



**जननायक चन्द्रशेखर विश्वविद्यालय, बलिया**  
**Jananayak Chandrashekhar University, Ballia**

A State University established under Uttar Pradesh State University Act 1973



# Curriculum in Accordance with National Education Policy – 2020

<b>Programme Name:</b>	<b>B.A.</b>
<b>Subject:</b>	<b>Home Science</b>



**Department of Home Science**

**Jananayak Chandrashekhar University, Ballia**

Shaheed Smarak, Near Surha Taal, Basantpur, Ballia – 277301, Uttar Pradesh, Indian



Structure for Four Years Undergraduate Programme in accordance with National Education Policy – 2020 and Common Minimum Syllabus

HOME SCIENCE

Semester-wise Title of the Papers

Year	Sem	Course Code	Paper Title	Theory/ Practical	Credits	Total Credits
1 <sup>st</sup>	I	A130101T	Fundamentals of Nutrition and Human Development	Theory	4	6
		A130102P	Cooking Skills and Healthy Recipe Development	Practical	2	
	II	A130201T	Introduction to Clothing and Textile & Family Resource Management	Theory	4	6
		A130202P	Clothing and Textile	Practical	2	
2 <sup>nd</sup>	III	A130301T	Advance Nutrition and Human Development	Theory	4	6
		A130302P	Human Development	Practical	2	
	IV	A130401T	Housing and Extension Education	Theory	4	6
		A130402P	Resource Planning and Decoration	Practical	2	
3 <sup>rd</sup>	V	A130501T	Surface Ornamentation of Fabrics	Theory	4	10
		A130502T	Community Development & Programme planning	Theory	4	
		A130503P	Community Transformation (Change)	Practical	2	
	VI	A130601T	Dietetics & Therapeutic Nutrition	Theory	4	10
		A130602T	Research Methodology and Gender Development	Theory	4	
		A130603P	Therapeutic Diet Preparatin & Nutrient Evaluation	Practical	2	
4 <sup>th</sup>	VII	A130701T	Statistics and computer applications	Theory	4	20
		A130702T	Applied Physiology	Theory	4	
		A130703T	History and Theories of Human Development	Theory	4	
		A130704T	Advance Study of Human Development	Theory	4	
		A130705P	Practical related to theory papers	Practical	4	
	VIII	A130801T	Problem in Human Nutrition	Theory	4	20
		A130802T	Maternal and Child Nutrition	Theory	4	
		A130803T	Parenting in Early Childhood	Theory	4	
		A130804T	Principles of Guidance and Counseling	Theory	4	
		A130805P	Practical related to theory papers	Practical	4	

Note:

- ❖ In the 5th semester of graduation, every student has to select a topic for a Minor Research Project (MRP) in any one of the two subjects chosen by him/her (under the guidance of the teacher/s of the concerned subject) which he/she has to complete and submit it for evaluation in 6th semester.
- ❖ In the 7th semester of graduation, every student will have to select a topic for a Research Project (RP) from the subject chosen by him/her (under the guidance of the teacher/s of the concerned subject) which he/she has to complete and submit it for evaluation in 8th semester.

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*



**Programme :- B.A.**

**Subject: Home Science**

**Syllabus**

<b>Semester</b>	<b>I</b>		
<b>Course Code</b>	A130101T		
<b>Course Title</b>	<b>Fundamentals of Nutrition and Human Development (Theory)</b>		
<b>Credit</b>	4	<b>Maximum Marks</b>	25+50
<b>Course Objective:-</b> <ul style="list-style-type: none"><li>To familiarize the students with relevance of Home Science with current era.</li><li>To enable the students to understand about Food, food Groups, functions, deficiencies and toxicity of different nutrients.</li><li>To acquaint the students with different cooking methods.</li><li>To introduce concepts of Human Development to student.</li><li>To familiarize the students with different types of Developments during Infancy and Pre-school</li></ul>			
<b>Learning Outcomes:</b> After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none"><li>Students will know about the concept of Home Science.</li><li>Acquaint students with practical knowledge of nutrient rich foods.</li><li>Explain the need and importance of studying human growth and development across life span.</li><li>Identify the biological and environmental factors affecting human development.</li><li>Learn about the characteristics, needs and developmental tasks of infancy &amp; early childhood years</li></ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	Traditional Home Science and its Relevance in current era Contribution made by Indian Home Scientists i.e., M Swaminath, C. V. Gopalan, S.K. Day, Ravindra Nath Tagore etc. Food and Nutrition, Food- Meaning and function, Food Groups, Nutrition- Concept of Nutrition, Nutrients-Macro and Micro, Sources and Effects of Deficiency.		
<b>II</b>	Cooking Methods and their Advantages and Disadvantages, Preservation of Nutrients while Cooking, Traditional methods of enhancing nutritional value of foods, Germination, Fermentation, Food synergy.		
<b>III</b>	Introduction to Human Development: Concept, Definition and need to study of Human Development, Stages of development, Principles of Growth and Development, Determinants of Development- heredity and environment, Prenatal Development and Birth Process, Conception, Pregnancy and Stages of Childbirth, Types of delivery (natural, c-section, breech, home vs. assisted delivery, APGAR Score.		
<b>IV</b>	Infancy and Early Childhood (Pre School) years: Developmental tasks during Infancy and Preschool Stage, Physical and Motor Development, Social and emotional development, Cognitive and language development.		
<b>References:</b> <ul style="list-style-type: none"><li>Sumati R Mudami, "Fundamentals of food Nutrition and Diet Therapy" , New Age International Pvt. Ltd, New Delhi , 6th Ed. (2018)</li><li>Punita Sethi and Poonam Lakda , "Aahar Vigyan, Suraksha evam Poshan" ; Elite Publishing House, NewDelhi;2015</li><li>Dr. Anita Singh, AaharEvamPoshanVigyan, Star Publications, Agra • Dr.DevinaSahai, AaharVigyan, New Age International Publishers, New Delhi</li><li>Keenan, T., Evans, S., &amp; Crowley, K. An introduction to child development, Sage (2016)</li><li>Hurlock E. Child Development.</li><li>पोषण के मूल सिद्धान्त, डॉ० अर्चना चक्रवर्ती, वैभव लक्ष्मी प्रकाशन ISBN : 978-93-91846-18-3</li><li>आहार पोषण एवं खाद्य स्वच्छता, डॉ० अर्चना चक्रवर्ती, वैभव लक्ष्मी प्रकाशन ISBN : 91-542-233114</li></ul>			

*Signature*

*Signature*

*Signature*



**Programme :- B.A.**

**Subject: Home Science**

### Syllabus

<b>Semester</b>	<b>I</b>		
<b>Course Code</b>	A130102P		
<b>Course Title</b>	<b>Cooking skills and healthy recipe development (Practical)</b>		
<b>Credit</b>	2	<b>Maximum Marks</b>	25
<b>Course Objective:-</b> <ul style="list-style-type: none"><li>To learn and enhance cooking skill.</li><li>To learn methods of preparing various dishes.</li><li>To learn the cutting methods of vegetables and creative salad decoration.</li><li>To learn the preparation of nutritious dishes.</li><li>To learn the kitchen, cutting and food making.</li></ul>			
<b>Learning Outcomes:</b> After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none"><li>Students will get familiar with different methods of cooking.</li><li>Acquaint students with practical knowledge of nutrient rich foods.</li><li>Students will get familiar with different methods of cooking.</li></ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	<b>Basic cooking skills</b> <ul style="list-style-type: none"><li>Weighing of raw materials</li><li>Preparing of different food items before cooking</li></ul>		
<b>II</b>	<b>Preparation of various Indian dishes using different methods of cooking</b> <ul style="list-style-type: none"><li>Boiling /steaming</li><li>Roasting</li><li>Frying – Deep/shallow</li><li>Pressure cooking</li><li>Hot air cooking/Baking</li></ul>		
<b>III</b>	<b>Different styles of cutting fruits and vegetables</b> <ul style="list-style-type: none"><li>Salad Decoration/Dressings</li></ul>		
<b>IV</b>	Preparation of nutrient rich Indian dishes <ul style="list-style-type: none"><li>Protein rich dish</li><li>Carbohydrate rich dish</li><li>Fat rich dish</li><li>Vitamins rich dish</li><li>Minerals</li><li>Fibers</li></ul>		
<b>References:</b> <ul style="list-style-type: none"><li>Dr. Brinda Singh, Manav Sharir evam Kriya Vigyan Panchsheel Prakashan, Jaipur;2015 ,15th Ed.</li><li>Dr.Nitu Singh, PrayogikGrihVigyan, SahityaPrakashan, Agra</li><li>Chatterjee, C.C , “Human Physiology” Medical Allied Agency ; Vol I , II .</li><li>Text Book of Biology for 10+2 Students (NCERT)</li><li>Sumati R Mudami, “Fundamentals of food Nutrition and Diet Therapy” , New Age International Pvt. Ltd, New Delhi , 6th Ed. (2018)</li><li>Punita Sethi and Poonam Lakda , “Aahar Vigyan, Suraksha evam Poshan” ; Elite Publishing House, New Delhi ;2015</li></ul>			

*Signature*

*Ru*

*Signature*



Programme :- B.A.

Subject: Home Science

### Syllabus

Semester	II		
Course Code	A130201T		
Course Title	Introduction to Clothing & Textiles & Family Resource Management (Theory)		
Credit	4	Maximum Marks	25+50
<b>Course Objective:-</b> <ul style="list-style-type: none"><li>To understand the resources and decision making.</li><li>To discuss time, energy and money management.</li><li>Understanding why fabrics are different</li><li>Understand basic clothing concepts and garment making</li><li>Understand the Decision making and use of resources throughout the Family life cycle.</li></ul>			
<b>Learning Outcomes:</b> After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none"><li>Learn about scope of textile and clothing</li><li>Learn how fabrics can be manufactured</li><li>Learn the family resource management as a whole.</li><li>Gain knowledge about Time, Money &amp; Energy as a Resource.</li><li>Appreciate Household Equipments for work simplification</li></ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	<b>Introduction of fibers &amp; yarn to fabrics</b> <ul style="list-style-type: none"><li>Introduction to Clothing and Textile</li><li>Its importance in day-to-day life</li><li>Scope in India</li><li>Classification of textile fiber on the basis of their source</li><li>General properties of fibers primary and secondary</li><li>Definition of Yarn, Manufacture of Yarn and Yarn Properties</li><li>Different fabric construction techniques (Weaving, Knitting, Felting, Braiding, Non-woven)</li></ul>		
<b>II</b>	<b>Clothing Construction</b> <ul style="list-style-type: none"><li>Tools for Clothing construction</li><li>Introduction to sewing machines, its parts and maintenance,</li><li>Importance of Drafting, Draping, Flat pattern techniques -advantages &amp; disadvantages</li><li>Fabric preparatory steps for stitching a garment</li></ul>		
<b>III</b>	<b>Introduction to Home Management:</b> Basic Concepts, Purpose and Obstacles of Management. Process of Management – Planning, Organizing, Controlling and Evaluation. Motivating Factors in Management – Values, Goals and Standards – Definition and Classification. <b>Resources, Decision making &amp; Family life cycle:</b> Meaning, Characteristics, Types and Factors affecting the use of Resources. Steps and Role of Decision Making in Management. Stages of Family Life Cycle.		

