SHRI GURU RAM RAI UNIVERSITY

[Estd. by Govt. of Uttarakhand, vide Shri Guru Ram Rai University Act no. 03 of 2017 & recognized by UGC u/s (2f) of UGC Act 1956]

DEPARTMENT OF HOME SCIENCE

SCHOOL OF HUMANITIES & SOCIAL SCIENCES
SHRI GURU RAM RAI UNIVERSITY

Bachelor of Arts (With Home Science)

Based on NEP 2020

[Exit Options after completion of 01 Year, 02 Years, 03 Years]

Effective from Academic Session 2023-2024

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Bachelor of Arts (Home Science)

OUTCOME BASED EDUCATION

Programme outcome (POs)

Students will be able to:

PO-1	Acquire knowledge of the discipline and conduct proper academic in various areas of discipline.
PO-2	Recognize the social structures in our society.
PO-3	Communicate effectively in context which one is operating and develop soft skills
PO-4	Leader in teams in multidisciplinary courses and engage in initiatives that encourage growth for all.
PO-5	Develop awareness of issues among students
PO-6	Recognize and respect different value systems by following the norms of academic integrity.
PO-7	Explain awareness of local, regional, national and global needs.
PO-8	Work on career enhancement by adapting to professional and social needs engaged in lifelong learning.
PO-9	Exhibit capability as lifelong learners adapting new technologies, modern concepts and skills for sustainable development
PO-10	Imbibe qualities of good citizenship, morality and ethics so as to work for the betterment of mankind
PO-11	Cultivate a broad array of interdisciplinary knowledge and skills integrating concepts of humanities and social sciences.
PO-12	Able to apply critical thinking, creativity, skills, cultural sensitivity, and humanity to to create awareness within society for problem –solving and interpretation..

Program Specific Outcome (PSOs)

After completing the programme, the students should be able to:

PSO 1	Acquire academic skills with an aptitude for higher studies /research/entrepreneurship in any branch of the programme.
PSO2	Develop professional skills in food, nutrition, textiles, housing, product making, communication technologies and human development.
PSO3	Understand and appreciate the role of interdisciplinary sciences in the development and well- being of individuals, families and communities.
PSO4	Plan and prepare diet for different economic levels, different age groups, and for chronically ill patients. Make house plans for various income levels using home planning symbols, and use the principles and elements of art in interior decoration.

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Eligibility for admission:

Any candidate who has passed 12th or the Higher Secondary Board of Examination from any recognized board or equivalent to it having not less than 40 % marks in aggregate is eligible for admission. However, SC/ST, OBC and other eligible candidates shall be given relaxation as per University rules.

Type of Course

Discipline Specific Core Courses (DSCC)

Discipline Specific Elective Courses (DSEC)

General Electives Courses (GEC)

Ability Enhancement Courses (AEC)

Skill Enhancement Elective Courses (SEEC)

IAPC: Internship/Apprenticeship / Project/ Community Outreach

VAC: Value Addition Course

Structure of Undergraduate Programme under UGCF – 2022

Sem	Core - Discpline Specific Core (DSC)	Elective - Discipline Specific Elective (DSE)	Elective - Generic Elective (GE)	Ability Enhancement Course (AEC)	Skill Enhancement Course (SEC)	(Internship/ Apprentice ship /Project/ Community Outreach) (IAPC)	Value Addition Course (VAC)	Total credit
	Course/credit distribution (Credits 4) Theory (4) or Theory + Practicum/Tutorial (3T+1L) or (3T+1T)	**Course/ Credit distribution** (Credits 4) Theory (4) or Theory + Practicum/ Tutorial (3T+1L) or (3T + 1T)	**Course/ credit distribution** (Credits 4) Theory (4) or Theory + Practicum / Tutorial (3T+1L) or (3T+1T)	**Course/credit distribution** (Credits 2)	**Course/credit distribution** (Credits 2)	**Course/ Credit distribution** (Credits 2)	**Course/ Credit distribution** (Credits 2)	22
I	**1.DSC 1 (A or B)** (4) **2.DSC A- 1 (Home Science)** (4) **3.DSC-B-1-** (Other core)(4)		Choose one from a pool of **GE-1 (4)**	**AEC – 1 (2)**	Choose one from a pool of SEC courses **SEC – 1 (2)**		Choose one from a pool of VAC courses **VAC – 1** (2)	22
II	**1. DSC 2 (A or B)** (4)		Choose one from a pool of	**AEC – 2 (2)**	Choose one from a pool of SEC courses		Choose one from a pool of	22

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	2. DSC A- 2 (Home Science) (4) 3. DSCB-2- (Other core)(4)		**GE-2 (4)**		**SEC – 2 (2)**		VAC courses **VAC – 2 (2)**	
	Students on exit shall be awarded Undergraduate Certificate (in the field of Multidisciplinary study) after securing requisite 44 credits in semester I& I							**Total = 44**
III	**1. DSC 3 (A or B) (4) 2. DSC A- 3 (Home Science) (4) 3. DSCB-3-** (Other core)(4)		Choose one from a pool of **GE-2 (4)**	**AEC – 3 (2)**	Choose one from **SEC 3 – (2)** OR **Internship/Apprenticeship /Project/ Community Outreach (IAPC) – (2)**		Choose one from a pool of VAC courses **VAC – 3 (2)**	22
IV	**1. DSC 4 (A or B) (4) 2. DSC A- 4 (Home Sciecnce) (4) 3. DSCB-4-** (Other core)(4)		Choose one from a pool of **GE-4 (4)**	**AEC – 4 (2)**	Choose one from **SEC 4 – (2)** OR **Internship/Apprenticeship /Project/ Community Outreach (IAPC) – (2)**		Choose one from a pool of VAC courses **VAC – 4 (2)**	22
Students on exit shall be awarded Undergraduate Diploma (in the field of Multidisciplinary study/Discipline) after securing requisite 88 credits in semester III& IV								**Total = 88**
V	**1. DSC 5 (A or B) (4) 2. DSC A- 5 (Home Science) (4) 3. DSCB-5-** (Other core)(4)	Choose one from a pool of courses, **DSE 1 (A/B) (4)OR MOOC**	Choose one from a pool of courses **GE – 5 (4)** OR **MOOC**		Choose one from **SEC 5 – (2)** OR **Internship/Apprenticeship /Project/ Community Outreach (IAPC) – (2)**			22
VI	**1. DSC 6 (A or B) (4) 2. DSC A- 6 (Home Science) (4) 3. DSCB-6-** (Other core)(4)	Choose one from a pool of courses, **DSE 2 (A/B) (4)OR MOOC**	Choose one from a pool of courses **GE – 6 (4)** OR **MOOC**		Choose one from **SEC 6 – (2)** OR **Internship/Apprenticeship /Project/ Community Outreach (IAPC) – (2)**			22
Students on exit shall be awarded Bachelor of Arts(in the field of Multidisciplinary study/Discipline) after securing requisite 132 credits on completion of semester VI								**Total= 132**

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STUDY & EVALUATION SCHEME

Semester – 1

Sem.	Course Category	Subject code	Subject Title	Periods per week			Evaluation Scheme			
				L	T	P	Credit	Sessional	SEE	Subject total
1	DSC 1 (A or B) (4) DSC A- 1 (Home Science) (4) DSC-B-1- (Other core)(4)`	HOMDC - 101	Principles of Nutrition	3			3	30	70	100
		HOMDL - 101 (Lab)	Principles of Nutrition-Lab			2	1	30	70	100
		HOMDC - 102	Housing	3			3	30	70	100
		HOMDL - 102 (Lab)	Housing-Lab			2	1	30	70	100
	DSC-B-1- (Other core)(4)			4			4	30	70	100
	GE-1	HOMGE - 101	Family Resource Management	4			4	30	70	100
	AEC	AEC – 1 (2)		2			2	30	70	100
	SEC-1	HOMSC-101	Fundamentals of Nutrition and Cooking Skills with Healthy Recipe Development	2			2	30	70	100
	VAC-1		Choose one from a pool of VAC courses	2			2	30	70	100
			Total	20		4	22	270	630	900

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Semester – 2

Sem.	Course Category	Subject code	Subject Title	Periods per week			Evaluation Scheme			
				L	T	P	Credit	Sessional	SEE	Subject total
2	DSC 2 (A or B) (4) DSC A-2 (Home Science) (4) DSC-B-2- (Other core)(4)	HOMDC - 201	Introduction to Textiles	3			3	30	70	100
		HOMDL - 201 (Lab)	Introduction to Textiles- Lab			2	1	30	70	100
		HOMDC - 202	Food Safety and Preservation	3			3	30	70	100
		HOMDL - 202(Lab)	Food Safety and Preservation- Lab			2	1	30	70	100
	DSC-B-2- (Other core)(4)			4			4	30	70	100
	GE-2	HOMGE -201	Development in Adolescence	4			4	30	70	100
	AEC	AEC – 2 (2)		2			2	30	70	100
	SEC-2	HOMSC-201	Dyeing and Printing in Textiles	2			2	30	70	100
	VAC-2		Choose one from a pool of VAC courses	2			2	30	70	100
			Total	20		4	22	270	630	900

Note: Student on Exit shall be awarded an undergraduate certificate in the field of Study/Discipline after securing the requisite 44 credits in semester I & II

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Semester – 3

Sem.	Course Category	Subject code	Subject Title	Periods per week			Evaluation Scheme			
				L	T	P	Credit	Sessional	SEE	Subject total
3	DSC 3 (A or B) (4) DSC A-3 (Home Science) (4) DSC-B-3- (Other core)(4)	HOMDC - 301	Family Resource Management and Interior Decoration	3			3	30	70	100
		HOMDL - 301 (Lab)	Family Resource Management and Interior Decoration-Lab			2	1	30	70	100
		HOMDC - 302	Extension Education in Home Science	3			3	30	70	100
		HOMDL - 302	Extension Education in Home Science -Lab			2	1	30	70	100
	DSC-B-3- (Other core)(4)			4			4	30	70	100
	GE-3	HOMGE -301	Human Development	4			4	30	70	100
	AEC	AEC – 3 (2)		2			2	30	70	100
	SEC-3 or IAPC-1	HOMSC-301	House Keeping	2			2	30	70	100
		HOMPC-301	Project Work							
	VAC-3		Choose one from a pool of VAC courses	2			2	30	70	100
	Total			20		4	22	270	630	900

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Semester – 4

Sem.	Course Category	Subject code	Subject Title	Periods per week			Evaluation Scheme			
				L	T	P	Credit	Sessional	SEE	Subject total
4	DSC 4 (A or B) (4) DSC A-4 (Home Science) (4) DSC-B-4- (Other core)(4)	HOMDC - 401	Development Communication	3			3	30	70	100
		HOMDL - 401 (Lab)	Development Communication -Lab			2	1	30	70	100
		HOMDC - 402	Growth and development (Prenatal and Infancy Years)	3			3	30	70	100
		HOMDL - 402 (Lab)	Growth and development (Prenatal and Infancy Years) - Lab			2	1	30	70	100
	DSC-B-4- (Other core)(4)			4			4	30	70	100
	GE-4	HOMGE -401	Basics of Nutrition	4			4	30	70	100
	AEC	AEC – 4 (2)		2			2	30	70	100
	SEC-4 or IAPC-2	HOMSC-401	Introduction to Fabric Construction	2			2	30	70	100
		HOMPC-401	Project Work							
	VAC-4		Choose one from a pool of VAC courses	2			2	30	70	100
	Total			20		4	22	270	630	900

Note: Student on Exit shall be awarded an undergraduate Diploma in the field of Study/Discipline after securing the requisite 88 credits in the semesters I to IV

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Semester – 5

Sem.	Course Category	Subject code	Subject Title	Periods per week			Evaluation Scheme			
				L	T	P	Credit	Sessional	SEE	Subject total
5	DSC 5 (A or B) (4) DSC A-5 (Home Science) (4) DSC-B-5- (Other core)(4)	HOMDC - 501	Child growth and Development (Babyhood and Early Childhood Years)	3			3	30	70	100
		HOMDL - 501 (Lab)	Child growth and Development (Babyhood and Early Childhood Years)-Lab			2	1	30	70	100
		HOMDC - 502	Basics of Fashion Designing	3			3	30	70	100
		HOMDL - 502(Lab)	Basics of Fashion Designing - Lab			2	1	30	70	100
	DSC-B-5- (Other core)(4)			4			4	30	70	100
	GE-5	HOMGE - 501	Nutrition and Health	4			4	30	70	100
	SEC-5 or IAPC- 3	HOMSC-501	Food Processing, Preservation and Packaging	2			2	30	70	100
		HOMPC-501	Project Work							
	DSE-1(a or b)	HOMDE-501(a)	Introduction to Consumer Education	4			4	30	70	100
		HOMDE-501(b)	Adulthood and Old age							
	Total			20		4	22	270	630	900

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Semester – 6

Sem.	Course Category	Subject code	Subject Title	Periods per week			Evaluation Scheme			
				L	T	P	Credit	Sessional	SEE	Subject total
6	DSC 6 (A or B) (4) DSC A-6 (Home Science) (4) DSC-B-6- (Other core)(4)	HOMDC - 601	Human Development - (Late childhood years, puberty and Adolescence)	3			3	30	70	100
		HOMDL-601 (Lab)	Human Development -(Late childhood years, puberty and Adolescence)- Lab			2	1	30	70	100
		HOMDC - 602	Therapeutic Nutrition	3			3	30	70	100
		HOMDL - 602(Lab)	Therapeutic Nutrition-Lab			2	1	30	70	100
	DSC-B-6- (Other core)(4)			4			4	30	70	100
	GE-6	HOMGE -601	Home Science Extension Education	4			4	30	70	100
	SEC-6 or IAPC- 4	HOMSC-601	Introduction to Traditional Textiles and Embroideries in India Traditional Indian Textiles and Embroidery	2			2	30	70	100
		HOMPC-601	Project Work							
	DSE-2(a or b)	HOMDE-601(a)	Introduction to Consumer Economics	4			4	30	70	100
		HOMDE-601(b)	Community Nutrition and Nutritional Assessment							
			Total	20		4	22	270	630	900

Note: Student on Exit shall be awarded a Bachelor of Arts in the field of Study/Discipline after securing the requisite 132 credits on completion of semester VI

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Course code : HOMDC-101				
Course Name : Principles of nutrition				
Semester : 1st				
	L	T	P	C
	3	0	0	3

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To know about functions of food and essential constituents of food.

