JAMSHEDPUR WOMEN'S UNIVERSITY

DEPARTMENT OF HOME SCIENCE

PROPOSED STRUCTURE OF

SYLLABUS

B.A HOME SCIENCE HONOURS/RESEARCH FOUR YEARS UNDER GRADUATE PROGRAM (FYUGP)

[NEP - 2020]

IMPLEMETED FROM 2022

HIGHLIGHTS OF REGULATIONS OF FYUGP

PROGRAMME DURATION

- The Full-time, Regular UG programme for a regular student shall be for a period of four years with multiple entries and multiple exit options.

ELIGIBILITY

- The selection for admission will be primarily based on availability of seats in the Major subject and marks imposed by the institution. Merit point for selection will be based on marks obtained in Major subject at Class 12 (or equivalent level) or the aggregate marks of Class 12 (or equivalent level) if Marks of the Major subject is not available. Reservation norms of The Government of Jharkhand must be followed as and when amended in times.

ADMISSION PROCEDURE

- The reservation policy of the Government of Jharkhand shall apply in admission and the benefit of the same shall be given to the candidates belonging to the State of Jharkhand only. The candidates of other states in the reserved category shall be treated as General category candidates. Other relaxations or reservations shall be applicable as per the prevailing guidelines of the University for FYUGP.

ACADEMIC CALENDAR

- Each year the University shall draw out a calendar of academic and associated activities, which shall be strictly adhered to. The same is non-negotiable. Further, the Department will make all reasonable endeavors to deliver the programmes of study and other educational services as mentioned in its Information Brochure and website. However, circumstances may change prompting the Department to reserve the right to change the content and delivery of courses, discontinue or combine courses and introduce or withdraw areas of specialization.

PROGRAMME OVERVIEW/ SCHEME OF THE PROGRAMME

- Undergraduate degree programmes of either 3 or 4-year duration, with multiple entries and exit points and re-entry options within this period, with appropriate certifications such as:
  - a Certificate after completing 1 year (2 semesters) of study in the chosen fields of study,
  - a Diploma after 2 years (4 semesters) of study,
  - a Bachelor after a 3-year (6 semesters) programme of study,
  - a Bachelor (with Hons. / Research) after a 4-year (8 semesters) programme of study

VALIDITY OF REGISTRATION

- Validity of a registration for FYUGP will be for maximum for Seven years from the date of registration.

CALCULATION OF MARKS FOR THE PURPOSE OF RESULT

- Student's final marks and the result will be based on the marks obtained in Semester Internal Examination and End Semester Examination organized taken together.

- Passing in a subject will depend on the collective marks obtained in Semester internal and End Semester University Examination both. However, students must pass in Theory and Practical Examinations separately.

PROMOTION AND SPAN PERIOD

- The Requisite Marks obtained by a student in a particular subject will be the criteria for promotion to the next Semester.
- To get promotion from Semester-II to Semester-III a student will be required to pass in at least 75% of Courses in an academic year (a student has to pass in minimum 9 papers out of the total 12 papers. However, it will be necessary to procure pass marks in each of the paper before completion of the course.
- To get promotion from Semester-IV to Semester-V (taken together of Semester I, II, III & IV) a student has to pass in minimum 16 papers out of the total 22 papers.
- Eligibility to get entry in Semester VII is to secure a minimum of 7.5 CGPA up to semester VI along with other criteria imposed by the Institution.

PUBLICATION OF RESULT

- The result if the examination shall be notified by the Controller of Examinations of the University in different newspapers and also on University website.
- If a student is found indulged in any kind of malpractice during examination, the examination taken by the student will be cancelled. The candidate will be awarded zero marks in that paper. The candidate may re-appear in the subsequent semesters as per the available provisions.
- There shall be no Supplementary or Re-examination for any subject. Students who have failed in any subject in an even semester may appear in the subsequent even semester examination for clearing the backlog. Similarly, the students who have failed in any subject in an odd semester may appear in the subsequent odd semester examination for clearing the backlog.
- Regulation related with any concern not mentioned above shall be guided by the Regulations of the University for FYUGP.

COURSE STUCTURE FOR FYUGP 'HONOURS/ RESEARCH'

Table 1: Credit Framework for Four Year Undergraduate Programme (FYUGP) under State Universities of Jharkhand [Total Credits = 176]

- There will be four disciplinary areas: A-Natural Science, B-Humanities, C-Social Science, and D-Commerce; each having basket of courses. A student will have to select a 'Major' from any of the four disciplinary areas (out of A, B, C & D). The selection for admission will be primarily based on availability of seats in Major and marks imposed by the institution.
- A student has to select three subjects for 'Introductory Regular Courses' from a pool of subjects associated with the Major offered by the institution. One of the three subjects will continue as 'Minor' from semester IV onwards, based on the academic interest and performance of the student.

Table 1: Credit Framework for Four Year Undergraduate Programme (FYUGP) under State Universities of Jharkhand [Total Credits = 176]

	Common Courses (29)									Introductory Courses (15)			Minor** (32)		Research Courses (18)				Total Credit
Semester	Language and Communication Skills (Modern Indian Language including TRL) (6)	Language and Communication Skills (English) (6)	Environmental Studies (3)	Understanding India (2)	Health & Wellness, Yoga Education, Sports & Fitness (2)	Digital Education (3)	Mathematical & Computational Thinking and Analysis (2)	Value-Based Course/ Global Citizenship Education (2)	Community Engagement/ NCC/ NSS/ (3)	Introductory Courses [Natural Sc./ Humanities/ Social Sc./Commerce] (9)	Introductory Course [Vocational Studies] (6)	Internship/ Project (4)	Major* (54) + Adv. Major (24)	Natural Sc./ Humanities/ Social Sc./ Commerce (18)	Vocational Studies (14)	Research Methodology Courses (6)	Research Proposal, Review of literature (4)	Research Internship/ Field Work (4)	Preparation of the Research Project Report (4)	176
1	2	3	4	5	6	7	8			9	10	11	14	15	16	17	18	19	20	21
I	6			2	2					3	3		6							22
II		6					2	2		3	3		6							22
Exit Point: Undergraduate Certificate																				
III			3			3			3	3		4	6							22
IV													6+6	6	4					22
Exit Point: Undergraduate Diploma																				
V													6+6	6	4					22
VI													6+6	6	4					22
Exit Point: Bachelor's Degree																				
VII													6+6 (Adv. Topics)			6	4			22
VIII													6+6 (Adv. Topics)		2			4	4	22
Exit Point: Bachelor's Degree with Hons. /Research																				

*There will be four disciplinary areas: A-Natural Science, B-Humanities, C-Social Science, and D-Commerce; each having basket of courses. A student will have to select a 'Major' from any of the four disciplinary areas (out of A, B, C & D). The selection for admission will be primarily based on availability of seats in Major and marks imposed by the institution.

**A student has to select three subjects for 'Introductory Regular Courses' from a pool of subjects associated with the Major offered by the institution. One of the three subjects will continue as 'Minor' from semester IV onwards, based on the academic interest and performance of the student.

Table 2: Course structure for Undergraduate Certificate Programme *[May Exit after Sem.-II]*

Semester	Common Courses			Introductory Courses		Major	Total Credits
Sem.-I	LCS (MIL/TRL) (6 Credits)	Understanding India (2 Credits)	Health & Wellness, Yoga Education, Sports & Fitness (2 Credits)	IRC-1 (3 Credits)	IVS-1A (3 Credits)	MJ-1 (6 Credits)	(22)
Sem.-II	LCS (English) (6 Credits)	Global Citizenship Education (2 Credits)	Mathematical & Computational Thinking (2 Credits)	IRC-2 (3 Credits)	IVS-1B (3 Credits)	MJ-2 (6 Credits)	(22)

Total = 44 Credits

(LCS: Language and Communication Skills; MIL: Modern Indian Languages; TRL: Tribal Regional Languages; IRC: Introductory Regular Courses; IVS: Introductory Vocational Studies, MJ: Major)

Table 3: Course structure for Undergraduate Diploma Programme *[May Exit after Sem.-IV]*

Semester	Common Courses			Introductory Courses	Major	Minor	Internship/ Project	Vocational	Total Credits
Sem.-III	Environmental Studies (3 Credits)	Community Engagement/ NCC/ NSS (3 Credits)	Digital Education (3 Credits)	IRC-3 (3 Credits)	MJ-3 (6 Credits)		Internship/ Project (4 Credits)		(22)
Sem.-IV					MJ-4, MJ-5 (6+6=12 Credits)	MN-1 (6 Credits)		VS-1 (4 Credits)	(22)

