

NATIONAL EDUCATION POLICY-2020

Common Minimum Syllabus for
Sri Dev Sanshodhan University, Kathmandu, Nepal
Four Year Undergraduate Programme- FYUP/
Honours Programme Master in Arts
2025



Department of Home Science
Four Year Undergraduate Programme- FYUP/Honours Programme Master
in Arts
2025

CURRICULUM DESIGN COMMITTEE, UTTARAKHAND

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**CHAMAN LAL MAHAVIDHYALAYA, LANDHAURA,
MANGLAUR ROAD, HARIDWAR.(AUTONOMOUS)
AFFILIATED**

SRI DEV SUMAN UTTARAKHAND UNIVERSITY, BADSHAHITHAUL, TEHRI GARHWAL, UTTARAKHAND



**NATIONAL EDUCATION POLICY-2020
PROPPSED STRUCTURE FOR SYLLABUS
UG/PG**

Department of Homescience

2025-2026

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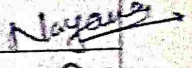
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17/11/25

Anjali

**CHAMAN LAL MAHAVIDHYALAYA, LANDHAURA,
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SRI DEV SUMAN UTTARAKHAND UNIVERSITY, BADSHAHITHAUL, TEHRI GARHWAL, UTTARAKHAND

List of Members of Board of Studies

Name of the Members	Designation	Nominated as
Smt. Rachana Mishra.	Assist. Prof.	
Dr. Nayana Sharma	Assist. Prof.	
Dr. Neetu Gupta	Assist. Prof.	
Dr. Anamika Chauhan	Assist. Prof.	
Smt. Anjali Chaudhary.	Student.	Anjali

M A 25, 2019

B.A. (Home Science) 4th Year/VII Semester

DSC/HSc-07 Advanced Fabric and Clothing Construction ✓

DISCIPLINE SPECIFIC COURSE (DSC)-DSC/HSc-07
Advanced Fabric and Clothing Construction

Programme - Bachelor with Honors in Home Science	Year-IV	Semester-VII
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Course Title: Advanced Fabric and Clothing Construction
Course Code: DSC/HSc-07

Credit:3

Total Lectures: 45

Distribution of Marks - As per University Norms

Course Outcomes:

The student at the completion of the course will be able to

Analyze various advanced fabrics and their properties for suitability in different clothing design and end-uses.

Apply advanced garment construction techniques.

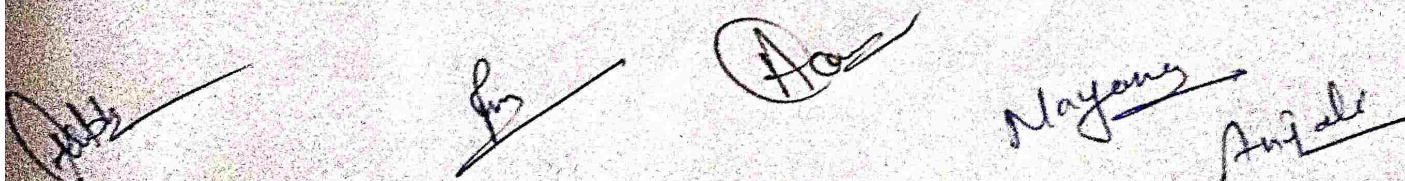
Demonstrate proficiency in using specialized sewing equipment and technologies.

Interpret and modify patterns.

Unit	Topics	No. of Lectures
I	Equipment used in clothing construction, Sewing machine: Parts and attachments; common defects and remedial measures, care and maintenance, Anthropometric Measurements: Need; taking measurements for different garments; precautions and method; tools and materials.	10
II	Techniques of clothing construction: Drafting: Meaning and importance; tools, method and precautions; drafting on paper and cloth; Pattern making: Meaning and importance; parts of pattern; tools required; symbols used and general rules.	13
III	General principles of clothing construction; Steps in clothing construction: Preparation of fabric for clothing construction; preparing layout; marking of cloth; principles of cutting; principles of stitching; finishing.	12
IV	Use of construction features in design- seams, darts, tucks, pleats, gathers, placket opening, Shirring. Different types of-necklines, collars, yokes and sleeves.	10

Suggested Readings:

Vastra evam Paridhan, Shashi Prabha Jain and Archana Jain, Shiva Prakashan, Indore
Parivarik Paridhan Vyavastha, Manju Patni and Sujna Henry, Star Publications
Vastra Vigyan ke Mool Sidhanth, G.P. Sherry, Vinod Pustak Mandir



DSC/HSc-07/Practical - Clothing Construction

DISCIPLINE SPECIFIC COURSE (DSC)- Practical
Clothing Construction

Programme - Bachelor with Honors in Home Science	Year-IV	Semester-VII
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Course Title: Clothing Construction

Course Code: DSC/HSc-07/Practical

Credit:01

Total Practical Hours/ Classes: 30

Distribution of Marks - As per University Norms

Course Outcomes:

The student at the completion of the course will be able to

Analyze various advanced fabrics and their properties for suitability in different clothing design and uses.

Apply advanced garment construction techniques.

Demonstrate proficiency in using specialized sewing equipment and technologies.

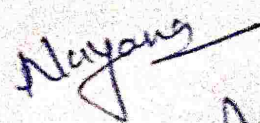
Interpret and modify patterns.

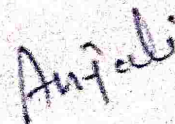
Unit	Topics	No. of Practical Hours/ Classes: 30
I	Construction of darts, pleats, tucks, gathers; basic seams; collars and sleeves.	10
II	Drafting of adult basic bodice and sleeve block and stitching of blouse and kurta	10
III	Understanding and handling of sewing machine: various parts; accessories; care, common defects and remedial measures	10











B.A. (Home Science) 4th Year/VII Semester

DSU - DSE, In Research Methods and Statistics

DISCIPLINE SPECIFIC ELECTIVES (DSE)-DSE 1a
Research Methods and Statistics

Programme - Bachelor with
Honors in Home Science

Year-IV

Semester-VII

Course Title: Research Methods and Statistics
Course Code: DSE1a

Credit:4

Total Lectures: 60

Distribution of Marks - As per University Norms

Course Outcomes:

After the completion of this course the learner will be able to Explain key concepts, principles and types of research design used in social science and applied research.

Unit	Topics	No. of Lectures
I	Research in Home Science- concept need and approaches, Research approaches- problem oriented and interdisciplinary. Type of research Historical survey, experimental and case study	12
II	Definition and identification of research problem selection Hypothesis, basis assumption and limitation of research problems	12
III	Sampling: Types of samples and selection of samples, data collection techniques: cross-selection and longitudinal, studies: questionnaire, interview schedule, observation, lab-techniques.	12
IV	Editing of statistical data, classification and tabulation, role of statistics in research, elementary statistics: classification, tabulation and frequency distribution of data.	12
V	Measures of central tendency- Mean Median and Mode Measures of dispersion- standard deviation. Probability, normal distribution and use of normal distribution, probability tables, t-test for small sample, use of computer for analysis of data, Report writing.	12

Suggested Readings:

1. Gupta, S.P., Statistical Methods, Sultan Chand and Sons, New Delhi, 1994
2. Jain, Gopal Lal, Research Methodology, Methods, Tools and Techniques, Mangal Deep Publications, Jaipur, 1998
3. Kothari, C.R.: An Introduction to Operational Research, Vikas Publishing House Pvt. Ltd, New Delhi, 1994
4. Wright, Susan E., Social Science Statistics Allyn and Bacon Inc., London, 1986
5. Wisniewski, Mik, Quantitative Methods for Decision Makers, McMillan India Ltd., New Delhi, 1986

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B.A. (Home Science) 4th Year/VII Semester

DSE- DSE Ia Research Methods and Statistics

DISCIPLINE SPECIFIC ELECTIVES (DSE)-DSE Ia
Research Methods and Statistics

Programme - Bachelor with
Honors in Home Science

Year-IV

Semester-VII

Course Title: Research Methods and Statistics
Course Code: DSEIa

Credit:4

Total Lectures: 60

Distribution of Marks - As per University Norms

Course Outcomes:

After the completion of this course the learner will be able to Explain key concepts, principles and types of research design used in social science and applied research.