*Signature*

*Ru*

*Signature*

<b>IV</b>	<p><b>Time, Energy and Money Management and Work simplification:</b> Time as a Resource, Steps in making Time Plan, Tools and Aids in Time Management. Energy as a Resource, Work Curve, Fatigue- Types, Family income as a Resource, Sources of Income and Expenditure and Saving. Preparation of Family budget in view of family income.</p> <p><b>Work Simplification:</b> Meaning and Techniques of Work Simplification, Mundell's Classes of Change, Principle.</p>
<p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Khanuja, Reena (2018) Grah Vyavastha avam Grah Sajja. Agrawal Publications, Agra ISBN: 978-93-81124-96-3</li> <li>• R Bhatia &amp; C Arora (1999), Introduction To Clothing And Textile, Printed by Macho Printery, Raopura, Baroda.</li> <li>• Nickell, P., and Dorsey, J. M. (2002). <i>Management in Family Living</i>. New Delhi: CBS Publishers (ISBN13: 9788123908519)</li> <li>• Patni Manju &amp; Sharma Lalita, Grah Prabandh, Star Publications Agra.</li> <li>• Varma , Pramila. <i>Vastra Vigyaan Avam Paridhan:Madhya Pradesh Hindi Granth Academy,Bhopal.</i></li> <li>• Varghese, M. A, Ogale, N. N and Srinivasan, K. (2001). <i>Home Management</i>. New Delhi. New Age International (P) Ltd.</li> </ul>	

*Signature*

*Ru*

*Signature*



**Programme :- B.A.**

**Subject: Home Science**

### Syllabus

<b>Semester</b>	<b>II</b>		
<b>Course Code</b>	A130202P		
<b>Course Title</b>	<b>Clothing &amp; Textiles (Practical)</b>		
<b>Credit</b>	2	<b>Maximum Marks</b>	25
<b>Course Objective:-</b> <ul style="list-style-type: none"><li>To understand the Identify the fibres &amp; fabric.</li><li>To understand the Basic stitch.</li><li>To discuss the basic sewing and fasteners.</li><li>To study the how to prepare frock.</li><li>To understand about drafting and cutting of frock.</li></ul>			
<b>Learning Outcomes:</b> After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none"><li>Ability to identify fibers and fabrics</li><li>Understanding why fabrics are different</li><li>Learning basic Sewing skills</li><li>Learn how garments are stitched</li></ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	<b>Identify fibers and fabrics:-</b> (a)Fibre identification tests- Visual, burning and microscopic- natural and synthetic, pure and blended fibres. (b) Weaves identification and understanding their usage.		
<b>II</b>	<b>Learning to stitch</b> (a) Knowing how to stitch-an idea of straight-line stitching, stitching on curves and at corners (b) Basic Stitching-Temporary Stitching, Permanent and decorative stitching		
<b>III</b>	<b>Basic sewing</b> (a) Seams-Plain seams and its finishing, run & fell seam, French seam (b) Attaching different Fasteners (c) Disposal of fullness-darts, gathers, tucks and pleats (d) Neckline Finishing-Facing & Binding		
<b>IV</b>	<b>Preparing Frock</b> (a)Drafting, cutting and stitching of Childs' basic block and sleeve block. (b)adaptation to "Gathered frock" with Peter Pan collar and puff sleeves		
<b>References:</b> <ul style="list-style-type: none"><li>Cutting Tailoring and Dress Making: National open School, B-31-B Kailash Colony, New Delhi – 1100048.</li><li>R Bhatia &amp; C Arora (1999), Introduction to Clothing and Textile, Printed by Macho Printery, Raopura, Baroda. Complete Guide to Sewing by Reader's Digest: published by The Reader's Digest Association (Canada) Ltd. Montreal-Pleasantville, NY, 2002.</li><li>Helen J Armstrong, Pattern Making for Fashion Design, Prentice Hall</li><li>Gerry Cooklin, Introduction to Clothing Manufacture, Blackwell Science, UK, 1991</li><li>Metric Pattern cutting &amp; Grading by Winfred Aldrich.</li><li>Khanuja, Reena. Vastra Vigyaan ke Sidhant, Agrawal Publication, Agra.</li></ul>			

*Signature*

*Ru*

*Signature*



**Programme :- B.A.**

**Subject: Home Science**

**Syllabus**

<b>Semester</b>	<b>III</b>		
<b>Course Code</b>	A130301T		
<b>Course Title</b>	<b>Advance Nutrition and Human Development (Theory)</b>		
<b>Credit</b>	4	<b>Maximum Marks</b>	25+50
<b>Course Objective:-</b> <ul style="list-style-type: none"><li>To understand the planning of meal and its different aspects.</li><li>To understand the nature and requirements of nutrition in different stages of developments.</li><li>To understand the development process of middle childhood, puberty and adolescence.</li><li>The understand the process of adulthood.</li><li>To understand the educations, occupational, marital and parental circumstances of adulthood.</li></ul>			
<b>Learning Outcomes:</b> After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none"><li>Create an awareness about importance of healthy meal at various stages of life cycle</li><li>Develop skill of meal planning for different physiological groups</li><li>Explain the Physical &amp; Psychological changes during middle childhood, adolescent and adulthood stage.</li><li>Identify the biological and environmental factors affecting personality.</li><li>Learn about the characteristics, needs and developmental tasks of Middle childhood years, Adolescent &amp; Adulthood stage.</li></ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	<b>Meal planning-</b> Definition, importance, factors affecting meal planning, balanced diet, RDA.		
<b>II</b>	Nutrition During Infancy, Childhood, Adolescence, Adulthood, Old age and special condition pregnancy and laction Nutrition Requirement, RDA and Diet Plan		
<b>III</b>	<b>Middle childhood years, Puberty and Adolescence:</b> <ul style="list-style-type: none"><li>Developmental task and characteristics of middle childhood period and puberty and adolescence.</li><li>Physical, motor, social, emotional, cognitive and language development of middle childhood.</li><li>Physiological and hormonal changes in puberty and relationship with family and peer group in the puberty and Adolescence.</li></ul>		
<b>IV</b>	<b>Introduction to adulthood:</b> <ul style="list-style-type: none"><li>Concept, transition from adolescence to adulthood.</li><li>Development tasks of adulthood.</li><li>Physical and physiological changes from young adulthood to late adulthood.</li><li>Responsibilities and adjustments- educational, occupational, marital and parenthood.</li></ul>		
<b>References:</b> <ul style="list-style-type: none"><li>Sheel Sharma , "Nutrition and Diet Therapy, Peepee Publishers , New Delhi ; 2014</li><li>Ankita Gupta " Text book of Nutrition" Medico Refresher Publisher, Agra, 2018</li><li>Subhangini A Joshi; Nutrition and Dietetics, Mc Graw Hill Education, Private Ltd.</li><li>Kumud Khanna, "Text book of Nutrition and Dietetics", Elite Publishing House Pvt. Ltd, New Delhi, 2013, 7<sup>th</sup> Ed.</li><li>Swaminathan M, " Essentials of Food and Nutrition Vol I and II</li><li>Suggestive digital platforms web links- IGNOU &amp; UPRTOU online study material</li><li>पोषण के मूल सिद्धान्त, डॉ० अर्चना चक्रवर्ती, वैभव लक्ष्मी प्रकाशन ISBN : 978-93-91846-18-3</li><li>आहार पोषण एवं खाद्य स्वच्छता, डॉ० अर्चना चक्रवर्ती, वैभव लक्ष्मी प्रकाशन ISBN : 91-542-233114</li></ul>			

*Signature*

*Ru*

*Signature*





**Programme :- B.A.**

**Subject: Home Science**

### Syllabus

<b>Semester</b>	<b>III</b>		
<b>Course Code</b>	<b>A130302P</b>		
<b>Course Title</b>	<b>Human Development ( Practical)</b>		
<b>Credit</b>	2	<b>Maximum Marks</b>	25
<b>Course Objective:-</b> <ul style="list-style-type: none"><li>To visit the child cares centers and Anganwadi.</li><li>To study the physical, social, emotional, cognitive and language developmen of children.</li><li>To understand the child rearing practices.</li><li>To understand life style, behaviour and problems of adolescent girls.</li><li>To understand the case study of different life stages.</li></ul>			
<b>Learning Outcomes:</b> After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none"><li>Learn about album on development milestones of children.</li><li>Learn to cope up with adolescent and adulthood problems.</li><li>Understand and handle development related issues more efficiently.</li><li>Able to know human behaviour.</li><li>Understand individual differences.</li></ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	<ul style="list-style-type: none"><li>Preparation of an album on developmental milestones of children.</li><li>Prepare child literature.</li><li>Visit to Child Care Centres/ anganwadi</li></ul>		
<b>II</b>	<ul style="list-style-type: none"><li>Study of physical, social, emotional, cognitive, language development (any two).</li><li>Observations of child rearing practices in families from different social classes</li></ul>		
<b>III</b>	Interviews of adolescent girls and boys to understand their life style, behaviour and problems.		
<b>IV</b>	Carry out case studies to know more about the different life stages, e.g., school going children, adolescents, Young adults. (any two)		
<b>References:</b> <ol style="list-style-type: none"><li>Monaster G.J. 1 Adolescent Development Life Tasks. Mc.Graw Hill (1977).</li><li>Ambron S.R. Child Development Holt, Rinehart and Winston 1978 (IInd Edition).</li><li>Mussen P.H. Conger J.J. Kagan J and Huston A.C. 1990. Child Development and</li><li>Personality (VI Edition) Harper and Row Publishers New York.</li><li>Boeknek G. Human Development Brook and Cole Publishing Company 1980.</li><li>Aadhunik Vikasatmak Manovigyan , Shri Vinod Pustak Mandir Agra Edition 3rd 2015</li></ol>			