Total = 88 Credits

(MN: Minor; VS: Vocational Studies)

Table 4: Course structure for Bachelor's Degree Programme *[May Exit after Sem.-VI]*

Semester	Major Courses	Minor Courses	Vocational	Total Credits
Sem.-V	MJ-6, MJ-7 (6+6 = 12 Credits)	MN-2 (6 Credits)	VS-2 (4 Credits)	(22)
Sem.-VI	MJ-8, MJ-9 (6+6= 12 Credits)	MN-3 (6 Credits)	VS-3 (4 Credits)	(22)

Total = 132 Credits

Table 5: Course structure for Bachelor's Degree with Hons./Research Programme

Semester	Advance Courses	Research Courses		Vocational	Total Credit
Sem.-VII	AMJ-1, AMJ-2 (6+6=12 Credits)	Research Methodology (6 Credits)	Research Proposal (4 Credits)		(22)
Sem.-VIII	AMJ-3, AMJ-4 (6+6=12 Credits)	Research Int./Field Work (4 Credits)	Research Report (4 Credits)	VSR (2 Credits)	(22)

Total = 176 Credits

(AMJ: Advance Major; VSR: Vocational Studies associated with Research)

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Credits
	Code	Paper	
I	CC-1	Language and Communication Skills (Modern Indian language including TRL)	6
	CC-2	Understanding India	2
	CC-3	Health & Wellness, Yoga Education, Sports & Fitness	2
	IRC-1	Introductory Regular Course-1	3
	IVS-1A	Introductory Vocational Studies-1	3
	MJ-1	Major paper 1 (Disciplinary/Interdisciplinary Major)	6
II	CC-4	Language and Communication Skills (English)	6
	CC-5	Mathematical & Computation Thinking Analysis	2
	CC-6	Global Citizenship Education & Education for Sustainable Development	2
	IRC-2	Introductory Regular Course-2	3
	IVS-2B	Introductory Vocational Studies-2	3
	MJ-2	Major paper 2 (Disciplinary/Interdisciplinary Major)	6
III	CC-7	Environmental Studies	3
	CC-8	Digital Education (Elementary Computer Applications)	3
	CC-9	Community Engagement & Service (NSS/ NCC/ Adult Education)	3
	IRC-3	Introductory Regular Course-3	3
	IAP	Internship/Apprenticeship/ Project	4
	MJ-3	Major paper 3 (Disciplinary/Interdisciplinary Major)	6
IV	MJ-4	Major paper 4 (Disciplinary/Interdisciplinary Major)	6
	MJ-5	Major paper 5 (Disciplinary/Interdisciplinary Major)	6
	MN-1	Minor Paper 1 (Disciplinary/Interdisciplinary Minor)	6
	VS-1	Vocational Studies-1 (Minor)	4
V	MJ-6	Major paper 6 (Disciplinary/Interdisciplinary Major)	6
	MJ-7	Major paper 7 (Disciplinary/Interdisciplinary Major)	6
	MN-2	Minor Paper 2 (Disciplinary/Interdisciplinary Minor)	6
	VS-2	Vocational Studies 2 (Minor)	4
VI	MJ-8	Major paper 8 (Disciplinary/Interdisciplinary Major)	6
	MJ-9	Major paper 9 (Disciplinary/Interdisciplinary Major)	6
	MN-3	Minor Paper 3 (Disciplinary/Interdisciplinary Minor)	6
	VS-3	Vocational Studies 3 (Minor)	4
VII	AMJ-1	Advance Major paper 1 (Disciplinary/Interdisciplinary Major)	6
	AMJ-2	Advance Major paper 2 (Disciplinary/Interdisciplinary Major)	6
	RC-1	Research Methodology	6
	RC-2	Research Proposal	4
VIII	AMJ-3	Advance Major paper 3 (Disciplinary/Interdisciplinary Major)	6
	AMJ-4	Advance Major paper 4 (Disciplinary/Interdisciplinary Major)	6
	RC-3	Research Internship/Field Work	4
	RC-4	Research Report	4
	VSR	Vocational Studies (Associated with Research)	2
		Total Credit	176

Abbreviations:

CC Common Courses
IRC Introductory Regular Courses
IVS Introductory Vocational Studies
IAP Internship/Apprenticeship/ Project
VS Vocational Studies
MJ Major Disciplinary/Interdisciplinary Courses
MN Minor Disciplinary/Interdisciplinary Courses
AMJ Advance Major Disciplinary/Interdisciplinary Courses
RC Research Courses
VSR Vocational Studies associated with Research

Jamshedpur Women's University
List of all Papers in Eight Semesters
Semester-wise Titles of the Papers in Home Science

Year	Sem.	Course Code	Paper Title	Theory/ Practical	Credits
Certificate Course in Home Science					
FIRSTYEAR	**I**	IRC-1	Introduction to Home Science	Theory	03
		MJ-1	Fundamentals of Food & Nutrition	Theory	04
				Practical	02
	II	IRC-2	Introduction to Home Science	Theory	03
		MJ-2	Life span development	Theory	04
				Practical	02
Diploma in Home Science					
SECOND YEAR	**III**	IRC-3	Introduction to Home Science	Theory	03
		MJ-3	Resource Management	Theory	04
				Practical	02
	IV	MJ-4	Fundamentals of Textiles	Theory	04
				Practical	02
		MJ-5	Fundamentals of Food Science	Theory	04
				Practical	02
		MN-1	Interior Decoration	Theory	04
				Practical	02
Bachelor of Home Science					
THIRD YEAR	**V**	MJ-6	Nutrition for Family	Theory	04
				Practical	02
		MJ-7	Extension Education and Communication	Theory	04
				Practical	02
		MN-2	Traditional Indian Textiles	Theory	04
				Practical	02
	VI	MJ-8	Home Decoration	Theory	04
				Practical	02
		MJ-9	Family relationship	Theory	04
				Practical	02
		MN-3	Home decoration	Theory	04
				Practical	02

Bachelor's Degree with Hons/ Research Programme					
FOURTH YEAR	**VII**	AMJ-1	Public Nutrition & Dietetics	Theory	04
				Practical	02
		AMJ-2	Traditional Indian Textiles	Theory	04
				Practical	02
		RC-1	Research Methodology	Theory	06
		RC- 2	Research Proposal	Theory	04
	VIII	AMJ-3	Therapeutic Nutrition Part 1	Theory	04
				Practical	02
		AMJ-4	Therapeutic Nutrition Part 2	Theory	04
				Practical	02
		RC-3	Research Internship/Field work		04
		RC-4	Research Report		04
		VSR	Vocational Studies associated with Research		02

Jamshedpur Women's University

Semester- wise Examination Structure in Discipline Courses:

Semester			Examination Structure			
	Code	Papers	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical / Viva (F.M.)
I	MJ-1	Fundamentals of Food & Nutrition (Theory + Lab)	6			
II	MJ-2	Life span development (Theory + Lab)	6			
III	MJ-3	Resource management (Theory + Lab)	6			
IV	MJ-4	Fundamentals of Textiles (Theory + Lab)	6			
	MJ-5	Fundamentals of Food Science (Theory + Lab)	6			
V	MJ-6	Nutrition for family (Theory + Lab)	6			
	MJ-7	Extension education and communication (Theory and Lab)	6			
VI	MJ-8	Home Decoration (Theory + Lab)	6			
	MJ-9	Family Relationship (Theory and Lab)	6			
VII	AMJ-1	Public Nutrition & Dietetics (Theory and Lab)	6			
	AMJ-2	Traditional Indian Textiles (Theory and Lab)	6			
	RC-1	Research Methodology	6			
	RC-2	Research Proposal	4			
VIII	AMJ-3	Therapeutic Nutrition Part-1 (Theory + Lab)	6			
	AMJ-4	Therapeutic Nutrition Part-2 (Theory + Lab)	6			
	RC-3	Research Internship/Field Work	4			
	RC-4	Research Report	4			
	VSR	Vocational Studies (Associated with Research)	2			
	Total Credit		**98**			

Semester wise Course Code and Credit Points:

Semester	**Common, Introductory, Major, Minor, Vocational & Internship Courses**		**Examination Structure**			
	Code	**Papers**	**Credits**	**Mid Semester Theory (F.M.)**	**End Semester Theory (F.M.)**	**End Semester Practical/ Viva (F.M.)**
I/II/III	IRC	Introduction to Home Science	3			
IV	MN-1	Interior Decoration	6			
V	MN-2	Traditional Indian Textiles	6			
VI	MN-3	Home Decoration	6			
	Total Credits		**21**			

AIM OF BACHELOR'S DEGREE PROGRAMME IN HOME SCIENCE

The FYUGP educational program in Home Science aims to

- Create the facilities and learning environment in educational institutions to consolidate the knowledge acquired at +2 levels, motivate students to develop a deep interest in Home Science, and to gain a broad, balanced knowledge and understanding of physical concepts, principles and theories of Home Science.