2. To gain the elementary knowledge of basic food groups.

3. To learn about meal planning for different age groups.

Course Contents:

UNIT 1 - Introduction to food and nutrition:

Definition- Foods, Nutrition, Nutrients.

Classification and function of foods.

Energy-factors affecting total energy requirements of the body

UNIT 2 - Essential constituents of food-their sources, functions, requirements, and deficiency diseases:

Protein

Carbohydrate

Fat

Vitamins

Minerals

Water

UNIT 3 - Elementary knowledge of basic food groups. Importance of basic food groups in the diet.

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Nutritive contribution of food stuffs and their importance in Indian diets like cereals and millet, pulses, nuts and oil-seeds, vegetables, fruits, milk and milk products, egg, meat, fish and other flesh, fats and oils, sugar and jaggery, spices and condiments.

UNIT 4 - Nutrition during life cycle:

Nutrition during childhood

Nutrition for adolescence

Nutrition for adults

Nutrition during old age

Pregnancy and lactation

UNIT 5 -Meal planning

Importance and basic principles of meal planning, factors affecting meal planning, meal planning for special occasions, like festival and birthday party.

Diet planning for different economic levels and different age groups- Early and late childhood adolescence, adulthood and old age.

Books Recommended:

Normal and therapeutic nutrition : Robinson

Essentials of foods and nutrition: Swaminathan

Human nutrition and application in India: Mudambi

Nutritive value of Indian foods: Gopalan C.

Basic Aahar avam Poshan Vigyan: Vimla Sharma

Poshan Vigyan Ke Mool Siddhant : S.P. Sukhiya

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Course outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Define food, nutrition and nutrients and also Classify food according to food groups. Learn about essential constituents of food, and meal planning.
CO2	Identify and discuss the factors affecting total energy requirements of the body. Explain the essential constituents of food, and meal planning.
CO3	Enlist and explain the essential constituents of food and the functions of food.
CO4	Analyze the role of meal planning, and essential constituents of food .Discuss and write about Importance of basic food groups in the diet.
CO5	Evaluate the knowledge of basic food groups, essential constituents of food and meal planning.
CO6	Plan diet for different economic levels and different age groups by keeping in mind the essential constituents of food.

CO-PO, PSO Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	2	-	1	-	1	1	-	1	1	2	2	2	2	2	2	3
CO2	2	2	2	-	2	2	-	1	2	2	2	2	2	2	2	3
CO3	3	2	2	1	2	2	-	1	2	2	2	2	2	2	2	3
CO4	3	3	3	2	2	2	2	2	3	2	2	2	3	3	3	3
CO5	3	3	3	1	2	2	2	2	2	2	2	2	2	2	2	3
CO6	3	3	3	2	2	2	2	2	3	2	2	2	3	3	3	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

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Course code : HOMDL-101 (Lab)				
Course Name : Principles of nutrition-Lab				
Semester :1st				
	L	T	P	C
	0	0	2	1

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

To plan diet for different economic levels and different age groups .

To prepare diet for different economic levels and different age groups .

Course Contents:

Diet planning and preparing diets for different economic levels and different age groups- Early and late childhood, adolescence, adulthood and old age.

Books Recommended:

1.Normal and therapeutic nutrition : Robinson

2.Essentials of foods and nutrition: Swaminathan

3.Human nutrition and application in India: Mudambi

4.Basic Aahar avam Poshan Vigyan: Vimla Sharma

Course outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Recall the theoretical knowledge related to practical work.
CO2	Identify some nutritious recipes.
CO3	Plan diet for different economic levels .
CO4	Plan diet for different age groups .
CO5	Prepare diet for different economic levels .
CO6	Prepare diet for different age groups .

CO-PO, PSO Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	3	2	2	2	3	2	1	2	2	2	3	3	2	2	3
CO2	3	3	2	2	2	3	2	1	2	2	2	3	3	2	2	3
CO3	2	2	1	3	2	2	2	1	2	2	2	3	3	2	2	3
CO4	2	2	1	3	2	2	2	1	2	2	2	3	3	2	3	3

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CO5	3	3	2	3	2	3	2	1	2	2	2	3	3	2	2	3
CO6	3	3	2	3	2	3	2	1	2	2	2	3	3	2	3	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code	:HOMDC - 102			
Course Name	: Housing			
Semester /Year	: 1st /1st			
	L	T	P	C
	3	0	0	3

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To acquaint the students with Functions of a house, factors influencing the selection of House.
2. To understand the principles of house planning number.
3. To learn about house plans.

Course Contents:

UNIT-I

Function of a house. Factors influencing the choice- size, organization, activities of the family and its members and financial position.

UNIT-II

House site-selection of house site, public convenience, locality, types of soil, physical features of the site (sun, wind, direction, view to neighbor-hood, availability of services)

UNIT-III

Principles underlying the planning of a house-aspect, prospect, privacy, grouping, roominess, flexibility, sanitation, circulation, furniture, requirement and practical considerations.

UNIT-IV

1.House plans for different income groups.

2.Arrangement of rooms and kitchen. House construction-principles of planning a house.

UNIT-V

Need and desirability of owning a house/renting/building/buying.

Books Recommended:

1.Build your own home: R.S. Deshpande

2.Modern ideal homes for India:R.S. Deshpande

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3. Homes with character: Craig and Rush
4. The house; its plan and use: Ressie Agan
5. Grah Kala Avam Awas Vyavastha : Manju Patni
6. Grah Kala Avam Grah Prabandh : Sharma and Verma

Course outcomes (COs):

Upon successful completion of the course a student will be able to:

CO1	Define house. Acquaint themselves with functions of a house and discuss about factors affecting selection of house sites.
CO2	Identify and explain about different types of kitchens, house plans, own house and rented house.
CO3	Enlist and explain the factors influencing the selection of House, functions of house, principles of house planning and different types of kitchens.
CO4	Understand and analyze the principles of house planning , Write about functions of a house, factors affecting selection of house sites, different types of kitchens, house plans, own house and rented house.
CO5	Evaluate the knowledge related to housing, principles of house planning, advantages/disadvantages of own house/rented house
CO6	Learn to make different types of house plans and write about functions of a house, factors affecting selection of house sites, different types of kitchens, house plans and rented house.

CO-PO, PSO Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	2	1	-	3	-	2	-	-	1	1	2	3	3	2	-	3
CO2	2	2	2	3	2	3	-	-	2	1	2	3	3	3	-	3
CO3	2	1	1	3	-	2	-	-	2	1	2	3	3	3	-	3
CO4	2	2	1	3	2	2	-	2	2	1	2	3	3	2	-	3
CO5	2	2	1	3	2	2	-	2	2	1	2	3	3	3	-	3
CO6	2	2	1	3	2	2	-	2	2	1	2	3	3	3	-	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

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Course code	: HOMDL -102(Lab)				
Course Name	: Housing-Lab				
Semester /Year	: 1st /1st				
		L	**T**	**P**	**C**
		0	0	2	1

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1.To learn to make home planning symbols.

2.Learning to make house plans.

3.To identify building materials

4.Learning to make landscape plan.

Course Contents:

1.Home planning symbols.

2.Making House Plans for various income levels.

3.Identification of building materials.

4. Landscape planning.

Books Recommended:

1.Build your own home: R.S. Deshpande

2.Modern ideal homes for India:R.S. Deshpande

3. Homes with character: Craig and Rush

4. The house; its plan and use: Ressie Agan

5.Grah Kala Avam AwasVyavastha : Manju Patni

6. Grah Kala Avam Grah Prabandh : Sharma and Verma

Course outcomes (COs):

Upon successful completion of the course a student will be able to:

CO1	Recall the theoretical knowledge related to practical work.
CO2	Make home planning symbols.
CO3	Use home planning symbols in making house plans.
CO4	Make house plans for various income levels.
CO5	Identify various building materials.
CO6	Make landscape plan.

CO-PO, PSO Mapping

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Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	2	1	-	3	-	2	-	-	1	1	2	3	3	2	-	3
CO2	2	2	2	3	2	3	-	-	2	1	2	3	3	3	-	3
CO3	2	1	1	3	-	2	-	-	2	1	2	3	3	3	-	3
CO4	2	2	1	3	2	2	-	2	2	1	2	3	3	2	-	3
CO5	2	2	1	3	2	2	-	2	2	1	2	3	3	2	-	3
CO6	2	2	1	3	2	2	-	2	2	1	2	3	3	3	-	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course code : HOMGE - 101				
Course Name : Family Resource Management				
Semester /Year: 1st/ 1st				
	L	**T**	**P**	**C**
	04	**0**	**0**	**04**

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To understand the concept of Home Management, values, goals and standard.
2. To develop the awareness about using the resources effectively.
3. To strengthen the financial management practices of students.

Course Contents

Unit 1

Management in family living, characteristics of management in home, role of home management, misconceptions regarding home management

Roles and responsibilities, characteristics and functions of a home manager

Unit 2

Values – Concept, characteristics, classification and factors influencing values Goals – Concept, types, factors influencing goals

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Standards – Concept, classification of standards Interrelatedness of values, goals and standards

Unit 3

Management process: Planning, organizing, leading, controlling and evaluating Decision making: Concept, steps, factors affecting, kind

Resources: Meaning and definition, role, characteristics, classification

Unit 4

Time Management: Tools – peak loads, work curves, rest periods and work simplification Time Management: Classification of efforts used in home making, fatigue – types and causes Work simplification: Techniques – pathway chart, operation chart, micro-motion film analysis and path process chart

Unit 5

Money Management: Budgeting – Definition, importance and steps in planning a budget Account keeping – importance, types of account systems, methods of handling money, family financial records

References:

1. An Introduction to Family Resource Management: Premavathy Seetharaman, Sonia Batra and Preeti Mehra, CBS Publishers and Distributors

2. Home Management for Indian Families: M. K. Mann

3. Management for Modern Families: Gross and Crandall

4. Management in Family Living: Nickell and Dorsey

5. Grah Prabandh: Sharma and Verma

6. गृह व्यवस्था एवं गृह सज्जा : रीना खनूजा

7. गृह प्रबन्ध एवं आन्तरिक सज्जा : डॉ वृन्दा सिंह

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Course Outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Memorize the concept of Home Management, values, goals, standard, time management, money management.
CO2	Understand and explain the concept of Home Management, values, goals, standard, time management and money management.
CO3	Understand and apply the knowledge of work simplification to complete their tasks easily and discuss about home management, values, goals, standard, time management and money management.
CO4	Analyze and discuss about the financial management practices. Write about work simplification, home management, values, goals, standard, time management and money management.
CO5	Evaluate and apply the knowledge related to home management, time management and energy management to complete their tasks easily. Describe the concept of values, goals, standard, and work simplification.
CO6	Develop the awareness about using the resources effectively. Write about work simplification, home management, values, goals, standard, time management and money management.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	3	1	-	1	-	2	-	-	2	-	2	2	3	2	3	2
CO2	3	1	-	1	-	2	-	-	2	-	2	2	3	2	3	2
CO3	3	1	-	1	-	2	-	-	2	-	2	2	3	2	3	2
CO4	3	3	-	1	-	2	-	-	2	-	2	2	3	2	3	2
CO5	3	1	-	1	-	2	-	-	2	-	2	2	3	2	3	2
CO6	3	3	-	1	-	2	-	-	2	-	2	2	3	2	3	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

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Course code : HOMSC-101				
Course Name: Fundamentals of Nutrition and Cooking Skills with Healthy Recipe Development				
Semester: 1st				
	L	T	P	C
	2	0	0	2

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To gain the elementary knowledge of food, nutrition and basic food groups.
2. To know about Food sanitation and hygiene, Food preservation, Food Adulteration and Consumer Protection.
3. To learn about different methods of cooking and meal planning.

Course Contents:

Unit I - Introduction to food and nutrition:

Definition- Foods, Nutrition, Nutrients.

Food Groups.

Classification and function of food.

Unit II- Food:

Food sanitation and hygiene.

Food preservation – Principles and methods. Home scale methods of food preservation.

Food Adulteration and Consumer Protection.

Unit III- Methods of cooking and preventing nutrient losses:

Dry, moist, frying and microwave cooking.

Advantages, disadvantages and the effect of various methods of cooking on nutrients.

Minimizing nutrient losses.

Planning various dishes using different methods of cooking:

-Boiling / steaming

-Roasting

-Frying-Deep/shallow

-Pressure cooking

-Hot air cooking/Baking

Unit IV- Meal planning:

Importance of meal planning.

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Factors effecting meal planning: age, nutritional, socio-cultural, religious, economic factors and availability of material resources.Meal planning for special occasions, like festival and birthday party. Meal planning for pregnant woman, Meal planning for lactating mother.

