# SYLLABUS

# M. A. HOME SCIENCE

**CHOICE BASED CREDIT SYSTEM (CBCS)**

**ACCORDING TO NEW EDUCATION POLICY 2020**

**(Effective from 2024-25)**

Chaudhary Charan Singh University, Meerut
(Formerly, Meerut University)
NAAC A++ Accredited

**DEPARTMENT OF HOME SCIENCE**

**CHAUDHARY CHARAN SINGH UNIVERSITY, MEERUT**

**Applicability:-**

This syllabus shall apply from the session 2024-25.

**Minimum Eligibility for Admission :-**

Any student having Home Science as one of the major subject in graduation/ has done B.Voc ( Applied Clinical Psychology)/is a science graduate or has done B.Sc. Home Science/ Community Science/ Clinical Nutrition and Dietetics with minimum 45 % marks from a UGC approved University/ Institute shall be eligible for admission in the course

**Program Objectives:-**

The course aims to cultivate capable and conscientious homemakers while also shaping skilled, talented, and productive citizens with high potential and professionalism. By imparting comprehensive knowledge in various areas of Home Science, the program seeks to instill a positive and proactive attitude. The primary objectives include:

- Empowering women

- Developing and enhancing skills

- Building capacity

- Fostering entrepreneurial growth

- Offering student-focused and career-oriented courses

**Programme Outcomes**

**The Program trains students to:**

- Understand basic and advanced theoretical and practical knowledge in five branches of home science.
- Develop advanced skill in one of the five branches of home Science.
- Convert knowledge and skill into entrepreneurship models.
- Become responsible citizens with professional attitude.

**Specific programme outcomes:**

- Programme is framed to encourage a genre of responsible students with a passion for lifelong learning and entrepreneurship, it also generate multi-skilled leaders with a holistic perspective that cuts across disciplines.
- Promote research, innovation and design (product) development favouring all the disciplines in Home Science.
- The course focuses on skill development, innovation and capacity building.
- Encouraging innovative and creative ideas for initiating entrepreneurship.

- Students are sanitized towards challenges and solutions for societal development from grass- root level, i.e. home.
- Appreciate and benefit from the symbiotic relationship among the five core disciplines of Home Science – Resource Management, Food Science and Nutrition, Textiles and Clothing, Human Development and Family Studies and Extension and Communication.
- After this degree programme students can be benefitted by getting jobs in various fields like government sector, working with NGOs, jobs as an extension worker, Education etc. and also they can feel the sense of entrepreneurship as well.

## Semester-wise Titles of the Papers in M.A. (HOME SCIENCE)

| Year | Sem. | Course Code | Core Compulsory/ Elective/ Value added | Paper Title | Theory/ Practical | Credits | Degree Obtained |
|---|---|---|---|---|---|---|---|
| 4 | VII | | Compulsory | Basics of Food Science | THEORY | 4 | BACHELOR (RESEARCH) IN HOME SCIENCE) |
| 4 | VII | | Compulsory | Research Methodology | THEORY | 4 | |
| 4 | VII | | Compulsory | Early Childhood Care and Education | THEORY | 4 | |
| 4 | VII | | Compulsory | Extension and Communication concepts in Community Development | THEORY | 4 | |
| 4 | VII | | Compulsory | Community Based Learning & Early Childhood Education | PRACTICAL | 4 | |
| 4 | VII | | Compulsory | Research | PROJECT | 4 | |
| 4 | VII/ VIII | | Compulsory | One Minor Paper from other faculty | THEORY | 4 | |
| | | | | | **TOTAL CREDITS =** | **24/28** | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 4 | VIII | | Compulsory | Human Development : Theories and Current Trends | THEORY | 4 | |
| 4 | VIII | | Compulsory | Community Nutrition | THEORY | 4 | |
| 4 | VIII | | Compulsory | Fashion Dynamics | THEORY | 4 | |
| 4 | VIII | | Compulsory | Resource Management | THEORY | 4 | |
| 4 | VIII | | Compulsory | Nutritional Assessments and Environmental Impact Studies | PRACTICAL | 4 | |
| 4 | VIII | | Compulsory | Research | PROJECT | 4 | |
| | | | | | **TOTAL CREDITS =** | **24** | |
| 5 | IX | | Compulsory | Statistics and Computer Application | THEORY | 4 | **MASTER IN HOME SCIENCE (232 credits)** |
| 5 | IX | | Compulsory | Clinical and Therapeutic Nutrition | THEORY | 4 | |
| 5 | IX | | Compulsory | Textiles: Testing and Quality Control | THEORY | 4 | |
| 5 | IX | | Compulsory | Children With Special Needs | THEORY | 4 | |
| 5 | IX | | Compulsory | Therapeutic Nutrition & Basic Computers | PRACTICAL | 4 | |
| 5 | IX | | Compulsory | Research | PROJECT | 4 | |
| | | | | | **TOTAL CREDITS =** | **24** | |
| 5 | X | | Compulsory | Consumer Economics | THEORY | 4 | |
| 5 | X | | Compulsory | Gender in Extension and Development | THEORY | 4 | |
| 5 | X | | Compulsory | Entrepreneurship Management | THEORY | 4 | |

