

## Semester-wise Titles of the Papers in B. A. Fourth Year (Home Science)

DR. RAMMANOHAR LOHIA AVADH UNIVERSITY, AYODHYA  
FORMAT FOR DEVELOPING SYLLABUS FOR A SUBJECTProposed Structure of Syllabus for the  
PROGRAM (B.A.) 4<sup>th</sup> year/ PG First Year  
SUBJECT (Home science)

(2020-21)

S N	Name of Expert/BoS Member	Syllabus Developed by		College/ University
		Designation	Department	
1	Dr. Poonam Maurya	Convener	Home Science	Ramabai Govt. Degree College, AmbedkarNagar
2	Dr. Valentina Priya	Member	Home Science	Ramabai Govt. Degree College, AmbedkarNagar
3	Dr. Abha Singh	Subject Expert	College of Home Science	ANDUAT Kumarganj Ayodhya
4	Dr. Rashmi Srivastava	External Expert	Home Science	Pt. DDU Govt Girls PG College Lucknow
5	Dr. Divya Rani Singh	External Expert	Home science	DDU University Gorakhpur

Course Code A	Course Title B	Credits C	T/P D	Evaluation	
				CIE E	ETE F
<b>SEMESTER VII (BA 4<sup>th</sup> year/ PG First Year)</b>					
	Human and Community Nutrition (Theory)	3	T	25	75
	Human and Community Nutrition (Practical)	2	P	25	75
	Advanced Human Development	5	T	25	75
	Fundamentals of Ergonomics (Theory)	3	T	25	75
	Fundamentals of Ergonomics (Practical)	2	P	25	75
	Statistics and Computer Application	5	T	25	75
	Synopsis formulation and Seminar	5	P	25	75
	<b>Total Credits</b>	<b>25</b>			
<b>SEMESTER VIII (BA 4<sup>th</sup> year/ PG First Year)</b>					
	Apparel designing and construction (Theory)	3	T	25	75
	Apparel designing and construction (Practical)	2	P	25	75
	Communication Technology in Extension (Theory)	5	T	25	75
	Women Studies	5	T	25	75
<b>Elective (Choose any)</b>	A. Early Childhood Care & Education (Theory)	3	T	25	75

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one)		Early Childhood Care & Education (Practical)	2	P	25	75
	B.	Institutional Food Management (Theory)	3	T	25	75
		Institutional Food Management (Practical)	2	P	25	75
	C.	Textile Management (Theory)	3	T	25	75
		Textile Management (Practical)	2	p	25	75
	D.	Management of energy and household equipments (Theory)	3	T	25	75
		Management of energy and household equipments (Practical)	2	P	25	75
		Research Project	5	P	25	75
	<b>Total Credits</b>	<b>25</b>				

<b>Program/Class: BA 4<sup>th</sup> year</b>	<b>Year: Fourth (BA)</b>	<b>Semester: VII</b>
<b>Subject: Home Science</b>		
<b>Course Code:</b>	<b>Course Title: Human and Community Nutrition (Theory)</b>	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <li>• To gain basic knowledge of Community Nutrition</li> <li>• To learn about Health Based Diagnostics and Programmes</li> </ul>		
<b>Credits: 3</b>	<b>Core Compulsory</b>	
<b>Max. Marks: 25+75</b>	<b>Min. Passing Marks: 40</b>	
<b>Total No. of Lectures: 45</b>		

Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> <li>• Introduction to Indian Knowledge System in Home Science.</li> <li>• IKS for healthy and peaceful life: Foods used for curing different health conditions; Yoga and meditation etc.</li> <li>• Introduction to different shastras of IKS: Nyaya, Vyakarana, Krishi, Shilp, Vastu, Natya and Sangeet</li> <li>• Science behind Indian traditions and rituals.</li> </ul>	05
II	<ul style="list-style-type: none"> <li>• Concepts of community nutrition.</li> <li>• Nutritional problems of the community and its implications for public health. Nutritional problems prevalent in India: PEM, Anaemia, Iodine deficiency, Fluorosis.</li> <li>• Sociological factors contributing in the Etiology and Prevention of Malnutrition.</li> <li>• Malnutrition and Infection: Interrelationship between the two, Immunization.</li> </ul>	12
III	<b>Assessment of Nutritional Status: Meaning, Need, Objectives and Techniques.</b>	12