- Provide opportunities to students to learn, design and perform experiments in lab, gain an understanding of laboratory methods, analysis of observational data and report writing, and acquire a deeper understanding of concepts, principles and theories learned in the classroom through laboratory demonstration, and computational problems and modeling.

- Develop the ability in students to apply the knowledge and skills they have acquired to get to the solutions of specific theoretical and applied problems in Home Science.

- To prepare students for pursuing the interdisciplinary and multidisciplinary higher education and/or research in interdisciplinary and multidisciplinary areas, as Home Science is one of the important branches of Social Science necessary for interdisciplinary and multidisciplinary research.

- To prepare students for developing new industrial technologies and theoretical tools for applications in diverse branches of the economic life of the country, as Home Science is one of the branches of Social Science which contribute directly to National development.

- In light of all of the above to provide students with the knowledge and skill base that would enable them to undertake further studies in Home Science and related areas, or in Interdisciplinary/multidisciplinary areas, or join and be successful in diverse professional streams including entrepreneurship.

PROGRAM LEARNINGOUTCOMES

Students graduating with the BA (Honors)/Research Home Science degree should be able to

- Acquire
  1) a fundamental/systematic and coherent understanding of the academic field of basic Home Science in areas like Food &Nutrition, Extension education and Communication, Child Development, Interior Decoration, Textiles and Clothing and their applications to other core subjects in Home Science
  2) Procedural knowledge that creates different types of professionals related to the disciplinary/subject area of Physics, including professionals engaged in research and development, teaching and government/public service;
  3)) Knowledge and skills in areas related to their specialization area corresponding to elective subjects within the disciplinary/subject area of Home Science and current and emerging developments in the field of Home Science.
- Demonstrate the ability to use skills in Home Science and its related areas of for formulating and tackling Home Science related problems and identifying and applying appropriate principles and methodologies to solve a wide range of problems associated with Home Science.
- Plan and execute Home Science-related experiments or investigations, analyze and interpret data/information collected using appropriate methods, and report accurately the findings of the experiment/investigations while relating the conclusions/findings to relevant theories of Home Science
- Demonstrate relevant generic skills and global competencies such as
  1) Problem-solving skills that are required to solve different types of Home Science related problems with well-defined solutions, and tackle open-ended problems that belong to the disciplinary area boundaries; 10
  2) Investigative skills, including skills of independent investigation of Home Science related issues and problems;
  3) Communication skills involving the ability to listen carefully, to read texts and research papers analytically and to present complex information in a concise manner to different groups/audiences of technical or popular nature;
  4) Analytical skills involving paying attention to detail and ability to construct logical arguments using correct technical language related to Home Science and ability to translate them with popular language when needed;
  5) ICT skills;
  6) Personal skills such as the ability to work both independently and in a group.
- Demonstrate professional behavior such as
  1) being objective, unbiased and truthful in all aspects of work and avoiding unethical, irrational behavior such as fabricating, falsifying or misrepresenting data or committing plagiarism;
  2) the ability to identify the potential ethical issues in work-related situations;
  3) be committed to the free development of scientific knowledge and appreciate its universal appeal for the entire humanity;
  4) appreciation of intellectual property, environmental and sustainability issues;
  5) Promoting safe
  6) Learning and working environment.

FORMAT OF QUESTION PAPER FOR SEMESTER INTERNAL EXAMINATION

Question format for 10 Marks

F.M = 10 **Subject /Code** **Exam Year**

Time = 1hr

General Instructions:

i. **Group A Carries very short answer type compulsory question**
ii. **Answer 1 out of 2 Subjective/descriptive questions given in Group B.**
iii. **Answer in your own words as far as practicable**
iv. **Answer all sub parts of a question at one place**
v. **Numbers in right indicate full marks of the question**

1. **Group A**

i. **…….** **[5x1=5]**
ii. **----------**
iii. **----------**
iv. **----------**
v. **----------**

Group B

2. **----------** **[5]**

3. **----------** **[5]**

Note: There may be subdivisions in each question asked in Theory Examination

Question format for 20 Marks

F.M = 20 **Subject /Code** **Exam Year**
Time = 1 hr

General Instructions:

i. Group A Carries very short answer type compulsory question
ii. Answer 1 out of 2 Subjective/descriptive questions given in Group B.
Answer in your own words as far as practicable
ii. Answer all sub parts of a question at one place
iii. Numbers in right indicate full marks of the question

1. **Group A**

i. ……. [5*1=5]
ii. ----------
iii. ----------
iv. ----------
v.----------

2.----------[5]

Group B

3. ---------- [10]

4. ---------- [10]

Note: There may be subdivisions in each question asked in Theory Examination

FORMAT OF QUESTION PAPER FOR END SEMESTER UNIVERSITY EXAMINATION

Question format for 50 Marks

F.M = 50 **Subject /Code** **Exam Year**
Time = 3 hrs

General Instructions:

i. **Group A Carries very short answer type compulsory question**
ii. **Answer 3 out of 5 Subjective/descriptive questions given in Group B.**
iii. **Answer in your own words as far as practicable**
iv. **Answer all sub parts of a question at one place**
v. **Numbers in right indicate full marks of the question**

1. **Group A**

i. **…….** **[5x1=5]**
ii. ----------
iii. ----------
iv. ----------
v. ----------

Group B

2. ---------- **[15]**
3. ---------- **[15]**
4. ---------- **[15]**
5. ---------- **[15]**
6. ---------- **[15]**

Note: There may be subdivisions in each question asked in Theory Examination

Question format for 60 Marks

F.M = 60 **Subject /Code** **Exam Year**
Time = 3hrs

General Instructions:

i. **Group A Carries very short answer type compulsory question**
ii. **Answer 3 out of 5 Subjective/descriptive questions given in Group**
iii. **Answer in your own words as far as practicable**
iv. **Answer all sub parts of a question at one place**
v. **Numbers in right indicate full marks of the question**

1. **Group A** **[5*1=5]**

i. **…….**
ii. **----------**
iii. **----------**
iv. **----------**
v. **----------**

2. **----------** **[5]**

3. **----------** **[5]**

Group B

4. **----------** **[15]**
5. **----------** **[15]**
6. **----------** **[15]**
7. **----------** **[15]**
8. **----------** **[15]**

Note: There may be subdivisions in each question asked in Theory Examination

Question format for 75Marks

F.M = 75 **Subject /Code** **Exam Year**
Time = 3 hrs

General Instructions:

i. **Group A Carries very short answer type compulsory question**
ii. **Answer 4 out of 6 Subjective/descriptive questions given in Group B.**
iii. **Answer in your own words as far as practicable**
iv. **Answer all sub parts of a question at one place**
v. **Numbers in right indicate full marks of the question**

1. **Group A**

i. **…….** **[5*1=5]**
ii. ----------
iii. ----------
iv. ----------
v. ----------

2. ---------- **[5]**

3. ---------- **[5]**

Group B

4. ---------- **[15]**
5. ---------- **[15]**
6. ---------- **[15]**
7. ---------- **[15]**

8. ---------- **[15]**
9. ---------- **[15]**

Note: There may be subdivisions in each question asked in Theory Examination

Question format for 100 Marks

F.M = 100 **Subject /Code** **Exam Year**
Time = 3 hrs

General Instructions:

i. **Group A Carries very short answer type compulsory question**
ii. **Answer 4 out of 6 Subjective/descriptive questions given in Group B.**
iii. **Answer in your own words as far as practicable**
iv. **Answer all sub parts of a question at one place**
v. **Numbers in right indicate full marks of the question**

1. **Group A** **[10*1=10]**

i.	**…….**	**vi. ----------**
ii.	**----------**	**vii.----------**
iii.	**----------**	**viii.----------**
iv.	**----------**	**ix.----------**
v.	**----------**	**x.----------**

2. **----------** **[5]**

3. **----------** **[5]**

Group B

4. **----------** **[20]**
5. **----------** **[20]**
6. **----------** **[20]**
7. **----------** **[20]**
8. **----------** **[20]**
9. **----------** **[20]**

Note:There may be subdivisions in each question asked in Theory Examination

B.A. HOME SCIENCE
SEMESTER-I
Major Course 1
MJ –1 (Theory)
Fundamentals of Food and Nutrition

(Credits): Theory-4, Practical-2

Course Objective

1. To understand of basic concepts of food & nutrition

2. To understand the role of various nutrients & their requirements, role of deficiency & excess and Metabolism of nutrients.