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|---|---|---|---|---|---|---|---|
| 5 | X | | Compulsory | Advance Apparel Construction & Recycling | THEORY | 4 | |
| 5 | X | | Compulsory | Advance Apparel Construction & Recycling | PRACTICAL | 4 | |
| 5 | X | | Compulsory | Research | PROJECT | 4 | |
| | | | | | **TOTAL CREDITS =** | **24** | |

**Maximum marks in all the papers will be 100, and it will split as External Assessment of 70 marks and Internal Assessment of 30 marks. Minimum Passing marks in each paper is 36**

- The theory and practical papers of each major and minor subject have a total credit score of 100. Their passing percentage is 36. The papers of major research project are also credit courses of total 100 and the passing percentage is 36.
- The calculation of marks out of maximum 100 in the theory and practical papers of major and minor subjects will be done by adding the marks obtained in continuous assessment of 30 marks and university external examination of 70 marks.
- There are two rules to pass theory and practical of every course-paper of main and minor subjects-

**A-** It will be necessary to get minimum 21 marks out of maximum 70 marks in university examination i.e. 30% of 70 and minimum 9 marks out of maximum 30 marks i.e. 30% of 30 in internal assessment separately.

**B-** Minimum 36 marks out of 100 in total in internal and external examinations will have to be obtained.

- Only after passing in internal assessment, the student will be allowed to give external examination of that course or paper in the university.
- No grace marks of any kind will be given.
- It will be necessary to get minimum 4.0 CGPA for graduation with research or post graduation degree.

**Important Note- Only one External examiner shall be appointed for all practical examinations in each semester. It is mandatory that the appointment of examiner should be from any field of home science only.**

Convenor (II) BOS
Home Science
R.G.P.G. College, Meerut

**M.A. VII Semester 4 year Home Science Paper 1**
**BASICS OF FOOD SCIENCE**
**(Theory)**

| Programme/Class: M.A. | Year: Four | Semester: Seventh |
|---|---|---|
| Subject: Home Science | | |
| Course Code: | Course Title: Basics of food Science | Theory |

**Course Objectives:**

- To provide an understanding of composition of various food stuffs.
- To familiarize the students with changes occurring during processing and cooking.

**Course outcomes:**

- Understand the relationship between food, nutrition and health.
- Describe the digestion, absorption and function of various nutrients and list their sources.
- Understand the nutritional contribution and effect of cooking ondifferent food groups.
- Explore the significance of enzymes and their utilization in the food industry.

| Credits: 4 | Core Compulsory |
|---|---|
| Max. Marks: 30 (Internal assessment )+70 (External Assessment)=100 | Min. Passing Marks: 36 |