*Signature*

*Ru*

*Signature*



**Programme :- B.A.**  
**Subject: Home Science**

**Syllabus**

<b>Semester</b>	<b>IV</b>		
<b>Course Code</b>	<b>A130401T</b>		
<b>Course Title</b>	<b>Housing &amp; Extension Education ( Theory)</b>		
<b>Credit</b>	4	<b>Maximum Marks</b>	25+50
<b>Course Objective:-</b>			
<ul style="list-style-type: none"> <li>To apply basic knowledge of principles involved in planning in Housing.</li> <li>To learn about elements and principles of design and their application in interior designing.</li> <li>To understand the concept, philosophy, principles and objectives of extension education and its contribution towards rural development.</li> <li>To develop understanding of communication process.</li> <li>To develop understanding about different types of information technologies audio visuals aids and extension methods.</li> </ul>			
<b>Learning Outcomes:</b> After successful completion of the syllabus, learners will be able to:			
<ul style="list-style-type: none"> <li>Grasp knowledge of Housing need &amp; selection of site in real life situations.</li> <li>Comprehending Housing plans for residential purpose.</li> <li>Appreciate principles of design and the contributing factors to refine personal aesthetic senses.</li> <li>Learn the widening concepts of Extension Education.</li> <li>Develop understanding for Effective teaching and learning.</li> </ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	<p><b>Housing:</b> Needs of a House, Factors influencing selection and purchases of house and site for house wilding.</p> <p><b>House Planning:</b> Principles of house planning, Planning different residential spaces in a house. Planning house for different income groups.</p>		
<b>II</b>	<p><b>Interior Designing:</b> Introduction to Interior designing. Objective of Interior decoration. Elements of design</p> <p><b>Home Decors:</b> Furniture arrangement in home decoration, flower arrangement.</p> <p><b>Furnishing:</b> Curtain, Draperies, Floor Coverings, wall ceiling, lighting, Accessories etc.</p>		
<b>III</b>	<p><b>Extension Education:</b> Meaning, Concepts, Objectives, Scope, Principles, Philosophy of Extension Education.</p> <p><b>Extension Teaching &amp; Learning:</b> Role and Qualities of an Extension worker. Extension teaching methods.</p>		
<b>IV</b>	<p><b>Communication &amp; Extension Teaching Methods:</b> Definition, Importance, Characteristics, Elements, Models &amp; Challenges in communications.</p> <p><b>Audio- visual Aids:</b> Definition, Importance, Classification, Selection, Preparation &amp; Effective use of Audio-visual Aids.</p>		
<b>References:</b>			
<ul style="list-style-type: none"> <li>Khanuja, Reena (2018) Grah Vyavastha avam Grah Sajja. Agrawal Publications, Agra ISBN: 978-93-81124-96-3</li> <li>Patni Manju &amp; Sharma Lalita, Grah Prabandh, Star Publications Agra.</li> <li>Cherunilam, F., &amp; Hedggade, O. D. (1987). <i>Housing in India</i>. Bombay: Himalaya Publishing House.</li> <li>Craig, H.T. and Rush, O.D. (1966). <i>Homes with Character</i>. Heath, 1966.</li> <li>Faulkner, R. &amp; Faulkner, S. (1961) <i>Inside Today's Home</i>. Rev. ed. © Holt, Rlnehart &amp; Winston, Inc.</li> <li>Goldstein. H &amp; Goldstein V. (1954). <i>Art in Everyday Life</i> Macmillan Publishers.</li> <li>Rutt, A.H. (1963) <i>Home furnishing</i>. John Wiley &amp; Sons, Inc.;</li> <li>Supriya, K.B. (2004). <i>Landscape gardening and designing with plants</i>. Pointer Publishers.</li> </ul>			

*Sanjay*

*Ru*

*Amber*



**Programme :- B.A.**

**Subject: Home Science**

### Syllabus

<b>Semester</b>	<b>IV</b>		
<b>Course Code</b>	<b>A130402P</b>		
<b>Course Title</b>	<b>Resource Planning and Decoration (Practical)</b>		
<b>Credit</b>	4	<b>Maximum Marks</b>	25
<b>Course Objective:-</b> <ul style="list-style-type: none"><li>To understand the family budget for different income groups.</li><li>To analysis the market survey of household equipment.</li><li>To prepare time plans for self and family.</li><li>To understand the draw of furniture layout.</li><li>To understand the colour wheel &amp; colour schemes.</li></ul>			
<b>Learning Outcomes:</b> After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none"><li>Developing skills for making time plan for effective balance of work &amp; leisure.</li><li>Plan &amp; prepare budget for the family.</li><li>Incorporate appropriate work simplification in using household equipments.</li><li>Develop understanding for house planning &amp; decoration.</li></ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	<ul style="list-style-type: none"><li>Preparation of time plans for self and family.</li><li>Drafting family budget for different income groups.</li></ul>		
<b>II</b>	Market Survey of Household Equipments- (Pressure cooker, Toaster, Gas Stove, Mixer & Grinder, Refrigerator, Washing machine, Microwave, Solar cooker)		
<b>III</b>	Draw House Plans Standard Specifications & Furniture Layout.		
<b>IV</b>	<ul style="list-style-type: none"><li>Preparation of Color wheels &amp; Color schemes.</li><li>Flower Arrangement &amp; Floor Decoration (Rangoli)- Application of Design principles and Elements of Art , Innovation of new styles.</li></ul>		
<b>References:</b> <ul style="list-style-type: none"><li>Alexander. N.J., (1972). Designing Interior Environment. New York: Harcourt Brace,</li><li>Bhargava, B. (2005). Family Resource Management and Interior Decoration, Jaipur: Apple Printer and V. R. Printers.</li><li>Faulkner, R., and Faulkner, S. (1975). Inside Today's Home, New York: Rinehart.</li><li>Gandotra, V., and Jaiswal, N. (2008). Management of Work in Home, New Delhi: Dominant Publishers and Distributors. (ISBN No. 81-7888-526-3)</li><li>Harmon. S., and Kennon, K. (2018). The Codes Guidebook for Interiors (5thEd.). New York: Wiley (ISBN: 978-1-119-34319-6)</li><li>Johanovich Inc. Ball, V. K. (1982). Art of Interior Design. New York: John Wiley &amp; Sons.</li></ul>			

*Signature*

*Ru*

*Signature*



**Programme :- B.A.**

**Subject: Home Science**

**Syllabus**

<b>Semester</b>	<b>V</b>		
<b>Course Code</b>	A130501T		
<b>Course Title</b>	<b>Surface Ornamentation of fabrics(Theory)</b>		
<b>Credit</b>	4	<b>Maximum Marks</b>	25+50
<b>Course Objective:-</b> <ul style="list-style-type: none"><li>To discuss the Natural &amp; Synthetic dying.</li><li>To understand the traditional Indian Embroideries and Traditional Textile.</li><li>To Explain the different methods of Laundry and Dry Cleaning.</li><li>Identify the different techniques of fabric from surface</li><li>Identifying traditional textiles of different states</li></ul>			
<b>Learning Outcomes:</b> After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none"><li>Knowing why fabrics look differently</li><li>Learn about finishes done on fabrics</li><li>Knowing about dyeing fabrics</li><li>Knowing the traditional embroideries of India</li><li>Knowing the importance of appropriate laundry method</li></ul>			
<b>Syllabus</b>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	<b>Techniques of Creating variety on fabrics:</b> (a) weaving(b)finishing of fabrics(c) dyeing of fabrics(d) printing fabrics(a)embroidery and other decoration methods <b>Finishes</b> (a) Classification of fabric finishes (b) Study of purpose and process of finishes		
<b>II</b>	<b>Dyeing</b> (a) Classification of dyes- Natural v/s Synthetic, advantages and limitations (b) Theory of dyeing Tie & Die, Batik. <b>Printing</b> (a) Direct printing- Block, Screen, Stencil, Roller		
<b>III</b>	<b>Indian Traditional Embroideries:</b> Meaning and status of traditional crafts in India, Knowing about the Traditional Embroideries of different states - Zardozi, Kashida of Kashmir, Phulkari of Punjab, Kantha of Bengal, Chikankari, Kasuti, of UP <b>Indian Traditional Textiles:</b> Knowing the Traditional textiles of different states of India (a) Woven fabrics- Baluchars, brocades, Kashmir carpets, Patola, Ikat, Pochampalli, Chanderi (b) Printed, painted and dyed-Sanganeri, Bhagru, Kalamkari, Madhubani, Bandhani.		
<b>IV</b>	<b>Water</b> Water and its uses in textile industry , Hardness and removal of Hardness of water. <b>Laundry and dry cleaning of fabrics and garments</b> (a) Methods of Laundry and Dry cleaning (b) Dry cleaning process (c) Reagents of Laundry Brighteners(d) Types of soaps and detergents		
<b>References:</b> <ul style="list-style-type: none"><li>Marsh JT: Textile Finishes</li><li>Trotman Er: Dyeing And Chemical Technology Of Fibres</li><li>Joseph M: Introduction To Textiles</li><li>Corbman P Bernard: Textiles- Fibre To Fabric</li><li>Hollen &amp; Saddler: Introduction To Textile</li><li>J. Hall: The Standard Hand Book Of Textiles, Wood Head Publication, 2004</li><li>J.E. Smith: Textile Processing –Printing, Dyeing, Abhishek Publishing, 2003</li></ul>			

*Signature*

*Ru*

*Signature*



Programme :- B.A.

