

NATIONAL EDUCATION

POLICY-2020

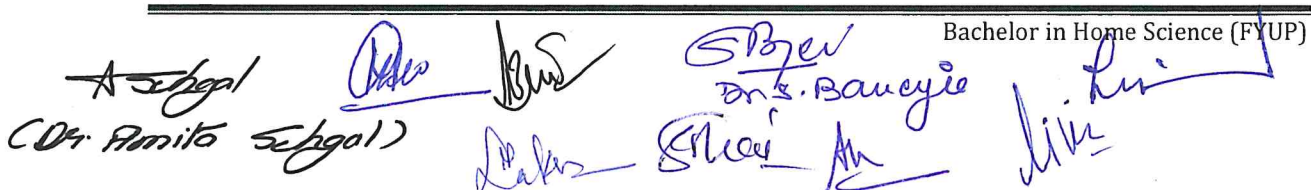
**FOUR YEAR UNDERGRADUATE
PROGRAM**

Bachelor in Home Science

FOUR YEAR UNDERGRADUATE PROGRAM (NEP 2020)
Program: Bachelor in Home Science (2024-2028)
DISCIPLINE - HOME SCIENCE
SESSION-2024-2025

DSC-01 to 20		DSE 1 to 12	
CODE	Title	Code	Title
HSSC -01T	Basic Nutrition	HSSE - 01T	Nutrition for Health and Physical Fitness
HSSC- 01P	Basic Nutrition (Practical)	HSSE - 01P	Nutrition for Health and Physical Fitness (Practical)
HSSC- 02T	Introduction to Resource Management	HSSE - 02T	Childhood and Adolescence
HSSC-02P	Introduction to Resource Management (Practical)	HSSE - 02P	Childhood and Adolescence (Practical)
HSSC- 03T	Introduction to Human Development	HSSE - 03T	Textile and Laundry Science
HSSC- 03P	Introduction to Human Development (Practical)	HSSE - 03P	Textile and Laundry Science (Practical)
HSSC- 04T	Introduction to Textiles	HSSE - 04T	Principle of Interior Design
HSSC- 04P	Introduction to Textiles (Practical)	HSSE- 04P	Principle of Interior Design (Practical)
HSSC- 05T	Community Development	HSSE -05T	Food Science
HSSC- 05P	Community Development (Practical)	HSSE-05P	Food Science (Practical)
HSSC- 06T	Personal Empowerment & Computer Basics	HSSE -06T	Early Childhood Care & Education
HSSC- 06P	Personal Empowerment & Computer Basics (Practical)	HSSE-06P	Early Childhood Care & Education (Practical)
HSSC- 07T	Nutritional Management In Health And Diseases	HSSE -07T	Textile Designing
HSSC- 07P	Nutritional Management In Health And Diseases (Practical)	HSSE-07P	Textile Designing (Practical)
HSSC- 08T	Fundamentals of clothing construction	HSSE -08T	Designing & Furnishing Life Space
HSSC- 08P	Fundamentals of clothing construction (Practical)	HSSE-08P	Designing & Furnishing Life Space (Practical)
HSSC- 09T	Human Physiology and community Nutrition	HSSE -09T	Housing
HSSC- 09P	Human Physiology and community Nutrition (Practical)	HSSE-09P	Housing

Bachelor in Home Science (FYUP)



 (Dr. Amita Sehgal)

HSSC- 10T	Communication Process	HSSE-10T	Dyeing & Printing
		HSSE-10P	Dyeing & Printing (Practical)
HSSC- 10P	Communication Process (Practical)	HSSE-11T	Principle of Guidance & Counselling
		HSSE-11P	Principle of Guidance & Counselling (Practical)
HSSC- 11T	Life Span Development	HSSE-12T	Clinical & Therapeutic Nutrition
		HSSE-12P	Clinical & Therapeutic Nutrition (Practical)
HSSC- 11P	Life Span Development (Practical)	GENERIC ELECTIVE (GE)	
HSSC- 12T	Consumer Economics	HSGE-01T	Basic Nutrition
		HSGE-01 P	Basic Nutrition (Practical)
HSSC- 12P	Consumer Economics (Practical)	HSGE-02 T	Introduction to Textiles
		HSGE-02 P	Introduction to Textiles (Practical)
HSSC- 13T	Nutritional Biochemistry	SEC	
HSSC-13P	Nutritional Biochemistry (Practical)	HSSEC-01	Basic Techniques for assessment of Health Status and Primary Health Aid
HSSC- 14T	Food Preservation	HSSEC-02	Art of Enterprising
HSSC -14P	Food Preservation (Practical)	HSSEC-03	Assessment of Psychological Profile
HSSC -15T	Early Childhood Care and Education.	HSSEC-04	Bakery and Quantity Cookery
HSSC-15P	Early Childhood Care and Education (Practical)	VAC	
HSSC-16T	Extension Education	HSVAC-01	Art of Being Happy
HSS-16P	Extension Education (Practical)	HSVAC-02	Stress Management
HSSC- 17T	Foundation of Arts and Design	HSVAC-03	Care for Elderly
HSSC- 17P	Foundation of Arts and Design (Practical)		
HSSC-18T	Traditional textiles and costumes of india		
HSSC- 18P	Traditional textiles and costumes of india (Practical)		
HSSC- 19T	Applied Human Physiology		
HSSC- 19P	Applied Human Physiology (Practical)		
HSSC- 20T	Advanced Study in Human Development		
HSSC-20P	Advanced Study in Human Development (Practical)		

Program outcome (PO) :

To equip students for possible entrepreneurial ventures in various areas for foods and nutrition,/ Human Development/ Textile & Fiber science/ Family Resource Management -

- To acquaints Girls with Meal Planning for low and high economic group, for every disease, for every age group.
- The girls developed capacity for good communicative skills, child counseling and preschool and school teaching, child rearing practices.
- To make students acquaints with proper notion regarding choice of fabrics ,to develop skills for clothing construction
- Become aware of the need, competencies and skills to be developed for Empowerment and be motivated for self improvement from the perspectives of personal and national development.
- To manage family as a productive unit, for better use of time energy and money by application of scientific methodof work simplification , also to gain knowledge of land and home development by various techniques of inneriar designing.
- Become aware of the interdisciplinarily pattern of Home science education and it's potential for personal and professional enhancement.
- Develop an ability to improve the nutritional quality of food.
- Become aware of the interceptive and preventive family measures

Program specific outcome (PSO) :

- To impart the fundamental knowledge in all the major domains in Home Science and related areas of studies.
- To develop competency in application of knowledge in different setting for example –Family, community, work place etc.
- To impart and develop skills for professional life.
- To prepare for higher degree with specialization, create professional skills in different related areas, foster research and development, teaching, government and public service and entrepreneurship.
- Develop sensitivity, resourcefulness and competence to render service to enhance development of individuals, families, communities and the nation at large.
- To manifest a wide range of knowledge regarding source of data (information) , collection and transfer , enabling exchange of ideas and notions.
- To assess to resources including e-resources and libraries, trends in knowledge gaining and transfer (Teaching and learning processes) , techniques of all skill acquisition and understanding , existing basic issues related to the disciplines in Home Science and methods to resolve and rectify them.
- Address concern for the community (urban, rural and tribal) with genuine sensitivity and dedicate transferable knowledge and research findings for the benefit.

Line

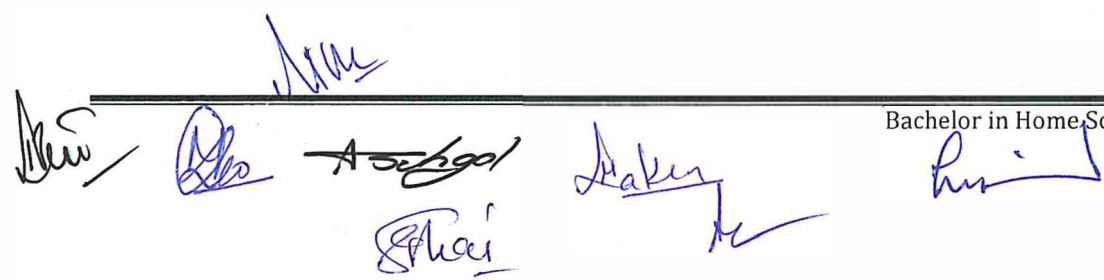
Signature 1 *Signature 2* *Signature 3* *Signature 4* *Signature 5* *Signature 6*

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program:- Bachelor in Home Science <i>(Certificate / Diploma / Degree/Honors)</i>		Semester : I	
		Session:- 2024-25	
1	Course Code	HSSC – 01 T	
2	Course Title	Basic Nutrition	
3	Course Type	DSC	
4	Pre-requisite (if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To apply Basics Knowledge of foods and nutrition. • To classify Basics knowledge of good foods. • To analyze basics knowledge of human growth and development. • To evaluate basics Knowledge of food groups for good health. • To develop basics Knowledge of disease due to nutrients deficiency. 	
6	Credit Value	3 C	<i>1 Credit = 15 Hours - learning & Observation .</i>
7	Total Marks	Max. Marks: 100	Min Passing Marks : 40

PART B: Content of the Course		
Total No. of Teaching – learning Periods (1 hour per period : 45Period (45 hours)		
Unit	Topics (Course Contents)	No. of Period
I	Concept of Nutrition: Good Nutrition, Under and Over Nutrition, Health, Functions of Food, Methods of Cooking – Traditional & modern Methods of cooking. Nutrients: Macro nutrients : Classification, sources, functions Recommended Dietary Allowances, Carbohydrates Fats, Protein Fiber.	12
II	Nutrients: Micro nutrients ,Calcium Iron ,Zinc ,Iodine ,Fat-soluble vitamins (A,D,E,K) ,Water soluble Vitamins (Thiamine, Riboflavin, Niacin, Vitamin C, Pyridoxine, Folic Acid and vitamin B ₁₂).	11
III	Food, Structure: Composition, Classification and Functions, Cereals, Millets Pulses, Legumes, Fruits and Vegetables, Milk and Milk Products, Eggs.	11
IV	Locally available foods to combat Malnutrition, anemia, vitamin deficiencies, Ready to eat nutritious foods, Low cost nutritious recipes and their Calculation of nutritive value and cost.	11
Keywords:- Food and Nutrition , Macro and micro nutrients, food groups, structure and composition, Methods of improving, Nutritional quality of food.		

Boyer

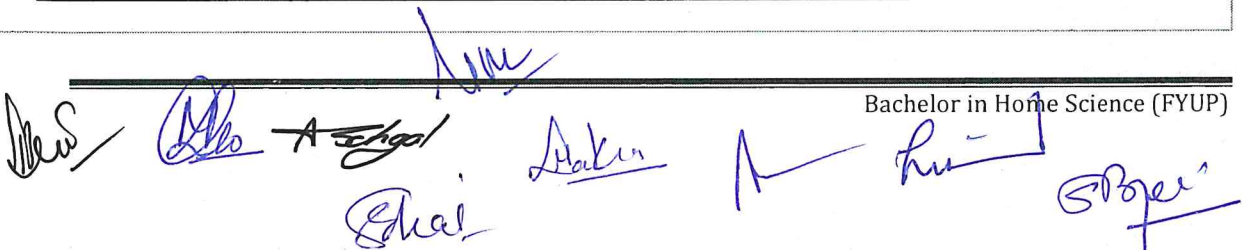


PART C: Learning Resources**Text Books, Reference Books and Others****Text books Recommended –**

1. आहार एवं पोषण – डॉ. अरुणा पाल्टा, 3rd Edition, Shiva Prakashan.
2. आहार एवं पोषण – डॉ. वृन्दा सिंह, 1st Edition, Panchsheel Prakashan.
3. Normal and therapeutic Nutrition - Robinson, C.H., Lawler, M.R. Chenoweth, W.L and Garwick'A.E, 17th Edition, Macmillan Publishing Co.
4. Essentials of Food and Nutrition VI : Fundamentals Aspects VII: Applied Aspects.- Swaminathan, M.S., 2018 Edition, The Bangalore Press Publisher.
5. Introductory Foods- Hughes, O.Behnion, M. 5th Edition MacMillan Company.
6. Nutrition and Diet Therapy - Williams, S.R., 4th Edition, C.V. Mosby Publishing Company.
7. Food Science - B. Shrilaxmi, 7th Edition, New Age International Publisher.
8. Nutrition & Diet Therapy- Sue Rodwell Williams, 6th Edition, Times Mirror/Mosby College Publishing.
9. Foods, Facts and Principles- N Shakuntala Manay, M Shadabaksharaswamy, 3rd Edition Published by New Age International Publisher.
10. Food Science and Application in Indian Cookery - Usha Chandrasekhar, 2002 Edition, Phoenix Publishing House P. Ltd..
11. Basic Food Preparation: A Complete Manual- Raina U, Kashyap S, Narula V, Thomas S Suvira, Vir S, Chopra S, 4th Edition, Orient Black Swan Ltd, Mumbai.
12. Text Book of Human Nutrition- Mahtab, S. Bamji, Kamala Krishnasamy, Brahmam G.N.V 3rd Edition, Oxford and IBH Publishing Co. P. Ltd..
13. Food Science and Nutrition - Sunetra Roday , 4th Edition, Oxford University Press. Indian Food Composition Tables- Longvah, T, Ananthan, R., Bhaskarachary, K., Venkaiah, K, 2017 Edition, (IFCT), Indian Council of Medical Research, National Institute of Nutrition, Hyderabad.

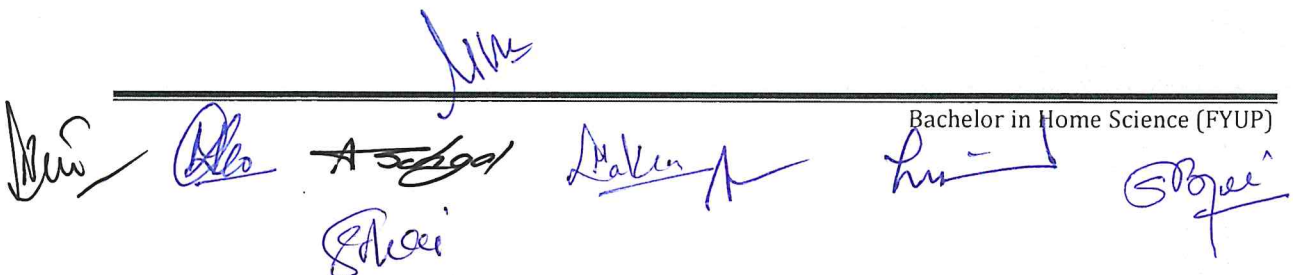
Online Resources :-

1. <https://youtube.com/watch?v=oaQyiVdeluE&feature=share>
 2. <https://youtu.be/GgUEkRBPPT0>
 3. <https://youtu.be/a-pXxDrIVjk>
 4. <https://youtu.be/4IMhVISEcxA>
 5. <https://youtu.be/4iDi7fjSAGE>
 6. <https://youtu.be/o6s1jGdo7po>
 7. <https://youtu.be/FMZNmgmWxag>
- Concept of Nutrition
<https://www.youtube.com/watch?v=HtEPzK1RkFg>
 - Macro Nutrient
<https://www.mdanderson.org/publications/focused-on-health/what-are-macronutrients-.h15-1593780.html#:~:text=Carbohydrates%2C%20fat%20and%20protein%20are,Anderson%20Wellness%20Dietitian%20Lindsey%20Wohlford.>
 - Nutrient
<https://en.wikipedia.org/wiki/Nutrient#:~:text=A%20nutrient>
 - Food Structure
<https://www.sciencedirect.com/journal/food-structure>
 - Locally Available
Food <https://www.google.com/search?q=Localy+Avaliabe+Food&oq=Localy+Avaliabe+Food&aqs=chrome..69i57j0l13l4j0i15i22i30j0i22i30j0i15i22i30j0i22i30l2.4818j0i9&sourceid=chrome&ie=UTF-8>



PART D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:		100 marks
Continuous Comprehensive Evaluation(CCE):		30 Marks
Semester End Exam (SEE):		70 Marks
Internal Assessment:	Internal Test / Quiz(2) –20+20	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar – 10	
	Total Marks– 30	
End Semester Exam (ESE):	Two section – A & B	
	Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks	
	Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10=40 Marks	

Signature of Convener and Members (CBoS):





FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program:- Bachelor in Home Science (Certificate / Diploma / Degree/Honors)		Semester : I	
		Session:- 2024-2025	
1	Course Code	HSSC – 01P	
2	Course Title	Basic Nutrition	
3	Course Type	DSC	
4	Pre-requisite(if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none">• To calculate weights and measurements for various foods.• To create Basics knowledge of any specific nutrient rich/deficient recipe.• To design specific nutrient dense recipe to combat local deficiency diseases.• To apply basics Knowledge of locally available food grains for health upgradation..• To compare traditional recipes for betterment of health	
6	Credit Value	1 C	1 Credit = 30 Hrs for laboratory or Fieldwork/ Training
7	Total Marks	Max. Marks: 50	Min Passing Marks : 20

PART B: Content of the Course		No. of Periods
Total No. of Learning- Training/ Performance Periods : 30 Periods (30 Hours)		
Module	Topics (Course Contents)-	
Lab Field Training/ Experiment contents of the course	<ol style="list-style-type: none">1. Weights and Measures standard and household measures for raw and cooked food.2. Preparation of two low cost nutritious recipes.3. Cooking methods -Chhattisgarhi traditional recipes, sweet and salty.4. Protein rich, Iron and calcium rich –locally available low cost recipe of Ragi, leafy vegs, millets, Kodo, Kutki.5. Preparation of ready to eat nutritious Products.6. Three day workshop for low cost nutritious recipe.7. Work shop on Chhattisgarhi Traditional recipes.8. Visit to Gadh Kaleva or Chhattisgarhi restaurants.9. Project/ Field work- Identification and data collection of nutrition based diseases in community (sample 200/ group of 4 students)	30
Key Words	Weights & Measures, Workshop, Local Nutrients, Traditional Recipes	

Bachelor in Home Science (FYUP)

(Handwritten signatures and initials)

PART C:**Learning Resources:** Text Books, Reference Books, Other Resources**Text Books Recommended :**

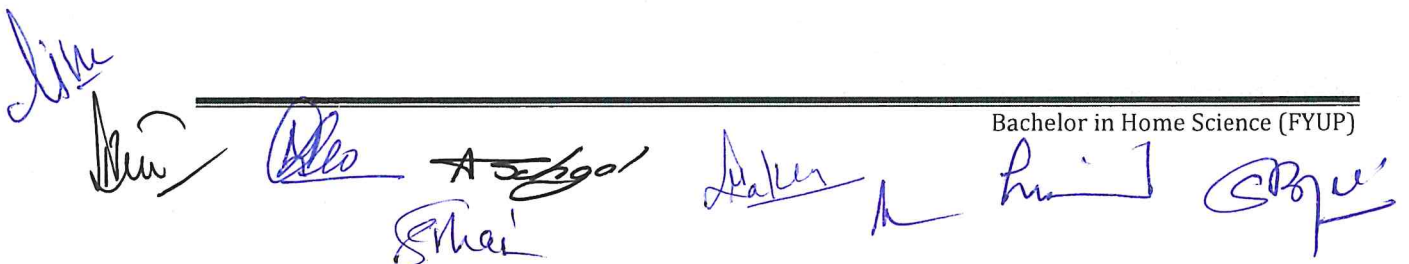
1. आहार एवं पोषण – डॉ. अरुणा पाल्टा, 3rd Edition, Shiva Prakashan.
2. आहार एवं पोषण – डॉ. वृन्दा सिंह, 3rd Edition, Panchsheel Prakashan.
3. Normal and therapeutic Nutrition - Robinson, C.H., Lawler, M.R. Chenoweth, W.L and Garwick'A.E, 17th Edition, Macmillan Publishing Co.
4. Essentials of Food and Nutrition VI : Fundamentals Aspects VII: Applied Aspects.- Swaminathan, M.S., 2018 Edition, The Bangalore Press Pubisher.
5. Introductory Foods- Hughes, O.Behnion, M. 5th Edition MacMillan Company.
6. Nutrition and Diet Therapy - Williams, S.R., 4th Edition, C.V. Mosby Publishing Company.
7. Food Science - B. Shrilaxmi, 7th Edition, New Age International Publisher.
8. Nutrition & Diet Therapy- Sue Rodwell Williams, 6th Edition, Times Mirror/Mosby College Publishing.
9. Foods, Facts and Principles- N Shakuntala Manay, M Shadabaksharaswamy, 3rd Edition Published by New Age International Publisher.
10. Food Science and Application in Indian Cookery - Usha Chandrasekhar, 2002 Edition, Phoenix Publishing House P. Ltd..
11. Basic Food Preparation: A Complete Manual- Raina U, Kashyap S, Narula V, Thomas S Suvira, Vir S, Chopra S, 4th Edition, Orient Black Swan Ltd, Mumbai.
12. Text Book of Human Nutrition- Mahtab, S. Bamji, Kamala Krishnasamy, Brahman G.N.V 3rd Edition, Oxford and IBH Publishing Co. P. Ltd..
13. Food Science and Nutrition - Sunetra Roday , 4th Edition, Oxford University Press.
14. Indian Food Composition Tables- Longvah, T, Ananthan, R., Bhaskarachary, K., Venkaiah, K, 2017 Edition, (IFCT), Indian Council of Medical Research, National Institute of Nutrition, Hyderabad.

Online Resources :

1. <https://youtube.com/watch?v=oaQyiVdeluE&feature=share>
2. <https://youtu.be/a-pXxDrlVjk>
3. <https://youtu.be/4IMhVISEcxA>
4. <https://youtu.be/4iDi7fjSAGE>
5. <https://youtu.be/o6s1jGdo7po>
6. <https://youtu.be/FMZNmgmWxag>
7. Low Cost Nutrient
<https://www.google.com/search?q=low+cost+nutritious+food&oq=Low+Cost+Nutrient&aqs=chrome..69i57j0i512l2j0i390l4.74251j9&sourceid=chrome&ie=UTF-8>
8. Ready to Eat
<https://www.google.com/search?q=ready+to+eat+nutrient&oq=ready+to+eat+nutrient&aqs=chrome..69i57j0i1015l22j30j0i22j30j0i390l3.6039j0j9&sourceid=chrome&ie=UTF-8>
9. Chhattisgarhi Dish
<https://www.google.com/search?q=Chhatishgarhi+Dish&oq=Chhatishgarhi+Dish&aqs=chrome..69i57j0i13l3j0i13l30l2j0i5i13l3j0i8i10i13l3j0i8i10i13l3j0i8i10i13l3j0i15l3j0i390.4095j0j7&sourceid=chrome&ie=UTF-8>

PART D :Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:	50 Marks	
Continuous Internal Assessment (CIA):	15 Marks	
End Semester Exam(ESE):	35 Marks	
Internal Assessment:	Internal Test / Quiz (2) - 10 & 10	Better marks out of the two tests/ Quiz + Obtained marks in Assignment shall be considered against 15 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar+ Attendance - 05	
	Total Marks - 15	
End Semester Exam(ESE):	Laboratory / Field Skill Performance : on spot Assessment	
	A. Performed the task based on Lab work -	20 marks
	B. Spotting based on tools & Technology (written) -	10 marks
	C. Viva –voce (based on principle/ Technology) -	05 Marks

Signature of Convener and Members (CBoS):

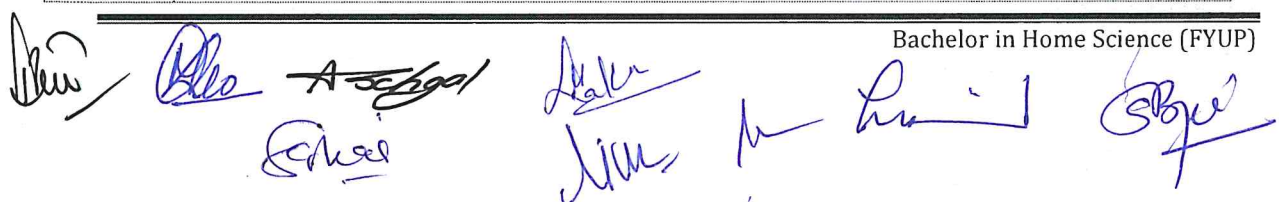


FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in B.Sc. Home-Science (Certificate / Diploma / Degree/Honors)		Semester : I	Session: 2024-2025
1	Course Code	HSSC – 02T	
2	Course Title	Introduction To Resource Management	
3	Course Type	DSC	
4	Pre-requisite(if any)	As per Program	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To analyze the importance of Management. • To apply factors Important for management. • To recognize Decision Making Process. • To evaluate management of time, energy and finance. • To identify techniques of Work simplification. • To evaluate various management processes. 	
6	Credit Value	3 C	1 1 Credit = 15 Hours - learning & Observation
7	Total Marks = 100	Max. Marks: 100	Min Passing Marks : 40

PART B: Content of the Course		
Total No. of Teaching – learning Periods (1 hour per period : 45 Period (45 hours))		
Unit	Topics (Course Contents)	No. of Period
I	Introduction to Resource Management: Definitions Types of Management, Advantages of Management Limitation in Management. Resource: Types of Resources, Characteristics of Resource, Factors affecting use of resources, Relation of Resources to Management	12
II	Factors Motivating Management: Goals - Definition, Types and Utility, Values – Importance, Sources, Classification, Characteristics, Changing values, Standards – Conventional and non Conventional – qualitative, quantitative, conventional and nonconventional, Relation between values, goods and standard. Decision making: Definitions and Importance, Steps of Decision, Factors affecting decision Resolving conflicts.	11
III	Management Process: Meaning Definition and element of Management process–Planning, Controlling, Organizing and evaluation, Planning–Importance, Techniques and Types .Organization, Controlling – Phases of Controlling, Factors in success of the control steps–suitability, promptness, New decisions, Flexibility, Supervision– Types of Supervision–Direction and Guidance, Evaluation – Importance, Types, Techniques of Self evaluation, Evaluation of whole process and management.	11

Bachelor in Home Science (FYUP)



IV	<p>Management of Resources: Time Management – Tools – Time patterns, Time Cost, Peak Load, Work Curve, Rest Period, Time Norm, Energy Management, Introduction, Type, Causes, Symptoms, of fatigue Measures to Relives.</p> <p>Process of energy management: Work Simplification, Definition Importance, Techniques – Formal and informal pen and pencil techniques.</p> <p>Time Management – Tools, Time patterns, Time Cost, Peak Load, Work Curve, Rest Period, and Time Norm.</p> <p>Energy Management- Introduction, Type, Causes, Symptoms, of fatigue Measures to Relives, Process of energy management, Work Simplification Definition Importance, Techniques – Formal and informal pen and pencil techniques.</p>	11
<p>Keywords: - Resource Management, goals, values and standers decision making, management process.</p>		

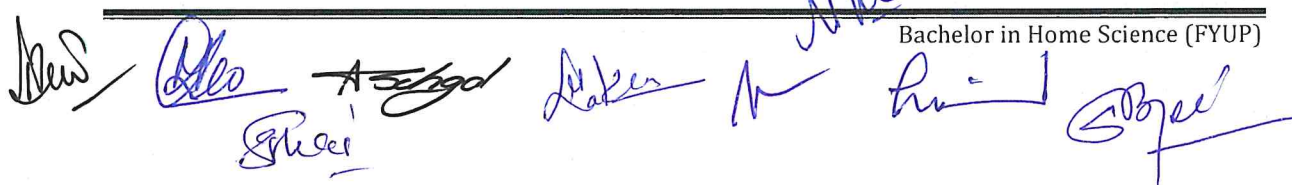
PART C :

Learning Resorces : Text Books, Reference Books and Others

Text Books Recommended –


1. Family resource management- Brinda singh, 3rd Edition, Panchsheel Prakashan.
2. Family resource management – Premavathy Seetharaman, Sonia Batra, Preeti Mehra, 6th Edition, CBS Publication.
3. Family resource management- Tami James Moore, Sylvia M. Asay, 4th Edition, SAGE Publishing.
4. Foundation of Family resource management- Elizabeth B Goldsmith, 6th Edition, SAGE Publishing.
5. गृहव्यवस्था एवं गृहसज्जा– रीना खनूजा, 4th Edition, Bookman Publisher,
6. Management of Modern Families- Inma, N., Gross, Elizabeth Crandall, Manjori m. Knoll 2nd Edition Appleton Century Crofts Publisher.
7. Home Management- Varghese, MA, Srinivasan, Kogale, NN, 2nd Edition, New Age International Publisher.
8. Management for modern families- Gross, Cranall and Kloli , 3rd Edition , Princticee Hall Inc.
9. Management in Family living- Nickell and Dorsey, J , 4th Edition, Wiley Eastern Limited.
10. Family Resource Management and Interior Decoration - Bhargava, B, 4th Edition, Jaipur: Apple Printer and V. R. Printers
11. Home Management: Contexts and Concepts - Deacon, R. F., and Firebaugh, F.M. 7th Edition, Boston: Houghton Mifflin Company.

- e- resources-
1. <https://www.repsol.com/en/energy-and-the-future/future-of-the-world/what-is-energy-management/index.cshtml>.
 2. <https://www.repsol.com/en/energy-and-the-future/future-of-the-world/what-is-energy-management/index.cshtml>.
 3. <https://www.repsol.com/en/energy-and-the-future/future-of-the-world/what-is-energy-management/index.cshtml>
 4. <https://www.repsol.com/en/energy-and-the-future/future-of-the-world/what-is-energy-management/index.cshtml>
 5. <https://www.repsol.com/en/energy-and-the-future/future-of-the-world/what-is-energy-management/index.cshtml>




PART D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:		100 marks
Continuous Comprehensive Evaluation(CCE):		30 Marks
Semester End Exam (SEE):		70 Marks
Internal Assessment:	Internal Test / Quiz(2) –20+20	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar – 10	
	Total Marks–30	
End Semester Exam (ESE):	Two section – A & B	
	Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks	
	Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10=40 Marks	

Signature of Convener and Members (CBoS):


Dr - Bharti Sethu


Mrs. Manita
R Deo






(Dr. Amita Sehgal)





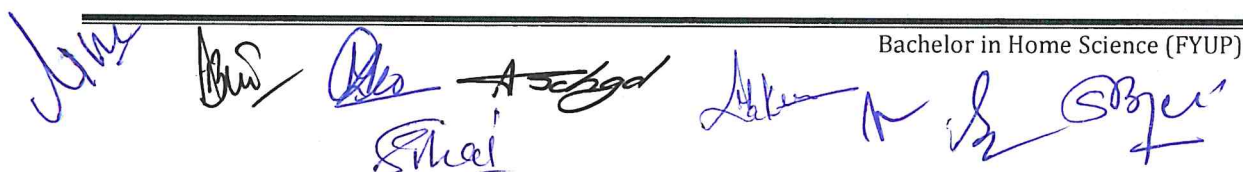


FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in B.Sc. Home -Science (Certificate / Diploma / Degree/Honors)		Semester : I	Session : 2024-2025
1	Course Code	HSSC – 2P	
2	Course Title	Family Resource Management	
3	Course Type	DSC	
4	Pre-requisite(if any)	As per Program	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To understand Importance of Precise Management. • To understand Goal setting in life. • To understand Decision Making Process. • To understand Management of time, energy and finance. • To understand Work simplification technique. 	
6	Credit Value	1 C	(1 Credit = 30 Hrs for Laboratory/ Field Learning / Taining
7	Total Marks	Max. Marks: 50	Min Passing Marks : 20

PART B: Content of the Course		No. of Periods
Total No. of Learning- Training/ Performance Periods : 30 Periods (30 Hours)		
Module	Topics (Course Content)	
Lab/ Field Training / Experiment Contents of the course	<ol style="list-style-type: none"> 1. Identify and formulate various types of standards that student can have. 2. Identify and formulate five goals that a student will have. 3. Identify and formulate various types of decision, write process of decisionmaking. 4. To work out minimum and maximum working approach. (Vertical and Horizontal) 5. To develop simplify methods of any work. 6. Visit to energy garden. <p>Project/ Field Work- Take up a situation trip/function/picnic/party and manage the situation. Write the process of management implementing and report. Making time plan for a student (atleast for a week) and explain it.</p>	30
Key Words	Satands , Values, resources, work simplification, Program Planning	

Bachelor in Home Science (FYUP)



PART C:**Learning Resources:** Text Books. Reference Books, Other Resources**Text Books Recommended :**

1. Family resource management- Brinda singh, 3rd Edition, Panchsheel Prakashan.
2. Family resource management – Premavathy Seetharaman, Sonia Batra, Preeti Mehra, 6th Edition, CBS Publication.
3. Family resource management- Tami James Moore, Sylvia M.Asay, 4th Edition, SAGE Publishing.
4. Foundation of Family resource management- Elizabeth B Goldsmith, 6th Edition, SAGE Publishing.
5. गृहव्यवस्था एवं गृहसज्जा- रीना खन्ना, 4th Edition, Bookman Publisher.
6. Management of Modern Families- Inma,N.,Gross, Elizabeth Crandall, Manjori m. Knoll 2nd Edition Appleton Century Crofts Publisher.
7. Home Management- Varghese, MA, Srinivasan, Kogale, NN, 2nd Edition, New Age International Publisher.
8. Management for modern families- Gross, Cranall and Kholi , 3rd Edition , Princticee Hall Inc.
9. Management in Family living- Nickell and Dorsey, J , 4th Edition, Wiley Eastern Limited.
10. Family Resource Management and Interior Decoration - Bhargava, B, 4th Edition, Jaipur:ApplePrinter and V. R.Printers
11. Home Management: Contexts and Concepts - Deacon,R. F.,andFirebaugh, F.M.7th Edition, Boston:HoughtonMifflinCompany.

Online Resources :

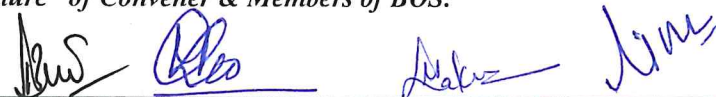
E- learning Resources:

1. <https://www.repsol.com/en/energy-and-the-future/future-of-the-world/what-is-energy-management/index.cshtml>.
2. <https://www.repsol.com/en/energy-and-the-future/future-of-the-world/what-is-energy-management/index.cshtml>.
3. <https://www.repsol.com/en/energy-and-the-future/future-of-the-world/what-is-energy-management/index.cshtml>
4. <https://www.repsol.com/en/energy-and-the-future/future-of-the-world/what-is-energy-management/index.cshtml>
5. <https://www.repsol.com/en/energy-and-the-future/future-of-the-world/what-is-energy-management/index.cshtml>

PART D :Assessment and Evaluation**Suggested Continuous Evaluation Methods:****Maximum Marks:** 50 Marks**Continuous Internal Assessment (CIA):** 15 Marks**End Semester Exam(ESE):** 35 Marks

Internal Assessment:	Internal Test / Quiz (2) - 10 & 10	Better marks out of the two tests/ Quiz + Obtained marks in Assignment shall be considered against 15 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar+ Attendance - 05	
	Total Marks - 15	
End Semester Exam(ESE):	Laboratory / Field Skill Performance : on spot Assessment	
	A.Performed the task based on Lab work -	20 marks
	B.Spotting based on tools & Technology (written) -	10 marks
	C.Viva –voce (based on principle/ Technology) -	05 Marks

Name and Signature of Convener & Members of BOS:


 A. Sehgal
 COs. Amita Sehgal
 B. Sehgal
 C. Sehgal
 D. Sehgal
 E. Sehgal
 F. Sehgal
 G. Sehgal
 H. Sehgal
 I. Sehgal
 J. Sehgal
 K. Sehgal
 L. Sehgal
 M. Sehgal
 N. Sehgal
 O. Sehgal
 P. Sehgal
 Q. Sehgal
 R. Sehgal
 S. Sehgal
 T. Sehgal
 U. Sehgal
 V. Sehgal
 W. Sehgal
 X. Sehgal
 Y. Sehgal
 Z. Sehgal

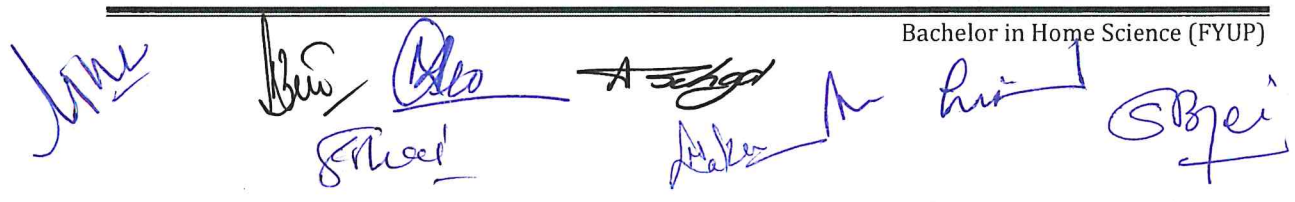
Bachelor in Home Science (FYUP)

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in B.Sc.Home Science <i>(Certificate / Diploma / Degree/Honors)</i>		Semester : I	Session: 2024-2025
1	Course Code	HSSC – 03 T	
2	Course Title	Introduction To Human Development	
3	Course Type	DSC	
4	Pre-requisite (if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> To differentiate between growth and development. To assess various Principals of development. To explain importance of heredity and environment. To identify various aspects of development. To evaluate interventions for Families in trouble. 	
6	Credit Value	3 C	<i>1 Credit = 15 Hours - learning & Observation</i>
7	Total Marks = 100	Max. Marks: 100	Min Passing Marks : 40

PART B: Content of the Course		
Total No. of Teaching – learning Periods (1 hour per period : 45Period (45 hours)		
Unit	Topics (Course Contents)	No. of Period
1	<p>An overview on-the field of HD: Definition of development, ie. Family and society, variations across cultures and individual differences inhuman development, family and child welfare , A family welfare programme, child welfare program.</p> <p>Growth and Development: Understanding growth and development (Definitions), General Principles of development, Constraints and facilitators in growth and development (influences of heredity and environment).</p> <p>Genetic Inheritance: (i) fertilization (ii) Number of chromosomes. (iii) genotype and phenotype, (iv) sex linked genetic effects.</p> <p>Environmental per-requisites: (i) Nutrition, (ii) opportunities, Interaction between environment and inheritance:</p> <p>(i) Genes provide the predisposition, range and direction of development,</p> <p>(ii) Environment determines the extent or limit.</p> <p>(iii) The beginning of a new life</p> <p>Prenatal development: Prenatal influences on the child: biological risks, age of mother,</p>	12

Bachelor in Home Science (FYUP)



	physical characteristics, illness, diet and nutrition, stress and emotional strains environmental hazards.	
II	<p>Physical Development:The new born physical appearance: size, weight, bodily proportions, sensory capacities i.e. hearing, vision, taste, smell, touch, temperature and position, Changes in size, shape, muscles and bones, and brain as it continues through : infancy, end of infancy,Linking physical and motor development.</p> <p>Motor development: reflexes in infancy; major milestones through end of infancy, Physical and motor development can be influenced through (i) Maturation, (ii) nutrition, (iii) monitoring and healthcare, (iv) stimulation, (v) practice.</p> <p>Cognitive Development across the Life Span: Cognitive development: The concept of intelligence & Mental age, IQ (A brief Introduction to Piaget's theory) Introduce stages without much elaboration: sensor motor stage in infancy, concrete operational stage in childhood changes in remembering there as oringin middle childhood, formal operations in adolescence, fluid and crystallized intelligence in adulthood, declining cognitive abilities in late adulthood and old age.</p>	11
III	<p>The Development of Language across the Life Span-Language as aform of communication: Functions of language: expressing wishes, controlling others, interacting with others, expressing individuality, exploring the world, pretending, using language to communicate/share information, understanding our society and culture, reasoning.</p> <p>Communicating before language development i.e.the stages of vocalization: undifferentiated crying differentiated crying, babbling, Imitation of sound, patterned speech, Beginning to use language: one or two word utterances;early sentences; telegraphic speech; understanding metaphors, smiles, irony, reflecting on superficial and deeperlevelmeanings ofsentences.</p> <p>Uses of language; conversational acts (non-verbal) conversational conventions, learning to listen, Language development can be influenced through: (i) maturation, (ii) stimulation.</p> <p>Deviations in language development: in language development: Possible decline of language in the aged, (speech- impairment and disorders to be introduced briefly).</p> <p>Emotional development Across the Life Span – Emotions serve two adaptive functions: (i) motivating and (ii) communication. Basic emotional reactions (joy, fear, jealousy, anger, sadness, aggress-scions). Components of emotion: (i) emotions are elicited by the context, (ii) include bodily activity, (iii) emotional expressions are made through facial expressions, bodily movements, vocationalization, (iv) labeling emotions. Emotions may be acquired as a result of/by the Influence of (I) internal and external sources, (ii) cognition, (iii) learning and (iv) social reinforcement. Milestones of emotional development through infancy and</p>	11

	childhood emotional confusions and adolescence, stability of emotions in adulthood and old age, Emotional problems: (i) depression, (ii) over-activity, (iii) aggression.	
IV	<p>Social- Development Across the Life Span: Understanding social development. Social development- Introduce socialization as an important part of the process of becoming human. Social milestones: beginning with the emergence of the social smile; attachment, separation, anxiety, acquiring sex roles in childhood, induction into occupational roles by adulthood, social isolation and consequences in late adulthood and in the elderly. Patterns and role of parent-child interactions, interactions with siblings and peers; social and cultural interactions through infancy to old age.</p> <p>Personality Development across the Life Span: Personality Development, Components of personality, Factors affecting Personality: (a) heredity, (b) environment (parenting styles, peer groups, social interactions, early childhood experiences, life events, support available in a community etc.) Deviant personalities :(Juvenile delinquency in childhood and anti-social personalities in adulthood).</p> <p>Marriage: Marriage as an institution: goals, rituals, functions, changes and challenges, Mate selection: factors influencing, considerations of exogamy and endogamy, changing trends, arranged and personal choice of mates., Preparation for marriage, social emotional issues, financial concerns and exchanges, guidance and counseling, Marital adjustment, areas and factors influencing: Planned Parenthood.</p> <p>Families with Problems: Families in distress, violence and abuse, dowry victimization, violence against women. Interventions for Families in Trouble: Counseling pre marital and marital Programmes and policies of CG Govt for children and families and their evaluation.</p>	11
<p>Keywords:- Development, growth, heredity, environment, physical development, motor Development, Language development, cognitive development.</p>		

A Sehgal
COA. Amita Sehgal
Dr. Bharti Sethi
Mrs. Mantra R Deo
Dr. Jitendra
Dr. Rajeev
Dr. Anil

PART C:**Learning Resources :** Text Books. Reference Books, Other Resources**Text books Recommended –**

1. Human Development- Brinda Singh, 3rd Edition, Panchsheel Prakashan.
2. बाल विकास– रामबाबू गुप्त, 2nd Edition, Vinod Pustak Mandir.
3. बाल मनोविज्ञान एवं बाल विकास– डॉ. डी.एन श्रीवास्तवए डॉ. प्रीति वर्मा, 2020 Edition, Vinod Pustak Mandir.
4. Handbook of Child Psychology - Mussen (Ed.)Vol.1,NewYork;ScientificAmericanBooks.
5. HumanDevelopment- Gordon,I.J.:. 2nd Edition, NewYork:Harper&Row.
6. Human Development and Family Studies in India - Saraswathi T.S. & Kaur, B 2nd Edition, SagePublications.
7. Child Development- Elizabeth B. Hurlock, 5th Edition, MC Graw Hill Education India.
8. Text book of Human Development (A Life Span Development Approach) - Dr. S. Shrivastava, Dr. K. Sudharani, 2016 Edition, S. Chand & Company.
9. Strategies for Human Development- Dr. Samar Deb, 2017 Edition, Kalpaz Publication.
10. Child Development- Elizabeth B. Hurlock, 6th Edition, MC Graw Hill Education India.
11. Child Psychology & Development- S.K. Mangal & Shubhara Mangal, 2019 Edition, Sterling Publisher.

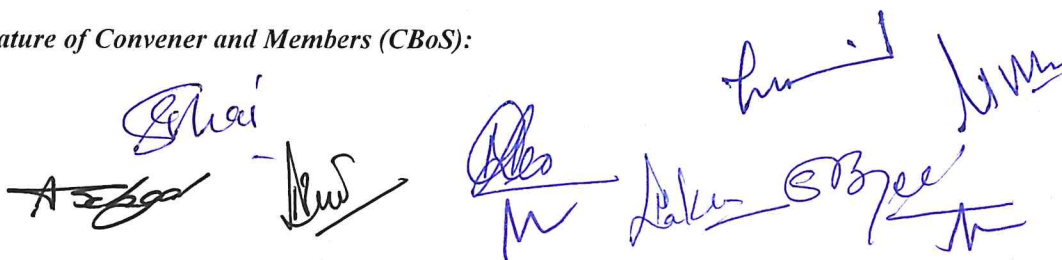
Online Resources :-

- Growth and Development
https://www.youtube.com/results?search_query=Growth+and+Development
- Genetic Inheritance
https://www.youtube.com/results?search_query=genetic+inheritance
- Prenatal Development
<https://www.google.com/search?q=prenatal+development>
- Physical Development
<https://www.google.com/search?q=physical+development>
- Motor Development <https://www.google.com/search?q=motor+development>

PART D:Assessment and Evaluation**Suggested Continuous Evaluation Methods:****Maximum Marks:** 100 marks**Continuous Comprehensive Evaluation(CCE):** 30 Marks**Semester End Exam (SEE):** 70 Marks

Internal Assessment: Continuous Internal Assessment (CIA)	Internal Test / Quiz(2) –20+20 Assignment/Seminar – 10 Total Marks–30	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks Section B: Descriptive answer type qts.,1 out of 2 from each unit-4x10=40 Marks	

Signature of Convener and Members (CBoS):



FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

Part A: Introduction			
Program: Bachelor in Home Science (Certificate / Diploma / Degree/Honors)		Semester : I	Session : 2024-2025
1	Course Code	HSSC – 03P	
2	Course Title	Introduction to Human Development	
3	Course Type	DSE	
4	Pre-requisite (if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To assess Physical growth and development of human child. • To differentiate normal children with delinquent child. • To analyze Importance of heredity and environment on development. • To develop skills of counseling to children & parents. • To evaluate cognitive development across the life span. 	
6	Credit Value	1 C	<i>1 Credit = 30 Hrs for Laboratory/ Field Learning / Taining</i>
7	Total Marks	Max. Marks: 50	Min Passing Marks 20

PART B: Content of the Course		No. of Period
Total No. of Learning- Training/ Performance Periods : 30 Periods (30 Hours)		
Module	Topics (Course Contents)	30
Lab/ Field Training / Experiment Contents of the course	Visit to a pediatric ward to observe a new born baby and a premature baby. 1. Preparing a growth ,average height weight chart of five (5)children from one to (1-3) years. 2. Study of immunization schedule. 3. Survey of regulative awareness about weaning food,toys; clothes. 4. Prepare a development (Physical / Motor) Milestone chart. 5. Role play for pre marital counseling. 6. Project/ Field work- Prepare report of activities and facilities at Anganvadi / Nursery school.	
Key words	Immunisation Schedul, Immeture infant, Weaning Foods , Developmental Mile stones	

Part C:
Learning Resources: Text Books. Reference Books, Other Resources
Text Books Recomendad :
1. Human Development- Brinda Singh, 3 rd Edition, Panchsheel Prakashan. 2. बाल विकास- रामबाबू गुप्त, 2 nd Edition, Vinod Pustak Mandir. 3. बाल मनोविज्ञान एवं बाल विकास- डॉ. डी.एन श्रीवास्तव एवं डॉ. प्रीति वर्मा, 2020 Edition, Vinod Pustak Mandir.

4. Handbook of Child Psychology - Mussen (Ed.) Vol. 1, New York; Scientific American Books.
5. Human Development- Gordon, I.J.: 2nd Edition, New York: Harper & Row.
6. Human Development and Family Studies in India - Saraswathi T.S. & Kaur, B 2nd Edition, Sage Publications.
7. Child Development- Elizabeth B. Hurlock, 5th Edition, MC Graw Hill Education India.
8. Text book of Human Development (A Life Span Development Approach) - Dr. S. Shrivastava, Dr. K. Sudharani, 2016 Edition, S. Chand & Company.
9. Strategies for Human Development- Dr. Samar Deb, 2017 Edition, Kalpaz Publication.
10. Child Development- Elizabeth B. Hurlock, 6th Edition, MC Graw Hill Education India.
11. Child Psychology & Development- S.K. Mangal & Shubhara Mangal, 2019 Edition, Sterling Publisher.

Online Resources :

- Marital Counseling
<https://www.google.com/search?q=marital+counseling&ei=8OeeYqWjCtj0-Qa8qD4&oq=Marital+Counseling&>
- Anganvadi
https://www.google.com/search?q=anganwadi&ei=Y-ieYqvGHJ_w4-EP4qe-IA&oq=Anganvadi.
- Growth and Development
https://www.youtube.com/results?search_query=Growth+and+Development
- Genetic Inheritance
https://www.youtube.com/results?search_query=genetic+inheritance
- Prenatal Development
<https://www.google.com/search?q=prenatal+development>
- Physical Development
<https://www.google.com/search?q=physical+development>
- Motor Development <https://www.google.com/search?q=motor+development>

PART D : Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 50 Marks

Continuous Internal Assessment (CIA): 15 Marks

End Semester Exam (ESE): 35 Marks

Internal Assessment: Continuous Internal Assessment (CIA)	Internal Test / Quiz (2) - 10 & 10 Assignment/Seminar+ Attendance - 05 Total Marks - 15	Better marks out of the two tests/ Quiz + Obtained marks in Assignment shall be considered against 15 Marks
End Semester Exam (ESE):	Laboratory / Field Skill Performance : on spot Assessment	
	A. Performed the task based on Lab work -	20 marks
	B. Spotting based on tools & Technology (written) -	10 marks
	C. Viva -voce (based on principle/ Technology) -	05 Marks

Name and Signature of Convener & Members of BOS



 (Dr. Amrita Singh) Dr. Bharti Soti

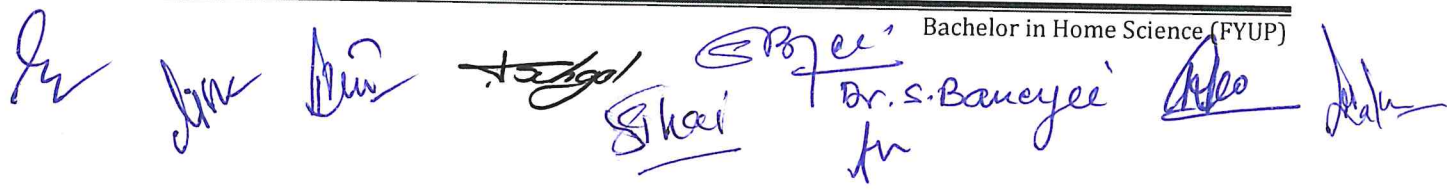
21

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science <i>(Certificate / Diploma / Degree/Honors)</i>		Semester : II	Session: 2024-2025
1	Course Code	HSSC – 04 T	
2	Course Title	INTRODUCTION TO TEXTILES	
3	Course Type	DSC	
4	Pre-requisite(if any)	As per Program	
5	Course Learning Outcomes (CLO)	1. Develop an understanding of concepts and basics of textiles. 2. Understands and define the key textile terms. 3. Develop critical understanding of the techniques of yarn and fabric manufacture. 4. Identify the fibres, yarn and fabrics for its appropriate use. 5. Analyze and asses dyed and printed textiles. Recommend the dyes, printing and finishing of textiles for specific use.	
6	Credit Value	3 C	1 Credit = 15 Hours Teaching Learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks : 40

Part B: Content of the Course		
Total No. of Teaching – learning Periods (1 hour per period : 45Period (45 hours)		
Unit	Topics (Course Contents)	No. of Period
1	Introduction to Textiles Definition of textile fibers and terminology Classification of textile fibers Physical and Chemical properties of fibers. Natural fibers (Morphology, production, properties and end uses) - Cellulosic fibers (Cotton, Jute)	12
2	Fibers Natural fibers (Morphology, production, properties and end uses) - Protein fibers (Silk, Wool) Man-made fibers: (Manufacturing process, properties and end uses) - Viscose Rayon, Acetate Rayon, Nylon, Polyester, Acrylic, Elastomeric	11
3	Yarn and Fabric Yarns - Classification of yarns: simple, ply and cord - Types and properties of yarn - Twist in yarn: “s” and “z”, number of twist Woven fabrics, Looms and its part - Classification Basic weaves Plain, Twill, Satin - Novelty weaves – Pile, Leno, Honeycomb -Other methods of fabric construction.	11
4	Coloration and Finishing of Textiles Dyes - Terms related to dyes, Classification of dyes - Direct, Acid, Basic and Reactive dyes Printing - Styles of printing, Modern methods of printing - Pre-preparation for printing (printing paste, printing table) Finishing- Basic finishes, Special finishes	11

Bachelor in Home Science (FYUP)


 Dr. S. Banerjee
 Ghai
 Dr. S. Banerjee
 Dr. S. Banerjee

Keywords: Textile terminology, properties of fibres, classification of fibre-natural and synthetics, yarn types, twist in yarn, classification of weaves, fabric construction, dyes, printing, finishing.