Planning nutrient rich dishes:

-Protein rich dish

-Carbohydrate rich dish

-Fat rich dish

-Vitamins rich dish

Course outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Memorize the concepts related to nutrition, food adulteration and consumer protection. Define food, nutrition and nutrients and also Classify food according to food groups and write the functions of food.
CO2	Understand the concept of nutrition, nutrient rich dishes and methods of cooking.Define food sanitation and hygiene and discuss about it.
CO3	Discuss about Food preservation,Food Adulteration and Consumer Protection .
CO4	Apply the knowledge related to nutrition, and nutrient rich dishes to prevent the loss of nutrients while cooking.Use the the knowledge to preserve food and find out adulterants in food items.Use the knowledge related to consumer protection in day to day life
CO5	Evaluate the knowledge related to nutrition, nutrient rich dishes, different methods of cooking and prevention of nutrient losses. Write about classification and functions of food.
CO6	Plan nutrient rich dishes using different methods of cooking.Plan diet for pregnant woman and lactating mother.

CO-PO, PSO Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	2	-	1	-	1	1	-	1	1	2	2	2	2	2	2	3
CO2	2	2	2	-	2	2	-	1	2	2	2	2	2	2	2	3
CO3	3	2	2	1	2	2	-	1	2	2	2	2	2	2	2	3
CO4	3	3	3	2	2	2	2	2	3	2	2	2	3	3	3	3
CO5	3	3	3	1	2	2	2	2	2	2	2	2	2	2	2	3
CO6	3	3	3	2	2	2	2	2	3	2	2	2	3	3	3	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

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Semester – 2

Sem.	Course Category	Subject code	Subject Title	Periods per week			Evaluation Scheme			
				L	T	P	Credit	Sessional	SEE	Subject total
2	DSC 2 (A or B) (4) DSC A-2 (Home Science) (4) DSC-B-2- (Other core)(4)	HOMDC - 201	Introduction to Textiles	3			3	30	70	100
		HOMDL - 201 (Lab)	Introduction to Textiles- Lab			2	1	30	70	100
		HOMDC - 202	Food Safety and Preservation	3			3	30	70	100
		HOMDL - 202(Lab)	Food Safety and Preservation- Lab			2	1	30	70	100
	DSC-B-2- (Other core)(4)			4			4	30	70	100
	GE-2	HOMGE - 201	Development in Adolescence	4			4	30	70	100
	AEC	AEC – 2 (2)		2			2	30	70	100
	SEC-2	HOMSC-201	Dyeing and Printing in Textiles	2			2	30	70	100
	VAC-2		Choose one from a pool of VAC courses	2			2	30	70	100
			Total	20		4	22	270	630	900

UG Program

Department of Home Science

Course code : HOMDC -201				
Course Name : Introduction to Textiles				
Semester: 2nd				
	L	T	P	C
	3	0	0	3

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To learn about various textiles fibres.
2. To know about different processes of yarn making.
3. To learn about different ways of fabric construction.

Course Contents:

UNIT-I - Textiles Fibers: -Manufacturing, properties, uses and classification of textile fibers:

Natural plant fibers-cotton, flax

Natural animal fibers-wool and silk

Synthetic fibers-rayon, nylon

UNIT-II- Identification of common fibers:

microscopic, burning and physical tests.

UNIT-III - Yarn construction

Types of yarns

Different processes of yarn making

UNIT-IV Fabric construction

Weaving- classification of weaves

Different ways of fabric construction- weaving, knitting, knotting, braiding etc.

Book Recommended:

1.Guide to household textiles and laundry work: Durga Deulkar

2.Fundamentals of textiles and their care: Susheela Dantyagi

3.Vastra Vigyan ke Mool Siddhanth: G.P.Sherry

4.Vastra Shilp Vigyan: Vimla Sharma

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Course outcomes (COs):

Upon successful completion of the course a student will be able to:

CO1	Classify textile fibres, yarns and weaves. Discuss about textile fibres, yarns and weaves.
CO2	Identify common textiles fibres, yarns, weaves and discuss about them.
CO3	Learn and explain about manufacturing, properties, and uses of textile fibres. Discuss about different ways of fabric construction.
CO4	Classify textile fibres and discuss about them. Elaborate about different types of yarns and different ways of fabric construction.
CO5	Evaluate the knowledge related to textiles.
CO6	Write about textile Fibers, different processes of yarn making and different ways of fabric construction.

CO-PO, PSO Mapping

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	2	2	1	1	1	2	-	-	2	1	1	2	3	2	-	-
CO2	2	2	1	1	1	2	-	-	2	1	1	2	3	2	-	-
CO3	2	2	1	1	1	2	-	-	2	1	1	2	3	2	-	-
CO4	2	2	1	1	1	2	-	-	2	1	1	2	3	2	-	-
CO5	2	2	1	1	1	2	-	-	2	1	1	2	3	2	-	-
CO6	2	2	1	1	1	2	-	-	2	1	1	2	3	2	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

UG Program

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Course code	: HOMDL -201 (Lab)				
Course Name	: Introduction to Textiles -Lab				
Semester	: 2nd				
		L	T	P	C
		0	0	2	1

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. Identification of fibers by using various tests.
2. Learning to make small samples of weaving pattern and knitting pattern.

Course Contents:

Samples of weaves

Samples of knitting

Identification of common fibers-

a.Microscopic test

b. Burning test

c.Physical tests

Book Recommended:

1.Guide to household textiles and laundry work: Durga Deulkar

2.Fundamentals of textiles and their care: Susheela Dantyagi

3.Vastra Vigyan ke Mool Siddhanth: G.P.Sherry

4.Vastra Shilp Vigyan: Vimla Sharma

Course outcomes (COs):

Upon successful completion of the course a student will be able to:

CO1	Recall the theoretical knowledge related to practical work.
CO2	Identify common textiles fibres through microscopic test.
CO3	Identify common textiles fibres by using burning test.
CO4	Identify common textiles fibres by using physical tests
CO5	Create samples of knitting.
CO6	Construct samples of basic weaves.

UG Program

Department of Home Science

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Course code : HOMDC -202				
Course Name : Food Safety and Preservation				
Semester : 2nd				
	L	**T**	**P**	**C**
	3	0	0	3

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To enable the students to know about food sanitation and hygiene.
2. To make the students aware about Food Adulteration and Consumer Protection.
3. To familiarize the students with home scale methods of food preservation and fortification of foods with vitamins and minerals.

Course Contents

Unit 1

Food sanitation and hygiene

Food borne diseases

Unit 2

Food Adulteration and Consumer Protection

Food laws and standards

Unit 3

Causes of food spoilage

Food preservation – Principles and methods Home scale methods of food preservation

Unit -4

Fortification of foods with vitamins and minerals

Novel and processed supplementary foods

Enzymes in food processing

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References:

1.Fundamentals of Foods and Nutrition, S.R. Mudambi and M.V. Rajagopal, New Age International (P) Ltd. Publishers
2.A Textbook of Foods, Nutrition and Dietetics, M.R. Begum, Sterling Publishers Pvt. Ltd.
3.Cherley H (1982). Food Science (2nd edition), John Wiley & Sons, New York
4.Gopalan C. (eds.) (1993) Recent Trends in Nutrition, Oxford University Press
5.Handbook of food and nutrition, M. Swaminathan, Bappco

Course Outcomes (COs):

Upon successful completion of the course a student will be able to:

CO1	Define food sanitation and hygiene and explain it. Write about home scale methods of food preservation and fortification of foods with vitamins and minerals. Memorize the knowledge related to food borne diseases, 'Food Adulteration and Consumer Protection.'
CO2	Describe food borne diseases, food sanitation and hygiene,'novel and processed supplementary foods, enzymes in food processing', home scale methods of food preservation and fortification of foods with vitamins and minerals.
CO3	Get aware about 'Food Adulteration and Consumer Protection' 'food laws and standards,' causes of food spoilage, home scale methods of food preservation and fortification of foods with vitamins and minerals and explain it.
CO4	Analyze the knowledge related to 'novel and processed supplementary foods, enzymes in food processing,' home scale methods of food preservation and fortification of foods with vitamins and minerals.
CO5	Evaluate the knowledge related to home scale methods of food preservation and fortification of foods with vitamins and minerals, food borne diseases, 'Food Adulteration and Consumer Protection.
CO6	Write about food laws and standards, food sanitation and hygiene , food preservation and fortification of foods with vitamins and minerals. elaborate on causes of food spoilage.

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Course code: HOMDL-202 (Lab)				
Course Name : Food Safety and Preservation-Lab				
Semester : 2nd				
	L	T	P	C
	0	0	2	1

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1.To learn to identify adulterants in food.
2.To learn Home scale food preservation.
3. To learn to evaluate food labels .

Course Contents

1.Simple physical tests and chemical tests for detection of food adulterants
2.Home scale food preservation – preparing jam, pickle, chutney, sauce, syrup etc.
3.Study of food labels of processed foods available in the market
4.A visit to an industry/factory related to food preservation.

Course Outcomes (COs):

Upon successful completion of the course a student will be able to:

CO1	Recall physical tests and chemical tests for detection of food adulterants. Recall the methods of making jam/pickle/chutney/sauce etc.
CO2	Identify adulterants in food using simple physical tests and chemical tests.
CO3	Prepare jam/pickle etc. at home.
CO4	Evaluate food labels of processed foods available in the market.
CO5	Prepare chutney/sauce etc. at home.
CO6	Write a report on the visit to the food industry/factory. Write about adulterants used in food, methods of making jam/pickle/chutney/sauce etc.

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Course code	: HOMGE-201			
Course Name	: Development in Adolescence			
Semester /Year	: 2nd/ 1st			
	L	**T**	**P**	**C**
	04	**0**	**0**	**04**

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. Become acquainted with developmental tasks of adolescence
2. Developing awareness about important aspects of development during adolescent period.
3. Understanding the problems of adolescence and factors affecting social and emotional development.

Course Contents

Unit 1

Puberty and Adolescence – definition and characteristics
Physical changes during puberty and adolescence and their impact on adolescent and family. Developmental tasks of adolescence.

Unit 2

Social and emotional development during adolescence. Factors affecting social and emotional development. Role of parents, teachers, peers and society

Unit 3

Friendship patterns and social groupings during adolescence. Process of socialization.

Development of interests and attitudes

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Unit 4

Problems of adolescence – drop out from education system, juvenile delinquency – causes and prevention, addiction and alcoholism
Problems of adjustment, identity crisis

References:

Kishore-awastha, Vivahevam Parivarik Jeevan, Alka David, Shiva Prakashan, Indore

Course Outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Define Puberty and adolescence and get acquainted with developmental tasks of adolescence. Memorize the concept of Physical changes, social and emotional development, problems of adolescence.
CO2	Comment on characteristics of adolescence and explain the physical changes during puberty and adolescence. Describe the concept of developmental tasks of adolescence. Memorize and write about the concept of Physical changes, social and emotional development, problems of adolescence.
CO3	Explain the important aspects of development during adolescent period.
CO4	Discuss and analyze the role of parents, teachers, peers and society on social and emotional development of adolescence. Write about concept of Physical changes, social and emotional development, problems of adolescence and developmental tasks of adolescence.
CO5	Evaluate the problems of adolescents and factors affecting social and emotional development. Explain the concept of Physical changes, social and emotional development, problems of adolescence and developmental tasks of adolescence.
CO6	Write about friendship pattern and social grouping during adolescence. Discuss about concept of Physical changes, social and emotional development, problems of adolescence and developmental tasks of adolescence.

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Course code	: HOMSC-201				
Course Name	: Dyeing and Printing in Textiles				
Semester /Year	: 2nd/ 1st				
		L	**T**	**P**	**C**
		2	**0**	**0**	**2**

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To familiarize students with different types of dyes.
2. To provide knowledge about different dyeing methods at different stages of processing.
3. To acquaint students with different printing methods and after treatment of printed goods

Course Contents

Unit I:

Dyes – Definition and classification of dyes. Different types of dyes: Natural dyes – Vegetable, animal and mineral; Synthetic dyes – direct, acid, basic, reactive, vat, sulphur, mordant, disperse, pigments

Suitability of various dyes to different fibers

Unit II:

Dyeing methods at different stages of processing – fibre, yarn, piece,

union and cross Colour fastness characteristics – washing, sunlight,

crocking, and perspiration Domestic methods of dyeing

Unit III:

Printing – Significance, methods – block,

stencil, screen, roller Faults in printing

Advantages and disadvantages of different printing methods

Unit IV:

Preparation of printing paste, use of various ingredients

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and thickeners Preparation of cloth for printing
After-treatment of printed goods
Printing of cellulosic fabric with pigments, azoic, direct, vat and reactive dyes Printing of wool and silk with acid and reactive dyes

References:

Vastra Rachna evam Chappai Takneek, Jain and Gupta, Shiva Prakashan, Indore

Course Outcomes (COs):

Upon successful completion of the course a student will get:

CO1	Define dyes and discuss about different types of dyes. Memorize the concept of dyeing methods, printing, and printing paste.
CO2	Discuss about printing paste and preparation of cloth for printing. Explain the concept of dyes, dyeing methods, printing, and printing paste.
CO3	Discuss about colour fastness and use the knowledge in day to day life. Write about the concept of dyes, dyeing methods, printing, and printing paste.
CO4	Analyze different dyeing methods at different stages of processing. Describe the concept of dyes, printing, and printing paste.
CO5	Evaluate the knowledge related to different printing methods . Discuss about dyes, dyeing methods, printing, and printing paste.
CO6	Write about after treatment of printed goods, dyes, dyeing methods, printing, and printing paste.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	-	-	-	-	2	-	-	2	-	2	2	3	2	-	-
CO2	2	-	-	-	-	2	-	-	2	-	2	2	3	2	-	-
CO3	2	-	-	-	-	2	-	-	2	-	2	2	3	2	-	-
CO4	2	-	-	-	-	2	-	-	2	-	2	2	3	2	-	-
CO5	2	-	-	-	-	2	-	-	2	-	2	2	3	2	-	-
CO6	2	-	-	-	-	2	-	-	2	-	2	2	3	2	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

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Semester – 3

Sem.	Course Category	Subject code	Subject Title	Periods per week			Evaluation Scheme			
				L	T	P	Credit	Sessional	SEE	Subject total
3	DSC 3 (A or B) (4) DSC A-3 (Home Science) (4) DSC-B-3- (Other core)(4)	HOMDC - 301	Family Resource Management and Interior Decoration	3			3	30	70	100
		HOMDL - 301 (Lab)	Family Resource Management and Interior Decoration- Lab			2	1	30	70	100
		HOMDC - 302	Extension Education in Home Science	3			3	30	70	100
		HOMDL - 302(Lab)	Extension Education in Home Science -Lab			2	1	30	70	100
	DSC-B-3- (Other core)(4)			4			4	30	70	100
	GE-3	HOMGE - 301	Human Development	4			4	30	70	100
	AEC	AEC – 3 (2)		2			2	30	70	100
	SEC-3 or IAPC-1	HOMSC- 301	House Keeping	2			2	30	70	100
		HOMPC- 301	Project Work							
	VAC-3		Choose one from a pool of VAC courses	2			2	30	70	100
	Total			20		4	22	270	630	900

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Course code	: HOMDC-301			
Course Name	: Family Resource Management and Interior Decoration			
Semester /Year	: 3rd / 2nd			
L	**T**	**P**	**C**	
3	0	0	3	

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To make students understand about the process and significance of Home management.
2. To make students learn about motivating factors in Home management.
3. To learn about the effective use of family resources.
4. To learn about interior decoration and the role of colour, lighting, and accessories in interior decoration.