Subject: Home Science

### Syllabus

Semester	V		
Course Code	A130502T		
Course Title	Community Development & Programme Planning (Theory)		
Credit	4	Maximum Marks	25+50
<b>Course Objective:-</b> <ul style="list-style-type: none"><li>To understand the Nature of Community and its Developments.</li><li>To make understand about community and organization development.</li><li>To understand the roll Extension Education and support Service of youth in community development.</li><li>To get knowledge about recent programmes which contribute in women and children developments.</li><li>To understand about programme planning and leadership.</li></ul>			
<b>Learning Outcomes:</b> After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none"><li>Understand the Community Development dynamics &amp; organizing system for Development.</li><li>Create awareness about the various development programmes.</li><li>Identify the leadership pattern in the community.</li><li>Impart skills to implement, monitor &amp; evaluate programmes.</li></ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	<b>Community and organization Development:</b> <ul style="list-style-type: none"><li>Meaning, Definition, Functions, Objectives, Philosophy, Principles of Community Development Programme in India.</li><li>Meaning, Types, Principles, Role &amp; Administrative Structure of organization at National, State, District, Block &amp; Village levels.</li></ul>		
<b>II</b>	<b>Home Science Extension Education in Community Development:</b> Origin, Concept, Need, Importance and Contribution of Home Science Extension Education in National Development. <b>Support Service of Youth Development:</b> NCC, NSS, Youth Camp, Youth Clubs etc. <b>NGO &amp; Others:</b> Contribution towards community services, Types & Role of NGO - WHO, CARE, UNICEF, UNESCO, UNDP, CRY, HELP-AGE INDIA.		
<b>III</b>	<b>Recent Development Programme for Women &amp; Children in India:</b> Support to Training & Employment for women (STEP), Swarn jayanti Gram Swarojgar Yogna (SGSY), Integrated Child Development Services (ICDS) etc.		
<b>IV</b>	<b>Programme Planning:</b> Programme planning component cycle and its components- <ul style="list-style-type: none"><li>Designing the project – Defining the objectives, Identifying resources, approach, feasibility and Work plan.</li><li>Implementation.</li><li>Monitoring and Evaluation.</li></ul> <b>Leadership:</b> Concept, Definitions, Types, Importance, Function and Role of Community leaders. Methods of Identifying and Training of leaders.		
<b>References:</b> <ul style="list-style-type: none"><li>Julie Fisher. (2003). Governments, NGO's and the Political Development of the Third World. Jaipur: Rawat Publications</li><li>Mohsionnadeem, (1985), "Rural Development through Government Program" Mittal Publications New Delhi.</li><li>Manju Patni &amp; Harpalini, (2018) Prasar Shiksha avam sanchar, Star Publications, Agra.</li><li>Reddy, A [1987]. "Extension Education". Bapatha, Andra Pradesh, India.: Sreelekshmi Press.</li><li>Ravi Shankar Kumar Singh. (2003). Role of NGO's in Developing Countries (Potentials,</li></ul>			

*Signature*

*Signature*

*Signature*



**Programme :- B.A.**

**Subject: Home Science**

### Syllabus

<b>Semester</b>	<b>V</b>		
<b>Course Code</b>	<b>A130503P</b>		
<b>Course Title</b>	<b>Community Transforming (change) (Practical)</b>		
<b>Credit</b>	<b>2</b>	<b>Maximum Marks</b>	<b>50</b>
<b>Course Objective:-</b> <ul style="list-style-type: none"><li>To understand the nature of community and its developments.</li><li>To make understand about community and organization development.</li><li>To understand the role of Extension Education and support service of youth for community development.</li><li>To get knowledge about recent programmes that contribute to women and children development.</li></ul>			
<b>Learning Outcomes:</b> After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none"><li>Address &amp; resolve women &amp; family related issues.</li><li>Make use of Audio-visual aids in planning &amp; conducting group communication</li><li>Understand the role of Government bodies in development of the community.</li><li>Organizing people for their own development.</li></ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	<ul style="list-style-type: none"><li>Observe &amp; Critical analysis nearby community of women &amp; children related welfare programme followed by the preparation of report.</li><li>Identify the target group &amp; their relevant issues i.e. help nutrition, Education, Women's &amp; Family issues.</li></ul>		
<b>II</b>	<ul style="list-style-type: none"><li>Identity to create an awareness on the existing contemporary issues.</li><li>Prepare &amp; learn the use of Audio-visual Aids.</li><li>Develop a script in the Folk drama (Nukkad Natak) format to perform in the target group.</li></ul>		
<b>References:</b> <ul style="list-style-type: none"><li>Mondal Sagar, Misra OP (2018) "Fundamentals of Extension education &amp; Rural Development", Kalyani Publications, New Delhi.</li><li>Mortiss PD (1988) Agricultural Extension- Practical Manual" Department of Primary Industries, Queens Land Government.</li><li>Pradhan.K. Varaprasad.C (2018) Glimpses of Practical in Extension Education, New\ India Publishing Agency. New Delhi</li><li>Jaipal Singh." Prasar Shiksha avam Gramin Vikas" SR Scientific Publications, Agra</li></ul>			

*Signature*

*Ru*

*Signature*



**Programme :- B.A.**

**Subject: Home Science**

### Syllabus

<b>Semester</b>	<b>V</b>
<b>Course Code</b>	<b>A130504P</b>
<b>Course Title</b>	<b>Minor Research Project (MRP) Part-1</b>
<p><b>Learning Outcomes:</b> Students who complete their master's programme in Home Science are mentally equipped to pursue research in the same discipline. It is generally accepted that research is nothing but an extension and application of knowledge in a certain specialized field. Students will be allowed to get exposed to a few elements of social research and also, they are expected to complete a research project, Elementary knowledge of research methodology shall consolidate the deepen their understanding of dynamic changes in the field of Home Science.</p> <ul style="list-style-type: none"><li>• Research project on the current trends in the Home Science.</li><li>• The project report will be prepared using Research Techniques.</li></ul>	
<p><b>References:</b></p> <ul style="list-style-type: none"><li>• Kerlinger F.N. and Lee, H.B. (200): Foundations of Behavioral Research 4<sup>th</sup> Ed. Harecourt College Publishers.</li><li>• Kumar, R. (2005): Research Methodology: A Step by by Step Guide for Beginners. Sage Publication, New Delhi.</li><li>• Ramamurthy, G.C. (2011): Research Methodology, Dreamtech Press Indian Private Ltd. New Delhi.</li><li>• Strauss, G.C. (201): Research Methodology, Dreamtech Press India Private Ltd. New Delhi.</li><li>• Strauss, A. and Corbin, J. (1990): Basic of Qualitative Research: Grounded theory procedure and Techniques, Sage Publication, California.</li></ul>	

*Signature*

*Ru*

*Signature*



**Programme :- B.A.**  
**Subject: Home Science**

**Syllabus**

<b>Semester</b>	<b>VI</b>		
<b>Course Code</b>	<b>A130601T</b>		
<b>Course Title</b>	<b>Dietetics and Therapeutic Nutrition</b>		
<b>Credit</b>	4	<b>Maximum Marks</b>	25+50
<b>Course Objective:-</b> <ul style="list-style-type: none"><li>To familiarize the students with Dietetics and Therapeutic Nutrition.</li><li>To know about energy metabolism in human body.</li><li>To acquaint the students with dietary management in various diseases.</li><li>To understand the therapeutic diet in different types of diseases.</li></ul>			
<b>Learning Outcomes:</b> After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none"><li>Gain knowledge of principles of diet therapy.</li><li>Gain knowledge about Energy Metabolism in human nutrition.</li><li>Acquaint students with BMR in human body.</li><li>Develop and understand modification of the normal diet for therapeutic purposes.</li><li>Practical knowledge of dietary management in some common diseases.</li></ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	Introduction: Definition of Dietetics and Therapeutic Nutrition, Importance of Diet Therapy, Objectives of therapeutic Diet, Principles of diet therapy, Different feeding methods, Oral feeding and Tube feeding.		
<b>II</b>	Energy Metabolism: The calorific value of food, Measurement of energy exchange in the body, Direct calorimeter and Indirect calorimeter, BMR, Factors influencing the Basal Metabolic Rate, Diet during fevers and infections –Acute fever –Chronic fever, Important changes in nutrition during fever.		
<b>III</b>	Diet during Digestive system diseases: a) Peptic ulcers–Causes, symptoms and diet modification b) Diarrhoea and Constipation –Causes, treatment and diet modification. Weight Management: a) Overweight and Obesity, Causes of Obesity and Diet Modification b) Underweight, Causes and Diet Therapy.		
<b>IV</b>	Therapeutic Diets in Cardiac Diseases a) Atherosclerosis, Dietary factors influencing lipid level in blood, Modification of diet and Meal Pattern. b) Hypertension –Causes and symptoms –Diet in Hypertension Endocrinal Disorders: a) Introduction to endocrinology b) Various endocrine glands and their functions: Thyroid, Adrenal and Pancreas c) Diabetes Mellitus–occurrence types, symptoms, metabolic changes, dietary modification and educating the patient.		
<b>References:</b> <ul style="list-style-type: none"><li>Sumati R Mudambi – “Fundamentals of food, Nutrition and Diet Therapy”, New Age International Pvt. Ltd, New Delhi, 6th Edition (2018).</li><li>B Srilakshmi- “Dietetics” , New Age International Publishers, New Delhi 2017.</li><li>Dr. Brinda Singh- Aahar Vigyan evam Poshan, , Panchsheel Prakashan, Jaipur, 2015; 13th Ed.</li><li>Dr.DevinaSahai, SamanyaEvamUpcharatmakPoshan, New Age International Publishers.</li><li>Kumud khanna– “Text book of Nutrition and Dietetics” , Elite Publishing House Pvt. Ltd, New Delhi, 7th Ed. 2013.</li><li>M Swaminathan – Essentials of food and Nutrition , Vol II, Applied Aspects, The Bangalore Printing and Publishing Co. Ltd, Bangalore, 2nd Edition 1985, Reprint 1997.</li></ul>			

*Signature*

*Signature*

*Signature*





**Programme :- B.A.**  
**Subject: Home Science**

### Syllabus

<b>Semester</b>	<b>VI</b>		
<b>Course Code</b>	<b>A130602T</b>		
<b>Course Title</b>	<b>Research Methodology and Gender Development (Theory)</b>		
<b>Credit</b>	4	<b>Maximum Marks</b>	25+50
<b>Course Objective:-</b> <ul style="list-style-type: none"><li>To understand the significance of research Methodology to identify appropriate sampling methodology tools of data collection and uses of each in Home Science.</li><li>To understand the process of research writing.</li><li>To Understand the major points of women development.</li><li>To understand the Employment trends and Entrepreneurial development of women.</li><li>To develop insight into the General issues of women.</li></ul>			
<b>Learning Outcomes:</b> After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none"><li>Explain the concept and use of Research.</li><li>Develop a research proposal.</li><li>Learn about the data, sample and report writing.</li><li>Conduct survey.</li><li>To understand strategies for empowerment of women.</li></ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	<b>Social Research:</b> <ul style="list-style-type: none"><li>Concept, Scope, Steps of research</li></ul> <b>Sampling</b> <ul style="list-style-type: none"><li>Concept, Techniques, Principles and Limitations of sampling.</li></ul> <b>Data collection</b> <ul style="list-style-type: none"><li>Sources of Data Collection: Primary &amp; Secondary</li><li>Tools of Data collection: Interview schedule, Observation, Questionnaire</li></ul>		
<b>II</b>	<b>Report Writing</b> <ul style="list-style-type: none"><li>Summary, Conclusion and Recommendations</li><li>Writing references</li><li>Writing process of research report: Formal Style of writing, Preface, Chapterization, Headings, Tables and Figures, Appendices, Bibliography and Acknowledgement</li></ul>		
<b>III</b>	<b>Women in Development:</b> Capacity Building for women-Education, Decision Making abilities, Opportunities, Awareness & Information on social and legal issues. <b>Women's Organizations &amp; Collective Strength:</b> Women's action groups and women's participation in development initiative.		
<b>IV</b>	<b>Employment Trends of women:</b> Need for self-employment, Opportunities & challenges in an organized and un-organized sector. <b>Entrepreneurship Development to empower women:</b> Motivation, Development of women entrepreneurs in India, Schemes available to encourage women entrepreneurship.		
<b>References:</b> <ul style="list-style-type: none"><li>C. R. Kothari: Research Methodology- Method and Techniques</li><li>R. Kumar: Research Methodology: A step by Step Guide for Beginners</li><li>M. H. Gopal: Introduction to Research Methodology for Social Sciences</li><li>Good, Carter, Scales and Douglas: Methods of Research</li><li>Bhasin, Kamla (2000). Understanding Gender. New Delhi. Kaali for Women.</li><li>Devi, Uma (1994). Women Work, Development and Ecology. New Delhi, Har-Anand Publications.</li></ul>			