PART C:

Learning Resources :Text Books, Reference Books, Other Resources

Text books Recommended –

1. वस्त्र विज्ञान एवं परिधान का परिचय - डॉ मंजु पाटनी, 2022 Edition, Star Publication.
2. Textile Science: an explanation of fiber properties - Gohl, E., Vile sky, L., 2 edition, New Age International Publishing.
3. वस्त्र विज्ञान एवं परिधान का परिचय - डॉ वक्शी, 2nd Edition, Vinod Pustak Mandir.
4. तंतु एवं वस्त्र विज्ञान - डॉ शिप्रा ब्रैनर्जी
5. Fundamentals of Textiles and their care - Sushila Dhantayagi, 5th Edition, Orient Black Swan.
6. Textile testing and analysis - Collier, B.J., & Epps, H.H. 1998 Edition, Prentice Hall Publishers
7. Booth, J.E. (1996). *Principles of Textile Testing*. New Delhi: CBS Publishers & Distributors Pvt. Ltd.
8. Corbman, P.B. (1983). *Textiles: Fibre to Fabric*. McGraw-Hill Publishers.
9. Collier, B.J., & Epps, H.H. (1998). *Textile testing and analysis*. Prentice Hall Publishers.
10. Dantayagi, S. (1996). *Fundamentals of Textiles and their Care*. India: Orient Black swan Private Limited.
11. D'Souza, N. (2014). *Fabric Care*. New Delhi: New Age International Publishers.
12. Greaves, P.H., Saville, B. P. (1995). *Microscopy of textile fibres*. bios Scientific Publishers
13. Gohl, E., Vile sky, L. (2003), *Textile Science: an explanation of fiber properties* (2 edition), New

Other Resources:

1. Manmade Fiber: <https://youtu.be/Nplhszsvj6y>
2. Synthetic Fiber Nylon: <https://youtu.be/Wzhvqe3movi>
3. Animal Fiber Silk: <https://youtu.be/X6mjzfhdygy>
4. Animal Fiber Wool: <https://youtu.be/Kdrsko1yr88>
5. Classification Of Fiber: <https://youtu.be/Uvcoio2qefg>
6. Methods Of Printing: <https://youtu.be/l9s-Zdufeo8>
7. Study Of Yarn: <https://youtu.be/-Fhgijuaqzo>
8. Fabric Construction: <https://youtu.be/Upwklpca5w8>
9. Mechanical Finishes: <https://youtu.be/Vwkvkrllkpt8>
10. Chemical Finishes: <https://youtu.be/B6xaduge1w8>
11. Study Of Dyes: <https://youtu.be/6ortgd1mua4>

PART D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 marks
Continuous Internal Assessment (CIA): 30 Marks
Semester End Exam (SEE): 70 Marks

Internal Assessment:	Internal Test / Quiz(2) –20+20	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar – 10	
	Total Marks– 30	
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks Section B: Descriptive answer type qts..1 out of 2 from each unit-4x10=40 Marks	

Name and Signature of Convener & Members of CBOS:

23

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

Part A: Introduction

Program: Bachelor in Home Science (Certificate / Diploma / Degree/Honors)		Semester : II	Session : 2024-25
1	Course Code	HSSC – 04P	
2	Course Title	INTRODUCTION TO TEXTILES (Practical)	
3	Course Type	DSC	
4	Pre-requisite(if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ol style="list-style-type: none"> 1. Develop an understanding of concepts and basics of textiles. 2. Understands and define the key textile terms. 3. Develop critical understanding of the techniques of yarn and fabric manufacture. 4. Identify the fibres, yarn and fabrics for its appropriate use. 5. Analyze and asses dyed and printed textiles. <ul style="list-style-type: none"> • Recommend the dyes, printing and finishing of textiles for specific use. 	
6	Credit Value	1 C	<i>1 Credit = 30 Hrs Laboratory /Field Learning/ Training</i>
7	Total Marks	Max. Marks: 50	Min Passing Marks 20

PART B: Content of the Course

Total No. of Learning- Training/ Performance Periods : 30 Periods (30 Hours)		No. of Periods
Module	Topics (Course Contenets)	
Lab/ Field Trining/ Experiment Contents of tcourse	<ol style="list-style-type: none"> 1. Identification of textile fibers: <ul style="list-style-type: none"> • Visual test / Microscopic test • Burning test /Chemical test 2. Weaves and their variations: <ul style="list-style-type: none"> • Plain weave / Twill weave • Satin & Sateen weave • Honeycomb & Birdseye weave 3. Handloom center visit 4. Fiber sample collection 5, Prepare printing samples 6. Prepare Tie & dye sample 	30
Key Words	Textile terminology, properties of fibres, classification of fibre-natural and synthetics, yarn types, twist in yarn, classification of weaves, fabric construction , dyes, printing, finishing.	

PART C:**Learning Resources : Text Books. Reference Books, Other Resources****Text Books Recommended :**

1. वस्त्र विज्ञान एवं परिधान का परिचय - डॉ मंजु पाटनी, 2022 Edition, Star Publication.
2. Textile Science: an explanation of fiber properties - Gohl, E., Vile sky, L., 2 edition, New Age International Publishing.
3. वस्त्र विज्ञान एवं परिधान का परिचय - डॉ बखशी, 2nd Edition, Vinod Pustak Mandir.
4. तंतु एवं वस्त्र विज्ञान - डॉ शिप्रा बैनर्जी
5. Fundamentals of Textiles and their care - Sushila Dhantayagi, 5th Edition, Orient Black Swan.
6. Textile testing and analysis - Collier, B.J., & Epps, H.H. 1998 Edition, Prentice Hall Publishers
7. Booth, J.E. (1996). *Principles of Textile Testing*. New Delhi: CBS Publishers & Distributors Pvt. Ltd.
8. Corbman, P.B. (1983). *Textiles: Fibre to Fabric*. McGraw-Hill Publishers.
9. Collier, B.J., & Epps, H.H. (1998). *Textile testing and analysis*. Prentice Hall Publishers.
10. Dantayagi, S. (1996). *Fundamentals of Textiles and their Care*. India: Orient Black swan Private Limited.
11. D'Souza, N. (2014). *Fabric Care*. New Delhi: New Age International Publishers.
12. Greaves, P.H., Saville, B. P. (1995). *Microscopy of textile fibres*. bios Scientific Publishers
13. Gohl, E., Vile sky, L. (2003), *Textile Science: an explanation of fiber properties (2 edition)*, New

Online Resources :

1. Manmade Fiber: <https://youtu.be/Nplhszsvj6y>
2. Synthetic Fiber Nylon: <https://youtu.be/Wzhvqe3movi>
3. Animal Fiber Silk: <https://youtu.be/X6mjzfhdygy>
4. Animal Fiber Wool: <https://youtu.be/Kdrsko1yr88>
5. Classification Of Fiber: <https://youtu.be/Uvcoio2qefg>
6. Methods Of Printing: <https://youtu.be/l9s-Zdufeo8>
7. Study Of Yarn: <https://youtu.be/-Fhgjuagzo>
8. Fabric Construction: <https://youtu.be/Upwklpca5w8>
9. Mechanical Finishes: <https://youtu.be/Vwkvkr1kpt8>
10. Chemical Finishes: <https://youtu.be/B6xaduge1w8>
11. Study Of Dyes: <https://youtu.be/6ortgd1mua4>

PART D : Assessment and Evaluation**Suggested Continuous Evaluation Methods:**

Maximum Marks: 50 Marks

Continuous Internal Assessment (CIA): 15 Marks

End Semester Exam (ESE): 35 Marks

Internal Assessment: Continuous Internal Assessment (CIA)	Internal Test / Quiz (2) -	10 & 10	Better marks out of the two tests/ Quiz + Obtained marks in Assignment shall be considered against 15 Marks .
	Assignment/Seminar+ Attendance -	05	
	Total Marks -	15	
End Semester Exam (ESE):	Laboratory / Field Skill Performance : on spot Assessment		
	A. Performed the task based on Lab work -	20 marks	
	B. Spotting based on tools & Technology (written) -	10 marks	
	C. Viva -voce (based on principle/ Technology) -	05 Marks	

Name and Signature of Convener & Members of CBOS

Dr. Mahiswar (Dr. Anita Singh) Dr. So Banerjee

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

Part A: Introduction			
Program : Bachelor in Home Science (Certificate / Diploma / Degree/Honors)		Semester : II	
		Session : 2024-25	
1	Course Code	HSSC – 05 T	
2	Course Title	Community Development	
3	Course Type	DSC– 05	
4	Pre-requisite(if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> To identify developmental approaches. To evaluate community development in India. To identify support structure and their functions. To interpretate developmental programs at various stages. To recognize process of analysis of social satisfaction. 	
6	Credit Value	3 C	<i>1 Credit = 15 Hours - learning & Observation</i>
7	Total Marks	Max. Marks: 100	Min Passing Marks : 40

PART B: Content of the Course		
Total No. of Teaching – learning Periods (1 hour per period : 45Period (45 hours)		
Unit	Topics (Course Contents)	No. of Period
I	<p>Development: Definitions, types - large scale and centrally planned and small scale and locally planned, Community Development in India, Evolution of community development programs in India since Independence.</p> <p>Historical Perspective of development approaches : The Capitalistic approaches, The Welfare approach, The Gandhian approach, The Modernization approach, The Institutional and social justice approach.</p>	12
II	<p>Support structures and their Functions : Central Social Welfare Board, State Social Welfare Board, National Level Voluntary Agencies such as CAPART, KVIC, Elected Panchayats, Community Development Program Approaches: Multi-purpose, Target group, Growth centered.</p> <p>Home Science and Community Development: Scope of Home Science Extension for meaningful participation in community development in India.</p>	11
III	<p>Analysis of Social Relations of Groups Social Stratification -Caste System (Micro/Macro): Differential ranking of groups as superior and inferior caste-groups; changes that have taken place/expected; abolition of un-touch ability, inter-caste collaboration, fusion of sub-castes; impact of reservations; social inequalities –extent of Acceptance or opposition, Role of audio visual aids in community development.</p>	11

IV	<p>Poverty Analysis: (Micro/Macro) causes of poverty and The number and proportion of poor (in general and with reference to gender in particular), health facilities, clothing and housing facilities, education facilities. Unemployment pattern and indebtedness; causes of poverty and inequalities; programs for poverty alleviation. Poverty line.</p> <p>Analysis of Social Relation to Environment (Micro/Macro) : Customs, mores, rules, regulations that are eco-friendly and that are not eco- friendly, Approaches and methods of socio-economic analysis- Rapid rural appraisal, Participatory rural appraisal, Survey, Case studies, observation, Participant observation</p>	11
<p>Keywords:- Gandhian and capitalistic approach, Support structures, Approaches for community development, Castsystems (Micro and Macro), Poverty analysis</p>		

<p>PART C:</p> <p>Learning Resources : Text Books. Reference Books, Other Resources</p> <p><i>Text books Recommended –</i></p> <ol style="list-style-type: none"> 1. An introduction to community development – Yashwant G. Mahajan 1st Edition, Current Publication. 2. Community organization and development – an Indian perspective- Asha Ramagonda Patil, 1st Edition, PHI Learning. 3. Community organization and social work- sheeba joshep, Vishnu Das, 2016 Edition, Discovery Publishing. 4. Development Communication- Uma Narula, Revised Edition, Har-Anand Publication. 5. Classes in India Today , Desrochers, John 1984 Editions, Centre for Social Action. 6. Culture, Religion and Development, Dietrich, Gabriele 1978 Edition, Centre for Social Action. 7. A Study of Rural Economics - Systems Approach , Desai, Vasant 1990 Edition, Himalaya Publishing House. 8. cognitions learning course no-25 SWAYAM Portal based course. 9. Information and Communication technology- Dr. Aprajita Bhatt SWAYAM portal course based. <p>Online Resources :-</p> <ul style="list-style-type: none"> • Poverty Analysis :- https://www.youtube.com/results?search_query=Poverty+Analysis • https://alison.com/tag/community-development • https://www.youtube.com/watch?v=qVOTQMrElh8 • https://testbook.com/ias-preparation/community-development-programme#:~:text=The%20programmes%20aim%20to%20bring,needs%20in%20a%20sustainable%20manner. 	
--	--

<p>PART D: Assessment and Evaluation</p> <p>Suggested Continuous Evaluation Methods:</p> <p>Maximum Marks: 100 marks</p> <p>Continuous Comprehensive Evaluation(CCE): 30 Marks</p> <p>Semester End Exam (SEE): 70 Marks</p>		
<p>Internal Assessment:</p> <p>Continuous Internal Assessment (CIA)</p>	<p>Internal Test / Quiz(2) –20+20</p> <p>Assignment/Seminar – 10</p> <p>Total Marks–30</p>	<p>Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks</p>
<p>End Semester Exam (ESE):</p>	<p>Two section – A & B</p> <p>Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks</p> <p>Section B: Descriptive answer type qts..1 out of 2 from each unit-4x10=40 Marks</p>	

Signature of Convener and Members (CRoS)



FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science (Certificate Level)		Semester : II	Session : 2024-25
1	Course Code	HSSC – 5 P	
2	Course Title	LAB 5: Community Development	
3	Course Type	DSC	
4	Pre-requisite (if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To understand developmental approaches for Indian community. • To develop skill regarding community survey and analysis. • To develop skill regarding impact full community dialogs. • To understand demonstration technique for community. • To organize group activities for community. 	
6	Credit Value	1 C	1 Credit = 30 Hrs Laboratory/ Field Learning/ Training
7	Total Marks	Max. Marks: 50	Min Passing Marks : 20

PART B: Content of the Course		No. of Periods.
Total No. of Learning- Training/ Performance Periods : 30 Periods (30 Hours)		
Module	Topics (Course Contents)	
Lab/ Field Training/ Experiment Contents of Course	Field Experience in Villagers / Urban Slums <ol style="list-style-type: none"> 1. Practical use of RRA / PRA Methods 2. Reporting on Socio-economic analysis of the rural / urban community 3. To select, Plan, preparation. & use of different-audio visual aids. i.e. Chart- Educational, Tree Chart, Flow. 4. Chart, Suspense Chart. 5. Posters, Cartoons, Pamphlets, Puppets. 6. Project/ Field Work- Organic farming reuse of waste material, paper bags making, use of eco Friendly material. 7. Organizing group. 8. Demonstration 	30
Key words	PRA/ RRA methods, Suspense Chart, Demonstration, Group Organization	

PART C:

Learning Resources: Text Books. Reference Books, Other Resources

Text Books Recommended :

1. An introduction to community development – Yashwant G. Mahajan 1st Edition, Current Publication.
2. Community organization and development – an Indian perspective- Asha Ramagonda Patil, 1st Edition, PHI Learning.
3. Community organization and social work- sheeba joshep, Vishnu Das, 2016 Edition, Discovery Publishing.
4. Development Communication- Uma Narula, Revised Edition, Har-Anand Publication.
5. Classes in India Today , Desrochers, John 1984 Editions, Centre for Social Action.
6. Culture, Religion and Development, Dietrich, Gabriele 1978 Edition, Centre for Social Action.
7. A Study of Rural Economics - Systems Approach , Desai, Vasant 1990 Edition, Himalaya Publishing House.
8. cognitions learning course no-25 SWAYAM Portal based course.
9. Information and Communication technology- Dr. Aprajita Bhatt SWAYAM portal course based.

Online Resources :

- Flow Chart :- https://www.youtube.com/results?search_query=process+flow+chart
- Poster, Pamplate, Cartoon
https://www.youtube.com/results?search_query=Poster%2C+Cartoon+and+pamplate
- <https://alison.com/tag/community-development>
- <https://www.youtube.com/watch?v=qVOTQMrElh8>
- <https://testbook.com/ias-preparation/community-development-programme#:~:text=The%20programmes%20aim%20to%20bring,needs%20in%20a%20sustainable%20manner.>

PART D :Assessment and Evaluation

Suggested Continuous Evaluation Methods:

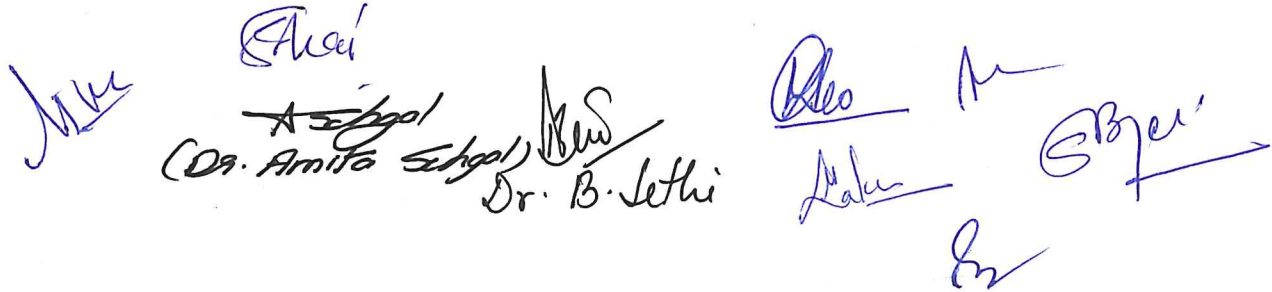
Maximum Marks: 50 Marks

Continuous Internal Assessment (CIA): 15 Marks

End Semester Exam(ESE): 35 Marks

Internal Assessment: Continuous Comprehensive Evaluation(CCE)	Internal Test / Quiz Marks -10 & 10 Assignment/Seminar + Attendance - 05 Total Marks -15	Average of the obtained marks in best two and Assignment shall be Considered against...15 Marks
End Semester Exam (ESE):	Laboratory / Field Skill Performance : on spot Assessment A. Performed the task based on learned skill -20 marks B. Spotting based on tools- 10 marks C. Viva –voce (based on principle/ Technology) -05 Marks	

Name and Signature of Convener & Members of BOS



 (Dr. Armita Singh)

 Dr. B. Sethi

 [Other signatures: Anur, Laksh, Bhanu]

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction		
Program: Bachelor in Home Science (Certificate / Diploma / Degree/Honors)		Semester : II
Session: 2024-25		
1	Course Code	HSSC – 06T
2	Course Title	Personal Empowerment and Computer Basics
3	Course Type	DSC
4	Pre-requisite(if any)	<i>As per Program</i>
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To identify personal growth and development. • To analyze Women empowerment. • To evaluate Home science as empowerment tool. • To assess Computer fundamentals. • To recognize Various Operating Systems.
6	Credit Value	3 C <i>1 Credit = 15 Hours - learning & Observation</i>
7	Total Marks	Max. Marks: 100 Min Passing Marks : 40

PART B: Content of the Course		
Total No. of Teaching – learning Periods (01 hr per period) : 45 Period (45 hours)		
Unit	Topics (Course Contents)	No. of Period
I	Personal Growth and Personality Development (Through exercises, role play, discussions): The challenge: understanding and managing oneself, being aware of one's strengths and weaknesses. Personality Development: Factors and influences: emotional and motivational aspects; assertion vs. aggression, Peer pressures: Issues and management; group conformity and individualism as co-existing aspects, Conflicts and stresses, simple coping strategies.	12
II	Empowerment of Women: Women and Development: The personal, familial, societal and national perspectives, Capacity building for women: Education, decision-making abilities and opportunities, awareness and information on legal and political issues, Women's organizations and collective strength : Women's action groups, women's participation in development initiatives.	11
III	Home Science Education as Empowerment: The interdisciplinary of Home Science Education, The role of Home Science Education for personal growth and professional development, Home Science as holistic education with integration of goals for persons, enhancement and community development. Some Significant Contemporary Issues of Concern: Gender issues: inequities and discriminations, biases and stereotypes; myths and facts, AIDS: Awareness and educations	11
IV	Computer Fundamentals: Overview about computers, Components of a computer, Input/output devices, Secondary storage devices, Representation of Data : Files, Records, Files, File organization and access, Introduction to Operating Systems.	11
Keywords: - Personality development, Role play, Discussions, women empowerment, home science education, Fundamentals of computers.		

Bachelor in Home Science (FYUP)



Part C:**Learning Resources : Text Books. Reference Books, Other Resources****Text books Recommended –**

1. Women resources & national development – Chandashekhar,
2. Career management, A new challenge vol:1- Bhattacharya
3. India Youth- process of socialization- Gove M.S. 3rd Edition, Vishwa Yuva Kendra
4. Computer fundamental- Pradeep K Sinha, 8th edition, BPB Publication.
5. Basic computer course- Changeriya, 3rd Edition, Chetan Prakashan
6. Computer basics- Gourav Agrawal, 2nd Edition, Digital Munim ji.
7. Women's Resource and National Development - A Perspective, 1992 Edition, Gaurav Publishing House.
8. Fundamentals of Teaching Home Science - Chandra A.A. Shah and U. Joshi, 1989 Edition, Sterling Publishers Pvt Ltd.
9. Understanding Psychology - Feldman, R. 1987 Edition, McGraw Hill Co.
10. SWAYAM portal course based Information and Communication technology- Dr. Aprajita Bhatt.






Online Resource:

- Women Empowerment : https://www.youtube.com/results?search_query=women+empowerment
- <https://www.youtube.com/watch?v=y2kg3MOK1sY>
- <https://edu.gcfglobal.org/en/computerbasics/>
- <https://www.udemy.com/course/the-complete-basic-computer-course-master-using-computer/>

PART D: Assessment and Evaluation**Suggested Continuous Evaluation Methods:****Maximum Marks: 100 marks****Continuous Comprehensive Evaluation(CCE): 30 Marks****Semester End Exam (SEE): 70 Marks**

Internal Assessment: Continuous Internal Assessment (CIA)	Internal Test / Quiz(2) –20+20 Assignment/Seminar – 10 Total Marks– 30	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10=40 Marks	

Signature of Convener and Members (CBoS):








 A. Singh
 CDS. Amrita Singh
 Dr. B. Setli
 S. Singh

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science <i>(Certificate / Diploma / Degree/Honors)</i>		Semester : II	Session: 2024-25
1	Course Code	HSSC – 06P	
2	Course Title	Personal Empowerment and Computer Basics <i>(Practical)</i>	
3	Course Type	DSC	
4	Pre-requisite (if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To acquaints with knowledge of structure of computer. • To understand functioning of computer with different operating systems. • To apply internet and its utilities • To explore MS Excel for calculations and graphical presentation. • To identify Various Operating Systems with latest configuration. 	
6	Credit Value	1 C	<i>1 Credit = 30 Hrs Laboratory/ Field Learning /Training</i>
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20

Part B: Content of the Course		No. of Periods
Total No. of Teaching – learning / Performance Periods : 30 periods (30 hours)		
Module	Topics (Course Contents)	
Lab/ Field Training/ Experiment contents of the course	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a. Introduction b. Exploring the Desktop c. Running multiple programs d. Accessories e. Control Panel f. Managing Documents and Folders 2. MS Word <ol style="list-style-type: none"> a. Starting MS-WORD b. Creating and Formatting a document c. Changing Fonts and Point Size d. Table Creation and operations e. Autocorrect, Auto Text, Spell Check, Thesaurus f. Word Art, inserting objects g. Mail merge, letter, label, envelope h. Page set-up, Page preview i. Printing a document 3. MS-Excel <ol style="list-style-type: none"> a. Starting Excel b. Work Sheet, Cell, Inserting Data into Rows/Columns c. Alignment, Text-wrapping 	30

	<ul style="list-style-type: none"> d. Sorting data, Auto sum e. Use of functions, referencing formula cells in other formulae f. Naming cells and ranges, Goal seek g. Generating graphs h. integrating Worksheet, data and charts with WORD i. Creating Hyperlink to a WORD document j. Page set-up, Print Preview, Printing Worksheets. <p>4 Internet</p> <ul style="list-style-type: none"> a. Genesis and use of Internet b. Software and hardware equipments for Internet c. Accessing the Internet, Web Page, Using a Search Engine, Accessing the Internet from MS-Office applications <p>5 Project- Write on any relevant topic using computer skills- Graph, Calculation</p>	
Key words	Operating System, Internet, web page, hyper link , work sheet	








PART C:**Learning Resources : Text Books. Reference Books, Other Resources****Text Books Recommended :**

1. Women resources & national development – Chandashekhar,
2. Career management, A new challenge vol:1- Bhattacharya.
3. India Youth- process of socialization- Gove M.S. 3rd Edition, Vishwa Yuva Kendra.
4. Computer fundamental- Pradeep K Sinha, 8th edition, BPB Publication.
5. Basic computer course- Changeriya, 3rd Edition, Chetan Prakashan.
6. Computer basics- Gourav Agrawal, 2nd Edition, Digital Munim ji.
7. Women's Resource and National Development - A Perspective, 1992 Edition, Gaurav Publishing House.
8. Fundamentals of Teaching Home Science - Chandra A.A. Shah and U. Joshi, 1989 Edition, Sterling Publishers Pvt Ltd.
9. Understanding Psychology - Feldman, R. 1987 Edition, McGraw Hill Co.
10. SWAYAM portal course based Information and Communication technology- Dr. Aprajita Bhatt.

Online Resource:

- MS Word
https://www.youtube.com/results?search_query=MS+Word
- MS Excel
https://www.youtube.com/results?search_query=MS+Excel
- Internet : https://www.youtube.com/results?search_query=Internet
- <https://www.udemy.com/course/the-complete-basic-computer-course-master-using-computer/>
- <https://www.linkedin.com/pulse/empowering-digital-age-importance-computer-literacy-shirish-raj>

PART D :Assessment and Evaluation**Suggested Continuous Evaluation Methods:****Maximum Marks: 50 Marks****Continuous Internal Assessment (CIA): 15 Marks****End Semester Exam(ESE): 35 Marks**

Internal Assessment: Continuous Comprehensive Evaluation(CCE)	Internal Test / Quiz Marks -10 & 10 Assignment/Seminar + Attendance - 05 Total Marks -15	Average of the obtained marks in best two and Assignment shall be Considered against...15 Marks
End Semester Exam (ESE):	Laboratory / Field Skill Performance : on spot Assessment A. Performed the task based on learned skill -20 marks B. Spotting based on tools- 10 marks C. Viva –voce (based on principle/ Technology) -05 Marks	

Signature of Convener and Members (CBoS):



 A. Singh
 (Dr. Amito Singh)
 Dr. B. Sethi
 Mrs. Manita R. Deo
 R. Deo
 R. Deo
 R. Deo

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science (Diploma / Degree/Honors)		Semester : III	
Session: 2024-25			
1	Course Code	HSSC – 07T	
2	Course Title	Nutritional Management in Health & Diseases	
3	Course Type	DSC	
4	Pre-requisite(if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To analyze Importance of Meal Planning. • To identify Factors affecting nutritional requirements. • To calculate Normal nutrition. • To classify Medical nutritional therapy in various diseases. • To recognize Conversion of Normal Diet to Disease Specific Diet. 	
6	Credit Value	3 C	<i>1 Credit = 15 Hours - learning & Observation</i>
7	Total Marks	Max. Marks: 100	Min Passing Marks : 40

PART B: Content of the Course		
Total No. of Teaching – learning Periods (01 hr per period) : 45Period (45 hours)		
Unit	Topics (Course Contents)	No. of Period
I	<p>Definition of Health & Nutrition: Dimensions of Health (Physical, Psychological, emotional& Spiritual).</p> <p>Concept of nutritionally adequate diet and meal planning: Importance of meal planning, Factors affecting meal planning- Nutritional, Socio-cultural, Religious, Geographic, Economic Availability of time.</p>	12
II	<p>Steps involved in planning a diet: RDA, Food list-using ICMR tables, using cooked food exchange list, Making Menu, The Food Guide-four food group plan of ICMR, Food Pyramid, and General Dietary Guidelines suggested by ICMR, Planning of balance diet-food composition tables, principles of planning diets, Planning diets for institutions.</p> <p>Nutrition through the life cycle: (At different activity and Social economic levels) requirements, nutritional problems, food selection. Adulthood, Pregnancy, Lactation, Pre-School, Adolescence.</p>	11

III	Principles of diet therapy: Modification of normal diet for therapeutic purposes, full diet, soft diet, Fluid diet, Bland diet, Energy modification and Nutrition for weight management-Identifying the overweight and obese, etiological factors contributing to Obesity. Prevention & treatment, low energy diets, Underweight –etiology and assessment.	11
IV	Etiology: Symptoms & diet management of the following -Diarrhea, Constipation, Peptic ulcer, Jaundice, Viral Hepatitis, Cirrhosis. Diet in disease of the endocrine: Pancreas-Diabetes mellitus-classification, symptoms, diagnosis, Dietary care & Nutritional, management of diabetes mellitus. Insulin therapy, Oral Hypoglycemic agents, Juvenile Diabetes. Diseases of the Cardio Vascular system: Atherosclerosis Etiology & Risk Factor, Hypertension-Etiology, prevalence Nutritional management & prevention, Renal diseases –Nephritis, Nephrosis - Causes, Symptoms & Dietary management	11
Keywords: - Health & Nutrition, Concept of nutritionally adequate diet and meal planning, Steps involved in planning a diet, Nutrition through the life cycle, Principles of diet therapy, Etiology, Pancreas, Cardio- Vascular system.		

E. Jha
A. Singh
S. Chaur
Dr. B. Sethi
R. Singh
S. Singh
A. Singh

PART C:

Learning Resources : Text Books. Reference Books, Other Resources

Text books Recommended –

1. आहार एवं पोषण– डॉ. वृन्दा सिंह, Hindi edition, Panchsheel Publishers.
2. Dietetics - B. Shrilaxmi ,8th edition, new age international publishers.
3. Human Nutrition and Dietetics- Passmore,8th edition, Livingstone Publishers.
4. Normal and Therapeutic Nutrition- Robinson,17th edition, Mac Millan publishing Company.
5. Food, Nutrition and Diet Therapy- Krause, 11th edition, Saunders Publishers.
6. Nutrition and Diet Therapy- Williams,4th edition, C.V.Mosby Co. Publishers.
7. Modern Nutrition in Health and Disease- Shils, M.E. Olson,8th edition, Lea and Febigera Waverly Company Publishers.

Online Resources:

- Balance Diet-
 1. https://www.google.com/search?q=balanced+diet&rlz=1C1JJTC_enIN950IN950&oq=Balance&aqs=chrome.
 2. <https://iamherbalifenutrition.com/nutrition-facts/balanced-diet-daily-nutrition/>
- Principles of diet therapy-
 1. https://www.google.com/search?q=principles+of+diet+therapy&rlz=1C1JJTC_enIN950IN950&oq=principle+of+diet+&aqs=chrome.2.69i57j0i10i9.15376j0i15&sourceid=chrome&ie=UTF-8
 2. <https://www.youtube.com/watch?v=OVM97v-Ysmw>
 3. https://onlinecourses.swayam2.ac.in/cec21_hs09/preview
- Food Pyramid-
 1. https://www.google.com/search?q=food+pyramid&rlz=1C1JJTC_enIN950IN950&oq=food+p&aqs=chrome.3.69i57j35i39j0i67j0i433i51
 2. https://www.youtube.com/watch?v=ZajKRG_asfs
- Diet for cirrhosis-
 1. https://www.google.com/search?q=diet+of+cirrhosis&rlz=1C1JJTC_enIN950IN950&oq=diet+of+chrrsis&aqs=chrome.1
 2. <https://www.medtalks.in/articles/nutrition-and-prognosis-of-liver-diseases>
- Diseases of the Cardio Vascular system-
 1. <https://www.google.com/search?q=disease+and+diet+of+cardiovascular+system&rlz=1C1JJTC>
 2. <https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/heart-disease-and-food>

PART D:Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks:	100 marks
Continuous Comprehensive Evaluation(CCE):	30 Marks
Semester End Exam (SEE):	70 Marks

Internal Assessment:	Internal Test / Quiz(2) –20+20	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar – 10 Total Marks– 30	

End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks Section B: Descriptive answer type qts.,1 out of 2 from each unit-4x10=40 Marks
---------------------------------	---

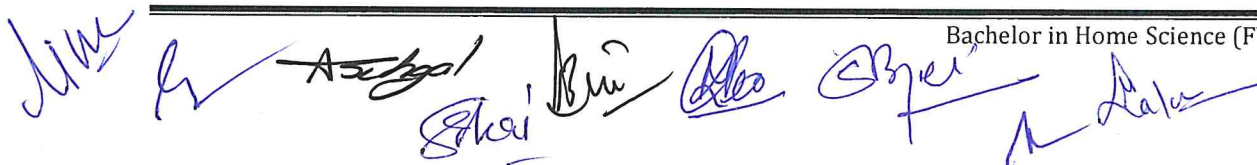
Name and Signature of Convener & Members of BOS

Bachelor in Home Science (FYUP)

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science (Diploma / Degree/Honors)		Semester : III	
		Session:2024-25	
1	Course Code	HSSC – 7P	
2	Course Title	Nutritional Management in Health & Diseases (<i>Practical</i>)	
3	Course Type	DSC	
4	Pre-requisite (if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To understand Importance of Meal Planning • To understand Factors affecting nutritional requirements in diseased condition • To understand medical nutrition therapy. • To understand conversion of normal diet to therapeutic diet. • To understand curtailing/supplementing specific nutrient in any disease. 	
6	Credit Value	1 C	<i>1 Credit = 30 Hrs Laboratory or Field Learning / Training</i>
7	Total Marks	Max. Marks: 50	Min Passing Marks : 20

PART B: Content of the Course		No. of Periods
Total No. of Teaching – learning/ Performane Periods : 30 Periods (30 Hours)		
Module	Topics (Course Contents)	
Lab / Field Traing/ Experiment Contents of Course	Planning- Preparation of Normal and Therapeutic diet in relation to special and nutrient requirements (Any 10) <ol style="list-style-type: none"> 1 Adult 2 Pregnancy 3 Lactation 4 Constipation 5 Diarrhea 6 Obesity 7 Underweight 8 Peptic Ulcer 9 Jaundice 10 Viral Hepatitis 11 Cirrhosis 12 Acute Glomerulonephritis 13 Chronic Glomerulonephritis 14 Diabetes mellitus (using food exchange list) 	30



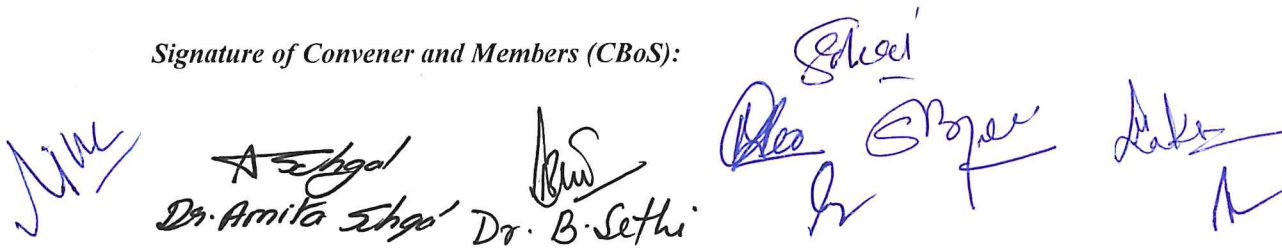
	(i) With Insulin (ii) Without insulin 15 Hypertension (Atherosclerosis) 16 Anemia 17 Visit to Dietetics Dept of Hospitals. 18 Workshops / Project- Menu planning on normal & therapeutic modification of Diet	
Key words	Normal to Therapeutic Diet, Medical Nutrition Therapy , Cardiac Disease, Renal Disease, Liver Disease	

A. Singh *Shweta* *Aleo* *S. Singh* *M* *A* *Shweta*

PART C:
Learning Resources: Text Books, Reference Books, Other Resources
Text Books Recommended :
<ol style="list-style-type: none"> 1. आहार एवं पोषण- डॉ. वृन्दा सिंह, Hindi edition, Panchsheel Publishers. 2. Dietetics - B. Shrilaxmi ,8th edition, new age international publishers. 3. Human Nutrition and Dietetics- Passmore,8th edition, Livingstone Publishers. 4. Normal and Therapeutic Nutrition- Robinson,17th edition, MacMillan publishing Company, 5. Food, Nutrition and Diet Therapy- Krause, 11th edition, Saunders Publishers. 6. Nutrition and Diet Therapy- Williams,4th edition, C.V.Mosby Co. Publishers. 7. Modern Nutrition in Health and Disease- Shils, M.E. Olson,8th edition, Lea and Febigera Waverly Company Publishers.
Online Resources:
<ul style="list-style-type: none"> • Diet for Adult- https://www.google.com/search?q=diet+for+adults&rlz=1C1JJTC_enIN950IN950&oq=diet+for+adult&aqs=chrome. • Diet for pregnancy- https://www.google.com/search?q=diet+for+pregnant+women&rlz=1C1JJTC_enIN950IN950&sxsrf=ALiCzsbC • Diet for Atherosclerosis- https://www.google.com/search?q=diet+for+atherosclerosis&rlz=1C1JJTC_enIN950IN950&sxsrf=ALiCzsZ6XyYHi7Q- • Diet for diabetes mellitus- https://www.google.com/search?q=diet+for+diabetes+mellitus&rlz=1C1JJTC_enIN950IN950&sxsrf=ALiCzsZFJ52m3efDHrTUHum0TTnmp7Ctg

PART D :Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:	50 Marks	
Continuous Internal Assessment (CIA):	15 Marks	
End Semester Exam(ESE):	35 Marks	
Internal Assessment:	Internal Test / Quiz (2) - 10 & 10	Better marks out of the two tests/ Quiz + Obtained marks in Assignment shall be considered against 15 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar+ Attendance - 05	
	Total Marks - 15	
End Semester Exam(ESE):	Laboratory / Field Skill Performance : on spot Assessment	
	A.Performed the task based on Lab work -	20 marks
	B.Spotting based on tools & Technology (written) -	10 marks
	C.Viva –voce (based on principle/ Technology) -	05 Marks

Signature of Convener and Members (CBoS):



40

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction		
Program: Bachelor in Home Science (Diploma / Degree/Honors)		Semester : III
		Session: 2024-25
1	Course Code	HSSC – 08T
2	Course Title	FUNDAMENTALS OF CLOTHING CONSTRUCTION
3	Course Type	DSC
4	Pre-requisite(if any)	As per Program
5	Course Learning Outcomes (CLO)	<p>A successful completion of this course will enable students to -</p> <ul style="list-style-type: none"> • Understand basic principles of clothing construction. • Comprehend the importance and function of clothes. • Identify the common fabrics used for clothing construction • Utilize design components in garment construction • Gain an insight of various sewing machines and other sewing equipment's available in the market, their functioning & common problems faced while usage. • Understand various garment construction process. • Co-ordinates fabrics, patterns and supportivematerials Construct the garment
6	Credit Value	3 C 1 Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100 Min Passing Marks : 40

PART B: Content of the Course		
Total No. of Teaching – learning Periods (01 hr per period) : 45 Period (45 hours)		
Unit	Topics (Course Contents)	No. of Period
1	History and Origin of Clothing Use of clothing among primitive people Functions and theories of clothing Basic elements of design Basic principles of design	12
2	Sewing Machines: Types, function and maintenance of sewing machine. Common problems and its remedies. Tools and equipment used for clothing construction, Measuring tool, Drafting tool Marking tool, Cutting tool Stitching tool, Pressing tool	11
3	General principles of tailoring Size charts: Importance and use of size charts Taking body measurements. Fullness: Darts, tucks, pleats, gathers, shirring and frills.	11
4	Introduction to Garment detailing for Necklines, Collars, Pockets, Seams Sleeves, yoke and plackets.	11
Keywords: Clothing history, Elements of arts and design, Sewing machine, Problems and remedies, Equipment and supplies used in clothing construction, Fullness in garment, Garment detailing.		

Bachelor in Home Science (FYUP)

PART C :

Learning Resources : Text Books, Reference Books, Other Resources

Text books Recommended –

- Armstrong, Pearson. (1995), Patternmaking for Fashion Design, Fairchild Publication, New York 1995 (Indian Ed.)
- Cream, Penelope., (1996), The Complete Book of Sewing- A Practical Step by Step Guide to Sewing Techniques, DK Publishing Book, New York,
- Dorothy Wood, the practical encyclopaedia of sewing, Annees publishing Ltd, London.
- Holman, Gillian. (1997), Pattern Cutting Made Easy, BSP.
- Janace E. Bubonia. (2012), Apparel production terms and processes, Fairchild Books, New York.
- Kallal, Mary Jo, (1985), Clothing Construction, McMillan Publishing Company, New York.
- Norma Hollen, Jane Saddler, Anna L. Langford & Sara, J., (1988) Textiles 6th ed., Macmillan Publication, New York
- Readers, Digest, Complete Guide to Sewing, The Reader's Digest Associations (Canada) Ltd. Montreal, Pleasantville, New York.
- Thomas, A., (1986), the Art of Sewing UBSPD Publishers Distributors Ltd. New Delhi.

E-learning Resources:

- Elements Of Art: <https://youtu.be/Pi4I06ehct8>
- Principles Of Design: <https://youtu.be/N3eoavsansc>
- Fullness In Garment: <https://youtu.be/H5g0xu3lymk>
- Seam And Seam Finishes: <https://youtu.be/Sipy6fkexoo>
- Necklines, Sleeves, Collars, Yolk & Pockets: <https://youtu.be/Znlggk416rm>
- Placket Opening And Fasteners: <https://youtu.be/Su1ldyvtzng>
- General Principles Of Tailoring: https://youtu.be/Raxqjmnfw_K

PART D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 marks

Continuous Internal Assessment (CIA): 30 Marks

Semester End Exam (SEE): 70 Marks

Internal Assessment:	Internal Test / Quiz(2) – 20+20	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar – 10 Total Marks – 30	
End Semester Exam (ESE):	Two section – A & B	
	Section A: Q1. Objective – 10 x 1 = 10 Mark; Q2. Short answer type- 5 x 4 = 20 Marks Section B: Descriptive answer type qts., 1 out of 2 from each unit- 4 x 10 = 40 Marks	

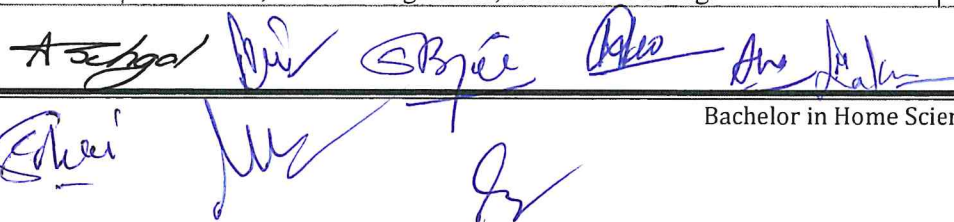
Name and Signature of Convener & Members of CBOS

Convener: Amito Sehgal
 Members: Dr. So Baueyee, Mrs. Manita K Poo, Smt. Hemlata, S. Shree (S. Shree), S. Mahiswar, Au, Sr

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction		
Program: Bachelor in Home Science (Diploma / Degree/Honors)		Semester : III
		Session: 2024-25
1	Course Code	HSSC – 08P
2	Course Title	FUNDAMENTALS OF CLOTHING CONSTRUCTION (PRACTICAL)
3	Course Type	DSC
4	Pre-requisite (if any)	<i>As per Program</i>
5	Course Learning Outcomes (CLO)	<p>A successful completion of this course will enable students to -</p> <ul style="list-style-type: none"> • Understand basic principles of clothing construction. • Comprehend the importance and function of clothes. • Identify the common fabrics used for clothing construction • Utilized design components in garment construction • Gain an insight of various sewing machines and other sewing equipment's available in the market, their functioning & common problems faced while usage. • Understands various garment construction process. • Co-ordinates fabrics, patterns and supportivematerials Construct the garment.
6	Credit Value	1 C <i>1 Credit = 30 Hrs Laboratory/ Field learning/ Training</i>
7	Total Marks	Max. Marks: 50 Min Passing Marks : 20

PART B: Content of the Course		No. of Periods
Total No. of Teaching – learning / Performance Periods : 30 periods (30 hours)		
Module	Topics (Course Contents)	
<i>Laboratory/ Field learning/ Training</i>	<ol style="list-style-type: none"> 1. Preparing sample of: Neckline, sleeve, collar, yolk 2. Seams- plain seams and decorative seams 3. Fullness - <ol style="list-style-type: none"> a. Darts b. Tucks c. Pleats d. Gathers e. Shirring f. Ruffles and frills 4. Introduction to drafting method and stitching of the following garments : Frock / Petticoat/ Blouse / Kurta / Salwar <ol style="list-style-type: none"> a. Drafting on paper b. Transferring pattern on fabric c. Fabric cutting d. Stitching 	30
Key words	Clothing history, Elements of arts and design, Sewing machine, Problems and remedies, Equipment and supplies used in clothing construction, Fullness in garment, Garment detailing.	



PART C:**Learning Resources: Text Books, Reference Books, Other Resources****Text Book Recommended:**

- Armstrong, Pearson. (1995), Patternmaking for Fashion Design, Fairchild Publication, New York 1995 (Indian Ed.)
- Cream, Penelope., (1996), The Complete Book of Sewing - A Practical Step by Step Guide to Sewing Techniques, DK Publishing Book, New York,
- Dorothy Wood, the practical encyclopaedia of sewing, Anneess publishing Ltd, London.
- Holman, Gillian. (1997), Pattern Cutting Made Easy, BSP.
- Janace E. Bubonia. (2012), Apparel production terms and processes, Fairchild Books, New York.
- Kallal, Mary Jo. (1985), Clothing Construction, McMillan Publishing Company, New York.
- Norma Hollen, Jane Saddler, Anna L. Langford & Sara, J., (1988) Textiles 6th ed., Macmillan Publication, New York

Other Resources:


- Elements Of Art: <https://youtu.be/Pi4l06ehct8>
- Principles Of Design: <https://youtu.be/N3eoavsansc>
- Fullness In Garment: <https://youtu.be/H5g0xu3lymk>
- Seam And Seam Finishes: <https://youtu.be/Sipy6fkexoo>
- Necklines, Sleeves, Collars, Yolk & Pockets: <https://youtu.be/Znlggk416rm>
- Placket Opening And Fastners: <https://youtu.be/Su1ldyvtzng>
- General Principles Of Tailoring: <https://youtu.be/Raxqjmnfw> K


PART D : Assessment and Evaluation**Suggested Continuous Evaluation Methods:****Maximum Marks:** 50 Marks**Continuous Internal Assessment (CIA):** 15 Marks**End Semester Exam (ESE):** 35 Marks


Internal Assessment:	Internal Test / Quiz (2) -	10 & 10	Better marks out of the two tests/ Quiz + Obtained marks in Assignment shall be considered against 15 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar+ Attendance -	05	
	Total Marks -	15	


End Semester Exam (ESE):	Laboratory / Field Skill Performance : on spot Assessment
	A. Performed the task based on Lab work - 20 marks
	B. Spotting based on tools & Technology (written) - 10 marks
	C. Viva -voce (based on principle/ Technology) - 05 Marks


Name and Signature of Convener & Members of CBOS



 Dr. B. Setlu



 Dr. S. Banerjee



 Dr. Anil
 Conv. Member


 Dr. Anshu
 Conv. Member


 Mrs. Mantra R Deo


 Dr. S. Shree

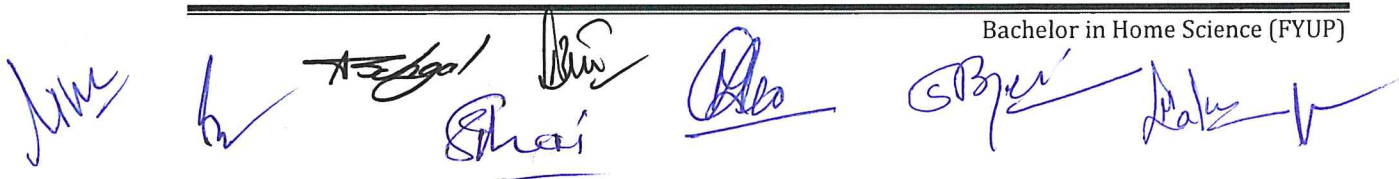

 S. Mahiswar


 Dr. J

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science (Diploma / Degree/Honors)		Semster : III	
		Session : 2024-25	
1	Course Code	HSSC – 09 T	
2	Course Title	Human Physiology & Community Nutrition	
3	Course Type	DSC	
4	Pre-requisite(if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To learn Basic knowledge of Human anatomy. • To understand physiology of various system in human body. • To assess basic concept of community nutrition. • To identify various nutrition deficiency diseases prevalent in Indian community. • To evaluate various prophylaxis programs run by govt. 	
6	Credit Value	3 C	1 Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks : 40

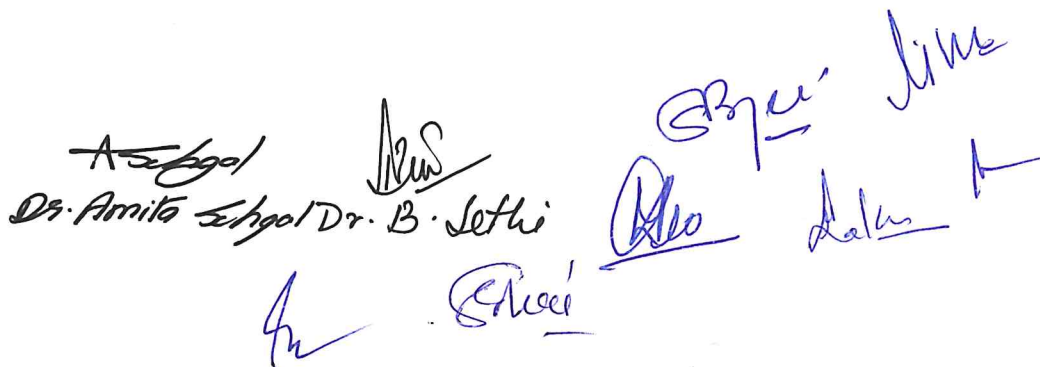
PART B: Content of the Course		
Total No. of Teaching – learning Periods (01 hour per period) : 45Period (45 hours)		
Unit	Topics (Course Contents)	No. of Period
I	An introduction of Physiology and Anatomy: Cell – Structure and functions of human cell, Tissues –Classification and structure, Cardio vascular System– Blood –Composition & Functions, Heart–Structure and Functions , Vessels–Structure and Functions of Artery, Veins and Capillaries.	12
II	Gastro intestinal System: Structure and Functions of various organs of the gastro intestinal tract, Digestion and absorption of food. Nervous System :Elementary Anatomy of Nervous System, Functions of different part of the brain and spinal card.	11
III	Excretory System: Structure and functions of kidney, bladder, formation of urine, Respiratory System:Structure of Lungs, Mechanism of respiration and its regulation, Transportation of Gases. Muscular-Skeletal System: Types of Muscles and its functions, Skeletal System–Types of Bones.	11
IV	Concept and Scope of Community Nutrition: Nutritional problems of the community & implications for public health .Common Problems in India – Causes (Nutritional and Non Nutritional Problems) Incidence of Nutritional problems, sigh, symptoms & Treatment. Protein-Energy Malnutrition(PEM), Prophylaxes - Program to Combat Nutritional Problems in India.	11
Keywords:- An introduction of Physiology and Anatomy, Gastro intestinal System, Excretory System, Musculo-Skeletal System, Concept and Scope of Community Nutrition.		