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	<ul style="list-style-type: none"> <li>• Primary Methods</li> <li>• Secondary Methods</li> </ul>	
IV	<b>Nutrition Education, Policies and Programs</b> <ul style="list-style-type: none"> <li>• Nutrition education for the community.</li> <li>• Nutritional intervention- National Nutrition policies and programs, food and nutrition security</li> </ul>	8
V	<b>Food Quality, Laws and Standards</b> <ul style="list-style-type: none"> <li>• Food spoilage Quality assurance and food safety assurance.</li> <li>• Special and novel foods, phytochemical, nutraceuticals.</li> <li>• Food adulteration, food laws and standards.</li> </ul>	8
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>• Publications of the International Life Science Institute.</li> <li>• Serimshaw N and Glesson G (ed.) (1991). Rapid Assessment Methodologies for Planning and Evaluation. Health Related Programme published by (INFDC) International Nutrition Foundation for Developing Countries.</li> <li>• UNICEF's State of the World's Children.</li> <li>• WHO (1999) Nutrition for Health and Development Progress and Prospects. On the eve of the 21st Century WHO INHD, 99.9 Geneva.</li> <li>• Suggestive digital platforms web links- Swayam Portal, <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a></li> </ul>		

<b>Program/Class: BA 4<sup>th</sup> year</b>	<b>Year: Fourth (BA)</b>	<b>Semester: VII</b>
<b>Subject: Home Science</b>		
<b>Course Code:</b>	<b>Course Title: Human and Community Nutrition (Practical)</b>	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <li>• To gain hands on experience on nutritional assessment</li> <li>• To gain basic knowledge of Nutritional problems in community</li> </ul>		
<b>Credits:2</b>	<b>Core Compulsory</b>	
<b>Max. Marks: 50+50</b>	<b>Min. Passing Marks: 40</b>	
<b>Total No. of Practical hours: 30</b>		

<b>Topics</b>	<b>No. of Practical hours</b>
<ul style="list-style-type: none"> <li>• Study of common adulterants.</li> <li>• Labeling and pricing of food items.</li> <li>• Nutritional assessment of population.</li> <li>• Identification of nutritional problems prevalent in community.</li> <li>• Preparation of teaching aid.</li> </ul>	30

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Program/Class: BA 4 <sup>th</sup> year	Year: Fourth	Semester: VII
Subject: Home Science		
Course Code:	Course Title: Advanced Human Development	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <li>• Student will know about various development stage.</li> <li>• Student will aware about aspect of development during whole life span.</li> <li>• Acquaint students with principles and factors influencing human development in different stages.</li> </ul>		
Credits: 5	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks:40	
Total No. of Lectures: 60		

Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> <li>• Introduction to Human Development. Principles of Human Development.</li> <li>• Heredity and environment: relative importance.</li> <li>• Developmental tasks of different stage.</li> <li>• Learning: meaning, techniques and factors affecting learning.</li> <li>• Motivation: types of motives, motivation cycle.</li> </ul>	06
II	<b>Theories of human development and behaviour:</b> (i) Personality Theory (Psychoanalytical theory). (ii) Cognitive Theory (Jean Piaget). (iii) Psycho-social Theory (Erikson).	12
III	<b>Developments from conception to childhood</b> (i) Physical and motor development. (ii) Cognitive and language development. (iii) Social-emotional development. (iv) Play and creativity.	16
IV	<b>Adolescence:</b> (i) Adolescence: changes, interests, problems and adjustments. (ii) Personality development: significance, biological and socio-cultural factors affecting personality. (iii) Juvenile delinquency (elementary concept).	14
V	<ul style="list-style-type: none"> <li>• Adulthood: significance of the period, responsibilities and adjustments, parenthood, occupation and job satisfaction, preparation for retirement.</li> <li>• Ageing: changes, problems and adjustments; Government schemes and services for the aged.</li> </ul>	12
<b>Suggested Readings:</b>		
1. Rice, E.P. Human Development: A life span approach, New Jersey : Prentice Hall,1992. 2. Schiamberg, L.B. and Smith, K.U. Human Development, New York: Macmillan,1982. 3. Santrock, J.W. The Life Span, New York Wadsworth Publishing, 1996.		



4. Lefrancois, G.R. Child Development, London Allyn and Bacon, 1996.
  5. Deats, S.M. and Lenker, L.T. (Eds) Aging and Identity, London, Praeger, 1999.
  6. Berk, L.E. Child Development, London Allyn and Bacon, 1995.
  7. Berk, D.E. Adolescent Development, New York Brooks /Cole, 1995.
  8. Erikson, E.H. Identity Youth and Crisis, London, Faber and Faber, 1968.
  9. Kroger, J. Identity in Adolescence London: Routledge, 1996.
  10. Kakar, S. Identity of the Adulthood, Delhi, Oxford University Press, 1992.
  11. Sharma, N.L. Identity of the Adolescent girl, New Delhi, Discovery Pub. House, 1996.
  12. Saraswati, T.S. and Ditta R. Invisible Boundaries, Grooming for Adult Roles, New Delhi, Northern Book Center, 1988.
  13. Sharma, N. understanding adolescence New Delhi National Book Trust, 1999.
  14. Choudhury Paul, D. Youth: Participation and Development, Atma ram and Sons, New Delhi, 1988.
- Suggestive digital platforms web links- Svayam Portal, <http://heecontent.upsdc.gov.in/Home.aspx>