Unit	Topics	No. of Lectures
I	Research in Home Science- concept need and approaches, Research approaches- problem oriented and interdisciplinary. Type of research Historical survey, experimental and case study	12
II	Definition and identification of research problem selection Hypothesis, basis assumption and limitation of research problems	12
III	Sampling: Types of samples and selection of samples, data collection techniques: cross-selection and longitudinal, studies: questionnaire, interview schedule, observation, lab-techniques.	12
IV	Editing of statistical data, classification and tabulation, role of statistics in research, elementary statistics: classification, tabulation and frequency distribution of data.	12
V	Measures of central tendency- Mean Median and Mode Measures of dispersion- standard deviation. Probability, normal distribution and use of normal distribution, probability tables, t-test for small sample, use of computer for analysis of data, Report writing.	12

Suggested Readings:

1. Gupta, S.P., Statistical Methods, Sultan Chand and Sons, New Delhi, 1994
2. Jain, Gopal Lal, Research Methodology, Methods, Tools and Techniques, Mangal Deep Publications, Jaipur, 1998
3. Kothari, C.R.: An Introduction to Operational Research, Vikas Publishing House Pvt. Ltd, New Delhi, 1994
4. Wright, Susan E., Social Science Statistics Allyn and Bacon Inc., London, 1986
5. Wisniewski, Mik, Quantitative Methods for Decision Makers, McMillan India Ltd., New Delhi, 1986

B.A. (Home Science) 4th Year/VII Semester

DSE- DSE 2a Maternal and Child Nutrition

DISCIPLINE SPECIFIC ELECTIVES (DSE)-DSE 2a
Maternal and Child Nutrition

Programme - Bachelor with
Honors in Home Science

Year-IV

Semester-VII

Course Title: Maternal and Child Nutrition
Course Code: DSE2a

Credit:4

Total Lectures: 60

Distribution of Marks - As per University Norms

Course Outcomes:

This course will enable students to understand the nutritional requirements of women during pregnancy and lactation in Indian socio-cultural context & analyze the nutritional needs and problems of infants and children during their growth period.

Unit	Topics	No. of Lectures
I	Introduction to Maternal and Child Nutrition, Importance, Indian cultural beliefs, taboos and practices affecting maternal and child nutrition. Gender socio-economic factor and their influence on nutrition.	12
II	Maternal Nutrition- Requirements during preconception, pregnancy and lactation, common nutritional deficiency in Indian women, Impact of maternal nutrition on fetal growth and development. Maternal mortality and morbidity in India.	12
III	Infant and Child Nutrition- Requirements of infants, preschoolers, school-age children and adolescent. Breast feeding / Complementary feeding practices in India. Malnutrition among Indian Children. Growth monitoring.	12
IV	National Nutrition Programs and Policies- ICDS, Poshan Abhiyan, MDM, Anemia Mukti Bharat, Maternity Benefit Programs (Pradhan Mantri Matru Vandana Yojna)	12
V	Nutrition Education and Intervention Strategies- Behavioural change communication for maternal and child nutrition. Community based nutritional interventions in India. Role of frontline health workers (ASHA, ANM etc.) Use of traditional diets recipes for health promotion.	12

Suggested Readings:

1. Nutritive Value of Indian Foods/ IFCT- ICMR, NIN.
2. Dietary Guidelines for Indians -ICMR, NIN (2020)
3. Ghosh, S (2012) Nutrition and Child Care- A Practical Guide- Jaypee Brothers, Medical Publishers.
4. Kapil, U. (2010), Public Health and Nutrition in Developing Countries- Woodhead Publishing India.

B.A. (Home Science) - 4th Year/VII Semester

DSE 3a
Advanced Food Science

DISCIPLINE SPECIFIC ELECTIVES (DSE)-DSE 3a
Advanced Food Science

Programme - Bachelor with
Honors in Home Science

Year-IV

Semester-VII

Course Title: Advanced Food Science
Course Code: DSE 3a

Credit:4

Total Lectures: 60

Distribution of Marks - As per University Norms

Course Outcomes:

After completing this course the students will be able to explain the advanced principles of food chemistry, food microbiology and analyze the structure, composition and functional properties of major food components.

Unit	Topics	No. of Lectures
I	Different food groups and their nutritive values Cereals: Breakfast cereals- Uncooked and ready to eat products; Cereal-based products-processed, fermented and baked. Pulses and legumes: Composition and processing; Toxic constituents of Pulses and elimination of toxic factors. Nuts and oilseeds: Use and processing Fats and oils: Functions of oils and fats in food; Processing of fats	20
II	Fruits: Composition and Nutritive value Vegetables: Classification, composition, nutritive value and methods of cooking	10
III	Meat: Composition, cooking of meat; Changes produced during meat cooking; Meat substitutes, Fish: Type, composition and cookery, preservation and processing. Egg: Nutritive value and structure; Storage and processing; Effect of heat on egg protein; Egg products; Egg cookery; use of egg as a thickening agent and an emulsifying agent. Milk: Composition and importance; Milk processing; Milk products; Milk substitute.	20
IV	Sugar: Different types of sugars; Indian confectionary, Spices and condiments: Role of major and minor spices and their use; active principles	10

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Anjali

In Some spaces, Adulteration of spices

Suggested Reading

1. Aronson M.A., Pengbarn R.M., Rose (1990) *Food: Principles of Sensory Evaluation and*
Academic Press, New York
2. Srinakshmi, B. Food Science, 2nd Edition, New Age Publishers

B.A. (Home Science) 4th Year/VII Semester

GE/HSc-07

Women Empowerment

4

**GENERIC ELECTIVE (GE)-GE/HSc-07
Women Empowerment**

Programme - Bachelor with Honors in Home Science	Year-IV	Semester-VII
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Course Title: Women Empowerment
Course Code: GE/HSc-07

Credit:4

Total Lectures: 60

Distribution of Marks - As per University Norms

Course Outcomes:

After the completion of this course the learner will be able to understand the multi- dimensional aspects of women empowerment.