PART C:	
Learning Resources : Text Books, Reference Books, Other Resources	
Text books Recommended –	
<ol style="list-style-type: none"> 1. Concise Medical physiology- Chaudhuri, 1st edition, New Central Book Agency Publication. 2. Anatomy and physiology for nurses- Evilyn pears, 16th edition, Jaypee Brothers Publication. 3. Physiology- Sembulingam, 8th edition, Jaypee Brothers Publication. 4. Physiology – J.P. Agrawal, 2nd edition, Jaypee Brothers Publication. 5. Human Physiology- C.C. Chatterjee, 13th edition, CBS Publication. 6. Text book of Medical Physiology- Guyton, A.C. Hall, 2nd edition, Elsevier India Publication. 7. Fundamental of Medical Physiology- Harinder Singh, 2nd edition, Elsevier Publication. 	
Online Resources:	
<ul style="list-style-type: none"> • Cell- https://www.google.com/search?q=cell&rlz=1C1JJTC_enIN950IN950&oq=cell&aqs=chrome.. • Nervous System https://www.google.com/search?q=nervous+system&rlz=1C1JJTC_enIN950IN950&oq=Ner&aqs=c hrome. • Excretory System- https://www.google.com/search?q=excretory+system&rlz=1C1JJTC_enIN950IN950&oq=exc&aqs=chrome • https://resources.saylor.org/wwwresources/archived/site/wp-content/uploads/2010/11/Nutrition.pdf • https://johnsonbethel.uccs.edu/academics/hpnu 	

PART D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:	100 marks	
Continuous Comprehensive Evaluation(CCE):	30 Marks	
Semester End Exam (SEE):	70 Marks	
Internal Assessment:	Internal Test / Quiz(2) –20+20	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar – 10 Total Marks–30	
End Semester Exam (ESE):	Two section – A & B	
	Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10=40 Marks	

Name and Signature of Convener & Members of BOS



 Dr. Amrita Sehgal, Dr. B. Sethi, and other members of the BOS.

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science (Diploma / Degree/Honors)		Semester : III	
		Session: 2024-25	
1	Course Code	HSSC – 09P	
2	Course Title	Human Physiology & Community Nutrition (<i>Practical</i>)	
3	Course Type	DSC	
4	Pre-requisite (if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To learn Basic knowledge of Human anatomy. • To understand physiology of various system in human body. • To assess basic concept of community nutrition. • To identify various nutrition deficiency diseases prevalent in Indian community. • To evaluate various prophylaxis programs run by govt. 	
6	Credit Value	1 C	<i>1 Credit = 30 Hrs Laboratory/ Field learning/ Training</i>
7	Total Marks	Max. Marks: 50	Min Passing Marks 20

PART B: Content of the Course		No. of Periods
Total No. of Teaching – learning / Performance Periods : 30 periods (30 hours)		
Module	Topics (Course Contents)	
Lab/ Field Training/ Experiment contents of the course	<ol style="list-style-type: none"> 1. Recording pulse rate. 2. Measurement of Blood Pressure. 3. Preparation of temperature chart. 4. Study of Histological slides of different organs. 5. Visit to one Anganwadi centre and record the activities conducted by Anganwadi. 6. Testing of adulterants in common foods (any five). 7. Project-Making report of mid day meal program running at nearby school. 	30
Key Words	Recording pulse rate, Mesuring B P., Temperature Chart, Adulterents	

PART C:
Learning Resources : Text Books. Reference Books, Other Resources
<p>Text Books Recommended :</p> <ol style="list-style-type: none"> 1. Concise Medical physiology- Chaudhuri, 1st edition, New Central Book Agency Publication. 2. Anatomy and physiology for nurses- Evelyn Pears, 16th edition, Jaypee Brothers Publication. 3. Physiology- Sembulingam, 8th edition, Jaypee Brothers Publication. 4. Physiology – J.P. Agrawal, 2nd edition, Jaypee Brothers Publication. 5. Human Physiology- C.C. Chatterjee, 13th edition, CBS Publication. 6. Text book of Medical Physiology- Guyton, A.C. Hall, 2nd edition, Elsevier India Publication. 7. Fundamental of Medical Physiology- Harminder Singh, 2nd edition, Elsevier Publication
<p>Online Resources:</p> <ul style="list-style-type: none"> • Cell- https://www.google.com/search?q=cell&rlz=1C1JJTC_enIN950IN950&oq=cell&aqs=chrome.. • Nervous System https://www.google.com/search?q=nervous+system&rlz=1C1JJTC_enIN950IN950&oq=Ner&aqs=chrome. • Excretory System- https://www.google.com/search?q=excretory+system&rlz=1C1JJTC_enIN950IN950&oq=exc&aqs=chrome • https://resources.saylor.org/wwwresources/archived/site/wp-content/uploads/2010/11/Nutrition.pdf https://johnsonbethel.uccs.edu/academics/hpnu

PART D :Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:		50 Marks
Continuous Internal Assessment (CIA):		15 Marks
End Semester Exam(ESE):		35 Marks
Internal Assessment: Continuous Internal Assessment (CIA)	Internal Test / Quiz (2) - 10 & 10 Assignment/Seminar+ Attendance - 05 Total Marks - 15	Better marks out of the two tests/ Quiz + Obtained marks in Assignment shall be considered against 15 Marks
End Semester Exam(ESE):	Laboratory / Field Skill Performance : on spot Assessment A. Performed the task based on Lab work - 20 marks B. Spotting based on tools & Technology (written) - 10 marks C. Viva –voce (based on principle/ Technology) - 05 Marks	

Signature of Convener and Members (CBoS):

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science (Diploma / Degree/Honors)		Semester : IV	
		Session : 2024-25	
1	Course Code	HSSC – 10 T	
2	Course Title	Communication Process	
3	Course Type	DSC	
4	Pre-requisite (if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To learn Concept of developing communication skills. • To apply the process of communication. • To design soft skill development for proper communication. • To understand E-Learning for communication. • To classify various method to reach individual and mass. 	
6	Credit Value	3 C	<i>1 Credit = 15 Hours - learning & Observation</i>
7	Total Marks	Max. Marks: 100	Min Passing Marks : 40

PART B: Content of the Course		
Total No. of Teaching – learning Periods (01 he per period) : 45Period (45 hours)		
Unit	Topics (Course Contents)	No. of Period
I	<p>Concept of development communication: Meaning and importance of communication in development, The purpose of Communication.</p> <p>Communication Process: One-way and two-way or interactive communication, Gaps in communication or distortions in transmission of message and their Causes, Importance of two-way communication.</p>	12
II	<p>Methods of communication in Development : Methods to reach individual, Personal conference, Interviews, House visits, Exhibits, Group discussions, Role Plays, Demonstrations, Workshop, Camps, Public meetings, Radio announcements/programs.</p> <p>Posters, Videos, films Documentary, Television programs, Folk media, Songs, Stories.</p> <p>Street-theatre, Puppet play Print media, Posters Pamphlets, leaflets, Print Media, Audio/Visuals, Audio-Visual Media, Audio-tapes, radio broadcasts, Films-documentary, feature.</p>	11



III	Methods of communication : Soft skill Development & its effect on communication skills, Emotional Intelligence, Negotiation, Non-verbal communication, Resource fullness, Conflict Resolution, Adaptability, Work Ethic.	11
IV	Methods of Communication : “E-Learning”, Internet, Graphic Design, Cyber Security. Data Analysis, Digital & Social Media, Basic Programming & web Development.	11
Keywords:- development communication, Communication Process, Methods of communication in Development, Methods of communication - soft skill Development & its effect on communication skills, Methods of Communication – “E-Learning”.		

Asghar *Reza* *Shay* *Reza* *Lala*
Shadi *Amir* *Amir*

PART C:
Learning Resources : Text Books. Reference Books, Other Resources
Text books Recommended –
<ol style="list-style-type: none"> 1. Extension Education- Vrinda Singh, 2nd edition, Panchsheel Publication 2. Education and communication for development- O P Dhama, 2rd edition, oxford publication. 3. Extension Education & Communication- V K Dubey, 1st edition, New age International Publication. 4. Extension Communication & Management- G L Ray, 3rd edition, Kalyan Publication 5. A brief book on Extension Education- Shruti Madan Singh, 2nd edition, New Vishal Publication. 6. SWAYAM portal based course Information and Communication technology- Dr. Aprajita Bhatt 7. SWAYAM portal based course Home science- Extension and Communication management level-1 course no.43.
Online Resources:
<ul style="list-style-type: none"> • Method of Communication Development- https://www.google.com/search?q=methods+of+communication+process&rlz=1C1JJTC • Communication Process- https://www.google.com/search?q=communication+process&rlz=1C1JJTC_enIN950IN950&og=communication+proc&aqs=c • https://www.coursera.org/courses?query=communication%20skills • https://www.udemy.com/topic/communication-skills/free/ • https://alison.com/tag/communication-skills

PART D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:	100 marks	
Continuous Comprehensive Evaluation(CCE):	30 Marks	
Semester End Exam (SEE):	70 Marks	
Internal Assessment:	Internal Test / Quiz(2) –20+20	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar – 10	
	Total Marks–30	
End Semester Exam (ESE):	Two section – A & B	
	Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks	
	Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10=40 Marks	

Name and Signature of Convener & Members of BOS



Dr. B. Sethi

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science <i>(Diploma / Degree/Honors)</i>		Semester : IV	
		Session: 2024-25	
1	Course Code	HSSC – 10P	
2	Course Title	Communication Process (<i>Practical</i>)	
3	Course Type	DSC	
4	Pre-requisite(if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To learn Concept of developing communication skills. • To explain the process of communication. • To assess soft skill development for proper communication. • To understand e-Learning for communication. • To explore community problems . • To evaluate various method to reach individual and mass. 	
6	Credit Value	1 C	<i>1 Credit = 30 Hrs Laboratory/ Field learning/ Training</i>
7	Total Marks	Max. Marks: 50	Min Passing Marks : 20

PART B: Content of the Course		No. of Periods
Total No. of Teaching – learning / Performance Periods : 30 periods (30 hours)		
Module	Topics (Course Content)	
Lab / Field Training/ Experiment contents of the course	<ol style="list-style-type: none"> 1. Organizing group discussion. 2. Organizing group demonstration. 3. Preparation & Presentation of Audio visual aids, i.e. Posters, Charts, Cartoons, Models Puppets. 4. Posters, Charts, Cartoons, Models Puppets. 5. Problem/need identification of a community. 6. Preparation of Drama based on Social Development 7. Project-Power Point Presentation individually on any current topic 8. Website/Web Page Designing 9. Marketing Survey 10. Visit to Local Exhibition 	30
Key Words	Demonstration, Grop Discussion, Audio-visual Aid, power point	

PART C:**Learning Resources : Text Books, Reference Books, Other Resources****Text Books Recommended :**

1. Extension Education- Vrinda Singh, 2nd edition, Panchsheel Publication.
2. Education and communication for development- O P Dhama, 2rd edition, oxford publication.
3. Extension Education & Communication- V K Dubey, 1st edition, New age International Publication.
4. Extension Communication & Management- G L Ray, 3rd edition, Kalyan Publication.
5. A brief book on Extension Education- Shruti Madan Singh, 2nd edition, New Vishal Publication.
6. SWAYAM portal based course Information and Communication technology- Dr. Aprajita Bhatt.
7. SWAYAM portal based course Home science- Extension and Communication management level-1 course no.43.

Online Resources:

- Method of Communication Development-
<https://www.google.com/search?q=methods+of+communication+process&rlz=1C1JJTC>
- Communication Process-
https://www.google.com/search?q=communication+process&rlz=1C1JJTC_enIN950IN950&oq=communication+proc&aqs=c
- <https://www.coursera.org/courses?query=communication%20skills>
- <https://www.udemy.com/topic/communication-skills/free/>
- <https://alison.com/tag/communication-skills=>

PART D :Assessment and Evaluation**Suggested Continuous Evaluation Methods:**

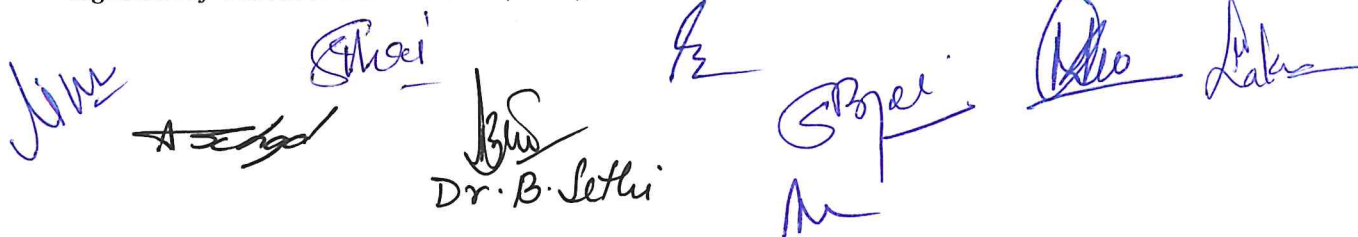
Maximum Marks: 50 Marks

Continuous Internal Assessment (CIA): 15 Marks

End Semester Exam(ESE): 35 Marks

Internal Assessment:	Internal Test / Quiz (2) -	10 & 10	Better marks out of the two tests/ Quiz + Obtained marks in Assignment shall be considered against 15 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar+ Attendance -	05	
	Total Marks -	15	
End Semester Exam(ESE):	Laboratory / Field Skill Performance : on spot Assessment		
	A. Performed the task based on Lab work -	20 marks	
	B. Spotting based on tools & Technology (written) -	10 marks	
	C. Viva –voce (based on principle/ Technology) -	05 Marks	

Signature of Convener and Members (CBoS):



 Dr. B. Sethi

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science <i>(Diploma / Degree/Honors)</i>		Semester : IV	Session:2024-25
1	Course Code	HSSC – 11T	
2	Course Title	Life Span Development	
3	Course Type	DSC	
4	Pre-requisite (if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To learn Basic knowledge of Human Development. • To understand various aspects of development in Life Span. • To create Basic concept Creativity in children. • To explore development of creativity in children. • To evaluate various problems of life span and coping up strategies. 	
6	Credit Value	3 C	<i>1 Credit = 15 Hours - learning & Observation</i>
7	Total Marks	Max. Marks: 100	Min Passing Marks : 40

JMS

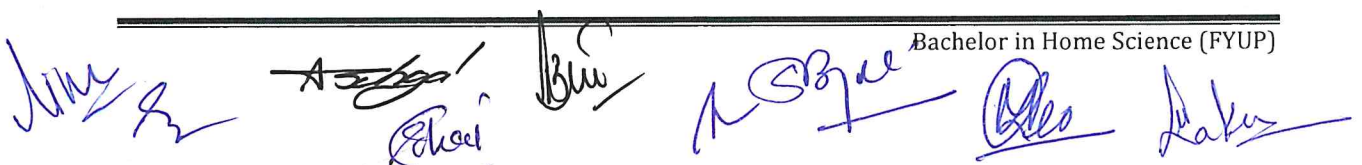
Bachelor in Home Science (FYUP)

Prachi Ashok *BWS* *A. Sagar* *Deo* *Dakes*

PART B: Content of the Course		
Total No. of Teaching – learning Periods (01 he per period) : 45 Period (45 hours)		
Unit	Topics (Course Contents)	No. of Period
I	<p>Life Span development: and need to study development through the life cycle.</p> <p>Inter-relationship between the aspects of development, Childhood period (2 to 12 years)-Definition, Characteristics and Developmental tasks.</p> <p>Toddlerhood (Emotional Aspect): Importance and ways of meeting child psychological needs to promote feeling of security, Activities according to developments for various age groups trust and acceptance, 13to24 months-Strengthening concept formation, imagination and communication throughlanguage promotion of problem solving, environment to explore and develop confidence, 25-36months-Improvement in body movement and communication skills, social skills concept formation.</p>	12
II	<p>Adolescence (13 to 18years): Definition, Developmental tasks, Identity - Definition, body image, positive and negative outcomes (Role confusion ,ego-identity), Heightened emotionality- Meaning, causes, expression, characteristics of emotional maturity, conflict with authority, coping up strategies.</p>	11
III	<p>Adulthood (19 to 60 years) and ageing: (Early adulthood 19 to 40 years) Definition and characteristics Development tasks, significance of the period, responsibilities and adjustment -New family, parenthood, independence, financial matters.</p> <p>Menopause-Health issues, Stresses in middle age, coping with stress to family, Preparation for retirement, Late Adulthood and Ageing – Definition, Retirement-effect of retirement on self, family, society, and financial problems faced, Recreational interest of the aged, Issues- Old age homes, loneliness, living in joint family, prolonged illness. (Plan visit to old age homes).</p>	11
IV	<p>Creativity: Concept of creativity and highlights of the role of creative expressions in over all development of children, Creative expressions, Meaning and definition of creativity expressions, Role of teacher in planning and fostering creative expressions, Creative expressions.</p> <p>Art Activities: Painting and graphics, Painting with brush, drawing with crayons, chalk, rangoli on floor, finger painting.(Some special characteristics of this medium), Teacher's role in conducting activities, Tearing, cutting, pasting and collage, mural, Values ,materials required and Teacher's role in conducting Activities, Printing- Types of printing i.e. block, vegetables, string, leaf, Stencils, spray, crumpled paper, different Textured surfaces.</p>	11
<p>Keywords:- Life Span development and need, Adolescence(13to 18years), Adulthood(19 to 60 years), Toddlerhood(Emotional Aspect), Creativity,Painting and graphics, Tearing, cutting, pasting and collage, mural, Printing.</p>		

Signature of Convener and Members of BOS:

Bachelor in Home Science (FYUP)



PART C:**Learning Resources : Text Books. Reference Books, Other Resources****Text books Recommended –**

1. Human Development- Vrinda Singh, Hindi edition, Panchsheel Prakashan Publication.
2. Textbook of Human Development- K.Sudha Rani, 2nd edition, S Chand and Company Publication.
3. Child Development- Nandita Babu, 8th edition, Pearson Education Publication.
4. Life Span Development- John W. Santrock, 17th edition, Mc Graw hill Publication.
5. Childhood to Adolescence- Seema Sahay, 1st edition, Pearson Education Publication.
6. Child Development- Laura E. Berk, 9th edition, Pearson Education Publication.
7. Human Development- Daine E. Papalia, 9th edition, Mc Graw hill Publication.

Online Resources:

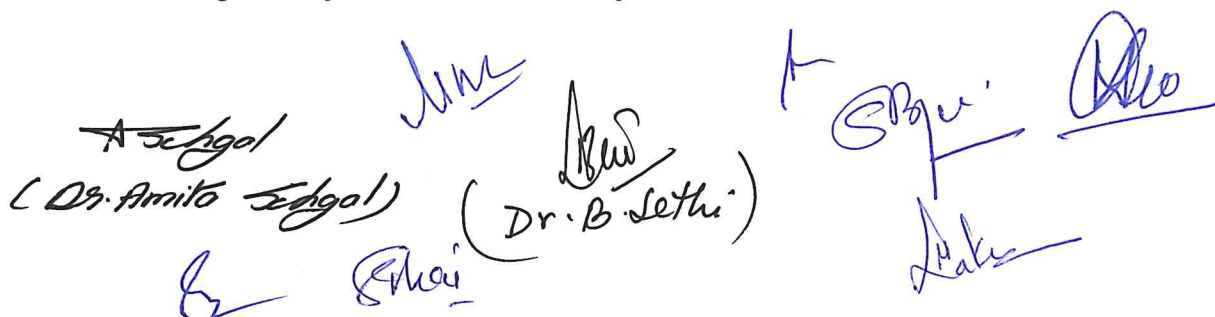
- https://www.google.com/search?q=adolescence&rlz=1C1JJTC_enIN950IN950&sxsrf=
- https://link.springer.com/chapter/10.1007/978-94-6300-959-1_3
- https://www.google.com/search?q=Toddlerhood&rlz=1C1JJTC_enIN950IN950&sxsrf=
- https://www.google.com/search?q=Adulthood&rlz=1C1JJTC_enIN950IN950&sxsrf=
- <https://courses.lumenlearning.com/suny-hvcc-psychology-1/chapter/what-is-lifespan-development/>

PART D: Assessment and Evaluation**Suggested Continuous Evaluation Methods:**

Maximum Marks:	100 marks
Continuous Comprehensive Evaluation(CCE):	30 Marks
Semester End Exam (SEE):	70 Marks

Internal Assessment:	Internal Test / Quiz(2) –20+20	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar – 10	
	Total Marks–30	
End Semester Exam (ESE):	Two section – A & B	
	Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks	
	Section B: Descriptive answer type qts.. 1 out of 2 from each unit-4x10=40 Marks	

Name and Signature of Convener & Members of BOS



 (Dr. Amito Edgal)

 (Dr. B. Sethi)

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science (Diploma / Degree/Honors)		Semester : IV	Session:2024-25
1	Course Code	HSSC – 11P	
2	Course Title	Life Span Development (<i>Practical</i>)	
3	Course Type	DSC	
4	Pre-requisite (if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To learn Basic knowledge of Human Development. • To analyze various aspects of development in Life Span. • To explore Basic concept Creativity in children. • To understand Developmental activities in children. • To identify various problems of life span and coping up strategies. 	
6	Credit Value	1 C	<i>1 Credit = 30 Hrs Laboratory/ Field learning/ Training</i>
7	Total Marks	Max. Marks: 50	Min Passing Marks : 20

PART B: Content of the Course		No. of Periods
Total No. of Teaching – learning / Performance Periods : 30 periods (30 hours)		
Module	Topics (Course Contents)	
Lab/ Field Training/ Experiment contents of the course	<p>Infancy and Toddlerhood</p> <ol style="list-style-type: none"> 1. A file to be prepared to list activities appropriate for age groups - 0-6 months, 7-12months,13 to 20 months and 25 to 36months. 2. Students be encouraged to observe materials available in the locality, Different types of shops, tailor. 3. Develop play materials suitable for each age group. 4. List activities, which can be used for working with different age groups. <p>(a) 0 to 6 months.</p> <ol style="list-style-type: none"> 1. Prepare materials and design activities for seeing, hearing touching and feeling. 2. Sensation and movement for soothing movements and exercises. <p>(b) 7 to 12 months.</p> <ol style="list-style-type: none"> 1. Prepare materials and design activities for touching and feeling sensation and movement, and manipulation. <p>(c) 13 to 14 months.</p> <ol style="list-style-type: none"> 1. Identify activities for gross motor development and prepare play materials available in the locality. 2. Prepare play materials and list activities promote manipulation sensory experiences, concepts and language. 	30

Amu *A. Sengal*

E

BWS
Shari

Shari

Allo *Shari*

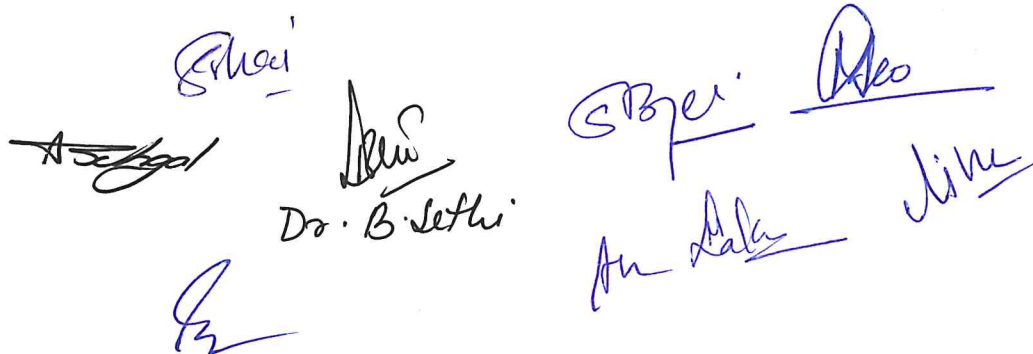
	<p>3. Visit to old age homes.</p> <p>Art Activities</p> <p>5. A few suggestions are given under each category as guideline students be encouraged to explore experiment with each media and understand the characteristics of each medium. Samples of each are included in the resource file which each student is expected to maintain along with description of values materials and technique used.</p> <p>6. Difficulty level of each activity be considered and decide its suitability for different age groups-</p> <p>1. Painting and graphics</p> <p>2. Prepare a variety of brushes from different types of brooms, cotton, wool, strips of cloth, feather etc</p> <p>Tearing cutting and pasting Workshop-</p> <p>1. 3-5yearsTearing with all fingers, tearing with thump and two fingers as used in holding pencil, tearing on straight line and curved line.</p> <p>2. 6-8yearsTearing circular rings starting from one corner of the page till centre of page, Making designs.</p> <p>3. 3-5cutting and pastingCutting and design, pasting, please of paper, cloth, stick sleeves college, mosaic Printing</p> <p>Printing Workshop-</p> <p>1. Printing with strings, leaf, vegetable blocks, stencil printing, thumb," finger, spray painting</p> <p>2. Keeping coins, leaves with veins below paper and gently coloring with crayon.</p>	
Key words	Toddlerhood, ECCE, Art activities, creativity.	

A. S. P. G. D. *Bas*
S. M. C. *Jim* *S. B. J. e. u.* *Alko* *Ad. K. M.*

Part C:
Learning Resources : Text Books. Reference Books, Other Resources
Text Books Recommended :
<ol style="list-style-type: none"> 1. Human Development- Vrinda Singh, Hindi edition, Panchsheel Prakashan Publication. 2. Textbook of Human Development- K.Sudha Rani, 2nd edition, S Chand and Company Publication. 3. Child Development- Nandita Babu, 8th edition, Pearson Education Publication. 4. Life Span Development- John W. Santrock, 17th edition, Mc Graw hill Publication. 5. Childhood to Adolescence- Seema Sahay, 1st edition, Pearson Education Publication. 6. Child Development- Laura E. Berk, 9th edition, Pearson Education Publication. 7. Human Development- Daine E. Papalia, 9th edition, Mc Graw hill Publication.
Online Resources:
<ul style="list-style-type: none"> • https://www.google.com/search?q=adolescence&rlz=1C1JJTC_enIN950IN950&sxsrf= • https://www.google.com/search?q=Toddlerhood&rlz=1C1JJTC_enIN950IN950&sxsrf= • https://www.google.com/search?q=Adulthood&rlz=1C1JJTC_enIN950IN950&sxsrf= • https://link.springer.com/chapter/10.1007/978-94-6300-959-1_3 • https://courses.lumenlearning.com/suny-hvcc-psychology-1/chapter/what-is-lifespan-development/

PART D :Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:	50 Marks	
Continuous Internal Assessment (CIA):	15 Marks	
End Semester Exam(ESE):	35 Marks	
Internal Assessment:	Internal Test / Quiz (2) - 10 & 10	Better marks out of the two tests/ Quiz + Obtained marks in Assignment shall be considered against 15 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar+ Attendance - 05	
	Total Marks - 15	
End Semester Exam(ESE):	Laboratory / Field Skill Performance : on spot Assessment	
	A. Performed the task based on Lab work -	20 marks
	B. Spotting based on tools & Technology (written) -	10 marks
	C. Viva –voce (based on principle/ Technology) -	05 Marks

Name and Signature of Convener & Members of BOS-

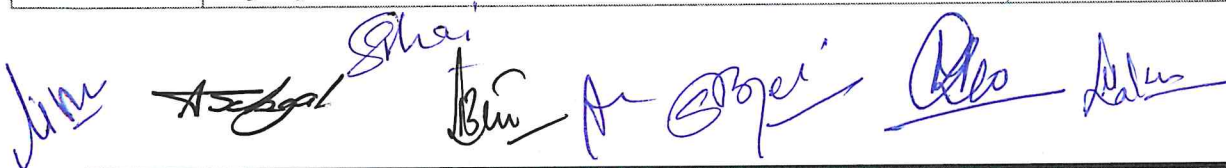


 Dr. B. Sethi

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science (Diploma / Degree/Honors)		Semester : IV	
Session: 2024-25			
1	Course Code	HSSC – 12T	
2	Course Title	Consumer Economics	
3	Course Type	DSC	
4	Pre-requisite(if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To recognise importance of consumers. • To understand types of income, saving and investment. • To analyze market and consumer behavior. • To evaluate Consumer Protection mechanism in India. • To assess Consumer Decision making. 	
6	Credit Value	3 C	<i>1 Credit = 15 Hours - learning & Observation</i>
7	Total Marks	Max. Marks: 100	Min Passing Marks :40

PART B: Content of the Course		
Total No. of Teaching – learning Periods (01 hr per period) : 45Period (45 hours)		
Unit	Topics (Course Contents)	No. of Period
I	Definition of consumer: Consumer rights and responsibility, Consumer buying habits convenience goods. Consumer Decision making: Factors effecting consumer decision in the market, Consumer aides for decision making.	12
II	Personal income: Types of income–real, money, psychic, national income, disposable income, Saving and investment, Sources of investment.	11
III	Consumer in the market: Market-Definition, types of market, functions, channels of distribution, Buying motives – Primary, selective, rational, emotional and to tranages. Types of Products, Advertisement, Sales, Promotion packing, Consumer Buying Problems, Faculty weights and measure, Pricing, Legal–guarantee and warrantee contracts, installment buying.	11



Bachelor in Home Science (FYUP)

E

IV	Consumer Protection services: Organizations, Legislation–import laws for consumer protection, Consumer protective services, Indian Standard Institution, Educational Institution, Consumer Co-operatives, Government Agencies Municipality.	11
Keywords:- Definition of consumer, Personal income, Consumer in the market, Consumer Protection services, Consumer Decision making.		

PART C:**Learning Resources : Text Books. Reference Books, Other Resources****Text books Recommended –**

1. Consumer Protection and Business Ethics- Saroj Hiremath, 2nd edition, Nirali Publication.
2. Consumer Economics- Garima Tripathi, 1st edition, Shri Vinod pustak Mandir Publication.
3. Consumer affairs- Khanna S.R, 3rd edition, Universities Press India Publication.
4. Consumer Behaviour- Situn Krushna Sahu, 1st edition, Notion Press publication.
5. Consumer Protection Rights in India- Sushil Kumar Sen, 3rd edition, Bookwell publication.
6. Trade Practices and Consumerism- Sherlekar, 9th edition, Himalaya Publishing House.
7. The Economics of Consumption- Cochrane, 11th edition, Mc Graw hill Publication.

Online Resources:

- Consumer in the market-
https://www.google.com/search?q=Consumer+in+the+market&rlz=1C1JJTC_
- Definition of consumer-
https://www.google.com/search?q=Definition+of+consumer&rlz=1C1JJTC_enIN950IN950&sxsrf=
- Consumer Protection services-
https://www.google.com/search?q=Consumer+Protection+services&rlz=1C1JJTC_
- https://en.wikipedia.org/wiki/Consumer_economics
- <https://www.sciencedirect.com/topics/economics-econometrics-and-finance/consumer-economics>

PART D: Assessment and Evaluation**Suggested Continuous Evaluation Methods:**

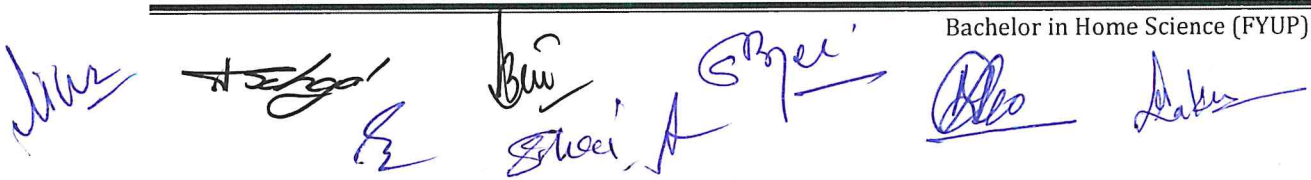
Maximum Marks:	100 marks
Continuous Comprehensive Evaluation(CCE):	30 Marks
Semester End Exam (SEE):	70 Marks

Internal Assessment:	Internal Test / Quiz(2) –20+20	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar – 10	
	Total Marks– 30	

End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10=40 Marks
---------------------------------	--

Name and Signature of Convener & Members of BOS

Bachelor in Home Science (FYUP)



FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science (Diploma / Degree/Honors)		Semester : IV	
		Session : 2024-25	
1	Course Code	HSSC – 12P	
2	Course Title	Consumer Economics (Practical)	
3	Course Type	DSC	
4	Pre-requisite (if any)	As per Program	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To recognise importance of consumers. • To understand types of income, saving and investment. • To analyze market and consumer behavior. • To evaluate Consumer Protection mechanism in India. • To assess Consumer Decision making. 	
6	Credit Value	1 C	1 Credit = 30 Hrs Laboratory/ Field learning/ Training
7	Total Marks	Max. Marks: 50	Min Passing Marks : 20

PART B: Content of the Course		No. of Periods
Total No. of Teaching – learning / Performance Periods : 30 periods (30 hours)		
Module	Topics (Course Content)	
Lab/ Field Training/ Experiment contents of the course	1. Test for adulteration 2. Filling of different types of form to protect consumer - Filling of form of investment services 3. Activity to educate consumer 4. Collection of samples of different symbols for helping consumer buying Project –Report preparation in any relevant area.	30
Key Words	Investment, adulteration, consumer protection	

PART C :

Learning Resources : Text Books. Reference Books, Other Resources

- Text Books Recommended :**
1. Consumer Protection and Business Ethics- Saroj Hiremath, 2nd edition, Nirali Publication.
 2. Consumer Economics- Garima Tripathi, 1st edition, Shri Vinod pustak Mandir Publication.
 3. Consumer affairs- Khanna S.R, 3rd edition, Universities Press India Publication.
 4. Consumer Behaviour- Situn Krushna Sahu, 1st edition, Notion Press publication.
 5. Consumer Protection Rights in India- Sushil Kumar Sen, 3rd edition, Bookwell publication.
 6. Trade Practices and Consumerism- Sherlekar, 9th edition, Himalaya Publishing House.
 7. The Economics of Consumption- Cochrane, 11th edition, Mc Graw hill Publication.

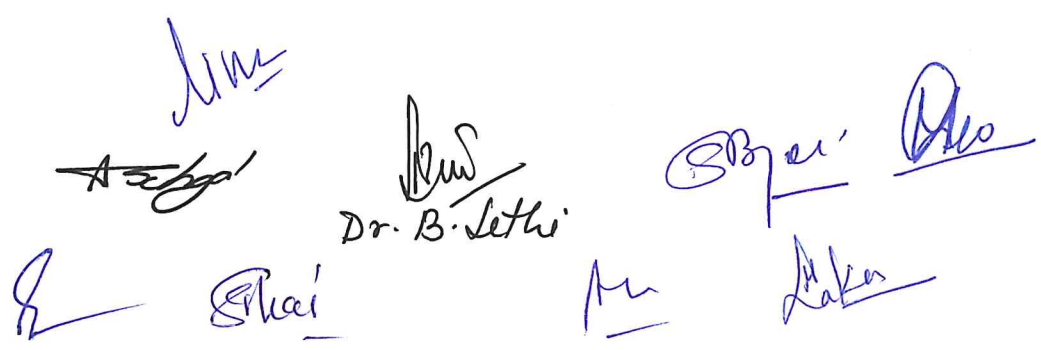
Online Resources:

- Consumer in the market-
https://www.google.com/search?q=Consumer+in+the+market&rlz=1C1JJTC_
- Definition of consumer-
https://www.google.com/search?q=Definition+of+consumer&rlz=1C1JJTC_enIN950IN950&sxsrf=
- Consumer Protection services-
https://www.google.com/search?q=Consumer+Protection+services&rlz=1C1JJTC_
- https://en.wikipedia.org/wiki/Consumer_economics
- <https://www.sciencedirect.com/topics/economics-econometrics-and-finance/consumer-economics>

PART D : Assessment and Evaluation

Suggested Continuous Evaluation Methods:		
Maximum Marks:	50 Marks	
Continuous Internal Assessment (CIA):	15 Marks	
End Semester Exam(ESE):	35 Marks	
Internal Assessment:	Internal Test / Quiz (2) - 10 & 10	Better marks out of the two tests/ Quiz + Obtained marks in Assignment shall be considered against 15 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar+ Attendance - 05	
	Total Marks - 15	
End Semester Exam(ESE):	Laboratory / Field Skill Performance : on spot Assessment	
	A.Performed the task based on Lab work -	20 marks
	B.Spotting based on tools & Technology (written) -	10 marks
	C.Viva –voce (based on principle/ Technology) -	05 Marks

Signature of Convener and Members (CBoS):

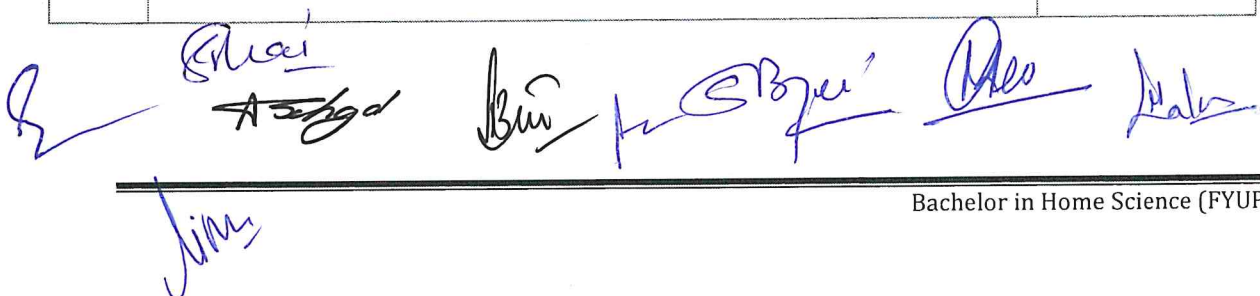


 Dr. B. Sethi

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science (Degree/Honors)		Semester : V	
		Session: 2024-25	
1	Course Code	HSSC- 13T	
2	Course Title	Nutritional Biochemistry	
3	Course Type	DSC	
4	Pre-requisite (if any)	As per Program	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To understand concepts of Biochemistry. • To classify metabolic cycles related to Carbohydrates. • To identify metabolic cycles related to Protein & Lipids. • To assess Chemistry and functions of Hormones. • To examine kinetics of Enzymes. 	
6	Credit Value	3 C	1 Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks : 40

PART B: Content of the Course		
Total No. of Teaching – learning Periods (01 hr per period) : 45 Period (45 hours)		
Unit	Topics (Course Contents)	No. of Period
I	Introduction to Biochemistry - definition, objectives, scope and Inter-relationship between Biochemistry and other biological sciences. Carbohydrates - Definition, classifications functions and properties of Monosaccharide's - Glucose, Fructose, Galactose , Disaccharides- Maltose, Lactose, Sucrose Polysaccharides Dextrin, Starch, Glycogen Glycolysis, Gluconeogenesis, Glycogenesis, Glycogenolysis, citric and cycle. Blood sugar regulation.	12
II	Lipids - Definition, composition, importance and classification Fatty Acids - Functions, properties Significance of Acid value, Iodine value and saponification value. Chemistry and function of Phospholipids, Glycolipids and sterols. Metabolism - B (Beta) Oxidation. Aspects of transport-Passive diffusion, Facilitated diffusion, Active transport.	11



III	Proteins - Definition composition function and classification. Amino acids- Essential and Nonessential. Metabolism - Urea cycle, Nitrogen balance, Amino acid pool. Enzymes- Definition, properties, classification, Mode of action of enzymes, factors affecting velocity of enzyme catalyzed reactions, coenzymes.	11
IV	Hormones - Biological roles of hormones of Pituitary, Adrenal cortex and medulla, Thyroid, Parathyroid, Pancreas, Sex glands. Urine - Formation and Composition. Energy - Definition, Unit, calorimeter, caloric value of foods, BMR, RQ, SDA of Foods. Nucleic Acid and Nucleo-proteins - Chemistry, composition, structure, Functions.	11
Keywords: - Biochemistry, Carbohydrate Metabolism, Gluconeogenesis, Glycogenolysis, Urea Cycle, Beta Oxidation of Fatty Acids, Energy Metabolism, Nucleic Acid, Hormones, Urine synthesis, Enzymes.		

Part C :**Learning Resources : Text Books. Reference Books, Other Resources****Text books Recommended –**

1. Biochemistry-O.P Agrawal, 5th Edition, Prasad's Publication.
2. Lehninger's Principles of Biochemistry-H. Lehninger, 6th Edition, Macmillan publication.
3. Biochemistry- Harper Illustrated Biochemistry, 31st Edition, Mac Graw Hill publication.
4. Biochemistry- Asha Chaudhary, , 11th edition, Shiva Publication.
5. Microbiology- RC Dubey & Maheswari, 4th Edition, S.Chand Publication.
6. Biochemistry- Ranjana Chawala & Sushmita Nyer, 5th Edition, Jaytee Brothers publication
7. Textbook of Biochemistry & Human Biology - G.P. Talwar, 3rd edition, PHI Publication.
8. Fundamentals of Biochemistry - A.C. Deb, 6th Edition, NCBI Publication.
9. Text book of Microbiology – Purohit, 6th edition, Agrobios Publication.
10. Food Microbiology – M J Pelzar, Indian Edition, Mac Graw Hill education publisher.
11. Food Microbiology – W.C.Frazier, 5th edition, Mac Graw Hill education publisher.

Online Resources:

- The Active Site of enzymes : https://youtu.be/x_KvWqdzSII
- Applications and importance of factors affecting enzyme action : <https://youtu.be/LbXx3j7b7hE>
- Coenzymes and cofactors : <https://youtu.be/bubY2Nm7hVM>
- Sources of Ammonia : <https://youtu.be/gSB4bshZcMU>
- Ammonia detoxification : <https://youtu.be/x0BANbfK5f8>
- Disorders of ammonia metabolism : <https://youtu.be/WVhbn6OspZk>
- Overview of neurotransmitter metabolism with emphasis on myasthenia gravis and Parkinson disease : <https://youtu.be/N6OpSyzyOJY>
- Formation and fate of bilirubin : <https://youtu.be/r2s0RPnCfZA>
- Disorders of ammonia metabolism : <https://youtu.be/WVhbn6OspZk>
- Bilirubin formation : https://youtu.be/qX0_q0ZJtCA
- Biochemical basis for jaundice : <https://youtu.be/bBUCKxeqeAQ>
- Jaundice: A introduction classification & causes of each type with emphasis on physiologic jaundice : <https://youtu.be/wmlt0D2nY8>
- Investigations for differential diagnosis of jaundice : <https://youtu.be/Y11f9xQVHlo>
- Alcohol metabolism : <https://youtu.be/TMbGjTsRQpk>

PART D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:	100 marks	
Continuous Comprehensive Evaluation(CCE):	30 Marks	
Semester End Exam (SEE):	70 Marks	
Internal Assessment:	Internal Test / Quiz(2) –20+20	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar – 10	
	Total Marks– 30	
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4=20Marks Section B: Descriptive answer type qts.,1 out of 2 from each unit-4x10=40 Marks	

Name and Signature of Convener & Members of BOS

Handwritten signatures of BOS members:
A. Singh, Dr. B. Sethi, Shree, S. B. Singh, M. K., K., T., D. K.

FOUR YEAR UNDERGRADUATE PROGRAM
FACULTY OF Home Science
COURSE CURRICULUM - 2024-25

PART A: Introduction			
Program: Bachelor in Home Science (Degree/Honors)		Semester : V	Session: 2024-25
1	Course Code	HSSC – 13P	
2	Course Title	Nutritional Biochemistry (<i>Practical</i>)	
3	Course Type	DSC	
4	Pre-requisite (if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> To define concepts of Biochemistry based identification tests. To apply various qualitative tests of major nutrients. To evaluate quantitative tests of nutrients. To identify Titration methodology. To learn formation and uses of Haemin crystals from human blood. To assess Idiometric method for quantative estimation of Ascorbic Acid. To understand quantative estimation of Serum Hemoglobin level to assess the condition of anemia. 	
6	Credit Value	1 C	<i>1 Credit = 15 Hours - learning & Observation and</i>
7	Total Marks	Max. Marks: 50	Min Passing Marks : 20

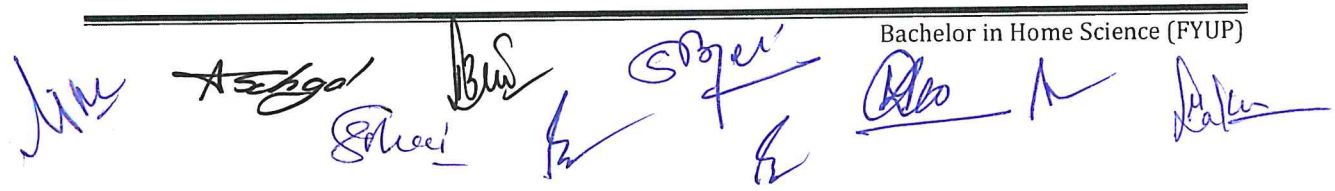
PART B: Content of the Course		No. of Periods
<i>1 Credit = 30 Hrs Laboratory/ Field learning/ Training</i>		
Module	Topics (Course Content)	
Lab/ Field Training/ Experiment contents of the course	<ol style="list-style-type: none"> Identification of Glucose, Fructose, Maltose, Lactose, Sucrose, Starch. Colour and precipitation reactions of Protein. Colour reactions of Cholesterol. Estimation of Glucose by Benedict’s method. Estimation of Ascorbic acid by Idiometric method. Estimation of Glycine by Titration. Estimation of Hemoglobin by Acid Hematin method. Preparation of Haemin crystals. Action of Salivary amylase on conversion of starch. Visit to pathology lab. Project-Recording Hemoglobin level ,its correlation with age , sex, weight. 	30
Key Words	Titration, Sapofification Value, Bendict’smethod, Quantative estimations	

Bachelor in Home Science (FYUP)



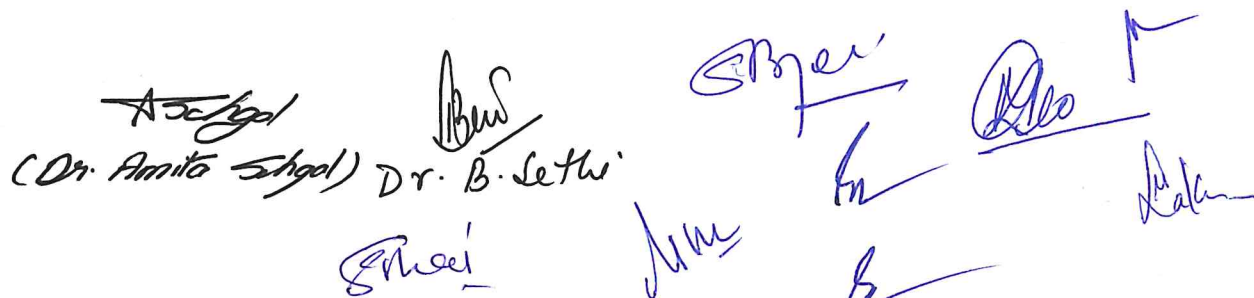
PART C:
Learning Resources : Text Books, Reference Books, Other Resources
<p>Text Books Recommended :</p> <ol style="list-style-type: none"> 1. Biochemistry-O.P Agrawal, 5th Edition, Prasad's Publication. 2. Lehninger's Principles of Biochemistry-H. Lehninger, 6th Edition, Macmillan publication. 3. Biochemistry- Harper Illustrated Biochemistry, 31st Edition, Mac Graw Hill publication. 4. Biochemistry- Asha Chaudhary, , 11th edition, Shiva Publication. 5. Microbiology- RC Dubey & Maheswari, 4th Edition, S.Chand Publication. 6. Biochemistry- Ranjana Chawala & Sushmita Nyer, 5th Edition, Jaytee Brothers publication 7. Textbook of Biochemistry & Human Biology - G.P. Talwar, 3rd edition, PHI Publication. 8. Fundamentals of Biochemistry - A.C. Deb,6th Edition, NCBI Publication. 9. Text book of Microbiology – Purohit, 6th edition, Agrobios Publication. 10. Food Microbiology – M J Pelzar, Indian Edition, Mac Graw Hill education publisher. 11. Food Microbiology – W.C.Frazier, 5th edition, Mac Graw Hill education publisher.
<p>Online Resources :-</p> <ul style="list-style-type: none"> • The Active Site of enzymes https://youtu.be/x_KvWqdzSII • Applications and importance of factors affecting enzyme action https://youtu.be/LbXx3j7b7hE • Coenzymes and cofactors https://youtu.be/bubY2Nm7hVM • Sources of Ammonia https://youtu.be/gSB4bshZcMU • Ammonia detoxification https://youtu.be/x0BANbfK5f8 • Disorders of ammonia metabolism https://youtu.be/WVhbn6OspZk • Overview of neurotransmitter metabolism with emphasis on myasthenia gravis and Parkinson disease https://youtu.be/N6OpSyzyOJY • Formation and fate of bilirubin https://youtu.be/r2s0RPnCFZA • Disorders of ammonia metabolism https://youtu.be/WVhbn6OspZk • Bilirubin formation https://youtu.be/qX0_q0ZJtCA • Biochemical basis for jaundice https://youtu.be/bBUCKxeqeAQ • Jaundice: A introduction classification &causes of each type with emphasis on physiologic jaundice https://youtu.be/wmlt0D2nY8 • Investigations for differential diagnosis of jaundice https://youtu.be/Y11f9xQVHlo • Alcohol metabolism https://youtu.be/TMbGJTsRQpk

Bachelor in Home Science (FYUP)



PART D :Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:	50 Marks	
Continuous Internal Assessment (CIA):	15 Marks	
End Semester Exam(ESE):	35 Marks	
Internal Assessment:	Internal Test / Quiz (2) - 10 & 10	Better marks out of the two tests/ Quiz + Obtained marks in Assignment shall be considered against 15 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar+ Attendance - 05	
	Total Marks - 15	
End Semester Exam(ESE):	Laboratory / Field Skill Performance : on spot Assessment	
	A.Performed the task based on Lab work -	20 marks
	B.Spotting based on tools & Technology (written) -	10 marks
	C.Viva –voce (based on principle/ Technology) -	05 Marks

Signature of Convener and Members (CBoS):



 (Dr. Amrita Singh) Dr. B. Sethi

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science <i>(Degree/Honors)</i>		Semester : V	
Session: 2024-25			
1	Course Code	HSSC – 14T	
2	Course Title	Food Preservation	
3	Course Type	DSC	
4	Pre-requisite (if any)	As per Program	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To learn Basic Knowledge of Principles of Preservation. • To assess Basic Knowledge of Asepsis, Temperature. • To identify Basic Knowledge of Food Processing. • To analyze Basic Knowledge of Traditional Foods. • To apply Basic Knowledge of Effects of Food Storage. • To classify Basic Knowledge of Dehydration and Pasteurization. 	
6	Credit Value	3 C	1 Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks : 40

PART B: Content of the Course		
Total No. of Teaching – learning Periods (01 hr per period) : 45 Period (45 hours)		
Unit	Topics (Course Contents)	No. of Period
I	Food Preservation -Food and its preservation. Home and community level including commercial operations.Principles of food Preservation. Causes of spoilage of food.	12
II	Food Storage -Food Storage Principles -Plant product. Storage, Animal product Storage, Effects of Storage. Canning-Principles and methodology. Pasteurization - Principles & Methodology Effect on food quality. Drying & Dehydration - Methods used and effect on food quality.	11
III	Uses of low temperature - Refrigeration and freezing methods, Principles and applications. Shelf-life of frozen foods Pickling and Fermentation - Pickles, chutneys, ketchups sauces. Fermentation - Types, products and method, use	11
IV	Chemical Preservatives - Preparation of Fruit, Juices, Squashes, Fruited Syrups, Cordials, Jam Jelly. Nutritional Implications of food processing- Causes for loss of Vitamins and minerals, Enrichment and Fortification	11
Keywords: - Food preservation, Food Storage, Pasteurization, Drying & Dehydration, Uses of low temperature, Pickling and Fermentation, Chemical Preservatives, Nutritional Implications of food processing.		