Course learning outcome

1. To understand the relationship between food, nutrition and health.

2. To describe the digestion, absorption and function of various nutrients and list of their Source

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Theory

UNIT

I. Meaning & definition of nutrition, nutrients & food. Functions offood

II. Structure, classification, functions, sources, recommended dietary allowances, deficiency & excess (in brief) of carbohydrates, fats, proteins,

III. Structure, classification, functions, sources, recommended dietary allowances, deficiency & excess (in brief) of vitamins, minerals &water.

IV. Digestion, absorption, metabolism of carbohydrates, fats &proteins.

Recommended Readings

1. Food &Nutrition : MS.Swaminathan.
2. Food Science : Mudambi,S.R.
3. Nutritional Science : B.Srilakshmi
4. Aahar evam Poshan : Barma Pandey
5. Poshan Vijnan : S P Sukhia
6. Aaharevam PoshanVigyan : Dr. Asha Kumari

Teaching Learning Process

- Power point presentations
- Demonstrations
- Class discussions

Assessment Method

Internal Assessment will be through

1.formal written test containing both objective and subjective questions

2.Class participation / presentation

External assessment as per autonomous rules and regulation of the University

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Keywords

- Food science
- Nutrition

<u>Major Course-1(MJ-1) Practical</u>

I. **Cooking-** Dhokla, Poha, Veg Rolls, Gulab Jamun, Pasta, Ice Cream, Veg soups, Chikki

II. Visit to Local Food Industry

B.A. HOME SCIENCE

SEMESTER-II

Major Course 2: MJ – 2 (Theory)

Life Span Development

(Credits): Theory-4, Practical-2

Course Objective

1. To develop an understanding about the discipline of Human Development
2. To acquire a detailed understanding of developmental milestones and domains from conception to adulthood
3. To gain insight on context specific cultural practices of development in children and explore the role of family and community in the life of children

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Course Learning Outcomes

1. The student will be able to develop an understanding about the discipline of Human Development
2. The student will acquire a detailed understanding of developmental milestones and domains from conception to adulthood.
3. The student will be able to understand the salient features of child development by developing skills of using the various methods of primary and secondary data collection.
4. The student will gain insight on context specific cultural practices of development in children and explore the role of family and community in the life of children.

Theory

UNIT

Unit-1 Understanding Human Development

1. Definitions, scope and multidisciplinary nature of Human Development
2. Contexts, stages and domains of development
3. Principles of Growth and Development: Norms and Milestones
4. Conception, pregnancy and birth
5. Influences on pregnancy

Unit - 2 Early Childhood Years

1. Capacities of neonate
2. Development in Infancy and Preschool
    - Physical-motor development
    - Cognitive and language development
    - Socio-emotional development; Family, Preschool and Play

Unit - 3 Middle Childhood Years

- Physical-motor development
- Cognitive and language development
- Socio-emotional development; School, Peers and Media
- Moral development

Unit 4- Introduction to Adolescence

- Definition and theoretical perspective
- Physical and physiological changes
- Socio-emotional and moral development

Unit 5- Adulthood

- Developmental tasks of adulthood
- Socio-emotional development; Relationships, Marriage and Parenting

Unit 6- Old Age

- Physical and physiological changes and aging
- Adjustments in old age

Recommended Readings

1. Berk, L. E. (2007). Development through the lifespan. Delhi: Pearson Education.
2. Rice. F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice a. Hall.
3. Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: Tata a. McGraw-Hill.
4. Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. New Delhi: Orient Black Swan

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Teaching Learning Process

- Power point presentations
- Lecture methods
- Audio Visual methods

Assessment Methods

Internal Assessment will be through

1. Formal written test containing both objective and subjective questions
2. Class participation / presentation

External assessment as per autonomous rules and regulation of the university

Keywords

- Human development
- Pregnancy, conception and prenatal period
- Cultural practices

Major Course-2 (MJ-2) Practical

I. Prepare: (a) Height & weight chart of growing children (b) Pictorial chart of motor development for the child of zero to one year.

II. . Methods of child study and their use:
   - Interview
   - Observations
   - Checklist

2. Plan a case profile to study adolescence/ young adulthood/ late adulthood
3. Depictions of adolescence and adulthood in media: Audio-visual, Print and Theatre

B.A. HOME SCIENCE

SEMESTER-III

Major Course 3: MJ - 3(Theory)
Resource Management

(Credits): Theory-4, Practical-2

Course Objective

1. To understand the fundamentals of resource management in the changing scenario
2. To inculcate skills in identifying, creating, selecting and using available resources judiciously with emphasis on maximization, conservation and sustainable use of resources
3. To understand the scientific application of the process of management in the judicious use of resources

Course Learning Outcomes

1. Comprehend the concept, scope and theories of management.
2. Understand classification, characteristics and management of resources.
3. Gain an understanding of resource availability during different stages of family life cycle
4. Learn the tools and techniques of money, time and energy management.
5. Understand the significance, types and steps of various functions of management.
6. Develop skills in understanding self through SWOT analysis.
7. Learn decision making abilities through management games.
8. Develop skills in preparation of time plans for self and family.
9. Undertake time and motion studies for work simplification.
10. Practicing managerial skills for sustainability.

Theory
UNIT

Unit 1- Introduction to Resource Management

1) Concept, universality and scope of management
2) Approaches to management
3) Motivation Theory-Value, Goal and Standard

Unit 2- Resources

a. Understanding meaning, classification and characteristics of resources, factors affecting utilization of resources.
b. Maximizing use of resources and resource conservation.
c. Availability and management of specific resources by an individual/family-
   - Money
   - Time
   - Energy
   - Space

Unit 3- Functions of Management: An overview

a. Decision Making
b. Planning
c. Supervising
d. Controlling
e. Organizing
f. Evaluation

Recommended Readings

a. Koontz.H. and O'Donnel C., 2005, Management – A systems and contingency analysis of managerial functions. New York: McGraw-Hill Book Company
b. Kreitner.2009,ManagementTheoryandApplications,CengageLearning: India
c. Rao V.S. and Narayana P.S., Principles and Practices of Management, 2007, Konark Publishers Pvt. Ltd.

Teaching Learning Process

- Power point presentations
- Case study approach
- Lecture and discussion
- Experiential learning

Assessment Methods

Internal Assessment will be through

1. formal written test containing both objective and subjective questions

2. Class participation / presentation

External assessment as per autonomous rules and regulation of the university

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Keywords

- Management
- Resources
- Family life cycle
- Time management
- Energy management
- Conservation of resources
- Sustainable use of resources
- Functions of management
- Decision making

- SWOT analysis
- Work simplification techniques

Major Course-3 (MJ-3) Practical

1. Identification and development of self as a source.
   - SWOT analysis-who am I and Micro lab
   - Building Decision making abilities through management games
2. Preparation of time plans for self and family
3. Time and Motion Study
4. Event planning, management and evaluation-with reference to
   -Managerial process
   -Resource optimization - time, money, products, space, human capital

B.A. HOME SCIENCE
SEMESTER-III

Major Course 4: MJ – 4 (Theory)

Fundamentals of Textiles

(Credits): Theory-4, Practical-2

Course Objective

1. To impart knowledge regarding production, properties and usage of textile fibers and yarns
2. To create awareness regarding various techniques of fabric production and their properties
3. To give an overview of dyeing, printing and finishing of textiles

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Course Learning Outcomes

1. Describe textile fibers in terms of their production and properties
2. Understand production techniques and properties of yarns
3. Explain various methods of fabric construction and relate them to specific uses keeping in mind fabric properties
4. Recall various dyeing, printing and finishing techniques

Theory

UNIT

Unit 1 -Textile fibers and their properties

Primary and secondary properties of textile fibers with reference to their effect on fiber characteristic

- Molecular structure of fibers
- Classification of fibers
- Origin, production and properties of various fibers: Natural-cotton, linen, wool, silk. Man-made-rayon, polyester, polyamide (nylon 6,6) acrylics, elastomeric fibers