Total No. of Lectures- 60 (1 Hour per Lecture)

| Unit | Topics | No. of Lectures= 60 |
|---|---|---|
| I | **Introduction to Food Science:** Constituents of Foods – General, physical and chemical properties; Colloidal systems; gels; emulsions.<br>**Enzymes :** Importance of enzymes and their application in Food Industry. | 10 |
| II | **Cereals and Cereal Products:** Types, composition and structure; Functional properties of starch; Wheat starch and Gluten formation; Properties of amylase and amylopectin. | 10 |
| III | **Milk and Milk Products :** Composition; Uses in cookery; Effects of Heat, Enzymes, Acid and Salts on milk; Shelf Life and Storage.<br>**Eggs :** Structure, composition and grading; Changes during storage; Functional properties; Uses in cookery.<br>**Meat, Fish and Poultry :** Structure and composition, Post mortem changes. | 13 |

| | | |
|---|---|---|
| **IV** | **Pulses and legumes :** Composition and structure; Selection and variety; Functional properties of pulses.<br>**Vegetables :** Composition and classification; Changes occurring during cooking; Pigments and flavour constituents.<br>**Fruits :** Composition; Changes occurring during maturation and ripening; Post-harvest changes; Pigments and flavour constituents. | 13 |
| **V** | **Sugar Cookery :** Stages of sugar cookery | 7 |
| **VI** | **Fats and Oils :** Types and Sources (Animal and Vegetable); Functional properties and uses in cookery. | 7 |

**Teaching Learning Process:** Class discussions/ demonstrations, Power point presentations, Class activities/ assignments, Field visits., Internship, etc.

**Suggested Readings:**

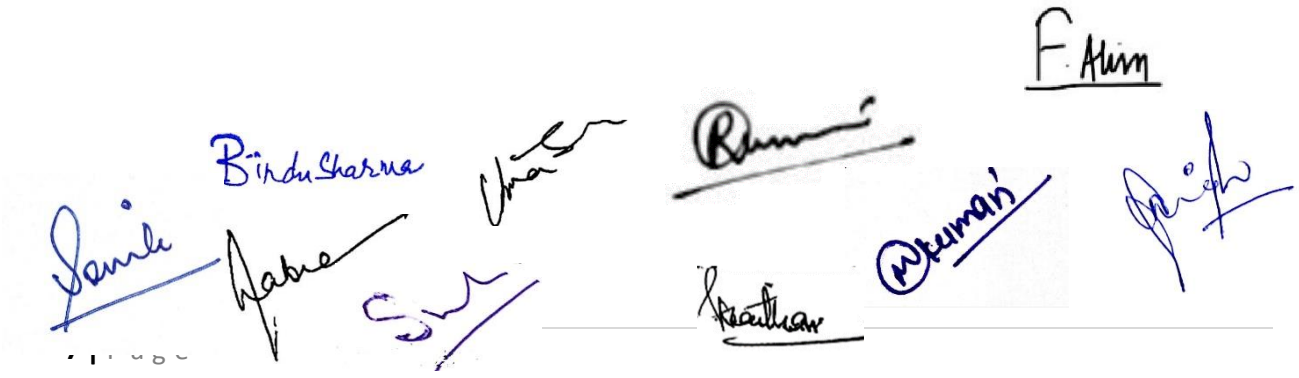

1. Dr. Brinda Singh, Manav Sharir evam Kriya Vigyan Panchsheel Prakashan, Jaipur;2015 ,15th Ed.
2. Sumati R Mudami, "Fundamentals of food Nutrition and Diet Therapy" , New Age International Pvt. Ltd, New Delhi , 6th Ed. (2018)
3. Punita Sethi and Poonam Lakda , "Aahar Vigyan, Suraksha evam Poshan" ; Elite Publishing House, New Delhi ;2015 •
4. Dr. Anita Singh, Aahar Evam PoshanVigyan, Star Publications, Agra.
5. Dr.Devina Sahai, AaharVigyan, New Age International Publishers, New Delhi
6. M. Swaminathan: Handbook of Food and Nutrition, The Banglore Printing & Publishing Co. Ltd, 2018
7. Dr. Reena Khanuja: Aahar Evam Poshan Vigyan. 5. Dr. Sarita Kumawat: Aahar Evam Poshan Vigyan
8. Dr. Brinda Singh: Aahar and PoshanVigyan.