Handwritten signatures and initials in blue ink at the bottom of the page.

PART C:**Learning Resources : Text Books, Reference Books, Other Resources****Text books Recommended –**

1. Fruit and vegetable preservation, R.P.Shrivastava, 3rd Edition, CBS Publication,
2. Food processing and preservation, G.Subulakshmi, 2nd Edition, New age International Publication.
3. Food science, B. Shrilaxmi, 7th Edition, New age International Publication.
4. Food processing and preservation, DS Warris 1st Edition, CBS Publication.
5. Food processing and technology, Atul Agnihotri, 2nd Edition, Crescent publication.
6. Food processing, packaging, preservation and safety, R.D.Joshi, 3rd Edition, Agrotech press Publication
7. Handbook of Food Preservation, M.shafiur Rahman, 5th Edition, CRC publication.

Online Resources:

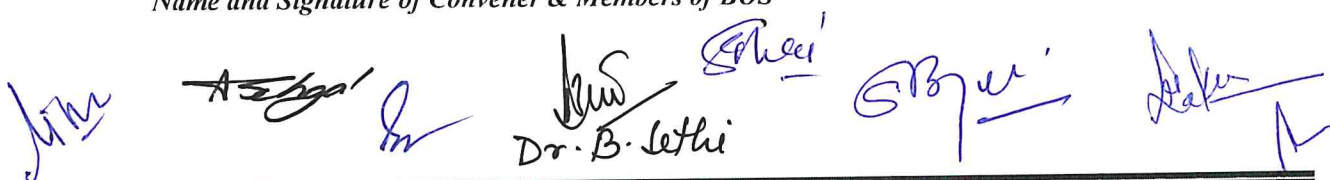
- Food preservation
<https://youtu.be/2PgVWLjK0gE>
- Food Preservation Part II. Preservation by Chemical preservatives.
<https://youtu.be/HTIetKeQx1g>
- Food chemistry : preservatives & additives (beginners guide)
<https://youtu.be/9dhjmfdbQh8>
- Physical and chemical methods of food preservation | Food and industrial Microbiology
<https://youtu.be/ItmBg5FBdRM>
- Principles and methods of food preservation
<https://youtu.be/sE6ABn7qbmY>
- CANNING: canning of fruits and vegetables. Types of cans process of canning.
https://youtu.be/XKvo9_Jdt4
- खाद्यपरिरक्षण //Food preservation
<https://youtu.be/WngqPRYWvAY>
- Food Preservation Techniques? Definition, Principle, Physical & Chemical Methods
<https://youtu.be/M-5pgPzyCS4>
- Chemical Preservation of Foods | Food Preservation Methods - Lesson 11 Food Processing Technology
<https://youtu.be/BQFC4APvqDo>
- Food Preservation and Storage
<https://youtu.be/uRd3VzOfOJc>

PART D:Assessment and Evaluation**Suggested Continuous Evaluation Methods:**

Maximum Marks:	100 marks
Continuous Comprehensive Evaluation(CCE):	30 Marks
Semester End Exam (SEE):	70 Marks

Internal Assessment:	Internal Test / Quiz(2) –20+20	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar – 10	
	Total Marks–30	
End Semester Exam (ESE):	Two section – A & B	
	Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks	
	Section B: Descriptive answer type qts.,1 out of 2 from each unit-4x10=40 Marks	

Name and Signature of Convener & Members of BOS




 Dr. B. Sethi

(71)

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science (Degree/Honors)		Semester : V	Session: 2024-25
1	Course Code	HSSC – 14 P	
2	Course Title	Food Preservation (<i>Practical</i>)	
3	Course Type	DSC	
4	Pre-requisite (if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To learn Basic Knowledge of Principles of Preservation. • To assess Basic Knowledge of Asepsis, Temperature. • To identify Basic Knowledge of Food Processing. • To analyze Basic Knowledge of Traditional Foods. • To apply Basic Knowledge of Effects of Food Storage. • To classify Basic Knowledge of Dehydration and Pasteurization. 	
6	Credit Value	1 C	<i>1 Credit = 30 Hrs Laboratory/ Field learning/ Training</i>
7	Total Marks	Max. Marks: 50	Min Passing Marks : 20

PART B: Content of the Course		No. of Periods
Total No. of Teaching – learning / Performance Periods : 30 periods (30 hours)		
Module	Topics (Course Contents)	
Lab/ Field Training/ Experiment contents of the course	<ol style="list-style-type: none"> 1. Preparation of Jam, Jellies marmalades. 2. Preparation of Pickles & chutneys. 3. Dehydration of Vegetables & Fruits. 4. Preparation of synthetic syrups & squashes. 5. Preparation of Sauces. 6. Preparation of preserved foods by using chemical preservatives by using quantities suggested by FAD and to observe their shelf life. 7. Preparation of Papad, Badi, Chips. 8. Survey of market products. 9. Packaging technique 10. Project- Survey of popular preserved foods in market 	30
Key Words	Preservation, Nutritive value, shelf life, Freezing,	



PART C:**Learning Resources : Text Books. Reference Books, Other Resources****Text Books Recommended :**

1. Fruit and vegetable preservation, R.P.Shrivastava, 3rd Edition, CBS Publication,
2. Food processing and preservation, G.Subulakshmi, 2nd Edition, New age International Publication.
3. Food science, B. Shrilaxmi, 7th Edition, New age International Publication.
4. Food processing and preservation, DS Warris 1st Edition, CBS Publication.
5. Food processing and technology, Atul Agnihotri, 2nd Edition, Crescent publication.
6. Food processing, packaging, preservation and safety, R.D.Joshi, 3rd Edition, Agrotech press Publication
7. Handbook of Food Preservation, M.shafiur Rahman, 5th Edition, CRC publication.

Online Resources :

- Food Preservation Part II. Preservation by Chemical preservatives.
<https://youtu.be/HTIetKeQxlg>
- Food chemistry : preservatives & additives (beginners guide)
<https://youtu.be/9dhjmfdbQh8>
- Physical and chemical methods of food preservation | Food and industrial Microbiology
<https://youtu.be/ItmBg5FBdRM>
- Principles and methods of food preservation
<https://youtu.be/sE6ABn7qbmY>
- CANNING: canning of fruits and vegetables. Types of cans process of canning.
https://youtu.be/XKvo9_Jdt4
- खाद्यपरिरक्षण //Food preservation
<https://youtu.be/WngqPRYWvAY>
- Food Preservation Techniques? Definition, Principle, Physical & Chemical Methods
<https://youtu.be/M-5pgPzyCS4>
- Chemical Preservation of Foods | Food Preservation Methods - Lesson 11 | Food Processing Technology
<https://youtu.be/BQFC4APvqDo>
- Food Preservation and Storage
<https://youtu.be/uRd3VzOfOJc>

PART D :Assessment and Evaluation**Suggested Continuous Evaluation Methods:****Maximum Marks:** 50 Marks**Continuous Internal Assessment (CIA):** 15 Marks**End Semester Exam(ESE):** 35 Marks

Internal Assessment:	Internal Test / Quiz (2) -	10 & 10	Better marks out of the two tests/ Quiz + Obtained marks in Assignment shall be considered against 15 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar+ Attendance -	05	
	Total Marks -	15	

End Semester Exam(ESE):	Laboratory / Field Skill Performance : on spot Assessment
	A.Performed the task based on Lab work - 20 marks
	B.Spotting based on tools & Technology (written) - 10 marks
	C.Viva –voce (based on principle/ Technology) - 05 Marks

Signature of Convener and Members (CBoS):

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science (Degree Course)		Semester : V	
		Session: 2024-25	
1	Course Code	HSSC – 15T	
2	Course Title	Early Childhood Care & Education	
3	Course Type	DSC	
4	Pre-requisite (if any)	As per Program	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To learn basic Knowledge of Early Childhood care. • To assess basic Knowledge of Theoretical approaches . • To analyze basic Knowledge of current status & expansion of ECCE. • To judge basic Knowledge of Language skills. • To identify basic Knowledge of Effects of various Play. • To judge basic Knowledge of Evaluation techniques. 	
6	Credit Value	3 C	1 Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks : 40



PART B: Content of the Course		
Total No. of Teaching – learning Periods (01 he per period) : 45Period (45 hours)		
Unit	Topics (Course Contents)	No. of Period
I	<p>Significance and objectives of Early Childhood care & education- Significance if early childhood years in individual’s development Meaning and need for intervention programs for better growth and development . Objectives of ECCE-Different types of programs currently offered, objectives of the programs routine and target group covered by each of the following -ECE programs Balwadi, Aanganvadi, Nursery school, Kinder garden, Montessori School, Laboratory nursery school. ECCE programs -ICDS and Mobile crutch, Day Care Centre.</p> <p>Current status and expansion and scope of ECE to ECCE- Expansion from ECE TO ECC, Current / status of ECCE programs, Objectives- staff qualifications, teacher- children ratio, Indoor and Outdoor Play space, Play facilities, Equipments, curriculum and evaluation, Admission tests and effects on children Needs for ECCE programs to provide quality acre where mothers are at work</p>	12
II	<p>Meaning of curriculum, foundation of curriculum development - Impact of play as meanings of development and learning. Teacher’s role in creating environment and promoting play. Classical theories of play- surplus energy theory, relaxation theory, pre- exercise and recapitulation theory. Programs Planning- Approaches to learning- incidental and planned learning, Principles of programs planning - from known to unknown, simple to complex, concrete to abstract, Factors influencing programs planning, Balance between individual and group activity, indoor and outdoor play, guided and free activities, quite and active plays.</p>	11
III	<p>Language -Goals of language teaching, Readiness for ready and writing, meaning of readiness, Factors to be considered for readiness- age , vision, caring, physical, emotional , social ,experimental background, finger- motor coordination, eye-hand coordination, reading from left to right and top to bottom.</p> <p>Mathematics- Importance of number and mathematics, Number as a language and history of its development, Abstract nature of number, Mathematical readiness, Decimal system, Number line position and relevance of zero, Subtraction, multiplication and division, Two and three dimensional shapes- properties, characteristics.</p>	11

IV	<p>Project Method-Introduction, Meaning and advantages of using project method, Planning Resource unit, Alternative to home work, Disadvantages of learning by role, Suitable alternatives such as observations, experimentation and reporting orally, picture etc, Something related to the concepts covered in class, Evaluation-Need for evaluation, Formatting evaluation, Method of evaluation-Observations, Evaluation of daily work, tools for evaluation, Reporting to parents.</p>	11
<p>Keywords: - Early Childhood, ECCE, curriculum, foundation of curriculum development, Program Planning, Language, Learning, Evaluation.</p>		

PART C:

Learning Resources : Text Books. Reference Books, Other Resources

Text books Recommended –

1. प्रारम्भिक बाल्यावस्था, देखभाल एवं शिक्षा, डा. सविता सक्सेना, 4th edition, Shri vinod mandir Publication.
2. Early childhood care and education, M Sen Gupta, Eastern economy edition, PHI publication.
3. Early childhood care and education, J.C. Aggarwal, S. Gupta, 2nd edition, Shipra Publication.
4. Child care and education, Tina Bruce and Carolyn Meggitt, 2nd edition, Hodder Publication.
5. Early childhood care and education, Dr. Amaresh Chandra sahu, 3rd edition, Data book world publication.
6. Play and practice in the early years: Foundation stage. Canning, N. 2010th edition, Sage Publication.
7. Early detection of disabilities and persons with disabilities in the community, Chopra, G. 2012th edition, Engage Publications.

Online Resources :

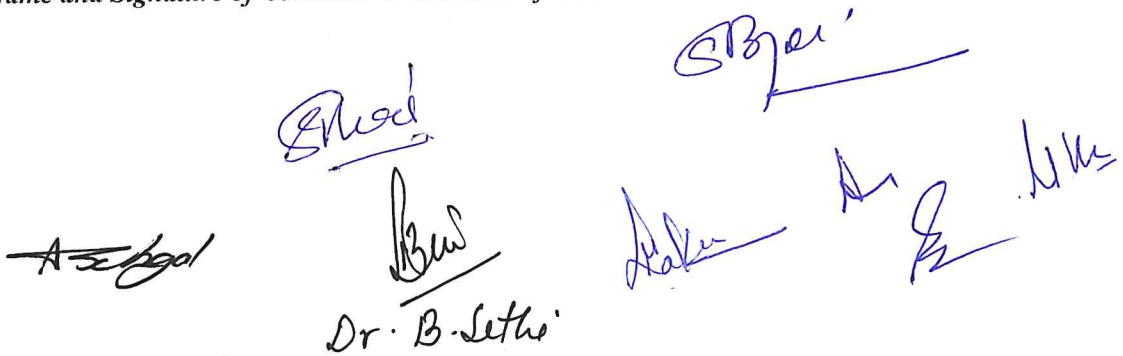
- भाषा एवं वाणी किसे कहते हैं : <https://youtu.be/2vcqU2FOU90>
- भाषा विज्ञान के सिद्धान्त : <https://youtu.be/4ug6UUqWcQM>
- भाषा विकास में वाणी विकार क्या होते हैं : <https://youtu.be/IV35upbHPPY>
- Eric-eriction theory-!!psycho-social development!!child development : <https://youtu.be/NEL6wNmSqFQ>
- विकास की अवस्थाएं एवं विशेषताएँ : <https://youtu.be/0ptjSLG3aCk>
- खेल एवं विकास : <https://youtu.be/dXMRB97r57E>
- बाल विकास में खेल और काम में अन्तर : <https://youtu.be/FANhL3AdksE>
- संवेगात्मक विकास : <https://youtu.be/EFxIkCpedlg>
- विभिन्न अवस्थाओं में क्रियात्मक विकास : <https://youtu.be/v9Zra08uS9Q>
- Stages of development infancy babyhood ,earl childhood late childhood adolescence adulthood old age : <https://youtu.be/2fgDs8SgpY8>
- जीन पियाजे के सिद्धान्त : <https://youtu.be/gnlkUzdWV0Y>
- POCSO,PCPNDT CARA GAWA!!FOR WOMEN AND CHILDREN : <https://youtu.be/aL6tEqkbD64>
- Psycho sexual theory by Freud (child development) : <https://youtu.be/Y7jyaURVJuM>
- बाल्यावस्था में होने वाले क्रियात्मक विकास : <https://youtu.be/1Fy-FJY4WhY>
- Child Development -Reflex Action-Moro, rooting, palmer, grasp reflex in Infancy Stage : <https://youtu.be/BU2UO5Si1o>
- गर्भावस्था की अवस्थाएं : <https://youtu.be/Idui61y1M5A>
- कोलबर्ग की थ्योरी : <https://youtu.be/9AAV21IfTOY>

(Handwritten signatures and marks)

- Piagets Cognitive development theory : <https://youtu.be/QRXOneFB0Qo>
- Piaget's Cognitive development theory : <https://youtu.be/L9weWOrZzK4>
- psychosexual theory : <https://youtu.be/GSMNWd45VA>
- फ्रायड की मनोविक्षेपणात्मक सिद्धान्त : <https://youtu.be/ZgKrYH3HF34>

PART D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:	100 marks	
Continuous Comprehensive Evaluation(CCE):	30 Marks	
Semester End Exam (SEE):	70 Marks	
Internal Assessment: Continuous Internal Assessment (CIA)	Internal Test / Quiz(2) –20+20 Assignment/Seminar – 10 Total Marks–30	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10=40 Marks	

Name and Signature of Convener & Members of BOS



 A. Singh, Shod, Dr. B. Sethi, Akar, S. J. K.

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28

FACULTY OF Home Science
COURSE CURRICULUM

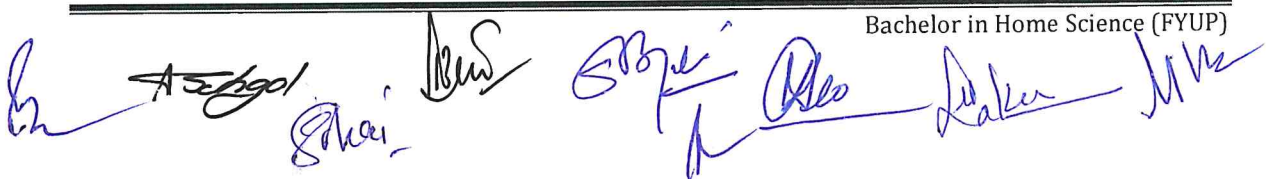
PART A: Introduction			
Program: Bachelor in Home Science (Degree Course)		Semester : V	Session: 2024-25
1	Course Code	HSSC – 15P	
2	Course Title	Early Childhood Care & Education (<i>Practical</i>)	
3	Course Type	DSC	
4	Pre-requisite (if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none">• To learn Basic Knowledge of Early Childhood care.• To assess Basic Knowledge of Theoretical approaches .• To analyze Basic Knowledge of current status & expansion of ECCE.• To judge Basic Knowledge of Language skills.• To identify Basic Knowledge of Effects of various Play.• To judge Basic Knowledge of Evaluation techniques.	
6	Credit Value	1 C	<i>1 Credit = 30 Hrs Laboratory/ Field learning/ Training</i>
7	Total Marks	Max. Marks: 50	Min Passing Marks : 20

line

[Signatures] Bachelor in Home Science (FYUP)

PART B: Content of the Course		No. of Periods
Total No. of Teaching – learning / Performance Periods : 30 periods (30 hours)		
Module	Topics (Course Contents)	30
Lab/ Field Training/ Experiment contents of the course	1. Plan three activities for children: list objectives, analyst tasks to achieve goals, select and organize instructional and .learning materials, teacher’s role, Preparation of evaluation sheets i.e. chick list, rating scale. 2. Prewriting activities. (a) Mathematics (b) Readiness (c) Materials for classifying, comparing, serrations, patterning, counting shapes, Fractions, list vocabulary related to mathematical concepts. (d) Material for addition, subtraction, multiplication and divisions. , (e) Graphs. (f) Experiences for understanding time distance weight, capacity and Money. 3. Plan science experiences. 4. Project -Plan a study based on lessons of first and second standard, plan Activities which children can do at home.	
Key Words	Object , analyze, Preparation of evaluation sheets, Prewriting activities.	

PART C:
Learning Resources : Text Books. Reference Books, Other Resources
Text Books Recomendad :
1. प्रारम्भिकबाल्यावस्था,देखभालएवंशिक्षा,डा. सवितासक्सेना, 4 th edition, Shri vinod mandir Publication 2. Early childhood care and education, M Sen Gupta, Eastern economy edition, PHI publication. 3. Early childhood care and education, J.C. Aggarwal, S. Gupta, 2 nd edition, Shipra Publication. 4. Child care and education, Tina Bruce and Carolyn Meggitt, 2 nd edition, Hodder Publication. 5. Early childhood care and education, Dr. Amaresh Chandra sahu, 3 rd edition, Data book world publication 6. Play and practice in the early years: Foundation stage. Canning, N. 2010 th edition, Sage Publication.. 7. Early detection of disabilities and persons with disabilities in the community, Chopra, G.2012th edition, Engage Publications
Online Resources :
<ul style="list-style-type: none"> • भाषा एवं वाणी https://youtu.be/2vcqU2FOU90 • भाषा विज्ञान के सिद्धान्त https://youtu.be/4ug6UUqWcQM • भाषा विकास मे वाणी विकार https://youtu.be/IV35upbHPPY • Eric-eriction theory-!!psycho-social development!!child development https://youtu.be/NEL6wNmSqFQ विकास की अवस्थाएं एवं विशेषताएँ




<p>https://youtu.be/0ptjSLG3aCk</p> <ul style="list-style-type: none"> • खेल एवं विकास https://youtu.be/dXM RB97r57E • बाल विकास में खेल और काम में अन्तर https://youtu.be/FANhL3AdksE • संवेगात्मक विकास https://youtu.be/EFxIkCpedlg • psychosexual theory https://youtu.be/GSMNWod45VA • फ्रायड की मनो विश्लेषणात्मक सिद्धान्त https://youtu.be/ZgKrYH3HF34
--

PART D : Assessment and Evaluation

Suggested Continuous Evaluation Methods:		
Maximum Marks:	50 Marks	
Continuous Internal Assessment (CIA):	15 Marks	
End Semester Exam(ESE):	35 Marks	
Internal Assessment:	Internal Test / Quiz (2) - 10 & 10	Better marks out of the two tests/ Quiz + Obtained marks in Assignment shall be considered against 15 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar+ Attendance - 05	
	Total Marks - 15	
End Semester Exam(ESE):	Laboratory / Field Skill Performance : on spot Assessment	
	A.Performed the task based on Lab work -	20 marks
	B.Spotting based on tools & Technology (written) -	10 marks
	C.Viva –voce (based on principle/ Technology) -	05 Marks

Signature of Convener and Members (CBoS):

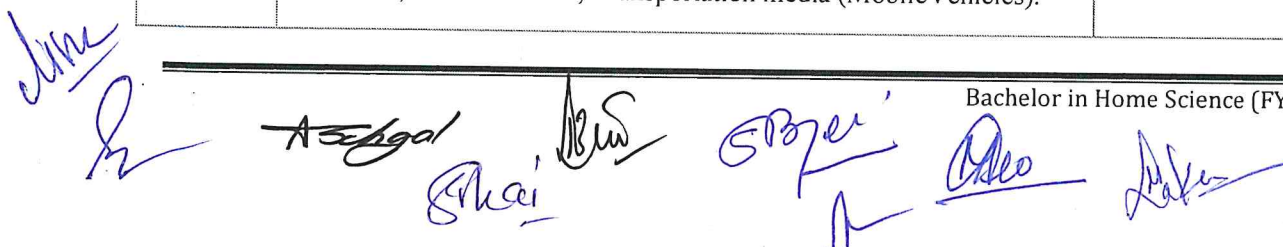


 Convener: *Amrita Sehgal*
 Members: *Dr. B. Sethi*, *[Signature]*, *[Signature]*, *[Signature]*

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science (Degree Course)		Semester : VI	
Session:2024-25			
1	Course Code	HSSC – 16T	
2	Course Title	Extension Education	
3	Course Type	DSC	
4	Pre-requisite(if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To learn basic concept of Extension. • To evaluate basic knowledge of Role of NGOs for the community. • To analyze basic concept of Principle and Methods of extension. • To define basic knowledge of Enhancement of food production. • To identify basic concept of Family welfare programs. 	
6	Credit Value	3 C	<i>1 Credit = 15 Hours - learning & Observation</i>
7	Total Marks	Max. Marks: 100	Min Passing Marks : 40

PART B: Content of the Course		
Total No. of Teaching – learning Periods (01 he per period) : 45Period (45 hours)		
Unit	Topics (Course Contents)	No. of Period
I	Concept of Education: Meaning of Extension, Origin of Extension Extension Education Process: Environment for learning, Role of educator. Concept of adult / non formal education: Meaning, Purpose Five Year Plans: History of planning in India, Five year plans and their focus.	12
II	Programs to enhance food production: National food production programs. Poverty alleviation efforts: Programs for poverty alleviation for rural and urban areas.	11
III	Programs for women and children - Women as target groups-specific measures for women and children such as DWCRA, ICDS, IMY. Current programs for women as initiated and implemented by the different ministries and Departments. Role of NGOs- Need for participation of Non-Governmental organizations in developmental efforts.	11
IV	Advertising Media: Non-media advertising, Outdoor advertisement-Hoardings, Posters, Bill boards, Bulletin Boards,and Electronic sings, Litterbins, Aerialmethods, Transportation media (MobileVehicles).	11



Keywords:- Concept of Education, Extension Education Process, adult / non formal education, Five Year Plans, food production, Poverty alleviation, Programs for women and children, Role of NGOs, Advertising Media.

PART C:

Learning Resources : Text Books. Reference Books, Other Resources

Text books Recommended –

1. Extension Education- Vrinda Singh, 2nd edition, Panchsheel Publication
2. Education and communication for development- O P Dhama, 2nd edition, oxford publication.
3. Extension Education & Communication- V K Dubey, 1st edition, New age International Publication.
4. Extension Communication & Management- G L Ray, 3rd edition, Kalyan Publication
5. A brief book on Extension Education- Shruti Madan Singh, 2nd edition, New Vishal Publication.

Online Resources :

- Communication-types, function, model
<https://youtu.be/-bW8gYwOIGM>
- प्रसारशिक्षाक्याहोताहै -2
<https://youtu.be/c7fQOnlyV6s>
- प्रसारशिक्षाक्याहोताहै -1
<https://youtu.be/6EI5S2wpBlk>
- Extension and communication
<https://youtu.be/V8IZsdIzbMc>
- Extension Education
<https://youtu.be/x4VqsPFSXcA>

PART D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 marks

Continuous Comprehensive Evaluation(CCE): 30 Marks

Semester End Exam (SEE): 70 Marks

Internal Assessment:	Internal Test / Quiz(2) –20+20 Assignment/Seminar – 10 Total Marks–30	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
Continuous Internal Assessment (CIA)		
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10=40 Marks	

Name and Signature of Convener & Members of BOS

[Handwritten signatures of BOS members]

82

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science (Degree Course)		Semester : VI	Session:2024-25
1	Course Code	HSSC-16 P	
2	Course Title	Extension Education (<i>Practical</i>)	
3	Course Type	DSC	
4	Pre-requisite(if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To learn basic concept of Extension. • To evaluate basic knowledge of Role of NGOs for the community. • To analyze basic concept of Principle and Methods of extension. • To define basic knowledge of Enhancement of food production. • To identify basic concept of Family welfare programs. 	
6	Credit Value	1 C	(1 Credit = 30 Hrs Laboratory/ Field learning/ Training
7	Total Marks	Max. Marks: 50	Min Passing Marks : 20

PART B: Content of the Course		No. of Periods
Total No. of Teaching – learning / Performance Periods : 30 periods (30 hours)		
Module	Topics (Course Contents)	
Lab/ Field Training/ Experiment contents of the course	<ol style="list-style-type: none"> 1. Visits to Radio / T.V. stations. 2. Script writing for Radio. 3. Visit to Extension Education Unit. 4. Write slogan about Adult-Education. 5. Project- Designing an Advertisement for any product with relevant slogan 6. Designing an advertising policy for any product. 	30
Key words	Script writing, Adult education, slogan, Advertizing	

PART C:**Learning Resources : Text Books. Reference Books, Other Resources****Text Books Recommended :**

1. Extension Education- Vrinda Singh, 2nd edition, Panchsheel Publication
2. Education and communication for development- O P Dhama, 2nd edition, oxford publication.
3. Extension Education & Communication- V K Dubey, 1st edition, New age International Publication.
4. Extension Communication & Management- G L Ray, 3rd edition, Kalyan Publication

Bachelor in Home Science (FYUP)

Jain

R

A. Singh
Gauri

Dr. B. Sethi

S. Singh
H. T.

A. Singh

A. Singh

5. A brief book on Extension Education- Shruti Madan Singh, 2nd edition, New Vishal Publication.

Online Resources:

- Communication-types, function, model
<https://youtu.be/-bW8gYwOIGM>
- History of extension education
<https://youtu.be/oCJ4Nlzh7w>
- Process of Extension Education
<https://youtu.be/vOVmKIgSCzs>
- Extension Teaching method-Audio , Visual, Audio-visual
<https://youtu.be/kSXIAQFd7sI>
- What is chart and poster? types of chart- pictorial ,organization, flow,line
<https://youtu.be/ILhXyUbrI70>
- What is communication? types of communication -intra ,inter group ,communication.
https://youtu.be/T50JUwc1_Bs
- Elements of Adoption and categories of Adopters in extension education!! Extension Education!
https://youtu.be/sBCXbB_7_44
- Extension and communication
<https://youtu.be/V8IZsdIzbMc>
- Extension Education
<https://youtu.be/x4VqsPFSXcA>
- Teaching aids
https://youtu.be/l5amubD_DZg
- Seven C's of effective communication
<https://youtu.be/tZkvgFuzLSw>

PART D :Assessment and Evaluation

Suggested Continuous Evaluation Methods:


Maximum Marks: 50 Marks


Continuous Internal Assessment (CIA): 15 Marks


End Semester Exam(ESE): 35 Marks


Internal Assessment:	Internal Test / Quiz (2) - 10 & 10	Better marks out of the two tests/ Quiz + Obtained marks in Assignment shall be considered against 15 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar+ Attendance - 05	
	Total Marks - 15	
End Semester Exam(ESE):	Laboratory / Field Skill Performance : on spot Assessment	
	A. Performed the task based on Lab work -	20 marks
	B. Spotting based on tools & Technology (written) -	10 marks
	C. Viva –voce (based on principle/ Technology) -	05 Marks


Name and Signature of Convener & Members of BOS:



 Dr. Bharti Sethi


 Dr. B. Sethi


 Dr. B. Sethi


 Dr. B. Sethi


 Dr. B. Sethi


 Dr. B. Sethi

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science (Degree Course)		Semester : VI	
		Session: 2024-25	
1	Course Code	HSSC – 17 T	
2	Course Title	Foundation Of Art And Design	
3	Course Type	DSC	
4	Pre-requisite (if any)	As per Program	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> To learn basic concept of Extension. To evaluate basic knowledge of Role of NGOs for the community. To analyze basic concept of Principle and Methods of extension. To define basic knowledge of Enhancement of food production. To identify basic concept of Family welfare programs. 	
6	Credit Value	3 C	1 Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks : 40

PART B: Content of the Course		
Total No. of Teaching – learning Periods (01 he per period) : 45Period (45 hours)		
Unit	Topics (Course Contents)	No. of Period
I	Introduction to foundation of Art- Design, Definition and types-:Structural and Decorative, Elements of design, Light-Characteristics and Classification, Study of Colour -classification, dimensions, colour schemes and effect. Indian, regional, traditional and contemporary arts and their use in:- Floor decoration, Home decoration, Accessories.	12
II	Family's Housing Needs: Protective, economic, affection, social, standard of living, housing goals, style, function occupation. Factors influencing selection and purchase of site for house building. Legal aspects, location, physical feature, soil conditions, cost, services. Land scape planning - Principles and application.	11
III	Financial Considerations: Availability of funds for housing, Housing Development finance corporation, Cooperative Housing Society, Life Insurance corporation, Cooperative Banks, Loan from provident fund Finance corporation of India. Disability of owning versus renting: Housing problems, causes and Remedial measures.	11

Jitesh
Arjun
Arjun
Arjun
Arjun
Arjun
Arjun

IV	<p>Furniture: Styles of furniture - traditional contemporary and modern. Selection of furniture for comfort, rest and relaxation for work, for storage Arrangement of furniture for living, sleeping, dining and multipurpose rooms, Accessories and their role in interiors.</p>	11
<p>Keywords:- Introduction to foundation of art, Indian, regional, traditional and contemporary arts, Family's Housing , Needs, Landscape planning, Financial Considerations, Disability of owning versus renting, Furniture, Accessories and their role in interiors.</p>		

PART C:	
Learning Resources : Text Books. Reference Books, Other Resources	
Text books Recommended –	
<ol style="list-style-type: none"> 1. Art & Design , Rachel Logan 2. Art & Design- Garry whitehead, 1st edition, Collins Publication. 3. Foundation of art & design- Dr.Pranav Bhatt, 3rd Edition, Embassy Publication. 4. Art & Design- Virginia Evans, 11th edition, Express Publishing Company 5. Foundation of digital art & design- Xtine Burrough, 1st edition, Adoby creative Art publication, New Riders publication. 6. The Interior Design- Chris Grimley, 3rd edition, Rockport publication. 7. Home Management- MA Varghese, 2nd edition. New age International Publication. 8. Management in Family living- Nickell Dorse ,4th edition, Macmillan Publication. 	
Online Resources:	
<ul style="list-style-type: none"> • बुनाईके प्रकार!! सादी,ट्वील,सेटीन! https://youtu.be/RAIuqExxtdw • भारतके प्रसिद्ध परम्परागत वस्त्र एवं कढ़ाई https://youtu.be/7kk3kb_YOBA • भारतके प्रसिद्ध परम्परागत वस्त्र !! जामदानी, कशीदाकारी, कसूती, चिकनकारी भाग https://youtu.be/wdNF_R39zTg • What is garment design https://youtu.be/Ef-0HUjl_Tc • Man made fibres -part 2# nylon, polyester ,acrylic https://youtu.be/4Y4Ic9v-Rxs • What is printing? types of printing-Hand and modern printing https://youtu.be/fvDeOy3BedE • Types of printing-block roller, transfer,batik, digital printing https://youtu.be/W4d0WIHFfSk • विभिन्न प्रकारके रेशों एवं उनके गुण-cotton ,wool and Silk ,rayon https://youtu.be/Ps-hY1BwZd4 • Textile Fibre Properties and Definition of Textile https://youtu.be/NC7Hlk8cV84 • Physical & Chemical Properties of Cotton II Ginning and Harvesting of Cotton https://youtu.be/XcCSOEGt8YU 	

PART D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:	100 marks	
Continuous Comprehensive Evaluation(CCE):	30 Marks	
Semester End Exam (SEE):	70 Marks	
Internal Assessment:	Internal Test / Quiz(2) –20+20	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar – 10	
	Total Marks–30	
End Semester Exam (ESE):	Two section – A & B	
	Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks	
	Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10=40 Marks	

Name and Signature of Convener & Members of BOS



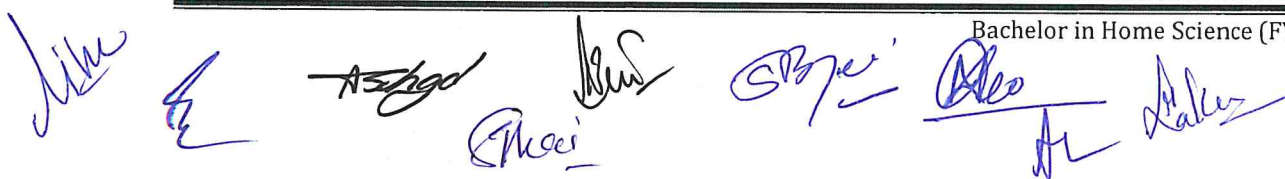
 The image shows several handwritten signatures in blue ink. One signature is clearly legible as "Dr. B. Sethi". Other signatures are more stylized and difficult to read, but they appear to be the names of the members of the Board of Studies (BOS).

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28

FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science (Degree Course)		Semester : VI	Session:2024-25
1	Course Code	HSSC-17P	
2	Course Title	Foundation Of Art And Design (<i>Practical</i>)	
3	Course Type	DSC	
4	Pre-requisite (if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> To learn basic concept of Extension. To evaluate basic knowledge of Role of NGOs for the community. To analyze basic concept of Principle and Methods of extension. To define basic knowledge of Enhancement of food production. To identify basic concept of Family welfare programs. 	
6	Credit Value	1 C	1 Credit = 30 Hrs Laboratory/ Field learning/ Training
7	Total Marks	Max. Marks: 50	Min Passing Marks : 20

PART B : Content of the Course		No. of Periods
Total No. of Teaching – learning / Performance Periods : 30 periods (30 hours)		
Module	Topics (Course Contents)	
Lab/ Field Training/ Experiment contents of the course	<ol style="list-style-type: none"> Freehand drawing: Memory drawing and sketching. Scale drawing, solid geometry, ortho graphic. Preparation of colour wheel and colours chemes. Elements of design laws of field size, proportion, types of shadows. Residential space planning-scale, lines, abbreviations,metric projections,defining pace by shades,shadows. Lettering. Use of colour for wall/floor decoration and making accessories. Application of design principles in flower arrangement, styles of flower ar arrangement, innovation of new styles. Gift wrapping and preparing decorative articles of fibre, fabric, coir, bamboo, clay, metaletc. Project-Drawing house plans with standard specification. Furniture layout of living, dining.Kitchen and 	30



	bedroom designs presentation with furniture layout, sectional elevation, views. 12. Development of designs and construction of any five of the under mentioned items -Cushions, curtains, carpets, doormats, rugs, tablemats. 13. Wall paintings, picture frame design. 14. Graphic designs.	
Key Words	Scale drawing, solid geometry, ortho graphic, elements of art design, Accessories	

PART C:**Learning Resources : Text Books. Reference Books, Other Resources****Text Books Recommended :**

1. Art & Design , Rachel Logan
2. Art & Design- Garry whitehead, 1st edition, Collins Publication.
3. Foundation of art & design- Dr.Pranav Bhatt, 3rd Edition, Embassy Publication.
4. Art & Design- Virginia Evans, 11th edition, Express Publishing Company
5. Foundation of digital art & design- Xtine Burrough, 1st edition, Adoby creative Art publication, New Ridders publication.
6. The Interior Design- Chris Grimley, 3rd edition, Rockport publication.
7. Home Management- MA Varghese, 2nd edition. New age International Publication.
8. Management in Family living- Nickell Dorse ,4th edition, Macmillan Publication.

Online Resources:

- बुनाई के प्रकार!! सादी,ट्वील,सेटीन!
<https://youtu.be/RAIuqExxtdw>
- भारतकेप्रसिद्धपरम्परागतवस्त्रएवंकढ़ाई
https://youtu.be/7kk3kb_YOBA
- भारतकेप्रसिद्धपरम्परागतवस्त्र !!जामदानी, कशीदाकारी,कसूती, चिकनकारीभाग
https://youtu.be/wdNF_R39zTg
- What is garment design
https://youtu.be/Ef-0HUj1_Tc
- Man made fibres -part 2# nylon, polyester ,acrylic
<https://youtu.be/4Y4Ic9v-Rxs>
- What is printing? types of printing-Hand and modern printing
<https://youtu.be/fvDeOy3BedE>
- Types of printing-block roller, transfer,batik, digital printing
<https://youtu.be/W4d0WIHFFSk>
- विभिन्नप्रकारकेरेशोएवंउनकेगुण-cotton ,wool and Silk ,rayon
<https://youtu.be/Ps-hY1BwZd4>
- Textile Fibre Properties and Definition of Textile
<https://youtu.be/NC7Hlk8cV84>
- Physical & Chemical Properties of Cotton II Ginning and Harvesting of Cotton
<https://youtu.be/XcCSOEGt8YU>

PART D :Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:	50 Marks	
Continuous Internal Assessment (CIA):	15 Marks	
End Semester Exam(ESE):	35 Marks	
Internal Assessment:	Internal Test / Quiz (2) - 10 & 10	Better marks out of the two tests/ Quiz + Obtained marks in Assignment shall be considered against 15 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar+ Attendance - 05	
	Total Marks - 15	
End Semester Exam(ESE):	Laboratory / Field Skill Performance : on spot Assessment	
	A.Performed the task based on Lab work -	20 marks
	B.Spotting based on tools & Technology (written) -	10 marks
	C.Viva –voce (based on principle/ Technology) -	05 Marks

Signature of Convener and Members (CBoS):



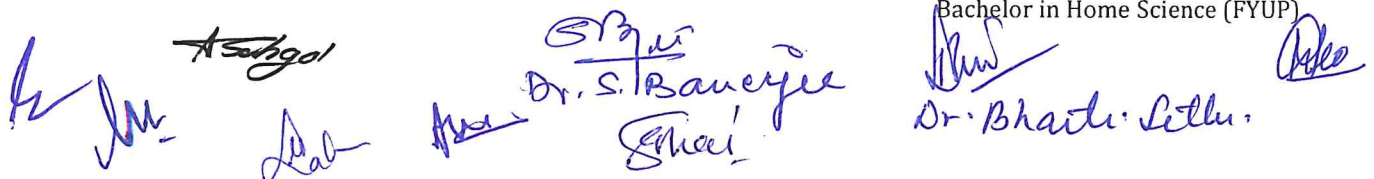
 The image shows several handwritten signatures in blue ink. One signature is clearly legible as "Dr. B. Sathya". Other signatures are more stylized and difficult to read, but they appear to be the names of the Convener and Members of the Board of Studies (CBoS).

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science (Degree/Honors)		Semester : VI	
Session: 2024-25			
1	Course Code	HSSC – 18 T	
2	Course Title	TRADITIONAL TEXTILES AND COSTUMES OF INDIA	
3	Course Type	DSC	
4	Pre-requisite(if any)	As per Program	
5	Course Learning Outcomes (CLO)	<p>A successful completion of this course will enable students to</p> <ul style="list-style-type: none"> • Acquaint with Indian Textile and Clothing culture • Analyze traditional textiles based on the process of making it. • Understand the physical, geographical, cultural influence on costumes and textiles. • Differentiates traditional textiles from different parts of the country. • Appreciates the traditional Textiles and Costumes • Utilize traditional costume and textiles in contemporary context. • Understands the techniques of traditional embroidery. 	
6	Credit Value	3 C	1 Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks : 40

PART B: Content of the Course		
Total No. of Teaching – learning Periods (01 hr per period) : 45Period (45 hours)		
Unit	Topics	No. of Period
1	Introduction 1. Textile Arts of India 2. Weaving and weaving communities, 3. Traditional Embroideries, Rugs and carpets, Saris, Shawls and wraps 4. History and Classification of Indian Traditional Textiles of India- Painted and printed, Resist dyed, woven and embroidered.	12
2	Ornamented and resist dyed textiles 1. Painted textiles- Pattachitra, Pichhavi, Phad, Kalamkari- Masulipatnam and Srikalahasti, Mata-ni-pacchedi 2. Printed textiles- Hand block printed, Ajrakh, Rogan, Sanganer, Bagh 3. Yarn resist- Patola, Mashru, Ikat, Bandhana 4. Fabric resist- Sugadi, Bhandej, Laheriya	11
3	Woven textiles 1. Woven textile of North India 2. Woven textile of West India 3. Woven textile of South India 4. Woven textile of East India	11

Bachelor in Home Science (FYUP)



	5. Woven textile of Central India	
4	Traditional Costumes of India 1. Northern India Jammu and Kashmir, Punjab, Haryana 2. Western India Rajasthan, Gujarat, Maharashtra 3. Southern India Andhra Pradesh, Tamil Nadu, Kerala, Karnataka 4. Eastern India Orissa, West-Bengal, Assam, Nagaland, Meghalaya, Manipur, Arunachal, Mizoram, Tripura 5. Central India Uttar Pradesh, Madhya Pradesh and Bihar	11
Keywords: Textile art, weaving communities, Indian traditional textiles, Woven textiles Embroidered textiles, Traditional Costumes of India.		

PART C:		
Learning Resources : Text Books, Reference Books, Other Resources		
Suggested Readings:		
<ul style="list-style-type: none"> • Bhatnagar P. (2004), Traditional Indian Costumes and Textiles, Abhishek Publications, New Delhi. • Chisti R.K., (2013) Sari tradition and beyond, Roli Publication • Dawson, R. (1976). A Complete Guide to Embroidery. London & New York: Marshall Cavendish Publishers. • Gillow J & Barnard N (2014), Indian Textiles, 1 st Edition, Thames & Hudson, London • Gosh, G. & Shukla G. (2014) Ikat textiles of India, 1 st Edition, A.PH publishing, New Delhi • Ghurye G. S.(1995), Indian Costume, Popular Prakashan, Bombay • Irwin, J. H. & Hall, M. (1973). Indian Embroideries. Ahmedabad: Historic Textiles of India at Calico Museum of Textiles. • Karolia, A. (2019), Traditional India Handcrafted Textiles: Techniques, Processes and Designs Vol.I and II, Niyogi books, Delhi. • Pathak A. (2006), Indian Costumes, Roli Books, Mumbai. • Saraf, D. N. (1982). Indian Crafts. New Delhi: Vikas Publishing House Limited. 		
Online Resources–		
1. Traditional Embroidery of India: https://youtu.be/GYCCJ9WZOSw		
2. Clothing Construction: https://drive.google.com/file/d/1gdpOSuyO_vVNV0RyOp8w6DFimmPaAPIH/view?usp=drivesdk		
3. Introduction to clothing: https://youtu.be/w_7CtISFSjo		
PART D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:	100 marks	
Continuous Comprehensive Evaluation(CCE):	30 Marks	
Semester End Exam (SEE):	70 Marks	
Internal Assessment:	Internal Test / Quiz(2) –20+20	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar – 10	
	Total Marks–30	
End Semester Exam (ESE):	Two section – A & B	
	Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks	
	Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10=40 Marks	

Name and Signature of Convener & Members of CBOS

Ashpal
Co-Convener

Ms

Dr. S. Banerjee

Dr. M. K. Deo

A

Ms

Dr. S. Banerjee

Bachelor in Home Science (FYUP)

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science (Degree/Honors)		Semester : VI	Session:2024-25
1	Course Code	HSSC-18 P	
2	Course Title	TRADITIONAL TEXTILES AND COSTUMES OF INDIA (PRACTICAL)	
3	Course Type	DSC	
4	Pre-requisite (if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<p>A successful completion of this course will enable students to</p> <ul style="list-style-type: none"> • Acquaint with Indian Textile and Clothing culture • Analyze traditional textiles based on the process of making it. • Understand the physical, geographical, cultural influence on costumes and textiles. • Differentiates traditional textiles from different parts of the country. • Appreciates the traditional Textiles and Costumes • Utilize traditional costume and textiles in contemporary context. • Understands the techniques of traditional embroidery. 	
6	Credit Value	1 C	<i>1 Credit = 30 Hrs Laboratory/ Field learning/ Training</i>
7	Total Marks	Max. Marks: 50	Min Passing Marks : 20

PART B : Content of the Course		No. of Periods
Total No. of Teaching – learning / Performance Periods : 30 periods (30 hours)		
Laboratory/ Field learning/ Training	<p>Learning the techniques of following traditional embroideries with emphasis on base material, threads and motifs used.</p> <ol style="list-style-type: none"> 1. Kashida of Kashmir 2. Chamba of Himachal Pradesh 3. Phulkari and Bagh of Punjab 4. Chikankari of Uttar Pradesh 5. Kantha of Bengal 6. Embroideries of Gujarat 7. Gold and Silver embroidery 8. Bead work 9. Preparation of portfolio with <ul style="list-style-type: none"> • Pictures of traditional textiles with the descriptive analysis • Pictures of the traditional costumes with constructional details. • Samples of embroidery with its theoretical details 	30
Keywords:	Textile art, weaving communities, Indian traditional textiles, Woven textiles Embroidered textiles, Traditional Costumes of India.	

Bachelor in Home Science (FYUP)

PART C:**Learning Resources : Text Books. Reference Books, Other Resources****Text Books Recommended :**

1. वस्त्रविज्ञान एवं परिधान का परिचय, डा. मंजुपटनी, स्टार पब्लिकेशन, आगरा.
2. वस्त्रविज्ञान एवं परिधान- डा. प्रमिला वर्मा, 11th edition, Privilege Publication.
3. Fundamental of textiles and their care - Susheela Dantgagi, 5th edition, Orient blackswan Publication.
4. Textile Design (Theory and concepts)- Charu Swami, 7th edition, New age International publication .
5. Textile Science(A Practical Manual)- Dr. Deepali Rastogi, 3rd edition, Elite Publication.
6. Textile Yarns- B.C.Goswami, 3rd edition, Wiley India Publication.