<b>Program/Class:</b> BA 4 <sup>th</sup> year	<b>Year:</b> Fourth (BA)	<b>Semester:</b> VII
<b>Subject:</b> Home Science		
<b>Course Code:</b>	<b>Course Title:</b> Fundamentals of Ergonomics (Theory)	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <li>• To gain basic knowledge and about principles of Ergonomics in Home Science</li> <li>• To understand the importance of ergonomics in designing work stations and household equipment to ascertain productivity.</li> </ul>		
<b>Credits:</b> 3	<b>Core Compulsory</b>	
<b>Max. Marks:</b> 25+75	<b>Min. Passing Marks:</b> 40	
<b>Total No. of Lectures:</b> 45		

Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> <li>• Ergonomics: Definition, History and evolution.</li> <li>• Scope of Ergonomics in home and other occupations</li> <li>• Types and elements of ergonomics</li> <li>• Nature of work in household and other occupations</li> </ul>	08
II	<ul style="list-style-type: none"> <li>• Human Body and Work</li> <li>• Energy requirement for muscular work;</li> <li>• Energy expenditure for different activities; Endurance and muscular strength.</li> <li>• Job Analysis: Significance of job analysis for occupational ergonomics; Fundamental elements of job analysis.</li> </ul>	14
III	Concepts and significance of Anthropometry in relation to occupational ergonomics: Definition and Scope; Identification and analysis of postures	12
IV	Environmental factors in relation to occupational ergonomics: Physical characteristics of task; Environmental stress factors such as Heat, Noise and Light; Effects and Control of Heat Stress; Noise Pollution and its effects; Effect of light on work efficiency	12
V	Application of Ergonomic Principles in: Tool Evaluation and Design; Work Station Evaluation and Design; House hold works; Maintenance of Postures	14

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**Suggested Readings:**

- Gross I.H. and Crendall, E.W. and Knoll, M.M.- Management for Modern Families, Prentice Hall Inc. New Delhi.
  - Grand Jeon Ettiens (1978)- Ergonomics of the Home, Taylors and Francis Ltd., London.
  - Nickell and Dorsey, Management in Family Living.
  - Nag, P.K. (1996) Ergonomics and Work Design and Emerging Issues in Organizational Science, New Age International (P) Ltd., New Delhi.
  - Chaffin D.B. and Anderson G.B. (1984) Occupational Bio-Mechanics., John Wiley & Sons
- Suggestive digital platforms web links- Svayam Portal, <http://heecontent.upsdc.gov.in/Home.aspx>

<b>Program/Class:</b> BA 4 <sup>th</sup> year	<b>Year:</b> Fourth (BA)	<b>Semester:</b> VII
<b>Subject:</b> Home Science		
<b>Course Code:</b>	<b>Course Title:</b> Fundamentals of Ergonomics (Practical)	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <li>• To gain hands on experience on nutritional assessment</li> <li>• To gain basic knowledge of Nutritional problems in community</li> </ul>		
<b>Credits:</b> 2	<b>Core Compulsory</b>	
<b>Max. Marks:</b> 50+50	<b>Min. Passing Marks:</b> 40	
<b>Total No. of Practical:</b> 30		

Topics	No. of Practical
<ul style="list-style-type: none"> <li>• Analyzing activities in the home: Flow Process chart, pathway chart, operational chart.</li> <li>• Analyzing the situation in the field for studying different Postures while performing household activities.</li> <li>• Measuring physiological cost of simple household tasks.</li> <li>• Measuring physical fatigue arising in step test by different individuals (wt.difference).</li> <li>• Ergonomic designing of the different work places like kitchen, bathroom etc.</li> <li>• Measurement of Vital Physiological Parameters; body height, weight and Body Mass Index (BMI), oral temperature, heart rate and blood pressure</li> </ul>	30

<b>Program/Class:</b> BA 4 <sup>th</sup> year	<b>Year:</b> Fourth	<b>Semester:</b> VII
<b>Subject:</b> Home Science		
<b>Course Code:</b>	<b>Course Title:</b> Statistics and Computer Application	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <li>• To understand the basics of statistics with relation of material and techniques</li> <li>• Enable students to understand the basic needs of computer application</li> <li>• To understand the various methods and techniques use in statistics</li> <li>• To understand the significance of statistics and computer application in Science</li> </ul>		
<b>Credits:</b> 5	<b>Core Compulsory</b>	
<b>Max. Marks:</b> 25+75	<b>Min. Passing Marks:</b> 40	
<b>Total No. of Lectures:</b> 60		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>