*Signature*

*Ru*

*Signature*



**Programme :- B.A.**

**Subject: Home Science**

### Syllabus

<b>Semester</b>	<b>VI</b>		
<b>Course Code</b>	<b>A130603P</b>		
<b>Course Title</b>	<b>Therapeutic Diet Preparation and Nutrient Evaluation (Practical)</b>		
<b>Credit</b>	4	<b>Maximum Marks</b>	50
<b>Course Objective:-</b> <ul style="list-style-type: none"><li>To familiarize students about therapeutic diet.</li><li>To understand the preparation of therapeutic diet in fever, diarrhea, Constipation.</li><li>To understand dietary modification for weight management.</li><li>To examine nutrition calculation of diet.</li><li>To enable the students to understand the modification of normal diet for patient.</li></ul>			
<b>Learning Outcomes:</b> After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none"><li>Gain knowledge of principles of diet therapy</li><li>Develop and understand modification of the normal diet for therapeutic purposes</li><li>Practical knowledge of dietary management in some common disorders</li></ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	Modification of normal diet for therapeutic purposes preparation and presentation		
<b>II</b>	Therapeutic Diet Preparation and Nutrient Calculation of <ul style="list-style-type: none"><li>Diet in fever</li><li>Diet in diarrhea</li><li>Diet in Constipation</li></ul>		
<b>III</b>	Therapeutic Diet Preparation and Nutrient Calculation of some Common Disorders <ul style="list-style-type: none"><li>Diet in diabetes Mellitus</li><li>Diet in Hypertension</li><li>Diet in Atherosclerosis</li></ul>		
<b>IV</b>	Dietary Modification for weight management – Preparation and Nutrient Calculation of diet in- <ul style="list-style-type: none"><li>Overweight &amp; obesity</li><li>Underweight</li></ul>		
<b>References:</b> <ul style="list-style-type: none"><li>Sumati R Mudambi – “Fundamentals of food, Nutrition and Diet Therapy”, New Age International Pvt. Ltd, New Delhi, 6th Edition (2018).</li><li>B Srilakshmi- “Dietetics” , New Age International Publishers, New Delhi 2017</li><li>Bamji MS, Krishnaswamy K and Brahmam GNV(Eds) (2009), Text book of Human Nutrition, 3rd Edition , Oxford &amp; IBH Publishing Co. Pvt. Ltd. New Delhi</li><li>Dr. Brinda Singh- Aahar Vigyan evam Poshan, , Panchsheel Prakashan, Jaipur, 2015; 13th Ed.</li><li>Dr. Sheel Sharma, “Nutrition and Diet Therapy” PEEPEE Publishers and Distributers (P) Ltd. Delhi, 2014, 1st Ed.</li></ul>			

*Signature*

*Ru*

*Signature*

Samy

Ru

Amor



**Programme :- B.A.**

**Subject: Home Science**

**Syllabus**

<b>Semester</b>	<b>VI</b>		
<b>Course Code</b>	<b>A130604P</b>		
<b>Course Title</b>	<b>Minor Research Project (MRP) Part-2</b>		
<b>Credit</b>	8	<b>Maximum Marks</b>	25+75
<p><b>Learning Outcomes:</b> Students who complete their master's programme in Home Science are mentally equipped to pursue research in the same discipline. It is generally accepted that research is nothing but an extension and application of knowledge in a certain specialized field. Students will be allowed to get exposed to a few elements of social research and also, they are expected to complete a research project, Elementary knowledge of research methodology shall consolidate the deepen their understanding of dynamic changes in the field of Home Science.</p> <ul style="list-style-type: none"><li>• Research project on the current trends in the Home Science.</li><li>• The project report will be prepared using Research Techniques.</li></ul>			
<p><b>References:</b></p> <ul style="list-style-type: none"><li>• Kerlinger F.N. and Lee, H.B. (200): Foundations of Behavioral Research 4<sup>th</sup> Ed. Harecourt College Publishers.</li><li>• Kumar, R. (2005): Research Methodology: A Step by by Step Guide for Beginners. Sage Publication, New Delhi.</li><li>• Ramamurthy, G.C. (2011): Research Methodology, Dreamtech Press Indian Private Ltd. New Delhi.</li><li>• Strauss, G.C. (201): Research Methodology, Dreamtech Press India Private Ltd. New Delhi.</li><li>• Strauss, A. and Corbin, J. (1990): Basic of Qualitative Research: Grounded theory procedure and Techniques, Sage Publication, California.</li></ul>			

*Signature*

*Ru*

*Signature*



**Programme :- B.A.**

**Subject: Home Science**

### Syllabus

<b>Semester</b>	<b>VII</b>		
<b>Course Code</b>	<b>A130701T</b>		
<b>Course Title</b>	<b>Statistics and Computer Applications (Theory)</b>		
<b>Credit</b>	4	<b>Maximum Marks</b>	25+50
<b>Course Objective:-</b> <ul style="list-style-type: none"><li>To understand the role of statistics and computer applications in research.</li><li>To apply statistical techniques to research data for analyzing and interpreting data meaningfully.</li></ul>			
<b>Learning Outcomes:</b> After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none"><li>Differentiate between the qualitative and quantitative methods of analysis of data.</li><li>Suitably apply data reduction strategies and illustrate data using various graphical methods.</li><li>Use appropriate parametric and non parametric statistical tests .</li><li>Draw conclusions and interpretations from the analysis of data using various statistical softwares.</li></ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	<b>Statistics:</b> Meaning, Uses and Diagrammatic representation of Data Measures of Central Tendency Measures of Dispersion		
<b>II</b>	<b>Correlation:</b> Karl Pearson's Rank Correction Coefficient <b>Index Number</b> <b>Probability:</b> Concept and Theory Chi Square <ul style="list-style-type: none"><li>"t" test</li></ul>		
<b>III</b>	<b>Fundamentals of Computer:</b> History of Computers, Generation of Computer, Language, Components, <b>Applications of Computers.</b> Operating System & Internet: MS- DOS, MS-Windows, and Internet		
<b>IV</b>	<b>MS-Office:</b> MS-Word, MS Excel, and Power Point. Introduction to Data Base Management Systems		
<b>References:</b> <ul style="list-style-type: none"><li>Gordis L. (2013) Epidemiology. (Fifth Edition). Philadelphia, PA: Saunders Elsevier,</li><li>Agresti, A.&amp; Franklin C.A. (2009) Statistics: The Art and Science of Learning from Data ( Second Edition) Boston,MA: Pearson Prentice Hall, ISBN 978-0-13-513199-2</li><li>Greene, S. and Hogan, D. (Eds.). (2005). Researching Children's Experiences: Methods and Approaches. London: Sage.</li><li>Muijs, D. (2004). Doing Quantitative Research in Education with SPSS. London: Sage</li></ul>			

*Signature*

*Ru*

*Signature*



**Programme :- B.A.**

**Subject: Home Science**

**Syllabus**

<b>Semester</b>	<b>VII</b>		
<b>Course Code</b>	<b>A130702T</b>		
<b>Course Title</b>	<b>Applied Physiology (Theory)</b>		
<b>Credit</b>	4	<b>Maximum Marks</b>	25+50
<b>Course Objective:-</b>			
<ul style="list-style-type: none"> <li>• Advance their understanding of some of the relevant issues and topics of human physiology.</li> <li>• Enable the students to understand the integrated function of all system and the grounding of nutritional science in physiology.</li> <li>• To enable the students to understand the anatomy and functions of human body and techniques/methods of blood and urine analysis.</li> <li>• Understand alterations of structure and function in various organs and systems in disease conditions.</li> </ul>			
<b>Learning Outcomes:</b> After successful completion of the syllabus, learners will be able to:			
<ul style="list-style-type: none"> <li>• Understand the current state of knowledge about the functional organization of the human body.</li> <li>• Develop insight of normal functioning of all the organ systems of the body and their interactions.</li> <li>• Comprehend the pathophysiology of commonly occurring diseases.</li> <li>• Correlate physiology with various disorders and their pathogenesis.</li> </ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	<p><b>Cell structure and function Levels of cellular organization and function-</b> organelles, tissues and systems Brief review. Cell membrane, transport across cell membrane and intercellular communication. Regulation of cell multiplication. <b>Nervous System</b> - Review of structure and function of neuron, conduction of nerve impulse synapses and role of neurotransmitters. - Organisation of central nervous system, structure and function of Brain and spinal cord, Afferent and efferent nerves. Blood Brain Barrier, CSF, Hypothalamus and its role in various body function- obesity, sleep, memor <b>Endocrine system</b> - Endocrine glands- structure, function, role of hormones, regulation of hormonal secretion. The neuro endocrine axis. Disorders of endocrine glands. Emphasis on physiology of diabetes and stress hormones.</p>		
<b>II</b>	<p><b>Sense organs</b> - Review of structure and function. Role of skin, eye, nose and tongue in perception of stimuli. <b>Digestive system</b> - Review of structure and function Secretary, Digestive and absorptive function. Role of liver, pancreas and gall bladder and their dysfunction Motility and hormones of GIT. <b>Respiratory system</b> - Review of structure and function. Role of lungs in the exchange of gases, Transport of oxygen and CO, Role of haemoglobin and buffer systems Cardiorespiratory response to exercise and physiological effects of training.</p>		
<b>III</b>	<p><b>The circulatory system</b> - Structure and function of heart and blood vessels Regulation of cardiac output and blood pressure, heart failure, hypertension. <b>Blood formation, composition, blood clotting and haemostasis:</b> Formation and</p>		