Online Resources:

- बुनाई के प्रकार!! सादी, ट्वील, सेटीन!
<https://youtu.be/RAluqExxtdw>
- भारत के प्रसिद्ध परम्परागत वस्त्र एवं कढ़ाई
https://youtu.be/7kk3kb_YOBA
- भारत के प्रसिद्ध परम्परागत वस्त्र !! जामदानी, कशीदाकारी, कसूती, चिकनकारी भाग
https://youtu.be/wdNF_R39zTg
- What is garment design
https://youtu.be/Ef-0HUjl_Tc
- Man made fibres -part 2# nylon, polyester ,acrylic
<https://youtu.be/4Y4Ic9v-Rxs>
- What is printing? types of printing-Hand and modern printing
<https://youtu.be/fvDeOy3BedE>
- Types of printing-block roller, transfer,batik, digital printing
<https://youtu.be/W4d0WIHFFSk>
- विभिन्न प्रकार के रेशों एवं उनके गुण-cotton , wool and Silk , rayon
<https://youtu.be/Ps-hY1BwZd4>
- Textile Fibre Properties and Definition of Textile
<https://youtu.be/NC7HIk8cV84>
- Physical & Chemical Properties of Cotton II Ginning and Harvesting of Cotton
<https://youtu.be/XcCSOEGt8YU>

PART D :Assessment and Evaluation**Suggested Continuous Evaluation Methods:****Maximum Marks:** 50 Marks**Continuous Internal Assessment (CIA):** 15 Marks**End Semester Exam(ESE):** 35 Marks

Internal Assessment:	Internal Test / Quiz (2) - 10 & 10	Better marks out of the two tests/ Quiz + Obtained marks in Assignment shall be considered against 15 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar+ Attendance - 05	
	Total Marks - 15	
End Semester Exam(ESE):	Laboratory / Field Skill Performance : on spot Assessment	
	A.Performed the task based on Lab work -	20 marks
	B.Spotting based on tools & Technology (written) -	10 marks
	C.Viva –voce (based on principle/ Technology) -	05 Marks

Signature of Convener and Members (CBoS):

A School
C.Os. Anita Sengal

AS

B. Jai
Dr. S. Banerjee

B. Jai

A. Jai

A. Jai

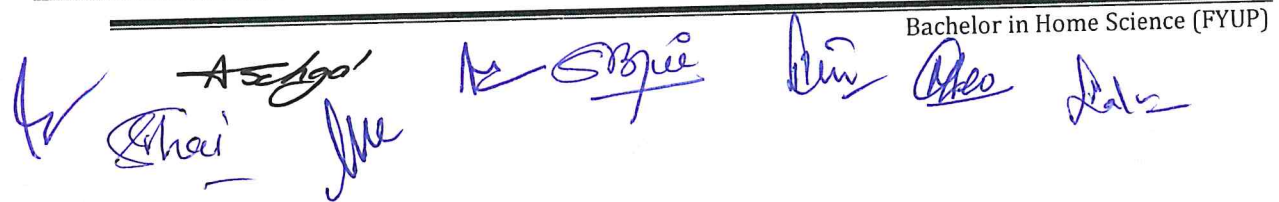
A. Jai

FOUR YEAR UNDER GRADUATE PROGRAM (2024-28)
Faculty of Home Science
COURSE CURRICULUM

PART-A: Introduction			
Program:- Bachelor in Home Science (Honors)		Semester : VII	Session:-2024-25
1	CourseCode	HSSC- 19 T	
2	CourseTitle	Applied Human Physiology	
3	CourseType	DSC (Discipline specific course)	
4	Pre-requisite(if, any)	As per program	
5	CourseLearning. Outcomes(CLO)	After completion of this course ,the student will be able to: <ul style="list-style-type: none"> • Understand Basic Knowledge of Human Physiology. • Analyze Basic knowledge of cell and its structure. • Identify Basic knowledge of respiratory system. • Interpret Basic Knowledge of Endocrinal Glands. • Discuss basic functioning of human body 	
6	CreditValue	3 Credits	1 Credit=15 Hours-learning & Observation
7	TotalMarks	Max.Marks: 100	MinPassingMarks: 40

PART-B: Content of the Course		
Total No. of Teaching-learning Periods (01Hr. per period)-45 Periods (45 Hours)		
Unit	Topics(Coursecontents)	No.of Periods
I	<u>Cell Structure and Tissues:</u> Structure of a human cell.-Organelles and Inclusions, Elementary study of tissues of the human body- Epithelial, Osseous tissue, connective, Muscular, Nervous (Neuron).special cells and tissues. Cancer Cells.	12
II	<u>Endocrine System :</u> Endocrine glands- structure, regulation of hormonal secretions- Thyroid, Parathyroid, Pancreas, Pituitary, Adrenal, Sex glands. Disorders of endocrine glands.- Hypo and Hyper Thyroidism, Diabetes Mellitus,, Hyperinsulaenemias, sex hormones related	11

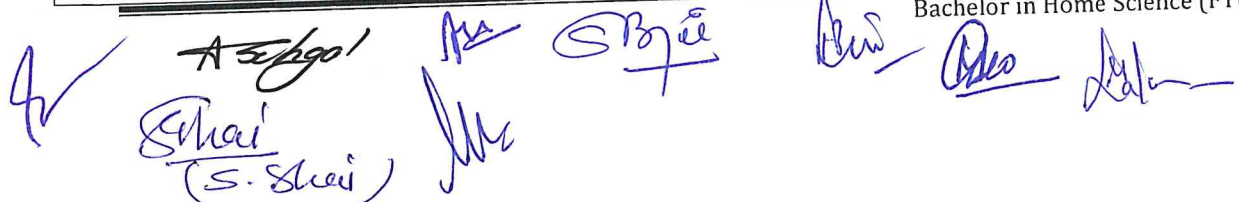
Bachelor in Home Science (FYUP)



	problems, Acromegaly, Acromicria, Gigantism, Dwarfism, Cretinism and other pituitary disorders.	
III	<p>Respiratory System : Structure, functions of organs of Respiratory tract. Exchange of gases. Mechanism of Respiration, Transport of Oxygen and CO₂. Nervous and chemical Regulation of Respiration, Asphyxia, hypoxia.</p> <p>Digestive System : Structure, function of organs of Gastro- intestinal tract, Liver, Pancreas, Gallbladder. Process of digestion and absorption.</p>	11
IV	<p>Muscular System : Muscles - Types, structure, functions, Changes during muscular Contraction.</p> <p>Excretory System : Structure and function of nephron, kidneys, Urinary bladder Urine formation. Composition of urine. Micturition process, role of spinal cord. Maintenance of acid base balance.</p>	11
Keywords	Cell, Tissue, muscles, Micturition	

Signature of Convener & Members(CBoS):

PART-C: LearningResources
Text books , Reference Books and others
Text books Recommended
<ol style="list-style-type: none"> Human Physiology by C.C Chatterjee Big Picture: Gross Anatomy, Medical Course & Step 1 Review, Second Edition by David A. Morton; K. Bo Foreman; Kurt H. Albertine Anatomy and Physiology for Healthcare by Paul Marshall; Beverly Gallacher; Jim Jolly; Shupikai Rinomhota Essentials of Human Anatomy & Physiology by Marieb, Elaine Nicpon Human Physiology by Eric P. Widmaier, Arthur J. Vander. Guyton and Hall Textbook of Medical Physiology
OnlineResources-
<ul style="list-style-type: none"> https://youtu.be/URUJD5NEXC8?si=Zhw4ZnvSmS3ScFfr https://youtu.be/fpX39jMlIB8?si=84MJmDFRjHIGTqIV https://youtu.be/mGdt5ENZ-S4?si=MgaG2lxTAEIymuU1 https://youtu.be/9KI983Von3w?si=C3hGfKDE8nuyoG10 https://youtu.be/URUJD5NEXC8?si=Zhw4ZnvSmS3ScFfr



PART D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 marks		
Continuous Internal Assessment (CIA): 30 Marks		
Semester End Exam (SEE): 70 Marks		
Internal Assessment:	Internal Test / Quiz(2) – 20+20	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar – 10 Total Marks – 30	
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x 1 = 10 Mark; Q2. Short answer type- 5 x 4 = 20 Marks Section B: Descriptive answer type qts., 1 out of 2 from each unit- 4 x 10 = 40 Marks	

Name and Signature of Convener & Members of CBoS:

A Sehgal
CDr. Amita Sehgal

Dr. So. Banerjee

Dr. Bharti Latha

Mrs. Manjira Deo

Smt. Manjira

Dr. Mahiswar

Dr. ...

FOUR YEAR UNDER GRADUATE PROGRAM (2024-28)
Faculty of Home Science
COURSE CURRICULUM

PART- A: Introduction			
Program:- Bachelor in Home Science (Honors)		Semester -VII	Session: 2024-2025
1	Course Code	HSSC – 19 P	
2	Course Title	Applied Human Physiology (Practical)	
3	Course Type	DSC (Discipline specific course)	
4	Pre-requisite (if, any)	As per program	
5	Course Learning Outcomes (CLO)	After completion of this course ,the student will be able to: <ul style="list-style-type: none"> • Understand basic physiology of human body • Study various types of cells in uman body • Study the blood groups, rh factors and blood group matching • Identify various human tissues • Evaluate function of body under various circumstances 	
6	Credit Value	1 Credits	1 Credit =30 Hours Laboratory or Field learning/Trainin.
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20

PART -B: Content of the Course

Total No.of learning-Training / Performance Periods: 30 Periods (30 Hours)		
Module	Topics (Course contents)(Any 10)	No. of Periods
Lab./Field Training/ Experiment Contents of Course	<ul style="list-style-type: none"> • Detection of permanent slides of various body organs. • Differential WBC Counting by using diluting fluid. • Differential RBC Counting by using diluting fluid. • Measurement of blood pressure by auscultatory methods. • Determination of erythrocyte sedimentation rate [ESR]. • Determination of osmotic resistance of RBCs. • Effects of high temperature, salt and acid addition on Ptyalin, present in saliva. • Estimation of titrable Acidity in gastric juice. • Determination of bleeding and clotting time. • Preparation of Haemin crystals. • Determination of hemoglobin. • Identification of blood group and Rh factor. 	30
Keywords	Tissues, Cells, Blood Groups, Rh Factors , Osmotic resistance of RBCs	

A. Singh

Dr. S. Singh

Dr. P. Singh

Dr. K. Singh


Dr. J. Singh


Dr. M. Singh


Dr. N. Singh


PART -D :Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 50 Marks		
Continuous Internal Assessment(CIA): 15 Marks		
EndSemester Exam(ESE): 35 Marks		
Continuous InternalAssessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 Assignment/Seminar +Attendance - 05 Total Marks - 15	Better marks out of the two Test / Quiz +obtained marks in Assignment shall be considered against 15 Marks
End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment A. Performed the Task based on lab. work - 20 Marks B. Spotting based on tools & technology (written) - 10 Marks C. Viva-voce (based on principle/technology) - 05 Marks	Managed by Course teacher as per lab. status


Name and Signature of Convener & Members of C BoS:



 (Dr. Amita Singh)



 Dr. So Banerjee


 Dr. Bharti Sethi


 Mrs. Ananda R Deo


 Smt. Manjoti Lalra


 Shree

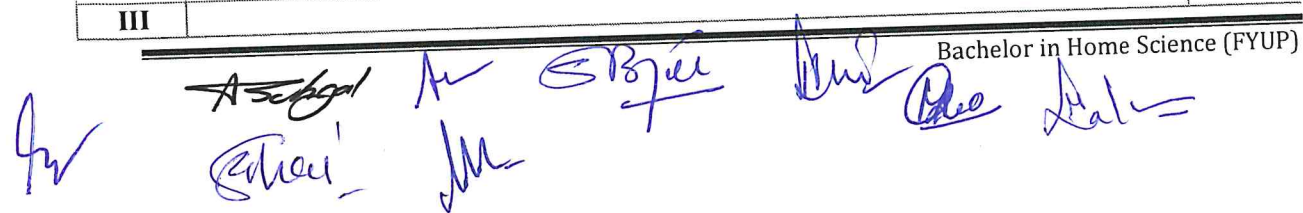

 Dr. Mahesh

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HOME SCIENCE
COURSE CURRICULUM

PART-A: Introduction			
Program : Bachelor in Home Science (Honors)		Semester-VIII	Session:2024-2025
1	Course Code	HSSC-20 T	
2	Course Title	ADVANCE D STUDY IN HUMAN DEVELOPMENT	
3	Course Type	DSC(Discipline Specific Course)	
4	Pre-requisite(if, any)	As per Program	
5	Course Learning Outcomes (CLO)	<p>At the end of this course, the students will be enable to:</p> <ul style="list-style-type: none"> • Explain the need & importance of studying human Development • Discuss the principles of Development. • Gain knowledge about various stages of life span. • Describe the characteristics, needs and developmental tasks of different stages in the human life cycle. • Identify the biological & environmental factors affecting human development in various stages of life span. 	
6	Credit Value	4 Credits	Credit=15 Hours-learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40

PART-B: Content of the Course		
Total No. of Teaching-learning Periods (01 Hr. per period) – 60 Periods (60 Hours)		
Unit	Topics (Course contents)	No. of Period
I	<p>Principles and Concept of Development</p> <ul style="list-style-type: none"> - Principles and Concept of Development - Developmental Task - Factor Affecting Development - Heredity and Environment. - Basic concepts of development - maturation and learning, individual differences, sensitive periods. <p>Prenatal Development</p> <ul style="list-style-type: none"> - Recapitulation of stages in prenatal development, genetic and environment factors: maternal conditions and teratogens. Significance of the genome project for understanding human development. 	15
II	<p>Infancy ; (birth-2 years)</p> <p>The newborn: birth process and the neonate. Types of birth Adjustment made by newborn. Physical description, sensory capacities and reflexes, Becoming coordinated- feeding, sleeping and crying.</p> <ul style="list-style-type: none"> - Early language development. - Social relationship during infancy. 	15
III		15

Bachelor in Home Science (FYUP)



	Childhood (2-11 years) - Transition from infancy to childhood. - Physical and Motor Development. - Play and social relationship. The emerging self. - Language, cognitive, emotional & moral development. - Social relationship- peers siblings and parents.	
IV	Adolescence (11-18 years) - Transition from childhood to sexual maturity, puberty and its consequences. Emotional changes. - Emotional changes- Heighted Emotionality and Development of Emotional Maturity. - Concept of Identity and Identity Formation. - Role of family, peers, community and ethnic group. - Juvenile Delinquency	15
Keywords	Developmental task, Prenatal Development, identity, sensitive periods.	

Signature of Convener & Members CBoS:

PART-C: Learning Resources

1. Rice, F.P. (1995). Human Development. New Jersey :Prentic Hall. Berk, L.E. (1995). Child Development London : Allyn & Bacon.
2. Elizabeth B. Hurlock, Child Development (6th edition)mc graw hill edu cation
3. Barbara Spears, Marilyn Campbell, Phillip T, Child, Adolescent and Family Development (3rdEd), kindle edition
4. Singh B. Human Development 3rd edition, panchsheel publication.
5. Verma P, & Shrivastav D. N., Child development and child psychology, Vinodpustak mandir, Agra.
6. Dutt, S. (1998) Moral Values in child Development. New Delhi Anmol.

Online Resources-

- <https://www.amazon.in/Handbook-Child-Psychology-Developmental-/dp/B0BMFXKVJR>
- https://www.goodreads.com/book/show/156797.The_Power_of_Play
- https://www.goodreads.com/book/show/831635.Healthy_Sleep_Habits_Happy_Child
- <https://unacademy.com/content/cbse-class-12/study-material/physical-education/motor-Science-development-and-different-types-of-motor-skills/>
- <https://www.studysmarter.co.uk/explanations/psychology/developmental-psychology/moral-development/>

PART-D : Assessment and Evaluation

Suggested Continuous Evaluation Methods:		
Maximum Mark	100Mark	
Continuous Internal Assessment(CIA):	30Marks	
End Semester Exam (ESE):	70Marks	
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test/Quiz-(2):	20&20
	Assignment/ Seminar -	10
	Total Marks -	30
		Better marks out of the two Test/ Quiz + obtained marks in Assignment shall be considered against 30Marks
End Semester Exam(ESE):	Two section - A & B	
	SectionA: Q1. Objective-10 x1=10 Mark; Q2. Shortanswertype-5x4 =20Marks	
	SectionB: Descriptiveanswertypeqts., 1outof2 fromeachunit-4x10=40Marks	

Name and Signature of Convener & Members of CBoS:

A. Singhal
(Dr. Amrita Singhal)

S. B. Singh
Dr. S. B. Singh

Dr. Bharti Sethi

Mrs. Manjira R. Desai
Manjira

Dr. Manjira R. Desai
Dr. Manjira R. Desai

Dr. Manjira R. Desai

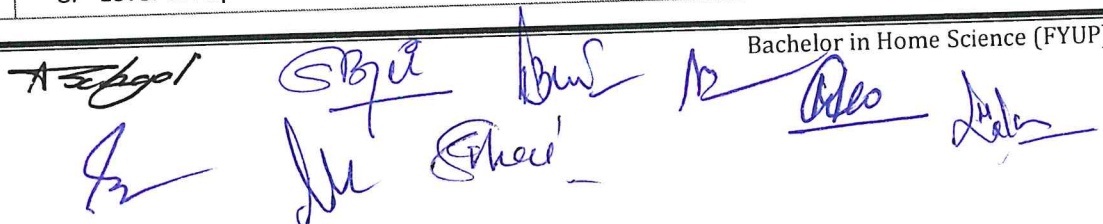
FOUR YEAR UNDER GRADUATE PROGRAM (2024-28)
Faculty of Home Science
COURSE CURRICULUM

PART-A: Introduction	
Program:- Bachelor in Home Science (Honors)	Semester-VIII Session:2024-2025
1 Course Code	HSSC-20 P
2 Course Title	Advanced Human Development (Practical)
3 Course Type	DSC (Discipline Specific Course)
4 Pre-requisite(if, any)	As per Program
5 Course Learning Outcomes(CLO)	<p>At the end of this course, the students will be enable to:</p> <ul style="list-style-type: none"> • Developing competencies for assessing the psychological functionin individuals through techniques such as psychological assessment. • Developing an understanding of the basic principles of psycholo assessment. • Developing knowledge about the application of tests in a variety of settii • Assessment of intelligence by using verbal and performance tests. • Measure The Developmental Level of Infants by Using • Scales For Infant Assessment
6 Credit Value	1Credit <i>Credit=30 Hours Laboratory or Field learning/Training</i>
7 Total Marks	Max. Marks: 50 Min Passing Marks: 20

PART-B: Content of the Course

Total No. of learning-Training/performance Periods: 30 Periods (30 Hours)

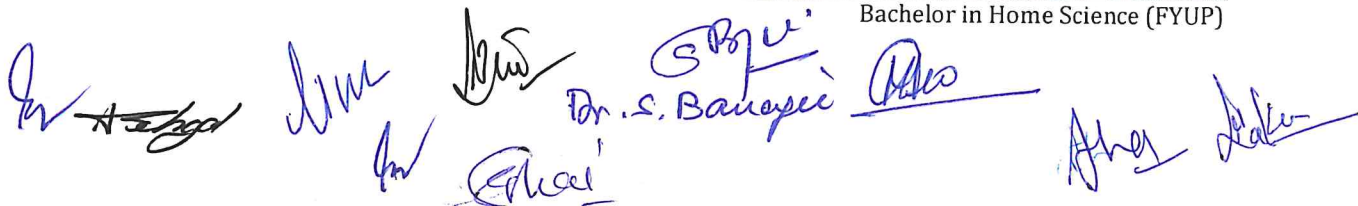
Module	Topics (Course contents)	No. of Period
Lab./Field Training/ Experiment Contents of Course	<ol style="list-style-type: none"> 1. Some psychometric methods (Any ten of the following) <ul style="list-style-type: none"> - Scales for infant assessment, - The Wechsler battery of tests, Bhatia Battery - Children's Apperception Test, - Draw a man Test, - TEST OF CREATIVITY - Raven's Progressive Materials, - Self-Esteem Inventory, - Sex-Role Inventory. 2. Recall of completed and incomplete task 3. effect of reward and punishment 4. Interest test 5. personality test 6. short term memory 7. Serial position Effect Problem solving 8. Level of Aspiration 	30



FOUR YEAR UNDERGRADUATE PROGRAM 2024 -28
FACULTY OF Home Science
COURSE CURRICULUM

PART-A : Introduction			
Program: Bachelor in Home Science (Diploma)		Semester : III	Session: 2024-2025
1	Course Code	HSSE – 01 T	
2	Course Title	Nutrition for Health and Physical Fitness	
3	Course Type	DSE	
4	Pre-requisite(if,any)	As per Program	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> To explain the principles of physical fitness and nutrition (such as body composition, energy intake, energy expenditure, and the acute and chronic physical changes related to exercise and nutrition) complement each other in helping to develop physiological well-being and overall health. To learn the principles of fitness and nutrition (such as setting realistic short-term behavior change goals and the relationship of exercise and diet to stress reduction) complement each other in helping to develop psychological well-being and overall health. To Identify some of the social and cultural influences on food habits and exercise/activity patterns. To evaluate current nutritional information with regard to its contribution to Health and physical fitness. 	
6	Credit Value	3 C	1 Credit = 15 Hours - learning & Observation
7	Total Marks-	Max. Marks: 100	Min Passing Marks : 40
PART –B : Content of the Course			
Total No. of Teaching – learning Periods (01 hr per period) : 45Period (45 hours)			
Module / Unit	Topics (Course contents)		No. of Period
I	Health and Fitness <ul style="list-style-type: none"> Definition, Components and Relationship among Physical Fitness, Wellness and Health Personalized approach Benefits of fitness training 		12
II	Exercise Physiology and Nutrition for Physical Activity <ul style="list-style-type: none"> Nutrition & Physical performance Physical fitness: cardio respiratory fitness, muscular strength, muscular endurance, body composition and flexibility Endurance Training 		11

Bachelor in Home Science (FYUP)



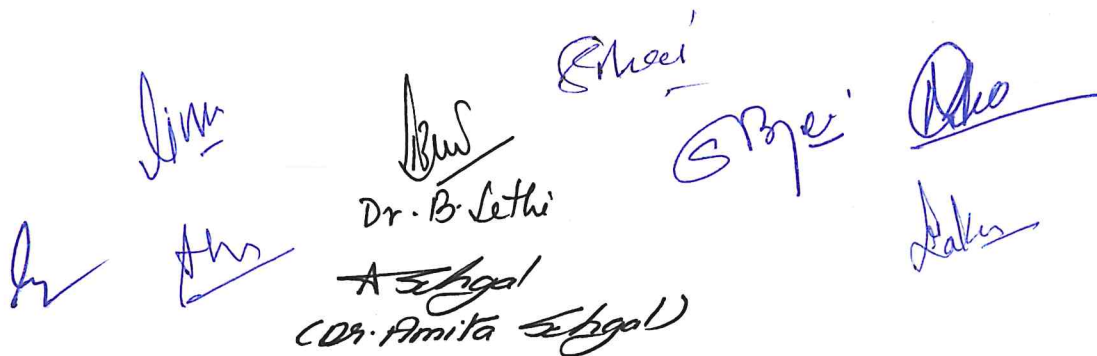
	<ul style="list-style-type: none"> • Exercise and fluid loss • Hydration • Nutrition supplements 	
III	Physical Activity Training, Stress and Health Management <ul style="list-style-type: none"> • Aerobic and anaerobic training -To enhance Cardio Vascular Endurance, Flexibility and Body Composition • Stress Assessment and Management • Techniques-Exercise at medium and high altitudes, Underweight, Overweight and Obesity, Relaxation Techniques, • Yoga and Meditation for Health, 	11
IV	Diseases due to Faulty/Poor Food Habits and Physical Inactivity <ul style="list-style-type: none"> • Life Style related diseases/disorders (Non communicable Disease conditions) – Meaning Causative Factors and Diet Modification/evidence based guidelines for - • Underweight, Obesity, • Diabetes mellitus • Hypertension, Cancer • Cardiovascular Disease, Anemia 	11
Keywords	Physical Fitness, Muscular Endurance, Aerobic and Anaerobic Training, Meditation, Stress Management	

PART-C :
Learning Resources : Text Books, Reference Books and Others
<p><i>Text books Recommended –</i></p> <ul style="list-style-type: none"> • Werner W. K Hoejer (1989), <i>Life time Physical Fitness and Wellness</i>, Morton Publishing Company, Colorado. • Mishra, S. C (2005) <i>Physiology in Sports</i>. Sports Publication, New Delhi • Greenberg, S. J and Pargman, D (1989) <i>Physical Fitness – A Wellness Approach</i> Prentice Hall International (UK) Limited, London • Swaminathan M. (2008) <i>Essentials of Food and Nutrition</i> Bangalore Printing Publishing Co. New Delhi • McArdle, W. D, Frank I. Katch, F. I and Victor L. Katch (1996) <i>Exercise Nutrition: Energy Nutrition and Human Performance</i>. William & Wilkin Publishing USA. • Mahan, K and Stump, E. S (1996) <i>Krause Food and Nutrition and Diet Therapy</i> W.B Saunders Company, USA
<p>Online Resources–</p> <ul style="list-style-type: none"> • https://ijbnpa.biomedcentral.com/articles/10.1186/1479-5868-2-2 • https://cd1.edb.hkedcity.net/cd/pe/tc/nss%20pe/nss_lt/Part4_en.pdf • https://pubmed.ncbi.nlm.nih.gov/37375696/ • https://www.nature.com/articles/s41598-024-52753-6 • https://www.mdpi.com/2072-6643/11/7/1437

[Handwritten signatures in blue ink]

PART D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:	100 marks	
Continuous Comprehensive Evaluation(CCE):	30 Marks	
Semester End Exam (SEE):	70 Marks	
Internal Assessment:	Internal Test / Quiz(2) –20+20	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar – 10	
	Total Marks–30	
End Semester Exam (ESE):	Two section – A & B	
	Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks	
	Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10=40 Marks	

Signature of Convener and Members (CBoS):



 Dr. B. Sethi
 A. Sehgal
 (Dr. Amita Sehgal)

FOUR YEAR UNDERGRADUATE PROGRAM-2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program:- Bachelor in Home Science (Diploma)		Semester : III	
		Session:- 2024-2025	
1	Course Code	HSSE – 01P	
2	Course Title	Nutrition for Health and Physical Fitness (Practical)	
3	Course Type	DSE	
4	Pre-requisite (if any)	As per Program	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To explain the principles of physical fitness and nutrition (such as body composition, energy intake, energy expenditure, and the acute and chronic physical changes related to exercise and nutrition) complement each other in helping to develop physiological well-being and overall health. • To learn the principles of fitness and nutrition (such as setting realistic short-term behavior change goals and the relationship of exercise and diet to stress reduction) complement each other in helping to develop psychological well-being and overall health. • To Identify some of the social and cultural influences on food habits and exercise/activity patterns. • To evaluate current nutritional information with regard to its contribution to Health and physical fitness. 	
6	Credit Value	1 C	1 Credit = 30 Hrs Laboratory/ Field learning/ Training
7	Total Marks	Max. Marks: 50	Min Passing Marks : 20

PART B: Content of the Course		No. of Periods
Total No. of Teaching – learning / Performance Periods : 30 periods (30 hours)		
Module	Topics (Course Contents)	
Lab/ Field Training/ Experiment contents of the course	<ol style="list-style-type: none"> 1. Aerobic and Anaerobic Exercises 2. Relaxation Techniques, 3. Stress Assessment and Management 4. Yoga and Meditation 5. Visit to Fitness Centre: Observational report and 2 Case studies 6. Desk review of ergogenic aids available in the market 7. Use of non-invasive equipment's like Pedometer, pulse oximeter, step test, 	30

	8. Omrans bodycomposition analyzer, home monitoring BP equipment to assess the nutritional status	
Key words	Aerobic and Anaerobic Exercises, Relaxation Techniques, Observational Reports	

PART C:**Learning Resources :** Text Books. Reference Books, Other Resources**Text Books Recommended :**

- Werner W. K Hoejer (1989), *Life time Physical Fitness and Wellness*, Morton Publishing Company, Colorado.
- Mishra, S. C (2005) *Physiology in Sports*. Sports Publication, New Delhi
- Greenberg, S. J and Pargman, D (1989) *Physical Fitness – A Wellness Approach* Prentice Hall International (UK) Limited, London
- Swaminathan M. (2008) *Essentials of Food and Nutrition* Bangalore Printing Publishing Co. New Delhi
- McArdle, W. D, Frank I. Katch, F. I and Victor L. Katch (1996) *Exercise Nutrition: Energy Nutrition and Human Performance*. William & Wilkin Publishing USA.
- Mahan, K and Stump, E. S (1996) *Krause Food and Nutrition and Diet Therapy* W.B Saunders Company, USA

Online Resources :

- <https://ijbnpa.biomedcentral.com/articles/10.1186/1479-5868-2-2>
- https://cd1.edb.hkedcity.net/cd/pe/tc/nss%20pe/nss_lt/Part4_en.pdf
- <https://pubmed.ncbi.nlm.nih.gov/37375696/>
- <https://www.nature.com/articles/s41598-024-52753-6>
- <https://www.mdpi.com/2072-6643/11/7/1437>

PART D :Assessment and Evaluation**Suggested Continuous Evaluation Methods:****Maximum Marks:** 50 Marks**Continuous Internal Assessment (CIA):** 15 Marks**End Semester Exam(ESE):** 35 Marks

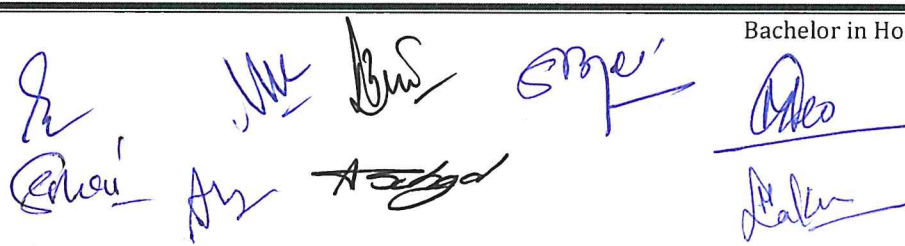
Internal Assessment:	Internal Test / Quiz (2) - 10 & 10	Better marks out of the two tests/ Quiz + Obtained marks in Assignment shall be considered against 15 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar+ Attendance - 05	
	Total Marks - 15	
End Semester Exam(ESE):	Laboratory / Field Skill Performance : on spot Assessment	
	A. Performed the task based on Lab work -	20 marks
	B. Spotting based on tools & Technology (written) -	10 marks
	C. Viva –voce (based on principle/ Technology) -	05 Marks

Signature of Convener & Members of BOS:

Bachelor in Home Science (FYUP)

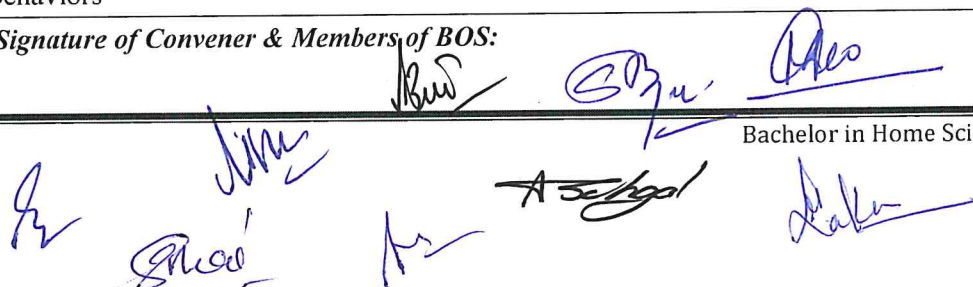
FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART-A : Introduction			
Program: Bachelor in Home Science (Diploma)		Semester – IV	Session: 2024-2025
1	Course Code	HSSE-02 T	
2	Course Title	CHILDHOOD AND ADOLESCENCE	
3	Course Type	DSE	
4	Pre-requisite(if,any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> To explain the need and importance of studying childhood and adolescence as a distinctivestage of the life-span. To describe the historical views and theories on childhood and adolescent development. To analyze the characteristics, needs and developmental tasks of infancy, early childhood,middle childhood and early and late adolescence. To identify the biological and environmental factors affecting development during childhoodand adolescence. To assess key issues that influence child and adolescent development. 	
6	Credit Value	3 C	<i>1 Credit = 15 Hours - learning & Observation</i>
7	Total Marks	Max. Marks: 100	Min Passing Marks : 40
PART –B : Content of the Course			
Total No. of Teaching – learning Periods (01 he per period) : 45Period (45 hours)			
Module / Unit	Topics (Course contents)		No. of Period
I	<p><i>Childhood and Adolescent Development: Introduction</i></p> <ul style="list-style-type: none"> Concept, meaning and principles of ‘growth’ and ‘development’. Concept of critical periods of development during infancy, childhood and adolescence. Importance of early stimulation and intervention during early years - evidence from neuroscience research. <p><i>Historical Foundations and Theories of Childhood and Adolescent Development-</i></p> <ul style="list-style-type: none"> Historical foundations and scientific beginnings Brief overview of theories of child and adolescent development – 		12



	<p>maturational, behavioral, psychosocial, cognitive, social learning, ecological, socio cultural, ethological</p> <ul style="list-style-type: none"> • Brief overview of theories of child and adolescent development including the maturational, psychodynamic, behavioral, cognitive, social learning, socio cultural, socio biological. 	
II	<p>Development across Childhood and Adolescence</p> <ul style="list-style-type: none"> • Major characteristics of different stages of childhood and adolescence (infancy, early, middle and late childhood, puberty, early and late adolescence) What are developmental tasks and milestones, and their importance. With reference to each domain of development (physical, cognitive, language, socio-emotional) characteristics, needs, developmental tasks and milestones of individuals from birth to 18 years are explained. • Neonate (birth–1 month) • Infancy (1 month–2 years) • Early childhood (2-6 years) • Middle childhood (6-11 years) • Adolescence (12-18 years) 	11
III	<p>Familial and Social Influences on Childhood and Adolescent Development</p> <ul style="list-style-type: none"> • Family influences on child and adolescent development. • Influence of various parenting styles on development, behavior and functioning during childhood and adolescence. • Changes in self-esteem, self- concept and identity from early childhood through adolescence. • Moral development from early childhood to late adolescence in relation to societal norms and social understanding. • Development of gender roles and perceptions, changes in gender identity from early childhood through adolescence. 	11
IV	<p>Childhood and Adolescent Development: Key Issues</p> <ul style="list-style-type: none"> • Influence of peer relationships on development Impact of media and its influences on development and learning Physical, psychological and social effects of substance abuse and risk behaviors. • Role of nutrition in childhood and adolescent development. • Brief overview of aggression, gender roles and stereotypes, androgyny, friendship, popularity and rejection, sibling relations, juvenile delinquency, suicide, depression, elopement, puberty, early/late maturation, human sexuality, eating disorders during childhood and adolescence 	11
Keywords	Intervention, parenting styles, self-esteem, self- concept and identity, substance abuse, risk behaviors	

Signature of Convener & Members of BOS:



PART-C :**Learning Resources : Text Books, Reference Books and Others****Text Books Recommended –**

- Berk, L.E. (2017). *Child development* (9th ed.). Pearson
- Saraswathi T.S.&Kaur, 2nd Edition, Sage Publication- Human Development and Family Studies in India-
- Bhogle, S. (1999). Gender roles: The construct in the Indian context. In T.S. Saraswathi (Ed.), *Culture social ization and human development: Theory, research and applications in India* (pp. 278-300). New Delhi: Sage.
- Kapadia, S. (2017) *Adolescence in Urban India: Cultural Construction in a Society in Transition*. Springer
- Keenan, T., Evans, S., & Crowley, K. (2016). *An introduction to child development*. Sage.
- E.B. Hurlock, *Child Development*, 5th Edition MC Grew Hill.
- Lightfoot, C., Cole, M., & Cole, S. (2012). *The development of children* (7th ed.). New York: Worth Publishers
- Santrock, J. (2017). *A topical approach to life span development* (9th ed.). New NY.: McGraw-Hill Higher Education.
- Saraswathi, T. & Oke, Meera. (2013). Ecology of Adolescence in India. *Psychological Studies*. DOI 58. 10.1007/s12646-013-0225-7.
- Saraswathi, T.S., Menon, S., & Madan, A. (eds.) (2018) *Childhoods in India Traditions, Trends and Transformations*. New Delhi. Routledge.
- Sinha, D., & Misra, R.C. (1999). Socialization and cognitive functioning. In T.S. Saraswathi (Ed.), *Culture, socialization and human development: Theory, research and applications in India* (pp. 167-187). New Delhi: Sage.
- Verma, S., & Saraswathi, T. S. (2002). *Adolescence in India: Street urchins or Silicon Valley millionaires?* In B. B. Brown, R. W. Larson & T. S. Saraswathi (Eds.), *The world's youth: Adolescence in eight regions of the globe* (p. 105–140). Cambridge University Press. <https://doi.org/10.1017/CBO9780511613814.005>

Online Resources–

- http://tumkuruniversity.ac.in/oc_pg/msw/CONCEPT%20OF%20CHILDHOOD.pdf.
- <https://www.verywellmind.com/child-development-theories-2795068>
- <https://csi.pressbooks.pub/childandadolescentpsychology/chapter/theories-of-development/>
- <https://www.ncbi.nlm.nih.gov/books/NBK545476/>
- <https://www.mentalhelp.net/articles/child-development-theory-adolescence/>

PART D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:		100 marks
Continuous Comprehensive Evaluation(CCE):		30 Marks
Semester End Exam (SEE):		70 Marks
Internal Assessment: Continuous Internal Assessment (CIA)	Internal Test / Quiz(2) –20+20 Assignment/Seminar – 10 Total Marks–30	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts.,1 out of 2 from each unit-4x10=40 Marks	

Signature of Convener and Members (CBoS):

113

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART-A : Introduction			
Program: Bachelor in Home Science		Semester – IV	Session: 2024-2025
1	Course Code	HSSE - 02P	
2	Course Title	CHILDHOOD AND ADOLESCENCE (Practical)	
3	Course Type	DSE	
4	Pre-requisite(if,any)	As per Program	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To learn developmental milestones of children & adolescents. • To assess the knowledge about the full term & premature baby. • To understand the developmental lags of premature babies. • To identify health related problems of premature baby. • To evaluate the biological and environmental factors affecting development during childhood and adolescence. • To apply the key issues that influence child and adolescent development. • To explain problems of childhood and adolescence. • To define concept of non formal education and food supplementation 	
6	Credit Value	01 C	1 Credit = 30 Hrs Laboratory/ Field learning/ Training
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20
PART –B : Content of the Course			No. of Period
Total No. of Teaching – learning / Performance Periods : 30 periods (30 hours)			
Module	Topics (Course Contents)		30
Lab/ Field Training/ Experiment contents of the course	<ol style="list-style-type: none"> 1. Preparation of an album on developmental milestones of children and adolescents. 2. Visit to a pediatric ward 3. Visit to an <i>Anganwadi</i> 4. Interaction with counselors/clinical psychologists 5. Carry out a case study of an adolescent boy and girl using multiple methods 6. Select a topic related to a significant developmental problem or issue faced by children and adolescents and describe ways to assist them, their teachers and parents to deal with the problem. 		
Key words	Anganwadi, Pediatric ward, Premature & Full term Baby,		



PART-C :**Learning Resources : Text Books, Reference Books and Others****Text Books Recommended :**

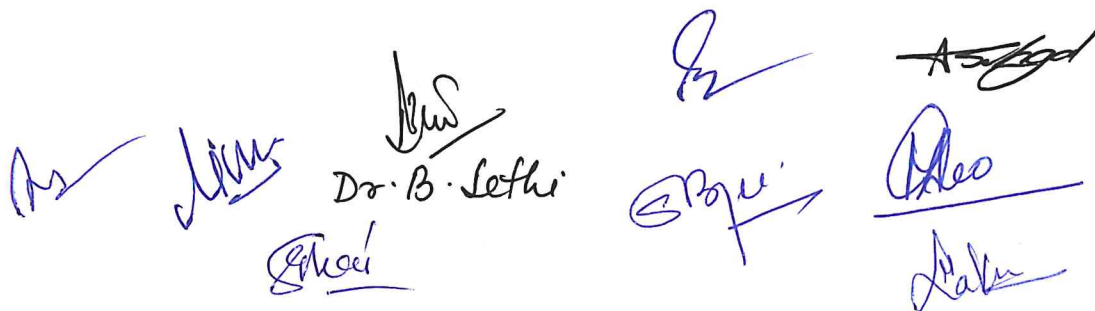
- Berk, L.E. (2017). *Child development* (9th ed.). Pearson
- Bhogle, S. (1999). Gender roles: The construct in the Indian context. In T. S. Saraswathi (Ed.), *Culture socialization and human development : Theory, research and applications in India* (pp. 278-300). New Delhi: Sage.
- Kapadia, S. (2017) *Adolescence in Urban India: Cultural Construction in a Society in Transition*. Springer
- Keenan, T., Evans, S., & Crowley, K. (2016). *An introduction to child development*. Sage.
- Kumar, K. (1993). Study of childhood and family. In T.S. Saraswathi & B. Kaur (Eds.), *Human development and family studies in India: An agenda for research and policy*, (pp. 67-76). New Delhi: Sage.
- Lightfoot, C., Cole, M., & Cole, S. (2012). *The development of children* (7th ed.). New York: Worth Publishers
- Santrock, J. (2017). *A topical approach to life span development* (9th ed.). New NY.: McGraw-Hill Higher Education.
- Saraswathi, T.S., & Kaur, B. (1993). Human Development and family Studies in India- an Agenda for research and Policy. New Delhi: Sage.
- Saraswathi, T. & Oke, Meera. (2013). Ecology of Adolescence in India. *Psychological Studies*. DOI 58. 10.1007/s12646-013-0225-7.
- Saraswathi, T.S., Menon, S., & Madan, A. (eds.) (2018) *Childhoods in India Traditions, Trends and Transformations*. New Delhi. Routledge.
- Sinha, D., & Misra, R.C. (1999). Socialization and cognitive functioning. In T.S. Saraswathi (Ed.), *Culture, socialization and human development: Theory, research and applications in India* (pp. 167-187). New Delhi: Sage.
- Verma, S., & Saraswathi, T. S. (2002). *Adolescence in India: Street urchins or Silicon Valley millionaires?* In B. B. Brown, R. W. Larson & T. S. Saraswathi (Eds.), *The world's youth: Adolescence in eight regions of the globe* (p. 105-140). Cambridge University Press. <https://doi.org/10.1017/CBO9780511613814.005>

Online Resources-

- http://tumkuruniversity.ac.in/oc_pg/msw/CONCEPT%20OF%20CHILDHOOD.pdf
- <https://www.verywellmind.com/child-development-theories-2795068>
- <https://csi.pressbooks.pub/childandadolescentpsychology/chapter/theories-of-development/>
- <https://www.ncbi.nlm.nih.gov/books/NBK545476/>
- <https://www.mentalhelp.net/articles/child-development-theory-adolescence/>

PART D :Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:	50 Marks	
Continuous Internal Assessment (CIA):	15 Marks	
End Semester Exam(ESE):	35 Marks	
Internal Assessment:	Internal Test / Quiz (2) - 10 & 10	Better marks out of the two tests/ Quiz + Obtained marks in Assignment shall be considered against 15 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar+ Attendance - 05	
	Total Marks - 15	
End Semester Exam(ESE):	Laboratory / Field Skill Performance : on spot Assessment	
	A. Performed the task based on Lab work -	20 marks
	B. Spotting based on tools & Technology (written) -	10 marks
	C. Viva –voce (based on principle/ Technology) -	05 Marks

Signature of Convener and Members (CBoS):



 Dr. B. Sethi

116

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program:- Bachelor in Home Science (Degree)		Semester : V	
		Session:- 2024-2025	
1	Course Code	HSSE – 03T	
2	Course Title	Textile and laundry science	
3	Course Type	DSE	
4	Pre-requisite (if any)	As per Program	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> To understand basic knowledge textile and its terminology. To learn the principles of laundry techniques To assess the washing of different kinds of fabrics To recognize basic knowledge of cleaning and dry cleaning. To evaluate disinfection, care and storage of fabrics. To apply basic chemistry of soap and detergents. 	
6	Credit Value	3 C	1 Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks : 40

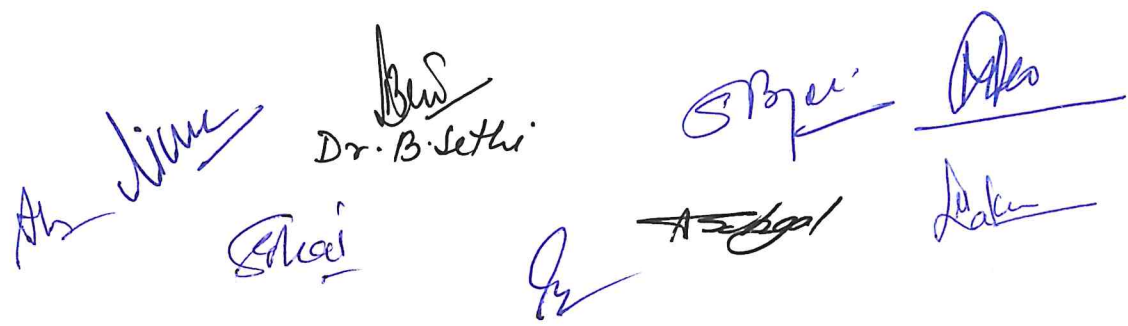
PART – B : Content of the Course		
Total No. of Teaching – learning Periods (01 hr per period) : 45Period (45 hours)		
Module / Unit	Topics (Course Contents)	No of Period
I	<ul style="list-style-type: none"> Textile – Introduction, history Importance of clothing Textile terminology Selection of clothing 	12
II	<ul style="list-style-type: none"> Principles of laundry and its methods Study of laundry equipments for washing Washing of different kinds of fabrics Study of Soap and detergent-cleaning action, characteristics, soap making methods 	11
III	<ul style="list-style-type: none"> Study of water: Hardness of water, methods of removal of hardness, Dry cleaning. Bleach agents: types and uses Starch: types and uses. 	11
IV	<ul style="list-style-type: none"> Blue: types and uses. Stain removal: classification and technique of stain removal. Disinfection of clothes 	11
Keywords	Principles of laundry and its methods, water, dry cleaning, Bleach, Starch, Blue, Stain removal, Care and Storage of fabrics, study of laundry equipment.	

Bachelor in Home Science (FYUP)

PART-C :
Learning Resources : Text Books, Reference Books and Others
<p><i>Text books Recommended –</i></p> <ul style="list-style-type: none"> • Fundamentals of Textiles and their care - Sushila Dhantiyagi, 5th Edition, Orient Black Swan private publication • Textile testing and analysis - Collier, B.J., & Epps, H.H. 1998 Edition, Prentice Hall Publishers • Booth, J.E. (1996). Principles of Textile Testing. New Delhi: CBS Publishers & Distributors Pvt. Ltd. • Corbman, P.B. (1983). Textiles: Fibre to Fabric. McGraw-Hill Publishers. • Collier, B.J., & Epps, H.H. (1998). Textile testing and analysis. Prentice Hall Publishers. • Dantiyagi, S. (1996). Fundamentals of Textiles and their Care. India: Orient Black swan Private Limited. • D'Souza, N. (2014). Fabric Care. New Delhi: New Age International Publishers.
<p>Online Resources–</p> <ul style="list-style-type: none"> • https://amrita.olabs.edu.in/?sub=96&brch=50&sim=442&cnt=1 • https://blogmedia.testbook.com/blog/wp-content/uploads/2022/04/home-science-human-ecology-and-family-sciences-part-ii-chapter-5-e4eb604e.pdf • https://study.com/academy/lesson/what-are-textiles.html • https://en.wikipedia.org/wiki/Textile • https://www.researchgate.net/publication/289306034_Laundry_performance_of_fabrics_and_garmen_ts

PART D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:	100 marks	
Continuous Comprehensive Evaluation(CCE): 30 Marks		
Semester End Exam (SEE): 70 Marks		
Internal Assessment:	Internal Test / Quiz(2) –20+20 Assignment/Seminar – 10 Total Marks–30	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 = 20 Marks Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10= 40 Marks	

Signature of Convener and Members of CBOS :



FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program:- Bachelor in Home Science (Degree)		Semester : V	
		Session:- 2024-2025	
1	Course Code	HSSE – 03P	
2	Course Title	Textile and laundry science (<i>Practical</i>)	
3	Course Type	DSE	
4	Pre-requisite (if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To understand basic knowledge textile and its terminology. • To learn the principles of laundry techniques • To assess Washing of different kinds of fabrics • To apply basic knowledge of cleaning and dry cleaning. • To define disinfection, care and storage of fabrics. • To analyze basic chemistry of soap and detergents. 	
6	Credit Value	1 C	<i>1 Credit = 30 Hrs Laboratory/ Field learning/ Training</i>
7	Total Marks	Max. Marks: 50	Min Passing Marks : 20

PART B: Content of the Course		
Total No. of Teaching – learning / Performance Periods : 30 periods (30 hours)		
Module	Topics (Course Contents)	No. of Period
Lab/ Field Training/ Experiment contents of the course	<ol style="list-style-type: none"> 1. Study of laundry equipments 2. Washing of different kinds of fabrics in different methods 3. Stain removal techniques 4. Soap & detergent making-hot and cold method. 5. Uses of starch in different fabrics 6. Uses of blue in fabric 7. Disinfection of cloths 8. Educational visit to Dry cleaning unit. 	30
Key Word	Laundry Equipments, Fabrics, Soap, Detergent, Dry cleaning	

PART C:
Learning Resources : Text Books, Reference Books, Other Resources
<p>Text Books Recommended :</p> <ul style="list-style-type: none"> • Fundamentals of Textiles and their care - Sushsila Dhantyagi, 5th Edition, Orient Black Swan private publication • Textile testing and analysis - Collier, B.J., & Epps, H.H. 1998 Edition, Prentice Hall Publishers • Booth, J.E. (1996). Principles of Textile Testing. New Delhi: CBS Publishers & Distributors Pvt. Ltd. • Corbman, P.B. (1983). Textiles: Fibre to Fabric. McGraw-Hill Publishers. • Collier, B.J., & Epps, H.H. (1998). Textile testing and analysis. Prentice Hall Publishers. • Dantyagi, S. (1996). Fundamentals of Textiles and their Care. India: Orient Black swan Private Limited. • D'Souza, N. (2014). Fabric Care. New Delhi: New Age International Publishers.
<p>Online Resources:</p> <ul style="list-style-type: none"> • Bleaches & Additional Laundry Reagents: https://youtu.be/4W0Ego0G3eE • Starch: https://youtu.be/qi_uIyY9C1k • Principles Of Design: https://youtu.be/n3eoavSanSc • Dry Cleaning: https://youtu.be/P9KqIEQmKEM • Soap And Detergents: https://youtu.be/k5wk1WneEKI • Blue: https://youtu.be/Q7p5_uS2_yY • Care & Storage Of Fabric: https://youtu.be/CeN1dj5KUVo • Principles Of Laundering: https://youtu.be/sMVv16QV1Sc • Study Of Water: https://youtu.be/QBBZkuWsOb8 • Stain Rrmoval: https://youtu.be/Qu1IIf0hg1U

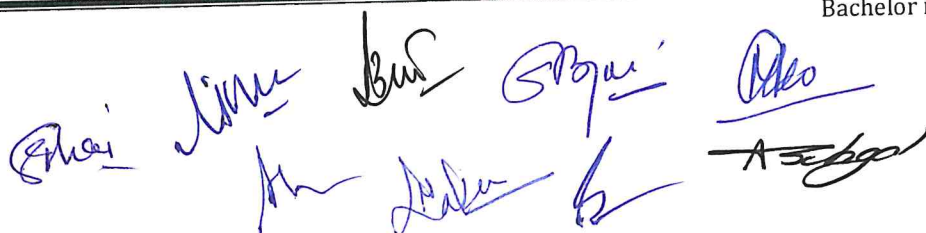
PART D :Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:	50 Marks	
Continuous Internal Assessment (CIA):	15 Marks	
End Semester Exam(ESE):	35 Marks	
Internal Assessment:	Internal Test / Quiz (2) - 10 & 10	Better marks out of the two tests/ Quiz + Obtained marls in Assignment shall be considered against 15 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar+ Attendance - 05	
Total Marks -	15	
End Semester Exam(ESE):	Laboratory / Field Skill Performance : on spot Assessment	
	A.Performed the task based on Lab work -	20 marks
	B.Spotting based on tools & Technology (written) -	10 marks
	C.Viva –voce (based on principle/ Technology) -	05 Marks

Signature of Convener and Membersof CBOS :

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART-A : Introduction			
Program: Bachelor in Home Science (Degree)		Semester - VI	Session: 2024-2025
1	Course Code	HSSE – 04T	
2	Course Title	Principles of Interior Design	
3	Course Type	DSE	
4	Pre-requisite(if,any)	As per Program	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> To appreciate growth and development of interior design and decoration in India To enabling students distinguish between Interior decoration and Interior design To analyze place of elements and principles in interior designing To gain knowledge on Institutes offering Interior design as professional Courses 	
6	Credit Value	3 C	1 Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks : 40
PART –B : Content of the Course			
Total No. of Teaching – learning Periods (01 he per period) : 45 Period (45 hours)			
Module / Unit	Topics (Course contents)		No. of Period
I	<p>Interior Design vs. Interior Decoration</p> <ul style="list-style-type: none"> Interior Design and Interior Decoration: concept and basic differences Aims of Interior Design: Beauty, Expressiveness and Functionalism. Interior decoration in India: History, growth and development Characteristics - cultural and ethnic influences. Popular interior designers in India Interior designer – definition and functions,Characteristics of an Interior designer. Interior Design Institutes in India IIDA – International Interior Design Association; IIID- Institute of IndianInterior Designers – vision and functions <p>Fundamentals in Designing</p> <ul style="list-style-type: none"> Design: Definition and classification Structural design – importance and requirements of good structural design Decorative design – importance and requirements of good decorative design 		12

	<p>Classification of decorative design- naturalistic, conventional, geometric, abstract, historic and biomorphic</p> <ul style="list-style-type: none"> • Relation of good taste and perception of Interior Design 	
II	<p>Design Elements</p> <ul style="list-style-type: none"> • Elements of design: Meaning, importance, characteristics of each element and their use in designing • Line- meaning and definition, types-actual, implied, psychic and purpose • Line and direction-vertical, horizontal, diagonal, curved, zigzag; • Shape and form: meaning and basic difference between the two Elements of shapes and forms- types- 2D - square, triangle, circle and polygons and their 3D forms – cube, pyramid/cone, sphere etc Rectilinear Vs angular forms • Space – meaning and perception, negative and positive space, significance in designing • Size – small to large • Texture – meaning and classification- tactile and visual textures, structural and applied Texture; Use of Textures in Interiors –Texture and Scale , Texture and Light, Texture and Light, texture and Colour • Colour –spectrum, Theories, qualities, The Prang Colour System, Effects of colour Colour (Physi Physical, Emotional) Principles of design in use of colour, Colour schemes (related, contrasting), consider the choice of colour in different rooms <p>Pattern and ornamentation – conceptual meaning, significance in designing; Guidelines to use pattern in design.</p> <ul style="list-style-type: none"> • Motifs types and arrangement; Motif development- fundamental step in designing process <p>Light- significance, emotional effect, types and use</p>	11
III	<p>Principles of design - Meaning, nature, types and significance in designing</p> <ul style="list-style-type: none"> • Balance: meaning and definition, classification • Rhythm: meaning and definition, types • Emphasis– meaning and definition, types and methods of achieving • Proportion: meaning and definition, Greek/Golden oblong in space division, concept of scale and law of space relationship in designing • Harmony: meaning and definition, methods of achieving <p>Evaluation of design-criteria for evaluation</p>	11
IV	<p>Accessories in Interiors</p> <p>Accessories: Definition and importance, Classification –functional, decorative and both</p> <ul style="list-style-type: none"> • Selection and placement of accessories • Pictures as accessories - types of picture, selection of pictures, mounting , framing and hanging • Art objects as accessories – wall hangers and paintings 	11






	<ul style="list-style-type: none"> • Crafts as accessories - pottery, wood craft, basket making; • Sculpture, Antiques, indoor plants and flowers as accessories 	
Keywords	Interior Design , Elements of design, design-criteria, Accessories.	