This course can be opted as an elective/ value added course by the students of following subjects: Open for all

Suggested Continuous Evaluation Methods:

- Seminar/ Presentation on any topic of the above syllabus.
- Internal Assessment/ test
- Attendance

Suggested equivalent online courses:
https://epgp.inflibnet.ac.in/
https://swayam.gov.in/
https://heecontent.upsdc.gov.in/Home.aspx



**M.A. VII Semester 4 year Home Science Paper 2**

**RESEARCH METHODOLOGY**
**(Theory)**

| Programme/Class: M.A. | Year: Four | Semester: Seventh |
|---|---|---|
| Subject: Home Science | | |
| Course Code: | Course Title: Research Methodology | Theory |

**Course Objectives:**

- To understand the research methods specific to Home Science.
- To enable the students to prepare report writing and framing Research proposals.
- To learn basic statistical procedures for research.

**Course outcomes:**

- It helps to carry out research problems individually in a perfect scientific method.
- With this course's help, students can take up and implement a research project/ study.
- The students will develop qualitative and quantitative data analysis and presentation skills.

| Credits: 4 | Core Compulsory |
|---|---|
| Max. Marks: 30 (Internal assessment )+70 (External Assessment)=100 | Min. Passing Marks: 36 |

Total No. of Lectures- 60 (1 Hour per Lecture)

| Unit | Topics | No. of Lectures= 60 |
|---|---|---|
| I | **Social Research :** Concept, Nature, Scope, Types of Researches in Home Science<br>**Formulation** and Selection of the Research Problems. | 10 |
| II | **Hypothesis :** Concept, Types & Significance<br>**Research Design :** Concept, Types & Significance<br>**Sampling :** Concept, Types & Significance | 10 |
| III | **Sources of Data Collection :** Primary and Secondary, Field and Documentary.<br>**Tools of Data Collection :**Interview guide, Interview schedule observation and questionnaire.<br>**Methods of data Collection :** Interview, Questionnaire; Observation, Case Study and Projective techniques. | 15 |
| IV | **Measurement** and Scaling<br>**Processing** of Data | 10 |

| | | |
|---|---|---|
| **V** | **Analysis** and Interpretation of Data | 7 |
| **VI** | **Report** Writing | 7 |

**Teaching Learning Process:** Class discussions/ demonstrations, Power point presentations, Class activities/ assignments, Field visits., Internship, etc.

**Suggested Readings:**


1. Gupta, S.P., Statistical Methods, Sultan Chand and Sons, New Delhi, 1994
2. Kothari, C.R.(2008). Research Methodology: Methods and Techniques. Second Edition. New Age International Publishers, New Delhi.
3. Jain, Gopal Lal, Research Methodology, Methods, Tools and Techniques, Mangal Deep Publications, Jaipur, 1998.
4. Wright, Susan E., Social Science Statics Allyn and Bacon Inc., London, 1986.
5. Wisniekwski, Mik, Quantitative Methods for Decision Makers, Mcmillan India Ltd., New Delhi, 1986
6. Garg.B.L., Karadia, R., Agarwal,F. and Agarwal, U.K., 2002. An introduction to Research Methodology, RBSA Publishers.
7. Sinha, S.C. and Dhiman, A.K., 2002. Research Methodology, Ess Ess Publications. 2 volumes.


This course can be opted as an elective/ value added course by the students of following subjects: Open for all

Suggested Continuous Evaluation Methods:

- Seminar/ Presentation on any topic of the above syllabus.
- Internal Assessment/ test
- Attendance

Suggested equivalent online courses:
https://epgp.inflibnet.ac.in/
https://swayam.gov.in/
https://heecontent.upsdc.gov.in/Home.aspx

## M.A. VII Semester 4 year Home Science Paper 3
## EARLY CHILDHOOD CARE AND EDUCATION
## (Theory)

| | | |
|---|---|---|
| Programme/Class: M.A. | Year: Four | Semester: Seventh |
| Subject: Home Science | | |
| Course Code: | Course Title: Early Childhood Care and Education | Theory |

**Course Objectives:**

- To sensitize the students to the needs of infants and preschool children.
- To enhance the skill of planning and implementation of developmental programs for holistic development of children.