*Signature*

*Signature*

*Signature*

	<p>function of plasma proteins, Use of blood for investigation and diagnosis of specific disorders , Anaemia.</p> <p><b>The excretory system</b> - Structure and function of nephron. Urine formation. Role of kidney in maintaining pH of blood. - Water, electrolyte and acid base balance , diuretics.</p>
<b>IV</b>	<p><b>The Musculo-skeletal system</b> - Structure and function of bone cartilage and connective tissue. Disorders of the skeletal system. - Types of muscles- structure and function</p> <p><b>Immune system</b> - Cell mediated and humeral immunity activation of WBC and production of antibodies. Their Role in inflammation and defence.</p> <p><b>Reproduction</b> - Menstrual cycle, spermatogenesis, physiological changes in pregnancy.</p>
<p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Ganong W.F.(2003)-Review of Medical Physiology.21st ed. McGraw Hill.</li> <li>• Guyton A.C. and Hall J.E.(2000)Textbook of Medical Physiology.10th ed. India: Harcourt Asia..</li> <li>• Tortora G.J and Grabowski S.R.(2000) Principles of Anatomy and Physiology.9th ed. John Wiley and Sons.Inc.</li> <li>• West J.B.(1996): Physiological Basis of Medical Practice.12th Edition. B. I. Waverly Pvt. Ltd.</li> <li>• Marieb E.N(2001) Human Anatomy and Physiology(5th ed)Pearson Education ,Inc, publishing as Benjamin Cummings.</li> <li>• Jain A. K (2014) Human Physiology for BDS(5th Edition), Publisher: Avichal Publishing Company; ISBN: 9788177394337 .</li> <li>• Pal G.K and Pal Pravati (2016) Comprehensive Textbook Of Medical Physiology (2Vols) Publisher: Jaypee Brothers Medical Pub (P) Ltd. ) ISBN: 5551234080758;</li> </ul>	

*Samir*

*Ru*

*Amber*



Programme :- B.A.

Subject: Home Science

Syllabus

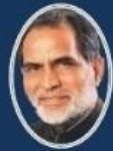
Semester	VII		
Course Code	A130703T		
Course Title	History and Theories of Human development		
Credit	4	Maximum Marks	25+50
Course Objective:-	<ul style="list-style-type: none"><li>To introduce concepts of human development to student and link it as an interdisciplinary field.</li><li>To discuss various theories of human Development.</li><li>To discuss the importance and scope of the study of human development.</li><li>To examine historical perspectives in the evolution theory.</li><li>To Understand the Practical application of Theory.</li></ul>		
Learning Outcomes:	After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none"><li>Early Theories and ethological theories.</li><li>Psychoanalytic theory neo Freudians theories and learning theory.</li><li>Cognitive development theory and cross cultural relevance current status.</li><li>Social learning and Social cognition theories, theories of self.</li><li>Humanistic Psychology. Developmental theory.</li></ul>		
Unit	Course Content		
I	<ul style="list-style-type: none"><li>Concept of human development.</li><li>A brief overview of development stages of human development.</li><li>Scope of the field of human Development.</li><li>Linkage of human development with other fields.</li></ul>		
II	<b>Early Theories:</b> Preformationism, Lock, Rousseau, Eastern Philosophers. <b>Ethological Theories:</b> Drawin, Lorenz, Tinbergen and Bowlby; Cross-cultural, relevance, Current status.		
III	<ul style="list-style-type: none"><li><b>Freud's Psychoanalytic Theory:</b> Freudian Theory, Neo-Freudians: Horney, Fromm, Sullivan cross-cultural relevance, current status.</li><li><b>Learning Theory:</b> Pavlov, Watson, Skinner cross-cultural relevance, current status.</li></ul>		
IV	<ul style="list-style-type: none"><li><b>Cognitive Development Theory:</b> Paige's Theory cross-cultural relevance, current status.</li><li><b>Vygot sky's Theory :</b> cross-cultural relevance, current status.</li><li><b>Social learning and social cognition theories:</b> Bandera's theory, cross-cultural relevance and current status.</li></ul>		
References:	<ul style="list-style-type: none"><li>Aries, P. (1962). Centuries of Childhood, New York, Knopt.</li><li>Berk, L.E (1996). Child Development. New Delhi: Prentice Hall.</li><li>Bhattacharya. S. (2003). Social Work: An Integrated Approach. New Delhi: Deep &amp;Deep Publications Pvt. Ltd.</li><li>Crain, W. (1992), Theories of Development, concepts and applications New Jersey: Prentice Hall;</li><li>James, A. and Prout, J. (Ed.) (1990), Constructing and Reconstructing child-hood London: Falmer Press.</li><li>Kakar, S. (1977), Culture and Psyche-Selected Essay S, Delhi: Oxford University Press.</li><li>Roland, A (1996). Cultural Pluralism and Psychoanalysis, New York: Rout/Edge.</li><li>Smith, J.A. Harre, R. and Van Langeh ove, L. (1985) Re-thinking Psychology, London: sage.</li></ul>		

*Signature*

*Ru*

*Signature*





Programme :- B.A.

Subject: Home Science

### Syllabus

Semester	VII		
Course Code	A130704T		
Course Title	Advance Study of Human Development (Theory)		
Credit	4	Maximum Marks	25+50
<b>Course Objective:-</b> <ul style="list-style-type: none"><li>To introduce methods of studying human Development.</li><li>To acquaint students with issues related to developments of infants.</li><li>To undertake an advanced study of the stages in human development to adolescence.</li><li>To understand the principles and factors influencing human development in there stages.</li><li>To orient the students regarding the salient factors influencing human development.</li></ul>			
<b>Learning Outcomes:</b> After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none"><li>Principals and concepts of growth and development.</li><li>Pre natal Development genetic environmental factors, Indian practices during pregnancy, infancy, Birth to 2 Years.</li><li>Transition from infancy to childhood, All round development.</li><li>Late childhood (7 to 11 years) Physical, Motor, cognitive, moral, language and social development.</li><li>Adolescence (11 to 18 years) Transition From Childhood and ethnic group health, sexuality, mental health, delinquency, conformity.</li></ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	<ul style="list-style-type: none"><li>Principles and concepts of Development.</li><li>Principles of growth and development.</li><li>Developmental Tasks.</li><li>Basic concepts of development- maturation and learning, critical periods, individual difference, nature- nurture issue.</li><li>Secular trend in growth.</li></ul>		
<b>II</b>	<b>Prenatal Development</b> <ul style="list-style-type: none"><li>Recapitulation of stages in prenatal development, genetic and environmental factors: maternal condition and teratogens.</li><li>Importance of Indian practices during pregnancy.</li></ul> <b>Infancy: (Birth- 02 Years)</b> <ul style="list-style-type: none"><li>The newborn: birth process and the neonate, Physical description, sensory capacities and reflexes. Becoming coordinated-feeding, Sleeping, crying.</li><li>Limitation, objects permanence and other cognitive accomplishments.</li><li>Early language development.</li><li>Social relationships during infancy.</li><li>The cultural experience of being on infant.</li></ul>		
<b>III</b>	<b>Early Childhood (2-6 Years)</b> <ul style="list-style-type: none"><li>Characteristic &amp; developmental tasks of early childhood.</li><li>Physical, mental, mature, speech, emotional, social moral &amp; personality</li></ul>		

*Signature*

*Ru*

*Signature*

	<p>development during early childhood period.</p> <ul style="list-style-type: none"> <li>• Early childhood education.</li> <li>• Family relationship in early childhood.</li> </ul> <p><b>Late Childhood (7-11Years)</b></p> <ul style="list-style-type: none"> <li>• Characteristic and development task of late childhood.</li> <li>• Physical growth, mature skills, moral, personality development &amp; development of understanding during late childhood period.</li> <li>• Social relationship- peers, siblings and parents.</li> <li>• The experience of schooling- academic achievement.</li> </ul>
<b>IV</b>	<p><b>Adolescence (11-18 Years)</b></p> <ul style="list-style-type: none"> <li>• Transition from childhood to sexual maturity- puberty and its consequences, Emotional Changes.</li> <li>• Development of formal operations- Adolescent thought, Integration of the self, issues of identity.</li> <li>• Role of family, peers, community and ethnic group.</li> <li>• Moral reasoning and judgment.</li> <li>• Health, Sexuality, mental health, delinquency, conformity.</li> </ul>
<p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Bee. H (1997). The developing child (VIII Ed.) New York: Longman.</li> <li>• Berk, L.E (1995), Child Development, London: Allyn &amp; Bacon.</li> <li>• Clarke- Stewart, A. &amp; Friedman, S. (1987) Child Development: Infancy Through adolescence. New York: John Wiley.</li> <li>• Cole, M. &amp; Cole, S. (1993) The Development of Children. (2nd Ed.) New York, Scientific American Books Freeman &amp; Co.</li> <li>• Dutt, S. (1998). Moral values in development. New Delhi: Anmol.</li> <li>• Mussen, P.H. Conger, J.J. Kangar, J.R Huston, A.C. (1996). Child Development and Personality, New York: Harper &amp; Row.</li> </ul>	