Signature of Convener & Members of BOS:

PART-C :
Learning Resources : Text Books, Reference Books and Others
<p>Text Books Recommended –</p> <ul style="list-style-type: none"> • Asher, F.M. (2003). <i>Art of India – Prehistory to the Present</i>. Encyclopedia Britannica Inc. • Bhatt,P. (2011). <i>Foundation of Art and Design</i>. Mumbai: The Lakhani Book Depot. • Chaudhari, S.N.(2005). <i>Interior Design</i>.Jaipur: Aavishkar Publishers • Craig, H and Rush,O.(1969).<i>Homes with Character</i>. New Delhi: Universal Book Store • De Van D. S., Darlene, M, K., Logan, K, C., and Szekely, L. (1980). <i>Introduction to InteriorDesign</i>. New York: Macmillan Publishing Co. Inc. • Gandotra, V. ,Shukul, M., and Jaiswal, N .(2010-11). <i>Introduction to Interior Design & Decoration</i>. New Delhi: Dominant Publishers and Distributors. (ISBN No.81-7888-295-7) • Goldstein,H., and Goldstein, V. (1967).<i>Art in Everyday Life</i>. New Delhi: Oxford and IBHPublishing • Kasu, A.A (2005).<i>Interior Design</i>. Delhi: Ashish Book Centre • Mullick, P. (2016). <i>Text Book of Home Science</i>.(4th Ed.).Kalyani Publishers(ISBN139789327262766) • Nissen,L., Faulkner,R., and Faulkner S .(1994). <i>Inside Today's Home (6th Ed.)</i>.Florida : HarcourtBrace College Publishers (ISBN No. 0-03-0555492-6) • Rutt, A, H. (1969).<i>Home Furnishing</i>. New Delhi: Wiley Eastern Pvt. Ltd. • Seetharaman, P., and Pannu, P.(2010). <i>Interior Design and Decoration</i>.NewDelhi : CBSPublishers & Distributors Pvt. Ltd(ISBN No. 81-239-1192-0) • Shaw, R.B. (2003).<i>Interiors by Design</i>. London, New York: Ruland Peters and Small,
<p>Online Resources–</p> <ul style="list-style-type: none"> • https://kathryninteriors.com/the-7-basic-principles-of-interior-design/ • https://www.beautifulhomes.com/magazine/home-decor-advice/guides-and-how-to-s/the-7-principles-of-interior-design.html • https://interiorera.in/7-principles-of-interior-design-interiors-greenhouse-layout-doddathoguru-electronics-city-phase-1-electronic-city-bengaluru-karnataka-interiors-near-me-best-interiors-in-electronic-city-good/ • https://www.youtube.com/watch?v=5C0HFLj3zTc • https://starryhomestead.com/articles/7-principles-of-interior-design-you-should-know-before-renovating/

PART D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:		100 marks
Continuous Comprehensive Evaluation(CCE): 30 Marks		
Semester End Exam (SEE):		70 Marks
Internal Assessment:	Internal Test / Quiz(2) –20+20	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar – 10 Total Marks–30	
End Semester Exam (ESE):	Two section – A & B	
	Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 = 20 Marks	
	Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10= 40 Marks	

Signature of Convener and Members (CBoS):


 Dr. B. Sethi

 (Dr. Amrita Singh)


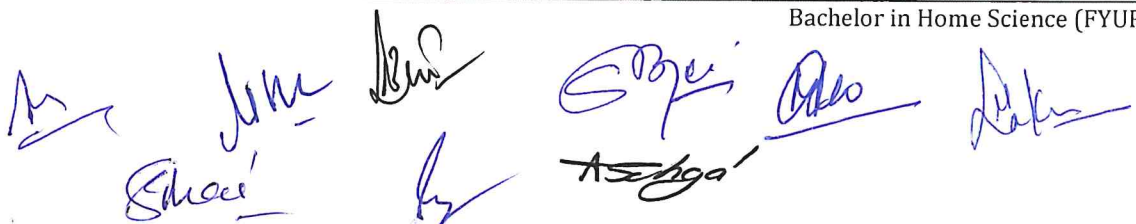



FOUR YEAR UNDERGRADUATE PROGRAM 2024 -28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program:- Bachelor in Home Science (Degree/Honors)		Semester : VI	
		Session:- 2024-2025	
1	Course Code	HSSE – 04P	
2	Course Title	Principles of Interior Design (<i>Practical</i>)	
3	Course Type	DSE	
4	Pre-requisite (if any)	As per Program	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To appreciate growth and development of interior design and decoration in India • To enabling students distinguish between Interior decoration and Interior design • To analyze place of elements and principles in interior designing • To gain knowledge on Institutes offering Interior design as professional Courses 	
6	Credit Value	1 C	1 Credit = 30 Hrs Laboratory/ Field learning/ Training
7	Total Marks	Max. Marks: 50	Min Passing Marks : 20

PART B: Content of the Course		
Total No. of Teaching – learning / Performance Periods : 30 periods (30 hours)		
Module	Topics (Course Contents)	No. of Period
Lab/ Field Training/ Experiment contents of the course	<ol style="list-style-type: none"> 1. Interview with an Interior designer – submission of report as a case study 2. Create an album with professional details on any five popular interior designers in India 3. Developing design using basic motif for various application in interiors – minimum five applications. 4. Evaluation of art objects for design, elements, principles, colour, material and purpose - minimum five objects. 5. Designing greeting cards for different occasions - any five occasions. 7. Developing design suitable for application on textiles – Saree border, curtain, cushion/slip covers, and hand kerchiefs and tapestry 8. Developing design for floor decoration - Flower carpet, Rangoli, Alpana 9. Area arrangement using principles of design and colour – living, dining, bed, pooja and children's room. 10. Creating commercial displays using principles and colours – textiles 	30

Bachelor in Home Science (FYUP)



	<p>display, handicrafts, reception area in star hotels and corporate offices</p> <p>11. Developing designs suitable for accessories – structural and decorative</p> <p>12. Exercise on mounting of pictures using ‘Law of margins’ – vertical, horizontal, square</p> <p>13. Preparing wall hangings using art principles – any two wall hangings</p> <p>14. Preparing a portfolio on all art work/ objects done and antiques</p> <p>15. Display of all exercises done for evaluation by the teacher</p> <p>16. Submission of complete, bound record work</p>	
Key words	Interior designer, space management, accessories, Elements of arts	

PART C:

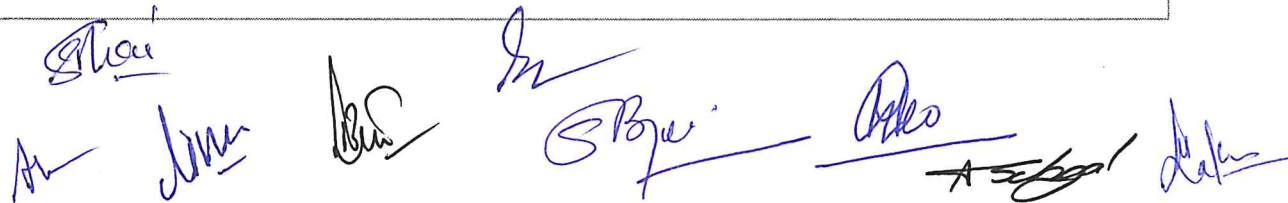
Learning Resources : Text Books. Reference Books, Other Resources

Text Books Recommended :

- Asher, F.M. (2003). *Art of India – Prehistory to the Present*. Encyclopedia Britannica Inc.
- Bhatt, P. (2011). *Foundation of Art and Design*. Mumbai: The Lakhani Book Depot.
- Chaudhari, S.N.(2005). *Interior Design*. Jaipur: Aavishkar Publishers
- Craig, H and Rush, O.(1969). *Homes with Character*. New Delhi: Universal Book Store
- De Van D. S., Darlene, M, K., Logan, K, C., and Szekely, L. (1980). *Introduction to Interior Design*. New York: Macmillan Publishing Co. Inc.
- Gandotra, V., Shukul, M., and Jaiswal, N.(2010-11). *Introduction to Interior Design & Decoration*. New Delhi: Dominant Publishers and Distributors. (ISBN No.81-7888-295-7)
- Goldstein, H., and Goldstein, V. (1967). *Art in Everyday Life*. New Delhi: Oxford and IBHPublishing
- Kasu, A.A (2005). *Interior Design*. Delhi: Ashish Book Centre
- Nissen, L., Faulkner, R., and Faulkner S.(1994). *Inside Today's Home (6th Ed.)*. Florida : Harcourt Brace College Publishers (ISBN No. 0-03-0555492-6)
- Rutt, A, H. (1969). *Home Furnishing*. New Delhi: Wiley Eastern Pvt. Ltd.
- Seetharaman, P., and Pannu, P.(2010). *Interior Design and Decoration*. New Delhi : CBS Publishers & Distributors Pvt. Ltd (ISBN No. 81-239-1192-0)
- Shaw, R.B. (2003). *Interiors by Design*. London, New York: Ruland Peters and Small,

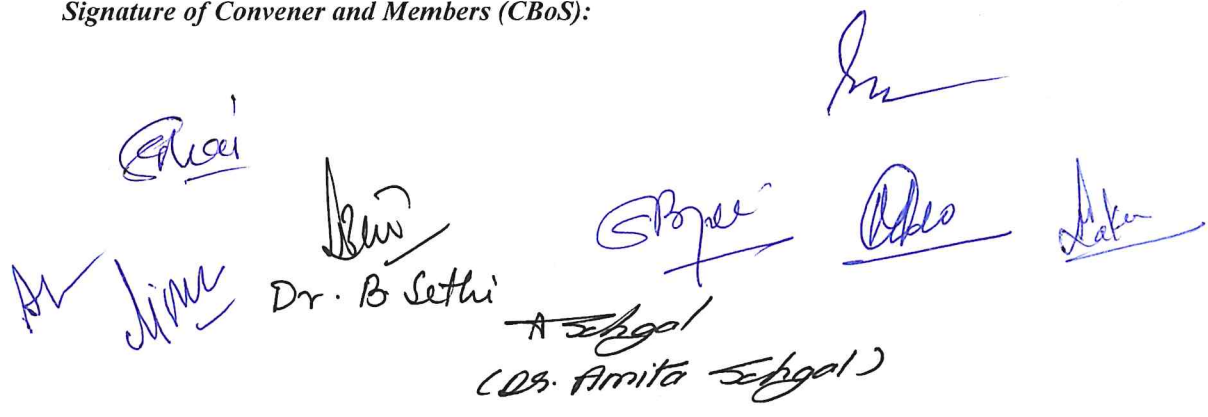
Online Resources :

- <https://kathryninteriors.com/the-7-basic-principles-of-interior-design/>
- <https://www.beautifulhomes.com/magazine/home-decor-advice/guides-and-how-to-s/the-7-principles-of-interior-design.html>
- <https://interiorera.in/7-principles-of-interior-design-interiors-greenhouse-layout-doddathoguru-electronics-city-phase-1-electronic-city-bengaluru-karnataka-interiors-near-me-best-interiors-in-electronic-city-good/>
- <https://www.youtube.com/watch?v=5C0HFLj3zTc>
- <https://starryhomestead.com/articles/7-principles-of-interior-design-you-should-know-before-renovating/>



PART D :Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:		50 Marks
Continuous Internal Assessment (CIA):		15 Marks
End Semester Exam(ESE):		35 Marks
Internal Assessment:	Internal Test / Quiz (2) -	10 & 10
Continuous Internal Assessment (CIA)	Assignment/Seminar+ Attendance -	05
	Total Marks -	15
		Better marks out of the two tests/ Quiz + Obtained marks in Assignment shall be considered against 15 Marks
End Semester Exam(ESE):	Laboratory / Field Skill Performance : on spot Assessment	
	A. Performed the task based on Lab work -	20 marks
	B. Spotting based on tools & Technology (written) -	10 marks
	C. Viva –voce (based on principle/ Technology) -	05 Marks

Signature of Convener and Members (CBOS):


The block contains several handwritten signatures in blue ink. From left to right, there is a signature that appears to be 'An', a signature that appears to be 'Ajay', a signature that appears to be 'Dr. B Sethi', a signature that appears to be 'A Sehgal', and a signature that appears to be 'A. Sehgal (Dr. Amrita Sehgal)'. There are also two other signatures on the right side of the block, one above the other, that are less legible.

(127)

FOUR YEAR UNDER GRADUATE PROGRAM (2024-28)
FACULTY OF Home Science
COURSE CURRICULUM

PART-A: Introduction			
Program: Bachelor in Home Science (Honors and Research)			Semester-VII
			Session: 2024-2025
1	CourseCode	HSSE-05T	
2	CourseTitle	FOOD SCIENCE	
3	CourseType	DSE (Discipline Specific Elective)	
4	Pre-requisite(if, any)	As per program	
5	CourseLearning Outcomes(CLO)	At the end of this course, the students will be enable to: <ul style="list-style-type: none"> • Understand basic knowledge of Food Science. • Apply Basic knowledge of food processing. • Expalin Basic knowledge of leavening agents. • Analyze basic knowledge of gelatinization. • Access Basic Knowledge of Cereals & Products. 	
6	CreditValue	3 Credits	1 Credit=15 Hours-learning & Observation
7	TotalMarks	Max.Marks: 100	Min Passing Marks: 40

PART-B: Content of the Course		
Total No.of Teaching-learning Periods (01Hr. per period)-45 Periods (45 Hours)		
Unit	Topics(Coursecontents)	No.of Period
I	Introduction to food Science - Evolution of the food industry and Allied industries Development of food science as a discipline. Polysaccharides, Sugar and Sweeteners- Starch: Structure, composition gelatinization. Methods for gelatinization. Changes. Characteristics of some food starches. Effects of ingredients and conditions on gelatinization. Modified food starches. Sugars and sweeteners- sugar syrups, sugar products Structural relationships to sweetness and crystallization.	12
II	Cereals and Cereal Products- Cereal grains - structure and composition, Cereal products, flour and flour quality, Extruded foods. Wheat germ, Bulgur, puffed and flaked cereals. Fats, Oils and Related Products- Sources. Composition effect of composition on fat properties. Functional	11

Bachelor in Home Science (FYUP)

	properties of fat and uses in food preparation. Fat substitutes. Fat deterioration and antioxidants.	
III	Milk and milk products Composition, physical and functional properties Dairy products- cultured milk, Yogurt, butter, whey, cheese. Frozen desserts dairyproductssubstitutes. Eggs - Structure and composition. Changes during storage. Functional properties. Egg use in cookery Egg processing.	11
IV	Fruits and vegetables - composition.. Enzymes in fruits and vegetables. Plant Pigments.. Texture of Fruit and vegetables. Effects of storage processing and preservation Leavened Products: Leavening agents. Biologically leavened and chemically leavened products. Batters and dough.	11
Keywords	Sweeteners, cereals product , milk and milk products, Leavening process.	

PART-C: Learning Resources

Text books , Reference Books and others

Text books Recommended

- Introductory Foods- Hughes, O.Behnion, M. 5th Edition MacMillan Company.
- Nutrition and Diet Therapy - Williams, S.R., 4th Edition, C.V. Mosby Publishing Company. 7. Food Science - B. Shrilaxmi, 7th Edition, New Age International Publisher.
- Nutrition & Diet Therapy- Sue Rodwell Williams, 6th Edition, Times Mirror/Mosby College Publishing.
- Foods, Facts and Principles- N Shakuntala Manay, M Shadabaksharaswamy, 3rd Edition Published by New Age International Publisher.
- Food Science and Application in Indian Cookery - Usha Chandrasekhar, 2002 Edition, Phoenix Publishing House P. Ltd..

OnlineResources-

- <https://youtu.be/t1VjMVDDMOw?si=wLwO6-Hn7khI-YD->
- <https://youtu.be/iVa6DFUr0L4?si=yR5oNi5-zGhHbPfk>
- <https://youtu.be/rXccRQLw7mg?si=XhjyaXVnBZoxHyJ->
- <https://youtu.be/21L3LABPqZg?si=UvfzRGMtcSOuODQ7>
- <https://youtu.be/EwUtloIBam0?si=Byu-vHp3X2M8Wzy>
-



 Jimi Shri A school Shree

PART D:Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 marks		
Continuous Comprehensive Evaluation(CCE): 30 Marks		
Semester End Exam (SEE):70 Marks		
Internal Assessment: Continuous Internal Assessment (CIA)	Internal Test / Quiz(2) –20+20 Assignment/Seminar – 10 Total Marks–30	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks Section B: Descriptive answer type qts.,1 out of 2 from each unit-4x10=40 Marks	

Name and Signature of Convener & Members of CBOS:

Bachelor in Home Science (FYUP)



 A. Sehgal
 Co-Convener: Amrita Sehgal

FOUR YEAR UNDER GRADUATE PROGRAM (2024-28) FACULTY OF Home Science COURSE CURRICULUM

PART-A: Introduction			
Program: Bachelor in Home Science (Honors and Honors with Research)		Semester-VII	Session:2024-2025
1	CourseCode	HSSE-05P	
2	CourseTitle	FOOD SCIENCE (Practical)	
3	CourseType	DSE-(Discipline Specific Elective)	
4	Pre-requisite(if, any)	As per program	
5	Course Learning Outcomes(CLO)	<p>At the end of this course, the students will be enable to:</p> <ul style="list-style-type: none"> Understand basic knowledge of Food Science. Apply Basic knowledge of food processing. Expalin Basic knowledge of leavening agents. Analyze basic knowledge of gelatinization. Access Basic Knowledge of Cereals & Products. 	
6	CreditValue	1 Credit	<i>1 Credit = 30 Hrs for laboratory or Fieldwork/ Training</i>
7	TotalMarks	Max.Marks: 50	Min Passing Marks: 20

PART B: Content of the Course		No. of Periods
Total No. of Learning- Training/ Performance Periods : 30 Periods (30 Hours)		
Module	Topics (Course Contents)-	
Lab Field Training/ Experiment contents of the course	<ul style="list-style-type: none"> Effect of solutes on boiling point and freezing point of water. Effect of types of water on characteristics of cooked vegetables, pulses and cereals. Sugar and jaggery cookery: Relative sweetness, solubility and sizes of sugar, stages of sugar cookery, caramalization, and crystallization factors affecting crystal formation. Starches and cereals: Gluten formation and factors affecting gluten formation. jam and jellies Pectin content of fruits role of fats and oils in cooking as shortening agent frying medium factors affecting fat absorption, fat crystals, plasticity of fats, Permanent and semi permanent emulsions. Milk and milk products: Effect of acid salt, alkali sugar, heat Egg, structure assessing egg quality. Use of egg in cookery Emulsions air incorporation, thickening, binding gelling. Method 	30

	<p>of egg cookery and effect of eat. Egg white foams and factors affecting foams.</p> <ul style="list-style-type: none"> • Pulses: Effect of various cooking and processing methods on various characteristics, functional properties of pulses and their products. • Meat and poultry: Methods affecting tenderness of meat effect of various methods of cooking and ingredients on colour, volume, texture, flavor aroma and water holding capacity. • Fish and seafood. Effect of different cooking methods on various fish and seafood. • Gelatin, gel strength and factors affecting gelation process. Ability to foam. • Fruits and vegetables Pigment -effects cooking imitations, pH Effect of various cooking processes on different characteristics of vegetables. Prevention of enzymatic browning. • Leavened Products: Fermentation use of micro organism (Lactic acid yeast) steam as an agent, eggs as an agent, Chemical agent. • Beverages: Factors affecting quality of beverages. 	
Key Words	Weights & Measures, Workshop, Local Nutrients, Traditional Recipes.	

PART-C: Learning Resources

Text books , Reference Books and others

Text books Recommended

- Introductory Foods- Hughes, O.Behnion, M. 5th Edition MacMillan Company.
- Nutrition and Diet Therapy - Williams, S.R., 4th Edition, C.V. Mosby Publishing Company. 7. Food Science - B. Shrilaxmi, 7th Edition, New Age International Publisher.
- Nutrition & Diet Therapy- Sue Rodwell Williams, 6th Edition, Times Mirror/Mosby College Publishing.
- Foods, Facts and Principles- N Shakuntala Manay, M Shadabaksharaswamy, 3rd Edition Published by New Age International Publisher.
- Food Science and Application in Indian Cookery - Usha Chandrasekhar, 2002 Edition, Phoenix Publishing House P. Ltd..

OnlineResources-

- <https://youtu.be/t1VjMVDDMOw?si=wLwO6-Hn7khl-YD->
- <https://youtu.be/iVa6DFUr0L4?si=yR5oNi5-zGhHbPfk>
- <https://youtu.be/rXccRQLw7mg?si=XhjyaXVnBZoxHyJ->
- <https://youtu.be/21L3LABPqZg?si=UvfzRGMtcSOuODQ7>

Am *Dus* *Arjool* *Bye* *Ala* *Raka*

- <https://youtu.be/EwUtlolBam0?si=Byu-vHp3X2M8WzyN>

PART D :Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 50 Marks

Continuous Comprehensive Evaluation (CCE): 15 Marks

End Semester Exam(ESE): 35 Marks

Internal Assessment: Continuous Internal Assessment (CIA) (By Course Teacher)	Internal Test / Quiz (2) - 10 & 10 Assignment/Seminar+ Attendance - 05 Total Marks - 15	Better marks out of the two tests/ Quiz + Obtained marks in Assignment shall be considered against 15 Marks
	End Semester Exam(ESE):	

Name and Signature of Convener & Members of CBoS:

A Sehgal
 (Dr. Amrita Sehgal)

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

**FOUR YEAR UNDERGRADUATE PROGRAM (2024–28)
FACULTY OF Home Science
COURSE CURRICULUM**

PART-A: Introduction			
Program: Bachelor in Home Science (Honors)		Semester-VII	Session:2024-2025
1	Course Code	HSSE-06T	
2	Course Title	EARLY CHILD HOOD CARE AND EDUCATION	
3	Course Type	DSE (Discipline Specific Elective)	
4	Pre-requisite(if, any)	As per Program	
5	Course Learning Outcomes (CLO)	At the end of this course, the students will be enable to: <ul style="list-style-type: none"> • Know the importance of early childhood years& significance of intervention programmes for early childhood development. • To plan about the various activities of ECCE. • Develop awareness of ECCE s different contexts in India. • Impart knowledge on programme planning for young children. • Describe the historical developments-global & Indian including the current programmes & policies in ECCE. 	
6	Credit Value	3 Credits	Credit=15 Hours-learning& Observation
7	TotalMarks	Max. Marks: 100	Min Passing Marks: 40

PART-B: Content of the Course		
Total No. of Teaching – learning Periods (01 Hr. per period) – 45 Periods (45 Hours)		
Unit	Topics (Course contents)	No. of Period
I	Principles of Early Childhood Care and Education <ul style="list-style-type: none"> - Importance, need and scope of ECCE. - Objectives of ECCE. - Type of preschool/programme: Play centre day care Montessori, Nursery School Kindergarten. Balwadi, anganbadi etc. -Concepts of non-formal and play way methods. 	12
I	Organization of Pre-school Centers	11

Bachelor in Home Science (FYUP)

Amrita Singh

Ashgol
(Dr. Amrita Singh)

Shree

Rahul

	<ul style="list-style-type: none"> - Concept or organization and administration of early childhood centers. - Administrative set up and functions of personal working in different level. - Building and equipment location and site, arrangement of rooms, different types of outdoor and indoor equipment. maintenance and display if equipment and material. - Staff/Personal service conditions and role: Role and responsibilities essential qualities of a care giver/teacher, other personal. - Record and Report: Types aim and purpose/need, general characteristics e.g. annual, cumulative, sample work, medical etc. 	
III	<p>Programme Planning</p> <p>Planning: Concepts, Objectives and Process-Setting goals and objectives of plans-long term short term. Weekly and daily planning, routine and schedules. Factor affecting programme planning.</p> <p>Activities for ECCE</p> <ul style="list-style-type: none"> - Language Arts : Goals of language, type of listening and activities to promote listening various activities- (songs, objects talk, free conversation, books, game, riddles, jokes, stories, Criteria and selection of activities, teacher's role). 	11
IV	<p>Activities for ECCE</p> <ul style="list-style-type: none"> - Arts and Craft Activities (Creative activities of expression) : Type of Activities- chalk, crayon, paints paper work and best out of waste. Role of teacher in planning the activity, motivating children. Fostering appreciation of arts and craft activities. - Music: Songs, objectives of music education, establishing goals, setting the stage and role of the teacher. Three aspects of music. Making, listening and singing. - Mathematics: Goals of mathematical learning, development concepts at different stages; principles of teaching mathematics firsthand experience, interaction with other using language reflection. Mathematical concepts like: classification, conversation serration, comparison counting, fraction, one correspondence, addition and subtraction. - Science: a) Thinking : Observing, inferring, classifying, communicating. b) Concept formation : Differentiation grouping, labeling. Role of science, developing scientific outlook by a spirit of inquiry, objectivity, observation. Role of teacher in some important science experiences. - Social Studies: Goals of social studies, field trips, of fostering good self-concept and respect for others. Promoting social studies through celebrations of festivals. Role of teacher. 	11
Keywords	ECCE, Science, program planning, play way methods.	



PART-C: Learning Resources
<ol style="list-style-type: none"> 1. Bhatia and Bhatia (1975) Theory and Principles of education, Doaba house delhi. 2. Brewer J.A. (1998) Introduction to early childhood Education (3rd Ed.) Boston: Allyn & Bacon. 3. Carol. E.C. and Jan Allen (1993) Early Childhood curriculum, University of Tennessee, New York : Macmillan. 4. Day Barbara (1993) Early Childhood education, New York : Macmillan. 5. Gordon & Browne (1989) Beginning and Beyond, Second edition, Delmar Pub. Inc. 6. Grewal. J.S. 1984) Early Childhood education, Agra National Psychological Corporation Pub.
<p>Online Resources-</p> <ul style="list-style-type: none"> • https://www.gov.nl.ca/education/files/earlychildhood_everyday_i_learn_through_play.pdf • https://centerforworkhealth.sph.harvard.edu/sites/default/files/safewell_guidelines/SafeWellPracticeGuidelines_Chapter2.pdf • https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000573AE/P001821/M028436/ET/1522044719Content_PrinciplesofProgramPlanning.pdf • https://www.periyaruniversity.ac.in/Documents/2018/PRIDE/PRIDESyllabus/pre-school%20education.pdf • https://www.cukashmir.ac.in/departmentsdocs_16/ECCE%20-%20CONCEPT%20AND%20METHODS%20-%20Dr.%20Mohd%20Sayid%20Bhat.pdf

PART D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 marks		
Continuous Comprehensive Evaluation(CCE): 30 Marks		
Semester End Exam (SEE):70 Marks		
Internal Assessment:	Internal Test / Quiz(2) –20+20 Assignment/Seminar – 10 Total Marks–30	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10=40 Marks	

Name and Signature of Convener & Members of CBoS:



FOUR YEAR UNDERGRADUATE PROGRAM (2024–28)
FACULTY OF Home Science
COURSE CURRICULUM

PART-A: Introduction		
Program: Bachelor in Home Science(Honors)		Semester-VII
Session:2024-2025		
1	Course Code	HSSE-06P
2	Course Title	EARLY CHILD HOOD CARE & EDUCATION (Practical)
3	Course Type	DSE (Discipline Specific Elective)
4	Pre-requisite(if, any)	As per program
5	Course Learning Outcomes(CLO)	<p>At the end of this course, the students will be enable to:</p> <ul style="list-style-type: none"> • Planning and executing activities in preschool centers. • Learn to create play materials songs & story books for young children. • Awareness of suitable literature for children. • Understand importance and use of play way methods. • Evaluate significance of various creative activities
6	Credit Value	1Credit <i>Credit=30 Hours Laboratory or Field learning/Training</i>
7	TotalMarks	Max. Marks: 50 Min Passing Marks: 20
PART-B: Content of the Course		
Total No. of learning- Training / performance Periods : 30Periods (30Hours)		
Module	Topics(Course contents)	No. of Period
Lab. /Field Training/ Experiment Contents of Course	<ul style="list-style-type: none"> • Visits to various centers, which cater to the preschool stage e.g.: Day care Centre, Balwadi, Anganwadi, Mobile Crèches etc. • Preparing a resources unit file on the basis of the play way method/approach. • Preparing teaching material kit and Presentation in mock set up :- • Story and their techniques, story book • Types of puppets and mobiles • Art and craft Portfolio • Song booklet and low cost musical instruments • Readiness games and material • Picture talk and object talk related material etc. • Preparing a programme of activities for children with special abilities. • Planning and executing activities in ECCE centers. • Use of brainstorming techniques for problem solving • Use of Palme’s 5 stage method of creative problem solving. • In 6-10 seasons, develop a plot of a story with active participation of 	30

Bachelor in Home Science (FYUP)





	<p>children and dramatize it with them as role-players.</p> <ul style="list-style-type: none"> • Use of consensual assessment technique to rate the creative work of children and adults (Stories, poems an artwork.) 	
Keywords	Art and craft, Story book, Balwadi Anganwadi.	

PART-C: Learning Resources

Textbooks, Reference Books and Others

- Rice, F.P. (1995). Human Development. New Jersey :Prentic Hall. Berk, L.E. (1995). Child Development. London : Allyn & Bacon.
- Cole, M. & ole, S. (1993). The Development of children. (2nd Ed.) New York : Scientific American Books Freeman & Co.
- Dutt, S. (1998) Moral Values in child Development. New Delhi Anmol.
- Bhatia and Bhatia (1975) Theory and Principles of education, Doaba house delhi.
- Brewer J.A. (1998) Introduction to early childhood Education (3rd Ed.) Boston: Allyn & Bacon.
- Carol. E.C. and jan Allen (1993) Early Childhood curriculam, University of Tennessee, New York : Macmillan.
- Day Barbara (1993) Early Childhood education, New York : Macmillan.
- Gordon & Browne (1989) Beginning and Beyong, Second edition, Delmar Pub. Inc.
- Grewal. J.S. 91984) Early Childhood education, Agra National Psychological Corporation Pub.

Online Resources-

- <https://ebooks.inflibnet.ac.in/hsp10/chapter/types-of-pr-eschools/>
- <https://ebooks.inflibnet.ac.in/hsp10/chapter/the-child-in-ecce-classroom-integrated-learning-thematic-learning-play-way-method-of-learning/>
- <http://cattheni.edu.in/wp-content/uploads/2018/09/Extension-Programme-Planning.pdf>
- <http://ecoursesonline.iasri.res.in/mod/page/view.php?id=2491>
- https://www.cukashmir.ac.in/departmentsdocs_16/ECCE%20-%20CONCEPT%20AND%20METHODS%20-%20Dr.%20Mohd%20Sayid%20Bhat.pdf

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 50 Marks
Continuous Internal Assessment (CIA): 15 Marks
End Semester Exam (ESE): 35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
	Assignment/Seminar +Attendance - 05 Total Marks - 15	
End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment	
	A. Performed the Task based on lab. work - 20 Marks B. Spotting based on tools & technology (written) - 10 Marks	Managed by Course teacher as per lab. status


(Handwritten signatures and marks)

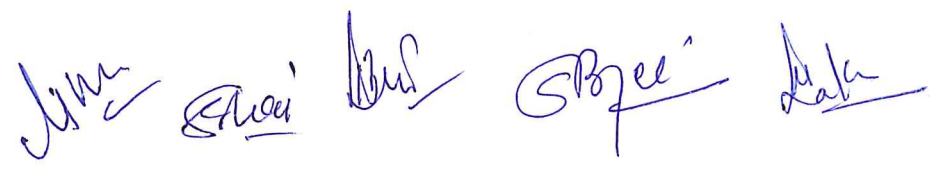
	C. Viva-voce (based on principle/technology) - 05 Marks	
--	---	--

Name and Signature of Convener & Members of CBoS:

A. Sehgal
(Dr. Amrita Sehgal)




(Dr. B. Selhu)



FOUR YEAR UNDERGRADUATE PROGRAM
FACULTY OF Home Science
COURSE CURRICULUM –2024 - 25

PART A: Introduction			
Program: Bachelor in B.Sc. Home Science (Honors)		Semester : VII	Session: 2024-2025
1	Course Code	HSSE – 7T	
2	Course Title	Textile Designing	
3	Course Type	DSE (Discipline Specific Elective)	
4	Pre-requisite(if any)	As per program	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • Define the principles and elements of design. • Applies the principles and elements of design in textiles • Designs create visual compositions in textile designing. • Analyze fabrics and their tactile/visual qualities to render them appropriately. • Apply basic traditional media methods to develop creative and customized textile illustrations • • Analyze and asses dyed and printed textiles. • Recommend the dyes, printing and finishing of textiles for specific use. 	
6	Credit Value	3 C Theory	(1 Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)
7	Total Marks = 100	Max. Marks: 100	Min Passing Marks: 40

PART B: Content of the Course		
Total No. of Teaching – learning Periods : 60		
Module / Unit	Topics (Course contents)	No. of Period
I	Understanding Design <ul style="list-style-type: none"> • Design-its meaning and importance • Importance of good taste in design • Designer – Textile designer and Fashion designer • Challenges and opportunities for design and designers 	15 (15 Hr)
II	Elements of Design <ul style="list-style-type: none"> • Line • Colour • Space • Shape • Texture • Pattern 	15 (15 Hr)

III	Principles of Design <ul style="list-style-type: none"> ● Balance ● Proportion ● Rhythm ● Emphasis ● Harmony ● Contrast ● Variety 	15 (15 Hr)
IV	Line, Colour and Pattern in Design <ul style="list-style-type: none"> ● Line- Types and composition ● Effect of lines to create rhythm and optical illusions ● Colour expression -Colour wheel and its dimension , colour scheme Colour in different media ● Colour in fabric, texture and light ● Pattern 	15 (15 Hr)
Keywords: Design, Elements of design, principles of design, line, colour and pattern.		

PART-C :

Learning Resources : Text Books, Reference Books and Others

Text books Recommended –

- Armstrong, Pearson. (1995), Pattern making for Fashion Design, Fairchild Publication, New York 1995 (Indian Ed.)
- Traditional Indian Handcrafted Textiles: History, Techniques, Processes, Designs (Vol I & II), Anjali karoliya
- Clarke, Simon, 1963-. Textile design. London [England]. ISBN 978-1-78539-200-9.
- Jenny Udale, Textiles and Fashion.second edition ISBN 9782940496006
- Cream, Penelope.,(1996), The Complete Book of Sewing - A Practical Step by Step Guide to Sewing Techniques, DK Publishing Book, New York ,
- Dorothy wood, the practical encyclopaedia of sewing, Anness publishing Ltd, London.
- Holman, Gillian. (1997), Pattern Cutting Made Easy, BSP.
- Janace E. Bubonia. (2012), Apparel production terms and processes, Fairchild Books, New York.
- Clarke, Simon, 1963- (2011). "Introduction". Textile design. London [England]. ISBN 978-1-78539-200-9. OCLC 908338301
- Jacquie Wilson, Handbook of textile design, Woodhead publishing 2001

Online Resources–

- <https://competition.adesignaward.com/design-encyclopedia.php?e=3412#:~:text=Theory%20And%20Practice-Textile%20design%20theory%20and%20practice%20is%20a%20form%20of%20art.design%20principles%2C%20and%20art%20history>.
- <https://study.com/academy/lesson/textile-design-definition-history.html>
- <https://www.bloomsbury.com/in/textile-design-theory-in-the-making-9781350061583/>
- https://en.wikipedia.org/wiki/Textile_design
- <https://www.artemorbida.com/textile-design-theory-in-the-making/?lang=en>

PART D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:		100 marks
Continuous Internal Assessment (CIA):		30 Marks
Semester End Exam (SEE):		70 Marks
Internal Assessment: Continuous Internal Assessment (CIA) By Course Teacher	Internal Test / Quiz(2) –20+20 Assignment/Seminar – 10 Total Marks–30	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Objective /MCQ(Any 10) 10 x1= 10 Mark Short answer type-Any Five 5x4 =20 Marks Section B: Essay Type/ Long Answer Questions (Any Four) -4x10=40 Marks	

Name and Signature of Convener & Members of CBoS:

A. Singh
(Dr. Amrita Singh)

Dr. Bhanu Singh
Dr. Bhanu Singh

Smt. Manjira R. D. D.
Smt. Manjira R. D. D.

Smt. Manjira R. D. D.
Smt. Manjira R. D. D.

Shri

M. Singh

Dr. Singh

(142)

FOUR YEAR UNDERGRADUATE PROGRAM
FACULTY OF Home Science
COURSE CURRICULUM – 2024 - 25

PART A: Introduction			
Program: Bachelor in B.Sc. Home Science (Honors)		Semester : VII	Session: 2024-25
1	Course Code	HSSE – 7 P	
2	Course Title	Textile Designing (Practical)	
3	Course Type	DSE (Discipline Specific Elective)	
4	Pre-requisite(if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • Define the principles and elements of design. • Applies the principles and elements of design in textiles • Design and create visual compositions in textile designing. • Analyze fabrics and their tactile/visual qualities to render them appropriately. • Apply basic traditional media methods to develop creative and customized textile illustrations • Analyze and asses dyed and printed textiles. • Recommend the dyes, printing and finishing of textiles for specific use. 	
6	Credit Value	1 Credit	<i>(1 Credit = 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 50	Min Passing Marks : 20

PART –B : Content of the Course		
Total No. of Teaching – learning Periods : 30		
Module	Topics (Course contents)	No. of Period
	<ol style="list-style-type: none"> 1. Elements of art- sample preparation 2. Principles of design- sample preparation 3. Prepare classification of lines in sheet 4. Prepare Munshall and parang colour theory sheet 5. Prepare colour scheme sheets 6. Different types of pattern 7. Prepare Tie and dye samples 8. Prepare printing samples on fabric 	30 (30 hr)

Ashga

JW

Bis Des

Sikari

Shyri

Bachelor in Home Science (FYUP)

JW

PART C:

Learning Resources : Text Books. Reference Books, Other Resources

Text books Recommended –

- Armstrong, Pearson. (1995), Pattern making for Fashion Design, Fairchild Publication, New York 1995 (Indian Ed.)
- Traditional Indian Handcrafted Textiles: History, Techniques, Processes, Designs (Vol I & II), Anjali karoliya
- Clarke, Simon, 1963-. Textile design. London [England]. ISBN 978-1-78539-200-9.
- Jenny Udale, Textiles and Fashion.second edition ISBN 9782940496006
- Cream, Penelope.,(1996), The Complete Book of Sewing - A Practical Step by Step Guide to Sewing Techniques, DK Publishing Book, New York ,
- Dorothy wood, the practical encyclopaedia of sewing, Anness publishing Ltd, London.
- Holman, Gillian. (1997), Pattern Cutting Made Easy, BSP.
- Janace E. Bubonia. (2012), Apparel production terms and processes, Fairchild Books, New York.
- Clarke, Simon, 1963- (2011). "Introduction". Textile design. London [England]. ISBN 978-1-78539-200-9. OCLC 908338301
- Jacque Wilson, Handbook of textile design, Woodhead publishing 2001

Online Resources:

Dr. Shipra Banerjee you tube link :

- Study Of Design: <https://youtu.be/Y8npBKpUVVY>
- Types Of Motifs: <https://youtu.be/NBKSaWj14II>
- Colour Theory: <https://youtu.be/xdSdq6FXacU>
- Elements Of Art: <https://youtu.be/pi4I06EHct8>
- Principles Of Design: <https://youtu.be/n3eoavSanSc>
- Introduction To Clothing: https://youtu.be/w_7CtISFSjo
- Clothing And Personality: <https://youtu.be/gGQea3WRBTw>
- Clothing Construction https://drive.google.com/file/d/1gdpOSuyO_vVNV0RyOp8w6DFimmPaAPIH/view?usp=drivesdk

PART D:Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 marks

Continuous Comprehensive Evaluation(CCE): 30 Marks

Semester End Exam (SEE): 70 Marks

Internal Assessment:	Internal Test / Quiz(2) –20+20	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
Continuous Internal Assessment (CIA) By Course Teacher	Assignment/Seminar – 10 Total Marks–30	

End Semester Exam (ESE):	Two section – A & B Section A: Objective /MCQ(Any 10) 10 x1= 10 Mark Short answer type-Any Five 5x4 =20 Marks Section B: Essay Type/ Long Answer Questions (Any Four) -4x10=40 Marks
---------------------------------	---

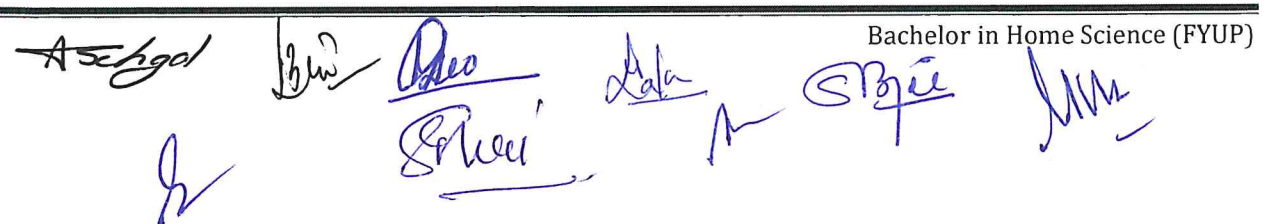
Name and Signature of Convener & Members of CBoS:

(Handwritten signatures of the Convener and members of the CBoS)

FOUR YEAR UNDERGRADUATE PROGRAM
Faculty OF Home Science
COURSECURRICULUM - 2024-25

PART-A: Introduction			
Program: Bachelor in Home Science (Honors)		Semester: VII	Session: 2024-2025
1	CourseCode	HSSE-8T	
2	CourseTitle	Designing and Furnishing Life Space	
3	CourseType	DSE (Discipline Specific Elective)	
4	Pre-requisite(if,any)	<i>As per program</i>	
5	CourseLearning Outcomes(CLO)	At the end of this course, the students will be enable to- <ul style="list-style-type: none"> Understandthevariousfeaturesinperiodstylefurniture Selectandarrangefurnitureandfurnishings indifferentroomsinresidentialspaces Knowledgeon factorsinfluencingplanningof lifespace Developconfidenceindecoratinginteriorsusingfurnitureandfurnishings 	
6	CreditValue	03C	<i>(1 Credit = 15 Hours - learning & Observation)</i>
7	TotalMarks	Max.Marks:100	MinPassingMarks:40
PART-B: Content oftheCourse			
Total No.of Teaching-learning Periods: 45			
Module /Unit	Topics(Coursecontents)		No.of Period
I	: Concept of Life Space Objectives and process of planning life space-biological needs, ecological concerns, cultural influences, psychological effects, utility, economy, beauty and character Factors determining life space in interiors- people, location and orientation, resource available, activity zones in life space, schematic diagram Trend setting from spacious to compact interiors and multi-storeyed buildings		12
II	.Furniture in the Life Space Importance of furniture in relation to interiors, salient features of traditional, contemporary and modern styles in furniture Furniture types-Modular furniture and mobile furniture; Case goods and upholstered furniture; multi-purpose furniture Materials used and construction of furniture-joints, finishes; Construction of upholstered furniture		11

Bachelor in Home Science (FYUP)



<p>III</p>	<p>Furniture Selection and Arrangement Factors considered in selection of furniture to suit different spaces and purposes General guiding concepts in arrangement of furniture Arrangement of furniture in different rooms Trends in furniture – impact of materials and methods, Ergonomics, space saving, innovation Care and maintenance of furniture</p>	<p>11</p>
<p>IV</p>	<p>Furnishings for Designing Life Space Conceptual meaning and definition of design, elements and principles of design Supportive elements as functional and aesthetic aspects – role of colour and light in designing life space – Prang colour system and colour harmonies; sources and effect of lighting Conceptual meaning of furnishings – definition and classification – soft, hard, resilient; selection and basic use in life space Home furnishings as accessories, floor, wall and ceiling decorations, selection and use Types of windows, window treatments –Hard (shutters, rollers, blinds, shades), Soft (curtains, draperies, swags, valances). Window accessories: chords, rings, rods, trims, and decorative products. Developing innovative designs for window treatments</p> <p>Design Principles Principles of design - Meaning, nature, types and significance in designing - Balance: meaning and definition, classification - Rhythm: meaning and definition, types - Emphasis– meaning and definition, types and methods of achieving - Proportion: meaning and definition, Greek/Golden oblongin space division, concept of scale and law of space relationship in designing - Harmony: meaning and definition, methods of achieving Evaluation of design-criteria for evaluation</p>	<p>11</p>
<p>Keywords Life Space,Contemporary Style,Ergonomics,Texture,Window Treatment</p>		

<p>PART-C</p>
<p>Learning Resources:Text Books,Reference Books and Others</p>
<ul style="list-style-type: none"> • <i>Arora. S. P., and Bindra S.P. (2005). Building Construction. Delhi: DhanpatRai Publications</i> • <i>Bhavikatti, S.S., and Chitawadagi, M.V. (2019). (1st Ed.). Building Planning and Drawing. Hubli: Dreamtech Press</i> • <i>Faulkner, R. and Faulkner, S. (1987). Inside Today's Home. New York: Rinehart Winston, India.</i> • <i>Gandotra V., Shukul M., and Jaiswal N. (2011). Introduction to Interior Design and Decoration, New Delhi: Dominant publishers, India.</i> • <i>Jankowsky, W.(2001). Modern Kitchen Work Book. New Delhi: Rockport Publishers, India.</i>

Handwritten signatures in blue ink, including names like 'Arora', 'Bindra', 'Faulkner', 'Gandotra', and 'Jankowsky'.