Unit2-Yarns

- Basic principle of yarn making: Mechanical spinning (cotton system, wool system, worsted system), Chemical spinning (wet, dry and melt)
- Types of yarns: Staple, Filament, Simple, complex
- Properties of yarns: Yarn numbering systems and twist
- Textured yarns: Classification, manufacture and properties
- Blends: Types of blends and purpose of bending

Unit 3-Fabricconstruction

- weaving: Parts and functions of the loom
- Weaves: Classification, construction, characteristics and usage
- Knitting: Classification, construction, characteristics and usage
- Non-woven and felts-construction, properties and usage

Unit 4- Dyeing, Printing and Finishing

- Classification of dyes
- Stages of dyeing
- Printing methods and style
- Classification of finishes
  - o Preparatory finishes
  - o Finishes affecting appearance and texture
  - o Finishes for enhancing special characteristics

5. Weaves- Identification and their design interpretation on graph
6. Fabric analysis of light, medium & heavy weight fabrics (five each)
   - Fiber type
   - Yarn type
   - Weave
   - GSM
   - End use
   - Trade name
7. Tie and Dye: Different methods

Recommended Readings:

a. Corbman, P.B., (1985) Textiles- Fiber to Fabric (6th Edition), Gregg Division/McGraw
b. Hill Book Co., US.
c. Joseph, M.L., (1988) Essentials of Textiles (6th Edition), Holt, Rinehart and Winston Inc., Florida.
d. Sekhri S., (2013) Textbook of Fabric Science: Fundamentals to Finishing, PHI Learning, Delhi.
e. Tortora, G. Phyllis, Understanding Textiles, McMillan Co.USA.
f. Vilensky G., (1983) Textile Science, CBS Publishers and Distributors, Delhi.

Teaching Learning Process

- Lectures
- Power Point presentations
- Experiential learning through demonstrations

Assessment Methods

Internal Assessment will be through

1.formal written test containing both objective and subjective questions

2. Class participation / presentation

External assessment as per autonomous rules and regulation of the university

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Keywords

- Fibres
- Yarns
- Fabrics
- Weaving
- Knitting
- Nonwovens
- Blends
- Dyeing
- Printing
- Finishing
- Spinning

Major Course-4 (MJ-4) Practical

1. Loom Fiber Identification tests –Visual, burning, microscopic and chemical
2. Yarn Identification – Single, ply, cord, textured, elastic, monofilament, multifilament and spun yarn

B.A. HOME SCIENCE
SEMESTER-III

Major Course 5: MJ – 5 (Theory)

Fundamentals of Food Science

(Credits): Theory-4, Practical-2

Course Objective

1. To understand the relationship between food, nutrition and health.
2. To describe the various function of nutrients and list their sources.
3. To appreciate the nutritional contribution of and effect of cooking on different food groups.
4. To describe ways of reducing nutrient losses during cooking and methods of enhancement of nutritional quality of foods.
5. To be able to prepare dishes using principles of food science.

Course Learning Outcomes

1. Understand the relationship between food, nutrition and health.
2. Describe the digestion, absorption and function of various nutrients and list their sources.
3. Understand the nutritional contribution of and effect of cooking on different food groups.
4. Understand ways of reducing nutrient losses during different methods of cooking and methods of enhancement of nutritional quality of foods.
5. Prepare dishes using principles of food science.

Theory

UNIT

Unit 1- Basic concepts in food and nutrition-Basic terms used in study of food and nutrition

- Understanding relationship between food, nutrition and health
- Functions of food-Physiological, psychological and social

Unit 3- Food Groups

Selection, nutritional contribution and changes during cooking of the following food groups:

- Cereals
- Pulses
- Fruits and vegetables
- Milk & milk products
- Eggs
- Meat, poultry and fish
- Fats and Oils

Unit 4- Methods of Cooking and Preventing Nutrient Losses

- Dry, moist, frying and microwave cooking
- Advantages, disadvantages and the effect of various methods of cooking on nutrients

Recommended Readings

1. Khanna K, Gupta S, Seth R, Mahna R, Rekhi T (2004). *The Art and Science of Cooking: A Practical Manual*, Revised Edition. Elite Publishing House PvtLtd.
2. Raina U, Kashyap S, Narula V, Thomas S, Suvira, Vir S, Chopra S (2010). Basic Food Preparation: A Complete Manual, Fourth Edition. Orient Black SwanLtd.
3. Bamji MS, Krishnaswamy K, Brahmam GNV (2009). Textbook of HumanNutrition,
4. 3rdedition. Oxford and IBH Publishing Co. Pvt. Ltd.
5. Srilakshmi (2007). Food Science, 4th Edition. New Age International Ltd.
6. Wardlaw and Insel MG, Insel PM (2004). Perspectives in Nutrition, Sixth Edition. Mosby.
7. Chadha R and Mathur P (eds). Nutrition: A Lifecycle Approach. Orient Blackswan, Delhi.2015

Teaching Learning Process

- Power point presentations
- Demonstrations
- Class discussions

Assessment Methods

Internal Assessment will be through

1. formal written test containing both objective and subjective questions

2.Class participation / presentation

External assessment as per autonomous rules and regulation of the university

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Keywords

- Food science
- Nutrition
- Food groups
- Cooking
- Nutrient

Major Course-5 (MJ-5) Practical

1. Weights and measures, preparing market order and table setting
2. Food Preparation, Understanding the Principles involved, Nutrition quality and Portion size

B.A. HOME SCIENCE
SEMESTER-V

Major Course 6: MJ– 6 (Theory)

Nutrition for Family

(Credits): Theory-4, Practical-2

Course Objective

1. To enable students in understanding the principles of planning nutritionally adequate diets and acquiring knowledge about the nutritional needs and concerns of an individual throughout the life cycle.
2. To make them exercise food choices consonant with good health based on sound knowledge of principles of nutrition.
3. To provide an overview of nutrition considerations during special conditions for children and adults.

Course Learning Outcomes

1. Comprehend the principles of planning nutritionally adequate diets.
2. Acquire knowledge about the nutritional needs and concerns of an individual throughout the life cycle.
3. Exercise food choices consonant with good health based on sound knowledge of principles of nutrition.
4. Understand nutrition considerations during special conditions for children and adults

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Theory

UNIT

Unit 1- Basic concepts of meal planning

- Food groups and concept of balance diet
- Food exchange list
- Concept of Dietary Reference Intakes
- Factors effecting meal planning and food related behavior.
- Dietary guidelines for Indians and food pyramid

Unit 2- Nutrition during the adult years

Physiological changes, RDA, nutritional guidelines, nutritional concerns and healthy food choices

- Adult
- Pregnant woman
- Lactating mother
- Elderly

Unit 3 Nutrition during childhood

Growth and development, growth reference/ standards, RDA, nutritional guidelines, nutritional concerns and healthy food choices

- Infants
- Preschool children
- School children
- Adolescents

Recommended Readings

a. Seth V and Singh K (2006). *Diet Planning through the Life Cycle: Part 1 Normal*
b. *Nutrition. A Practical Manual.* Elite Publishing House Pvt. Ltd. New Delhi.
c. Gopalan C, Rama Sastri BV, Balasubramanian SC (1989) *Nutritive Value of Indian*
d. *Foods.* National Institute of Nutrition, ICMR,Hyderabad.
e. Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). *Textbook of Nutritionand*
f. *Dietetics*. Phoenix Publishing House Pvt. Ltd.
g. Wardlaw GM, Hampi JS, DiSilvestro RA (2004). *Perspectives in Nutrition,* 6th edition.
h. McGrawHill.
i. ICMR (2011) *Dietary Guidelines for Indians.* Published by National Institute of Nutrition, Hyderabad.
j. ICMR (2010) *Recommended Dietary Allowances for Indians.* Published by National
k. Institute of Nutrition, Hyderabad.
l. Chadha R and Mathur Peds. Nutrition: A Lifecycle Approach. Orient Blackswan, NewDelhi.2015.