Unit	Topics	No. of Lectures
I	Empowerment of women: Meaning, objectives and target Areas of empowerment: Education, health, social life, economic status, communication skills, political life, cultural life, decision making and mobility.	12
II	Gender equality and gender roles in the context of Home Science. Role of Home Science education in empowering women: Nutrition, Health, Financial Literacy and Family Resource Management.	12
III	Gender-based discrimination – Discrimination in social, health, economic, political and educational; Violence against women, dowry etc. Discrimination against girl child – social, nutrition, education etc Female feticide (pre- birth and pre-conception elimination), Female infanticide.	12
IV	Sex ratio – Definition, declining sex ratio of women and girl child – causes and	

Suggested Reading:

1. Arjun M. J. (2000) *Peasants & rights, New Delhi*
2. Bhattacharya R. *Career Management, A case of Rasthargujar, New Delhi*
3. Chandra Shekhar G. (1992) *Women's Movement & National Development, New Delhi*

B.A. (Home Science) 4th Year VII Semester

GE/HSc-17a
Rural Sociology

GENERIC ELECTIVE (GE)-GE/HSc-17a
Rural Sociology

Programme - Bachelor with
Honors in Home Science

Year-IV

Semester-VII

Course Title: Rural Sociology
Course Code: GE/HSc-07a

Credit:4

Total Lectures: 66

Distribution of Marks - As per University Norms

Course Outcomes:

After the completion of this course the learner will be able to explain the nature, scope and significance of rural sociology in understanding rural society and development. The learner would also be able to analyze the structure and dynamics of rural social institutions.

Unit	Topics	No. of Lectures
I	Rural Sociology: Meaning, definition, need to study, scope and importance, Difference between rural and urban society, Structural differentiation, the traditional/modern dichotomy, the rural urban continuum and socio-cultural obstacles or pre-requisites to development	15
II	Planned social change (a) Approaches to rural planning: Improvement and transformation (b) Indian rural development Programmes:- critical analysis of development	15

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III	Indian Rural Institutions a-Social: Family-Nature, Forms and changes b-Economic: Objectives and techniques of production, land relations, c-Ownership, tenancy and labour Rural poverty - its manifestations and causes Physical structure of rural society social organization of rural society	
IV	Rural leadership - meaning, principles of leadership, types of leaders, qualities of leader, selection of rural leaders. Status of women in Rural India, Role of women in Rural and Agricultural Development.	
Suggested Reading		
1. Rural Sociology - S.L.Doshi, Rawat Publications Jaipur. 2. Rural Sociology in India- A. R. Desai, Popular , Prakashan Mumbai. 3. Social Change in Modern India- M.N. Srinivas. 4. Rural Development: Principles, Policies and Management-Katar Singh,SAGE Publication.		

B.A. (Home Science) 4th Year/VII Semester

DISSERTATION

DISSERTATION

Programme - Bachelor with Honors in Home Science

Year-IV

Semester-VII

DISSERTATION ON MAJOR OR DISSERTATION ON MINOR OR ACADEMIC PROJECT/ENTREPRENEURSHIP

Credit:06

Max Marks: 100-(75+25)

Course Outcome:

1. To learn how to select a Research Proposal based on research gap found during the literature survey or field observations.
2. The student will learn how to prepare synopsis.
3. The student will learn how to collect / analyze data and write Report based on the data.

Max Marks -100 (75+25) (Evaluation by Internal and External Examiner)

Dissertation- 75

Internal Assessment-(Viva Voce + Attendance)25 (20+5)

The student will select a topic (based on their area of interest) with the help of the allotted supervisor by department. Dissertation submission to be followed as per University guidelines.

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B.A. (Home Science) 4th Year/VIII Semester

DSC/HSc-08 Extension in Home Science

DISCIPLINE SPECIFIC COURSE (DSC)-DSC/HSc-08
Extension in Home Science

Programme - Bachelor with
Honors in Home Science

Year-IV

Semester-VIII

Course Title: Extension in Home Science
Course Code: DSC/HSc-08

Credit:3

Total Lectures: 45

Distribution of Marks - As per University Norms

Course Outcomes:

By the end of this course the student will be able to explain the concept, principle and philosophy of extension education and its significance in community development.

Unit	Topics	No. of Lectures
I	Home Science: Concept, objectives, areas and relationship with extension Extension: concept, goals and history, Origin and need of Home Science Extension Education	15
II	Home Science Extension Worker: Role and Qualities, Extension education methods. Communication skills: verbal and non-verbal communication. Relationship between, communication, extension and development. Role of Home science in rural development, Role of women in rural development.	15
III	Methods and media of community outreach; Audio Visual aids in Home Science- Extension education Agencies (national and international) associated with extension education for rural development. Diffusion of innovation and adoption through extension.	15
IV	Community development: Understanding communities and their characteristics. Organization, principles, characteristics and functions. Role of home scientists in community development. Welfare program for rural women and children. (DWARKA, ICDS and other social welfare program (TRYSEM, JRY)	15

Suggested Readings:

1. Griha Vigyan Prasat Shiksha, Manju Patney and U.S Thakur, Shiva Prakashan Indore
2. Communication for Development in the Third World Theory and Practices (1991). Sage Publication, New Delhi.
3. Chaubey BK (1990) A Handbook of Education Extension, Jyoti Publication, Allahabad
4. Singh, R. (1987) Textbook of Extension Sahitya Kala Prakashan, Ludhiana
5. Extension Education in Community (1961) Ministry of Food and Agriculture, Government

1st Edition

2nd Edition

3rd Edition: Programme Planning, Extension and Health Education: A Practical Approach

DSC/HSc-005/Practical - Practical Aspects of Extension Education

DISCIPLINE SPECIFIC COURSE (DSC) - Practical
-Practical Aspects of Extension Education

Programme - Bachelor with
Honors in Home Science

Year-IV

Semester-VIII

Course Title: Practical Aspects of Extension Education

Course Code: DSC/HSc-005/Practical

Credit:01

Total Practical Hours/ Classes: 30

Distribution of Marks - As per University Norms

Course Outcomes:

By the end of this practical course student will be able to demonstrate skills in planning and organizing extension activities such as awareness, campaigns, group meetings, exhibitions.

Unit	Topics	No. of Practical Hours/ Classes:
		30
I	A visit to Village/Urban Community, prepare and administer structured questionnaire, conduct interviews/ group discussions, Compile/ analyze and present findings. (on issues like health, nutrition, education, etc.)	10
II	Design two communication aids (for example poster, leaflet, short video etc.)	10
III	Plan and organize a demonstration (on nutrition education, health / hygienefood generation activities etc.) for community members.	10

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B.A. (Home Science) 4th Year/VIII Semester

DSE- DSE 1b Food Safety and Preservation

DISCIPLINE SPECIFIC ELECTIVES (DSE)-DSE 1b
Food Safety and Preservation

Programme - Bachelor with Honors in Home Science	Year-IV	Semester-VIII
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Course Title: Food Safety and Preservation
Course Code: DSE1b

Credit:4

Total Lectures: 60

Distribution of Marks - As per University Norms

Course Outcomes:

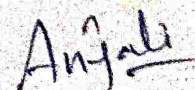
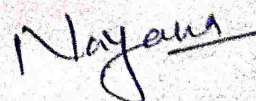
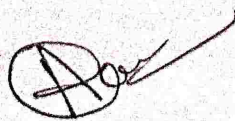
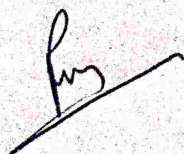
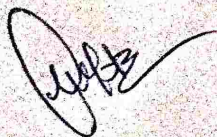
By the end of this course, students will be able to understand the principles and methods of food preservation and food safety. Develop entrepreneurial skills in processing and marketing value added food products.