I	Overview of a computer system. Software and hardware: Block diagram of computer, CPU, VO and memory. Basics of operating systems MS-DOS and WINDOWS. Basic use of MS-WORD.	10
II	Classification & tabulation of Data: • Meaning, objective and types of classification, • Formation of discrete and continuous frequency distribution, tabulation of data, parts of a table, General Rule of tabulation, • Types of tables, • Diagrammatic, graphical and Tabular representation of data Construction of frequency distribution and their graphical representation	12
III	Calculation of different measurement of central tendency, dispersion, skewness and kurtosis: their uses with examples and their advantages and disadvantages,	12
IV	Computations of coefficient of correlation, regression lines and rank correlation	12
V	Application of chi-square tests, t-test, z-tests and F test on empirical data	14
<b>Suggested Readings:</b> • An Introduction to Statistical Methods- C.B. Gupta & V. Gupta- Vikas Publishing House PVT Ltd. • Experimental Design in Psychological Research- Edwards • Methodology and Techniques of Social Research-P.L. Bandarkar & T.S. Wilkinson-Himalaya Publishing House- Mumbai. • Research Methodology, Methods and Techniques- C.R. Kothari Wiley Eastern Limited-New Dehli • Statistical Methods -S.P.Gupta, Sultan Chand & Sons Publisher- New Delhi. • Statistics in Psychology & Education- Henry, E. Garrett, David Heley and Co. The Quality of life: Valuation in social Research-R. Mukherjee- Sage publications, new Delhi. Suggestive digital platforms web links- Swayam Portal, <a href="http://hcecontent.upsdc.gov.in/Home.aspx">http://hcecontent.upsdc.gov.in/Home.aspx</a>		

<b>Program/Class: BA 4<sup>th</sup> year</b>	<b>Year: Fourth</b>	<b>Semester: VII</b>
<b>Subject: Home Science</b>		
<b>Course Code:</b>	<b>Course Title: Synopsis formulation and Seminar</b>	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <li>To Enable students to understand the basics of research project formulation and deliver seminar</li> </ul>		
<b>Credits: 5</b>	<b>Core Compulsory</b>	
<b>Max. Marks: 50 +50</b>	<b>Min. Passing Marks:40</b>	
<b>Total No. of Practical: 60</b>		

Description	No. of Practical
<ul style="list-style-type: none"> <li>Find out a problem for carrying research</li> <li>Pilot study of the problem</li> <li>Formulation of synopsis of research</li> <li>Seminar presentation on research topic</li> </ul>	60

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Program/Class: BA 4 <sup>th</sup> year	Year: Fourth (BA)	Semester: VIII
Subject: Home Science		
Course Code:	Course Title: Apparel designing and construction (Theory)	
Course outcomes:		
<ul style="list-style-type: none"> <li>• Learning basics of Cutting, Stitching and designing</li> <li>• Learn about latest fashion fittings and trends</li> </ul>		
Credits: 3		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures: 45		

Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> <li>• Body Measurement: Concept, importance, techniques.</li> <li>• Pattern making: Methods of Drafting, draping, flat pattern, techniques, use; Principles of pattern making; Importance of patterns and patterns importation.</li> </ul>	05
II	<b>Selection of fabrics:</b> Factors affecting the selection of fabric for different garments; Calculating amount of fabric needed for different garments. <b>Lay out planning:</b> Definition, types of lay outs; General guide lines for lay out planning for patterns and fabric.	12
III	<ul style="list-style-type: none"> <li>• Fitting: Good fit, definition, principles and clues for good fit; Fitting areas, fitting guide lines and procedures.</li> </ul>	12
IV	<ul style="list-style-type: none"> <li>• Different types of stitches: Construction and decorative.</li> <li>• Different types of seams and seam finishes.</li> </ul>	8
V	<ul style="list-style-type: none"> <li>• Fashion and design: Elements and principles of arts in dress designing; Designing for different figures types</li> <li>• Fashion: Definition, fashion cycle; Sources of fashion, factors favoring and retarding fashion</li> </ul>	8

**Suggested Readings:**

- Basic Process of clothing construction, Dongaji Das, New Raj Book Depot, New Delhi
- Complete Sewing Guide, Reader's Digest Publications
- Handbook for Fashion Designing, Best Drafting Techniques, Rither, Jindal Mittal Publications, New Delhi
- Isabel B. Wingots Textile, Fabrics and their selection practice, Hall Ive Ends, Wood Cliff, New Jersey
- More dress pattern designing, Natalie Bray, Om Boom Services, Prakash House, New Delhi
- Pattern for women's clothing, Grey Cookling, Om Boom Services, Prakash House, New Delhi
- Zarapker system of cutting, Zarepker, Navneet Publications Ltd., Bombay
- Suggestive digital platforms web links- Swayam Portal, <http://hcecontent.upsdc.gov.in/Home.aspx>