Teaching Learning Process

- Lecture based teaching
- PowerPoint presentations
- Experimental learning through practical

Assessment Methods

Internal Assessment will be through

1.formal written test containing both objective and subjective questions
2.Class participation / presentation

External assessment as per autonomous rules and regulation of the university

Keywords

- Diets,
- Nutrition
- Meal Planning
- Pregnancy
- Lactation
- Children
- Adolescents
- Food exchange
- Nutrition in Lifecycle

Major Course-6 (MJ-6) Practical

Preparation of Meal Planning: Pregnant women, Office worker, Lactating mother, School going children

B.A. HOME SCIENCE
SEMESTER-V

Major Course 7: MJ– 7 (Theory)

Extension education and communication

(Credits): Theory-4, Practical-2

Course Objective

1. To enable the students to grasp the concept and philosophy of extension and its role in national development.
2. To gain knowledge and application of principles and processes involved in extension program planning and management including community mobilization and stakeholder participation.
3. To develop a deep understanding of genesis as well as life cycle of various extension programs at the national level as well as knowledge of the presently operating extension programs in the country.

Course Learning Outcomes

1. The students will learn about concept and scope of extension in national development.
2. They will develop an understanding of the principles and process involved in programme design and management.
3. They will sound knowledge for various development schemes and programs in the country and develop skills for using participatory approaches in programme management

Theory
UNIT

I. Meanings, scope, objectives & importance of extension education.

II. Philosophy & Principle of extension education.
III. Extension teaching methods: Classifications, factors affecting choice & use of methods.
IV. A. Rural sociology & its importance for extension workers. Characteristics of rural life.
B. Leader: functions, qualities & identifications.

V. Concept of communication: Meaning & importance, Factors that help or hinder communication.
VI. Communication Process: Types, Gaps, Importance and basis for effective communication.
VII. Role of Home Science in rural development.

Recommended Books:

1. Prasar Shiksha &Sancharvyavastha : Shaw &Shaw
2. Prasharshiksha : Dr.Harpalini.

Teaching Learning Process

- Lecture based teaching
- PowerPoint presentations
- Experimental learning through practical

Assessment Methods

Internal Assessment will be through

1. formal written test containing both objective and subjective questions

2. Class participation / presentation

External assessment as per autonomous rules and regulation of the university

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Keywords

- Development Communication
- Extension
- SBCC
- Extension methods
- Development Programmes

Major Course-7 (MJ-7) Practical

1. Poster making
2. Visit to specific measures for women and children such as DWCRA, ICDS, Anganwadi
3. Leaflets making

B.A. HOME SCIENCE
SEMESTER-VI

Major Course 8 MJ– 8(Theory)

Home Decoration

(Credits): Theory-4, Practical-2

Course Objectives:

1. To understand about interior decoration & different types of Flower arrangement, Furniture and Furnishing materials
2. To provide opportunities to students for integrating the theoretical and practical aspects of interior designing.

Course Learning Outcomes:

1. Comprehend the nuances of design with focus on interior.
2. Understand elements and principles of design and their applications
3. Identify the different component of interior

Theory

UNIT

I. Interior decoration: Elements and principle of design. Colour & its role in home Decoration.

II. Flower arrangement: Meaning and Types.

III. Planning of rooms for different activities of family: Lighting arrangement in different rooms.

IV. Furniture & Furnishing: Types & factors affecting purchasing of furniture & home Furnishing materials. Care of furniture & furnishing materials.

Recommended Books:

1. Grih Prabandh : Dr. G P Shairi
2. Grih Sazza & Grih Vayvastha : Dr. S. P. Sukhiya
3. Parivarik Sadhno Ki Vayvastha : Barma & Pandey
4. Home Management : Vargese M.

Teaching Learning Process

- Lectures supported by group tutorial work.
- Hands - on - training
- Project Work
- Power -point Presentations
- Field Visits

Assessment Methods

Internal Assessment will be through

1.formal written test containing both objective and subjective questions

2.Class participation / presentation

External assessment as per autonomous rules and regulation of the university

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Keywords

- Flower arrangement
- Furniture
- Elements of design

Major Course-8 (MJ-8) Practical

1. Flower arrangement in different styles.
2. Colour wheel preparation
3. Corner arrangements

B.A. HOME SCIENCE
SEMESTER-VI

Major Course 9: MJ– 9(Theory)

Family Relationship

(Credits): Theory-4, Practical-2

Course Objective

1. To acquire knowledge and insight about marriage and family systems in India.
2. To become aware of the changing roles and relationship within family.
3. To understand the interrelationship within family and the family conflicts

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Course learning objective

1. Acquire knowledge and insight about marriage and family systems in India.
2. Become aware of the changing roles and relationship within family.
3. Understand the families in crisis and interventions for families in trouble

Theory

UNIT

I. The Family: Definitions, Types and Life Cycle.

II. Marriage: Goals, Functions and challenges.

III. Interrelationship within family: Role, rights and responsibilities with the family.

A. Families & Problems: Marital disharmony, families in distress, violence, dowry, Violence against women.

B. Intervention for families in trouble- scope needs, counseling: pre-marital& marital. Welfare & rehabilitation policies & programme.

Recommended Books:

1. The Urban family: A study of Hindu Social system : A K Lal
2. Parivarik Sambandh : BARMA &PANDEY

Teaching Learning Process

- Lecturing
- Demonstrating audio visual aids
- Collaborating
- Classroom discussion
- Debriefing
- Classroom Action Research
- Evolution of teaching methods
- PPT

Assessment Methods:

Internal Assessment will be through

1.formal written test containing both objective and subjective questions

2.Class participation / presentation

External assessment as per autonomous rules and regulation of the university

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Keywords

- Family
- Rehabilitation

Major Course-9 (MJ-9) Practical

1. Visit to Old Age Home.
2. Case study of domestic violence and martial disharmony

B.A. HOME SCIENCE
SEMESTER-VII

Advance Major Course 1

AMJ– 1(Theory)

Public Nutrition & Dietetics

(Credits): Theory-4, Practical-2

Course Objective

1. Give an overview of the nutritional problems affecting the community.
2. Familiarize students with the methods of nutritional assessment.
3. Make the students conversant with various aspects of nutrition education and promotion.
4. Create awareness regarding policy and intervention programmes operating in India to overcome malnutrition.

Course Learning Outcomes

1. Understand the multi-faceted nature of problems in public nutrition.
2. Gain knowledge about techniques of assessment of nutritional status especially at the community level.
3. Be aware of the various aspects of nutrition education and promotion.
4. Be familiar with the policy and intervention programmes operating in India to overcome malnutrition.

Theory

UNIT

Unit 1 Concept and scope of public nutrition

Unit 2 Assessment of nutritional status: methods and application

- Direct methods – anthropometry, biochemical and clinical examination
- Indirect methods – dietary surveys, vital statistics

Unit 3 Common nutritional deficiencies

Etiology, prevalence, clinical features, prevention and management of nutritional deficiencies

- PEM

Micronutrient deficiencies such as Vitamin A deficiency, Nutritional Anemias, Iodine Deficiency Disorders

Unit 4 Introduction to Diet Therapy

- Basic concepts of diet therapy
- Therapeutic modifications of the normal diet

Unit 5 Common diseases/disorders

Etiology, clinical features and nutritional management of:

- Febrile disorders and HIV-AIDS
- Diarrhoea, constipation
- Underweight, overweight and obesity
- Diabetes and Cardiovascular diseases

Recommended Readings

- Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). Textbook of Nutrition and Dietetics. Phoenix Publishing House Pvt. Ltd.
- Stacy Nix (2009). William's Basic Nutrition and Diet Therapy, 13th Edition. Elsevier Mosby.
- Wadhwa A and Sharma S (2003). Nutrition in the Community- A Textbook. Elite Publishing Pvt Ltd, New Delhi.
- ICMR (1989) Nutritive value of Indian Foods. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
- ICMR (2011) Dietary Guidelines for Indians – A Manual. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
- Seth V and Singh K (2007). Diet Planning through the Life Cycle Part II: Diet Therapy. A Practical Manual, 4th edition. Elite Publishing House Pvt.Ltd.