Unit	Topics	No. of Lectures
I	Food Sanitation and Hygiene, Food Borne Diseases	15
II	Food Adulteration and Consumer Protection Fortification of foods with vitamins and minerals Novel and processed supplementary foods Enzymes in food processing	15
III	Evaluation of foods: Visual examination and sensory evaluation (Colour, texture, flavour and taste), Fermented foods, Pickles, Sauces	15
IV	Causes of food spoilage, Food preservation-Principles and methods Preserved and processed products from fruits and vegetables	15

Suggested Readings:

Sunetra Rodzy, Food Safety and Sanitation, Tata McGraw-Hill Education, 2017

Norman G. Marriott and Robert B. Gravani, Principles of Food Sanitation, Springer, 2018



B.A. (Home Science) - 4th Year/VIII Semester

DSE 2b Life Span Development

DISCIPLINE SPECIFIC ELECTIVES (DSE)-DSE 2b

Programme - Bachelor with
Honors in Home Science

Year-IV

Semester-VIII

Course Title: Life Span Development
Course Code: DSE2b

Credit:4

Total Lectures: 60

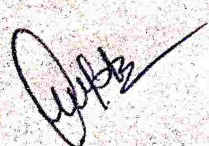
Distribution of Marks - As per University Norms

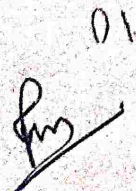
Course Outcomes:

By the end of this course the learner will be able to describe key theories and principles of human development across the life span and also explain the physical, cognitive, emotional and social changes that occur at different stages of development.

Unit	Topics	No. of Lectures
I	Adolescence Puberty and Adolescence—definition and characteristics Physical changes during puberty and adolescence Developmental tasks of adolescence Social and emotional development during adolescence. Factors affecting social and emotional Development. Role of parents, teachers, peers and society. Problems of adolescence—drop out from education system, juvenile delinquency— causes and prevention, addiction and alcoholism. Problems of adjustment, identity crisis.	15
II	Early Adulthood Characteristics; Sub-stages; Developmental Tasks Problems: Adjustments, Interests, Vocational, Marital life and adjustments, Divorce, Re- marriage, Unmarried life/singlehood.	15
III	Middle age;- Characteristic; Subdivision; Developmental tasks, problems, some common problems unique to this stage, Physical changes, Health, Changes in interest, Vocational, Changing family pattern.	15
IV	Old Age Characteristics; Subdivisions; Developmental Tasks Types of Changes during ageing: Physical, Sensory, Sexual, Health, Changes in motor abilities, Changes in mental abilities and cognitive capacities, Changes in interests, Retirement, Loss of spouse; Vocational and Family life hazards of old age; Consequences of ageing.	15

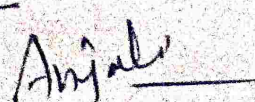
Suggested Readings:



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1. Vikasnitmal Manojpryan, Rajendra Prasad Singh, Ritendra Kumar Upadhyay, Rajendra Singh, Sharda Ramasidha, New Delhi
2. Real Vikas exam Real Manojpryan, Vinoda Singh, Poochalech/Pinkachan, Jaipur
3. Hardest, H. Elizabeth (1981), Developmental Psychology - A Life Span Approach, Tata Mc Graw Hill
4. Hardest, H. Elizabeth (1983), Child Growth and Development, Tata Mc Graw Hill
5. Papalia, D. Deane, & Olds, Wendell, Sally (1975), A Child's World Infancy through Adolescence, Mc Graw Hill Book Company
6. Berk, L. Laura (2000), Child Development, Allyn and Bacon

B.A. (Home Science) 4th Year/VIII Semester

DSE 3b

Advanced Home Management

DISCIPLINE SPECIFIC ELECTIVES (DSE)-DSE 3b
Advanced Home Management

**Programme - Bachelor with
Honors in Home Science**

Year-IV

Semester-VIII

Course Title: Advanced Home Management
Course Code: DSE 3b

Credit:4

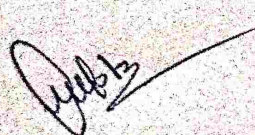
Total Lectures: 60

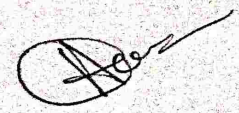
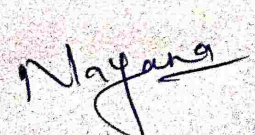
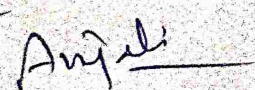
Distribution of Marks - As per University Norms

Course Outcomes:

After the completion of this course the learner would be able to apply advanced principles of home management, work simplification and decision making to optimize the use of resources in home and institutional settings.

Unit	Topics	No. of Lectures
I	Management in family living, characteristics of management in home, role of home management, misconceptions regarding home management, Roles and responsibilities, characteristics and functions of a home manager.	12
II	Values-Concept, characteristics, classification and factors influencing values Goals-Concept, types, factors influencing goals Standards-Concept, classification of standards Interrelatedness of values, goals and standards	12
III	Management process: Planning, organizing, leading, controlling and evaluating Decision making: Concept, steps, factors affecting, Resources: Meaning and definition, role, characteristics, classification.	12
IV	Time Management: Tools-peak-loads, work-curves, rest periods and work	12



	simplification. Family Management: Identification of stress, need of stress reduction, fatigue, types and causes. Work simplification techniques: time study, flow chart, micro-motion film analysis, and path process chart.
V	Money Management: Budgeting: Definition, importance and steps in planning a budget. Account keeping: importance, types of account systems, methods of handling money. Family financial records.
Suggested Reading 1. An Introduction to Family Resource Management, Premavathy Beethanathan, Samsa Books and Paper Books, 1982. Publishers and Distributors 2. Economics of the household, R A Drew, Mc Millan company, New York 3. Consumer Economics, Dr. Richard, Irwin, Illinois (1983)	

B.A. (Home Science) 4th Year/VIII Semester

GE/HSc-08

Marriage and Family Dynamics

**GENERIC ELECTIVE (GE)-GE/HSc-08
Marriage and Family Dynamics**

Programme - Bachelor with Honors in Home Science	Year-IV	Semester-VIII
Course Title: Marriage and Family Dynamics Course Code: GE/HSc-08		
Credit:4	Total Lectures: 60	
Distribution of Marks - As per University Norms		
Course Outcomes: After the successful completion of this course the learner would be able to understand and analyze the structure, functions and dynamics of marriage and family systems.		
Unit	Topics	No. of Lectures
I	Marriage - Meaning, marriage as an institution, goals of marriage, selection of life partner, changes in marriage and their causes. Family life cycle. Readiness of marriage-physiological, social, psychological and others. Preparation for marriage. Family - Definition, functions, and types (with reference to family life cycle), characteristics of family, Family structure in India	15
II	Patterns of changes in family relationships.	10
III	Marital adjustment -factors contributing to difficulties in marital adjustment, adjustment to life partners, sexual adjustment, adjustment to in-laws, adjustment to partner hood. Contemporary issues in Family life. Break-up of extended family.	20

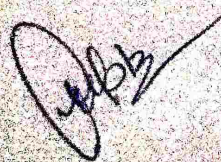


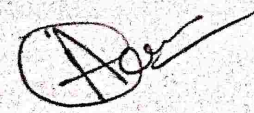
	migration, dual career families, non traditional family, influence of extra family factors, Glus, TV, peer groups, neighbourhood and school, <i>Structure of Family</i>
IV	Divorce, separation, desertion, death of partner, single parenthood Marriage guidance and counselling: meaning of counselling, factors causing tension in married life, importance of marriage guidance and counselling, areas in marriage requiring guidance. Legal aspects: laws regarding marriage, adoption, divorce, inheritance
Suggested Readings	
1. Manav vikas – Shashi Prabhakar, Shiva Prakashan, Indore.	
2. Research Article from journals.	