• *Maureen, M.(2004). Interior Design Visual Presentation - A Guide to Graphics, Models and Presentation Techniques. New Jersey: John Wiley and Sons*

Part-D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 Marks		
Continuous Comprehensive Evaluation (CCE): 30		
Marks Semester End Exam (SEE): 70		
Marks		
Internal Assessment:	Internal Test -20	Average of the obtained marks in best two and Assignments shall be considered against..... Marks
Continuous Comprehensive Evaluation (CCE)	Marks Assignment/Seminar 10 Total marks - 30	
Semester End Exam (SEE):	Two section- A & B	
	Section A: Q1 Objective 10x1=10 marks, Q2 Short Answer type 5x4=20 marks	
	Section B: Descriptive Answer type questions 1 out of 2 from each unit 4x10=40 marks	

Name and Signature of Convener & Members of CBoS:

A. Sehgal
(Dr. Amita Sehgal)

B.S.
Dr. B. Setlu

Mrs
Mrs Manika R Deo

Rakhi
Smt. Rakhi

Jim

S. K. S.

M

R

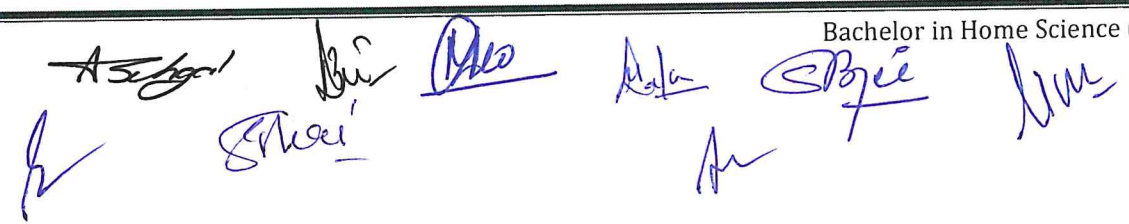
S. Banerjee
Dr. S. Banerjee

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28) FACULTY OF Home Science COURSE CURRICULUM

PART A: Introduction			
Program:- Bachelor in B.Sc. Home Science (Certificate/ Diploma/Degree/ Honors)		Semester : VII	Session: 2024-2025
1	Course Code	HSSE – 8P	
2	Course Title	Designing and Furnishing Life Space (Practical)	
3	Course Type	DSE (Discipline Specific Elective)	
4	Pre-requisite (if any)	<i>As per program</i>	
5	Course Learning Outcomes (CLO)	After completion of this course ,the student will be able to: <ul style="list-style-type: none"> • Explain the principles of physical fitness and nutrition (such as body composition, energy intake, energy expenditure, and the acute and chronic physical changes related to exercise and nutrition) complement each other in helping to develop physiological well-being and overall health. • Learn the principles of fitness and nutrition (such as setting realistic short-term behavior change goals and the relationship of exercise and diet to stress reduction) complement each other in helping to develop psychological well-being and overall health. • Identify some of the social and cultural influences on food habits and exercise/activity patterns. • To evaluate current nutritional information with regard to its contribution to Health and physical fitness. 	
6	Credit Value	1 Credit	1 Credit = 30 Hrs Laboratory/ Field learning/ Training
7	Total Marks	Max. Marks: 50	Min Passing Marks : 20

PART B: Content of the Course		No. of Periods
Total No. of Teaching – learning / Performance Periods : 30 periods (30 hours)		
Module Lab/ Field Training/ Experiment contents of the course	<ul style="list-style-type: none"> • Identifying different styles in furniture • Visit to a manufacturing unit of a furniture shop and observing the construction of case goods and upholstered furniture • Survey of consumers to find out the factors considered while selecting furniture • Listing furniture requirements for various activities carried out in a household 	30

Bachelor in Home Science (FYUP)



	<ul style="list-style-type: none">• Arranging furniture for different rooms in a living space using cut outs• Collecting pictures of rugs and carpets used in interiors• Drawing different methods of treating windows and developing an innovative design fortreating windows• Observing the advantages and disadvantages of living in multi-storied buildings andindividual houses for life space satisfaction• Drawing Prang Colour chart• Applying different colour harmonies to an outline of three dimensional interior and identifying its effects• Visits to few modern interiors (residential and commercial) to observe the selection and fixing of various lighting fixtures• Collecting pictures of various roomsinteriorsin residences and identifying the accessoriesand soft furnishings used in it• Demonstrations on different types and styles of flower arrangement• Workshop on construction of soft window treatments	
Key words	Aerobic and Anaerobic Exercises, Relaxation Techniques, Observational Reports	

Handwritten signatures:
A. Singh, Divya, Poo, Anu, Jyoti, Shreya, M, R, Dr. Sohan Singh

PART C:
Learning Resources : Text Books. Reference Books, Other Resources
<p><i>Text Books Recommended :</i></p> <p><i>Maureen, M.(2004). Interior Design Visual Presentation - A Guide to Graphics, Models and Presentation Techniques. New Jersey: John Wiley and Sons.</i></p> <ul style="list-style-type: none"> • <i>Mendelson, C. (2005). Home Comforts: The Art and Science of keeping house. New York; London: Scriber Company</i> • <i>Premavathy, S.(2005).Interior Design and Decoration, New Delhi: CBS Publishers and Distributors, India.</i> • <i>Dutt, D.R.(2010). How Best to Plan and Build Your Home: A Total Guide for the Owner. New Delhi: PustakMahal (ISBN-13: 978-8122307559)</i> • <i>Stepat, D.V. (1991). Introduction to Home Furnishings. New York, London. : The Macmillan Company</i> • <i>Stuart. L. (2013). Furniture Design: An Introduction to Development, Materials and Manufacturing.London : Laurence King Publishing</i> <p>E- learning Resources:</p> <ul style="list-style-type: none"> • https://www.chalkstudio.design/blog-7-elements-and-principles-of-interior-design-basic-concepts • https://interiordesignstudent.com/study-notes/space-planning/ • https://nileshsawant.com/the-importance-of-furniture-placement-for-a-well-designed-space/

PART D :Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:	50 Marks	
Continuous Comprehensive Evaluation (CCE):	15 Marks	
End Semester Exam(ESE):	35 Marks	
Internal Assessment:	Internal Test / Quiz (2) - 10 & 10	Better marks out of the two tests/ Quiz + Obtained marls in Assignment shall be considered against 15 Marks
Continuous Internal Assessment (CIA) By Course Teacher	Assignment/Seminar+ Attendance - 05 Total Marks - 15	
End Semester Exam(ESE):	Laboratory / Field Skill Performance : on spot Assessment A.Performed the task based on Lab work - 20 marks B.Spotting based on tools & Technology (written) - 10 marks C.Viva –voce (based on principle/ Technology) - 05 Marks	

Signature of Convener & Members of CBoS:



 (Dr. Anita Singh)

FOUR YEAR UNDERGUATE PROGRAM (2024–28)
FACULTY OF HOME SCIENCE
COURSE CURRICULUM

PART-A: Introduction			
Program: Bachelor in Home Science (Honors Level)		Semester-VIII	Session: 2024-2025
1	CourseCode	HSSE-9T	
2	CourseTitle	Housing	
3	CourseType	DSE(Discipline Specific Elective)	
4	Pre-requisite(if, any)	As per program	
5	Course Learning Outcomes(CLO)	<ul style="list-style-type: none"> To enable the students to recognize the role of housing for national development. To be aware of the housing problems in India To understand and apply the principles of design in housing. Examining market trends ,merits and demerits of building materials and finishes. Appreciate principles of design and the contributing factors and refine personal aesthetic senses. 	
6	CreditValue	3Credits	<i>1 Credit=15Hours-learning&Observation</i>
7	TotalMarks	Max.Marks: 100	Min PassingMarks: 40
PART-B: Content of the Course			
Total No.of Teaching-learning Periods (01Hr. per period)–45 Periods(45 Hours)			
Unit	Topics(Coursecontents)		No.of Period
I	1. Historyof Housing Housing—Needs definition and importance.Changes in Housing needs & standards. 2.Housing In India As Affected by Trends In Population Establishment of Household Level of Income Per House holds Occupation Family Mobility .Technological Development		12
II	Present Housing ConditioninIndiaRural & Urban Cost of HousingQualityofHousing Available. 5. Private and Public Housing VariousHousingSchemes&LocalGovernmentPrograms,Industrial Housing.7.Studyofbuildingmaterials		11

Bachelor in Home Science (FYUP)

III	8. Factors to be Considered while designing orientation Grouping of user's area Circulation between & within user's area light & ventilation Flexibility, Privacy, Roominess, Services, Aesthetics & Cost	11
IV	9. Study of various Types of fixtures fitting used in interior their use, selection and case. 10. Types of Floor 11. False Ceilings—Different types in various materials. 12. Kitchen Platform and types. 13. Storage areas—Need and Rules for storage.-Storage arrangements in different rooms.	11
Keywords	Family mobility, Building material, Aesthetics, Roominess	

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended-

1. Ambedkar. V.N. & Modak, N.Y. (1971): Town & Country Planning & Housing Orient Longmafl.
2. Deshpande, R.S. (1974): Modern Ideal Homes for India, United Book Corporation.
3. Faulkner, S. (1979): Planning a House, Holt, Richard & Wirison.
4. George, D: (1981): How to be your own Electrician, Saence Stall Book,
5. Harper and Row. Graham, L (1982): Lighting your Home, Wills and BoofS Ltd.
6. Rangwala, S.C. (1974): Town Planning: Charotar Book Stall, Anand. Publication of Housing Boards, NBO, ISI, HUCPO etc.
7. Chudley, B. (1985): Construction Technology, VoL 1 to 5.
8. Chafra. J.O. and Callendar, J.H. (1980): Time Saver Standard for Building Types, McGraw Hill , New York.
9. Agan, T., The house — Its Plan and Use.

Online Resources-

1. <https://muse.jhu.edu/pub/1/article/890686/pdf>
<https://www.geeksforgeeks.org/functions-of-management-planning-organising- -directing-and-controlling/>
2. <https://mohua.gov.in/upload/uploadfiles/files/PPP%20Models%20for%20Affordable%20Housing.pdf>
3. <https://mohua.gov.in/upload/uploadfiles/files/PPP%20Models%20for%20Affordable%20Housing.pdf>-Resources/e-books and e-learning portals
4. <https://intapi.sciendo.com/pdf/10.2478/aup-2020-0006>
5. <https://pareindia.medium.com/exploring-the-different-types-of-false-ceiling-materials-available-in-india-494cfa028e7d>

PART-D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA) 30 Marks

End Semester Exam (ESE):

70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test/Quiz-(2): 20 & 20	Better marks out of the two Test/ Quiz + obtained marks in Assignments shall be considered against 30 Marks
	Assignment/ Seminar - 10	
	Total Marks- 30	

End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10x1=10 Marks; Q2. Short answer type – 5x4=20 Marks Section B: Descriptive answer type qts., 1 out of 2 from each unit – 4x10=40 Marks
---------------------------------	--

Name and Signature of Convener & Members of CBoS:

A. Singh
Dr. Amrita Singh

B.S.
Dr. Bharti Sethi

M.K. Deo
Mrs. Mantra K Deo

A. K. Singh
Smt. Manoj Singh

J.M.

S.K.

A.

S.P.
Dr. S. Banerjee


S.

**FOUR YEAR UNDERGRADUATE PROGRAM(2024 – 28)
FACULTY OF HOME SCIENCE
COURSE CURRICULUM**

PART- A: Introduction			
Program: Bachelor in Home Science (Honors)		Semester VIII	Session: 2024-2025
1	Course Code	HSSE-09P	
2	Course Title	Housing (Practical)	
3	Course Type	DSE (Discipline Specific Elective)	
4	Pre-requisite (if, any)	As per program	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> To enable the students to recognize the role of housing for national development. To be aware of the housing problems in India To understand and apply the principles of design in housing. Examining market trends ,merits and demerits of building materials and finishes. Appreciate principles of design and the contributing factors and refine personal aesthetic senses 	
6	Credit Value	1 Credits	Credit =30 Hours Laboratory or Field learning/Training
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20
PART -B: Content of the Course			
TotalNo.of learning-Training/performance Periods: 30 Periods (30 Hours)			
Module	Topics (Course contents)	No. of Period	
Lab./Field Training/ Experiment Contents of Course	Practicals: 1. Daily household equipments detail. 2. Plans for light and ventilation in any house. 3. Types of false ceiling. 4. Study of various fixers, fittings used in interiors. 5. Types of floor and kitchen platform.	30	
Keywords	Household, ventilation, equipments, false ceiling.		

John

Bachelor in Home Science (FYUP)



PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

10. Ambedkar. V.N. & Modak, N.Y. (1971): Town & Country Planning & Housing Orient Longmafl.
 11. Deshpande, R.S. (1974): Modern Ideal Homes for India, United Book Corporation.
 12. Faulkner, S. (1979): Planning a House, Holt, Richard & Wirison.
 13. George, D: (1981): How to be your own Electrician, Saence Stall Book,
 14. Harper and Row. Graham, L (1982): Lighting your Home, Wills and BooflS Ltd.
 15. Rangwala, S.C. (1974): Town Planning: Charotar Book Stall, Anand. Publication of Housing Boards, NBO, ISI, HUCPO etc.
 16. Chudley, B. (1985): Construction Technology, VoL 1 to 5.
 17. Chafra. J.O. and Callendar, J.H. (1980): Time Saver Standard for Building Types, McGraw Hill , New York.
- Agan, T., The house — Its Plan and Use.


Online Resources–

6. <https://muse.jhu.edu/pub/1/article/890686/pdf>
7. <https://www.geeksforgeeks.org/functions-of-management-planning-organising- -directing-and-controlling/>
8. <https://mohua.gov.in/upload/uploadfiles/files/PPP%20Models%20for%20Affordable%20Housing.pdf>
9. <https://mohua.gov.in/upload/uploadfiles/files/PPP%20Models%20for%20Affordable%20Housing.pdf-Resources/e-booksand-learningportals>
10. <https://intapi.sciendo.com/pdf/10.2478/aup-2020-0006>
11. <https://pareindia.medium.com/exploring-the-different-types-of-false-ceiling-materials-available-in-india-494cfa028e7d>

PART -D:Assessment andEvaluation

Suggested Continuous Evaluation Methods:		
Maximum Marks:		50 Marks
Continuous Internal Assessment(CIA):		15 Marks
EndSemester Exam(ESE):		35 Marks
Continuous InternalAssessment(CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10 Assignment/Seminar +Attendance - 05 Total Marks - 15	Better marks out of the two Test / Quiz +obtained marks in Assignment shall be considered against 15 Marks
End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment D. Performed the Task based on lab. work - 20 Marks E. Spotting based on tools & technology (written) – 10 Marks F. Viva-voce (based on principle/technology) - 05 Marks	Managed by Course teacher as per lab. status

Name and Signature of Convener & Members of CBoS



(Dr. Armita Edgall) Dr. B. Sethi Mrs. Manoj R Deo Smt. Anamta
 J. K. N. S. Dr. S. Banerjee

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
FACULTY OF Home Science
Course Curriculum

Part A: Introduction			
Program: Bachelor in Arts (Honors)		Semester: VIII	Session: 2024-2025
1	Course Code	HSSE-10T	
2	Course Title	Dyeing and Printing	
3	Course Type	DSE	
4	Pre-requisite(if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • Develop an understanding of concepts and basics of textiles. • Understands printing methods • Develop critical understanding of the techniques of dyeing • Identify the dyes for its appropriate use. • Analyze and asses dyed and printed textiles. • Recommend the dyes, printing and finishing of textiles for specific use. 	
6	Credit Value	3 C	1 Credit=15Hours-learning&Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks : 40

Part B: Content of the Course		
No.of Teaching-learning Periods (1 hour per period : 45 Period (45 hours)		
Unit	Topics (Course Contents)	No. of Periods
1	Dyeing with: natural dyes. Use of pigments. Dyeing machines for fibers, and fabrics. Industrial dyeing practices. Dyeing auxiliaries and their uses. Dyeing of blends.	12
2	Dyeing with: natural dyes. Use of pigments. Dyeing machines for fibers, yarns and fabrics. Industrial dyeing practices. Dyeing auxiliaries and their uses. Dyeing of blends.	11
3	Introduction to printing – difference between dyeing and printing. Methods of printing Historical development of printing –block stencil, screen roller and rotary. 8. Screens used at cottage and industrial level	11
4	Printing pastes Thickening agents and auxiliaries for printing and their suitability to various classes of dyes and fibres. Preparation of printing pastes for different dyes and different fibres. Styles of printing Direct style, resist or reserve style, discharge style and raise style. Style and methods of printing traditionally used in India.	11
Keywords: fabric construction , dyes, printing, finishing.		

Part C: Learning Resources	
Text Books. Reference Books, Other Resources	
Text Book	
<ul style="list-style-type: none"> • डॉ मंजु पाटनी, (2022)वस्त्र विज्ञान एवं परिधान का परिचय - Edition, Star Publication. 	

- Textile Science: an explanation of fiber properties - Gohl, E., Vile sky, L., 2 edition, New Age International Publishing.
- डॉबक्शी, वस्त्र विज्ञान एवं परिधान का परिचय - 2nd Edition, Vinod PustakMandir.
- डॉ शिप्रा बैनर्जी,(2018), तंतु एवं वस्त्र विज्ञान - छ. ग. हिन्दी ग्रंथ अकादमी
- Fundamentals of Textiles and their care - SushilaDhantiyagi, 5th Edition, Orient Black Swan.
- Textile testing and analysis - Collier, B.J., & Epps, H.H. 1998 Edition, Prentice Hall Publishers
- Booth, J.E. (1996). *Principles of Textile Testing*. New Delhi: CBS Publishers & Distributors Pvt. Ltd.
- Corbman, P.B. (1983). *Textiles: Fibre to Fabric*. McGraw-Hill Publishers.
- Collier, B.J., & Epps, H.H. (1998). *Textile testing and analysis*. Prentice Hall Publishers.

Other Resources

- Chemical Finishes: <https://youtu.be/B6xaduge1w8>
- Study Of Dyes: <https://youtu.be/6ortgd1mua4>

Part D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:		
Maximum Marks:	100 Marks	
Continuous Internal Assessment (CIA):	30 Marks	
End Semester Exam (ESE):	70 Marks	
Continuous Internal Assessment(CIA): (By Course Teacher)	Internal Test / Quiz- (2): 20 +20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1 Objective-10x1=10 Mark; Q2.Short answer type-5x4=20 Marks Section B: Descriptive answer type qts.1 out of 2 from each unit- 4x10=40 Marks	

Name and Signature of Convener & Members of CBoS:





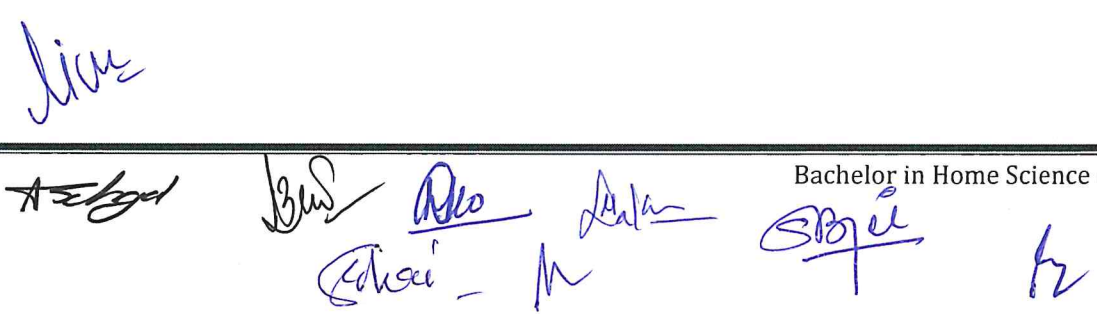





FOUR YEAR UNDERGRADUATE PROGRAM (2024 – 28)
Faculty of Home Science
Course Curriculum

PART- A: Introduction		
Program: Bachelor in Home Science (Honors)		Semester -VIII
		Session: 2024-2025
1	Course Code	HSSE-10P
2	Course Title	Dyeing and Printing (Practical)
3	Course Type	DSE
4	Pre-requisite (if, any)	<i>As per Program</i>
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> Develop an understanding of concepts and basics of textiles. Understands and define the key textile terms. Develop critical understanding of the techniques of yarn and fabric manufacture. Identify the fibres, yarn and fabrics for its appropriate use. Analyze and asses dyed and printed textiles. Recommend the dyes, printing and finishing of textiles for specific use.
6	Credit Value	1 Credits
		<i>1 Credit =30 Hours Laboratory or Field learning/Training</i>
7	Total Marks	Max. Marks: 50
		Min Passing Marks: 20
PART -B: Content of the Course		
Total No. of learning-Training/performance Periods: 30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Lab./Field Training/ Experiment Contents of Course	<ul style="list-style-type: none"> Dyeing of cotton with natural dyes. Tie and dye-- Different knots. Different printing Techniques Making of 4 garments with Tie and dye and Printing 	30
Keywords	fabric construction , dyes, printing, finishing.	

PART-C: Learning Resources
Text Books, Reference Books and Others
<i>Text Books Recommended –</i> <ul style="list-style-type: none"> वस्त्रविज्ञान एवंपरिधानकापरिचय - डॉमंजुपाटनी, 2022 Edition, Star Publication. Textile Science: an explanation of fiber properties - Gohl, E., Vile sky, L., 2 edition, New Age International Publishing. वस्त्रविज्ञान एवंपरिधानकापरिचय - डॉबक्शी, 2nd Edition, Vinod PustakMandir. तंतुएवंवस्त्रविज्ञान - डॉशिप्राबैनर्जी Fundamentals of Textiles and their care - SushsilaDhantyagi, 5th Edition, Orient Black Swan. Textile testing and analysis - Collier, B.J., & Epps, H.H. 1998 Edition, Prentice Hall Publishers



PART -D:Assessment andEvaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 50 Marks		
Continuous Internal Assessment(CIA): 15 Marks		
End Semester Exam (ESE): 35 Marks		
Continuous InternalAssessment(CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10 Assignment/Seminar +Attendance - 05 Total Marks - 15	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment A. Performed the Task based on lab. work - 20 Marks B. Spotting based on tools & technology (written) – 10 Marks C. Viva-voce (based on principle/technology) - 05 Marks	Managed by Course teacher as per lab. status

Name and Signature of Convener & Members of CBoS:

(A School)
(Dr. Amita Sehgal)

(Dr. Bharti Sethi)

(Mr. Manoj R D-10)

(Smt. N. M. 101)

(Shree)

(Jana)

(Dr. So Banerjee)

FOUR YEAR UNDERGRADUATE PROGRAM (2024–28)
FACULTY OF Home Science
COURSE CURRICULUM

PART-A: Introduction			
Program: Bachelor in Home Science (Honors)		Semester-VIII	Session: 2024-2025
1	Course Code	HSSE-11T	
2	Course Title	PRINCIPLES OF GUIDANCE & COUNSELLING	
3	Course Type	DSE(Discipline Specific Elective)	
4	Pre-requisite (if, any)	As per Program	
5	Course Learning Outcomes (CLO)	At the end of this course, the students will be enable to: <ul style="list-style-type: none"> • Create awareness of the basic concepts in counseling of persons. • Develop skills for home based care and counseling for family members. • Explain the processes involved in counseling at different stages in life. • Discuss the activities for Group guidance. • Acquiring basic counselling skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing, unconditional positive regard). 	
6	Credit Value	3 Credits	Credit=15 Hours-learning& Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40

PART-B: Content of the Course		
Total No. of Teaching – learning Periods (01Hr. per period) –45 Periods (45 Hours)		
Unit	Topics (Course contents)	No. of Period
I	Guidance Meaning and definition of Guidance. Need for Guidance. Principles of Guidance. Types of Guidance.	12
II	Personal, Educational and vocational Guidance Meaning, aims, purpose, need of vocational and educational guidance. * How to import vocational and educational guidance. * Personal guidance-Area of personal guidance, nature of personal guidance at different levels,-preprimary, elementary, Junior high school, High School, Collage and university level.	11
III	Group guidance Meaning, need, importance, aims and purpose of group guidance.	11

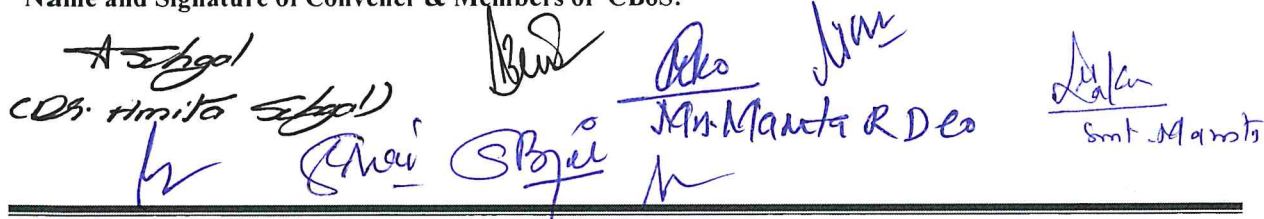
Bachelor in Home Science (FYUP)

	* Problems of guidance at the primary, secondary and college level. counseling * Counseling-meaning and definition & scope of counseling. * Types of counseling.	
IV	.process of counseling * Processes of counseling-First contact, Assessment, Intervention, Closure and Follow-up. * Counseling Interview. * Qualities and skills of a counselor. Approaches to counseling -person centered, Directive and behavioral, eclectic, Psycho-analytic, Existential, Cognitive	11
Keywords	Counseling, Guidance, counseling interview, cognitive, psychoanalytic.	

PART-C: Learning Resources
Day Barbara (1993) Early Childhood education, New York : Macmillan. Gordon & Browne (1989) Beginning and Beyond, Second edition, Delmar Pub. Inc. Grewal. J.S. 91984) Early Childhood education, Agra National Psychological Corporation Pub. Rai A. and Asthana M.(2003), Guidance & counseling (concept, areas and approaches), Motilal Banarasidas Delhi. Verma & Upadhyay, Educational- And Vocational Guidance, Vinod Pustak Mandir ,Agra. Jaiswal S., Guidance and Counseling in Education, Vinod Pustak Mandir ,Agra
Online Resources- https://www.hcpgcollege.edu.in/sites/default/files/Principles%20of%20guidance.pdf https://mybooksfactory.com/store/introduction-to-counseling-guidance-7-ed-by-gibson?utm_source=Google%20Shopping&utm_campaign=udh%20update&utm_m https://lead-academy.org/blog/importance-of-guidance-and-counselling/ https://oer4nosp.col.org/id/eprint/121/1/Introduction%20to%20Guidance%20and%20Counseling.pdf https://www.javatpoint.com/difference-between-guidance-and-counselling

PART-D : Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Mark	100Mark	
Continuous Internal Assessment(CIA):	30Marks	
End Semester Exam (ESE):	70Marks	
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test/Quiz-(2): 20&20 Assignment/ Seminar - 10 Total Marks - 30	Better marks out of the two Test/ Quiz + obtained marks in Assignment shall be considered against 30Marks
End Semester Exam(ESE):	Two section – A &B SectionA: Q1. Objective-10 x1=10 Mark;Q2.Shortanswertype-5x4 =20Marks SectionB:Descriptiveanswertypeqts., 1 outof2 fromeachunit-4x10=40Marks	

Name and Signature of Convener & Members of CBoS:

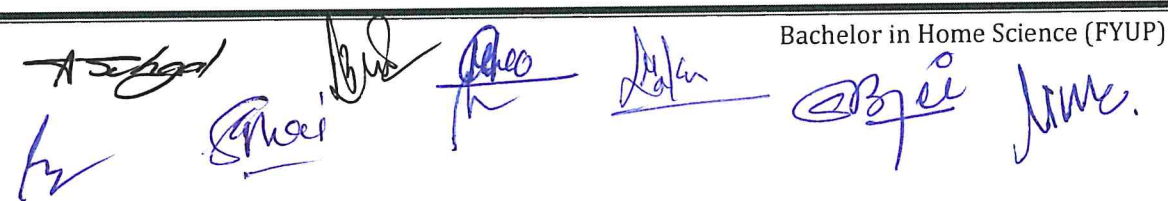


 CBoS: Himita Singh
 Mrs. Manjira R Deo
 Smt. Manjira

FOUR YEAR UNDERGRADUATE PROGRAM (2024–28)
FACULTY OF Home Science
COURSE CURRICULUM

PART-A: Introduction			
Program: Master of Human Development (Honors)		Semester-VIII	Session: 2024-2025
1	CourseCode	HSSE-11P	
2	CourseTitle	Principles of Guidance & Counselling (Practical)	
3	CourseType	DSE	
4	Pre-requisite(if, any)	As per Program	
5	Course Learning Outcomes (CLO)	At the end of this course, the students will be able to: <ol style="list-style-type: none"> 1. Identify the need of guidance & counseling in human life. 2. Learn to understand the planning and working with children and parents. 3. Analyze the problems of children. 4. To evaluate the environment of various organizations. 	
6	Credit Value	1 Credits	Credit=30 Hours Laboratory or Field Learning/Training
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20
PART-B: Content of the Course			
Total No. of learning-Training/performance Periods: 30 Periods (30 Hours)			
Module	Topics (Course contents)		No. of Period
Lab./Field Training/Experiment/Content of Course	Review and critic of portrayal of persons with disabilities in the media. 2] Tools and approaches to assessments. 3] Case study of two persons with disabilities. A child and an adult. 4] Case study of an organization with particular reference to its physical and social environment. 5] Planning and working with children and parents. 6] Interactions with practicing counseling and therapists through visits to schools, clinics and woman center and hospitals etc. 7] Learn about the counseling process-role-play, mock sessions etc.		30
Keywords	Counseling, women centre, Assessment.		

Bachelor in Home Science (FYUP)



PART-C: Learning Resources

Text Books, Reference Books and Others

1. Dutt, S. (1998) Moral Values in child Development. New Delhi
2. Anmol Chopra, G., (2012). Early Detection of Disabilities and persons with disabilities in the community. New Delhi: Engage publications
3. Sharma, N. (Ed)(2010). The Social Ecology of Disability-Technical Series -3 Lady Irwin College. Delhi: Academic Excellence
4. Mangal, S. K. (2007). Exceptional children: An introduction to special education. New Delhi: Prentice Hall of India
5. Karna, G. N. (1999). United Nations and rights of disabled persons: A study in Indian perspective. New Delhi: A.P.H. Publishing Corporation.

Online Resources-

1. https://punarbhava.in/images/images1/RCI_programme/publications/idnt_ass_dis.pdf
2. <https://asana.com/resources/needs-assessment>
3. <https://udservices.org/assistive-devices-disabilities/>
4. <https://www.unicef.org/media/126246/file/Assistive-Tech-Web.pdf>
5. https://www.mospi.gov.in/sites/default/files/reports_and_publication/statistical_publication/social_statistics/Chapter%208%20-National%20redressal.pdf
6. <https://catholicdos.org/attitudes-toward-people-with-disabilities>

PART-D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:		
Maximum Marks:		
	50 Marks	C
Continuous Internal Assessment (CIA):	15 Marks	
End Semester Exam (ESE):	35 Marks	
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10 Assignment/Seminar + Attendance - 05 Total Marks - 15	Better marks out of the two Test/ Quiz + obtained marks in Assignment shall be considered against 15 Marks
End Semester Exam (ESE):	Laboratory/Field Skill Performance: Onspot Assessment A. Performed the Task based on lab. work -20 Marks B. Spotting based on tools & technology (written)- 10 Marks C. Viva-voce (based on principle/technology) -05 Marks	Managed by Course teacher as per lab. status

Name and Signature of Convener & Members of CBoS:

A Shgal
COs: Amrita Shgal

Bw
Dr. B. Sethi

Ades
Mrs. Manika R Deo

Ades
Smt. Anjali

Shree
h

Shree
Dr. Sohanrajee Jims

FOUR YEAR UNDER GRADUATE PROGRAM (2024-28)
FACULTY OF Home Science
COURSE CURRICULUM

PART-A: Introduction			
Program: Bachelor in Home Science (Honors)		Semester-VIII	Session: 2024-2025
1	Course Code	HSSE-12T	
2	Course Title	CLINICAL & THERAPEUTIC NUTRITION	
3	Course Type	DSE (Discipline Specific Elective)	
4	Pre-requisite(if, any)	As per program	
5	Course Learning Outcomes(CLO)	At the end of this course, the students will be enable to: <ul style="list-style-type: none"> • Understand Basic Knowledge of Nutritional Assessment. • Explain Basic knowledge of therapeutic Diet. • Evaluate Basic knowledge of various diseases. • Judge Basic Knowledge of Diet & Drug interaction. • Understand Basic Knowledge of Nutritional Status. 	
6	Credit Value	3 Credits	<i>1 Credit=15 Hours-learning & Observation</i>
7	Total Marks	Max.Marks: 100	Min Passing Marks: 40

PART-B: Content of the Course		
Total No. of Teaching-learning Periods (01Hr. per period) – 45 Periods (45 Hours)		
Unit	Topics (Course contents)	No. of Period
I	Nutritional Screening and assessment of nutritional status of Hospitalized and outdoor Patient. Identification of high risk Patients Assessment of Patient needs based on interpretation of Patient data- clinical, biochemical, biophysical, Personal etc. Diet nutrient and drug interaction. Effect of drugs on ingestion, digestion absorption and Metabolism of nutrients. Effect of Food, nutrients and nutritional status on drug dosage and efficacy.	12
II	Etio-pathology- physiology, metabolic and clinical aberrations-complications, prevention and recent advances in the medical nutritional management of- [a] Cardio-vascular disorders- 1] Hyperlipidemia- classification and nutritional care 2] Atherosclerosis- etiological factors, pathogenesis, dietetic management 3] Hypertension- classification, etiology, nutritional care 4] Rheumatic heart disease 5] Ischemic heart disease 6] Myocardial Infraction	11

Bachelor in Home Science (FYUP)



	<p>[b] Endocrine Disorders-</p> <ul style="list-style-type: none"> 1] Diabetic Mellitus- <ul style="list-style-type: none"> I] Symptoms, Types, Diagnosis II] Metabolism in Diabetes III] Dietary management and meal management IV] Insulin Types V] Complications 2] Addison's Disease 3] Hyperinsulinemias 4] Hyperthyroidism 	
III	<p>[c] Gastro- intestinal tract Disorders</p> <ul style="list-style-type: none"> i) Gastritis- Types and Dietary modifications ii) Peptic Ulcer-Etiology, Symptoms, Dietary Modifications, intervals of feeding, bland Diet iii) Sprue- Types and dietary considerations iv) Indigestion v) Diarrhea- classification and modification of diet vi) Constipation- classification and dietary considerations vii) Celiac diseases <p>[d] Liver and gall bladder, Pancreatic disorder</p> <ul style="list-style-type: none"> i) Jaundice- classification and dietary treatments ii) Hepatitis- Types and dietary management iii) Cirrhosis- Types and dietary management iv) Gallstones- -types and complications. 	11
IV	<p>[e] Renal Disorders- Basic renal functions, classification of renal diseases</p> <ul style="list-style-type: none"> i) Nephritis-symptoms and nutritional care ii) Nephrosis-types and dietary management iii) Kidney stones- types and dietary management iv) Renal Failure (Acute & chronic) <p>[f] Weight Imbalances- Regulation of Energy Metabolism</p> <ul style="list-style-type: none"> i) Obesity- <ul style="list-style-type: none"> (a) types, Etiology, treatment, diet and other measures (b) Complications of Obesity ii) Under Weightiness- Causes and Dietetic Management 	11
Keywords	Weight Imbalance, Renal Disorder, Gallstones.	

PART-C: Learning Resources**Text Books, Reference Books and Others**

1. Human Nutrition & Dietetics - Davidson & Passmore
2. Clinical Dietetics & Nutrition - F.P. Antis
3. Textbook of Normal & - Robinson
4. Nutrition in Health & Diseases - Babar C. Mitchell
5. Food Nutrition & Diet Therapy - Krause
6. Clinical Nutrition - Jellife.

OnlineResources-

- <https://youtu.be/Fm15SkyOvtE?feature=shared>
- <https://youtu.be/yCagyMfg3gE?feature=shared>
- <https://youtu.be/9cUC1PcokZg?feature=shared>
- <https://youtu.be/7NW9-mUQFHY?feature=shared>
- <https://youtu.be/pant5rXow1U?feature=shared>

PART-D: Assessment and Evaluation**Suggested Continuous Evaluation Methods:****Maximum Marks: 100Marks****Continuous Internal Assessment(CIA): 30Marks****End Semester Exam (ESE): 70Marks**

**Continuous
Internal Assessment
(CIA):
(By Course Teacher)**

Internal Test/Quiz-(2): **20 & 20**
Assignment/ Seminar - **10**
Total Marks - **30**

Better marks out of the two Test/ Quiz
+ obtained marks in Assignment shall be
considered against **30Marks**

**End Semester
Exam (ESE):**

Two section- A & B

Section A: Q1. Objective-10 x1=10 Mark; Q2. Short answer type-5x4 =20Marks
Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10=40Marks

Name and Signature of Convener & Members of CBoS:

A. Singhal
CDs. Amrita Singhal

Dr. Bharti Sethi

Mrs. Manika R Deo

Smt. M. Anand

G. S. S. S.


Dr. S. Banerjee

M. S. S.

FOUR YEAR UNDER GRADUATE PROGRAM (2024-28)
Faculty OF Home Science
COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Home Science (Honors)		Semester VIII	Session: 2024-2025
1	Course Code	HSSE -12P	
2	Course Title	Clinical & Therapeutic Nutrition (Practical)	
3	Course Type	DSE (Discipline Specific Elective)	
4	Pre-requisite (if, any)	As per program	
5	Course Learning Outcomes (CLO)	<p>At the end of this course, the students will be enable to:</p> <ul style="list-style-type: none"> • <i>Understand the method of meal planning</i> • <i>Familiarise with factors affecting meal planning</i> • <i>Plan diets for various diseases</i> • <i>Develop knowledge of various disease and related treatment</i> 	
6	Credit Value	1 Credits	Credit =30 Hours Laboratory or Field learning/Training
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20
PART -B: Content of the Course			
TotalNo.of learning-Training/performance Periods: 30 Periods (30 Hours)			
Module	Topics (Course contents)		No. of Period
Lab./Field Training/ Experiment Contents of Course	<p>[A] Planning & preparation of Diets for patients with common multiple disorders-</p> <p>[1] Weight Imbalances.-Over-weight. Obesity, Under-Weight</p> <p>[2] Cardio-Vascular Disorders-</p> <p>i) Arteriosclerosis</p> <p>ii) Hypertension</p> <p>[3] Endocrine Disorders- Diabetes Mellitus</p> <p>[4] Gastro-Intestinal Tract Disorders-</p> <p>i) Gastritis</p> <p>ii) Gastric and Duodenal Ulcer</p> <p>iii) Diarrhea</p> <p>iv) Constipation</p> <p>[5] Liver and Gall Bladder Disorders-</p> <p>i) Jaundice</p> <p>ii) Hepatitis</p> <p>iii) Cirrhosis</p> <p>[6] Renal Disorders-</p> <p>i) Nephritis</p> <p>ii) Nephrosis</p> <p>[7] Fevers & Infections-</p> <p>i) Typhoid</p> <p>ii) Tuberculosis</p> <p>[B] Visit to dietetic departments of hospital</p>		30

Bachelor in Home Science (FYUP)



	[C] Case Studies
Keywords	Meal Planning, Factors affecting, meal planning of various Diseases

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –


- Dietetics: B. Shrilaxmi ,8th edition, new age international publishers.
- Human Nutrition and Dietetics: Passmore,8th edition, Livingstone Publishers.
- Normal and Therapeutic Nutrition: Robinson,17th edition, MacMillan publishing Company,
- Food, Nutrition and Diet Therapy: Krause, 11th edition, Saunders Publishers.
- Nutrition and Diet Therapy: Su. R. Williams,4th edition, C.V.Mosby Co. Publishers.
- Modern Nutrition in Health and Disease: Shils, M.E. Olson,8th edition, Lea and Febigera Waverly Company Publishers.

E:learning Resources:

- Diet for Adult:
https://www.google.com/search?q=diet+for+adults&rlz=1C1JJTC_enIN950IN950&ooq=diet+for+adult&daqs=chrome.
- Diet for pregnancy:
https://www.google.com/search?q=diet+for+pregnant+women&rlz=1C1JJTC_enIN950IN950&sxsrf=ALiCzsbC
- Diet for Atherosclerosis:
https://www.google.com/search?q=diet+for+atherosclerosis&rlz=1C1JJTC_enIN950IN950&sxsrf=ALiCzsZ6XyYHi7Q:
- Diet for diabetes mellitus:
https://www.google.com/search?q=diet+for+diabetes+mellitus&rlz=1C1JJTC_enIN950IN950&sxsrf=ALiCzsZFJ52m3efDHrTUHum0TTnrm7Ctg
- - <https://www.egyankosh.ac.in/handle/123456789/32940>
 - <https://egyankosh.ac.in/handle/123456789/72500>
 - <https://pubmed.ncbi.nlm.nih.gov/30005900/>
 - [https://clinicalnutrition.espen.com/article/S1751-4991\(09\)00047-X/fulltext](https://clinicalnutrition.espen.com/article/S1751-4991(09)00047-X/fulltext)
 - https://www.researchgate.net/publication/311965840_Importance_of_Clinical_Nutrition_in_Therapy_to_Older_Adults
 - https://www.espen.org/files/ESPEN-Guidelines/ESPEN_practical_guideline_Clinical_nutrition_and_hydration_in_geriatrics.pdf
 - <https://www.slideshare.net/expert1995/therapeutic-parenteral-and-geriatric-nutrition-and-relevant>
 - https://link.springer.com/chapter/10.1007/978-3-030-63892-4_1

PART D :Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:		50 Marks
Continuous Comprehensive Evaluation (CCE):		15 Marks
End Semester Exam(ESE):		35 Marks
Internal Assessment: Continuous Internal Assessment (CIA) (By CourseTeacher)	Internal Test / Quiz (2) - 10 & 10 Assignment/Seminar+ Attendance - 05 Total Marks - 15	Better marks out of the two tests/ Quiz + Obtained marks in Assignment shall be considered against 15 Marks
End Semester Exam(ESE):	Laboratory / Field Skill Performance : on spot Assessment A. Performed the task based on Lab work - 20 marks B. Spotting based on tools & Technology (written) - 10 marks C. Viva –voce (based on principle/ Technology) - 05 Marks	Managed by Course teacher as per lab. status


Name and Signature of Convener & Members of CBoS:


 (Dr. Amita Sehgal)




 Dr. Bharti Jethu


 Mrs. Mantra Deo


 Smt. Anamika




 Dr. S. Banerjee

**FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF HOME SCIENCE
COURSE CURRICULUM**

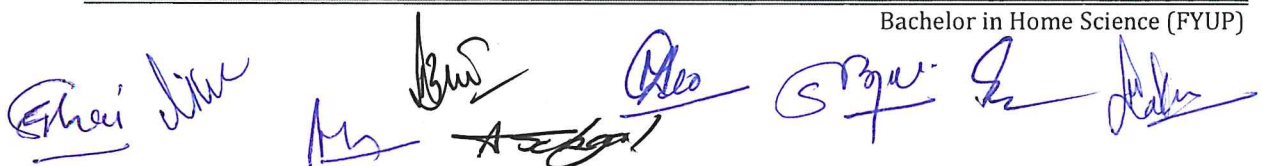
PART A: Introduction			
Program: Bachelor in Home Science (Certificate)		Semester: II/IV	Session: 2024-2025
1	Course Code	HSSEC - 01	
2	Course Title	Basic techniques for assessment of Health Status and Primary Health Aid	
3	Course Type	SEC	
4	Pre-requisite (if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • The student shall be able to assess basic parameters of indicators of health like – measurement of BP, body temperature, BMI, CPR etc. • They will be able to provide primary health care under in circumstances of burn, fracture, poisoning and fainting. • Students shall be able to provide artificial respiration, bandaging in fracture. 	
6	Credit Value	2 C (1C +1C)	(1 Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)
7	Total Marks : 50	Max. Marks: 50	Min Passing Marks : 20

PART B: Content of the Course

Total No. of Teaching – learning Periods : Theory -15 Periods and Lab or Field Training 30 periods		
Module / Unit	Topics (Course Contents)	No. of Period
Theory Content	<ul style="list-style-type: none"> • Measurement of Body Temperature –Thermometer Reading • Use of Mercury column Thermometer • Use of Digital Thermometer • Making Temperature Chart • Anthropometric Measurements to assess health status • Measurement of Blood Pressure by using Sphygmomanometer • Use of Manual and Digital Sphygmomanometer • Calculation of Basal Metabolic Index –Identification of Obesity / Leanness • Knowledge of Normal Values related with Health parameters- Hemoglobin, Rh factor, Rate of Respiration, Serum Protein, Serum Urea, Serum Creatinine, Serum Sodium, Serum Potassium etc. • Knowledge of home based corrective measures- Pressure Points to stop bleeding, CRP, Artificial Respiration, Treating high temperature, Treating Poison intake, bite by positions insects, burn etc . 	15
Lab/ Field Training Content	<ul style="list-style-type: none"> • Use of Thermometer • Use of B. P. Apparatus • Making temperature Chart • Providing CPR • Knowledge of bandaging • Basic knowledge of serum Biochemical Parameters • Artificial Respiration methods • First Aid of common emergency situations • Use of Tourniquet and Pressure Points to stop bleeding 	30
Keywords- Temperature, CPR, Serum Parameters , BP Measurement, Artificial Respiration		

PART C:**Learning Resources :** Text Books. Reference Books, Other Resources**Text books Recommended –**

- Kubade. M, First Aid and Emergency care, Saje Publications.
- Washinton Manual Group, First Aid Mannual, British Red for Society Publications.
- Dr. Bharadwaj. Ashwani, A complete guide to family safety and first aid, Macgrew hill Publications.
- Bhushan. Vikas, USMLE Steps (2023), Tata Macgrew hill Publications.
- Yalayaswamy N.N., First Aid and Emergency Nursing 2017, Atiti Book.com



- Online Resources :-**
- <https://link.springer.com/article/10.1023/A:1019056316193>
 - <https://study.com/learn/lesson/physical-health-assessment-nursing-techniques-examples.html>
 - <https://bmchealthservres.biomedcentral.com/articles/10.1186/s12913-019-4402-9>
 - https://ihub.scot/media/1841/health_needs_assessment_a_practical_guide.pdf
 - <https://www.slideshare.net/sajjadlotfi/assessing-and-identifying-health-needs-theories-and-frameworks-for-practice>

PART D : Assessment and Evaluation		
Suggested Continuous Evaluation Methods:-		
Maximum Marks:		50 Marks
Continuous Comprehensive Evaluation(CCE):		15 Marks
End Semester End Exam (ESE):		35 Marks
Internal Assessment:	Internal Test/ Quiz - 10 &10 Marks	Better marks out of two tests / Quiz + Obtained marks in assignments shall be considered against 15 marks
Continuous Internal Assessment (CIA)	Assignment/Seminar + Attendance-05 Total Marks -35 Marks	
End Semester Exam(ESE):	Laboratory / Field Skill Performance : on spot Assessment	
	A. Performed the task based on learned skill -20 marks	
	B. Spotting based on tools- 10 marks	
	C. Viva –voce (based on principle/ Technology) -05 Marks	

Name and Signature of Convener & Members of CBoS:-

Dr. B. Seltu

 A. Sehgal

 (Dr. Amita Sehgal)

172

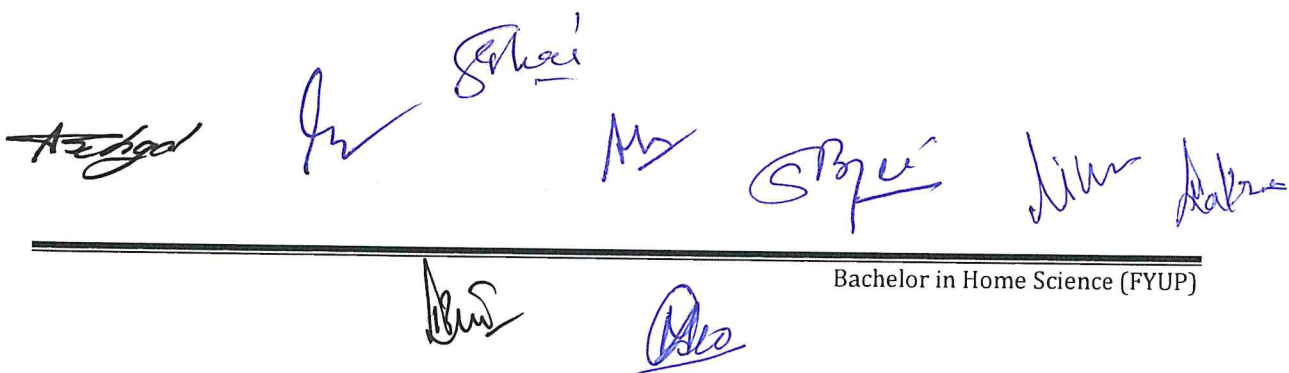
FOUR YEAR UNDERGRADUATE PROGRAM 2024 -28
FACULTY OF HOME SCIENCE
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science (Diploma)		Semester: II/IV	Session: 2024-2025
1	Course Code	HSSEC - 02	
2	Course Title	Art of Enterprising	
3	Course Type	SEC	
4	Pre-requisite (if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none">• Comprehension on the differences between merchandise display and window display• Internalize art of selling and gain stimulus to start enterprises in Commercial art and display• Learn interior / exterior display techniques and• Practical exposure to non-store merchandising methods.	
6	Credit Value	2 C (1C +1C)	(1 Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)
7	Total Marks : 50	Max. Marks: 50	Min Passing Marks : 20

A. Sehgal *S. Chak* *M. Singh* *R. Datta*

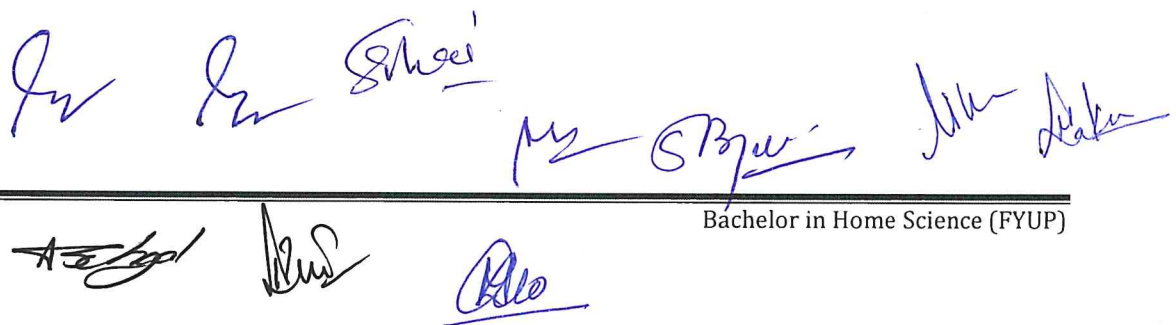
M. Singh *R. Datta*

PART B: Content of the Course		
Total No. of Teaching – learning Periods : 15 and Training 30 Periods		
Module / Unit	Topics (Course Contents)	No. of Period
Theory Content	<ul style="list-style-type: none"> • Art of selling methods- displays, products and marketing • Types of store Layouts- Grid layout, Forced-path layout, Free-form layout, Boutique layout, Combined layout, Store layout-- general arrangement, principles and factors • Design of display units – visits to furniture designers • Design of boutiques and showrooms – field visits • Reports and feedback on visits • Drafting plans for different store layouts • Initiation to store exterior concepts - store signs, facade; banners planters and awnings, elements of display • Introduction to store interiors - windows, highpoints, focal points, nesting tables, staircase landings, step raisers, lift area, pennants/danglers, cash counters, space on hire like pillars and entrances • Exposure to Product display - Exhibition spaces – display for exhibition; Lighting design for commercial spaces task/display/atmospheric/focal lighting • Model making workshops –making store interior and exterior display materials • Display techniques - windows, highpoints, focal points, nesting tables, staircase landings, step raisers, lift area, pennants/danglers, cash counters • Awareness on spaces on hire like pillars and entrances • Purpose and importance of display, Rules of display planning • Area arrangement on display of art objects, exhibitions and window display of consumer goods • Model making on display tools 	15



<p>Field Training</p>	<p><i>Window Display</i></p> <ul style="list-style-type: none"> • Display techniques - windows, highpoints, focal points, nesting tables, staircase landings, step raisers, lift area, pennants/danglers, cash counters • Awareness on spaces on hire like pillars and entrances • Purpose and importance of display, Rules of display planning • Area arrangement on display of art objects, exhibitions and window display of consumer goods Model making on display tools <p><i>Merchandise display</i></p> <ul style="list-style-type: none"> • Comprehension on types of merchandise • Merchandise display - exterior and interior, Merchandise presentation strategies, • Exposure to Seasonal displays and other techniques of merchandise placement in commercial enterprises • Useful display fixtures - Shelves, Gondolas, Round racks, Four ways, Saccades and fixation, Replenishes, Plan, Programming - Introduction and hands-on experience in creating display fixtures. 	<p>30</p>
<p>Keywords</p>	<p>Selling, window display, Merchandise , Model display. .</p>	

<p>PART C:</p>
<p>Learning Resources : Text Books. Reference Books, Other Resources</p>
<p><i>Text books Recommended –</i></p> <ul style="list-style-type: none"> • Ebster, C., and Garus, M. (2011). Store Design and Visual Merchandising: Creating Store Space That Encourages Buying. New Delhi :Business Expert Press • Fernie, J., Fernie, S., Moore, C., and Fernie, A. (2003). <i>Principles of Retailing</i>. London: • Gormann, G. M. (1996). <i>Visual Merchandising and Store Design Workbook</i>. New York: St Books; Workbook edition • Jodidio, P. (2010). Shopping Architecture Now! Taschen, • Kazmi, S. H. H., and Batra, S. K. (2008). <i>Advertising and Sales Promotion</i>. New Delhi: Excel Books
<p>Online Resources :-</p> <ul style="list-style-type: none"> • https://muse.jhu.edu/article/811858 • https://digitalcommons.memphis.edu/cgi/viewcontent.cgi?article=1021&context=jae • https://digitalcommons.butler.edu/cgi/viewcontent.cgi?article=1132&context=ccom_papers • https://oxfordre.com/business/display/10.1093/acrefore/9780190224851.001.0001/acrefore-9780190224851-e-100 • https://www.worldscientific.com/worldscibooks/10.1142/12319



PART D : Assessment and Evaluation		
Suggested Continuous Evaluation Methods:-		
Maximum Marks:		50 Marks
Continuous Comprehensive Evaluation(CCE):		15 Marks
Semester End Exam (SEE):		35 Marks
Internal Assessment:	Internal Test - 10 & 10 Marks	Better Marks put of two tests /Quiz + Obtained marls in assignment shall be considered against 15 marks
Continuous Internal Assessment (CIA)	Assignment/Seminar + Attendance - 05	
	Total Marks - 15	
Semester End Exam (SEE):	Laboratory / Field Skill performance : On spot Assessment	
	A. Performed the task based on learned skill-20 marks	
	B. Spotting based on tools-10 marks	
	C. Viva voce (Based on principle/ Technology) -05 marks	

Signature of Convener and Members (CBoS):

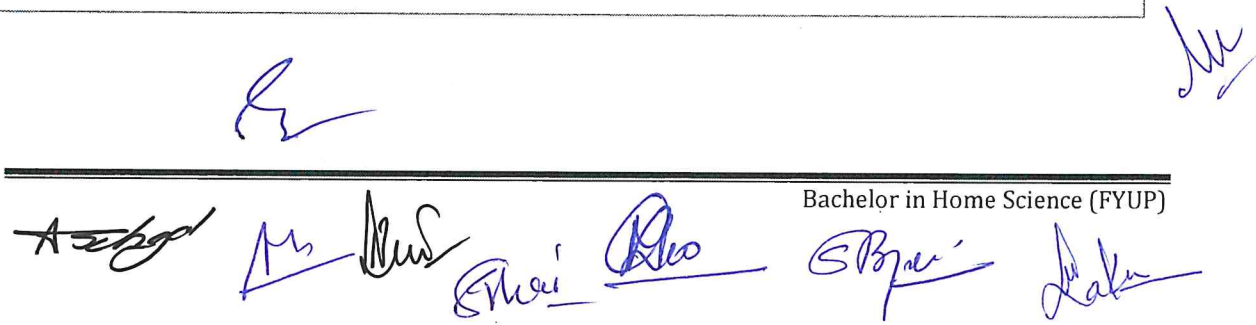
A. Sehgal (Convener), Dr. B. Sethi, and other members' signatures.

