

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

SRI DEV SUKSHM UTTARAKHAND UNIVERSITY, BHISHAHU HALL, TEHRIGARHWAL, UTTARAKHAND



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

Department of Homescience

2025-2026

Pr
17/11/25

Sub

Nayana

Anjali

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MANGLAUR ROAD, HARIDWAR.(AUTONOMOUS)
AFFILIATED**

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.	Expert <u>for 17/11/25</u>
Dr. Nayana Sharma	Assist. Prof.	Expert <u>Nayana</u>
Dr. Neetu Gupta	Assist. Prof.	Convener. <u>Neetu</u>
Dr. Anamika Chauhan	Assist. Prof.	Member. <u>Anamika</u>
Smt. Anjali Choudhary	Student	Member. <u>Anjali</u>

**SEMESTERWISE LIST OF COURSE (DSC/DSE/GE/ SEC) & TITLES FOR
B.A. HOME SCIENCE**

PROGRAMME REQUIREMENTS:- Any student who has passed Intermediate or equivalent examination may opt for Home Science in B.A Programme (Under Graduate Level)

DSC- Discipline Specific Course

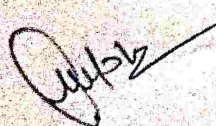
DSE- Discipline Specific Elective

GE- Generic Elective

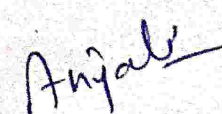
SEC- Skill Enhancement Course

IAPC- Internship/Apprenticeship/Project/Community Outreach

Year /Semester	Course	Course Code	Course / Paper Title	Theory/ Practical	Credits
First Year I Semester	DSC	DSC/HSc-01	Fundamentals of Nutrition and Human Development	Theory	2
		DSC/HSc-01/Practical	Practical Cooking Skills and Healthy Recipe Development	Practical	1
	GE	GE/ HSc-01	Techniques of Food Preservation	Theory	4
	SEC	SEC/HSc/01	House Keeping	Theory	2
				Theory	3
First Year II Semester	DSC	DSC/HSc-02	Introduction to Clothing and Textile and Family Resource Management	Theory	3
		DSC/HSc-02/Practical	Practical Clothing and Textile	Practical	1
	GE	GE/ HSc-02	Entrepreneurship Management	Theory	4
				Theory	2
	SEC	SEC/HSc/02	Fruits and Vegetables Preservation	Theory	2
UNDERGRADUATE CERTIFICATE (IN THE FIELD OF MULTIDISCIPLINARY STUDY)					







Term	Course	Prerequisites	Notes
First Year	BIOL 101	None	
Second Year	BIOL 201	BIOL 101	
Third Year	BIOL 301	BIOL 201	
Fourth Year	BIOL 401	BIOL 301	
First Year	BIOL 102	None	
Second Year	BIOL 202	BIOL 102	
Third Year	BIOL 302	BIOL 202	
Fourth Year	BIOL 402	BIOL 302	
First Year	BIOL 103	None	
Second Year	BIOL 203	BIOL 103	
Third Year	BIOL 303	BIOL 203	
Fourth Year	BIOL 403	BIOL 303	
First Year	BIOL 104	None	
Second Year	BIOL 204	BIOL 104	
Third Year	BIOL 304	BIOL 204	
Fourth Year	BIOL 404	BIOL 304	
First Year	BIOL 105	None	
Second Year	BIOL 205	BIOL 105	
Third Year	BIOL 305	BIOL 205	
Fourth Year	BIOL 405	BIOL 305	
First Year	BIOL 106	None	
Second Year	BIOL 206	BIOL 106	
Third Year	BIOL 306	BIOL 206	
Fourth Year	BIOL 406	BIOL 306	
First Year	BIOL 107	None	
Second Year	BIOL 207	BIOL 107	
Third Year	BIOL 307	BIOL 207	
Fourth Year	BIOL 407	BIOL 307	
First Year	BIOL 108	None	
Second Year	BIOL 208	BIOL 108	
Third Year	BIOL 308	BIOL 208	
Fourth Year	BIOL 408	BIOL 308	
First Year	BIOL 109	None	
Second Year	BIOL 209	BIOL 109	
Third Year	BIOL 309	BIOL 209	
Fourth Year	BIOL 409	BIOL 309	
First Year	BIOL 110	None	
Second Year	BIOL 210	BIOL 110	
Third Year	BIOL 310	BIOL 210	
Fourth Year	BIOL 410	BIOL 310	

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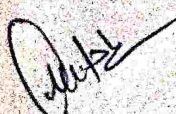
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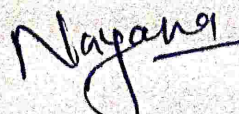
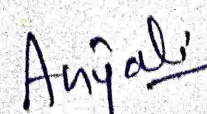
Year /Semester	Course	Course Code	Course Title	Theory/ Practical	Credits
Third Year V Semester	DSC	DSC/HSc-05	Surface Chemistry of Polymers	Theory	3
		DSC/HSc-05/Practical	Practical Techniques of	Practical	1
	DSE*	DSE/HSc-03	Organization of Extension Community Development and Programme Planning	Theory	4
			Or	Theory	4
	GE*	GE/HSc-05	Community Development Organizations	Theory	2
	SEC	SEC/HSc/05	Public Health Nutrition	Theory	2
	IAPC	IAPC/HSc-01	Internship/Apprenticeship/Project/Community Outreach		4
Third Year VI Semester	DSC	DSC/HSc-06	Dietetics and Therapeutic Nutrition	Theory	3
		DSC/HSc-06/Practical	Practical Therapeutic Diet Preparation and Nutrient Evaluation	Practical	1
	DSE*	DSE/HSc-04	Family Welfare and Community Education	Theory	4
			Or		
	GE*	GE/HSc-06	Diet and Nutrition Counselling	Theory	4
	SEC	SEC/HSc/06	Value Added Products from Fruits & Vegetables	Theory	2
	IAPC	IAPC/HSc-02	Internship/Apprenticeship/Project/Community Outreach		4

*Student will choose one course from either DSE or GE.

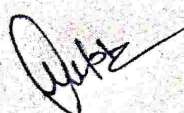
BACHELORS

(IN THE FIELD OF MULTIDISCIPLINARY STUDY)



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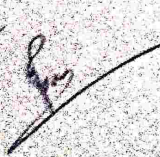


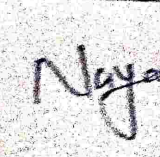
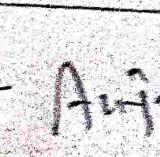

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NEP TENTATIVE COURSE STRUCTURE

HOMI SCIENCE

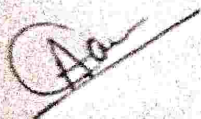
Course (HSC)	Faculty (HSC)	Course (HSC)	Faculty (HSC)	Course (HSC)	Faculty (HSC)	Course (HSC)	Faculty (HSC)
DSC/HSC-01 (4)		Choose one from a pool of courses GE-1 (6 Credits)	Choose one from a pool of courses GE-1 (6 Credits)	Choose one from a pool of courses GE-1 (6 Credits)	Choose one from a pool of courses GE-1 (6 Credits)	Choose one from a pool of courses GE-1 (6 Credits)	Choose one from a pool of courses GE-1 (6 Credits)
Fundamentals of Nutrition and Human Development (Theory -1 Credit)		Techniques of Food Preservation	Techniques of Food Preservation	Techniques of Food Preservation	Techniques of Food Preservation	Techniques of Food Preservation	Techniques of Food Preservation
Practical (1 Credit) Cooking Skills and Healthy Recipe Development							
DSC (4)							
DSC (4)							
DSC/HSC-02	X	Choose one from a pool of courses GE-2 (4)	Choose one from a pool of courses GE-2 (4)	Choose one from a pool of courses GE-2 (4)	Choose one from a pool of courses GE-2 (4)	Choose one from a pool of courses GE-2 (4)	Choose one from a pool of courses GE-2 (4)
Introduction to Clothing and Textile and Family Resource Management (Theory -3)		Entrepreneurship Management	Entrepreneurship Management	Entrepreneurship Management	Entrepreneurship Management	Entrepreneurship Management	Entrepreneurship Management
Practical -1 (Clothing and Textile)							
DSC (4)							
DSC (4)							
STUDENTS ON EXIT SHALL BE AWARDED UNDERGRADUATE CERTIFICATE (IN THE FIELD OF MULTIDISCIPLINARY STUDY) AFTER SECURING THE REQUISITE 44 CREDITS IN SEMESTERS I AND II							Total 44

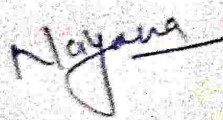
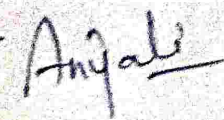



III	DSC/IS-01 Housing, Informative, Decorative and Extension Education (Theory-3) Practical - (1) Interior Decoration and Development of Extension Teaching Aids DSC (4) DSC (4)	DSC/IS-02 Family Finance Management (4) Or GE/01 Entrepreneurship for Small Enterprise Units (4)	Choose one from a pool of AEC Courses (2)	DSC/IS-03 Entrepreneurship for Small Enterprise Units (4) GE/01	3	Choose one from a pool of course (2)	22 Credits
IV	DISC/IS-04 Communication Process and Human Development II (Theory-2) (Practical-1) Practical based on communication process and Human Development DSC (4) DSC (4)	DISC/IS-03 Food Processing and Storage (4) Or GE/04 Early Childhood Care and Education (4)	Choose one from a pool of AEC Courses (2)	DISC/IS-04 Food Safety, Sanitation and Hygiene (2)	3	Choose one from a pool of course (2)	22 Credits
STUDENTS ON EXIT SHALL BE AWARDED UNDERGRADUATE DIPLOMA (IN THE FIELD OF MULTIDISCIPLINARY STUDY) AFTER SECURING THE REQUISITE 88 CREDITS ON COMPLETION OF SEMESTERS IV)							TOTAL 88



V	DSC/HSc-05 Surface Ornamentation of Fabrics (Theory-3) (PRACTICAL-1) Practical Techniques of Surface Ornamentation of Fabrics DSE (4) DSE (4)	DSU/HSc-03 Community Development and Programme Planning (4) Or GE/05 Community Development Organizations (4)	X	RPH/HSc-03 Public Health Nutrition(2)	IAPC/HSc-01 Internship/Apprenticeship/Project/Community Outreach (4)	X	22 Credits
VI	DSC/HSc-06 Dietetics and Therapeutic Nutrition (Theory-3) (PRACTICAL-1) Practical Therapeutic Diet Preparation and Nutrient Evaluation DSC (4) DSC (4)	DSE/HSc-04 Family Welfare and Community Education (4) Or GE/ 06 Diet and Nutrition Counseling (4)	X	SEC/HSc/06 Value Added Products from Fruits & Vegetables(2)	IAPC/HSc-02 Internship/Apprenticeship/Project/Community Outreach(4)	X	22 Credits
STUDENTS ON EXIT SHALL BE AWARDED BACHELOR (IN THE FIELD OF MULTIDISCIPLINARY STUDY) AFTER SECURING THE REQUISITE 132 CREDITS ON COMPLETION OF SEMESTERS VI)							Total= 132

