC. Brown Publishers.
- ❖ Child Development: Infancy through Adolescence-A.Clarke Stewart & S.Friedman, Johnwiley, New York.
- ❖ R. Murray Thomas, (2001) Recent Theories Of Human Development, New Delhi; Sage Publications Inc.
- ❖ Ross S. and Roy L. (2010) Human Growth and Development Theories, T&F/Routledge publisher. Noel C. and Barry B. (2012) Theories of Human Growth and Development 2nd Edition, Academic Press
- ❖ Richard M. L. (2013) Concepts and Theories of Human Development, Psychology Press Pvt Ltd. 5. Carol K. and Elizabeth R. (2014) Theories of Human Development, Taylor and Fancis Ltd.



B.Sc. (Home Science)
B. Sc. 3rd Year (Semester VI)
COMMUNICATION SKILLS AND PERSONALITY DEVELOPMENT(Theory)

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



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	<ul style="list-style-type: none">• Group Discussion simulation• Group discussion common error	
UNIT III	BODY LANGUAGE AND BEHAVIOUR <ul style="list-style-type: none">• Concept of human behavior• Individual and group behavior• Developing Self-Awareness• Behaviour and body language• Dimensions of body language: Proxemics Haptics Oculesics Paralanguage Kinesics Sign Language Chromatics Chronemics Olfactics• Cultural differences in Body Language• Business Etiquette & Body language• Body Language in the Post Corona Era• Virtual Meeting Etiquette• <input type="checkbox"/> Social Media Etiquette	7
UNIT IV	ART OF GOOD COMMUNICATION <ul style="list-style-type: none">• Communication Process• Verbal and Non-verbal communication• 7 C's of effective communication• Barriers to communication• Paralinguistics Pitch Tone Volume Vocabulary Word stress Pause• Types of communication Assertive Aggressive Passive Aggressive• Listening Skills• Questioning Skills• Art of Small Talk• Email Writing	8



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

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

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Suggested Readings:

1. Cloninger, S.C. , “Theories of Personality : Understanding Person”, Pearson, New York, 2008, 5th edition.
2. Luthans F, “Organizational Behaviour”, McGraw Hill, New York, 2005, 12th edition.
3. Barron, R.A. & Brian D, “Social Psychology”, Prentice Hall of India, 1998, 8th edition.
4. Adler R.B., Rodman G. & Hutchinson C.C. , “Understanding Human Communication”, Oxford University Press : New York, 2011.



B.Sc. (Home Science)
B.A. 3rd (Semester VI) Home Science
Research Project

Programme/Class: Graduation	Year:Third	Semester: 6
Subject: Community and Life Science (Home Science)		
Course Code: A130604R	Course Title: Research Project II	
Course outcomes: <ul style="list-style-type: none">Learns to communicate with community around Becomes sensitive to needs of the society where she livesTries with some intervention plan for problems faced in communityImproves writing and presentation abilities of the candidate.		
Credits: 0	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks:40	
Total No. of Lectures- 45(hours)		
Unit	Topics	No. of Lectures (hours)
I	<p>The Candidate has to select and give inputs in any one of the following.</p> <p>It many include Anganwadi/ Health services/ Market / Dairy/ Agricultural farmland /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</p>	12
II	An intervention plan would be developed based on problem identified in the area/ a field visit is mandatory to develop an understanding of the whole process.	11
III	<ul style="list-style-type: none">The planned intervention to be carried in the selected area <p>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.</p>	12
IV	A detailed Report is to be submitted and evaluated.	10



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U.P. STATE GOVERNMENT UNIVERSITY,
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B.Sc. (Home Science)

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IV	<ul style="list-style-type: none"> • A detailed Report is to be submitted and evaluated. 	10

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

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Suggested Continuous Evaluation Methods:

- Prepared intervention plan on any one of the above areas
- Collection of data related to the area.
- A letter certifying the authenticity of work done from the mentor

Report of the implemented plan and impact/experience of intervention.

Course prerequisites: To study this course, a student must have had cleared the 4th semester