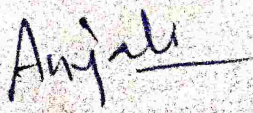
B.A. (Home Science) 4th Year/VIII Semester

**GE/HSc-08a
Consumer Education**

GENERIC ELECTIVE (GE)-GE/HSc-08a Consumer Education		
Programme - Bachelor with Honors in Home Science	Year-IV	Semester-VIII
Course Title: Consumer Education Course Code: GE/HSc-08a		
Credit:4	Total Lectures: 60	
Distribution of Marks - As per University Norms		
Course Outcomes: After the completion of this course the learner would be able to identify and evaluate consumer rights, responsibilities and ethical issues to make informed purchasing decisions and apply knowledge of consumer protection laws, financial management and market practices to resolve consumer problems effectively.		
Unit	Topics	No. of Lectures
I	Definition of consumer, Rural Vs Urban consumer characteristics and problems.	15
II	Role of consumers in the economy, National Income, Per Capita Income, Household wise, distribution of income. Changing nature of the business world -e-commerce, e-business. Types of consumer problems - products and services related, investment and infrastructure related, Causes and solutions	15







III	Consumer education and empowerment, Consumer protection, History of consumer movement in the developed and developing countries, Consumer rights and responsibilities, Consumer organizations, origin, functioning, role and impact, Consumer protection and Government legislation, Role and impact	15
IV	Consumer cooperatives - role, history and growth in India, PDS, Khandas, Bhandars, Basic legislative framework for consumer protection in India, Consumer Protection Act 1986 COPRA, Alternative redressal mechanisms, Mediation centres, Standardization and quality control measures ISI, FPO, AGMARK, ISO, Eco mark, Wool mark, Silk mark, Cotton mark, Handloom mark, BEE star labelling and other	15

Suggested Reading

1. Khanna S.R., Hanspal S., Kapoor S. & Awasthi H.K., 2007, Consumer Affairs, Universities Press India Pvt. Ltd
2. Sawhney, H.K. & Mital, M., 2007, Family Finance & Consumer Studies, Elite Publishing House Pvt. Ltd
3. Seetharaman, P. and Sethi, M., 2001, Consumerism: Strength and Tactics, New Delhi: CBS Publishers

B.A. (Home Science) 4th Year/VIII Semester

DISSERTATION

DISSERTATION

Programme - Bachelor with Honors in Home Science	Year-IV	Semester-VIII
DISSERTATION ON MAJOR OR DISSERTATION ON MINOR OR ACADEMIC PROJECT/ENTREPRENEURSHIP		
Credit:06		
Max Marks: 100 (75+25)		
Course Outcome: 1. To learn how to select a Research Proposal based on research gap found during the literature survey or field observations. 2. The student will learn how to prepare synopsis. 3. The student will learn how to collect / analyze data and write Report based on the data.		
Max Marks -100 (75+25) (Evaluation by Internal and External Examiner) Dissertation- 75 Internal Assessment-(Viva Voce + Attendance)25 (20+5) The student will select a topic (based on their area of interest) with the help of the allotted supervisor by department. Dissertation submission to be followed as per University guidelines.		

M.A. (Home Science) 3rd Year/IX Semester

DSC/HSc-09 Community Nutrition

DISCIPLINE SPECIFIC COURSE (DSC/DSC/HSc-09)

Programme - M.A. (Home Science)

Year- V

Semester-IX

Course Title: Community Nutrition

Course Code: DSC/HSc-09

Credit:3

Total Lectures: 45

Distribution of Marks - As per University Norms

Course Outcomes:

At the end of this course the students will be able to explain the role of nutrition in promoting public health and preventing diseases at the community level.

Unit

Topics

No. of Lectures

I

Prevalence, etiology, biochemical and clinical manifestation and preventive measures for Protein Calorie Malnutrition-Kwashiorkor and Marasmus.

15

II

Prevalence, etiology, biochemical and clinical manifestation and preventive measures for Iron deficiency, Iodine deficiency, Fluorine Deficiency and Toxicity.

15

III

Prevalence, etiology, biochemical and clinical manifestation and preventive measures for Vitamin A deficiency, Beri-Beri, Pellagra, Scurvy, Rickets, Osteomalacia and Osteoporosis.

15

IV

Nutritional assessment and surveillance-Meaning, need, objectives and importance
Anthropometry-Need, importance, types, standards for reference.
Biochemical methods-Laboratory and biochemical assessment.
Clinical assessment-Need, importance, identifying signs of deficiency diseases.
Diet surveys-Need, importance, method.

15

Suggested Readings:

1. Textbook of Community Nutrition - Kumud Khanna et al. Elite Publishing House
2. Fundamentals of Nutrition - Russell R. Mudembi & M.V. Rajagopal, New Age International
3. Nutrition for Community, Swaminathan M. The Bangalore Printing & Publishing Co.
4. Public Health and Community Nutrition - Tulika Gurwani Mahanna, Jaypee Brothers

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M.A. (Home Science) 5th Year/IX Semester

DSC/HSc-09 Community Nutrition

DISCIPLINE SPECIFIC COURSE (DSC)-DSC/HSc-09

Programme - M.A. (Home Science)	Year- V	Semester-IX
Course Title: Community Nutrition Course Code: DSC/HSc-09		
Credit:3		
Distribution of Marks - As per University Norms		Total Lectures: 45
Course Outcomes: At the end of this course the students will be able to explain the role of nutrition in promoting public health and preventing diseases at the community level.		
Unit	Topics	No. of Lectures
I	Prevalence, etiology, biochemical and clinical manifestation and preventive measures for: Protein Calories Malnutrition- Kwashiorkor and Marasmus.	15
II	Prevalence, etiology, biochemical and clinical manifestation and preventive measures for: Iron deficiency, Iodine deficiency; Fluorine Deficiency and Toxicity.	15
III	Prevalence, etiology, biochemical and clinical manifestation and preventive measures for: Vitamin A deficiency; Beri-Beri, Pellagra; Scurvy; Rickets, Osteomalacia and Osteoporosis.	15
IV	Nutritional assessment and surveillance-Meaning, need, objectives and importance Anthropometry-Need, importance, types, standards for reference. Biochemical methods-Laboratory and biochemical assessment. Clinical assessment-Need, importance, identifying signs of deficiency diseases. Diet surveys-Need, importance, method.	15
Suggested Readings: 1. Textbook of Community Nutrition - Kinnud Khanna et.al. Elite Publishing House 2. Fundamentals of Nutrition- Sumati R. Mudambi & M.V. Rajagopal, New Age International 3. Nutrition for Community, Swaminathan M. The Danglore Printing & Publishing Co. 4. Public Health and Community Nutrition - Tulika Goswami Mahanta, Jaypee Brothers		

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M.A. (Home Science) 5th Year/IX Semester

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DSE- DSE 09 Practical: Nutritional Assessment in Community