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VII	Advanced Extension Cooking Catering/Two Theory (3) (Practical - 3) Cooking Constructions	Choose three DSE (3*4) Courses OR Choose two DSE (2*4) and one GE (4) courses OR choose one DSE (4) and Two GE (2*4) Courses (Total = 12) DSE 1a Research Methods and Statistics DSE 2a Maternal and Child Nutrition DSE 3a Advance Food Science GE7 Women Empowerment GE7a Rural Sociology				Choose three DSE (3*4) Courses OR Choose two DSE (2*4) and one GE (4) courses OR choose one DSE (4) and Two GE (2*4) Courses (Total = 12) DSE 1a Research Methods and Statistics DSE 2a Maternal and Child Nutrition DSE 3a Advance Food Science GE7 Women Empowerment GE7a Rural Sociology	Dissertation on Major (6) OR Dissertation on Minor (6) OR Academic project/ Entrepreneurship (6)	22 Credits
VIII	DSCHS-02 Extension in Home Science (Theory-3) (Practical - 1) Practical Aspects of Extension Education	Choose three DSE (3*4) Courses OR Choose two DSE (2*4) and one GE (4) courses OR choose one DSE (4) and Two GE (2*4) Courses (Total = 12) DSE 1b Food Safety & Preservation						

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		DSE 2b Life Span Development					
		DSE 3b Advance Home Management					
		GES Marriage and Family Dynamics					
		GESa Consumer Education					
STUDENTS ON EXIT SHALL BE AWARDED BACHELOR OF (IN THE FIELD OF STUDY (DISCIPLINE) (HONOURS WITH RESEARCH/ ACADEMIC PROJECTS/ENTREPRENEURSHIP) OR (HONOURS WITH RESEARCH IN DISCIPLINE-1(MAJOR)WITH DISCIPLINE-2(MINOR) AFTER SECURING THE REQUISITE 176 CREDITS ON COMPLETION OF SEMESTER VIII							Total =176

IX	DSC/HSc-09 Community Nutrition Theory-3) (Practical - 1)Nutritional Assessment in Community	Choose three DSE (3*4) Courses OR Choose two DSE (2*4) and one GE (4) courses OR choose one DSE (4) and Two GE (2*4) Courses (total = 12) DSE 1c Child Welfare India DSE 2c Theories of Human Development DSE 3c				Dissertation on major (6) OR Dissertation on minor (6) OR Academic project/ Entrepreneurship (6)	22 Credits
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		Basic Psychological and Testing and Learning Technology				
		GE9				
		Psychological Testing and Measurement				
		GE9a				
		Human Physiology				
X	DSC/HS-416	Choose three DSE (3*4) Courses OR			Choose one of three (1*4) Leadership projects Background study	26 Credits
	Internal Description (Theory:3)	Choose two DSE (2*4) and one GE (4) courses				
	(Practical:1)	OR choose one DSE (4) and Two GE (2*4) Courses			(6)	
	Internal Description	(total = 12)				
		DSE 14				
		Human Nutrition and Diet Therapy				
		DSE 24				
		Entrepreneurship Development				
		DSE 34				
		Children with Special Needs				
		GE16				
		Orator to Excellence				
		GE19a				
		Guidance and Counseling				

STUDENTS ON EXIT SHALL BE MASTER'S IN CORE SUBJECT AFTER SECURING THE REQUIRED 120 CREDITS ON COMPLETION OF SEMESTER X

Total
=120

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PROGRAMME SPECIFIC OUTCOME

UNDERGRADUATE PROGRAMME (B.A.)

After this programme, the learners will be able to

PSO 1	Learn about the discipline of Home Science, promote all-round development of students and families, equip students with practical skills for managing Home and Personal life, develop critical thinking and problem-solving abilities, thus aiming to improve quality of life and contribute to the society.
PSO 2	Students will be able to develop capabilities to start earning by enhancing their skills in the field of Food and Nutrition, Clothing and Textiles, Human development, Family Resource management and Extension Education.
PSO 3	Equip learners with practical skills in Meal-planning, Preparation of Recipes, Budget Management, Home Management, and Child Development.
PSO 4	Understands the Physical, Emotional, and Cognitive Development of Children.
PSO 5	Gain knowledge in Fabric selection, Garment construction, and Maintenance.

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PROGRAMME SPECIFIC OUTCOME

MASTER'S IN HOME SCIENCE (M.A.)

After this programme, the learners will be able to

PSO 1	Develop a sophisticated understanding of discipline of Home Science, including key concepts, methodologies, and recent innovations in the field, and apply these theories effectively to analyse the survey/ practical work.
PSO 2	Investigate significant problems or trends within the field of Home Science, such as Nutritional Deficiencies, Child Development challenges, or effective Home Management practices.
PSO 3	Promote research and innovation and design (product) development favoring in all the disciplines in Home Science and identifying entrepreneurial opportunities in the discipline.
PSO 4	Add to the existing body of knowledge in Home Science by presenting new findings, theories, or perspectives
PSO 5	Inculcate both generic and subject-specific skills to succeed in the employment market and Standards of life.
PSO 6	Assess and aim to improve the social impact of Home Science practices, focusing on areas like Community health, Family dynamics, or Sustainable living.
PSO 7	Suggest policy changes or new policies that could improve outcomes in areas like public health, family welfare, or Consumer Rights

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Semester I
B.A. (Home Science)

DSC/HSc-01 - Fundamentals of Nutrition and Human Development

DISCIPLINE SPECIFIC COURSE (DSC)-
Fundamentals of Nutrition and Human Development (Theory)

Programme - B.A./
Certificate

Year-1

Semester-1

Course Title: Fundamentals of Nutrition and Human Development
Course Code: DSC/HSc-01

Credit:03

Total Lectures: 45

Distribution of Marks - As per University Norms

Course Outcomes:

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

- Get familiar with different methods of Cooking
- Acquaint students with practical knowledge of Nutrient rich foods
- Explain the need and importance of studying human growth and development across life span.
- Identify the biological and environmental factors affecting Human Development.
- Learn about the characteristics, needs and developmental tasks of Infancy & Early Childhood years.

Unit	Topics Fundamentals of Nutrition	No. of Lectures
I	Food and Nutrition, Food- meaning, Classification and function Basic Food groups, Importance of Basic Food groups, Balanced diet, Nutrition-Concept of Nutrition, Health, Nutrients-Macro (Carbohydrates, Fat, Protein and Energy), Micro Nutrients (Vitamins and Minerals), sources, functions, requirement and deficiency diseases.	11
II	Cooking Methods-Objectives, Preliminary preparations-advantages and disadvantages. Methods (Dry and Moist Heat methods), importance, Advantages and Disadvantages. Preservation of Nutrients while Cooking. Traditional methods of enhancing Nutritional Value of Foods-Germination, fermentation, etc. Microwave and Solar Cooking.	12
Human Development		
III	Introduction to Human Development 1. Concept, Definition and Need to study Human Development 2. Domains, Stages of Development, Principles of Growth and Development. Determinants of Development Heredity and Environment	11

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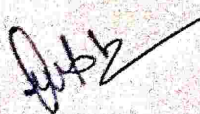
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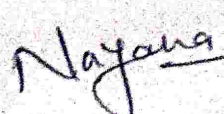
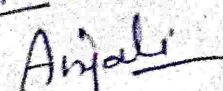
IV	Prenatal Development and Birth Process Conception, Pregnancy and Childbirth, Problems of Pregnancy, Stages of Prenatal Development, Factors affecting prenatal development, Physical appearance and capacities of the newborn Maternal and Infant mortality.	11
Suggested Reading		
• Dr. Brinda Singh, <i>Mamta Shari-Evam Kriya Vigyan Panchicet Prakashan, Jaipur, 2015, 15th Ed.</i> • Chatterjee, C.C. "Human Physiology" Medical Allied Agency: Volf, II • Textbook of Biology for 10+2 Students (NCERT) • Sumati R Mudambi, "Fundamentals of food Nutrition and Diet Therapy", <i>New Age International Pvt. Ltd, New Delhi, 6th Ed. (2016)</i> • Punita Sethi and Poonam Lakda, "<i>Aahar Vigyan, Suraksha Evam Poshan</i>"; Elite Publishing House, New Delhi; 2015 • Dr. Anita Singh, <i>Aahar Evam Poshan Vigyan</i>, Star Publication, Agra • Dr. Devina Sahai, <i>Aahar Vigyan</i>, New Age International Publishers, New Delhi • Berk L.E. Child Development New Delhi: Prentice Hall (2005) (5th ed.). • Berk L.E. Child Development Allyn and Bacon 1992 (6th Edition)		

Semester 1
B.A. (Home Science)

DSC/HSc-01 / Practical -Practical Cooking Skills and Healthy Recipe Development

DISCIPLINE SPECIFIC COURSE (DSC)- Practical Cooking Skills and Healthy Recipe Development		
Programme - B.A./ Certificate	Year-1	Semester-1
Course Title: Practical Cooking Skills and Healthy Recipe Development Course Code: DSC/HSc-01/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: • Get familiar with different Methods of Cooking. • Acquaint students with practical knowledge of Nutrient rich foods • Learn about the characteristics, needs and developmental tasks of Infancy & Early Childhood years.		



Unit	Topics Fundamentals of Nutrition	No. of Practical Hours/ Classes: 30
I	Basic Cooking skills Weighing of Raw materials, Preparing of different Food items.	11
II	Preparation of various Dishes using different methods of cooking, Boiling/Steaming, Roasting, Frying-Deep/Shallow, Pressure Cooking, Hot Air cooking, Baking	11
III	Different styles of cutting fruits and vegetables ,Salad Decoration/Dressing, Table setting, Napkin Folding	11
IV	Preparation of Nutrient rich dishes-Protein rich dish, Carbohydrate rich dish, Fat rich dish, Vitamins rich dish ,Minerals rich dish,Fiber rich dish	12
Suggested Readings:		
• Dr.Brinda Singh, <i>Manav Kriya Vigran</i> PanchsheelPrakashan, Jaipur; 2015, 15th Ed. • Dr.NituSingh, <i>PrayogikGrith Vigyan</i>, Sahitya Prakashan, Agra • Chatterjee, C.C, "Human Physiology" Medical Allied Agency; Vol.II. • Text Book of Biology for 10+2 Students (NCERT) • SumatiRMudami, "Fundamentals of Food Nutrition and Diet Therapy", New Age International Pvt.Ltd, New Delhi, 6th Ed. (2018) • PunitaSethi and PoonamLakda, "Aahar Vigyan, Suraksha evam Poshan"; Elite Publishing House, New Delhi; 2015		

Semester 1
B.A. (Home Science)

GE/HSc-01 -Techniques of Food Preservation

GENERIC ELECTIVE(GE)-
Techniques of Food Preservation (Theory)

GENERIC ELECTIVE(GE)- Techniques of Food Preservation (Theory)		
Programme - B.A. / Certificate	Year-1	Semester-1
Course Title: Techniques of Food Preservation Course Code: GE/HISC-01		
Credit:04	Total Lectures: 60	
Distribution of Marks - As per University Norms		
Course Outcomes: The student at the completion of the course will be able to:		

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- Understand the principles and importance of Food Preservation
- Demonstrate knowledge of Traditional and modern Food Preservation methods.
- Apply appropriate Food Preservation technique for various food commodities based on their nature
- Develop basic skills to prepare Value Added preserved products at household or small-scale level

Unit	Topics	No. of Lectures
I	Food Preservation Principles of Food Preservation,	15
II	Food Preservation by Low temperature Freezing and Refrigeration: Introduction to Refrigeration, Cold Storage and Freezing, definition, principle of Freezing, changes occurring during Freezing, types of Freezing i.e., slow freezing, quick freezing, introduction to thawing, changes during thawing and its effect on food.	15
III	Food Preservation by high Temperature, Sterilization, Pasteurization, and Blanching. Food Preservation by Moisture control- Drying and Dehydration - Definition, drying as a means of preservation, differences between Sun drying and Dehydration (i.e. Mechanical drying), heat and mass transfer, factors affecting rate of drying, types of driers used in the food industry.	15
IV	Traditional Methods of Food Preservation a) Smoking b) Sun drying c) Pickling/ Salting d) Fermentation	15

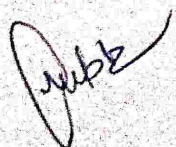
Suggested Readings:

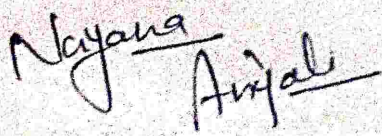
- B. Srilakshmi, Food science, New Age Publishers, 2002
- Meyer, Food Chemistry, New Age, 2004
- Bawa. A.S, O.P Chauhan et al. Food Science. New India Publishing agency, 2013
- Frazier WC and Westhoff DC, Food Microbiology, TMH Publication, New Delhi, 2004

Semester 1

SEC/HSc/01 -House Keeping

Skill Enhancement Course (SEC)		
Programme - B.A. / Certificate	Year-1	Semester-1
Course Title: House Keeping Course Code: SEC/HSc/01		
Credit:02	Total Lectures: 30	



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Max Marks: 100 (75 + 25)

Course Objective: To understand the implementation and scope of housekeeping in various settings.