Teaching Learning Process

- Class Discussions/ Demonstrations
- Power point presentations
- Class activities/ assignments
- Field visits

Assessment Methods

Internal Assessment will be through

1.formal written containing both objective and subjective questions

2.Class participation / presentation

External assessment as per autonomous rules and regulation of the university

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Keywords

- Public Nutrition
- Nutritional Problems
- Nutritional status assessment
- Nutrition education

Advance Major Course-1(AMJ-1) Practical

1. Assessment of nutritional status: 24-hour dietary recall, anthropometry, clinical assessment
2. Development of low-cost nutritious recipes for population groups vulnerable to nutritional deficiencies
3. Planning and preparation of diets/dishes for individuals suffering from:

- Febrile disorders
- Diarrhoea, constipation
- Underweight, overweight/obesity
- Diabetes and Cardiovascular diseases

B.A. HOME SCIENCE
SEMESTER-VII

Advance Major Course-2:

AMJ– 2(Theory)

Traditional Indian Textiles

(Credits): Theory-4, Practical-2

Course Objective

1. To create awareness and foster appreciation of the country's rich textile heritage
2. To impart knowledge of fundamentals of textile conservation and storage
3. To acquaint students about the khadi, handloom and handicrafts sectors and measures taken by various organizations for their sustenance

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Course Learning Outcomes

1. Recognize and identify embroidered fabrics of different states in terms of stitches and designs
2. Explain construction and design of selected traditional woven fabrics
3. Describe our heritage of varied dyed, painted and printed fabrics
4. Classify conservation techniques and recognize signs of deterioration of textiles
5. Carry out care and conservation of traditional textiles
6. Provide an insight into the evolution and socio-economic significance of khadi, handloom and handicraft sectors

Theory

UNIT

Unit 1 Study of Textile Crafts of India: with reference to history, production centres, techniques, designs, colours and products

- Woven Textiles-Banaras Brocades, Jamdanis and Baluchars of Bengal, Kani Shawls of Kashmir
- Embroidered Textiles-Kanthas of Bengal, Kasuti of Karnataka, Phulkari of Punjab, Chikankari of Uttar Pradesh, Kashida of Kashmir, Gujarat embroideries
- Painted and Printed textiles –Kalamkaris of Andhra Pradesh, Dabu printing of Rajasthan, Ajarakh prints of Gujarat
- Dyed textiles –Bandhnis of Rajasthan and Gujarat, Ikats- Patola of Gujarat, Bandhas of Orissa, Telia Rumal
- Evolution and socio-economic significance of Khadi, Handloom and Handi craft sector
- Sustenance of traditional textile crafts
- Interventions by organizations

Unit 3 Conservation of Textiles

- Factors affecting deterioration of textiles
- Care and storage of textiles

RECOMMENDED READINGS

i. Agarwal, O.P., 1977, Care and Presentation of Museum projects – II,NRL
ii. Chattopadhaya, K.D., 1995, Handicrafts of India, Wiley Eastern Limited, NDelhi
iii. Das, Shukla, 1992, Fabric Art- Heritage of India, Abhinav Publications, NDe

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Teaching Learning Process

- Lectures
- power point presentations and documentary videos
- Field trips for experiential learning
- Practicals for skill development

Assessment Methods

Internal Assessment will be through

1.formal written test containing both objective and subjective questions

2.Class participation / presentation

External assessment as per autonomous rules and regulation of the University

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Keywords

- Heritage textiles
- Craftsmen
- Traditional embroideries
- Woven textiles of India

Advance Major Course -2(AMJ-2) Practical

1. Tie & dye using various techniques on cellulosic and protein fibers
- Batik on cotton
- Block printing: pigment

2. Embroidery stitches of traditional embroideries

3. Portfolio development-Traditional textile crafts
- Woven
- Painted/printed
- Embroideries

5. Product development

6. Visit to craft centers

B.A. HOME SCIENCE

SEMESTER-VII

RC 1 Research Methodology

Credits 6

Course Objectives:

To provide students understandings about the basic concepts, approaches and methods in conducting research thereby enabling them to appreciate and critique the nuances of designing a research study as well the ethical dimensions of conducting researches.

Course Learning Outcomes:

The students will be able to carry out small research projects independently.

Theory Unit

1. **Purpose of Research**

   Definition, objectives and significance of research

   Types of research: Scientific method: induction and deduction Research approaches: quantitative, qualitative and mixed

2. ***Principles of Research in Quantitative and Qualitative Approaches***

   Research design: Meaning and need of research design Types of research design

   Sampling, methods, concept of sampling, sampling methods,

3. ***Data collection***

   Methods of data collection: Interview, Questionnaire, Schedule, Observation

4. Hypotheses
5. Review of Literature
6. Bibliography, End notes, foot notes and citation
7. Research report writing
8. Areas of research in Home Science

References:	
Statistical Methods	S. P. Gupta
Samajik Shodh va sankyaki	Ravindranath Mukherjee
Taxmann's Research Methodology	Dr. Prasant Sarangi
Shodh Padhadhiyan	Dr. B. L. Fadia
Research Methodology (HINDI)	Dr. L N Koli
Research Methodology (HINDI)	Sidram Salvade
Research Methodology and Statistical Analysis (Hindi)	GPH Panel of experts

Teaching Learning Process

- Lectures supported by group tutorial work.
- Hands - on - training
- Project Work
- Power -point Presentations
- Field Visits

Assessment Methods

Internal Assessment will be through

1.formal written test containing both objective and subjective questions

2.Class participation / presentation

External assessment as per autonomous rules and regulation of the university

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Key words: Research methods, research design, sampling, Hypothesis

B.A. HOME SCIENCE

SEMESTER-VII

RC 2 Research Proposal

Credits 4

Objectives: To Prepare Research Proposal on relevant research topic selected.

1. Selection of topic
2. Writing objectives
3. Writing hypothesis
4. Research design
5. Sampling process
6. Selection of research tool
7. Writing the proposal

B.A. HOME SCIENCE
SEMESTER-VIII
Advance Major Course 3:
AMJ– 3(Theory)
Therapeutic Nutrition Part-1

(Credits): Theory-4, Practical-2

Course Objective

1. To understand the principles of Nutrition Care.
2. To develop the ability to modify normal diets for therapeutic purposes.
3. To understand the etiology, patho-physiology, metabolic changes, clinical symptoms and management of some common disorders / diseases.
4. To imbibe the skill to plan, prepare and serve therapeutically modified diets for some diseases/ disorders.

Course Learning Outcomes

1. A basic Understanding of the principles of Nutrition Care.
2. An ability to modify the normal diet for therapeutic purposes.
3. An understanding of the etiology, patho-physiology, metabolic changes, clinical symptoms and management of some common disorders / diseases.
4. The skill to plan, prepare and serve therapeutically modified diets for some diseases/ disorders.

Theory

UNIT

I. Principles of diet therapy,

II. Modification of diet – types, importance

III. Nutritional management & diet planning for:

- Underweight & overweight
- Diarrhoea
- Constipation
- Febrile conditions
- Peptic Ulcer
- Liver disorders

IV. Feeding methods: Meaning &types.

Recommended Books:

1. AAHAR&UPCHARATMAK : B. D. Harpalani
2. AAHARIKI : BARMA&
3. AHHAR &POSHAN : BARMA &
4. Dietetics : Sri Lakshmi, B.

Teaching Learning Process

- Classroom teaching for theory periods
- Lectures and Power-point presentations will be the main method of transaction
- Special lectures/ visits/ interactions with professionals will be undertaken
- Classroom quiz sessions for revision
- For practical, laboratory work for planning, preparation and serving of food products, will be undertaken
- Extension activities will be encouraged for application-oriented learning

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Assessment Methods

Internal Assessment will be through

1.formal written test containing both objective and subjective questions

2.Class participation / presentation

External assessment as per autonomous rules and regulation of the university

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Keywords

- Department of Food and Nutrition
- Therapeutic Diets
- Dietary management in diseases
- Nutritional management of disease conditions
- Nutrition care
- Nutritional management

Advance Major Course-3 (AMJ-3)Practical

1.Prepare modified diet for Diarrhoea, constipation, obesity, Febrile condition

2.Visi**t** to Block & Primary Centre

B.A. HOME SCIENCE
SEMESTER-VIII
Advance Major Paper-4:
AMJ– 4(Theory)
Therapeutic Nutrition Part-2

(Credits): Theory-4, Practical-2

Course Objectives:

1. To obtain knowledge regarding metabolic diseases
2. To understand the role of dietician and gain knowledge in diet counseling and educating patients

Course Learning Outcomes

1.Practical knowledge of the Subject

2.Diet counseling for metabolic disorder

Theory

UNIT

1. ***Disorders of metabolism***
   a) Diabetes mellitus – Incidence and pre disposing factors.
   - Symptoms, types and test for detection
   - Metabolism in diabetes
   - Dietary treatment and meal management
   - Hypoglycemic agent, Insulin and its types
   - Complication of diabetes.
2. ***Diet in renal diseases***

Basic renal function – Etiology, symptoms, metabolic and nutritional implication and dietary treatment

3. **Diet in Cardio – vascular diseases**: Role of Nutrition in cardiac efficiency
   a. Atherosclerosis – incident and dietary principles.
   b. Hyper lipidemia and hypertension – dietary treatment, dietary management of acute and chronic diseases of the heart, Sodium Restricted diets, level of Sodium restriction, source of Sodium and danger of sodium restriction.