Course Contents:

Unit – I Home management

1. Introduction to management, definition and significance.
2. Process of home management- planning, controlling and evaluation.

Unit – II Factors motivating management.

Factors motivating management process-value, goals, standards.
Decision making- steps and types.

Unit – III Family resources and their management

Type of resources [human and non human and their proper management]

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Unit – IV Interior Decoration

Meaning and Principles of interior decoration.
Elements and principles of art.
Design- Decoration and structural.
Color- properties, classification and color schemes.
Lighting.
Flower arrangement
Accessories.

Books Recommended:

Home Management for Indian Families: M. K. Mann

Management for Modern Families:Gross and Crandall

Management in Family Living:Nickell and Dorsey

Grah Prabandh:Sharma and Verma

Course outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Enlist the steps of Home Management and relate them. Memorize the concept of home management, factors motivating management, family resources, and interior decoration.
CO2	Describe the motivating factors in Home management. Explain the concept of home management, factors motivating management, family resources, and interior decoration.
CO3	Apply the principles and elements of art in interior decoration. Discuss about home management, factors motivating management, family resources, and interior decoration.
CO4	Distinguish between human resources and non human resources. Explain the concept of home management, factors motivating management, and interior decoration.

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CO5	Evaluate the knowledge related to family resource management and interior decoration. Write about the concept of home management, factors motivating management.
CO6	Write about Flower arrangement and Accessories. Enlist and explain the types and steps of decision making.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	3	-	2	2	-	2	1	1	2	3	2	2	3
CO2	2	1	2	1	-	-	1	-	1	1	1	2	3	2	2	3
CO3	2	1	2	2	-	2	1	-	1	1	1	2	3	2	2	3
CO4	2	2	2	1	-	3	-	-	3	1	1	2	3	2	2	3
CO5	2	1	2	2	-	2	2	-	2	1	1	2	3	2	2	3
CO6	2	2	2	1	-	2	2	-	2	1	1	2	3	2	2	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

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Course code	: HOMDL-301 (Lab)
Course Name	: Family Resource Management and Interior Decoration-Lab
Semester /Year	: 3rd/2nd

L	T	P	C
0	0	2	1

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. Learning by doing.

2. Making best out of waste.

3. To learn about colour schemes and their effective use.

Course Contents:

1.Flower arrangement (fresh and dry)

2.Handicraft (using inexpensive materials), rakhi and greeting cards

3.Colour chart and colour schemes

Books Recommended:

1. Home Management for Indian Families: M. K. Mann
2.Management for Modern Families:Gross and Crandall
3.Management in Family Living:Nickell and Dorsey
4.Grah Prabandh:Sharma and Verma

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Course outcomes (COs):
Upon successful completion of the course a student will be able to

CO1	Recall the theoretical knowledge related to practical work.
CO2	Understand and explain about different types of flower arrangements.
CO3	Prepare colour chart .
CO4	Make different types of flower arrangements.
CO5	Make colour schemes
CO6	Create handicrafts using inexpensive materials and waste materials.

CO-PO, PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	2	2	1	3	-	3	-	1	2	1	1	3	3	2	-	3
CO2	2	2	2	3	-	2	-	1	2	1	1	3	3	2	-	3
CO3	2	2	2	3	-	2	-	1	2	1	1	3	3	2	-	3
CO4	2	2	2	3	-	2	-	1	2	1	1	3	3	2	-	3
CO5	2	2	2	3	-	2	-	1	2	1	1	3	3	2	-	3
CO6	2	2	2	3	-	2	-	1	2	1	1	3	3	2	-	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

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Course code : HOMDC-302				
Course Name: Extension Education in Home Science				
Semester /Year : 3rd/ 2nd				
	L	**T**	**P**	**C**
	03	**0**	**0**	**03**

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. Students will understand the concept of Home Science Extension Education.
2. To make students learn about Extension teaching methods and Audio-Visual Aids.
3. To familiarize students with the role of home scientists in community development.

Course Contents

Unit 1

Home Science: Concept, objectives, areas and relationship with extension, contribution of Home Science in different fields of development, Employment outside Home Science Institutions.
Home Science Extension Education: Meaning, objectives, principles, process and methods.

Unit 2

Qualities of home science extension worker
Extension education methods: classification according to form and nature, classification according to function, classification according to use, classification according to steps in extension teaching

Unit 3

Audio Visual aids in Home Science extension education
Krishi Vigyan Kendra, principles of Krishi Vigyan Kendra, objectives of

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Krishi Vigyan Kendra, organisation and management of Krishi Vigyan Kendra, training programme, characteristics of Krishi Vigyan Kendra. Central social welfare Board, Indian Council of Agriculture research.

Unit 4

Community development: Organization, principles, characteristics and functions Role of home scientists in community development

References

Griha Vigyan Prasar Shiksha, Manju Patney and U.S Thakur, Shiva Prakashan Indore
2. Communication for Development in the Third World Theory and Practices (1991). Sage Publication, New Delhi.
3. Chaubey BK (1990) A Handbook of Education Extension, Jyoti Publication, Allahabad
4. Singh, R. (1987)Text Book of Extension Sahitya Kala Prakashan, Ludhiana
5. Extension Education in Community (1961) Ministry of Food and Agriculture, Government of India, New Delhi
6. Extension Programme Planning, Oxford and IBH Publishing Company Pvt. Ltd. New Delhi

Course Outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Memorize the concept, objectives, areas of Home Science and it's relationship with extension, Explain the contribution of Home Science in different fields of development, Employment outside Home Science Institutions.
CO2	Learn and understand the meaning, objectives, principles, process and methods of Home Science Extension Education and explain it.
CO3	Get familiarized with qualities of home science extension worker, and apply the knowledge for community development. Explain the concept of Home Science, extension worker, audio visual aids, Krishi vigyan kendra, and community development
CO4	Classify extension teaching methods and describe them. Describe about Home Science, extension worker, audio visual aids, Krishi vigyan kendra, and community development.

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CO5	Elaborate about Krishi Vigyan Kendra. Write about Home Science, extension worker, Krishi vigyan kendra, community development, and extension teaching methods.
CO6	Learn about Audio-Visual Aids and prepare visual aids. Realize and discuss the role of home scientists in community development. Write about Home Science, extension worker, Krishi vigyan kendra, community development, and extension teaching methods.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	-	2	2	-	2	-	2	2	3	2	2	2
CO2	3	3	-	-	-	2	2	-	2	-	2	2	3	2	2	2
CO3	3	3	-	-	-	2	2	-	2	-	2	2	3	2	2	2
CO4	3	3	-	-	-	2	2	-	2	-	2	2	3	2	2	2
CO5	3	3	-	-	-	2	2	-	2	-	2	2	3	2	2	2
CO6	3	3	-	-	-	2	2	-	2	-	2	2	3	2	2	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

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Course code	: HOMDL-302(Lab)				
Course Name	: Extension Education in Home Science -Lab				
Semester /Year	: 3rd / 2nd				
		L	**T**	**P**	**C**
		0	**0**	**2**	**01**

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. Learning by doing

2. Preparation of audio-visual/Visual aids.

Course Contents

1. Preparation of theme-based audio-visual/ Visual aids: Chart, Poster, Flashcards, Pamphlet/Folder and Flannel graph.

2. Field work

Course Outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Memorize the theoretical knowledge related to practical
CO2	Identify the problems of target group in the community.
CO3	Understand the problems of target group in the community..
CO4	Prepare Chart, Poster, Pamphlet/Folder
CO5	Prepare Flashcards and Flannel graph.
CO6	Use the visual aids in the field

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Course code	: HOMGE-301			
Course Name	: Human Development			
Semester /Year	: 3rd /2nd			
	L	**T**	**P**	**C**
	04	**0**	**0**	**04**

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To know about developmental tasks of early adulthood, middle age and old age.
2. To understand the problems and challenges faced by an adult.
3. To understand the problems and types of Changes during old age.

Course Contents

Unit I: Early Adulthood:

Characteristics; Sub-stages; Developmental Tasks,

Selection of Life Mate:Age at marriage, Family and Social Background, Emotional Maturity, Equality in Educational Level, Intellectual Abilities, Equality in Attitudes and Interests, Equality in Economic Status, Equality in Standard of Living, Religious Equality, Caste Equality, Healthy Sexual Attitudes, Happy Childhood, Personality, etc.

Problems: Adjustments, Interests, Vocational, Marital life and adjustments, Divorce, Re-marriage, Unmarried life/single hood.

Unit II: Middle Age:

Characteristics; Subdivisions; Developmental Tasks

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Problems: Some common problems unique to old age; Physical changes, Health, Changes in interests, Vocational, Changing family pattern, Family adjustments, Loss of spouse

Unit III: Old Age:

Characteristics; Subdivisions; Developmental Tasks

Types of Changes during ageing: Physical, Sensory, Sexual, Health, Changes in motor abilities, Changes in mental abilities and cognitive capacities, Changes in interests, Retirement, Loss of spouse; Vocational and Family life hazards of old age; Consequences of ageing.

Attitudes of Old Age persons: Submission to children, Social prestige, Attitude to lead a happy life, Share of property, To obey ideals, Too much love and affection towards son or daughter, Favouritism, Want to travel to pilgrimage, Dominating power, Submission to God, Indulgence to grand sons, Great desire to get respect etc.

References:

Vikasatmak Manovigyan, Rajendra Prasad Singh, Jitendra Kumar Upadhyay, Rajendra Singh; Motilal Banarsidas, New Delhi.

Baal Vikas evam Baal Manovigyan, Vrinda Singh, Panchsheel Prakashan, Jaipur

Hurlock B Elizabeth (1981), Developmental Psychology – A Life Span Approach, Tata Mc Graw Hill

Hurlock B Elizabeth (1978), Child Growth and Development, Tata Mc Graw Hill

Hurlock B Elizabeth (1997), Child Development, Tata Mc Graw Hill

Papalia E Diane & Olds Wendkos Sally (1975), A Child's World – Infancy through Adolescence, Mc Graw-Hill Book Company

Berk E Laura (2000), Child Development, Allyn and Bacon

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Course Outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Remember and explain the developmental tasks of early adulthood. Memorize the concept of early adulthood, middle age, and old age.
CO2	Understand and write the developmental tasks of middle age. Explain the concept of early adulthood, middle age, and old age.
CO3	Enlist and explain the developmental tasks of old age. Describe the concept of early adulthood, middle age, and old age.
CO4	Analyze the problems and challenges faced by an adult and elaborate on them. Explain about the concept of early adulthood, middle age, and old age.
CO5	Understand and evaluate the problems of old age person and types of Changes taking place during old age. Write in detail about the concept of early adulthood, middle age, and old age.
CO6	Write about the attitudes of old age persons. Express about early adulthood, middle age, and old age.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	1	1	-	1	-	2	-	2	2	-	2	-	2
CO2	3	3	-	1	1	-	1	-	2	-	2	2	-	2	-	2
CO3	3	3	-	1	1	-	1	-	2	-	2	2	-	2	-	2
CO4	3	3	-	1	1	-	1	-	2	-	2	2	-	2	-	2
CO5	3	3	-	1	1	-	1	-	2	-	2	2	-	2	-	2
CO6	3	3	-	1	1	-	1	-	2	-	2	2	-	2	-	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

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Course code : HOMSC - 301				
Course Name : Housekeeping				
Semester /Year :3rd/ 2nd				
	L	T	P	C
	2	0	0	2

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

To make the students understand about the role of housekeeping in hospitality industry.

To learn about different cleaning agents and cleaning equipment.

To learn about fire safety measures and methods to avoid accidents in hospitality institutions.