**DISCIPLINE SPECIFIC COURSE (DSC)- Practical
Nutritional Assessment in Community**

Programme - M.A. (Home Science)

Year-V

Semester-IX

Course Title: Nutritional Assessment in Community

Course Code: DSC/HSc-09/Practical

Credit:01

Total Practical Hours/ Classes: 30

Distribution of Marks - As per University Norms

Course Outcomes:

Unit	Topics	No. of Practical Hours/ Classes:
I	Familiarize students with methods of assessment of nutritional status and conduct single person case study to assess and evaluate nutritional status or carry out a survey using anthropometric measurement.	15
II	Preparation of Low cost high Nutrition Value recipes.	15

M.A. (Home Science) 5th Year/IX Semester

DSE- DSE 1c Child Welfare in India

**DISCIPLINE SPECIFIC ELECTIVES (DSE)-DSE 1c
Child Welfare in India**

Programme - M.A. (Home Science)

Year-V

Semester-IX

Course Title: Child Welfare in India

Course Code: DSE1c

Credit:4

Total Lectures: 60

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ation of Marks - As per University Norms

Outcomes:

of this course the learner would be able to explain the social, economic and legal aspects of child welfare and protection in Indian context.

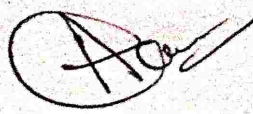
Topics	No. of Lectures
Child Welfare in India Concept and historical perspective, Need and relevance Historical evolution of Child welfare Rights of children; Protection of Child rights; Convention on the rights of the child in the Constitution of India.	12
Profile of child in India Demographic: Total population, Child population, Sex ratio, Infant Mortality Rate (IMR), Literacy, School enrolment rate	12
Children at Risk Children in especially difficult circumstances, Children in emergency situation, Disabled child, Destitute child, Street child, Delinquent child, Working child Social problems related to children - female foeticide (pre-birth and preconception elimination), juvenile delinquency, child labour, child abuse and child marriage, discrimination against girl child	12
Policies and Legislations for Child Welfare National Children's Board, The National Policy for the Child, The National Children's Fund, Child Labour Cell Child Labour Act; PC-PNDT Act; Child Marriage Act, The Children's Act, Juvenile Justice Act, Right to Education Act	12
Child Welfare agencies and programmes in India International, national and local agencies - governmental and non-governmental (UNICEF, ICCW, Mobile Crèches, Bal Bhawan) Welfare programs - ICDS, Mid-day Meal Programme, Universal Immunization Programme, etc	12

sted Readings:

1. Baig, T.A. (1979): Our Children. New Delhi: Ministry of Information and Broadcasting, Govt. of India
2. Chowdhry, D.P. (1980): Child Welfare and Development. Delhi: Atma Ram







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M.A. (Home Science), 2nd Year/1st Semester

DSE 2c Theories of Human Development

DISCIPLINE SPECIFIC ELECTIVES (DSE)-DSE 2c

Programme - M.A. (Home Science)	Year-V	Semester-I
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Course Title: Theories of Human Development
Course Code: DSE2c

Credit:4

Total Lectures: 60

Distribution of Marks - As per University Norms

Course Outcomes:

After the successful completion of this course the learner will be able to describe major theories of human development across life span, including cognitive, emotional, social and physical aspects.

Unit	Topics	No. of Lectures
I	Maslow's self-actualization theory Freud's psychosexual or psychoanalytic theory Erikson's psychosocial theory	22
II	Skinner's theory of Operant or instrumental conditioning Pavlov's theory of classical conditioning Thorndike's Trial and Error Learning	22
III	Kohlberg's six stages of moral reasoning	8
IV	Piaget's cognitive development theory	8

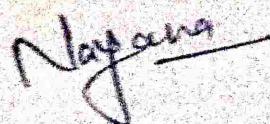
Suggested Readings:

1. Morgan, Kingetal(1999): "Introduction to Psychology", Tata McGraw-Hill Edition, Delhi.
2. Hurlock E (2000): "Child Development", Tata McGraw-Hill Edition, Delhi, India. Sal Vikas evam Sal Manovigyan, Brinda Singh, PanchseelPrakashan,











M.A. (Home Science) 5th Year/IX Semester

DSE 3c Indian Embroideries and Dying and Printing Techniques

DISCIPLINE SPECIFIC ELECTIVES (DSE)-DSE 3c Indian Embroideries and Dying and Printing Techniques

Programme - M.A. (Home Science)	Year-V	Semester-IX
Course Title: Indian Embroideries and Dying and Printing Techniques		
Course Code: DSE 3c		

Credit: 4	Total Lectures: 60
Distribution of Marks - As per University Norms	
Course Outcomes: At the end of this course the learner will be able to understand historical, cultural and regional significance of traditional Indian embroidery and demonstrate knowledge of various Indian embroidery techniques and create innovative designs for modern needs.	

Unit	Topics	No. of Lectures
I	Dyes-Definition and classification of dyes Different types of dyes- Natural dyes- Vegetable, animal and mineral; Synthetic dyes- direct, acid, basic, reactive, vat, sulphur, mordant, disperse, pigments. Suitability of various dyes to different fibres. Dyeing methods at different stages of processing- fibre, yarn, piece, union and cross Colour fastness characteristics- washing, sunlight, crocking and perspiration Domestic methods of dyeing	15
II	Printing-Significance, methods-block, stencil, screen, roller, Faults in printing. Advantages and disadvantages of different printing methods. Preparation of printing paste, use of various ingredients and thickeners. Preparation of cloth for printing. After-treatment of printed goods.	15
III	Historical background of traditional Indian embroidery General embroidery techniques; Hand embroidery- Knowledge of basic hand embroidery stitches Study of traditional embroideries of India: Texture, design and colour, Chikankari of Uttar Pradesh, Kantha of Bengal, Kasuti of Karnataka, Kutch Kathiawar of Gujarat, Phulkari of Punjab, Sindhi embroidery	15
IV	Traditional Textiles of India: Texture, design and colour Woven (in design)-Patola, Brocade, Chanderi, Pashmina, Pochampalli, Ikat, Maheshwari Printed woven fabric- Dacca Muslin, Tussar, Katadoria	15

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Printed: Sampurnan, Khadi print of Gujarat
 Printed: Kalamkari, Madhubani
 Resist dyed: Bandhej of Gujarat and Rajasthan
 Handloom: Definition, role in national economy and some chief handloom centres of India

Suggested Reading

Yashwantrao Chavan Chappal Takaveek, Jain and Gupta, Shiva Prakashan, Indore

M.A. (Home Science) 5th Year/ IX Semester

GE/HSc-09

Psychological Testing and Measurement

GENERIC ELECTIVE (GE)-GE/HSc-09

Psychological Testing and Measurement

Programme - M.A. (Home Science)	Year-V	Semester-IX
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Course Title: Psychological Testing and Measurement

Course Code: GE/HSc-09

Credit:4	Total Lectures: 60
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Distribution of Marks - As per University Norms

Course Outcomes:

At the end of this course the student will be able to understand the basic concepts, principles and purposes of psychological testing and measurement.