Program/Class: BA 4 <sup>th</sup> year	Year: Fourth (BA)	Semester: VIII
Subject: Home Science		
Course Code:	Course Title: Apparel designing and Construction (Practical)	
Course outcomes:		
<ul style="list-style-type: none"> <li>• To gain hands on experience on nutritional assessment</li> </ul>		

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• To gain basic knowledge of Nutritional problems in community	
Credits: 2	Core Compulsory
Max. Marks: 50+50	Min. Passing Marks: 40
Total No. of Practical: 30	

Topics	No. of Practical
<ul style="list-style-type: none"> <li>• Drafting and construction of:               <ul style="list-style-type: none"> <li>• • Frock with gathers, puff sleeve and baby collar.</li> <li>• • Plain blouse</li> <li>• • Salwaar and Kameez</li> <li>• • Circular skirt, nightie</li> <li>• • Plazzo</li> </ul> </li> <li>• Study of Latest fashion</li> </ul>	30

Program/Class: BA 4 <sup>th</sup> year	Year: Fourth (BA)	Semester: VIII
Subject: Home Science		
Course Code:	Course Title: Communication Technology in Extension	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <li>• To impart knowledge and understanding of various communication systems.</li> <li>• To enhance the versatility of the students in the selection and use of media in different socio-cultural environments.</li> <li>• To impart skill in preparation of Computer Aided Media messages</li> </ul>		
Credits: 5	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures: 60		

Unit	Topics	No. of Lectures
I	<b>Communication Systems:</b> Types of communication systems- concept, functions and significant interpersonal, organizational, public and mass communication. Elements, character and scope of mass communication. <b>Mass communication-</b> models and theories; Visual communication-elements of visual design - colour, line, form, texture and space; Principles of visual design - rhythm, harmony, proportion, balance and emphasis; Visual composition and editing.	16
II	<b>Media Systems: Trends and Techniques:</b> Concept, scope and relevance of media in society; <b>Historical background:</b> nature, characteristics, advantages and limitations and future prospects of media; Traditional media vs. Modern media.	14
III	<b>Electronic Media:</b> Trends in Radio, TV and Cyber Media, Impact and policies, future challenges and scope. <b>Media Research:</b> Need, scope and approaches.	12
IV	<b>Print Media:</b> Role of press in Mass Media <b>Press Law in India:</b> History and present scenario <b>News:</b> Its meaning, concept and news agencies	10
V	<b>Advertising:</b> Definition, concept and role of advertising in modern marketing system and national economy.	8

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**Suggested Readings:**

1. Chaubey BK (1990) A Handbook of Education Extension, Jyoti Publication, Allahabad
2. Singh, R. (1987) Text Book of Extension Sahitya Kala Prakashan, Ludhiana
3. Extension Programme Planning, Oxford and IBH Publishing Company Pvt. Ltd. New Delhi
4. Joshi Umer (1997). Textbook of Mass Communication and Media, Anmol Publications, New Delhi.
5. Kergner. Harold, Project Management- A System Approach to Planning, Scheduling and Controlling, New Delhi, CSB Publishers and Distributors.

- Suggestive digital platforms web links- Svayam Portal, <http://heccontent.upsdc.gov.in/Home.aspx>

<b>Program/Class: BA 4<sup>th</sup> year</b>	<b>Year: Fourth</b>	<b>Semester: VIII</b>
<b>Subject: Home Science</b>		
<b>Course Code:</b>	<b>Course Title: Women Studies</b>	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <li>• • To be familiar with the common problems faces by women.</li> <li>• • To get exposure of the schemes to combat nutritional problems.</li> <li>• • To be aware of the health hazards related to food and water</li> <li>• • To know about women welfare programmes in india.</li> </ul>		
<b>Credits: 5</b>		<b>Core Compulsory</b>
<b>Max. Marks: 25+75</b>		<b>Min. Passing Marks:40</b>
<b>Total No. of Lectures: 60</b>		

<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	<b>Women's Studies:</b> <ul style="list-style-type: none"> <li>• Meaning, significance and growth of women's studies in India,</li> <li>• Women's role &amp; status in the society, the changing position of Indian women,</li> <li>• The women's movement in India, feminist theories,</li> <li>• Women empowerment.</li> </ul>	10
II	<b>Women's situational &amp; development:</b> <ul style="list-style-type: none"> <li>• Women &amp; education,</li> <li>• Women &amp; employment,</li> <li>• Women &amp; health,</li> <li>• Women in agriculture,</li> <li>• • Women in Industry,</li> <li>• • Women in Politics,</li> <li>• • Women's personal laws</li> </ul>	14
III	<b>Life Cycle Approach to Women's Health-</b> <ul style="list-style-type: none"> <li>• Health status of women in India,</li> <li>• Factors influencing health and Nutritional status.</li> <li>• Maternal and Child Health (MCH) to Reproductive and Child health approaches.</li> <li>• Issues of declining Child Sex Ratio, Widowhood and old age.</li> </ul>	12
IV	<b>Women welfare Programmes:</b>	10