Course Contents:

Unit I -Housekeeping Department:

Role of housekeeping in hospitality industry
Planning, organization & communication of Housekeeping activities.
Roles/responsibilities of personnel in the housekeeping department

Unit II Cleaning Activity and Pest Control

Cleaning agents- selection and use for different surface
Cleaning equipment- selection, care and maintenance
Types of common pests and effective methods to control

Unit III In House accidents, Fire safety and First Aid:

Types of accidents commonly occur in hospitality institution, methods to avoid and/or reduce.
Fire safety measures in the institution
First aid for commonly occurring health problems.

Learning Activities:

To learn room cleaning procedure). List down the daily, weekly and yearly tasks.

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To learn the cleaning procedure and care of glass articles.
To learn cleaning procedure and care of metals like brass and silver articles.

RECOMMENDED READINGS:

Asler, (1970): Management of Hospitality Operations, BobbsMerill, London.
Andrew Sudhir (1985): Hotel Housekeeping- training manual. Tata McGraw-Hill Publishing Co. Ltd., New Delhi.
Charavarti, B.K.: A technical guide to Hotel Operation, Metropolitan Book Co. Pvt. Ltd., and New Delhi.
David, M.Allen: Accommodation and cleaning service, Vol. 1 & 2. Hutchinson Publishing Group 17-21 Conway street, London.
Gladwell Derek: Practical Maintenance of equipment for hoteliers, Licenses and caterers, Hutchinson and Co. Pvt. Ltd.

Course outcomes (COs):

Upon successful completion of the course a student will be able to:

CO1	Memorize and discuss about the knowledge related to housekeeping department, cleaning activity, and pest control, In house accidents, fire safety, and first aid.
CO2	Identify and discuss about roles/responsibilities of personnel in the housekeeping department,common pests, different cleaning agents and cleaning equipment .
CO3	Describe 'the Roles/responsibilities of personnel in the housekeeping department', the knowledge related to housekeeping department, cleaning activity, and pest control, In house accidents, fire safety, and first aid.
CO4	Analyze the knowledge related to first aid, effective methods to control common pests at home, housekeeping department, cleaning activity, In house accidents, fire safety and write about it.
CO5	Learn and adopt fire safety measures and methods to avoid accidents in hospitality institutions.Discuss about housekeeping activities, housekeeping department, cleaning activity, and pest control, In house accidents, and first aid.
CO6	Plan and organize housekeeping activities. write about housekeeping activities, housekeeping department, cleaning activity, and pest control, In house accidents, and first aid.

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Course code : HOMDC-401				
Course Name: Development Communication				
Semester /Year : 4th / 2nd				
	L	**T**	**P**	**C**
	03	**0**	**0**	**03**

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. Students will understand the concept of communication .
2. To make students learn about development communication.
3. To familiarize students with Programme Planning and Participatory Rural Appraisal (PRA),.

Unit 1: Communication-Purpose, nature, functions, models of communication, components of communication process, types of communication, barriers of communication, Classification of extension methods, audio-Visual aids, Advances in communication technology

Unit 2: Development Communication: Concept, nature and significance.Concept of communication and diffusion, Elements of Diffusion process, Innovation development process, Factors affecting the diffusion and adoption of new practices. Adopter categories

Unit 3: Programme planning in Extension, Principles of extension programme planning, Steps in extension programme planning, Role of extension educator in programme planning, Communication skills for extension personnel- Writing, speaking, Listening and Reading Skills, role of key communicator in transfer of Home science knowledge/technology

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Unit 4: Participatory Rural Appraisal (PRA), Objectives, Principles, Criticism of PRA, How to organize PRA at village level

References:

Griha Vigyan Prasar Shiksha, Manju Patney and U.S Thakur, Shiva Prakashan Indore
2. Communication for Development in the Third World Theory and Practices (1991). Sage Publication, New Delhi.
3. Chaubey BK (1990) A Handbook of Education Extension, Jyoti Publication, Allahabad
4. Singh, R. (1987)Text Book of Extension Sahitya Kala Prakashan, Ludhiana
5. Extension Education in Community (1961) Ministry of Food and Agriculture, Government of India, New Delhi
6. Extension Programme Planning, Oxford and IBH Publishing Company Pvt. Ltd. New Delhi

Course Outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Memorize the knowledge related to Communication, Programme planning, and Participatory Rural Appraisal (PRA)
CO2	Explain about the knowledge related to Communication, Programme planning, and Participatory Rural Appraisal (PRA)
CO3	Apply and explain about the knowledge related to Communication, Programme planning, and Participatory Rural Appraisal (PRA)
CO4	Discuss about the knowledge related to Communication, Programme planning, and Participatory Rural Appraisal (PRA)
CO5	Evaluate the knowledge related to Communication, Programme planning, and Participatory Rural Appraisal (PRA) and use it during field work
CO6	Write about Communication, Programme planning, and Participatory Rural Appraisal (PRA)

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Course code : HOMDL-401 (lab)				
Course Name : Development Communication -Lab				
Semester /Year : 4th / 2nd				
	L	**T**	**P**	**C**
	0	**0**	**02**	**01**

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. Learning by doing
2. Preparation of audio-visual/Visual aids.

Course Contents

1. Preparation of theme-based audio-visual/ Visual aids: Chart, Poster, Puppets
2. Field work

Course Outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Memorize the theoretical knowledge related to practical
CO2	Identify the problems of target group in the community.
CO3	Understand the problems of target group in the community..
CO4	Prepare Chart, Poster
CO5	Prepare Puppets.
CO6	Use the visual aids in the field

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Course code	: **HOMDC-402**
Course Name	: Growth and development (Prenatal and Infancy Years)
Semester /Year	: 4th /2nd

	L	T	P	C
	03	0	0	3

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To understand the scope and importance of studying child development.
2. To learn about chief areas of development.
3. To learn about prenatal development and period of infancy.

Course Contents:

Unit I: Growth and Development

Scope and Importance of studying child development.

Definition and difference between growth and development.

Factors affecting development

Unit II: Development

Chief areas of development (brief)

Principles of development (Including Types of changes in development, Stages of development, Developmental tasks)

Unit III: Prenatal Development

Conception and signs of pregnancy Factors influencing prenatal development Problems and Complications of pregnancy

Periods of prenatal development: Period of zygote, period of embryo, period of fetus

Unit IV: Infancy

Kinds of birth, Adjustments after birth: Temperature, Breathing, Sucking and swallowing or taking nourishment, Elimination

Infancy: Definition, Characteristics and behavior of the newborn Physical development; Sensory capacities

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Book Recommended:

Bee. H. (1995). The Developing Child. Harper Collins.

Berk, L. E. (2007). Development through the lifespan. Delhi: Pearson Education.

Rice. F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice Hall.

Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: Tata McGraw-Hill.

Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. New Delhi: OrientBlack Swan

Course outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Define infancy and learn about period of infancy. Memorize the concept of growth and development, prenatal development, and infancy.
CO2	Classify and explain the chief areas of development. Discuss about growth and development, prenatal development, and infancy.
CO3	Express the scope and importance of studying child development. Explain the concept of growth and development, prenatal development, and infancy.
CO4	Differentiate between growth and development Discuss about kinds of birth and adjustments after birth. Write about the concept of growth and development, prenatal development, and infancy.
CO5	Evaluate the knowledge related to prenatal and infancy years. Express about the concept of growth and development, prenatal development, and infancy.
CO6	Write about growth and development, prenatal development, and infancy..

CO-PO, PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	2	1	-	1	1	1	-	1	1	1	1	1	2	2	2	-
CO2	2	1	-	1	1	1	-	1	1	1	1	1	2	2	2	-
CO3	2	1	-	1	1	1	-	1	1	1	1	1	3	2	2	-
CO4	2	1	-	1	1	-	-	1	1	1	1	1	2	2	2	-
CO5	2	1	-	1	1	1	-	1	1	1	1	1	2	2	2	-
CO6	2	1	-	1	1	1	-	1	1	1	1	1	2	2	2	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

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Course code	: HOMDL-402(Lab)				
Course Name	: Growth and development (Prenatal and Infancy Years) - Lab				
Semester /Year	: 4th /2nd				
		L	**T**	**P**	**C**
		0	0	2	1

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

To provide the students with practical knowledge so that they get the real experience to observe the characteristics and behavior, and sensory capacities of infants.

Course Contents:

To make teaching aids for a child up to 3 years of age.

To observe the characteristics and behavior, and sensory capacities of the infants.

To write the report.

Book Recommended:

1.Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: Tata McGraw-Hill.

2.Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. New Delhi: OrientBlack Swan

Course outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Recall the theoretical knowledge related to practical work.
CO2	Observe the characteristics and behaviour of infants. Observe the characteristics and behaviour of infants.
CO3	Understand the characteristics and behavior, and sensory capacities of the infants.
CO4	Make teaching aids for a children .
CO5	Use teaching aids in nursery school.
CO6	Write the report.

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Course code : HOMGE-401				
Course Name : Basics of nutrition				
Semester : 4th				
	L	T	P	C
	04	0	0	04

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To know about functions of food and essential constituents of food.
2. To gain the elementary knowledge of basic food groups.
3. To learn about meal planning for different age groups.

Course Contents:

UNIT 1 - Introduction to food and nutrition:

Definition- Foods, Nutrition, Nutrients.

Classification and function of foods.

Energy-factors affecting total energy requirements of the body

UNIT 2 - Essential constituents of food-their sources, functions, requirements, and deficiency diseases:

Protein

Carbohydrate

Fat

Vitamins

Minerals

Water

UNIT 3 - Elementary knowledge of basic food groups. Importance of basic food groups in the diet.

Nutritive contribution of food stuffs and their importance in Indian diets like cereals and millet, pulses, nuts and oil-seeds, vegetables, fruits, milk and milk products, egg, meat, fish and other flesh, fats and oils, sugar and jaggery, spices and condiments.

UNIT 4 - Nutrition during life cycle:

Nutrition during childhood

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Nutrition for adolescence
Nutrition for adults
Nutrition during old age
Pregnancy and lactation

UNIT 5 -Meal planning

Importance and basic principles of meal planning, factors affecting meal planning, meal planning for special occasions, like festival and birthday party.

Diet planning for different economic levels and different age groups- Early and late childhood adolescence, adulthood and old age.

Books Recommended:

Normal and therapeutic nutrition : Robinson
Essentials of foods and nutrition: Swaminathan
Human nutrition and application in India: Mudambi
Nutritive value of Indian foods: Gopalan C.
Basic Aahar avam Poshan Vigyan: Vimla Sharma
Poshan Vigyan Ke Mool Siddhant : S.P. Sukhiya

Course outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Define food, nutrition and nutrients and also Classify food according to food groups. Learn about essential constituents of food, and meal planning.
CO2	Identify and discuss the factors affecting total energy requirements of the body. Explain the essential constituents of food, and meal planning.
CO3	Enlist and explain the essential constituents of food and the functions of food.
CO4	Analyze the role of meal planning, and essential constituents of food .Discuss and write about Importance of basic food groups in the diet.
CO5	Evaluate the knowledge of basic food groups, essential constituents of food and meal planning.
CO6	Plan diet for different economic levels and different age groups by keeping in mind the essential constituents of food.

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Course code	:HOMSC-401				
Course Name	: Introduction to Fabric Construction				
Semester /Year	: 4th / 2nd				
		L	**T**	**P**	**C**
		02	**0**	**0**	**02**

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To enable the students to know about different types of yarns.
2. To learn about different methods of fabric construction.
3. To know about knitting technology.

Course Contents

Unit I

Yarn construction – mechanical and chemical spinning; Different stages of yarn construction; Types of yarn – simple, textured and spun; simple – simple, ply, cord; novelty; ply, cable, double and novelty; yarn numbering and yarn twist

Blends – meaning, types, process and reasons for blending, difference between blends and mixed

Unit II

Methods of fabric construction: from solutions – film method, foam method, felting, non- woven method, from yarn – braiding, knitting, lace method and weaving

Non-woven fabrics – meaning, types, methods and uses Felting – meaning, types and process

Unit III

Knitting technology: Definition, classification, material and equipments; Methods of knitting – weft knitting and warp knitting; Uses and disadvantages of knitted fabrics

Unit IV

Weaving technology: Definition, main operations; Characteristics of woven fabrics; Selvedge – types; Types of weaves

Loom – Parts of loom; Classification and types of loom; Motions of the loom

References:

Vastra Rachna evam Chappai Takneek, Jain and Gupta, Shiva Prakashan, Indore

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Vastra Vigyan evam Paridhan Parichay, Patni, Agarwal evam Gupta; Shiva Prakashan, Indore
Vastra Vigyan ke Siddhanth, Reena Khanuja, Agarwal Publications.
Vastra Vigyan evam Paridhan Vyavastha – Manju Patni, Star Publications

Course Outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Define knitting and understand knitting technology. Memorize the concept of yarn, methods of fabric construction, weaving
CO2	Explain Non-woven fabrics. Understand the concept of yarn, methods of fabric construction, weaving.
CO3	Learn and discuss about different methods of fabric construction. Explain about yarn, weaving technology and knitting technology.
CO4	Classify and analyze basic weaves, and draw the pattern of basic weaves. Write about yarn, loom, methods of fabric construction, weaving, and knitting.
CO5	Understand and evaluate different processes of yarn making, fabric construction, weaving and knitting.
CO6	Classify basic weaves, create samples of basic weaves and write about yarn, loom, knitting and weaving technology.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	1	-	1	-	-	2	-	2	2	3	3	-	-
CO2	3	-	-	1	-	2	-	-	2	-	2	2	3	3	-	-
CO3	3	-	-	1	-	2	-	-	2	-	2	2	3	3	-	-
CO4	3	-	-	1	-	1	-	-	2	-	2	2	3	3	-	-
CO5	3	-	-	1	-	2	-	-	2	-	2	2	3	3	-	-
CO6	3	-	-	1	-	1	-	-	2	-	2	2	3	3	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

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Course code	: HOMDC-501				
Course Name	: Child growth and Development (Babyhood and Early Childhood Years)				
Semester /Year	: 5th /3rd				
		L	**T**	**P**	**C**
		3	0	0	3

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To learn about developmental tasks of babyhood and early childhood period.
2. To learn about physical development, motor development, language development and social development during babyhood period.
3. To learn about physical development, motor development, language development and social development during early childhood years.