Learning Outcomes: By the end of the course, students will be able to

1. Explain the Scope and Importance of House Keeping in various settings.
2. Apply cleaning methods, equipment and materials appropriately.
3. Maintain Hygiene, Sanitation and Safety Standards.
4. Evaluate and improve Housekeeping efficiency.

Unit	Topics	No. of Lectures
I	Housekeeping Department Role of Housekeeping in hospitality industry, Layout of Housekeeping department, Planning, organization & communication of Housekeeping activities. Co-ordination with other department, Roles/responsibilities of personnel in the housekeeping department.	1
II	Cleaning Activity and Pest Control Cleaning agents- selection and use for different surface, Cleaning Equipment- selection, care and maintenance, Cleaning techniques- Daily, weekly, yearly-procedure for cleaning of guest room and public area, Types of common pests and effective methods to control	8
III	House accidents, Fire safety and First Aid Types of accidents commonly occur in hospitality institution, methods to avoid and/or reduce, Fire safety measures in the Institution, First Aid for commonly occurring health problems.	4
IV	Laundry Types of Laundry systems In House, contracted out and linen on hire, Layout plan and physical features of a Laundry, Laundry procedure: Collection, sorting & making, stain removal & Prepare washing, extractions & drying, ironing & folding, inspection, packaging, storage delivery, Laundry supplies and materials: Water, Soaps, Detergents, Bleaches, Laundry Blues, Stiffening agents & Iron, Dry cleaning procedure	12

Suggested Readings:

- Asler, (1970): Management of Hospitality Operations, Bobbs Merrill, London.
- Andrew Sudhir (1985): Hotel Housekeeping- Training Manual. Tata McGraw-Hill Publishing Co. Ltd. New Delhi.
- Charavarti, B.K.: A technical guide to Hotel Operation, Metropolitan Book Co. Pvt. Ltd., and New Delhi.
- David, M. Allen: Accommodation and cleaning service, Vol. 1 & 2. Hutchinson Publishing Group 17-21 Conway street, London
- Gladwell Derek; Practical Maintenance of equipment for hoteliers, Licenses and caterers, Hutchinson and Co. Pvt. Ltd.
- Hurst Rosemary: Accommodation Management for Hostel and residential establishment
- Hurst Rosemary: Service and Maintenance for Hotel and Residential establishment. William Heinemann Ltd., 10 Upper Grosvenor Street, London.

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Semester II

DSC/HSc/02 Introduction to Clothing & Textile & Family Resource Management

DISCIPLINE SPECIFIC COURSE (DSC)-

Introduction to Clothing & Textile & Family Resource Management (Theory)

Programme - B.A. /
Certificate

Year-I

Semester-II

Course Title: Introduction to Clothing & Textile & Family Resource Management
Course Code: DSC/HSc/02

Credit:03

Total Lectures: 45

Distribution of Marks - As per University Norms

Course Outcomes:

1. Learn about scope of textile and clothing
2. Understanding why fabrics are different
3. Learn how fabrics can be manufactured
4. Understand basic concepts of clothing and fashion
5. Learn basic concepts of family resource management
6. Understand the decision making and use of resources throughout the lifecycle

Unit	Topics Clothing and Textile	No. of Lectures
I	Introductiona) Introduction to Clothing and Textile (b) Its importance in day-to-day life (c) Scope, (d) Classification of textile fiber on the basis of their source, (e) General properties of fibers (f) Identification of fibers: visual test, Microscopic test, Chemical test and Burning test	8
II	Knowing Fibers- Manufacture, processing, properties and uses of (a) Cellulosic Fiber -cotton, Linen, Jute (b) Protein Fibers- Wool, Silk (c) Synthetic/Manmade Fibers-Nylon, Polyester, Acrylic, Rayon	8
III	Yarn Construction- Mechanical and Chemical spinning, Different stages of Yarn construction, Types of Yarn - Simple, Textured and spun. Simple-Simple, Ply, Cord, Novelty, Ply, Cable, Double and Novelty, Yarn numbering and Yarn twist. Weaving- Classification of Weaves.	8
Family Resource Management		
IV	Introduction to Home Management: Basic Concepts, Purpose and Obstacles of Management. Process of Management-Planning, Organization, Controlling and Evaluation. Motivating Factors in Management -Values, Goals and Standards. Definition and Classification.	8
V	Resources-Meaning, Characteristics, Types and Factors affecting the	

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use of Resources Family Life cycle stages of Family Life cycle

Decision Making: Concept and Characteristics, Determinants, Scope and role of decision making in management, Types of decision, Factors influencing decision process

Suggested Readings:

- Colbman P. Bernard: Textiles Fiber to Fabric
- Hellen & Saddle: Introduction to Textile
- Joseph M.: Introduction to Textiles
- Thomas: Textile Fiber Science
- *Clothing Tailoring and Dress Making*: National open School, B-31-DKailash Colony, New Delhi-96-3
- R Bhatia & C Arora (1999), *Introduction to Clothing and Textile*, Printed by Macho Printery, Raopura, Baroda.
- *Complete Guide to Sewing by Reader's Digest*: published by the Reader's Digest Association (Canada) Ltd Montreal-Pleasantville, NY, 2002.
- Deacon R.E. and Firebaugh F.M. (1998) *Family Resource Management-Principles and application*. N. Delhi: Roy Houghton Mifflin Company.
- Faulkner, R. & Faulkner, S. (1961). *Management for Modern Families*. N. Delhi: Sterling Publisher Ltd.
- Moorthy G. (Ed.). (1985). *Home Management*. N. Delhi: Arya Publishers, Mullick, P. Textbook of Home Science. Ludhiana: Kalyani Publishers.
- Nickell P., and Dorsey, J. M. (2002). *Management in Family Living*. New Delhi: CBS Publishers (ISBN 13: 9788123902519)
- Patni Manju & Sharma Lalita, *Grah Prabandh*, Star Publication Agra
- Varma, Pramila, *Vastra Vigyan Avam Paridhan*: Madhya Pradesh Hindi Granth Academy, Bhopal.
- Varghese, M.A. Ogale, N. Nand Srinivasan, K. (2001). *Home Management*. New Delhi, New Age International (P) Ltd.
- Varghese, M.A. *House hold Equipment Manual*, S.N.D.T Women's University, Mumbai.

Semester II B.A. (Home Science)

DSC/HSc-02 / Practical - Practical Clothing & Textile

DISCIPLINE SPECIFIC COURSE (DSC)-
DSC/HSc-02 / Practical - Practical Clothing & Textile

Programme - B.A. / Certificate	Year-1	Semester-II
Course Title: Practical Clothing & Textile		
Course Code: DSC/HSc-02/Practical		
Credit: 01		Total Practical Hours/ Classes: 30
Distribution of Marks - As per University Norms		
Course Outcomes:		

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

- Ability to identify fibers and fabrics
- Understanding why fabrics are different
- Learn how fabric is prepared

Unit	Topics	No. of Practical Hours/ Classes
I	Identification of Fiber and fabrics, Fiber Identification Tests- Visual Burning, solubility and Microscopic test-Natural and Synthetic, Pure and blended fibers.	10
II	Weaves identification and understanding their uses. Samples of weaves.	10
III	Knitting - Basic understanding of Hand knitting and sample preparation.	10

Suggested Readings:

- Coming Tailoring and Dress Making: National open School, H-11-11 Kailash Colony, New Delhi-1100048
- RD Bhatia & C Arora (1999), Introduction to Clothing and Textile, Printed by Machu Printers, Raipura, Haroda
- Complete Guide to Sewing by Reader's Digest: published by the Reader's Digest Association (Canada) Ltd. Montreal, Pleasantville, NY, 2002.
- Helen J Armstrong, Pattern Making for Fashion Design, Prentice Hall.
- Gery Cooklin, Introduction to Clothing Manufacturing, Blackwell Science, UK, 1991
- Menic Pattern cutting & Grading by Winifred Aldrich.
- Suggestive digital platform web links- Svayam Portal, <http://hcccontent.mpsdc.org.in/Home.aspx>

Semester 11

GE/HSc/02 -Entrepreneurship Management

Generic Elective (GE)		
Programme - B.A./Certificate	Year-I	Semester-11
Course Title: Entrepreneurship Management Course Code: GE/HSc-02		
Credit:04	Total Lectures: 60	
Distribution of Marks - As per University Norms		
Course Outcomes: The student at the completion of the course will be able to:		
• Explain the core concept of Entrepreneurship, including its role in economic development • Understand and identify the characteristics of Entrepreneur.		

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- Identify and Create business opportunities
- Acquire skills to create a comprehensive business plan

Unit	Topics	No. of Lectures
I	Entrepreneurship Definition, need, scope and characteristics of entrepreneurship development and employment generation. Identification of Opportunities.	15
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.	15
III	Infrastructure and support system, Industrial support agencies, Procedure and steps involved in setting up an enterprise, sources of information and industry organization.	15
IV	Enterprise management, Basic management concepts, personnel management, product management, material management, financial management and accounting, market management, crisis management.	15

Suggested Readings:

- Ramachandran, Entrepreneurship Development, Mc Graw Hill
- Katz, Entrepreneurship Small Business, Mc Graw Hill
- Byrd Megginson, Small Business Management An Entrepreneur's Guidebook 7th ed, McGrawHill
- Fayolle A (2007) Entrepreneurship and new value creation. Cambridge, Cambridge University Press
- Hougard S. (2005) The business idea. Berlin, Springer
- Lowe R & S Mariott (2006) Enterprise: Entrepreneurship & Innovation. Burlington, Butterworth Heinemann

Semester II

SEC/HSc/02-Fruits and Vegetables Preservation

Skill Enhancement Course (SEC)		
Programme - B.A./Certificate	Year-1	Semester-II
Course Title: Fruits and Vegetables Preservation Course Code: SEC/HSc/02		
Credit:02	Total Lectures: 30	
Max Marks: 100 (75+25)		
Course Objective:		
1. To know about various types of fruits and vegetables and their nutritive value.		
2. To understand the reasons for spoilage of fruits and vegetables.		

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3. To develop practical skills in preservation of fruits and vegetables.
4. Learn proper storage methods to maintain quality and taste.

Learning Outcomes: By the end of this course, students will be able to

1. Identify various types of fruits and vegetables and explain their nutritive value.
2. Understand the fragile nature of fruits and vegetables and causes for their damage.
3. Explain various methods of preservation for fresh fruits and vegetables.
4. Get to know the value-added products made from fruits and vegetables.