References:	
The nutritive value of Foods	M.S. Swaminathan
Child Nutrition	Niraj Sharma
Dietetics	B.Srilakshmi
Dietetics and Therapeutic Nutrition	B.D.Harplani
Textbook of Nutrition and Dietetics	Khanna K, Gupta S, Seth R, Passi SJ, Mahna R,Puri S

Poshan Vygyan	S.P. Sukiya
ICMR (2011) Dietary Guidelines for Indians.	Published by National Institute of Nutrition, Hyderabad.
Aaharposhanvigyan	Dr. Asha Kumari
Aaharvigyanyevamposhan	Dr. Brinda Singh
Aaharvigyan	Dr. Brinda Sing

Teaching Learning Process

- Lectures supported by group tutorial work.
- Hands - on - training
- Project Work
- Power -point Presentations
- Field Visits

Assessment Methods

Internal Assessment will be through

1.formal written test containing both objective and subjective questions

2.Class participation / presentation

External assessment as per autonomous rules and regulation of the university

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Keywords

- Metabolic disorders
- Cardiovascular disease

Advance Major Paper-4 (AMJ-4) Practical

Planning and preparation of diet and calculation of nutrient for the patients of: - Cardio Vascular disease-hypertension and atherosclerosis, renal disease

B.A. HOME SCIENCE
SEMESTER-I/II/III
Introductory Regular Course: IRC– 1/2/3
(Theory)
Introduction to Home Science

(Credits): Theory-3

Objectives:

- To understand and appreciate role of Home Science in the development and well – being of individuals, families and communities.
- To learn about science and technologies which enhance the quality of life of the people.
- To acquire professional and entrepreneurial skills for economic empowerment of student in particular, and community in general.
- To develop professional skills in the field of food and Nutrition, Clothing and Textiles, housing and interior decoration, human development, extension and communication.

Course Learning Outcomes:

- Women empowerment
- Skill development and enhancement
- Capacity building
- Entrepreneurial development
- Student centric job-oriented courses

UNIT-1

- Concept of Home Science
- Role of Home Science in National Development & International integration

UNIT-2

- Branches of Home Science
  - ❖ Food & Nutrition
  - ❖ Resource Management
  - ❖ Fabric & Apparel Sciences
  - ❖ Human Development
  - ❖ Communication and Extension Education
  - ❖ Interior decoration
- Interdisciplinary Approach of Home Science

UNIT – 3

- Career opportunities in Home Science
- Top recruiters in field of Home Science
- Upcoming trends

B.A. HOME SCIENCE
SEMESTER-IV
Minor Course 1: MN – 1 (Theory)
Interior Decoration

(Credits): Theory-4Practical-2

Objective

1.To understand about interior decoration & different types of Flower arrangement, Furniture and Furnishing materials

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Course Learning Outcomes

1. Comprehend the nuances of design with focus on interior.
2. Understand elements and principles of design and their applications.
3. Identify the different component of interior.
4. Critical analysis of different materials and furniture used in interiors.
5. Recognize the scope of interior design in the professional arena.

Theory
UNIT
Color & its role in home decoration

- Flower arrangement: Meaning and Types.
- Furniture & Furnishing: Types & factors affecting purchasing of furniture & home furnishing materials. Care of furniture & furnishing materials.

Recommended Books:

1. Grih Prabandh : Dr. G P Shairi
2. Grih Sazza & Grih Vayvastha : DR. S. P.Sukhiya
3. Parivarik SadhnoKiVayvastha : Barma&
4. Home Management : VargeseM.A.

Teaching Learning Process

- Lectures supported by group tutorial work.
- Hands - on - training using Auto-Cad software
- Project Work
- Power -point Presentations
- Field Visits

Assessment Methods

Internal Assessment will be through

1.formal written test containing both objective and subjective questions

2.Class participation / presentation

External assessment as per autonomous rules and regulation of the university

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Keywords

- Color
- Elements
- Design
- Furniture

Minor Course-1 (MN-1) Practical

1. Flower arrangement in different styles.
2. Color wheel preparation.
3. Presentation on Market survey of furnishing materials

B.A. HOME SCIENCE
SEMESTER-V
Minor Course:2
MN– 2(Theory)
Traditional Indian Textile

(Credits): Theory-4, Practical-2

Course Objective

- To create awareness and foster appreciation of the country's rich textile heritage
- To impart knowledge of fundamentals of textile conservation and storage
- To acquaint students about the khadi, handloom and handicrafts sectors and measures taken by various organizations for their sustenance

Course Learning Outcomes

- Recognize and identify embroidered fabrics of different states in terms of stitches and designs
- Explain construction and design of selected traditional woven fabrics
- Describe our heritage of varied dyed, painted and printed fabrics
- Classify conservation techniques and recognize signs of deterioration of textiles
- Carry out care and conservation of traditional textiles
- Discuss sustenance of traditional textile crafts and interventions by organizations

Theory
UNIT

- Study of Textile Crafts of India: with reference to history, production centers, techniques, designs, colors and products
- Woven Textiles-Banaras Brocades, Jamdanis and Baluchars of Bengal, Kani Shawls of Kashmir
- Embroidered Textiles-Kanthas of Bengal, Kasuti of Karnataka, Phulkari of Punjab, Chikankari of Uttar Pradesh, Kashida of Kashmir, Gujarat embroideries
- Painted and Printed textiles –Kalamkaris of Andhra Pradesh, Dabu printing of Rajasthan, Ajarakh prints of Gujarat
- Dyed textiles –Bandhnis of Rajasthan and Gujarat, Ikats- Patola of Gujarat, Bandhas of Orissa, Telia Rumal

- Conservation of Textiles- Factors affecting deterioration of textiles
- Care and storage of textiles

Recommended Books:

i. Agarwal, O.P., 1977, Care and Presentation of Museum projects – II, NRL
ii. Chattopadhaya, K.D., 1995, Handicrafts of India, Wiley Eastern Limited, NDelhi
iii. Das, Shukla, 1992, Fabric Art- Heritage of India, Abhinav Publications, New Delhi

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Teaching Learning Process

- Lectures
- power point presentations and documentary videos
- Field trips for experiential learning
- Practicals for skill development

Assessment Methods

Internal Assessment will be through

1.formal written test containing both objective and subjective questions

2.Class participation / presentation

External assessment as per autonomous rules and regulation of the university

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Keywords

- Heritage textiles
- Craftsmen
- Traditional embroideries
- Woven textiles of India
- Kalamkari
- Dabu
- Ajrakh
- Conservation
- Handloom

Minor Course-2 (MN-2) Practical

4. Tie & dye using various techniques on cellulose and protein fibers
- Batik on cotton
- Block printing: pigment

5. Embroidery stitches of traditional embroidery

B.A. HOME SCIENCE
SEMESTER-VI
Minor Course 3: MN– 3(Theory)
Home Decoration

(Credits): Theory-4, Practical-2

Course Objectives:

1. To understand about interior decoration & different types of Flower arrangement, Furniture and Furnishing materials
2. To provide opportunities to students for integrating the theoretical and practical aspects of interior designing.

Course Learning Outcomes

4. Comprehend the nuances of design with focus on interior.
5. Understand elements and principles of design and their applications
6. Identify the different component of interior

Theory

UNIT

I Interior decoration: Elements and principle of design, Color& its role in home decoration.

II. Flower arrangement: Meaning and Types.

III. Planning of rooms for different activities of family

IV. Furniture & Furnishing: Types &factors affecting purchasing of furniture & home Furnishing materials. Care of furniture & furnishing materials.

Recommended Books:

3. GrihPrabandh : Dr. G P Shairi
4. Grih Sazza &Grih Vayvastha : Dr. P. Sukhiya
3.Parivarik SadhnoKiVayvastha : Barma & Pandey
4.HomeManagement : VargeseM.

Teaching Learning Process

- Lectures supported by group tutorial work.
- Hands - on - training
- Project Work
- Power -point Presentations
- Field Visits

Assessment Methods

Internal Assessment will be through

1. Formal written test containing both objective and subjective questions

2.Class participation / presentation

External assessment as per autonomous rules and regulation of the university

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Keywords

- Flower arrangement
- Furniture
- Elements of design

Minor Course-3 (MN-3) Practical

1. Flower arrangement in different styles.
2. Color wheel preparation