Course Contents:

Unit I: Babyhood:

Definition, developmental tasks, Physical development.

Patterns of motor control in head, trunk, arm and hand, and leg region

Unit II: Babyhood:

Language development: Pre-speech forms of communication – crying, babbling, gesturing and emotional expressions; Emotional development: Common emotional patterns in babyhood: Anger, fear, curiosity, joy and affection; Social development: Socialization and pattern of development of social behavior

Unit III: Early Childhood Years :

Definition, foundation years, developmental tasks Physical and motor development

Language development: Significance of learning to speak; content of speech

Unit IV: Early Childhood Years:

Emotional development: Heightened emotionality, common emotions Socialization, some social and unsocial behavior patterns

Cognitive development

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RECOMMENDED READINGS

Bee. H. (1995). The Developing Child. Harper Collins.

Berk, L. E. (2007). Development through the lifespan. Delhi: Pearson Education.

Rice, F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice Hall.

Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: Tata McGraw-Hill.

Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. New Delhi:Orient Black Swan.

Course outcomes (COs):

Upon successful completion of the course a student will be able to:

CO1	Memorize the developmental tasks of babyhood and early childhood period. Remember the concepts of babyhood and early childhood.
CO2	Identify and discuss about developmental tasks of early childhood period. Explain the concepts of babyhood and early childhood.
CO3	Gather knowledge and explain physical development and motor development during babyhood period, early childhood period.
CO4	Analyze language development and social development during babyhood period. Write about cognitive development, emotional development.
CO5	Evaluate the knowledge related to babyhood and early childhood years.
CO6	Write about the physical development, motor development, language development and social development during early childhood years.

CO-PO, PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO10	PO11	PO12	PO9	PSO1	PSO2	PSO3	PSO4
CO1	2	1	1	-	-	1	-	1	2	2	2	1	3	2	2	-
CO2	2	2	2	-	1	1	-	1	2	2	2	2	3	2	2	-
CO3	2	2	2	-	1	1	-	1	2	2	2	2	3	2	2	-
CO4	2	2	2	-	1	1	-	1	2	2	2	2	3	2	2	-
CO5	2	2	2	-	1	1	-	1	2	2	2	2	3	2	2	-
CO6	2	2	2	-	1	1	-	1	2	2	2	2	3	2	2	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

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Course code : HOMDL-501(Lab)				
Course Name : Child growth and Development (Babyhood and Early Childhood Years)-Lab				
Semester /Year : 5th /3rd				
	L	**T**	**P**	**C**
	0	0	2	1

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

To provide the students with practical knowledge so that they get the real experience to observe the activities and interests of children.

Course Contents:

Preparing teaching aids/materials for teaching children.

Visit to preschool.

Observation of different developments, activities and interests of children.

Writing the report.

RECOMMENDED READINGS

1.Bee. H. (1995). The Developing Child. Harper Collins.

2.Berk, L. E. (2007). Development through the lifespan. Delhi: Pearson Education.

3.Rice, F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice Hall.

4.Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: Tata McGraw- Hill.

5.Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. New Delhi:Orient Black Swan.

Course outcomes (COs):

Upon successful completion of the course a student will be able to:

CO1	Recall the theoretical knowledge related to practical work.
CO2	Discuss about different developments, activities and interests of children.
CO3	Prepare teaching aids for a children.
CO4	Use the teaching aids in nursery school.
CO5	Observe different developments, activities and interests of children.
CO6	Write the report.

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Course code :HOMDC-502				
Course Name : Basics of Fashion Designing				
Semester /Year : 5th /3rd				
	L	T	P	C
	3	0	0	3

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To know about meaning, elements, types and principles of the design.
2. To know about common fitting problems and remedies.
3. To learn about fashion and factors affecting fashion.

Course Contents

Unit 1

Design – Meaning, types (structural and decorative), patterns Introduction to principles of design in relation to apparel designing

Unit 2

Introduction to elements of art in relation to apparel designing

Colour in relation to apparel designing – definition, dimensions, principles and schemes

Unit 3

Fit – Definition, recognizing correct fit using structural lines, balance and ease to evaluate fit.

Common problems encountered and remedies for fitting defects.

Unit 4

Fashion: Definition and principles Sources of fashion

Factors favoring and retarding fashion Some terms related to fashion industry

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Course Outcomes (COs):

Upon successful completion of the course a student will be able to:

CO1	Recall some terms related to fashion industry and also learn about fashion and factors affecting fashion. Memorize the concept of design, elements of art, and fit.
CO2	Discuss about elements of art in relation to apparel designing . Describe about design, fashion and fit.
CO3	Interpret correct fit. Write about design, elements of art, and fashion.
CO4	Identify and analyze common fitting problems and remedies for fitting defects. Discuss about design, elements of art, and fashion.
CO5	Evaluate the knowledge related to apparel designing
CO6	Define fashion, write the principles and sources of fashion. Define design, write it's type and explain the principles of the design.

CO-PO, PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	1	-	-	-	2	-	-	2	-	2	2	2	2	-	-
CO2	2	-	-	-	-	2	-	-	2	-	2	2	2	2	-	-
CO3	2	1	-	-	-	2	-	-	2	-	2	2	2	2	-	-
CO4	2	-	-	-	-	2	-	-	2	-	2	2	2	2	-	-
CO5	2	-	-	-	-	2	-	-	2	-	2	2	2	2	-	-
CO6	2	-	-	-	-	2	-	-	2		2	2	2	2	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

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Course code : HOMDL-502(Lab)				
Course Name : Basics of Fashion Designing-Lab				
Semester /Year : 5th /3rd				
	L	T	P	C
	0	0	02	01

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. Learning by doing
2. Understanding and handling of sewing machine.
3. Construction of darts, pleats, tucks, gathers; basic seams; collars and sleeves.

Course Contents

1. Understanding and handling of sewing machine: various parts; accessories; care, common defects and remedial measures.
2. Construction of darts, pleats, tucks, gathers; basic seams; collars and sleeves.

Course Outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Memorize the theoretical knowledge related to practical
CO2	Identify different parts of sewing machine.
CO3	Understand and handle the sewing machine.
CO4	Construct darts, pleats, basic seams
CO5	Construct tucks, gathers,
CO6	Prepare , collars and sleeves.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	3	1	-	3	-	3	-	-	2	2	2	2	3	3	2	2
CO2	3	1	-	3	-	3	-	-	2	2	2	2	3	3	2	2
CO3	3	1	-	3	-	3	-	-	2	2	2	2	3	3	2	2
CO4	3	1	-	3	-	3	-	-	2	2	2	2	2	2	3	3
CO5	3	1	-	3	-	3	-	-		2	2	2	3	3	3	3
CO6	3	1	-	3	-	3	-	-		2	2	2	3	3	3	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

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Course code: HOMGE-501				
Course Name: Nutrition and Health				
Semester :5th				
	L	T	P	C
	4	0	0	4

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To know about functions of food, energy and food preservation.
2. To learn about Food sanitation and hygiene, Food Adulteration and Consumer Protection.
3. To gain the elementary knowledge of basic food groups.
4. To learn about different methods of cooking and meal planning for different age groups.

Course Contents:

UNIT 1 - Introduction to food and nutrition:

Definition- Foods, Nutrition, Nutrients.

Classification and function of foods.

Energy-factors affecting total energy requirements of the body.

Unit II- Food:

Food sanitation and hygiene.

Food preservation – Principles and methods. Home scale methods of food preservation.

Food Adulteration and Consumer Protection.

Unit III- Methods of cooking and preventing nutrient losses:

Dry, moist, frying and microwave cooking.

Advantages, disadvantages and the effect of various methods of cooking on nutrients.

Minimizing nutrient losses.

Planning various dishes using different methods of cooking:

-Boiling / steaming

-Roasting

-Frying-Deep/shallow

-Pressure cooking

-Hot air cooking/Baking

UNIT 4 - Elementary knowledge of basic food groups. Importance of basic food groups in the diet.

Nutritive contribution of food stuffs and their importance in Indian diets like cereals and millet, pulses, nuts and oil-seeds, vegetables, fruits, milk and milk products, egg, meat, fish and other flesh, fats and oils, sugar and jaggery, spices and condiments.

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UNIT 5 - Nutrition during life cycle:

Nutrition during childhood

Nutrition for adolescence

Nutrition for adults

Nutrition during old age

Pregnancy and lactation

UNIT 5 -Meal planning

Importance and basic principles of meal planning, factors affecting meal planning, meal planning for special occasions, like festival and birthday party.

Diet planning for different economic levels and different age groups- Early and late childhood adolescence, adulthood and old age. Planning nutrient rich dishes:

-Protein rich dish.

-Carbohydrate rich dish.

-Fat rich dish.

-Vitamins rich dish.

Books Recommended:

Normal and therapeutic nutrition : Robinson

Essential of foods and nutrition: Swaminathan

Human nutrition and application in India: Mudambi

Nutritive value of Indian foods: Gopalan C.

Basic Aahar avam Poshan Vigyan: Vimla Sharma

Poshan Vigyan Ke Mool Siddhant : S.P. Sukhiya

Course outcomes (COs):

Upon successful completion of the course a student will be able to:

CO1	Define food, nutrition and nutrients and also Classify food according to food groups. Memorize the knowledge related to food Adulteration, Consumer Protection, nutrient rich dishes and methods of cooking
CO2	Identify and discuss the factors affecting total energy requirements of the body.Understand the concept of nutrition, nutrient rich dishes and methods of cooking. Define food sanitation and hygiene and discuss about it.
CO3	Discuss about Food preservation, Food Adulteration and Consumer Protection .
CO4	Analyze the role of meal planning, and food groups.Discuss and write about food adulteration, food preservation and Importance of basic food groups in the diet .
CO5	Evaluate the knowledge of basic food groups and meal planning.Discuss about adulteration, food sanitation and hygiene.
CO6	Plan diet for different economic levels and different age groups by using the knowledge of food groups and meal planning.

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Course code : HOMSC-501				
Course Name : Food Processing, Preservation and Packaging				
Semester : 5th				
	L	T	P	C
	2	0	0	2

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To enable the students to know about food processing.
2. To make the students aware about Food Laws and Standards.
3. To familiarize the students with food preservation, packaging and labelling of foods.

Course Contents :

Unit 1: Food Processing

Cereals: Wheat-Structure, Composition and Nutritive Value, Milling of Wheat, Products of wheat

Rice: Composition, Milling, Parboiling, Rice Products

Millets (Maize): Nutritive value, processing and Products

(Ragi): Nutritive value, Milling and malting

Pulses: Composition and Nutritive value, digestibility of pulses, processing, Toxic constituents

Nuts and oil Seeds: Different nuts and oil seeds, Processing of refined oil

Milk: Nutritive value, processing of milk, Some fermented and non-fermented milk products

Unit 2: Food Preservation

Food Spoilage,

Method of food preservation-by low temperature, high temperature, preservatives and Fermentation

Unit 3: Packaging and Labelling of Foods

Packaging-Functions, classification, material used for packing, Laws related to packaging, Nutrition Labelling

Unit 4: Food Laws and Standards

Food Preservation and Standard Act: Food Safety and Standards Authority of India (FSSAI)

Standardization Mark – India: Bureau of Indian Standards (BIS) and AGMARK

International Standards: Codex Alimentarius and Hazard Analysis Critical Control Point (HACCP)

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Course Outcomes (COs):

Upon successful completion of the course a student will be able to:

CO1	Remember and define the basic concept of Food preservation, food laws and standards, packaging and labeling of food, and food processing .
CO2	Understand and Explain food preservation and processing, food packaging and labelling, food laws and standard
CO3	Discuss and apply the knowledge related to food laws and standard, food packaging and labeling, food processing and preservation.
CO4	Analyze and conclude the information related to food processing and preservation, packaging and labeling of foods, food laws and standard.
CO5	Evaluate the knowledge with respect to food preservation and processing, food packaging/labelling, food laws and standards
CO6	Express and Write about food laws and standards, food preservation and processing, food packaging/labelling.

CO-PO, PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	1	-	2	2	2	2	-	2	2	2	2	2	3
CO2	2	2	2	1	-	2	2	2	2	-	2	2	2	2	2	2
CO3	2	2	2	1	3	2	2	2	2	-	2	2	3	3	3	3
CO4	2	2	2	1	-	2	2	2	2	-	2	2	2	2	2	2
CO5	2	2	2	1	-	2	2	2	2	-	2	2	2	2	2	2
CO6	2	2	2	1	3	2	2	2	2	-	2	2	3	3	3	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

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Course code	: HOMDE-501(a)				
Course Name	: Introduction to Consumer Education				
Semester /Year	: 5th /3rd				
		L	T	P	C
		4	0	0	4

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To familiarize the students with consumer behavior.
2. To enable students to have an overview of the consumer problems, consumer law and consumer protection.
3. To develop an understanding of consumer rights, consumer welfare and responsibilities of consumer.