Unit	Topics	No. of Lectures
I	Introduction to Fruits and Vegetables 1. Fruits: Definition, Elementary Knowledge, Types and Classification of fruits (Fleshy and Dry) with local /Common examples. 2. Vegetables: Definition, elementary knowledge, types and classification of vegetables (root, leafy, stem, flower and fruit) with local/ common examples. 3. Importance of fruits and vegetables in human nutrition.	10
II	1. Fruits – ripening and biological aging; storage and preservation concerns. 2. Fruit preservation at room temperature as juices and squashes. 3. Preservation of fruits by application of heat; making of fruit products (jams, jellies). 4. Preservation by dehydration, -Drying of fruits and vegetables. 5. Pickles and causes of spoilage of pickles.	10
III	1. Vegetables – losses after harvesting and causes; problems in handling and storage. 2. Modern methods of packaging and storage to reduce losses. 3. Preservation of sliced vegetables in factories by canning and bottling, General steps of canning of fruits and vegetables	10

Suggested Readings:

1. Giridharilal, G. S. Siddappa and G.L.Tandon (2007) Preservation of Fruits and Vegetables, Indian Council of Agri. Res., New Delhi.
2. Srivastava, R.P., and Sanjeev Kumar (2019) Fruit and Vegetable Preservation : Principles and Practices, CBS Publishers & Distributors Pvt., Ltd., New Delhi
3. Thompson, A.K. (1995) Post Harvest Technology of Fruits and Vegetables, Blackwell Sci., U.K.
4. Verma, L.R. and V.K. Joshi (2000) Post Harvest Technology of Fruits and Vegetables, Indus Publ., New Delhi
5. Weblink- <https://nchfp.uga.edu/>

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Semester-III
B.A. (Honn. Scheme)

DSC/115e-03

Housing, Interior Decoration and Extension Education (Theory)

DISCIPLINE SPECIFIC COURSE (DSC)-
(Theory)

Programme - B.A./ Diploma

Year-II

Semester-III

Course Title: Housing, Interior Decoration and Extension Education
Course Code: DSC/115e-03

Credit:03

Total Lectures: 45

Distribution of Marks - As per University Norms

Course Outcomes:

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

- Grasp knowledge of Housing, need & selection of site in real life situations.
- Comprehending Housing plans for residential purpose.
- Appreciate principles of design and the contributing factor store fine personal aesthetic senses.
- Learn the widening concepts of Extension Education.
- Develop understanding for Effective teaching and learning.
- Gain skills to use technologically advanced Audio- Visual aids.

Unit	Topics	No. of Lectures
	Housing and Interior Decoration	
I	Housing: Need and Functions; Difference between House and Home, ways to acquire house (Own and rented). Factors influencing selection and purchase of house and site for house building.	5
II	House Planning: Principles of house planning, Planning house for different income groups. Types of Kitchens.	5
III	Interior Designing: Introduction to Interior designing. Objective of interior decoration. Elements of Art- Line, Shape, Texture, Colour, Pattern, Light and Space, types of design. Colour: Importance in home decoration, meaning, functions, principles of colour, Prang's colour system-hue, value and intensity, factors affecting selection of colour in home decoration, colour schemes. Principle of design-Proportion, Balance, Rhythm, Emphasis, Harmony. Elements of Design, Types of	10



design. Naturalistic, stylized, Geometrical, Abstract
Structural and Decorative and Decorative design

Extension Education

IV

Extension Education: Meaning, Concepts, Objective, Scope, Principles, objectives, need and importance. Scope of Extension Education, Early Extension Efforts in India, Formal and Non-Formal Education

7

V

Extension Teaching & Learning: Process; Role and qualities of an Extension worker, Steps in Extension Teaching Process, Criteria for Effective Teaching and Learning, Extension teaching methods, Types of Audio Visual Aids

8

Suggested Readings:

- Khanuja, Reena (2018) *Grah Vyavastha Avam Grah Sajja*. Agarwal Publications, Agra ISBN: 978-93-81124-96-3
- Patni Manju & Sharma Lalita, *Grah Prabandh*, Star publications Agra.
- Cherunilam, F., & Hedggade, O.D. (1987). *Housing in Bombay*: Himalaya Publishing House.
- Craig, H.T. and Rush, O.D. (1966). *Homes with Character*. Heath, 1966.
- Faulkner, R., and Faulkner, S., (1961). *Inside Today's Home*. Rev. ed., New York: Holt, Rinehart & Winston, Inc.
- Goldstein, H. & Goldstein, V. (1954) *Art in Everyday Life* Macmillan Publishers.
- Rutt, A. H. (1963) *Home furnishing*, John Wiley & Sons, Inc.;
- Supriya, K.B. (2004). *Landscape gardening and designing with plants*. Pointer Publishers.
- Teresa, P. Lanker. (1960). *Flower Arranging: Step-by-step Instructions for Everyday Designs* Florist Review
- Aggarwal, R. (2008). "Communication-today and tomorrow", New Delhi: Sublime Company
- Dubey V.K., Srivastava Archana, Agrawal Garima, *Grah Vigyan Prasara Avam Sampreshan*, Star Publications Agra.
- Harpalini B.D. Patni, Manju, (Prasar Shiksha Avam Sanchar) Star Publications, Agra ISBN 978-93-81246
- Shaw Geeta Pushp, Shaw Jois Sheela, Prasar Shiksha, Vinod Pustak Mandir Agra. ISBN 81-7457-104-3
- Dhahama, O.P., & Bhatnagar, O.P. (1988). "Education and Communication for Development". New Delhi - Oxford and IBH Publish in Co. Pvt. Ltd.
- Jaipal Singh. "Prasar Shiksha Avam Gramin Vikas" SR Scientific publications, Agra
- Reddy A. (1987). "Extension Education". Bapatha, Andhra Pradesh, India; Sreelakshmi Press.
- Supre A.N. (1983). *An introduction to Extension Education*, Delhi: Oxford IBH publishing

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Semester III
B.A. (Home Science)

DSC/HSc-03 / Practical -Practical Interior Decoration and Development of Extension Teaching Aids

DISCIPLINE SPECIFIC COURSE (DSC)-(Practical)		
Practical Interior Decoration and Development of Extension Teaching Aids		
Programme - B.A./ Diploma	Year-II	Semester-III
Course Title: Practical Interior Decoration and Development of Extension Teaching Aids		
Course Code: DSC/HSc-01/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:		
1. Developing skills for making time plan for effective balance of work & leisure.		
2. Plan & prepare budget for the family.		
3. Incorporate appropriate work simplification in using house hold equipment's.		
4. Develop understanding for house planning & Decoration.		
Unit	Topics	No. of Practical Hours/ Classes
I	Preparation of ColorWheels and Color schemes. Display of following colour schemes through a design- Monochromatic, analogous, Complementary, Tri colour- colour schemes Flower Arrangement and Floor Decoration (Rangoli)-Application of Design Principles and Element of Art, Innovation of new styles.	10
II	Draw House Plans with Standard Specifications	10
III	Preparation of Projected(PowerPoint presentation, Slides) and Preparation of non-projected communication aids (chart, poster, flashcard).Construction of message through mobile SMS, email, reels or short video on social and environmental issues.	10
Suggested Readings		
• Alexander,N.J.,(1972).DesigningInteriorEnvironment.NewYork:Harcourt(Hraco,		
• Bhargava,B.(2005). Family Resource Management and Interior Decoration, Jaipur: Apple Printer and V.R. Printers.		

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- Faulkner, R. and Faulkner, S. (1975). Inside Today's Home. New York: Hinehart
- Gupta, V. and Gaiswal, N. (2008). Management of Work in Home. New Delhi: Dominant publishers and Distributors. (ISBN No. 81-7888-526-3)
- Harmon, S. and Kenyon, K. (2018). The code guide book for Interiors (5th Ed.). New York: Wiley (ISBN-978-1-119-342310-6)
- Johansson, B. and Ball, V.K. (1982). Art of Interior Design. New York: John Wiley & Sons.
- Leach, S. D. (1978). Techniques of Interior Design Rendering and Presentation (1st Ed.). Architectural Record Books (ISBN-13: 978-0070368057)
- Mohanty, A.B. (1985). Guide to house buildings. New Delhi: Inter India Publications
- Patni Manju & Sharma Lalita, Grah Prabandh, Sri Publications Agra.

Suggestive digital platform websites

- [Bit.ly/3Dfghi](http://bit.ly/3Dfghi)
- <https://bit.ly/39nTwGQ>
- <https://bit.ly/2JoXB2e>
- <https://bit.ly/3lkrWf>

Swayam Portal

- <https://hcecontent.upsdc.gov.in/Homcaspx>

Semester III
B.A. (Home Science)

DSE/HSc-01 -Family Finance Management

DISCIPLINE SPECIFIC ELECTIVES (DSE)- Family Finance Management (Theory)		
Programme - B.A./ Diploma	Year-II	Semester-III
Course Title: Family Finance Management Course Code: DSE/HSc-01		
Credit:04	Total Lectures: 60	
Distribution of Marks - As per University Norms		
Course Outcomes: The student at the completion of the course will be able to; 1.Acquire knowledge of income, saving and investment management in the changingsocio-economic environment. 2. Develop an understanding about the issues related to consumer protection, legislative measures and redressal mechanisms. 3. Gain conceptual knowledge of critically evaluating and designing various consumer aids and about consumer education and protection. 4. Understanding schemes and services by bank and post office.		
Unit	Toples	No. of Lectures

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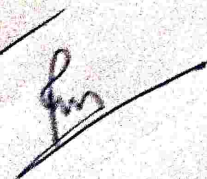
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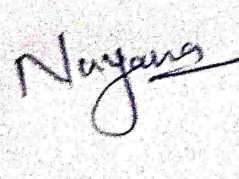
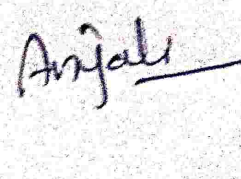
I	Income: concepts, productive income, money income, hidden income, limits and factors affecting fluctuations in real income, depreciation in money's value, inflation, deflation, consumer price index Money as a financial resource in economic sector	15
II	Saving: methods of saving, institutions for saving, investment: methods of investment- Mutual funds, shares, debentures, dividend.	15
III	Budget: Definition, Types, Importance, Principles, Characteristics of good budget, steps in making budget and misconceptions, household budget, factor affecting budget	15
IV	Financial management, Financial Planning, Family Income, Financial Spending Plans, Methods of handling Money, Family life stages and use of Money, Record keeping, Account keeping, Understanding e- banking, digital frauds/ scams, e financial literacy.	15
Suggested Readings 1. Dr F C Sharma & C S Rachit Mittal, financial management, SEPD Publications, 2022 2. Premavathy Seetharaman, Preeti Mehra & Sonia Batra Family Resource Management, CBS Publisher and Distributors Pvt Ltd, 2015		

Semester III

GE/HSc/03 -Entrepreneurship for Small Catering Units

Generic Elective (GE)		
Programme - B.A./ Diploma	Year-II	Semester-III
Course Title: Entrepreneurship for Small Catering Units Course Code: GE/HSc-03		
Credit:04		Total Lectures: 60
Distribution of Marks - As per University Norms		
Course Outcomes: The student at the completion of the course will be able to: 1. Acquire fundamental knowledge of menu planning and resource management in a food service establishment. 2. Develop understanding of recipe standardization and quantity food production. 3. Develop understanding of making a business plan for a small food service unit. 4. Apply the knowledge gained for starting a successful food service unit.		
Unit	Topics	No. of Lectures
I	Introduction to Food Service Management Basics of management and food service for a small food establishment	20

	Principles of Management, Functions of Management, Types of food service systems	
II	Production Process in a Food Service Establishment Components of food production cycle to run a small-scale food service unit, Menu Planning: Importance of menu, Factors affecting menu planning, Types of menu, Food purchase and receiving, Storage, Quantity food production: Standardization of recipes, Recipe adjustment and portion control, Techniques of quantity food production, Food service, Food hygiene and sanitation, National food regulations.	20
III	Planning a Food Service Unit Developing Business Plan and strategies for establishing a Small-scale food service unit, Identifying resources, developing project plan, Determining investments, Basics of marketing: 4P's, Development of a Business Plan.	20

Suggested Readings:

- Sanjeet sharma & Prerna, *Udhyamita Ewam Laghustariya Vyawsay*, VK Global Publication private Limited, 2013.
- Lora Arduser and Douglas Robert Brown, *The Professional Caterer's Handbook*, Atlantic Publishing Company, 2006.
- Mohini Sethi, *Catering Management - An Integrated Approach* 4th Ed. New Age International Publishers, New Delhi.