Unit	Topics	No. of Lectures
I	Introduction to Psychological Testing: Need, Meaning, objectives, uses and design Difference between Testing and Measurement Criteria of a good Psychological test; Reliability, Validity and Standardization	15
II	Measurement of Intelligence and Creativity Intelligence: Meaning, types of Intelligence tests; Some Standardized Intelligence Tests	15
III	Measurement of Aptitude and Attitude Aptitude: Meaning, Types of Aptitude test Attitude Meaning, Attitude scales	15

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Assessment of Personality: Behavioral methods of Personality Psychology
 Personality Inventories
 Projective techniques

Suggested Reading

1. Ashworth & Manowar, Psychology: Principles, Research, and Applications, 11th Edition, Pearson Education, Inc.
2. Psychological Testing, Urban & Schwarzenberg

M.A. (Home Science) 5th Year/ IX Semester

GE/HSc-09a
 Human Physiology

GENERIC ELECTIVE (GE)-GE/HSc-09a
 Human Physiology

Programme - M.A.(Home
 Science)

Year-V

Semester-IX

Course Title: Human Physiology
 Course Code: GE/HSc-09a

Credit:4

Total Lectures: 60

Distribution of Marks - As per University Norms

Course Outcomes:

At the end of this course the student will be able to understand the structure and function of various organ system of the human body and explain the physiological mechanism of body.

Unit	Topics	No. of Lectures
I	Physiological process, structural and functional basis of human body Skeletal system, joints and muscular system	15
II	Composition and functions of Blood and Lymph, Heart and course of Blood circulation, Blood pressure, Pulse and Heart Sounds	15
III	Physiology of digestion, digestive enzymes and their function, function of Liver, absorption from the Intestine.	15

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M.A. (Home Science) 5th Year/ IX Semester

DISSERTATION

DISSERTATION

Programme - M.A. (Home
Science)

Year-V

Semester-IX

**DISSERTATION ON MAJOR OR DISSERTATION ON MINOR OR ACADEMIC
PROJECT/ENTREPRENEURSHIP**

Credit:06

Max Marks: 100 (75+25)

Course Outcome:

1. To learn how to select a Research Proposal based on research gap found during the literature survey or field observations.
2. The student will learn how to prepare synopsis.
3. The student will learn how to collect / analyze data and write Report based on the data.

Max Marks -100 (75+25) (Evaluation by Internal and External Examiner)

Dissertation- 75

Internal Assessment-(Viva Voce + Attendance)25 (20+5)

The student will select a topic (based on their area of interest) with the help of the allotted supervisor by Department. Dissertation submission to be followed as per University guidelines.

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M.A. (Home Science) 5th Year/X Semester

DSC/HSc-10 Interior Decoration

DISCIPLINE SPECIFIC COURSE (DSC)-DSC/HSc-10
Interior Decoration

Programme - M.A. (Home
Science)

Year-V

Semester-X

Course Title: Interior Decoration
Course Code: DSC/HSc-10

Credit:3

Total Lectures: 45

Distribution of Marks - As per University Norms

Course Outcomes:

At the end of this course the learner will be able to understand the basics of Interior Decoration and
apply principles of Arts in Interior designing.

Unit	Topics	No. of Lectures
I	Introduction to interior decoration, importance of interior planning and decoration, planning principles for specific areas. Principles of Art.	15
II	Element and principles of design and their application in interiors, principles of Harmony, Proportion, Balance and Rhythm, Application of Elements and Principles of design in Interior Planning and Decoration.	15
III	Window and window treatment, Accessories for interior. Table setting. Lighting as an element of interior, wall and wall covering, floor and floor covering.	15
IV	Furniture arrangement, types of furniture and selection criteria, window treatment, types of windows and its parts, functional and decorative treatment, Light sources and colour scheme, Developing light plans for different areas, Functional and decorative accessories for interiors.	15

Suggested Reading

1. Dorothy S., Devan and Others- Introduction to interior Design, N.Y. Macmillan 1980.
2. Mike Lawrence: The Complete interior Decorator U.K. Macdonald, 1986.
3. Faulker and Faulker, inside today's home, N.Y. Holt Rinehart and Winston, 1975

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DSC/HBe-10/Practical-Interior Decoration

DISCIPLINE SPECIFIC COURSE (DSC)- Practical
Interior Decoration

Programme - M.A. (Home
Science)

Year-V

Semester-V

Course Title: Interior Decoration

Course Code: DSC/HBe-10/Practical

Credit:01

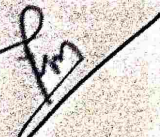
Total Practical Hours/ Classes: 30

Distribution of Marks - As per University Norms

Learning Outcomes:

At the end of this course the learner will be able to understand the basics and applied aspects of Interior
decoration and apply principles of Arts in Interior designing.

Unit	Topics	No. of Practical Hours/ Classes: 30
I	Furniture layout of living room, dining room, kitchen and bedroom. Interior design of residential spaces based on ergonomics and anthropometric data.Planning colour schemes of different rooms for different activities.Development of design and construction of curtains, cushions, carpet, table mats.	15
II	Flower arrangement, Wall painting, picture frame. Preparing drawings for different interior spaces. Arrangement of walls Arrangement of floors Ceiling arrangements.	15

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M.A. (Home Science) 5th Year / X Semester

DSE- DSE I Human Nutrition & Diet Therapy

DISCIPLINE SPECIFIC ELECTIVES (DSE)-DSE I d
Human Nutrition and Diet Therapy

Programme - M.A. (Home
Science)

Year-V

Semester-X

Course Title: Human Nutrition & Diet Therapy
Course Code: DSE1d

Credit:4

Total Lectures: 60

Distribution of Marks - As per University Norms

Learning Outcomes:

At the end of this course the student will be able to translate the theoretical knowledge of human nutrition into practical diet therapy and prepare diet scientifically for treating various ailments.

Sl. No.	Topics	No. of Lectures
1	Nutrients in foods: their functions, requirements and sources digestion absorption and utilization of nutrients. Effect of low and excess intake of nutrients on human body Energy requirement, BMR, Water, its functions, sources and routes of excretion, recommended dietary allowances.	12
2	Methods of assessment of Nutritional Status.	12
3	BMR, Diet therapy: History of dietetics, effect of illness on food acceptance and utilization, role of dietician, taking patients history, education of patient and dietetic counselling.	12
4	Therapeutic modifications of normal diet, food exchange lists feeding methods, principles of dietetic management of chronically ill patients.	12
5	Causes, symptoms and principles of diet management of Fevers (Long and short duration), Peptic ulcer, gastritis, Jaundice, hepatitis cirrhosis and infantile cirrhosis. Diarrhoea, constipation, Cardiovascular diseases, hyperlipidemia, hypertension, congestive heart failure, Nephritis (acute and chronic) renal stone, gout, arthritis, Diabetes mellitus, obesity and underweight (PCM), Diet in surgery, fractures, burns injury, allergy and AIDS	12

Suggested Readings:

1. A Text book of food and nutrition by M. Swaminathan, Ganesh Publishers, Vol I & II
2. Clinical Dietetics and Nutrition by P.P. Anila, Oxford University Press, New Delhi, London & New York

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M.A. (Home Science) 5th Year/ X Semester