Course Contents

Unit 1:

Consumer – definition, meaning, characteristics and types

Consumer behavior – meaning, factors influencing, consumer and sales techniques Steps in decision making by the consumer

Unit 2:

Rights and responsibilities of the consumer, Problems of the Indian consumer

Consumer protection – meaning, definition, need, measures

Unit 3:

State Laws protecting the consumer: The Prevention of Food Adulteration Act, 1954; Medicine and Drug Act, 1940; Standard and Weight Act,1939; Grading and Marketing Act,1937; Consumer Protection Law,1987; Canned Food Law, 1970; The Household Electrical Appliances (Quality Control) Order,1976; Essential Commodity Control Trade Act,1969; The Agmark Standards. Social Laws. Statutory Law.

Consumer welfare

Consumer protection services

Unit 4:

Approaches for consumer education

Standard and standardization – meaning, definition, advantages and disadvantages, problems and obstacles

References:

Upbhokta Arthshashtra, Karuna Sharma, Manju Patni and Deepak Agarwal, Shiva Prakashan Indore

Parivarik Vit evam Upbhokta Shiksha, Karuna Sharma, Sandhya Sharma and Deepak Agarwal, Shiva Prakashan Indore.

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Course Outcomes (COs):

Upon successful completion of the course a student will be able to:

CO1	Define consumer and explain the characteristics and types of consumer. Remember the concepts related to consumer education.
CO2	Have an overview of the consumer problems and comment about it. Understand and explain the concepts related to consumer education.
CO3	Learn and explain consumer law and consumer protection and use this knowledge in day to day life. Explain the knowledge related to consumer education.
CO4	Analyze and write about consumer behaviour, consumer rights, standard and standardization .
CO5	Discuss about consumer welfare and responsibilities of consumer and evaluate the knowledge related to consumer education.
CO6	Write about standard and standardization. Express the knowledge related to consumer education.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	-	-	1	-	2	-	-	2	-	2	2	2	-	-	3
CO2	2	2	-	1	-	2	-	-	2	-	2	2	2	-	-	3
CO3	2	2	-	1	-	2	-	-	2	-	2	2	2	-	-	3
CO4	2	-	-	1	-	2	-	-	2	-	2	2	2	-	-	3
CO5	2	2	-	1	-	2	-	-	2	-	2	2	2	-	-	3
CO6	2	-	-	1	-	2	-	-	2	-	2	2	2	-	-	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Scanned with OKEN Scanner

Course code	: HOMDE-501(b)				
Course Name	: Adulthood and Old age				
Semester /Year	: 5th/3rd				
		L	T	P	C
		04	0	0	04

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To know about developmental tasks of early adulthood, middle age and old age.
2. To understand the problems and challenges faced by an adult.
3. To understand the problems and types of Changes during old age.

Course Contents

Unit I: Early Adulthood:

Characteristics; Sub-stages; Developmental Tasks,

Selection of Life Mate:Age at marriage, Family and Social Background, Emotional Maturity, Equality in Educational Level, Intellectual Abilities, Equality in Attitudes and Interests, Equality in Economic Status, Equality in Standard of Living, Religious Equality, Caste Equality, Healthy Sexual Attitudes, Happy Childhood, Personality, etc.

Problems: Adjustments, Interests, Vocational, Marital life and adjustments, Divorce, Re- marriage, Unmarried life/single hood.

Unit II: Middle Age:

Characteristics; Subdivisions; Developmental Tasks

Problems: Some common problems unique to old age; Physical changes, Health, Changes in interests, Vocational, Changing family pattern, Family adjustments, Loss of spouse

Unit III: Old Age:

Characteristics; Subdivisions; Developmental Tasks

Types of Changes during ageing: Physical, Sensory, Sexual, Health, Changes in motor abilities, Changes in mental abilities and cognitive capacities, Changes in interests, Retirement, Loss of spouse; Vocational and Family life hazards of old age; Consequences of ageing.

Attitudes of Old Age persons: Submission to children, Social prestige, Attitude to lead a happy life, Share of property, To obey ideals, Too much love and affection towards son or daughter, Favouritism, Want to travel to pilgrimage, Dominating power, Submission to God, Indulgence to grand sons, Great desire to get respect etc.

References:

ikasatmak Manovigyan, Rajendra Prasad Singh, Jitendra Kumar Upadhyay, Rajendra Singh; Motilal Banarsidas, New elhi.

aal Vikas evam Baal Manovigyan, Vrinda Singh, Panchsheel Prakashan, Jaipur

urlock B Elizabeth (1981), Developmental Psychology – A Life Span Approach, Tata Mc Graw Hill

urlock B Elizabeth (1978), Child Growth and Development, Tata Mc Graw Hill

Scanned with OKEN Scanner

Hurlock B Elizabeth (1997), Child Development, Tata Mc Graw Hill
Papalia E Diane & Olds Wendkos Sally (1975), A Child's World – Infancy through Adolescence, Mc Graw-Hill Book Company
Berk E Laura (2000), Child Development, Allyn and Bacon

Course Outcomes (COs):

Upon successful completion of the course a student will be able to:

CO1	Remember and explain the developmental tasks of early adulthood. Memorize the concept of early adulthood, middle age, and old age.
CO2	Understand and write the developmental tasks of middle age. Explain the concept of early adulthood, middle age, and old age.
CO3	Enlist and explain the developmental tasks of old age. Describe the concept of early adulthood, middle age, and old age.
CO4	Analyze the problems and challenges faced by an adult and elaborate on them. Explain about the concept of early adulthood, middle age, and old age.
CO5	Understand and evaluate the problems of old age person and types of Changes taking place during old age. Write in detail about the concept of early adulthood, middle age, and old age.
CO6	Write about the attitudes of old age persons. Express about early adulthood, middle age, and old age.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	1	1	-	1	-	2	-	2	2	-	2	-	2
CO2	3	3	-	1	1	-	1	-	2	-	2	2	-	2	-	2
CO3	3	3	-	1	1	-	1	-	2	-	2	2	-	2	-	2
CO4	3	3	-	1	1	-	1	-	2	-	2	2	-	2	-	2
CO5	3	3	-	1	1	-	1	-	2	-	2	2	-	2	-	2
CO6	3	3	-	1	1	-	1	-	2	-	2	2	-	2	-	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

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Course code	: HOMDC-601			
Course Name	: Human Development – (Late childhood years, puberty and Adolescence)			
Semester /Year	: 6th /3rd			
L	T	P	C	
3	0	0	3	

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To learn about developmental tasks, Physical and motor development, Language development of late childhood years
2. To understand about Puberty and effect of puberty on behaviour
3. To learn about characteristics of adolescence, developmental tasks, Physical development, Social development, Emotional development, Cognitive development during adolescence

Course Contents:

Unit I:Late Childhood Years

Definition, developmental tasks, Physical and motor development

Language development: Special vocabularies of late childhood, content of speech, amount of talking

Unit II: Late Childhood Years

Emotional Development: Common emotional patterns

Social development: Gang-age, characteristics of children's gangs Cognitive development

Unit III: Puberty

Puberty: Definition, age, growth spurt; Body changes during puberty: size, proportion, primary and secondary sex characteristics; Effects of puberty on behavior

Unit IV: Adolescence

Definition, characteristics, developmental tasks Physical development

Social development Emotional development Cognitive development

Books Recommended:

Hurlock B Elizabeth (1981), Developmental Psychology – A Life Span Approach, Tata Mc Graw Hill

Baal Vikas evam Baal Manovigyan, Brinda Singh, Panchsheel Prakashan, Jaipur

Bee. H. (1995). The Developing Child. Harper Collins.

Berk, L. E. (2007). Development through the lifespan. Delhi: Pearson Education.

Rice, F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice Hall.

Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: Tata McGraw- Hill.

Scanned with OKEN Scanner

Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. New Delhi:Orient Black Swan.

Course outcomes (COs):

Upon successful completion of the course a student will be able to:

CO1	Define adolescence, identify and describe the developmental tasks during adolescence. Memorize about various developments during late childhood and adolescence.
CO2	Identify the developmental tasks of late childhood, learn and explain various developments during late childhood and adolescence. Discuss about puberty.
CO3	Define puberty and explain the effect of puberty on behaviour. Explain various developments during late childhood and adolescence.
CO4	Analyze the knowledge related to motor development and language development during late childhood. Write about puberty, late childhood and adolescence.
CO5	Evaluate the knowledge related to Late childhood years, puberty and Adolescence.
CO6	Write about Physical development, Social development, Emotional development and Cognitive development during adolescence.

CO-PO, PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	2	2	1	-	1	1	1	1	2	2	2	2	2	2	-	-
CO2	1	1	1	-	1	1	2	1	2	2	2	2	2	2	-	-
CO3	1	1	1	-	1	1	-	1	2	2	2	2	2	2	-	-
CO4	2	2	1	-	1	1	2	1	2	2	2	2	2	2	-	-
CO5	2	2	1	-	1	1	2	1	2	2	2	2	2	2	-	-
CO6	2	2	1	-	1	1	2	1	2	2	2	2	2	2	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

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Course code	: HOMDL-601(Lab)			
Course Name	: Human Development – (Late childhood years, puberty and Adolescence)-Lab			
Semester /Year	: 6th /3rd			
	L	**T**	**P**	**C**
	0	0	2	1

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

To study the case profile of an adolescent.

To understand the problems of adolescents.

Course Contents:

Case profile of an adolescent- including study of self, family relationships and peer relationships.

Writing the report.

Books Recommended:

1.Hurlock B Elizabeth (1981), Developmental Psychology – A Life Span Approach, Tata Mc Graw Hill

2.Baal Vikas evam Baal Manovigyan, Brinda Singh, Panchsheel Prakashan, Jaipur

3.Berk, L. E. (2007). Development through the lifespan. Delhi: Pearson Education.

4. Foundations of Human Development: A life span approach. New Delhi:Orient Black Swan.

Course outcomes (COs):

Upon successful completion of the course a student will be able to:

CO1	Recall the theoretical knowledge related to practical work.
CO2	Identify the problems of adolescents.
CO3	Observe the relationship of adolescents with family members
CO4	Observe the problems of adolescents .
CO5	Observe the relationship of adolescents with peers.
CO6	Write the report.

CO-PO, PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	2	-	-	1	2	2	2	1	3	3	3	-	-
CO2	2	2	2	1	2	-	2	-	2	2	1	3	3	3	-	-
CO3	2	2	2	2	2	-	2	2	2	2	1	3	3	3	-	-
CO4	2	2	2	2	2	-	2	2	2	2	1	3	3	3	-	-
CO5	2	2	2	2	2	-	2	2	2	2	1	3	3	3	-	-
CO6	2	2	2	2	2	-	2	2	2	2	1	3	3	3	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Scanned with OKEN Scanner

Course code	: HOMDC-602				
Course Name	: Therapeutic Nutrition				
Semester /Year	: 6th /3rd				
		L	T	P	C
		3	0	0	3

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To introduce the students about history of dietetics and role of dietitian.
2. To learn about therapeutic modification of normal diet.
3. To learn about the principles of dietetic management of the chronically ill patients.

Course Contents:

Unit I :

Introduction: History of dietetics, effect of illness on food acceptance and utilization, Role of dietitian, education of the patient and dietetic counseling.

Unit II :

Therapeutic modification of the normal diet: Changing the consistency, energy value, bulk, flavour and frequency of feeding.

Unit III :

Principles of dietetic management of the chronically ill patient, naso-gastric feeding, parental nutrition.

Unit IV :

Causes, symptoms and principles of dietetics managements of fevers (long and short duration) peptic ulcer, gastritis , gall stone, jaundice, hepatitis, cirrhosis & infantile cirrhosis, diarrhoea, constipation, cardio-vascular diseases, diabetes mellitus , obesity, under weight (PCM).

Books Recommended:

Human Nutrition and Dietetic by S. Davidson, R. Passmore, J.F. Brooke & A.S. Truswell, Great Britain Churchill & Living Stone.

A Text Book of food and nutrition by M.Swaminathan, Vol. II. Ganesh Publisher, Madras.

Normal & Therapeutic nutrition by F.T. Prodfit & Robinson.

Normal and therapeutic nutrition : Robinson

Essential of foods and nutrition: Swaminathan

Human nutrition and application in India: Mudambi

Nutritive value of Indian foods: Gopalan C.

Basic Aahar avam Poshan Vigyan: Vimla Sharma

Poshan Vigyan Ke Mool Siddhant : S.P. Sukhiya

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Course outcomes (COs):

Upon successful completion of the course a student will be able to:

CO1	Memorize history of dietetics and describe it. Remember about therapeutic modification of the normal diet, Causes, symptoms and principles of dietetics managements of ill patients.
CO2	Explain the role of dietitian. Describe about therapeutic modification of the normal diet, Causes, symptoms and principles of dietetics managements of ill patients.
CO3	Learn and discuss about modification of normal diet for therapeutic purpose. Plan diet for ill patients. Explain the Causes, symptoms and principles of dietetics managements of ill patients.
CO4	Understand and analyze the principles of dietetic management of the chronically ill patients and elaborate them. Plan the diet for ill patients.
CO5	Plan diet for patients suffering from fevers (long and short duration) peptic ulcer, gastritis , gall stone, jaundice, hepatitis, cirrhosis & infantile cirrhosis etc..
CO6	Plan diet for patients suffering from diarrhoea, constipation, cardio-vascular diseases, diabetes mellitus , obesity, under weight (PCM) etc..