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	<ul style="list-style-type: none"> <li>• Women welfare programme in urban &amp; rural areas,</li> <li>• Policies &amp; programmes of social welfare floated at the center&amp; state level, for the advancement of the Condition of women in India.</li> </ul>	
V	<ul style="list-style-type: none"> <li>• Women welfare organizations,</li> <li>• Co-ordination of agencies of women welfare programmes.</li> <li>• Women empowerment.</li> <li>• Development of women entrepreneurship.</li> </ul>	14
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• Anish worth, M., and I. Semali 1998, The impact of adult deaths on the nutritional status of children. 9 in Coping with AIDS: The Economic impact of Adult Mortality on the African Household. Washington, D.C.: World Bank.</li> <li>• Arrowsmith, S., E.C; Hamlin, and L.L. Wall 1996. Obstructed labor injury complex: Obstetric fistula formation and the multifaceted morbidity of maternal birth trauma in the developing world. Obstetric and Gynecological Survey 51(9):568-574 [PbMed]</li> <li>• Desai N &amp; Krishna M. 1998. Women and Society in India. Ajanta publication.</li> <li>• Krishnaraj M.(Ed). 1986. Women studies in India, Popular Prashan.</li> <li>• Patil Ak. 1995. Women and Development. Ashish Publication.</li> <li>• Poonacha V. 1999. Understanding women studies. SNTD Women's University. Mumbai. Suggestive digital platforms web links- Svayam Portal, <a href="http://hecontent.upsdc.gov.in/Home.aspx">http://hecontent.upsdc.gov.in/Home.aspx</a></li> </ul>		

<b>Program/Class: BA 4<sup>th</sup> year</b>	<b>Year: Fourth</b>	<b>Semester: VIII</b>
<b>Subject: Home Science</b>		
<b>Course Code:</b>	<b>Course Title: Research Project</b>	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <li>• To Enable students to understand the basics of research project</li> <li>• To plan and execute a major project based on any one of the five disciplines of Home Science</li> </ul>		
<b>Credits: 5</b>	<b>Core Compulsory</b>	
<b>Max. Marks: 50 +50</b>	<b>Min. Passing Marks:40</b>	
<b>Total No. of Practical: 60</b>		

Description	No. of Practical
<ul style="list-style-type: none"> <li>• One Research Based Project based on anyone of the five disciplines of Home Science will be planned and executed.</li> <li>• The report of the project will be prepared and submitted</li> </ul>	60

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## ELECTIVES

(CHOOSE ANY ONE A or B or C or D)

<b>Program/Class:</b> BA 4 <sup>th</sup> year	<b>Year:</b> Fourth (BA)	<b>Semester:</b> VIII
<b>Subject:</b> Home Science		
<b>Course Code:</b>	<b>Course Title:</b> Early Childhood Care & Education (Theory)	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <li>• To realize the importance of early years</li> </ul>		
<b>Credits:</b> 3	<b>ELECTIVE:</b> A	
<b>Max. Marks:</b> 25+75	<b>Min. Passing Marks:</b> 40	
<b>Total No. of Lectures:</b> 45		

Unit	Topics	No. of Lectures
I	ECCE: Concepts, objectives, need, scope and significance. Types of Pre-school: Play Centers, Day Care, Montessori, Kindergarten, Balwadi, Aganwadi. ECCE in the National Policy on Education	12
II	<b>Contribution of the thinkers in ECCE:</b> Pestalozzi, Rousseau, Frobel, John Dewey, Maria Montessori, M.K. Gandhi and Rabindra Nath Tagore.	14
III	<b>ECCE in India:</b> Pre Independence period, Post Independence-Kothari Commission, Contribution of Five Year Plans to ECCE, Yash Pal Committee.	10
IV	<b>Contribution of the mentioned agencies/ programmes to ECCE in India:</b> ICCW, IAPE, NCERT, ICDS, UNICEF, NCTE, Mobile Crèche etc.	12
V	<b>Pre-School Centers:</b> Concept, Administrative set-up, Functions and Organization	12

**Suggested Readings:**

- Grewal J.S., 1998. Early Childhood Education - Foundation & Practices, Harprasad Bhargava Edu. Publishers, Agra.
- Mohanty & Mohanty, 1994. Early Childhood Care and Education, Deep & Deep Pub., New Delhi.
- Singh B, 1997. Pre-School Education, APH Publishing Corp., New Delhi.
- Muralidharan R & Banerji V, 1991: A Guide for Nursery School Teacher, NCERT, New Delhi.
- Suggestive digital platforms web links- Swayam Portal, <http://hcecontent.upsdc.gov.in/Home.aspx>