(176)

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF HOME SCIENCE
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science (Degree)		Semester: II/IV	Session: 2024-2025
1	Course Code	HSSEC - 03	
2	Course Title	Assessment of Psychological Profile	
3	Course Type	SEC	
4	Pre-requisite (if any)	As per Program	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • The Student shall be able to use of various psychological tests. • Ths Student shall be able to assess the total psychological profile of any person to identify the existing latent psychological problems. • Ths Student shall be able to assess the degree / severity of the identify psychological problems. • The students shall be able to identify psychological problems common in Indian society 	
6	Credit Value	2 C (1C+1C)	(1 Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)
7	Total Marks : 50	Max. Marks: 50	Min Passing Marks : 20

PART B: Content of the Course		
Total No. of Teaching – learning Periods : Theory -15 Periods and Lab or Field Training 30 periods		
Module / Unit	Topics (Course Contents)	No. of Period
Theory Contents	1. Psychological testing & assessment: 2. Importance of assessing Psychological Profile 3. Meaning, Definition, objectives, need & importance of psychological tests, types of psychological tests, criteria for a good psychological test. 4. Selection of appropriate Psychological Test	15
Lab/ Field Training Contents	Techniques for collecting information: 5. Standardized test: Intelligence tests, Personality test Depression Test, Aptitude test, interest test, Anxiety Test. 6. Non standardized tests: observation, interview, rating scale, case study, anecdotal records, cumulative records, questionnaire, sociometric etc. 7. Scoring methods in various Psychological Tests	30
Keywords- Psychological testing & assessment, Standardized and Non standardized Tests		



PART C:**Learning Resources :** Text Books. Reference Books, Other Resources**Text books Recommended –**

- psychological testing, Anne Anastasi, 1954, fundamentals of psychological and assessment testing john m spores, Publisher: Taylor & Francis Ltd
- modern psychological testin & Measurment dr. Mahesh Bhargav, 7th edition har Prasad bhargava, agra
- Verma, Dr Preeti and Shrivastav, Dr. D.N, 1984, Modern social Psychological vith Edition,
- Stevenses Handbook of Experimental Psychology, Prentice Hall, New Jercy
- Postman, L & Egan, J.P: Experimental Psychology : An Introduction, New York





Online Resources :-





- <https://www.slideshare.net/HemMeasuremenangiNarvekar/psychological-assessment-238664985>
- <https://perpus.univpancasila.ac.id/repository/EBUPT181396.pdf>
- <https://nursingcollege.mespune.in/wp-content/uploads/2023/04/Handbook-of-Psychological-Assessment-Fourth-Edition-.pdf-PDFDrive.com-.pdf>
- <https://www.caluniv.ac.in/academic/Education/Study/MA-S-IV-Guidence.pdf>
- <https://www.psychologytools.com/download-scales-and-measures/>

PART D : Assessment and Evaluation**Suggested Continuous Evaluation Methods:-****Maximum Marks: 50 Marks****Continuous Comprehensive Evaluation(CCE): 15 Marks****End Semester End Exam (ESE): 35 Marks**

Internal Assessment: Continuous Internal Assessment (CIA)	Internal Test/ Quiz - 10 & 10 Marks Assignment/Seminar + Attendance-05 Total Marks -35 Marks	Better marks out of two tests / Quiz + Obtained marks in assignments shall be considered against 15 marks
End Semester Exam (ESE):	Laboratory / Field Skill Performance : on spot Assessment A. Performed the task based on learned skill -20 marks B. Spotting based on tools- 10 marks C. Viva -voce (based on principle/ Technology) -05 Marks	

Signature of Convener and Members (CBoS):







FOUR YEAR UNDERGRADUATE PROGRAM-2024 -28
FACULTY OF HOME SCIENCE
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science (Degree)		Semester: II/IV	
		Session: 2024-2025	
1	Course Code	HSSEC - 04	
2	Course Title	Bakery and Quantity Cookery	
3	Course Type	SEC	
4	Pre-requisite (if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • Resize recipes to meet production needs and equipment capacities. • Scale, mix, mold, proof and bake yeast raised goods. • Prepare cookies using various common dividing and panning techniques. • Prepare home style crumb topped and two crust pies. • Prepare product finishes such as washes, glazes, icings, frostings and fillings. 	
6	Credit Value	2 C (1C+1C)	(1 Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)
7	Total Marks : 50	Max. Marks: 50	Min Passing Marks : 20

PART B: Content of the Course		
Total No. of Teaching – learning Periods :		
Theory -15 Periods and Lab or Field Training 30 periods		
Module / Unit	Topics (Course Contents)	No. of Period
Theory Contents	<ul style="list-style-type: none"> • Classification of Baked Foods, Product Types, Nutritional Quality and Safety of Products, Storage and Packaging Materials, • Basic baking principles • Ingredients uses- liquid and flours (cereals types and flour quality) • Forming the dough. • Mixing and Gluten Development: Blending the ingredients, adding liquid to hydrate flour proteins , developing gluten • The Baking Process- Melting of fats, leavening, Formation and expansion of gases, Killing of yeast and microorganisms, • Bread formulation: quality of materials like flour, shortening, yeast, chemical leavening agents, flour improvers, preparing bread formula on the basis of the role of ingredients 	15
Lab/ Field Training Contents	Baking Processes <ul style="list-style-type: none"> • Training of Cake mixing methods, • Making of cakes-Butter Cake, Sponge Cake and Eggless Cake , Biscuits , Buns, Pizzas Crystalline and Non-Crystalline Candies, Toffees, Fruit Drops, Chocolates, 	30

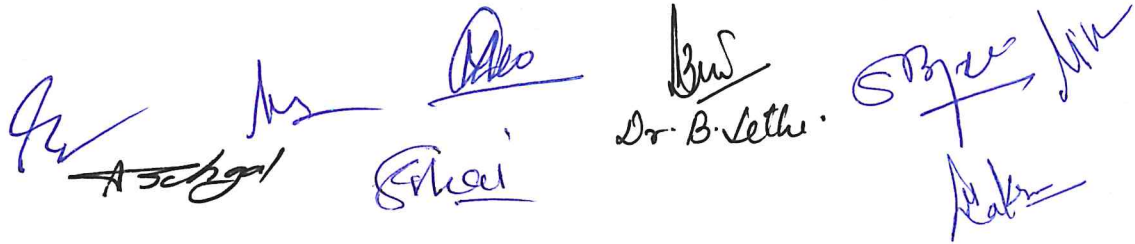


	Chocolate Chips, Fruit Pie, Apple Pie, Fudge, Fondant, Marsh Mellow, Chewing Gum, Jellies and Confectionaries	
	<ul style="list-style-type: none"> Hands on experience: Preparation and evaluation of Bakery Products 	
Keywords	.Baking Technology, Gluten, Leavening Agents, mixes, Sponginess	

PART C:
Learning Resources : Text Books, Reference Books, Other Resources
<p>Text books Recommended –</p> <ul style="list-style-type: none"> Dubey, S.C. (2017). <i>Basic Baking</i>, 5th Edition, ChanakyaMudrakPvt. Ltd., New Delhi. Rainact, AL. (2013). <i>Basic Food Preparation – Complete Manual</i>, 3rd Edition, Orient Longman Pvt Ltd., Mumbai Manay, S &Shanaksharaswami, M. (2014). <i>Foods : Facts and Principles</i>, New Age Publishers, New Delhi Samuel A, Martz (2004). <i>Bakery Technology and Engineering</i>, PAN-TECHI International IncorporatedP.Ltd, Madras. Faridi, F (2004). <i>Dough Rheology and Baked Product Texture</i>, CBS Publication, New Delhi June Payne-Palacio, and Monica Theis Food service Management: Principles and Practices, 13th Edition Pub. Harlow :Pearson 2016. Sethi M. and Malhan S.M., Catering Management an Integrated approach (2015), 3rd edition, Published by New Age International Private Limited. Reynolds, D. Onsite Food service Management- A best practices approach John Wiley and Sons, Inc, 2013. Mary B. Gregoire, Food Service Organizations: A Managerial and Systems Approach, Prentice Hall 2015 Palacio, J.P., Harger, V., Shugari, G. Thesis, M (2001). West and Woods Introduction to Food Service. Mac Millan Pub Co., New York. ParvinderS.Bali, Quantity Food Production Operations and Indian Cuisine (2011), published by Oxford University Press. Cessarani, V. Kinton, R (2002). Practical Cookery. seventh edition. Hodder and Stoughton publishers. Khan, M.A (2003). Food Service Operations. AVI Publications Co., Connecticut.
<p>Online Resources :-</p> <ul style="list-style-type: none"> https://www.uou.ac.in/sites/default/files/slm/HM-302.pdf https://study.com/academy/lesson/principles-of-quantity-food-preparation-processing.html https://www.scribd.com/document/348301940/Bakery-Theory https://www.ihmnotes.in/assets/Docs/Books/9780199488797.pdf https://www.quora.com/What-is-the-introductory-theory-about-baking-tools-and-equipment

PART D : Assessment and Evaluation		
Suggested Continuous Evaluation Methods-:		
Maximum Marks:		50 Marks
Continuous Comprehensive Evaluation(CCE):		15 Marks
End Semester End Exam (ESE):		35 Marks
Internal Assessment:	Internal Test/ Quiz - 10 & 10 Marks	Better marks out of two tests / Quiz + Obtained marks in assignments shall be considered against 15 marks
Continuous Internal Assessment (CIA)	Assignment/Seminar + Attendance-05	
	Total Marks -35 Marks	
End Semester Exam (ESE):	Laboratory / Field Skill Performance : on spot Assessment	
	A. Performed the task based on learned skill -20 marks	
	B. Spotting based on tools- 10 marks	
	C. Viva -voce (based on principle/ Technology) -05 Marks	

Name and Signature of Convener & Members of CBOS:



FOUR YEAR UNDERGRADUATE PROGRAM 2024 -28

FACULTY OF HOME SCIENCE

COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science (Certificate Level)		Semester: I/III/V	Session: 2024-2025
1	Course Code	HSVAC - 01	
2	Course Title	The Art of Being Happy	
3	Course Type	VAC	
4	Pre-requisite (if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> The students shall be able to evaluate the factors contributing to the phenomenon of happiness in the personal, familial and community life of an individual in different cultures in the Indian context. They will be able to develop healthy interpersonal relationships and wellbeing, cherishing the values of Indian culture and philosophy. They will be able to relate to the global phenomenon of sustainable development and become sensitive to the needs of the planet. They will be acquainted with the different practices to make themselves happy like, yoga, music therapy and community activities. They will learn to increase the chemical of happiness like serotonin by various activities and by maintaining circadian rhythm. 	
6	Credit Value	2 C	<i>(1 Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks : 50	Max. Marks: 50	Min Passing Marks : 20

PART B: Content of the Course		
Total No. of Teaching – learning Periods : 30		
Module / Unit	Topics (Course Contents)	No. of Period
I	Human Ecology and Happiness Definitions/Factors of Happiness: Environmental and Social factors- <ul style="list-style-type: none"> Physical, emotional and psychological well-being for happiness Physiological and hormonal basis of happiness Coping with Stress: A life saving skill 	08

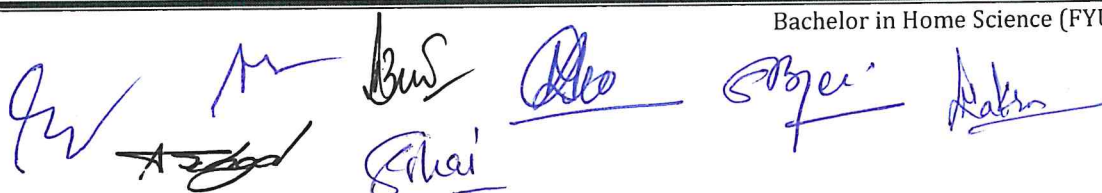
II	Happiness: Cross-cultural Contexts <ul style="list-style-type: none"> • Culture and Happiness • Interpersonal Relationship: Comparative Perspective • Towards Self-Actualization 	08
III	Local and Global Perspective of Happiness <ul style="list-style-type: none"> • Measuring happiness: Key indicators • Happiness Index • India in Global Happiness Indices 	07
IV	Techniques for creating Happiness- <ul style="list-style-type: none"> • Being positive • Being Social • Being Creative • Developing Hobbies • Keeping busy –Yoga, Music, Dance, Creative Art. • Breathing exercises and pattern of resting 	07
Keywords- Happiness, Well being, Happiness Index, Interpersonal relationship.		

PART C:**Learning Resources :** Text Books. Reference Books, Other Resources**Text books Recommended –**

- Baumgardner, S & Crothers, M. (2014). Positive Psychology. New Delhi: Pearson Education, India.
- Goleman, D. (2007). Social Intelligence: The new science of human relationships, RHUK
- Mathews, Gordon and Carolina Izquierdo. (eds). (2010). Pursuits of Happiness: Wellbeing in Anthropological Perspective. Berghen Books
- Seligman, M. (2002). Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment. New York: Free Press.
- Sri Aurobindo, The Synthesis of Yoga, Part Three: The Yoga of Divine Love, Chapter 7, The Ananda Brahman

Online Resources :-

- <https://www.studocu.com/in/document/shaheed-bhagat-singh-college/investment-banking/eng-notes-the-art-of-being-happy/49999636>
- https://www.happinessofbeing.com/Happiness_and_the_Art_of_Being.pdf
- https://ihe.du.ac.in/wp-content/uploads/2023/07/VAC_Syllabus_SEMIII.pdf
- <https://sgtbkhalsa.online/syl/40171.pdf>
- <https://www.cnbctv18.com/buzz/the-art-of-being-happy-2924171.htm>



PART D : Assessment and Evaluation		
Suggested Continuous Evaluation Methods:-		
Maximum Marks:		50 Marks
Continuous Comprehensive Evaluation(CCE):		15 Marks
Semester End Exam (SEE):		35 Marks
Internal Assessment: Continuous Internal Assessment (CIA)	Internal Test - 10 &10 Marks Assignment/Seminar +Attendance -05 Total Marks - 15	Average of the obtained marks in best two and Assignment shall be considered against 15 Marks
End Semester Exam(ESE):	Two section – A & B Section A: Q1. Objective -05x1= 05 Marks,Q2 Short answer type 5x2=10 Marks Section B: Descriptive Answer Type questions 1out of Two from each unit-4x05= 20 Marks	

Signature of Convener and Member of CBoS :

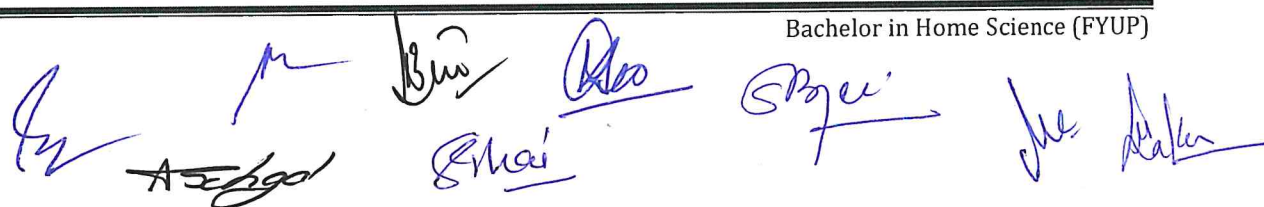


 Convener: *Amrita Sehgal*
 Members: *Dr. B. Sethi*, *Dr. Anil*, *Dr. Rajeev*, *Dr. Anurag*

**FOUR YEAR UNDERGRADUATE PROGRAM
FACULTY OF HOME SCIENCE
COURSE CURRICULUM – 2024 -25**

PART A: Introduction			
Program: Bachelor in B.Sc. Home Science (Diploma)		Semester: I/III/V	Session: 2024-2025
1	Course Code	HSVAC- 02	
2	Course Title	Stress Management	
3	Course Type	VAC	
4	Pre-requisite (if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To understanding of behavioral stress • To learn work performance • To develop emotional intelligence • To learn a biochemistry of stress • Stress coping techniques 	
6	Credit Value	2 C	<i>(1 Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks : 50	Max. Marks: 50	Minimum passing Marks: 20

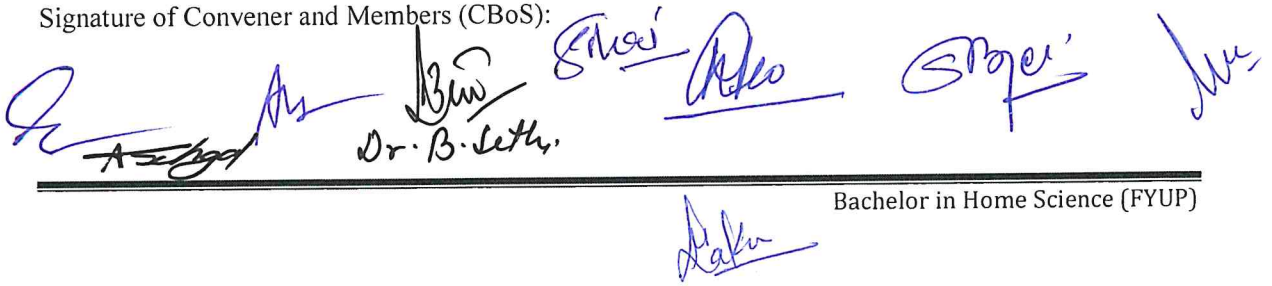
PART B: Content of the Course		
Total No. of Teaching – learning Periods : 30		
Module / Unit	Topics (Course Contents)	No. of Period
I	Meaning and nature of stress- difference between use stress and distress, frustration conflict of pressure, meaning of stress, common stressors are workplace, stressors unit to age and gender.	8
II	Behavioral aspects of stress- adaptive and Mal adaptive, behavior in individual and cultural difference sources of stress, across the lifespan college and occupational stress. Stress and work performance - role of communication in stress and work performance, emotional regulation and copy emotional intelligence and conflict management, stress and conflict in relationships.	8
III	Cognitive appraisals of stress- general adaptation to stress, consequences of stress, biochemistry of stress and physiological and psychological associated with the stress response.	7
IV	Preparing for the Future: Stress reduction practices: Time management Deep Breathing , Good Nutrition, Social Connect, Guided meditation	7
Keywords - stress , cognition, adaptive behavior, stress response, stress management.		



PART C:	
Learning Resources : Text Books, Reference Books, Other Resources	
<i>Text books Recommended –</i>	
<ul style="list-style-type: none"> • Baron . L and feist. J (2000) health psychology 4th edition USA Brooks /cole • Barlow, rapee and perini (2014) 10 steps of mastering stress a life style approach USA • Clayton m (2011) brilliant stress management how to manage stress in any situations first edition great Britain person education • Copper, c and palmer s (2000) conquer you are stress London institute of personal development University press • Dutta p,k, (2010) management Himalaya publishing house • Lee, k. (2014) Reset : make the most of your stress your 24/7 plan for will being you universe pub • Ogden. J (2000) health psychology second edition Philadelphia open University press loping approachfourth edition Wadsworth publishing • Rice .p.l (1992) stress and health second edition California Brooks and coal • Roy, s (2012) managing stress sterling publication • Taylor s.e (1998) health psychology third edition New York mc grawhill 	
Online Resources :-	
<ul style="list-style-type: none"> • https://www.ukessays.com/essays/psychology/theories-stress-stress-management-4587.php • https://opentextbc.ca/introductiontopsychology/chapter/15-2-stress-and-coping/ • https://iaeme.com/MasterAdmin/Journal_uploads/IJARET/VOLUME_13_I_SSUE_1/IJARET_13_01_002.pdf • https://link.springer.com/referenceworkentry/10.1007/978-1-4419-1428-6_204 • https://oshwiki.osha.europa.eu/en/themes/work-related-stress-nature-and-management 	

PART D : Assessment and Evaluation		
Suggested Continuous Evaluation Methods:-		
Maximum Marks:		50 Marks
Continuous Comprehensive Evaluation(CCE):		15 Marks
Semester End Exam (SEE):		35 Marks
Internal Assessment: Continuous Internal Assessment (CIA)	Internal Test - 10 & 10 Marks Assignment/Seminar +Attendance -05 Total Marks - 15	Average of the obtained marks inbest two and Assignment shall be considered against 15 Marks
End Semester Exam(ESE):	Two section – A & B Section A: Q1. Objective -05x1= 05 Marks,Q2 Short answer type 5x2= 10 Marks Section B: Descriptive Answer Type questions 1out of Two from each unit -4x05=20 Marks	

Signature of Convener and Members (CBoS):



 Dr. B. Sethi

**FOUR YEAR UNDERGRADUATE PROGRAM 2024 - 28
FACULTY OF HOME SCIENCE
COURSE CURRICULUM**

PART A: Introduction			
Program: Bachelor in B.Sc. Home Science (Degree)		Semester: I/III/V	Session: 2024-2025
1	Course Code	HSVAC - 03	
2	Course Title	Care of Elderly	
3	Course Type	VAC	
4	Pre-requisite (if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> To develop and understanding of elderly care. To learn the adjustment pattern in old age To improve family relation and parenthood within families To learn basic knowledge of services to aged persons To understand the psychology and Physiological changes in aged persons 	
6	Credit Value	2 C	(1 Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)
7	Total Marks : 50	Max. Marks: 50	Min Passing Marks: 20

PART B: Content of the Course		
Total No. of Teaching – learning Periods : 30		
Module / Unit	Topics (Course Contents)	No. of Period
I	Introduction <ul style="list-style-type: none"> Emergency and scope of journey and Elderly care -demographic trend in India. Concept of aged and their problems –social, medical, psychological problems, occupational etc. Aging process. Biological and physiological aspect psychological aspect social expect social status retired status single status economical status security guide and teacher social adjustment and recognition. 	8
II	Adjustment pattern and changing lifestyle in old age <ul style="list-style-type: none"> Family pattern in later life; changing roles and aging family conjugal husband wife relationship in old age sexual adjustment. Intergenerational family relation; grandparenthood widowhood single hood alternative life style second marriage in the later life 	8
III	Common Health Problems- <ul style="list-style-type: none"> Fever, Anaemia. Syncope. Vertigo. Anorexia. Loss Of memory. Respiratory disease. Heart disease. Kidney disease. Stroke, Metabolic disorders. Musculoskeletal disorder. CNS related health Problem, Digestive problem, Vision, Hearing, Sleep disturbances, perimenopausal 	7

Bachelor in Home Science (FYUP)

	problem, and genitor-urinary problem.	
IV	Old age Homes, NCO Clinic. NGO for elderly <ul style="list-style-type: none"> • Services and programs for the aged • Categories of services; housing health leisure time activities institutional for the age day care centre economic programs re engagement (after retirement) retirement pension death come retirement gratuity provident fund health measures insurance scheme investment and taxation and property. 	7
Keywords - Adjustment, Pattern, Retirement, Aging.		

PART C:
Learning Resources : Text Books, Reference Books and Others
<p><i>Text books Recommended –</i></p> <ul style="list-style-type: none"> • Dr. S. Shrivastava, Dr. K. Sudharani (2016). Text Book Of Human Development (A Life Span Approach) S. Chand & Company • Cavanaugh, J., & Blanchard-Fields, F. (2011). Adult development and aging (7th ed). Stamford, CT: Cengage Learning. • Rajan, I. S., Risseuv, C., & Perar, M. (Eds.). (2008). Institutional provisions and care for the aged perspectives from Asia and Europe. New Delhi: Anthem Press. • Sahoo, F. M. (Ed.). (2009). Behavioral issues in ageing: Care, concern and commitment. New Delhi: Concept Publishers. • Shankardass, M.K. (Ed.). (2020). Ageing issues and responses in India. New Delhi: Springer. • Srivastava, V. (2010) Women and ageing. New Delhi: Rawat Publisher. • Tanner, D., & Harris, J (2007). Working with the older people. New York: Routledge publishers. • Tornstram, L. (2005). Gerotranscendence: A developmental theory of positive aging. New York: Springer. <p>Online Resources :-</p> <ul style="list-style-type: none"> • https://pubmed.ncbi.nlm.nih.gov/9060784/ • https://www.physio-pedia.com/Theories_of_Ageing • https://samples.jbpub.com/9781284104479/Chapter_3.pdf • https://nursing.journalspub.info/index.php?journal=ijgn&page=article&op=view&path%5B%5D=185 • https://pubmed.ncbi.nlm.nih.gov/12603571/



PART D : Assessment and Evaluation		
Suggested Continuous Evaluation Methods:-		
Maximum Marks:		50 Marks
Continuous Comprehensive Evaluation(CCE):		15 Marks
Semester End Exam (SEE):		35 Marks
Internal Assessment: Continuous Internal Assessment (CIA)	Internal Test - 10 & 10 Marks Assignment/Seminar + Attendance - 05 Total Marks - 15	Average of the obtained marks in best two and Assignment shall be considered against 15 Marks
End Semester Exam(ESE):	Two section – A & B Section A: Q1. Objective -05x1= 05 Marks, Q2 Short answer type 5x2= 10 Marks Section B: Descriptive Answer Type questions 1 out of Two from each unit -4x05=20 Marks	

Signature of Convener and Members (CBoS):

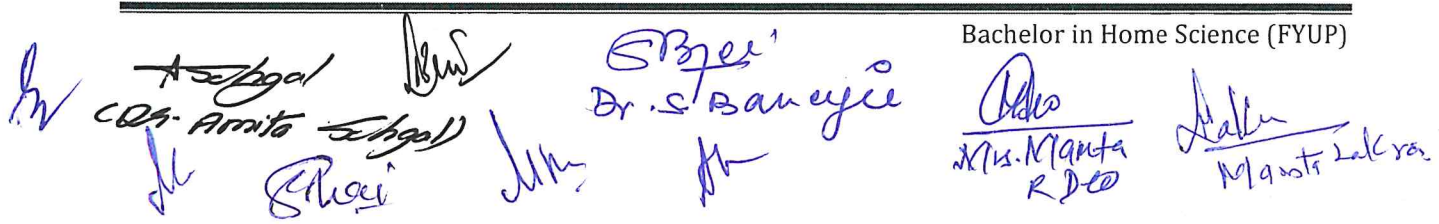
A. Sehgal
 COA. Amrita Sehgal
 Dr. B. Setu
 [Other signatures]

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program:- Bachelor in Home Science (Certificate / Diploma / Degree/Honors)		Semester : I	Session:- 2024-25
1	Course Code	HSGE – 01 T	
2	Course Title	Basic Nutrition	
3	Course Type	GE	
4	Pre-requisite (if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To apply Basics Knowledge of foods and nutrition. • To classify Basics knowledge of good foods. • To analyze basics knowledge of human growth and development. • To evaluate basics Knowledge of food groups for good health. • To develop basics Knowledge of disease due to nutrients deficiency. 	
6	Credit Value	3 C	<i>1 1 Credit = 15 Hours - learning & Observation .</i>
7	Total Marks	Max. Marks: 100	Min Passing Marks : 40

PART B: Content of the Course		
Total No. of Teaching – learning Periods (1 hour per period : 45Period (45 hours)		
Unit	Topics (Course Contents)	No. of Period
I	Concept of Nutrition: Good Nutrition, Under and Over Nutrition, Health, Functions of Food, Methods of Cooking – Traditional & modern Methods of cooking. Nutrients: Macro nutrients : Classification, sources, functions Recommended Dietary Allowances, Carbohydrates Fats, Protein Fiber.	12
II	Nutrients: Micro nutrients ,Calcium Iron ,Zinc ,Iodine ,Fat-soluble vitamins (A,D,E,K) , Water soluble Vitamins (Thiamine, Riboflavin, Niacin, Vitamin C, Pyridoxine, Folic Acid and vitamin B ₁₂).	11
III	Food, Structure: Composition, Classification and Functions, Cereals, Millets Pulses, Legumes, Fruits and Vegetables, Milk and Milk Products, Eggs.	11
IV	Locally available foods to combat Malnutrition, anemia, vitamin deficiencies, Ready to eat nutritious foods, Low cost nutritious recipes and their Calculation of nutritive value and cost.	11
Keywords:- Food and Nutrition , Macro and micro nutrients, food groups, structure and composition, Methods of improving, Nutritional quality of food.		

Bachelor in Home Science (FYUP)



PART C: Learning Resources**Text Books, Reference Books and Others****Text books Recommended –**

1. आहार एवं पोषण – डॉ. अरुणा पाल्टा, 3rd Edition, Shiva Prakashan.
2. आहार एवं पोषण – डॉ. वृन्दा सिंह, 1st Edition, Panchsheel Prakashan.
3. Normal and therapeutic Nutrition - Robinson, C.H., Lawler, M.R. Chenoweth, W.L and Garwick'A.E, 17th Edition, Macmillan Publishing Co.
4. Essentials of Food and Nutrition VI : Fundamentals Aspects VII: Applied Aspects.- Swaminathan, M.S., 2018 Edition, The Bangalore Press Publisher.
5. Introductory Foods- Hughes, O.Behnion, M. 5th Edition MacMillan Company.
6. Nutrition and Diet Therapy - Williams, S.R., 4th Edition, C.V. Mosby Publishing Company.
7. Food Science - B. Shrilaxmi, 7th Edition, New Age International Publisher.
8. Nutrition & Diet Therapy- Sue Rodwell Williams, 6th Edition, Times Mirror/Mosby College Publishing.
9. Foods, Facts and Principles- N Shakuntala Manay, M Shadabaksharaswamy, 3rd Edition Published by New Age International Publisher.
10. Food Science and Application in Indian Cookery - Usha Chandrasekhar, 2002 Edition, Phoenix Publishing House P. Ltd..
11. Basic Food Preparation: A Complete Manual- Raina U, Kashyap S, Narula V, Thomas S Suvira, Vir S, Chopra S, 4th Edition, Orient Black Swan Ltd, Mumbai.
12. Text Book of Human Nutrition- Mahtab, S. Bamji, Kamala Krishnasamy, Brahmam G.N.V 3rd Edition, Oxford and IBH Publishing Co. P. Ltd..
13. Food Science and Nutrition - Sunetra Roday , 4th Edition, Oxford University Press. Indian Food Composition Tables- Longvah, T, Ananthan, R., Bhaskarachary, K., le Venkaiah, K, 2017 Edition, (IFCT), Indian Council of Medical Research, National Institute of Nutrition, Hyderabad.

Online Resources :-

1. <https://youtube.com/watch?v=oaQyiVdeluE&feature=share>
 2. <https://youtu.be/GgUEkRBPT0>
 3. <https://youtu.be/a-pXxDrlVjk>
 4. <https://youtu.be/4IMhVISEcxA>
 5. <https://youtu.be/4iDi7fjSAGE>
 6. <https://youtu.be/o6s1jGdo7po>
 7. <https://youtu.be/FMZNmgmwXag>
- Concept of Nutrition <https://www.youtube.com/watch?v=HtEPzK1RkFg>
 - Macro Nutrient
<https://www.mdanderson.org/publications/focused-on-health/what-are-macronutrients-.h15-1593780.html#:~:text=Carbohydrates%2C%20fat%20and%20protein%20are,Anderson%20Wellness%20Dietitian%20Lindsey%20Wohlford.>
 - Nutrient
<https://en.wikipedia.org/wiki/Nutrient#:~:text=A%20nutrient>
 - Food Structure
<https://www.sciencedirect.com/journal/food-structure>
 - Locally Available

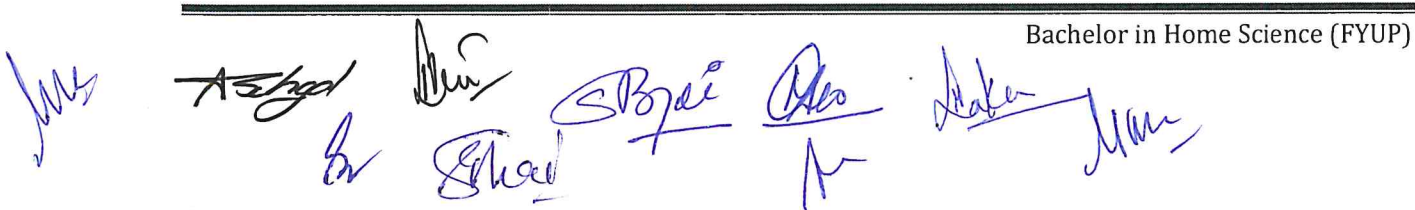
Handwritten signatures and initials in blue ink at the bottom of the page.

Foodhttps://www.google.com/search?q=Localy+Avaliabe+Food&oq=Localy+Avaliabe+Food&aqs=chrome..69i57j0i13l4j0i15i22i30j0i22i30j0i15i22i30j0i22i30l2.4818j0j9&sourceid=chrome&ie=UTF-8

PART D:Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:		100 marks
Continuous Internal Assesment (CIA):		30 Marks
Semester End Exam (SEE):		70 Marks
Internal Assessment:	Internal Test / Quiz(2) –20+20	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar – 10	
	Total Marks– 30	
End Semester Exam (ESE):	Two section – A & B	
	Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks	
	Section B: Descriptive answer type qts., 1 out of 2 from each unit- 4x10=40 Marks	

Signature of Convener and Members (CBoS):

Bachelor in Home Science (FYUP)



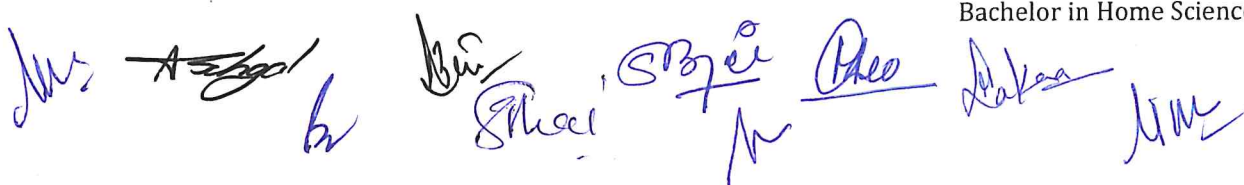
192

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program:- Bachelor in Home Science (Certificate / Diploma / Degree/Honors)		Semester : I	
		Session:- 2024-2025	
1	Course Code	HSGE – 01P	
2	Course Title	Basic Nutrition	
3	Course Type	GE	
4	Pre-requisite(if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To calculate weights and measurements for various foods. • To create Basics knowledge of any specific nutrient rich/deficient recipe. • To design specific nutrient dense recipe to combat local deficiency diseases. • To apply basics Knowledge of locally available food grains for healthupgradation.. • To compare traditional recipes for betterment of health 	
6	Credit Value	1 C	1 Credit = 30 Hrs for laboratory or Fieldwork/ Training
7	Total Marks	Max. Marks: 50	Min Passing Marks : 20

PART B: Content of the Course		
Total No. of Learning- Training/ Performance Periods : 30 Periods (30 Hours)		No. of Periods
Module	Topics (Course Contents)-	
Lab Field Training/ Experiment contents of the course	<ol style="list-style-type: none"> 1. Weights and Measures standard and household measures for raw and cooked food. 2. Preparation of two low cost nutritious recipes. 3. Cooking methods -Chhattisgarhi traditional recipes, sweet and salty. 4. Protein rich, Iron and calcium rich –locally available low cost recipe of Ragi, leafy vegs, millets, Kodo, Kutki. 5. Preparation of ready to eat nutritious Products. 6. Three day workshop for low cost nutritious recipe. 7. Work shop on Chhattisgarhi Traditional recipes. 8. Visit to Gadh Kaleva or Chhattisgarhi restaurants. 9. Project/ Field work- Identification and data collection of nutrition based diseases in community (sample 200/ group of 4 students) 	30
Key Words	Weights & Measures, Workshop, Local Nutrients, Traditional Recipes	

Bachelor in Home Science (FYUP)



PART C:**Learning Resources:** Text Books, Reference Books, Other Resources**Text Books Recommended :**

1. आहार एवं पोषण – डॉ. अरुणा पाल्टा, 3rd Edition, Shiva Prakashan.
2. आहार एवं पोषण – डॉ. वृन्दा सिंह, 3rd Edition, Panchsheel Prakashan.
3. Normal and therapeutic Nutrition - Robinson, C.H., Lawler, M.R. Chenoweth, W.L and Garwick'A.E, 17th Edition, Macmillan Publishing Co.
4. Essentials of Food and Nutrition VI : Fundamentals Aspects VII: Applied Aspects.- Swaminathan, M.S., 2018 Edition, The Bangalore Press Publisher.
5. Introductory Foods- Hughes, O.Behnion, M. 5th Edition MacMillan Company.
6. Nutrition and Diet Therapy - Williams, S.R., 4th Edition, C.V. Mosby Publishing Company.
7. Food Science - B. Shrilaxmi, 7th Edition, New Age International Publisher.
8. Nutrition & Diet Therapy- Sue Rodwell Williams, 6th Edition, Times Mirror/Mosby College Publishing.
9. Foods, Facts and Principles- N Shakuntala Manay, M Shadabaksharaswamy, 3rd Edition Published by New Age International Publisher.
10. Food Science and Application in Indian Cookery - Usha Chandrasekhar, 2002 Edition, Phoenix Publishing House P. Ltd..
11. Basic Food Preparation: A Complete Manual- Raina U, Kashyap S, Narula V, Thomas S Suvira, Vir S, Chopra S, 4th Edition, Orient Black Swan Ltd, Mumbai.
12. Text Book of Human Nutrition- Mahtab, S. Bamji, Kamala Krishnasamy, Brahmam G.N.V 3rd Edition, Oxford and IBH Publishing Co. P. Ltd..
13. Food Science and Nutrition - Sunetra Roday , 4th Edition, Oxford University Press.
14. Indian Food Composition Tables- Longvah, T, Ananthan, R., Bhaskarachary, K., Venkaiah, K, 2017 Edition, (IFCT), Indian Council of Medical Research, National Institute of Nutrition, Hyderabad.

Online Resources :

1. <https://youtube.com/watch?v=oaQyiVdeluE&feature=share>
2. <https://youtu.be/a-pXxDrIVjk>
3. <https://youtu.be/4IMhVISEcxA>
4. <https://youtu.be/4iDi7fjSAGE>
5. <https://youtu.be/o6s1jGdo7po>
6. <https://youtu.be/FMZNmgmwXag>
7. Low Cost Nutrient
<https://www.google.com/search?q=low+cost+nutritious+food&oq=Low+Cost+Nutrient&aqs=chrome..69i57j0i512l2j0i390l4.7425j1j9&sourceid=chrome&ie=UTF-8>
8. Ready to Eat
<https://www.google.com/search?q=ready+to+eat+nutrient&oq=ready+to+eat+nutrient&aqs=chrome..69i57j0i10i15i22i30j0i22i30j0i390l3.6039j0j9&sourceid=chrome&ie=UTF-8>
9. Chhattisgarhi Dish
<https://www.google.com/search?q=Chhatishgarhi+Dish&oq=Chhatishgarhi+Dish&aqs=chrome..69i57j0i13i3j0i13i30l2j0i5i13i30j0i8i10i13i30j0i8i10i13i15i30j0i390.4095j0j7&sourceid=chrome&ie=UTF-8>

Handwritten signatures and initials in blue ink at the bottom of the page.

PART D :Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:		50 Marks
Continuous Internal Assessment (CIA):		15 Marks
End Semester Exam(ESE):		35 Marks
Internal Assessment:	Internal Test / Quiz (2) -	10 & 10
Continuous Internal Assessment (CIA)	Assignment/Seminar+ Attendance -	05
	Total Marks -	15
		Better marks out of the two tests/ Quiz + Obtained marks in Assignment shall be considered against 15 Marks
End Semester Exam(ESE):	Laboratory / Field Skill Performance : on spot Assessment	
	D. Performed the task based on Lab work -	20 marks
	E. Spotting based on tools & Technology (written) -	10 marks
	F. Viva –voce (based on principle/ Technology) -	05 Marks

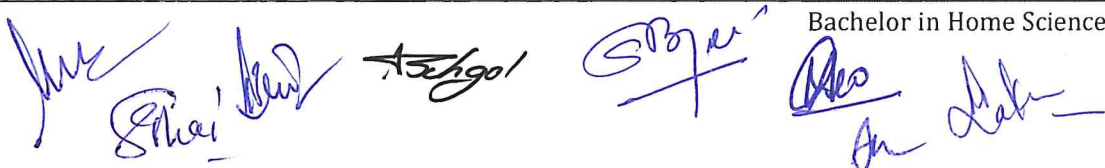
Signature of Convener and Members (CBoS):

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science (Certificate / Diploma / Degree/Honors)		Semester : II	Session: 2024-2025
1	Course Code	HSGE – 02 T	
2	Course Title	INTRODUCTION TO TEXTILES	
3	Course Type	Generic Elective	
4	Pre-requisite(if any)	As per Program	
5	Course Learning Outcomes (CLO)	1. Develop an understanding of concepts and basics of textiles. 2. Understands and define the key textile terms. 3. Develop critical understanding of the techniques of yarn and fabric manufacture. 4. Identify the fibres, yarn and fabrics for its appropriate use. 5. Analyze and asses dyed and printed textiles. Recommend the dyes, printing and finishing of textiles for specific use.	
6	Credit Value	3 C	1 Credit = 15 Hours Teaching Learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks : 40

Part B: Content of the Course		
Total No. of Teaching – learning Periods (1 hour per period : 45Period (45 hours)		
Unit	Topics (Course Contents)	No. of Period
1	Introduction to Textiles Definition of textile fibers and terminology Classification of textile fibers Physical and Chemical properties of fibers. Natural fibers (Morphology, production, properties and end uses) - Cellulosic fibers (Cotton, Jute)	12
2	Fibers Natural fibers (Morphology, production, properties and end uses) - Protein fibers (Silk, Wool) Man-made fibers: (Manufacturing process, properties and end uses) - Viscose Rayon, Acetate Rayon, Nylon, Polyester, Acrylic, Elastomeric	11
3	Yarn and Fabric Yarns - Classification of yarns: simple, ply and cord - Types and properties of yarn - Twist in yarn: "s" and "z", number of twist Woven fabrics, Looms and its part - Classification Basic weaves Plain, Twill, Satin - Novelty weaves – Pile, Leno, Honeycomb -Other methods of fabric construction.	11

Bachelor in Home Science (FYUP)



4	Coloration and Finishing of Textiles Dyes - Terms related to dyes, Classification of dyes - Direct, Acid, Basic and Reactive dyes Printing - Styles of printing, Modern methods of printing - Pre-preparation for printing (printing paste, printing table) Finishing- Basic finishes, Special finishes	11
---	---	----

Keywords: Textile terminology, properties of fibres, classification of fibre-natural and synthetics, yarn types, twist in yarn, classification of weaves, fabric construction, dyes, printing, finishing.

PART C:		
Learning Resources :Text Books. Reference Books, Other Resources		
<i>Text books Recommended –</i>		
<ol style="list-style-type: none"> 1. वस्त्र विज्ञान एवं परिधान का परिचय - डॉ मंजु पाटनी, 2022 Edition, Star Publication. 2. Textile Science: an explanation of fiber properties - Gohl, E., Vile sky, L., 2 edition, New Age International Publishing. 3. वस्त्र विज्ञान एवं परिधान का परिचय - डॉ वक्शी, 2nd Edition, Vinod Pustak Mandir. 4. तंतु एवं वस्त्र विज्ञान - डॉ शिप्रा बैनर्जी 5. Fundamentals of Textiles and their care - Sushila Dhantyagi, 5th Edition, Orient Black Swan. 6. Textile testing and analysis - Collier, B.J., & Epps, H.H. 1998 Edition, Prentice Hall Publishers 7. Booth, J.E. (1996). <i>Principles of Textile Testing</i>. New Delhi: CBS Publishers & Distributors Pvt. Ltd. 8. Corbman, P.B. (1983). <i>Textiles: Fibre to Fabric</i>. McGraw-Hill Publishers. 9. Collier, B.J., & Epps, H.H. (1998). <i>Textile testing and analysis</i>. Prentice Hall Publishers. 10. Dantyagi, S. (1996). <i>Fundamentals of Textiles and their Care</i>. India: Orient Black swan Private Limited. 11. D'Souza, N. (2014). <i>Fabric Care</i>. New Delhi: New Age International Publishers. 12. Greaves, P.H., Saville, B. P. (1995). <i>Microscopy of textile fibres</i>. bios Scientific Publishers 13. Gohl, E., Vile sky, L. (2003), <i>Textile Science: an explanation of fiber properties (2 edition)</i>, New 		
Other Resources		
<ol style="list-style-type: none"> 1. Manmade Fiber: https://youtu.be/Nplhszsvi6y 2. Synthetic Fiber Nylon: https://youtu.be/Wzhvqe3movi 3. Animal Fiber Silk: https://youtu.be/X6mjzfhntygy 4. Animal Fiber Wool: https://youtu.be/Kdrsko1yr88 5. Classification Of Fiber: https://youtu.be/Uvcoio2qefg 6. Methods Of Printing: https://youtu.be/I9s-Zdufeo8 7. Study Of Yarn: https://youtu.be/-Fhgijuaqzo 8. Fabric Construction: https://youtu.be/Upwklpca5w8 9. Mechanical Finishes: https://youtu.be/Vwkvkrllkpt8 10. Chemical Finishes: https://youtu.be/B6xaduge1w8 11. Study Of Dyes: https://youtu.be/6ortgd1mua4 		

PART D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:		100 marks
Continuous Internal Assessment (CIA):		30 Marks
Semester End Exam (SEE):		70 Marks
Internal Assessment:	Internal Test / Quiz(2) –20+20	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar – 10	
	Total Marks– 30	
End Semester Exam (ESE):	Two section – A & B	
	Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks	
	Section B: Descriptive answer type qts..1 out of 2 from each unit-4x10=40 Marks	

Name and Signature of Convener & Members of CBOS:

Bachelor in Home Science (FYUP)

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

Part A: Introduction			
Program: Bachelor in Home Science <i>(Certificate / Diploma / Degree/Honors)</i>		Semester : II	Session : 2024-25
1	Course Code	HSGE – 02P	
2	Course Title	INTRODUCTION TO TEXTILES (Practical)	
3	Course Type	Generic Elective	
4	Pre-requisite(if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	1. Develop an understanding of concepts and basics of textiles. 2. Understands and define the key textile terms. 3. Develop critical understanding of the techniques of yarn and fabric manufacture. 4. Identify the fibres, yarn and fabrics for its appropriate use. 5. Analyze and asses dyed and printed textiles. • Recommend the dyes, printing and finishing of textiles for specific use.	
6	Credit Value	1 C	<i>1 Credit = 30 Hrs Laboratory /Field Learning/ Training</i>
7	Total Marks	Max. Marks: 50	Min Passing Marks 20

PART B: Content of the Course		No. of Periods
Total No. of Learning- Training/ Performance Periods : 30 Periods (30 Hours)		
Module	Topics (Course Contentets)	
Lab/ Field Trining/ Experiment Contents of tcourse	1. Identification of textile fibers: <ul style="list-style-type: none"> • Visual test / Microscopic test • Burning test /Chemical test 2. Weaves and their variations: <ul style="list-style-type: none"> • Plain weave / Twill weave • Satin & Sateen weave • Honeycomb & Birdseye weave 3. Handloom center visit 4. Fiber sample collection 5. Prepare printing samples 6. Prepare Tie & dye sample	30
Key Words	Textile terminology, properties of fibres, classification of fibre-natural and synthetics, yarn types, twist in yarn, classification of weaves, fabric construction , dyes, printing, finishing.	

PART C:

Learning Resources : Text Books. Reference Books, Other Resources

Text Books Recommended :

1. वस्त्र विज्ञान एवं परिधान का परिचय - डॉ मंजु पाटनी, 2022 Edition, Star Publication.
2. Textile Science: an explanation of fiber properties - Gohl, E., Vile sky, L., 2 edition, New Age International Publishing.
3. वस्त्र विज्ञान एवं परिधान का परिचय - डॉबखशी , 2nd Edition, Vinod Pustak Mandir.
4. तंतु एवं वस्त्र विज्ञान - डॉ शिप्रा बैनर्जी
5. Fundamentals of Textiles and their care - SushilaDhantiyagi, 5th Edition, Orient Black Swan.
6. Textile testing and analysis - Collier, B.J., & Epps, H.H. 1998 Edition, Prentice Hall Publishers
7. Booth, J.E. (1996). *Principles of Textile Testing*. New Delhi: CBS Publishers & Distributors Pvt. Ltd.
8. Corbman, P.B. (1983). *Textiles: Fibre to Fabric*. McGraw-Hill Publishers.
9. Collier, B.J., & Epps, H.H. (1998). *Textile testing and analysis*. Prentice Hall Publishers.
10. Dantiyagi, S. (1996). *Fundamentals of Textiles and their Care*. India: Orient Black swan Private Limited.
11. D'Souza, N. (2014). *Fabric Care*. New Delhi: New Age International Publishers.
12. Greaves, P.H., Saville, B. P. (1995). *Microscopy of textile fibres*. bios Scientific Publishers
13. Gohl, E., Vile sky, L. (2003), *Textile Science: an explanation of fiber properties (2 edition)*, New

Online Resources :

1. Manmade Fiber: <https://youtu.be/Nplhszsvj6y>
2. Synthetic Fiber Nylon: <https://youtu.be/Wzhvqe3movi>
3. Animal Fiber Silk: <https://youtu.be/X6mjzfhtygy>
4. Animal Fiber Wool: <https://youtu.be/Kdrsko1yr88>
5. Classification Of Fiber: <https://youtu.be/Uvcoio2qefg>
6. Methods Of Printing: <https://youtu.be/19s-Zdufeo8>
7. Study Of Yarn: <https://youtu.be/-Fhgijuaqzo>
8. Fabric Construction: <https://youtu.be/Upwklpca5w8>
9. Mechanical Finishes: <https://youtu.be/Vwkvkr1kpt8>
10. Chemical Finishes: <https://youtu.be/B6xaduge1w8>
11. Study Of Dyes: <https://youtu.be/6ortgd1mua4>

PART D :Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 50 Marks

Continuous Internal Assessment (CIA): 15 Marks

End Semester Exam(ESE): 35 Marks

Internal Assessment: Continuous Internal Assessment (CIA)	Internal Test / Quiz (2) - 10 & 10	Better marks out of the two tests/ Quiz + Obtained marks in Assignment shall be considered against 15 Marks
	Assignment/Seminar+ Attendance - 05	
Total Marks - 15		
End Semester Exam(ESE):	Laboratory / Field Skill Performance : on spot Assessment	
	A. Performed the task based on Lab work -	20 marks
	B. Spotting based on tools & Technology (written) -	10 marks
	C. Viva –voce (based on principle/ Technology) -	05 Marks

Name and Signature of Convener & Members of CBOS

(Dr S Mishra) 