CO-PO, PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	1	1	2	-	-	2	2	2	3	3	3	-	3
CO2	2	3	1	1	1	2	-	-	2	2	2	3	3	3	-	3
CO3	2	2	1	1	1	2	-	-	2	2	2	3	3	3	-	3
CO4	2	2	1	1	1	2	-	-	2	2	2	3	3	3	-	3
CO5	2	2	1	1	1	2	-	-	2	2	2	3	3	3	-	3
CO6	2	2	1	1	1	2	-	-	2	2	2	3	3	3	-	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

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Course code	: HOMDL-602(Lab)				
Course Name	: Therapeutic Nutrition -Lab				
Semester /Year	: 6th /3rd				
		L	**T**	**P**	**C**
		0	0	2	1

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

To learn to plan fluid and soft diet for different diseases.

To learn to prepare diet for different diseases.

Course Contents:

1.Fluid and soft diets.

2.Planning and preparation of diet during different diseases like fevers (long and short duration) peptic ulcer, gastritis, gall stone, jaundice, hepatitis, cirrhosis & infantile cirrhosis, diarrhoea, constipation, cardio-vascular diseases, diabetes mellitus , obesity, under weight (PCM).

Books Recommended:

1.Human Nutrition and Dietetic by S. Davidson, R. Passmore, J.F. Brooke & A.S. Truswell, Great Britain Churchill & Living Stone.

2.A Text Book of food and nutrition by M.Swaminathan, Vol. II. Ganesh Publisher, Madras.

3.Normal & Therapeutic nutrition by F.T. Prodfit & Robinson.

4.Normal and therapeutic nutrition : Robinson

5.Essential of foods and nutrition: Swaminathan

6.Human nutrition and application in India: Mudambi

7.Nutritive value of Indian foods: Gopalan C.

8.Basic Aahar avam Poshan Vigyan: Vimla Sharma

9.Poshan Vigyan Ke Mool Siddhant : S.P. Sukhiya

Course outcomes (COs):

Upon successful completion of the course a student will be able to:

CO1	Recall the theoretical knowledge related to practical work.
CO2	Understand the important points to be considered for planning and preparing diets for chronically ill patients.
CO3	Make fluid and soft diets.
CO4	Modify normal diet for therapeutic purpose.
CO5	Plan diet for chronically ill patients.
CO6	Prepare diet for chronically ill patients.

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Course code : HOMGE-601				
Course Name: Home Science Extension Education				
Semester /Year : 6th /3rd				
	L	T	P	C
	04	0	0	04

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. Students will understand the concept of Home Science Extension Education.
2. To make students learn about Extension teaching methods and Audio-Visual Aids.
3. To familiarize students with the role of home scientists in community development.

Course Contents

Unit 1

Home Science: Concept, objectives, areas and relationship with extension, contribution of Home Science in different fields of development, Employment outside Home Science Institutions.

Home Science Extension Education: Meaning, objectives, principles, process and methods.

Unit 2

Qualities of home science extension worker Extension education methods: classification according to form and nature, classification according to function, classification according to use, classification according to steps in extension teaching

Unit 3

Audio Visual aids in Home Science extension education

Krishi Vigyan Kendra, principles of Krishi Vigyan Kendra, objectives of Krishi Vigyan Kendra, organisation and management of Krishi Vigyan Kendra, training programme, characteristics of Krishi Vigyan Kendra.

Central social welfare Board, Indian Council of Agriculture research.

Unit 4

Community development: Organization, principles, characteristics and functions Role of home scientists in community development

References

Griha Vigyan Prasar Shiksha, Manju Patney and U.S Thakur, Shiva Prakashan Indore

2. Communication for Development in the Third World Theory and Practices (1991). Sage Publication, New Delhi.
3. Chaubey BK (1990) A Handbook of Education Extension, Jyoti Publication, Allahabad
4. Singh, R. (1987)Text Book of Extension Sahitya Kala Prakashan, Ludhiana
5. Extension Education in Community (1961) Ministry of Food and Agriculture, Government of India, New Delhi
6. Extension Programme Planning, Oxford and IBH Publishing Company Pvt. Ltd. New Delhi

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Course Outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	Memorize the concept, objectives, areas of Home Science and it's relationship with extension. Explain the contribution of Home Science in different fields of development, Employment outside Home Science Institutions.
CO2	Learn and understand the meaning, objectives, principles, process and methods of Home Science Extension Education and explain it.
CO3	Get familiarized with qualities of home science extension worker, and apply the knowledge for community development. Explain the concept of Home Science, extension worker, audio visual aids, Krishi vigyan kendra, and community development
CO4	Classify extension teaching methods and describe them. Describe about Home Science, extension worker, audio visual aids, Krishi vigyan kendra, and community development.
CO5	Elaborate about Krishi Vigyan Kendra. Write about Home Science, extension worker, Krishi vigyan kendra, community development, and extension teaching methods.
CO6	Learn about Audio-Visual Aids and prepare visual aids. Realize and discuss the role of home scientists in community development. Write about Home Science, extension worker, Krishi vigyan kendra, community development, and extension teaching methods.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	-	2	2	-	2	-	2	2	3	2	2	2
CO2	3	3	-	-	-	2	2	-	2	-	2	2	3	2	2	2
CO3	3	3	-	-	-	2	2	-	2	-	2	2	3	2	2	2
CO4	3	3	-	-	-	2	2	-	2	-	2	2	3	2	2	2
CO5	3	3	-	-	-	2	2	-	2	-	2	2	3	2	2	2
CO6	3	3	-	-	-	2	2	-	2	-	2	2	3	2	2	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

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Course code : HOMSC-601				
Course Name : Introduction to Traditional Textiles and Embroideries in India				
Semester /Year : 6th /3rd				
	L	T	P	C
	2	0	0	2

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:
1. To provide the knowledge of basic hand embroidery stitches.
2. To acquaint the students with traditional Indian embroidery and traditional textiles of India.
3. To sensitize the students about revolution in khadi.

Course Contents

Unit I

Historical background of traditional Indian embroidery

General embroidery techniques; Hand embroidery--knowledge of basic hand embroidery stitches

Unit II

Study of traditional embroideries of India: Texture, design and colour

Chikankari of Uttar Pradesh, Kantha of Bengal, Kasuti of Karnataka, Kutch Kathiawar of Gujarat, Phulkari of Punjab, Sindhi embroidery

Unit III

Traditional Textiles of India: Texture, design and colour

Woven (in design) – Patola, brocade, chanderi, paithani, pochampalli, ikat, maheshwari Printed woven fabric – dacca muslin, tassar, kotadoris

Printed – Sanganeri, kharhi print of Gujarat Painted – kalamkari, madhubani

Resist dyed – bandhej of Gujarat and Rajasthan

Unit IV

Khadi: Significance – National and economic; Revolution in Khadi

Handloom: Definition, role in national economy and some chief handloom clothes of India

References

1.Parivarik Paridhan Vyavastha – Sapna Henry and Manju Patni, Star Publications

2.Vastraevam Paridhan – Shashiprabha Jain and Archana Jain, Shiva Prakashan, Indore

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Course Outcomes (COs):
Upon successful completion of the course a student will be :

CO1	Having an insight of historical background of traditional Indian embroidery and describe it. Study about traditional embroideries of India, Khadi, and traditional textiles of India.
CO2	Identify and learn general techniques of embroidery. Explain traditional textiles of India, traditional embroideries of India, and khadi.
CO3	Acquainted with traditional woven textiles of India and explain it.
CO4	Analyze the knowledge related to traditional printed textiles of India. Write about traditional embroideries of India, and khadi.
CO5	Sensitized about revolution in khadi and evaluate the knowledge related to traditional Indian embroidery and textiles.
CO6	Express the role of handloom in Indian economy. Write about traditional embroideries of India, Khadi, and traditional textiles of India.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2	1	-	2	-	1	-	-	2	2	2	2	-	1
CO2	3	2	-	1	-	2	-	1	-	-	2	2	2	2	-	1
CO3	3	2	-	1	-	2	-	1	-	-	2	2	2	2	-	1
CO4	3	2	2	1	-	2	-	1	-	-	2	2	2	2	-	1
CO5	3	2	-	1	-	2	-	1	-	-	2	2	2	2	-	1
CO6	3	2	-	1	-	2	-	1	-	-	2	2	2	2	-	1

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

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Course code	: HOMDE-601(a)
Course Name	: Introduction to Consumer Economics
Semester /Year	: 6th /3rd

L	T	P	C
4	0	0	4

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To learn about the concept of needs and concept of consumption.
2. To learn about income, expenditure, consumer buying habits and advertisement.
3. To know about main taxes in India.

Course Contents

Unit 1

Consumption – meaning, definition, characteristics and importance, Symptoms of Consumption, Standard of living and measure of consumption

Needs – definition, classification, factors affecting and characteristics

Unit 2

Income and expenditure of consumer

Family budget – definition, importance, types and steps in planning a budget

Unit 3

Consumer buying habits

Advertisements – meaning, definition, types, advantages, disadvantages, techniques. Consumer credit – meaning, need, types and sources

Unit 4

Introduction to tax and their kinds.

Main taxes in India

Income tax – meaning, characteristics, definition and importance

Refrences: Upbhokta Arthshashtra, Karuna Sharma, Manju Patni and Deepak Agarwal, Shiva Prakashan Indore

Parivarik Vit evam Upbhokta Shiksha, Karuna Sharma, Sandhya Sharma and Deepak Agarwal, Shiva Prakashan Indore.

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Course Outcomes (COs):

Upon successful completion of the course a student will be able to:

CO1	Define consumption and explain the characteristics and importance, Symptoms of Consumption, Standard of living and measure of consumption. Memorize about needs, family budget, consumer buying habits, and advertisement.
CO2	Define and classify needs and describe the factors affecting and characteristics of needs. Describe the family budget, consumer buying habits, and advertisement.
CO3	Enlist and explain the steps for making the budget. Explain needs, consumer buying habits, and advertisement.
CO4	Analyze the knowledge related to consumer buying habits, advertisements. Write about the knowledge related to consumer economics.
CO5	Evaluate the knowledge related to consumer economics.
CO6	Write about main taxes in India.Elaborate on consumer credit. Express their views about consumer economics.

CO-PO, PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	-	-	1	-	-	-	-	2	-	2	2	2	-	-	-
CO2	2	-	-	1	-	-	-	-	2	-	2	2	2	-	-	-
CO3	2	-	-	1	-	-	-	-	2	-	2	2	2	-	-	-
CO4	2	-	-	1	-	-	-	-	2	-	2	2	2	-	-	2
CO5	2	-	-	1	-	-	-	-	2	-	2	2	2	-	-	-
CO6	2	-	-	1	-	-	-	-	2	-	2	2	2	-	-	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

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Course code	: HOMDE-601(b)				
Course Name	: Community Nutrition and Nutritional Assessment				
Semester /Year	: 6th/ 3rd				
		L	**T**	**P**	**C**
		4	0	0	4

L - Lecture T – Tutorial P – Practical C – Credit

Course Objectives: The objectives of this course are:

1. To enable the students to understand about various deficiency diseases related to vitamins and minerals.
2. To acquaint students with importance of nutritional assessment.
3. To provide knowledge about different methods of nutritional assessment.

Course Contents

Unit-I

Prevalence, etiology, biochemical and clinical manifestation and preventive measures for: Protein Calories Malnutrition- Kwashiorkar and Marasmus

Unit II:

Prevalence, etiology, biochemical and clinical manifestation and preventive measures for: Iron deficiency, Iodine deficiency; Fluorine Deficiency and Toxicity

Unit III:

Prevalence, etiology, biochemical and clinical manifestation and preventive measures for Vitamin A deficiency; Thiamine deficiency; Niacin deficiency; Deficiency of Ascorbic acid; Deficiency of vitamin D

Unit IV:

Nutritional assessment and surveillance – Meaning, need, objectives and importance Anthropometry – Need, importance, types, standards for reference

Biochemical methods – Biophysical or Radiological assessment, functional assessment, laboratory and biochemical assessment

Clinical assessment – Need, importance, identifying signs of deficiency diseases Diet surveys – Need, importance, methods.

Reference

Jelliffe DE and Jelliffe EFP (1989). Community Nutritional Assessment, Oxford University Press.

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Course Outcomes (COs):

Upon successful completion of the course a student will :

CO1	Define protein calorie malnutrition and comment on it. Memorize the knowledge related to different deficiency diseases and nutritional assessment.
CO2	Explain nutritional assessment, iron deficiency, iodine deficiency; fluorine deficiency and toxicity.
CO3	Discuss about protein caloric malnutrition, vitamin A deficiency; deficiency of ascorbic acid; deficiency of vitamin D and use the knowledge in day to day life.
CO4	Analyze the knowledge related to Thiamine deficiency and Niacin deficiency and discuss about it. Write about protein calorie malnutrition, nutritional assessment and other deficiency diseases.
CO5	Evaluate the knowledge related to different methods of nutritional assessment, deficiency diseases and write about it.
CO6	Develop an understanding of 'importance of nutritional assessment and surveillance' and write about it. Express their view about various deficiency diseases.

CO-PO,PSO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4
CO1	2	2	-	-	-	2	-	-	2	2	2		2	2	-	2
CO2	2	2	-	-	-	2	-	-	2	2	2		2	2	-	2
CO3	2	2	-	-	-	2	-	-	2	2	2		2	2	-	-
CO4	2	2	-	-	-	2	-	-	2	2	2		2	2	-	2
CO5	2	2	-	-	-	2	-	-	2	2	2		2	2	-	2
CO6	2	2	-	-	-	2	-	-	2	2	2		2	2	-	-

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

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