<b>Program/Class:</b> BA 4 <sup>th</sup> year	<b>Year:</b> Fourth (BA)	<b>Semester:</b> VIII
<b>Subject:</b> Home Science		
<b>Course Code:</b>	<b>Course Title:</b> Early Childhood Care & Education (Practical)	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <li>• Observations on ECCE centers and conducting interaction programs</li> </ul>		
<b>Credits:</b> 2	<b>ELECTIVE:</b> A	
<b>Max. Marks:</b> 50+50	<b>Min. Passing Marks:</b> 40	
<b>Total No. of Practical:</b> 30		

Topics	No. of Practical
<ul style="list-style-type: none"> <li>• Visit to Early Childhood Care and Education Centres, recording</li> </ul>	30

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information and observation and writing report. <ul style="list-style-type: none"> <li>• Planning ECCE programmes including infra-structural facilities and budget proposals.</li> <li>• Conducting interaction programmes with teachers and parents.</li> <li>• Developing literature for parents preparing &amp; using visual Aids.</li> </ul>	
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<b>Subject: Home Science</b>	
<b>Course Code:</b>	<b>Course Title: Institutional Food Management (Theory)</b>
<b>Course outcomes:</b>	
<ul style="list-style-type: none"> <li>• To understand the special characteristics of food service establishment.</li> <li>• To learn manpower management techniques</li> </ul>	
<b>Credits: 3</b>	<b>ELECTIVE: B</b>
<b>Max. Marks: 25+75</b>	<b>Min. Passing Marks: 40</b>
<b>Total No. of Lectures: 45</b>	

Unit	Topics	No. of Lectures
I	<b>Introduction to Food Service Systems:</b> Characteristics of various types of food service units. <b>Strategies in Planning:</b> Conceptual Strategy; Marketing Strategy; Financial Strategy.	10
II	<b>Management of Resources:</b> Finance; Determining the finance needed to establish or run a unit; Budgets; Sources of finance; Planning adequate cash flow.	14
III	<b>Space for Equipment ;</b> Steps in planning layouts; Determining equipment; Selection & Placement; Maintenance of equipment; Layout analysis	14
IV	<b>Material:</b> Menu Planning suitable to different systems; Recipe development & Standardization of yields. <b>Staff:</b> Manpower planning; Manpower placement; Recruitment, induction, motivation & performance appraisal	10
V	<b>Cost accounting/ Analysis:</b> Food cost analysis; Records to be maintained; Report & trend analysis; Marketing & Sales Management; Marketing strategies; Sales analysis; Market promotion.	12

**Suggested Readings:**

1. Publications of the International Life Science Institute.
2. Scrimshaw N and Glesson G (ed.) (1991). Rapid Assessment Methodologies for Planning and Evaluation. Health Related Programme published by (INFDC) International Nutrition Foundation for Developing Countries.
3. Stryer L (1984). 4th ed. Bio-Chemistry WH Freeman and Co.
4. UNICEF's State of the World's Children.
5. WHO (1999) Nutrition for Health and Development Progress and Prospects. On the eve of the 21st Century WHO INHD, 99.9 Geneva
  - Suggestive digital platforms web links- Svayam Portal, <http://heecontent.upsdc.gov.in/Home.aspx>



Program/Class: BA 4 <sup>th</sup> year	Year: Fourth (BA)	Semester: VIII
Subject: Home Science		
Course Code:	Course Title: Institutional Food Management (Practical)	
Course outcomes:		
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Credits: 2	ELECTIVE: B	
Max. Marks: 50+50	Min. Passing Marks: 40	
Total No. of Practical: 30		

Topics	No. of Practical
<ul style="list-style-type: none"> <li>• Evaluation of food Service Units</li> <li>• Market survey of food service equipment</li> <li>• Planning menus for quantity- Banquet, outdoor catering, packed Meals, Restaurant.</li> <li>• Cost Analysis of Menus in- College Canteen, Hostel Mess, Hospitals</li> </ul>	30

Subject: Home Science		
Course Code:	Course Title: Textile Management (Theory)	
Course outcomes:		
• To have an insight of current marketing needs in textile industry		
Credits: 3	ELECTIVE: C	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures: 45		