Semester III

SEC/HSc/03-NGO Management and Social Responsibility

Skill Enhancement Course (SEC)		
Programme - B.A.	Year-II	Semester-III
Course Title: Course Code: SEC/HSc/03		
Credit:02	Total Lectures: 30	
Max Marks: 100 (75+25)		
Course Objective: 1. To equip students with knowledge and skills to manage NGOs effectively. 2. To help students understand role, structure and function of NGO. 3. To help students understand CSR principles and contribute positively to social change.		
Learning Outcomes: By the end of the course, students will be able to 1. Understand the concept of NGO. 2. Will gain ability to critically analyze challenges face by NGOs. 3. To develop knowledge and skill with regard to fund raise strategies.		

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Unit	Topics	No. of Lectures
I	Concept of NGO Meaning of NGO and GO, Difference between Government Organizations and NGO, Characteristics of good NGO, Structure of NGO, Functions of NGO, Historical Perspective of NGO, Advantages of NGO, Present status of NGO, Contribution of NGO in the Development, Role of Development Communicator in developing NGO.	8
II	Starting of NGO Steps for starting NGO, Registration of NGO, Selection of Personnel, Training of Personnel, Proposal writing under NGO, Identifying Funding agencies, Resource Mobilization, Planning, Implementation and Evaluation strategy under NGO, Documentation, PR in NGO.	7
III	NGO Management Organizational types and structures, Managing people and teams in NGOs, NGO management competencies, Applying NGO principles and values, Accountability and impact assessment for NGOs,	7
IV	Problems of NGO Training, Recruitment, Funding, Resource Mobilization, Documentation.	7
Learning Experiences/ Exposures 1. Visit of Local NGO 2. Studying the Annual report of NGOs 3. Studying the ongoing Activities 4. Studying the problems		
Suggested Readings: 1. S. Chandra, Guidelines for NGO Management in India (2003), Published by Kanishka Distributors, New Delhi 2. D. Lewis, Management of Non Governmental Development Organization (2001), Second Edition, Published by Routledge, New York. 3. Abraham, Formation and Management of NGOs (2003), Third Edition, Published by Universal Law Publishing Co. Pvt Ltd., New Delhi. 4. Sundar, P. 2013, Business and Community: The Story of Corporate Social Responsibility in India, New Delhi, Sage Publication. 5. Aggarwal, S. 2008, Corporate Social Responsibility in India, SAGE Publications Pvt. Ltd.		

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Semester IV
B.A. (Home Science)

DSC/HSc-04

Communication Process & Human Development II

DISCIPLINE SPECIFIC COURSE (DSC)-
Communication Process & Human Development II (Theory)

Programme - B.A./ Diploma

Year-II

Semester-IV

Course Title: Communication Process & Human Development II

Course Code: DSC/HSc-04

Credit:03

Total Lectures: 45

Distribution of Marks - As per University Norms

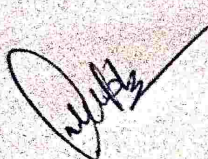
Course Outcomes:

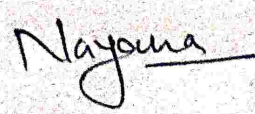
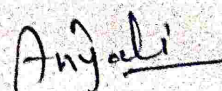
The student at the completion of the course will be able to:

1. Understand and make effective use of Communication process.
2. Get insight into Human Development process.

Unit	Topics	No. of Lectures
	Communication Process	
I	Communication-Meaning and definition, concept, functions, problems and barriers of communication, elements of communication, types of communication process, classification of communication methods.	9
II	ICT and New communication media, social networking sites, social awareness regarding Cyber-Crime and Cyber Security.	9
III	Models of Communication- Different models of communication, important characteristics of good communicators, communication barriers and strategies to overcome barriers	9
	Human Development II	
IV	Infancy /Childhood Years Development tasks and characteristics of middle childhood period Physical and motor development, Social and emotional development. Cognitive development, Language development	9
V	Puberty and Adolescence Development tasks and characteristics, Significant physical physiological influencing and hormonal changes in puberty. Self and Identity, Factors influencing Identity & Personality development. Family and peer relationship Problems- Drug and Alcohol abuse, STD, HIV/AIDS, Teenage Pregnancy.	9

Suggested Readings:



- * Mowbray, J. (2010). *Human Development: A Life Course Approach*. New York: McGraw-Hill.
- * Ambrose, R. A. (2010). *Developmental Psychology: A Life Course Approach*. New York: McGraw-Hill.
- * Mussen, H. A. (2010). *Human Development: A Life Course Approach*. New York: McGraw-Hill.
- * Harter and Harter (2010). *Human Development: A Life Course Approach*. New York: McGraw-Hill.
- * Rockswold, J. (2010). *Human Development: A Life Course Approach*. New York: McGraw-Hill.
- * *Journal of Human Development*. New York: McGraw-Hill.
- * *Journal of Human Development*. New York: McGraw-Hill.
- * *Journal of Human Development*. New York: McGraw-Hill.

Stacyan Portability: www.stacyan.com

Semester IV
B.A. (Home Science)

DSC/HSc-04 / Practical

Practical Based on Communication Process and Human Development

DISCIPLINE SPECIFIC COURSE (DSC)- Practical Based on Communication Process and Human Development

Programme - B.A./ Diploma **Year-II** **Semester-V**

Course Title: Practical -Practical Based on Communication Process and Human Development
Course Code: DSC/HSc-04/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:

Unit	Topics	No. of Practical Hours/ Classes: 30
I	Preparation of speech on socially relevant topics, Planning and Conducting small group communication, Preparation of folder, booklet	6
II	Preparation of radio talk Construction of social message through mobile – text and video	6
III	To study recent research articles on adolescents and write a report. To conduct a survey to assess peer pressure/ impact of media on adolescents.	6
IV	To write a narrative account on adolescent year to understand the development of self. To develop different activities to facilitate cognitive and creative activity in adolescents.	6

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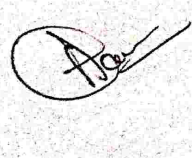
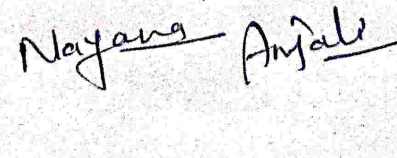
V	Interviews of adolescent girls and boys to understand their lifestyle, behavior and problems Or Carry out case studies to know more about the different life stages, school going children, adolescents, young adults.	6
Suggested Readings: • Monaster G.J. : Adolescent Development, life books, McGraw Hill (1977) • Ambros S.R. Child Development Holt, Rinehart and Winston 1978 (11th Edition) • Mussen F. H., Conger J. J., Kagan J. and Huston A. C. 1990, Child Development and Personality (VI Edition) Harper and Row Publishers New York • Beckwith G. Human Development Brook and Cole Publishing Company 1980 • Aachunak Vikasatmak Manovigyan, Shri Vinod Pustak Mandir Agra Edition 3rd 2015		

Semester IV
B.A. (Home Science)

DSE/HSc-02 -Food Processing and Storage

DISCIPLINE SPECIFIC ELECTIVES (DSE)- Family Finance Management (Theory)		
Programme - B.A./ Diploma	Year-II	Semester-IV
Course Title: Food Processing and Storage Course Code: DSE/HSc-02		
Credit:04	Total Lectures: 60	
Distribution of Marks - As per University Norms		
Course Outcomes: The student at the completion of the course will be able to 1-Understand the principles behind food preservation technologies such as freezing, drying, canning, and pasteurization. 2-Learn about the factors affecting food spoilage and the methods to prevent it.		
Unit	Topics	No. of Lectures
I	Processing and storage of foods in the national perspective and their role in human nutrition. Processing of cereals, millets and legumes by traditional and unconventional methods. Changes in nutritional quality as affected by: pounding, milling, Pulping, flaking, cooking, parboiling, Fermentation, sprouting, malting, Processing and packaging of milk products and their effect on nutritional quality .	15



II	Common methods of preservation for fruits and vegetables and effects on nutritional quality (benefits and losses)	
III	Different methods of cooking and preservation of meat, fish and poultry: effects on nutritional quality and merits and demerits of various methods	
IV	Traditional methods for storage of food grains viz., cereals, millets, legumes and oilseeds, limitations, losses in nutritional quality as influenced by insect and fungal infestation. Current strategies for storage of food grains at national and international level	

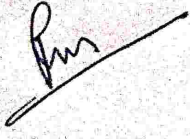
Suggested Readings

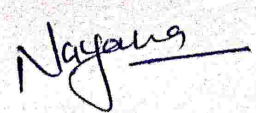
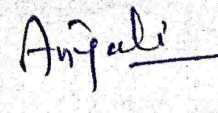
- Frazier WC and Westhoff DC (2014). Food Microbiology, Fifth Edition. TMH Publication, New Delhi.
- Manay NS and Shadaksharaswamy M (2008). Food-Facts and Principles, Third Edition. New Age International (P) Ltd. Publishers, New Delhi.
- Mathur P. (2018). Food Safety and Quality Control. Orient Black Swan Pvt. Ltd., Hyderabad.
- Potter NN and Hotchkiss H J (1996). Food Science, Fifth Edition. CBS Publication, New Delhi.
- Suri, S. and Malhotra, A. (2014). Food Science Nutrition and Safety. Delhi: Pearson India Ltd.
- Mohini Sethi, Eram Rao (2011). Food science-Experiments and applications, Second Edition. CBS publishers & Distributors Pvt Ltd.

Semester 1V

GE/HSc/04 -Early Childhood Care & Education

Programme - B.A./Diploma	Generic Elective (GE)		
	Year-II		Semester- IV
	Course Title: Early Childhood Care & Education Course Code: GE/HSc-04		
	Credit: 04		Total Lectures: 60
	Distribution of Marks - As per University Norms		
	Course Outcomes: The student at the completion of the course will be able to 1. Understand the meaning and importance of Pre-school/Early Childhood education 2. Acquire a critical knowledge about various activities for pre-school children		
Unit	Topics		No. of

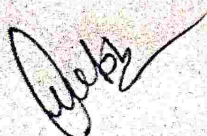



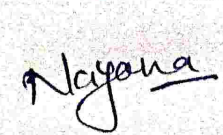
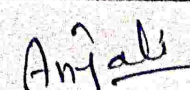
		Lectures
I	Early Childhood years: Developmental milestones, development during early childhood, physical, cognitive, social, emotional, moral and language development. Factors influencing physical, cognitive, social, emotional, moral and language development.	12
II	Historical perspectives: Concept of learning, definition, essential features, types and principles of learning. Learning environment, reinforcement, Punishment, Motivation and Discipline.	12
III	Learning philosophies: Theories for classroom teaching and its applicability Jean Piaget, Erik Erickson, Maria Montessori, Lawrence Kohlberg, Rabindra Nath Tagore, Gijubhai, Badeka.	12
IV	Principles of Early Childhood Education: Objective, Need and Significance, Basic Principles, The Play way method, Early childhood services in India, Role of Government and Non Government Sector.	12
V	Play- Concept of play, play and learning, Role of play in development, Play as a means of understanding child's development. Different types of play among preschool children (Unoccupied behaviour, onlooker, solitary, independent play, parallel play, parallel activity, Associative play, cooperative or organized supplementary play.	12
Suggested Readings: 1. NCERT (1991), A Guide for Nursery School Teachers, NCERT, New Delhi 2. Seth Kanta, Ahuja Kavita (1996), Minimum Specifications for Pre-Schools, NCERT, New Delhi 3. Kohn Ruth (2003), The Exploring Child- A Handbook for Pre-Primary Teachers, Orient Longman, Delhi 4. Chowdhury D Paul (1995), Child Welfare/Development, Atma Ram & Sons, Delhi 5. Certificate Course in Organizing Child Care Services, IGNOU, (Block 1 to 6) 6. Grewal JS (1998), Early Childhood Education- Foundations and Practice, Har Prasad Bhargava, Agra		

Semester IV

SEC/HSc/04 -Food Safety, Sanitation and Hygiene

Skill Enhancement Course (SEC)		
Programme - B.A./ Diploma	Year-II	Semester-IV
Course Title: Food Safety, Sanitation and Hygiene Course Code: SEC/HSc/04		
Credit:02	Total Lectures: 30	
Max Marks: 100 (75+25)		



Course Objective:

1. To understand food safety principles and its importance in preventing the foodborne illnesses.
2. To understand the importance of sanitation in food handling and preparation.
3. Implementing personal hygiene standard.