*Samir*

*Ru*

*Amber*



**Programme :- B.A.**

**Subject: Home Science**

### Syllabus

<b>Semester</b>	<b>VII</b>		
<b>Course Code</b>	<b>A130705P</b>		
<b>Course Title</b>	<b>Practical related to Theory papers</b>		
<b>Credit</b>	4	<b>Maximum Marks</b>	100
<b>Course Objective:-</b> <ul style="list-style-type: none"><li>To understand the classification of tabulation of data.</li><li>To understand the MS Office, MS Word, MS Excel and MS-Powerpoint.</li><li>To understand the sense organs.</li><li>To analysis the assessment of infant development.</li><li>To examine the social learning.</li></ul>			
<b>Learning Outcomes:</b> After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none"><li>Explain the Measurement of central tendency.</li><li>To learn computer application.</li><li>To learn digestive system.</li><li>To acquaint students with issues related to development of infants.</li><li>To learn to prepare a project for social relationship during early childhood.</li></ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	<ul style="list-style-type: none"><li>Conceptual understanding of statical: Measure, Classification of tabulatin of data, measurement of central tendency.</li><li>MS-Office, MS Word, MS Exceland MS Powerpoint.</li></ul>		
<b>II</b>	<ul style="list-style-type: none"><li>Sense Organ: Skin, eyes, nose and tongue.</li><li>Digestive System: Function, organ</li></ul>		
<b>III</b>	<ul style="list-style-type: none"><li>Prepare a project play based on the information – secured on an existing program in the locality.</li><li>Perception of different groups/cultures on infants care and development.</li></ul>		
<b>IV</b>	<ul style="list-style-type: none"><li>Testing and Asessment of Indian infants development.</li><li>Prepare a project based on Indian social relationships during Early childhood.</li></ul>		
<b>References:</b> <ul style="list-style-type: none"><li>Guyton A.C. and Hall J.E.(2000)Textbook of Medical Physiology.10th ed. India: Harcourt Asia..</li><li>Tortora G.J and Grabowski S.R.(2000) Principles of Anatomy and Physiology.9th ed. John Wiley and Sons.Inc.</li><li>Agresti, A.&amp; Franklin C.A. (2009) Statistics: The Art and Science of Learning from Data ( Second Edition) Boston,MA: Pearson Prentice Hall, ISBN 978-0-13-513199-2</li><li>Greene, S. and Hogan, D. (Eds.). (2005). Researching Children’s Experiences: Methods and Approaches. London: Sage.</li><li>Muijs, D. (2004). Doing Quantitative Research in Education with SPSS. London: Sage</li><li>Aries, P. (1962). Centuries of Childhood, New York, Knopt. □</li><li>Berk, L.E (1996). Child Development. New Delhi: Prentice Hall. □</li><li>Bhattacharya. S. (2003). Social Work: An Integrated Approach. New Delhi: Deep &amp;Deep Publications Pvt. Ltd.</li><li>Crain, W. (1992), Theories of Development, concepts and applications New Jersey: Prentice Hall;</li></ul>			

*Signature*

*Signature*

*Signature*



जननायक चन्द्रशेखर विश्वविद्यालय, बलिया  
Jananayak Chandrashekhar University, Ballia

A State University established under Uttar Pradesh State University Act 1973



**Programme :- B.A.**

**Subject: Home Science**

### Syllabus

<b>Semester</b>	<b>VII</b>
<b>Course Code</b>	<b>A130706P</b>
<b>Course Title</b>	<b>Research Project (RP) Part-1</b>
<p><b>Learning Outcomes:</b> Students who complete their master's programme in Home Science are mentally equipped to pursue research in the same discipline. It is generally accepted that research is nothing but an extension and application of knowledge in a certain specialized field. Students will be allowed to get exposed to a few elements of social research and also, they are expected to complete a research project, Elementary knowledge of research methodology shall consolidate the deepen their understanding of dynamic changes in the field of Home Science.</p> <ul style="list-style-type: none"><li>• Research project on the current trends in the Home Science.</li><li>• The project report will be prepared using Research Techniques.</li></ul>	
<p><b>References:</b></p> <ul style="list-style-type: none"><li>• Kerlinger F.N. and Lee, H.B. (200): Foundations of Behavioral Research 4<sup>th</sup> Ed. Harecourt College Publishers.</li><li>• Kumar, R. (2005): Research Methodology: A Step by by Step Guide for Beginners. Sage Publication, New Delhi.</li><li>• Ramamurthy, G.C. (2011): Research Methodology, Dreamtech Press Indian Private Ltd. New Delhi.</li><li>• Strauss, G.C. (201): Research Methodology, Dreamtech Press India Private Ltd. New Delhi.</li><li>• Strauss, A. and Corbin, J. (1990): Basic of Qualitative Research: Grounded theory procedure and Techniques, Sage Publication, California.</li></ul>	



Programme :- B.A.

Subject: Home Science

### Syllabus

<b>Semester</b>	<b>VIII</b>		
<b>Course Code</b>	<b>A130801T</b>		
<b>Course Title</b>	<b>Problem in Human Nutrition (Theory)</b>		
<b>Credit</b>	4	<b>Maximum Marks</b>	25+50
<b>Course Objective:-</b> <ul style="list-style-type: none"><li>To familiarize the students with newer concepts in dietary management of various disorders and diseases.</li><li>Nutritional problems/nutrition-related diseases prevalent among the affluent and the less privileged groups, with reference to their incidence, etiology and public health significance.</li><li>Biochemical and clinical manifestations, preventive and therapeutic measures of the same.</li><li>Understand critical periods in growth and development and impact of malnutrition.</li></ul>			
<b>Learning Outcomes:</b> After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none"><li>Become familiar with the concept of public health nutrition and health care of the community.</li><li>Understand the causes, consequences and preventive strategies for nutritional problems in the community.</li><li>Comprehend the strategies for improving nutrition and health status of communities.</li></ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	<b>Historical background, prevalence, etiology, biochemical and clinical manifestations, preventive and therapeutic measures for the following: -</b> PEM Vitamin A deficiency		
<b>II</b>	<b>Historical background, prevalence, etiology, biochemical and clinical manifestations, preventive and therapeutic measures for the following: -</b> Nutritional anaemia Rickets, osteomalacia and osteoporosis		
<b>III</b>	<b>Historical background, prevalence, etiology, biochemical and clinical manifestations, preventive and therapeutic measures for the following: -</b> Obesity and overweight Diabetes mellitus		
<b>IV</b>	<b>Historical background, prevalence, etiology, biochemical and clinical manifestations, preventive and therapeutic measures for the following: -</b> CHD Cancer		
<b>References:</b> <ul style="list-style-type: none"><li>McCullum, E.V. (1957): History of Nutrition, Houghton Mifflin Co.</li><li>WHO (1970): Fluorides and Human Health</li><li>Mahan, L.K. &amp; Ecott-Stump, S. (2000): Krause's Food, Nutrition and Diet Therapy, 10th Edition, W.B. Saunders Ltd.</li><li>World Health Organisation's Reports, Monographs and Technical Report Series.</li><li>पोषण के मूल सिद्धान्त, डॉ० अर्चना चक्रवर्ती, वैभव लक्ष्मी प्रकाशन ISBN : 978-93-91846-18-3</li><li>आहार पोषण एवं खाद्य स्वच्छता, डॉ० अर्चना चक्रवर्ती, वैभव लक्ष्मी प्रकाशन ISBN : 91-542-233114</li></ul>			

*Signature*

*Signature*

*Signature*



**Programme :- B.A.**

**Subject: Home Science**

### Syllabus

<b>Semester</b>	<b>VIII</b>		
<b>Course Code</b>	<b>A130802T</b>		
<b>Course Title</b>	<b>Maternal and Child Nutrition (Theory)</b>		
<b>Credit</b>	4	<b>Maximum Marks</b>	25+50
<b>Course Objective:-</b> <ul style="list-style-type: none"><li>To enable the students to understand the role of nutrition during pregnancy, lactation and infancy.</li><li>Understand physiological changes in pregnancy and lactation.</li><li>Get acquainted with growth and developmental changes from conception till adolescence.</li><li>Understand the inter-relationship between nutrition and growth and development during life cycle.</li></ul>			
<b>Learning Outcomes:</b> After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none"><li>To learn Current Nutrition and Health Status of Women and Children in India. Changing concepts and controversies in Maternal and Child Nutrition.</li><li>To learn Importance of Maternal Nutrition. Nutritional requirements during pregnancy.</li><li>To learn Physiology and endocrinology of lactation- synthesis of milk components. let down reflex, role of hormones, lactation amenorrhea, effect of breast feeding on maternal health.</li><li>To learn Growth and development during infancy, childhood and adolescence. Malnutrition in mother and children.</li><li>To learn Policies and programmes for promoting maternal and child nutrition and health.</li></ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	Current Nutrition and Health Status of Women and Children in India. Changing concepts and controversies in Maternal and Child Nutrition.		
<b>II</b>	<b>Importance of Maternal Nutrition:</b> Importance of Nutrition during pregnancy. Pre-requisites for successful outcome. Effect of under nutrition on mother-child diad including pregnancy outcome and Maternal and Child Health-Short term and Long term. Physiology and endocrinology of pregnancy and embryonic and foetal growth and development. Nutritional requirements during pregnancy. Adolescent Pregnancy Pregnancy and AIDS Pregnancy and TB Intra-uterine growth retardation Complications of pregnancy and management and importance of antenatal care. Congenital malformation, foetal alcohol syndrome and gestational diabetes mellitus.		
<b>III</b>	<b>Lactation Development of mammary tissue and role of hormones.</b> Physiology and endocrinology of lactation-synthesis of milk components. let down reflex, role of hormones, lactation amenorrhea, effect of breast feeding on maternal health. Human milk composition and factors affecting breastfeeding and fertility. Management of lactation-Prenatal breastfeeding skill education, rooming in,		

*Signature*

*Signature*

*Signature*

	problems, sore nipples, engorged breast, inverted nipples etc. Exclusive breastfeeding Baby friendly hospitals initiative. Breast feeding in the age of AIDS
<b>IV</b>	Growth and development during infancy, childhood and adolescence. Malnutrition in mother and children: etiology and management (in brief) Policies and programmes for promoting maternal and child nutrition and health
<b>References:</b>	
<ul style="list-style-type: none"> <li>• UNICEF (1997). The Care initiative: Assessment, Analysis and Action to improve care for Nutrition, New York, UNICEF</li> <li>• WHO (1999) Management of severe malnutrition, A manual for physicians and other senior health workers. Geneva, WHO.</li> <li>• पोषण के मूल सिद्धान्त, डॉ0 अर्चना चक्रवर्ती, वैभव लक्ष्मी प्रकाशन ISBN : 978-93-91846-18-3</li> <li>• आहार पोषण एवं खाद्य स्वच्छता, डॉ0 अर्चना चक्रवर्ती, वैभव लक्ष्मी प्रकाशन ISBN : 91-542-233114</li> </ul>	

*Sanjay*

*Ru*

*Amber*



Programme :- B.A.