Unit	Topics	No. of Lectures
I	Role and importance of Textile and Garments Industry in Indian economy Problems and prospects of textile and garment industry Textile policy under 5 year plans.	12
II	Textile industry management: Management hierarchy, responsibilities, coordination, organization, management aids, factors influencing management organization. Comparative organization of different textile groups: Organization of senior management, organization of productive functions, Departmental management organization.	14
III	Production management: Purpose of production planning and control; Methods of production planning and control.	10
IV	Role of standards in quality control: Framework of control, Organization and techniques of control	10
V	Export procedure and distribution channels used to reach foreign market. Import and export policies of Indian government. Recent trends in textiles	14
Suggested Readings:		

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1. Gerry Cooklin - Introduction to clothing manufacture, Black Well Science
  2. Harold Carr & Barbara Katham - The technology of clothing manufacture, Black Well Science
  3. A.J. Chuter- Introduction to clothing production, Black Well Science
  4. Vidyasagar P.V. - Encyclopedia of textiles-textile management, Mittal Publications, New Delhi
  5. Rattan J.B. - Modern Textile management, Abhishek Publications, Chandigarh
- Suggestive digital platforms web links- Svayam Portal, <http://heecontent.upsdc.gov.in/home.aspx>

Program/Class: BA 4 <sup>th</sup> year	Year: Fourth (BA)	Semester: VIII
<b>Subject: Home Science</b>		
Course Code:	Course Title: Textile Management (Practical)	
<b>Course outcomes:</b>		
• To have an insight of current marketing needs in textile industry		
Credits: 2	ELECTIVE: C	
Max. Marks: 50+50	Min. Passing Marks: 40	
<b>Total No. of Practical: 30</b>		

Topics	No. of Practical
• Presentation and seminars on special topics	30

<b>Subject: Home Science</b>	
Course Code:	Course Title: Management of energy and household equipments (Theory)
<b>Course outcomes:</b>	
• To understand the concepts of managing energy and house hold equipments for better output	
Credits: 3	ELECTIVE: D
Max. Marks: 25+75	Min. Passing Marks: 40
<b>Total No. of Lectures: 45</b>	

Unit	Topics	No. of Lectures
I	<b>Sources of energy and their classifications:</b> Non-renewable vs. renewable sources, alternative sources, conventional vs. non- conventional sources, commercial vs. non-commercial sources.	12
II	<b>Energy conservation:</b> Principles of improving the efficiencies of- Combustion, Heat exchange and Energy conservation; Proper uses and maintenance of domestic heating, cooking, lighting and other appliances; Energy conservation in the transport sector	14
III	<b>Basics of house hold equipments:</b> About electricity - Power source, voltage, resistance, current, series/parallel circuits, AC/DC sources; Electrical materials- Conductors, semi-conductors, insulators; Important parts in an appliance - Main Cord, switches, plugs and sockets, controls such as thermostats, light bulbs, heating elements, Motors, Fans & Blowers, Bearings and Bushings, Electronic control systems, Batteries etc.	10
IV	<b>Product testing for quality:</b> Need, types of testing, equipments required for testing	12



V	<b>Safety against household appliances:</b> Definition and classification of safety; Electric shock and its prevention; Quality control - Provisions and norms	12
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**Suggested Readings:**

1. Werther, Williams B and Davis, Keith, Human Resource and Personnel Management, McGraw Hill Inc., New Delhi, 1996.
2. Fisher, Cynthia D., Schoenfeldt, Lyle F., and Shaw, James, B., Human Resource Management, All India Publishers and Distributors, Chennai, 1997.
3. French, Wendell L., Human Resource Management, All India Publishers and Distributors Regd., Chennai, 1997.
4. Monappa, Arun, Managing Human Resources, McMillan India Limited, New Delhi, 1997.
5. Chatterjee, Bhaskar, Human Resource Management, A Contemporary Text: Sterling Publishers Pvt. Ltd., New Delhi, 1995.

- Suggestive digital platforms web links- Svayam Portal, <http://hcecontent.upsdc.gov.in/Home.aspx>

<b>Program/Class:</b> BA 4 <sup>th</sup> year	<b>Year:</b> Fourth (BA)	<b>Semester:</b> VIII
<b>Subject:</b> Home Science		
<b>Course Code:</b>	<b>Course Title:</b> Management of energy and household equipments (Practical)	
<b>Course outcomes:</b>		
• To understand the concepts of managing energy and house hold equipments for better output		
<b>Credits:</b> 2	<b>ELECTIVE:</b> D	
<b>Max. Marks:</b> 50+50	<b>Min. Passing Marks:</b> 40	
<b>Total No. of Practical:</b> 30		

Topics	No. of Practical
<ul style="list-style-type: none"> <li>• Survey of available household equipments and appliances in the market.</li> <li>• Study of basic functions and mechanisms of some household equipments such as vacuum cleaner, Refrigerator, Microwave oven etc.</li> <li>• Visit to some petro-companies such as Indian Oil, Bharat Petroleum etc</li> </ul>	30

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