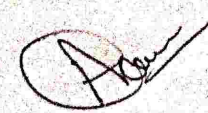
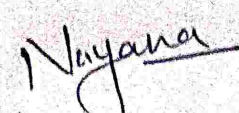
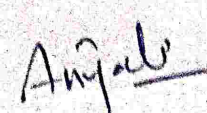
Learning Outcomes: By the end of the course, students will be able to

1. Enumerate the various aspects of food safety and to identify the causes and prevention procedure for food borne illness, intoxication and infection.
2. Understand the need for consumer education and discuss occupational safety and health administration requirements.
3. Analyze food handling procedure; describe food storage and refrigeration techniques.
4. Evaluate labeling methods by following the principles of food safety, sanitation and hygiene.
5. To create awareness regarding sanitation of dishes, equipment and kitchen.

Unit	Topics	No. of Lectures
I	Food Safety- Definition, Meaning-Factors affecting food safety- Importance of food safety- Risks and hazards - Food related hazards-microbial consideration in food safety - Food Safety and Standards Bill 2005	7
II	Basic principles of Food hygiene and Sanitation - Personal and environmental Hygiene - Hygiene aspects of Food handlers- Hygiene aspects in preparation and storage of food - dish washing and garbage disposal- Safety of leftover foods Methods of sanitation and hygiene.	8
III	Food Adulteration and Adulterants: Meaning, Methods to identify the presence of adulterants - Types of adulteration in various foods - Intentional, Incidental and metallic contaminants - Consequences of adulteration.	7
IV	Objectives of developing Food Safety and Standards- Enforcement of structure and procedure - Role of food analyst- good practices- statutory and regulatory requirements - Certification - HACCP, ISO- 22000, FSSC-22000	8

Suggested Readings:

- 1:- Sunetra Roday, Food Safety and Sanitation, Tata McGraw-Hill Education, 2017
- 2:- Norman G. Marriott and Robert B. Gravani, Principles of Food Sanitation, Springer, 2018
- 3:- Dr. Anju Singh & Dr. Gouri Goyal, Bhojan Posan Awam Swachhita, Sahitya Bhawan Publication, 2022
- 4:- Krishna Sinha, Bhojan Posan Awam Swachhita, Rakhi Prakashan, 2021

Semester V
B.A. (Home Science)

DISCIPLINE SPECIFIC COURSE (DSC)-
Surface Ornamentation of Fabric

DISCIPLINE SPECIFIC COURSE (DSC)- Surface Ornamentation of Fabric (Theory)	
Programme - B.A.	Year-III
Course Title: Surface Ornamentation of Fabric Course Code: DSC/HSc-05	
Credit:03	Total Lectures: 45

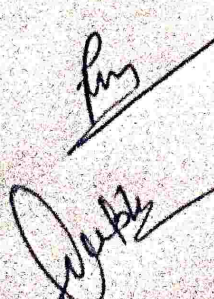
Distribution of Marks - As per University Norms

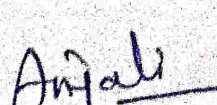
Course Outcomes:

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

1. Gain a comprehensive understanding of traditional and contemporary techniques for embellishing fabrics, including embroidery, printing, dyeing, and appliqué.
2. To provide students with in-depth knowledge of mechanical finishing processes used in textiles and materials, including their purpose, applications, and impact on fabric properties.
3. To provide students with a thorough knowledge of the history, cultural significance, and regional diversity of traditional embroidery techniques.

Unit	Topics Surface Ornamentation of Fabric	No. of Lectures
I	Finishes – Definition purpose, type. Mechanical Finishes- Napping, Gigging, Sue ding, Glazing, Raising, Immersing, Flocking shearing, Beating, Tendering, Calendaring, Schreinerzing. Functional Finishes- Waterproof and Water repellence, shrinkage control, wrinkle resistance, durable press and flame retardant finish, mildew proof, soil resistance, anti-static, anti-piling, wash and wear, flame resistance, flame proof and anti-bacterial finish	15
II	Dyeing (a) Classification of Dyes- Natural v/s Synthetic, advantages and limitations (b) Theory of Dyeing (c) Properties and use of Dyes- Basic, Acidic, Direct, Azole, Neutral, Sulphur, Vat, Disperse and Reactive dyes (d) Resist Dyeing Techniques- Tie-Die, Batik Printing (a) Direct Printing- Block, Screen, Stencil, Roller (b) Transfer Printing (c) Discharge printing, Resist Printing (d) Polychromatic, Inkjet and Digital printing techniques (e) After treatment of Dyed and Printed goods	15



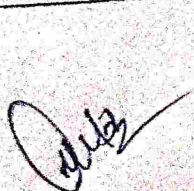
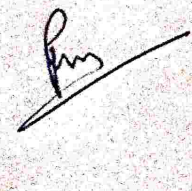
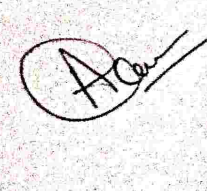
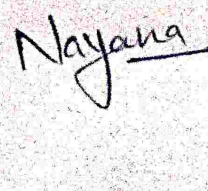
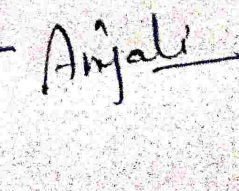
III	Traditional Embroideries Meaning and Status of traditional crafts of India Knowing about the Traditional Embroideries of different states: Zardozi, Kashida of Kashmir, Phulkari of Punjab, Kantha of Bengal, Chikankari of UP, Kasuti of Karnataka, Sindh and Kutch work of Gujarat	15
Suggested Readings: • Marsh JT: Textile Finishes • Trotman Er: Dyeing and Chemical Technology of Fibers • Joseph M: Introduction to Textiles • Corbman P Bernard: Textiles- Fiber to Fabric • Hollen & Saddler: Introduction to Textile • J. Hall: The standard Handbook of Textiles, Wood Head Publication, 2004 • J.E. Smith: Textile Processing-Printing, Dyeing, Abhishek Publishing, 2003 • Kate Broughton: Textile Dyeing, Rockport Publishers, 1996 • W.S. Murphy: Textile Finishing, Abhishek Publication, 2000 • Naik D. Shailaja, Traditional Embroideries of India, New Age International Publishers, 1996 • Naik D. Shailaja, Jacquie. A. Willson: Surface Designing of Textile Fabrics, New Age International Publishers, 2006 • Bharga, Bela. Vastra Vigyaan, Univ. Book House Pvt. Avam Dhulai Kala, University Book House Pvt Ltd Jaipur • Patni, Majnu, Vastra Vigyaan Avam Paridhanka Parichay, Star Publications, Agra. Suggested digital platform weblinks- Swamyam Portal, https://heecontent.upsc.gov.in/Home.aspx		

Semester V
B.A. (Home Science)

DSC/HSc-05 / Practical

Practical Techniques of Surface Ornamentation of Fabrics

DISCIPLINE SPECIFIC COURSE (DSC)- Practical Techniques of Surface Ornamentation of Fabrics		
Programme - B.A.	Year-III	Semester-V
Course Title: Practical Techniques of Surface Ornamentation of Fabrics Course Code: DSC/HSc-05/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:		

Unit	Topics	No. of Practical Hours/Exercises
I	Dyeing Techniques- Tie, Dip, Batik (Understanding the practical aspects and prepare one article of your choice using these as Surface Ornamentation Technique.	5
II	Printing Techniques- Block, Screen, Stencil, Roller, Spray (Understanding the practical aspects and prepare one article of your choice using these as Surface Ornamentation Technique.	10
III	Prepare any one article of your choice using Traditional Embroidery as Surface Ornamentation Technique.	10

Suggested Readings

- Alexander, N.J., (1972). Designing Interior Environment. New York: Harcourt Brace,
- Bhargava, B. (2005). Family Resource Management and Interior Decoration, Jaipur: Apple Printer and V. R. Printers.
- Faulkner, R., and Faulkner, S., (1975). Inside Today's Home, New York: Rinehart
- Gnnodtra, V. and Jaiswal, N. (2008). Management of Work in Home, New Delhi: Dominant publishers and Distributors. (ISBN No. 81-7888-526-3)
- Harmon, S. and Kennon, K. (2018). The code cguide book for Interiors (5th Ed.). New York: Wiley (ISBN: 978-1-119-342319-6)
- Johanovich Inc. Ball, V.K. (1982). Art of Interior Design. New York: John Wiley & Sons.
- Leach, S. D. (1978). Techniques of Interior Design Rendering and Presentation (1st Ed.). Architectural Record Books (ISBN-13: 978-0070368057)
- Mohanty, A.B. (1985). Guide to house buildings. New Delhi: Inter India Publications
- Patni Manju & Sharma Lalita, Grah Prabandh, Sta Publications Agra.

Suggestive digital plat form websites

- [Bit.ly/3fsgghi](https://bit.ly/3fsgghi)
- <https://bit.ly/39mTwGQ>
- <https://bit.ly/2JoXB2e>
- <https://bit.ly/3ljkrWf>

Swayam Portal

- <https://hcecontent.upde.gov.in/11home.aspx>

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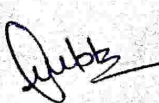
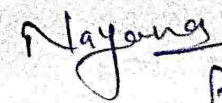
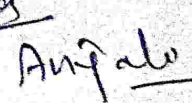
Semester-V
B.A. (Home Science)

DSE/HSc-03 - Community Development and Programme Planning

DISCIPLINE SPECIFIC ELECTIVES (DSE)-
Community Development and Programme Planning (Theory)

DISCIPLINE SPECIFIC ELECTIVES (DSE)-		
Community Development and Programme Planning (Theory)		
Programme - B.A.	Year-III	Semester-V
Course Title: Community Development and Programme Planning		
Course Code: DSE/HISc-03		
Credit:04	Total Lectures: 60	
Distribution of Marks - As per University Norms		
Course Outcomes:		
The student at the completion of the course will be able to		
1- Explain the concepts, principles and importance of community development in national and local context.		
2. Identify various community development approaches, methods and models applicable to different community settings.		
Unit	Topics	No. of Lectures
I	Community Development: Meaning, Definition, Functions, Objectives, Philosophy, Principles of Community Development Programmes in India.	12
II	Community Development Organization: Meaning, Types, Principles, Role & Administrative Structure at the National, State, District, Block & Village levels.	12
III	Recent Development Programme for Women & Children: Support to training and Employment for women (STEP), Swarn Jayanti Gram Swarozgar Yojna (SGSY), Integrated Child development Services (ICDS) etc.	12
IV	NGO & Other organizations: Contribution towards community services, Types & Role of NGO-WHO, CARE, UNICEF, UNESCO, UNDP/CRY, HELP-AGEINDIA.	12
V	Programme Planning: Programme planning component cycle and its components-Designing the project-Defining the objectives, Identifying resources, approach, feasibility and Work plan. Implementation, Monitoring and Evaluation	12



Expected Outcomes:

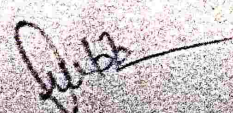
- 1. Understand the concept, objectives and significance of Community Development Organizations in the context of social and economic development.
- 2. Assess the contribution of different stakeholders.
- 3. Evaluate the challenges, ethical issues and best practices in the functioning of Community Development Organizations.