DSE 2d Entrepreneurship Development

DISCIPLINE SPECIFIC ELECTIVES (DSE)-DSE 2d

Programme - M. A. (Home Science)	Year-V	Semester-X
Course Title: Entrepreneurship Development Course Code: DSE2d		
Credit:4	Total Lectures: 60	
Distribution of Marks - As per University Norms		
Course Outcomes: The successful completion of this course will enable the learners to understand the fundamental concepts, theories and types of Entrepreneurship & Identify entrepreneurial opportunities and assess the feasibility of business ideas.		
Unit	Topics	No. of Lectures
I	Entrepreneurship – Definition, need, scope and characteristics of entrepreneurship development and employment promotion Identification of Opportunities.	12
II	Entrepreneur and enterprise, entrepreneurial qualities, assessing entrepreneurial qualities, environment scanning and opportunity identification. Methods source and type of opportunity, assessment criteria and profiling opportunities.	12
III	Infrastructure and support system, Industrial support agencies, Procedure and steps involved in setting up an enterprise, sources of information and industry organization.	12
IV	Project planning and formulation of project, identification and product selection, generating project ideas, short listing, final selection market survey, market alternatives, an overview of the future, Product development, Product Selection, Preparation of project report.	12
V	Interaction with entrepreneurs, Visit to industry, Project planning formulation and report preparation, Case studies	12
Suggested Readings: 1:-Dr. Buddhadeb Chandra & Dr Bhaskar Biswas, Entrepreneurship Development, The Dec Publication, 2022 2:-Dr. S S Khanka, Entrepreneurial development, S. Chand, 2007		











3:- Sameer Sharma, Odhyanagar Vikas, V.K. Global Publications, 2020
 4:- Dr. Praveen Agrawal & Dr. Anusha Kumar Mishra, Uditvanshika Publications, 2019

M.A. (Home Science) 5th Year/ X Semester

DSE 3d

Children with Special Needs

DISCIPLINE SPECIFIC ELECTIVES (DSE)-DSE 3d
Children with Special Needs

Programme - M.A. (Home
 Science)

Year-V

Semester-X

Course Title: Children with Special Needs

Course Code: DSE 3d

Credit:4

Total Lectures: 60

Distribution of Marks - As per University Norms

Course Outcomes:

At the end of this course the learner will be able to understand the concept, types and special needs in children & analyze the challenges faced by children with special needs in educational, social and family settings.

Unit	Topics	No. of Lectures
I	Children with special needs: Definition, characteristics, classification according to types of impairment, Special education for children with special needs.	15
II	Mental retardation: definition and levels, causes, identification, educational provisions Gifted and creative children: definition, characteristics, special needs, identification and Educational provisions.	15
III	Visually handicapped children: Classification, identification and educational provisions Hearing impaired: Classification, identification, causes and educational provisions	15
IV	Children with orthopaedic impairments: Definition, classification, causes, educational provisions And rehabilitation. Children with behaviour disorders: autism and aggressive behaviour	15

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Suggested Reading

- Slattery M. (1993) Introduction to Exceptional Children, Sterling Publishers, New Delhi
 Co. Channeman (1999) Exceptional Children: Their Psychology and Education, Sterling Publishers, New Delhi
 Gopal R.A. (1993) Education of the Exceptional Children, Kalyani Publishers, New Delhi
 Goshal Anshyakti wife bachelon ki shikshatillamudeshamucyamparamarsh, Vinay Bishnoi, Agarwal Publications
 Goshal Rakesh, Aditya Rani Rishi and Swati Saxena, Agarwal Publications
 C.V. study material

M.A. (Home Science) 5th Year/ X Semester

GE/HSc-10

Gender in Extension

GENERIC ELECTIVE (GE)-GE/HSc-10 Gender in Extension

Programme - M.A. (Home Science)	Year-V	Semester-X
Course Title: Gender in Extension Course Code: GE/HSc-10		
Credit:4	Total Lectures: 60	
Distribution of Marks - As per University Norms		
Course Outcomes: At the end of this course the students will be able to understand the basic concepts of gender, gender roles and gender relations in the context of extension education. The students will be able to develop skills to design and implement gender responsive extension strategies that promote equality and empowerment.		
Unit	Topics	No. of Lectures
I	Social Construction of Gender • Concept of gender, difference between sex and gender • Cultural construction of gender- socialization and gender roles-historical and contemporary perspectives • Patriarchy and gender relations, • Changing status of women- influencing factors, role of women's movements. • Feminism, Feminist theories and gender perspectives • Demographic analysis	15
II	Gender and Development Perspectives • Concept and importance of women's development • Role and participation of women in development. • Theoretical frameworks and approaches towards women and development. • Policies and initiatives for women's development- international and national perspectives. • Globalization and its impact on Gender and development	15

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Nayana Anjali

Gender Issues and Empowerment

- Problems, vulnerabilities and marginalization of women: *lifecycle approach*
- Issues and impact of marriage and kinship systems: *social cultural practices, health, education, livelihood, poverty - access and control of resources in women's lives*
- Violence in women's lives: concept, nature, impact
- Women and work: invisibility, opportunities and participation in *workforce*
- Political participation of women and leadership
- Women's empowerment problems and limitations
- International and national initiatives in gender sensitization and *supporting women's empowerment*

Gender and Advocacy

- Human Rights and Women- women's right to development.
- Gender and Law- Laws governing gender empowerment-social, legal and political perspectives. Issues of enforcement of laws and women's protection.
- Women's Development Programmes and policies: National policy for *empowerment of women, schemes and programmes.*
- Women's empowerment and Media- images and representation of women in *different media, women's voice in media, participation in production.*

Suggested Reading

1. Dube, L. (2001) Anthropological Explorations in Gender-Intersecting Fields New Delhi: Sage Publications.
2. Goel, A. (2004) Education & Socio-Economic Perspectives of Women Development and Empowerment. New Delhi: Deep & Deep.
3. Kishwar, M. (1994) Off the Beaten Track - Rethinking Gender Justice for Indian Women. Mumbai: Oxford University Press.
4. Goel, A. (2004) Violence and Protective Measures for Women Development and Empowerment. New Delhi: Deep & Deep.
5. Goel, A. (2004) Organisation & Structure of Women Development and Empowerment. New Delhi: Deep & Deep.
6. Krishna, S. (Ed) (2003) Livelihood and Gender Equality in Community Resource Management. New Delhi: Sage Publications.
7. Powell, G. (1999) Handbook of Gender & Work. London: Sage Publications.







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Programme: B.A. Home Sciences

Year: IV

Semester: IV

Course Title: Guidance and Counselling
Course Code: HSHS404

Credit: 4

Distribution of Marks - 100 per University Scheme

Total Marks: 100

Course Outcome:

Unit	Topics	No. of Lectures
I	Guidance: Meaning, scope and importance, objectives and principles of guidance, needs of educational guidance, different forms of guidance: group and individual, types of guidance: educational, vocational and personal	15
II	Counselling Techniques: Concept, nature and scope of counselling, need and importance of counselling, types of counselling: directive, non-directive and eclectic, tools and techniques of counselling	15
III	Counselling as service, purpose of student counselling, client-counsellor relationship, nature and functions of a counsellor, characteristics and necessary qualities (personal and professional) of a good counsellor, qualification and training programme of counsellor	15
IV	Guidance of children with special needs, guidance of the gifted and creative students, role of parents in guidance, differences between guidance and counselling	15

Suggested Reading:

1. Dave Hester: The basic concepts of counselling
2. NCERT: Guidance and Counselling
3. Bhatta Kamini and Manoj Kumar: Guidance and Counselling
4. Dr. Chandra Prasad and colleagues: Guidance

Dr. P. S. Srinivasan
for
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