Subject: Home Science

### Syllabus

<b>Semester</b>	<b>VIII</b>		
<b>Course Code</b>	<b>A130803T</b>		
<b>Course Title</b>	<b>Parenting in Early Childhood (Theory)</b>		
<b>Credit</b>	4	<b>Maximum Marks</b>	25+50
<b>Course Objective:-</b> <ul style="list-style-type: none"><li>To understand the significance of parents role in early childhood.</li><li>To develops skill to involve parents in early childhood education programs.</li><li>To learn to conduct parent education programs</li></ul>			
<b>Learning Outcomes:</b> After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none"><li>Parenting, task of parenting, being a competent parent individual parenting role. The mothering role the fathering role.</li><li>Development interaction in early childhood years. Family relation and communication, learning social role and interactions with other, meeting children's needs.</li><li>Techniques. Of parent education in preschool setting informal meeting. Parent library, workshop, Individual meeting.</li></ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	<b>Introduction:</b> <ul style="list-style-type: none"><li>The task of parenting and the concept of parenting skills.</li><li>Changing concept of parenthood and childhood.</li><li>Being a competent parent.</li></ul> <b>Individual Parenting Roles:</b> <ul style="list-style-type: none"><li>Determinants of parenting behavior, Characteristics of the parenting roles, the fathering role, Concept of family, The family life cycle stages.</li></ul>		
<b>II</b>	<b>Development Interaction in Early Childhood Years:</b> <ul style="list-style-type: none"><li>Parent's role in developing self awareness in childhood.</li><li>Family relations and communication.</li><li>Helping the child to learn to express and control emotions.</li><li>Helping children discover personal capacities.</li></ul> <b>Establishing routines and showing responsible behavior:</b> <ul style="list-style-type: none"><li>Learning social role and interactions with others.</li><li>Meeting family need during this stage.</li><li>Meeting children's needs</li></ul>		
<b>III</b>	<b>Techniques of Patent Education in Preschool setting:</b> <ul style="list-style-type: none"><li>Informal Meeting: Occasional/accidental/meeting.</li><li>Writing/Printed newsletters, Circulars, notices etc.</li><li>Parent library, toy library. Workshops/demonstration center.</li><li>Parent's corner, Open House, Large/Small meetings, Individual meeting.</li><li>Home visits, individual session.</li><li>Working with Vulnerable families.</li></ul>		
<b>IV</b>	<b>Parent Education and Support:</b>		

*Signature*

*Signature*

*Signature*



- Role of professionals.
- Parent as Family workers.
- Flexibly to different need.
- Personal development for parents. Parent education, positive parenting, community education.
- Early childhood care an education-activates to promote holistic development.
- Influence of family, peers, school, community and culture on personality development.
- Family studies-family in crisis, family in crisis, family therapy, initiatives for child development.

**References:**

- Bornstein, M.M (Eds.) (1991): Cultural approaches to parenting, New Jersey: Lawrence Erlbaum Associates.
- Binger. J (1979): Parent child relation An Introduction to Parenting, N.Y. : Mc Milan Publications.
- Brim. Harman (1980): Learning to be patents, principles programmer and methods saga publications.
- Evas, J.L. Myers, R.G. and Held. E.H. (2000): Early childhood counts: A Programming guide on early childhood care for development, Washington: The World Bank (WBI Learning Resource Series)

*Signature*

*Ru*

*Signature*



Programme :- B.A.

Subject: Home Science

### Syllabus

<b>Semester</b>	<b>VIII</b>		
<b>Course Code</b>	<b>A130804T</b>		
<b>Course Title</b>	<b>Principles of Guidance and Counseling (Theory)</b>		
<b>Credit</b>	4	<b>Maximum Marks</b>	25+50
<b>Course Objective:-</b> <ul style="list-style-type: none"><li>To understand the need for guidance and counseling in human development.</li><li>To introduce basic concepts in guidance counseling and therapy.</li><li>To understand the process of guidance and counseling.</li><li>To study the different Techniques of counseling.</li><li>To discuss the processes involved in counseling at different stages in life.</li></ul>			
<b>Learning Outcomes:</b> After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none"><li>Need, objectives and principles of guidance and counseling.</li><li>Fundamental elements and types of Guidance models;</li><li>Individual, group and family counseling.</li><li>Counselor- counselee relationship, skills of a counselor.</li><li>Process and techniques of counseling.</li></ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	<b>Concept of Guidance and counseling:</b> <ul style="list-style-type: none"><li>Meaning and need of Guidance and counseling.</li><li>Definition of Guidance objectives of Guidance and counseling.</li><li>Principles of counseling.</li><li>Difference Between Guidance and Counseling.</li></ul>		
<b>II</b>	<b>Nature of Psychological disorders at different stages that require counseling and therapy:</b> <ul style="list-style-type: none"><li>At childhood.</li><li>At adolescence and youth.</li><li>At adulthood.</li><li>In old age.</li></ul> <b>Models of Guidance:</b> <ul style="list-style-type: none"><li>Meaning of Guidance model.</li><li>Fundamental Elements of Guidance model.</li></ul>		
<b>III</b>	<ul style="list-style-type: none"><li>Skills of a counselor</li><li>Counselor- Counselor relationship Individual counseling, Group Counseling, Family Counseling.</li></ul>		
<b>IV</b>	<ul style="list-style-type: none"><li>Process/Types of counseling.</li><li>Directive counseling.</li><li>Non-directive counseling.</li><li>Elective counseling.</li></ul> <b>Techniques of counseling:</b> <ul style="list-style-type: none"><li>Questionnaire techniques, Schedule Techniques, Interview techniques and Cumulative record card- Types, Merits, and Demerits.</li></ul>		
<b>References:</b> <ul style="list-style-type: none"><li>Bernard. P, (1999). Counseling skills training, New Delhi: Viva Books.</li><li>Manthel, R (1997), Counseling, The skills of finding solutions to problems, London, Rutledge.</li><li>Nicolson, D &amp; Ayers, H (1995), Individual Fulton.</li><li>जायसवाल सीताराम : ( ) परामर्श एवं निर्देशन।</li><li>दुबे एल.एन. ( ) परामर्श मनोविज्ञान।</li><li>भार्मा डॉ० आर०ए० एवं चतुर्वेदी डॉ० शिक्षा ( ) भौतिक एवं व्यावसायिक निर्देशन तथा परामर्श।</li><li>राम अमरनाथ एवं अस्थाना मधु ( ) निर्देशन एवं परामर्श।</li><li>वर्मा रामपाल सिंह एवं उपाध्याय ( ) निर्देशन एवं परामर्श।</li></ul>			

*Signature*

*Ru*

*Signature*



**Programme :- B.A.**

**Subject: Home Science**

### Syllabus

<b>Semester</b>	<b>VIII</b>		
<b>Course Code</b>	<b>A130805P</b>		
<b>Course Title</b>	<b>Practical related to Theory papers</b>		
<b>Credit</b>	4	<b>Maximum Marks</b>	100
<b>Course Objective:-</b> <ul style="list-style-type: none"><li>To understand the inter-relationship between nutrition and growth.</li><li>To understand the newer concepts in dietary management of various disorders and diseases.</li><li>To understand the importance of communication about nutrition in the family.</li><li>To understand the process and techniques of counseling.</li></ul>			
<b>Learning Outcomes:</b> After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none"><li>Importance of maternal nutrition and nutrition requirements during Pregnancy.</li><li>Become familiar with the concept of public health, nutrition and health care of the community.</li><li>Parenting, task of parenting, being a competent parent individual parenting role. The mothering role the pothering role.</li><li>Need, Objectives and principles of audience and counseling.</li></ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	<ul style="list-style-type: none"><li>Visit to local health centre to identify clinical signs and symptoms of nutritional problem.</li><li>To create a slogan programmed to awareness about maternal nutrition.</li></ul>		
<b>II</b>	<ul style="list-style-type: none"><li>Conducting home visits and interviewing/talking to parents/mother about the food habit.</li><li>Arranging meeting for parents/mother to talk about nutrition.</li></ul>		
<b>III</b>	<ul style="list-style-type: none"><li>Organizing parent education programs based on parents needs.</li><li>conducting parent-teacher meetings.</li></ul>		
<b>IV</b>	<ul style="list-style-type: none"><li>Learn about counseling process role play, mock sessions etc.</li><li>Reports and resource files to be maintained by students.</li></ul>		
<b>References:</b> <ul style="list-style-type: none"><li>UNICEF (1997). The Care initiative: Assessment, Analysis and Action to improve care for Nutrition, New York, UNICEF</li><li>WHO (1999) Management of severe malnutrition, A manual for physicians and other senior health workers. Geneva, WHO.</li><li>Mahan, L. K. and Escott Stump. S. (2016) Krause's Food &amp; Nutrition Therapy 14th ed. Saunders-Elsevier</li><li>Lee RD &amp; Neiman DC. (2009). Nutritional Assessment. 5th Edition. Brown &amp; Benchmark.</li><li>Gibney MJ, Elia M, Ljungqvist &amp; Dowsett J. (2005) Clinical Nutrition. The Nutrition Society Textbook Series. Blackwell Publishing Company</li><li>Balk, D.E. (1995) Adolescent development, New York: Brooks/cole.</li><li>Erikson, E.H. (1968). Identity: youth and crisis. London: Faber &amp; Faber.</li><li>Kroger, J. (1961). Identity in adolescence, London: Routiege.</li></ul>			

*Signature*

*Signature*

*Signature*



जननायक चन्द्रशेखर विश्वविद्यालय, बलिया  
Jananayak Chandrashekhar University, Ballia

A State University established under Uttar Pradesh State University Act 1973



**Programme :- B.A.**

**Subject: Home Science**

### Syllabus

<b>Semester</b>	<b>VIII</b>		
<b>Course Code</b>	<b>A130806P</b>		
<b>Course Title</b>	<b>Research Project (RP) Part-2</b>		
<b>Credit</b>	8	<b>Maximum Marks</b>	25+75
<p><b>Learning Outcomes:</b> Students who complete their master's programme in Home Science are mentally equipped to pursue research in the same discipline. It is generally accepted that research is nothing but an extension and application of knowledge in a certain specialized field. Students will be allowed to get exposed to a few elements of social research and also, they are expected to complete a research project, Elementary knowledge of research methodology shall consolidate the deepen their understanding of dynamic changes in the field of Home Science.</p> <ul style="list-style-type: none"><li>• Research project on the current trends in the Home Science.</li><li>• The project report will be prepared using Research Techniques.</li></ul>			
<p><b>References:</b></p> <ul style="list-style-type: none"><li>• Kerlinger F.N. and Lee, H.B. (200): Foundations of Behavioral Research 4<sup>th</sup> Ed. Harecourt College Publishers.</li><li>• Kumar, R. (2005): Research Methodology: A Step by by Step Guide for Beginners. Sage Publication, New Delhi.</li><li>• Ramamurthy, G.C. (2011): Research Methodology, Dreamtech Press Indian Private Ltd. New Delhi.</li><li>• Strauss, G.C. (201): Research Methodology, Dreamtech Press India Private Ltd. New Delhi.</li><li>• Strauss, A. and Corbin, J. (1990): Basic of Qualitative Research: Grounded theory procedure and Techniques, Sage Publication, California.</li></ul>			