Semester V

GE/HSc/01 - Community Development Organization

GE/HSc/01 - Community Development Organization			
Programme - B.A.		Generic Elective (GE)	
Year-III		Semester- V	
Course Title: Community Development Organization Course Code: GE/HSc-05			
Credit:04		Total Lectures: 60	
Distribution of Marks - As per University Norms			
Course Outcomes: The student at the completion of the course will be Able to			
1. Explain the concept, objectives and significance of Community Development Organizations in the context of social and economic development.			
2. Assess the contribution of different stakeholders.			
3. Evaluate the challenges, ethical issues and best practices in the functioning of Community Development Organizations.			
Unit	Topics		No. of Lectures
I	Definition, need, types of community organizations and institutions, Principles and procedures in community organization, involvement of basic institutions in rural development programmes.		15
II	Importance of Mahila Mandals, Objectives and Functions. Importance of youth clubs, organization and functions of youth clubs, Panchayat Raj System in India Government sponsored programmes for family development-IRDP, DWCPA, NHP, RLEGP, TRYSEM etc.		15
III	Role of non-governmental and voluntary organizations of family development. Types of co-operatives in the development of weaker sections in the rural areas.		15

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Suggested Readings

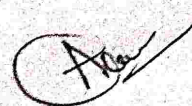
- Community Organization and Development: An Indian Perspective, Editors H. Columbia University Press
- Community Development: A Work Book, D. Mukherjee, Orient Blackswan
- Community Organization and Social Action, G. R. Madan, Allied Publishers
- Social Work and Community Development, Sarendra Singh & P.D. Mishra, New Royal Book Company

Semester V

GE/IISe/05 - Community Development Organization

Programme - B.A.		Generic Elective (GE)		Semester- V
Year-III				
		Course Title:Community Development Organization Course Code: GE/IISe-05		
Credit:04		Total Lectures: 60		
		Distribution of Marks - As per University Norms		
Course Outcomes: The student at the completion of the course will be Able to				
1. Explain the concept, objectives and significance of Community Development Organizations in the context of social and economic development.				
2. Assess the contribution of different stakeholders.				
3. Evaluate the challenges, ethical issues and best practices in the functioning of Community Development Organizations.				
Unit	Topics			No. of Lectures
I	Definition, need, types of community organizations and institutions, Principles and procedures in community organization, involvement of basic institutions in rural development programmes.			15
II	Importance of Mahila Mandals, Objectives and Functions. Importance of youth clubs, organization and functions of youth clubs, Panchayat Raj System in India Government sponsored programmes for family development-IRDP, DWCRA, NRDP, RLRCIP, TRYSEM etc.			15
III	Role of non-governmental and voluntary organizations of family development, Types of co-operatives in the development of weaker sections in the rural areas.			15







- IV. Programme implementation, monitoring and evaluation. Identification of local leaders, local bodies, Government organizations for development of family programme. Important aspects in programme execution. Identification of local leaders, local bodies, Government organizations for development of family programmes.

Suggested Readings

1. *Microsocial Assessment of Family Nutrition* - MPT Publishing House, 2021
2. *Community Organization and Social Action* - G.P. Madan, Allied Publishers.

Semester V

SEC/ITSc/05 -Public Health Nutrition

Skill Enhancement Course (SEC)		
Programme - B.A.	Year-III	Semester-V
Course Title: Public Health Nutrition Course Code: SEC/HSc/05		
Credit:02	Total Lectures: 30	
Max Marks: 100 (75+25)		
Course Objective: 1. Understand the key concepts, scope and determinants of Public Health and Nutrition. 2. Identify Major Nutritional Problems affecting Public Health in India. 3. Learn tools to assess Nutritional problems affecting Public Health in India. 4. Understand National Nutrition Programs and policies. 5. Develop Communication and Intervention Skills for Nutrition Education.		
Learning Outcomes: By the end of the course, students will be able to 1. Explain the interrelationship between Nutrition, Health and disease in Public Health context. 2. Conduct the basic community based Nutritional Assessment using Anthropometric and Dietary Survey tools. 3. Contribute to awareness campaigns and interventions for improving Nutritional Status at the grassroots level.		
Unit	Topics	No. of Lectures
I	Introduction to Public Health and Nutrition Definition, Scope and Evolution in India, Determinants of Health and Nutrition.	6
II	Nutrition Problems in India PEM, Anemia, Vitamin A deficiency, Iodine deficiency, Obesity, the vulnerable groups.	6
	Assessment Techniques	

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III	Dietary Surveys, Anthropometric, Biochemical and Clinical Assessment
IV	National Programs and Policies Poshan Abhiyan, ICDS, Mid Day Meal, Anemia Mukt Bharat
V	Nutrition Counselling Nutrition Counseling, Unaided Media for Public Health Campaign

Suggested Readings:

1. Park, K. (2023), Preventive and Social Medicine, Banarsidas Bhanot
2. Gopalan, C. & Rao, RSN(2021) Nutritive Value of Indian Foods
3. National Institute of Nutrition (NIN) & NFHS Reports.
4. Swaminathan, M. (2018), Essentials of Food and Nutrition (Vol I & II) Bapco.

Semester V

IAPC/HSc-01 -INTERNSHIP/APPERENTICESHIP/PROJECT/COMMUNITY OUTREACH

IAPC		
Programme - B.A.	Year-III	Semester-V
Course Title: INTERNSHIP/APPERENTICESHIP/PROJECT/COMMUNITY OUTREACH		
Course Code: IAPC/HSc-01		
Credit:02	Total Lectures/ Hrs: 60 / As per the University Norms	
Max Marks: 100 (75+25)		
Course Objective: Translate Academic Learning into real world applications across Subject domains like Nutrition, Textiles, Child Development, Family Resource Manage or Extension Education.		
Students will engage themselves for Internship based activity / Community Outreach / Apprenticeship, / Project (As per University Guidelines). The students may choose options from the domains /disciplines of Home Science (any area of their interest). The following list is indicative.		
1. Foods and Nutrition 2. Dietetics 3. Diet Counselling 4. Interior Decoration 5. Child Development 6. Clothing and Textile 7. Home Science Extension 8.		
Evaluation-(Max Marks -100 (Evaluation by Internal and External Examiner)		

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Semester VI
B.A. (Home Science)

DSC/HSc-06 Dietetics and Therapeutic Nutrition (Theory)

DISCIPLINE SPECIFIC COURSE (DSC)- Dietetics and Therapeutic Nutrition (Theory)		
Programme - B.A.	Year-III	Semester-VI
Course Title: Dietetics and Therapeutic Nutrition (Theory) Course Code: DSC/HSc-06		
Credit:03	Total Lectures: 45	
Distribution of Marks - As per University Norms		
Course Outcomes: The student at the completion of the course will be able to 1- Knowledge of principles of Diet Therapy. 2- Develop and understand modification of the Normal Diet for Therapeutic purposes. 3- Practical knowledge of dietary management in some common disorders.		
Unit	Topics	No. of Lectures
I	Introduction (a) Definition of Health Dietetics and Therapeutic Nutrition (b) Importance of Diet Therapy (c) Facts about fast foods/Junks foods (d) Objectives of therapeutic Diet Principles of diet therapy	9
II	Diet and Feeding Methods (a) Modification of Normal Diets for Therapeutic purposes (b) (b)Methods of Modifications • On the basis of Nutrients • On basis of Consistency (c) Different Feeding Methods • Oral feeding • Tube feeding	9
III	Diet during fevers and infections Introduction to fever- Acute Fever, Chronic fever, Important changes in nutrition during fever, Modification of the diet	9

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1. The Commission on the Status of Women, established in 1946, was the first international body to deal with the status of women. It was created by the Economic and Social Council of the United Nations.

2. The Commission has since then been working to promote the advancement of women in all spheres of life, including political, economic, social, cultural, and educational fields.

3. The Commission has also been instrumental in the development of international instruments for the advancement of women, such as the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).

References:

1. United Nations, Commission on the Status of Women, "The Status of Women in the World", 1975, New York: UN Women, 1975.
2. Commission on the Status of Women, "The Status of Women in the World", 1975, New York: UN Women, 1975.
3. United Nations, Commission on the Status of Women, "The Status of Women in the World", 1975, New York: UN Women, 1975.
4. United Nations, Commission on the Status of Women, "The Status of Women in the World", 1975, New York: UN Women, 1975.
5. United Nations, Commission on the Status of Women, "The Status of Women in the World", 1975, New York: UN Women, 1975.
6. United Nations, Commission on the Status of Women, "The Status of Women in the World", 1975, New York: UN Women, 1975.
7. United Nations, Commission on the Status of Women, "The Status of Women in the World", 1975, New York: UN Women, 1975.
8. United Nations, Commission on the Status of Women, "The Status of Women in the World", 1975, New York: UN Women, 1975.
9. United Nations, Commission on the Status of Women, "The Status of Women in the World", 1975, New York: UN Women, 1975.
10. United Nations, Commission on the Status of Women, "The Status of Women in the World", 1975, New York: UN Women, 1975.

Annex 2 List of References

United Nations, Commission on the Status of Women

United Nations, Commission on the Status of Women, "The Status of Women in the World", 1975, New York: UN Women, 1975.

United Nations, Commission on the Status of Women

United Nations, Commission on the Status of Women, "The Status of Women in the World", 1975, New York: UN Women, 1975.

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Distribution of Marks - As per University Norms
Course Outcomes:

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

1. Gain Knowledge of principles of diet therapy
2. Develop and understand modification of the normal diet for therapeutic purposes
3. Practical knowledge of dietary management in some common disorders

Unit	Topics	No. of Practical Hours/ Classes
I	Modification of Normal Diet for Therapeutic purposes, Preparation and Presentation Therapeutic Diet preparation and Nutrient Calculation.	16
II	Diet in Fever Therapeutic Diet Preparation and Nutrient Calculation of some common Disorders - Diet in Hypertension, - Diet in Atherosclerosis	16
III	Dietary Modification for Weight Management-Preparation and Nutrient Calculation of Diet in- Over Weight & Obesity, - Underweight	16

Suggested Readings:

- Sumati R. Mudambi- "Fundamental of food, Nutrition and Diet Therapy", New Age, International Pvt. Ltd, New Delhi, 6th Edition (2018).
- B. Srilakshmi, "Dietetics", New Age International Publishers, New Delhi 2017
- Bamji MS, Krishnaswamy K and Brahmam GNV (Eds) (2009), Text book of Human Nutrition, 3rd edition, Oxford & IBH Publishing Co. Pvt. Ltd, New Delhi.
- Dr. Sheel Shama, " Nutrition and Diet Therapy" PEEPEEE, Publishers and Distributors.

Semester VI
B.A. (Home Science)

DSE/HSc-04 -Family Welfare and Community Education

DISCIPLINE SPECIFIC ELECTIVES (DSE)- Family Welfare and Community Education (Theory)		
Programme - Under Graduate In Arts	Year-III	Semester-VI
Course Title: Family Welfare and Community Education Course Code: DSE/HSc-04		
Credit: 04	Total Lectures: 60	

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Distribution of Marks - As per University Norms

Course Outcomes:

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

1. Understand the concept, scope and importance of Family welfare and Community Education in promoting individual and societal well being
2. Analyse government policies, programs and schemes related to family welfare and community education in the Indian context

Unit	Topics	No. of Lectures
I	Child and Family Welfare: Children's rights and National Policy for Children, Demographic profile of child in India, Children with special needs, Deprived Children and abused children, juvenile Delinquency.	12
II	Family and child welfare services working at national and international level: C.S.W.B., ICCW ICDS and others, W.I.O, UNICEF, C.A.P.E. and I.L.O. Rural extension services and community ICDS, DWCPA, IRDP and CHER	12
III	Family relationship, Child Parent Relationship, responsibilities of parents, relationship of home, School and Community.	12
IV	The role of teacher and other specialists in parents and community education programmes. Teacher as motivator, community work, guidance of child, youth ethical consideration in dealing with parents and community.	12

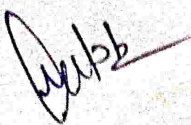
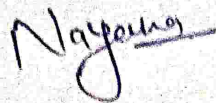
Suggested Readings:

1. Gangrade, K.D. (1971) Community Organization in India. Popular Prakashan, New Delhi
2. Dahama, O.P. and Bhatnagar, O.P. (1980) Extension and Communication for Development, Oxford and IBH.
3. State of World Children, UNICEF Annual Publication.
4. Hans Nagpal. (1980) Culture, Education and Social Welfare, Chand and Company, New Delhi.
5. Chaudhry, D. Paul, (1980). Child Welfare and Development, NIPCCD, New Delhi

Semester VI

GE/HSc/06 -Diet & Nutrition Counselling

	Generic Elective (GE)		
Programme - B.A.	Year-III		Semester VI
	Course Title: Diet & Nutrition Counselling Course Code: GE/HIS/06		
Credit:04		Total Lectures: 60	
Distribution of Marks - As per University Norms			




Distribution of Marks

Course Outcomes

The student will:

1. Understand the concept of child welfare, promoting individual and social well-being.

2. Analyse government policies, programmes and initiatives related to child welfare education in the Indian context.

Unit	Topics	Min. of Lectures
I	Child and Family Welfare Children's rights and National Policy on Children, Understanding profile of child in India, Children with special needs, Orphaned Children and abused children, juvenile Delinquency	12
II	Family and child welfare services working at national and international level: C.S.W.B., ICCW ICDS and others, W.I.O. UNICEF, CARE, and ILO, Rural extension services and community ICDS, DWCPA, IRDP and CHEB	12
III	Family relationship, Child Parent Relationship, responsibilities of parents, relationship of home, School and Community.	12
IV	The role of teacher and other specialists in parents and community education programmes, Teacher as motivator, community work, guidance of child, youth ethical consideration in dealing with parents and community.	12

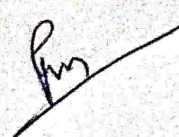
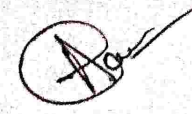
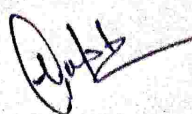
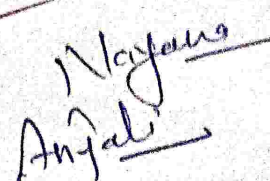
Suggested Readings:

1. Gangrade, K.D. (1971) Community Organization in India. Popular Prakashan, New Delhi
2. Dabhi, O.P. and Bhatnagar, O.P. (1980) Extension and Communication for Development. Oxford and IBH
3. State of World Children. UNICEF Annual Publication.
4. Hans Nageppan (1980) Culture, Education and Social Welfare. Chand and Company, New Delhi.
5. Coudhry, D. Paul. (1980). Child Welfare and Development. NIPCCD, New Delhi

Semester VI

GE/HSc/06 -Diet & Nutrition Counseling

Generic Elective (GE)			
Programme - B.A.	Year-III		Semester VI
	Course Title: Diet & Nutrition Counselling Course Code: GE/HSc/06		
Credit:04		Total Lectures: 60	
Distribution of Marks - As per University Norms			

Course Outcomes:

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

1. Define roles and responsible behavior of Dietitian
2. Describe/ explain the steps involved in diet counselling
3. Use the skills in assessment of nutritional status of normal and diseased people
4. Relate practical skills in dietary counselling of various health and disease conditions
5. Use of digital technology in Diet Counselling

Unit	Topics	No. of Lectures
I	Dietitian-Definition and Educational Qualification Types of Dietitians-Clinical, Academic, Research Specific, service, Public, Community, Industrial, Consultant, Sports, Business etc Qualities, Role and responsibilities of Dietitian IDA-Objectives, membership; Registered Dietitian-Eligibility for R.D. exam	15
II	Diet Counselling: Nutrition Care Process (NCP)-Definition, importance, purposes and ethical principles. Steps in Diet counselling Process; Documentation-SOAP Counseling Skills for a Dietitian; Guidelines for effective Counselling	15
III	Counselling Approach- Meaning, developing counselling approach, Different Counselling approaches- Psychoanalytical, Behavioural, Humanistic, Patient centred approach.	15
IV	Use of Computers in Diet Counselling and Nutrition Education. Use of Computer Applications and Mobile Applications in Diet Counselling and Nutrition Education; Computer and mobile applications available for Diet Counselling Prerequisites for setting up a Diet Counselling Centre.	15

Suggested Readings-

- Sri Lakshmi, B. "Dietetics", 8th edition, 2018, New Age International Publishers, New Delhi
- IDA, Clinical Dietetics Manual, 2018, 2nd edition Elite Publishing House New Delhi
- Corinne H. Robinson, Marilyn R. Lawler, "Normal & Therapeutic Nutrition" 17th edition 1986
- Shubangini A Joshi, "Nutrition & Dietetics" 5th edition, 2022, McGraw Hill Education India Pvt. Ltd.
- Judy Gable "Counselling Skills for Dietitians" 2nd edition, 2007, Black Well Publishing Ltd. Oxford, UK
- "Clinical and Therapeutic Nutrition M.Sc." published by Directorate of Distance Education, Swami Vivekanand Subharti University, Meerut, U.P.

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Semester VI

SEC/HSc/06- Value Added Products from Fruits and Vegetables

SEC/HSc/06- Value Added Products from Fruits and Vegetables		
Programme - B.A.	Skill Enhancement Course (SEC)	
	Year-III	Semester-VI
Course Title: Value Added Products from Fruits and Vegetables		
Course Code: SEC/HSc/06		
Credit:02	Total Lectures: 30	
Max Marks: 100 (75+25)		
Course Objective: 1. Understand the concept and importance of value addition in fruits and vegetables for reducing post-harvest losses and enhancing income. 2. Identify suitable fruits and vegetables for various value added products based on their characteristics and seasonality.		
Learning Outcomes: By the end of the course, students will be able to 1. Explain the scope and potential of value addition in fruits and vegetables in the Indian context. 2. To develop skills in processing, preservation and packaging. 3. Develop a basic business plan including costing, pricing, packaging and marketing of value added products. 4. To explore Entrepreneurial opportunities in the value added sector.		
Unit	Topics	No. of Lectures
I	Introduction to Value Addition, importance and scope of Value Addition, Nutrition and Economic significance, principle of preservation, Factors affecting quality of raw materials.	6
II	Processing Techniques for Fruits and Vegetables, Methods of processing, drying, Canning, Freezing, Fermentation, Pickling, Technology for preparation of Jams, Jellies, Marmalades, Squashes, Juices, Ready to Eat and Ready to Serve products.	7
III	Novel and Traditional Value Added Products, Dehydrated Fruits and Vegetables, Fruit Bars, Fruit Leather, Candy, Traditional Indian Products- Murabba, Chutney, Pickles, Papad, Sauces.	7
IV	Quality Control and Food Safety, Food Safety Standards	4
V	Entrepreneurship and Marketing of Value - Added Products, Costing, Pricing and Market Survey.	6
Suggested Readings: 1. Ranganna, S. (2011). Handbook of Analysis and Quality Control of Fruit and Vegetable Products, Tata McGraw-Hill Education. 2. Value Addition and Processing of Fruits and Vegetables - ICAR Training Modules		

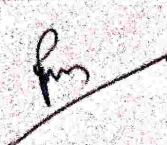
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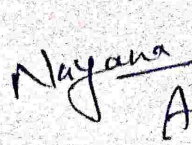
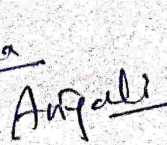
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Semester VI

SEC/H5c/06- Value Added Products from Fruits and Vegetables

Skill Enhancement Course (SEC)		
Programme - B.A.	Year-III	Semester-VI
Course Title: Value Added Products from Fruits and Vegetables. Course Code: SEC/H5c/06		
Credit:02	Total Lectures: 30	
Max Marks: 100 (75+25)		
Course Objective: 1. Understand the concept and importance of value addition in fruits and vegetables for reducing post-harvest losses and enhancing income. 2. Identify suitable fruits and vegetables for various value added products based on their characteristics and seasonality.		
Learning Outcomes: By the end of the course, students will be able to 1. Explain the scope and potential of value addition in fruits and vegetables in the Indian context. 2. To develop skills in processing, preservation and packaging. 3. Develop a basic business plan including costing, pricing, packaging and marketing of value added products. 4. To explore Entrepreneurial opportunities in the value added sector.		
Unit	Topics	No. of Lectures
I	Introduction to Value Addition, Importance and scope of Value Addition, Nutrition and Economic significance, principle of preservation, Factors affecting quality of raw materials.	6
II	Processing Techniques for Fruits and Vegetables, Methods of processing, drying, Canning, Freezing, Fermentation, Pickling, Technology for preparation of Jams, Jellies, Marmalades, Squashes, Juices, Ready to Eat and Ready to Serve products.	7
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Suggested Readings: 1. Ranganna, S. (2011). Handbook of Analysis and Quality Control of Fruit and Vegetable Products, Tata McGraw-Hill Education. 2. Value Addition and Processing of Fruits and Vegetables - ICAR Training Modules		



3. FSSAI Guidelines on Food Processing and Labeling
4. Srivastava, R.P. & Kumar Sangeev. (2018). Fruit and Vegetable Preservation: Principles and Practices. International Book Distributing Co. Lucknow.
5. Charabory, S. (2015). Value Addition and Processing of Fruits and Vegetables. New India Publishing Agency.
6. Mishra, H.N. & Rajesh Kapur. (2016). Food Processing Technology. CBS Publishers & Distributors Pvt. Ltd.

Semester VI

IAPC/HSc-02 -INTERNSHIP/APPERENTICESHIP/PROJECT/COMMUNITY OUTREACH

IAPC		
Programme - B.A.	Year-III	Semester-VI
Course Title: INTERNSHIP/APPERENTICESHIP/PROJECT/COMMUNITY OUTREACH		
Course Code: IAPC/HSc-02		
Credit:02	Total Lectures/ Hrs: 60 / As per the University Norms	
Max Marks: 100 (75+25)		
Course Objective: Translate Academic Learning into real world applications across Subject domains like Nutrition, Textiles, Child Development, Family Resource Manage or Extension Education.		
Students will engage themselves for Internship based activity / Community Outreach / Apprenticeship. / Project (As per University Guidelines). The students may choose options from the domains /disciplines of Home Science (any area of their interest). The following list is indicative.		
1. Foods and Nutrition 2. Dietetics 3. Diet Counselling 4. Interior Decoration 5. Child Development 6. Clothing and Textile 7. Home Science Extension 8.		
Evaluation-(Max Marks -100 (Evaluation by Internal and External Examiner)		