**Course outcomes:**

- Gain a comprehensive understanding of early childhood care and education (ECCE)
- Explore various types of pre-school settings and the contributions of influential thinkers in the field of ECCE
- Set up own preschool or Early Childhood Education Center.
- To enable them to plan activities to enhance their motor skills, reading, and writing.

| Credits: 4 | Core Compulsory |
|---|---|
| Max. Marks: 30 (Internal assessment )+70 (External Assessment)=100 | Min. Passing Marks: 36 |
| Total No. of Lectures- 60 (1 Hour per Lecture) | |

| Unit | Topics | No. of Lectures= 60 |
|---|---|---|
| I | **ECCE :** Concepts, objectives, need, scope and significance<br>**Types of Pre-School :** Play Centers, Day Care, Montessori, Kindergarten, Balwadi, Aganwadi.<br>**ECCE** in the National Policy on Education | 11 |
| II | **Contribution of the thinkers in ECCE:** Pestalozzi, Rousseau, Frobel, John Dewey, Maria Montessori (Western) M.K. Gandhi and Rabindra Nath Tagore (Indian) | 14 |
| III | **ECCE in India:** Pre Independence period, Post Independence-Kothari Commission, Contribution of Five Year Plans to ECCE, Yash Pal Committee. | 10 |
| IV | **Contribution of the mentioned agencies / programmes to ECCE in India :** ICCW, IAPE, NCERT, ICDS, UNICEF, NCTE, Mobile Crèche | 15 |
| V | **Pre-School Centers :** Concept, Administrative set-up, Functions and Organization. | 5 |
| VI | **Five year plans and work done by NITI Aayog for the Children** | 5 |

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| **Teaching Learning Process:** Class discussions/ demonstrations, Powerpoint presentations, Class activities/ assignments, Field visits., Internship, etc. |
| **Suggested Readings:**<br>1. Grewal J.S., 1998. Early Childhood Education – Foundation & Practices, Harprasad Bhargava<br>2. Edu. Publishers, Agra<br>3. Mohanty & Mohanty, 1994,. Early Childhood Care and Education, Deep & Deep Pub., New Delhi<br>4. Singh B, 1997. Pre-School Education, APH Publishing Corp., New Delhi.<br>5. Muralidharan R & Banerji V, 1991 : A Guide for Nursery School Teacher, NCERT, New Delhi. |
| This course can be opted as an elective/ value added course by the students of following subjects: Open for all |
| Suggested Continuous Evaluation Methods:<br>• Seminar/ Presentation on any topic of the above syllabus.<br>• Internal Assessment/ test<br>• Attendance |
| Suggested equivalent online courses:<br>https://epgp.inflibnet.ac.in/<br>https://swayam.gov.in/<br>https://heecontent.upsdc.gov.in/Home.aspx |

**M.A. VII Semester 4 year Home Science Paper 4**
**COMMUNICATION CONCEPTS IN COMMUNITY DEVELOPMENT**
**(Theory)**

| | | |
|---|---|---|
| Programme/Class: M.A. | Year: Four | Semester: Seventh |
| Subject: Home Science | | |
| Course Code: | Course Title: Extension and Communication Concepts in Community Development | Theory |

**Course Objectives:**

- To be aware of the approaches to development.
- To understand the existing support structure for development efforts.
- To understand the process of communication in development work.

**Course outcomes:**

- Understand the concept and characteristics of different types of communities such as tribal, rural, and urban.
- Comprehend the concept of community leadership, different leadership theories, and the role of leadership in community development.

- Learn about the methods and processes of extension teaching, teaching aids, and their characteristics and functions.
- Gain insights into curricular development and planning for extension education and development activities.

| Credits: 4 | Core Compulsory |
|---|---|
| Max. Marks: 30 (Internal assessment )+70 (External Assessment)=100 | Min. Passing Marks: 36 |
| Total No. of Lectures- 60 (1 Hour per Lecture) | |

| Unit | Topics | No. of Lectures= 60 |
|---|---|---|
| **I** | **Community :** Definition, concept and characteristics of a community; Structure and organization of different types of communities: tribal, rural and urban. | 08 |
| **II** | **Social groups and Organizations :** Concept, types, characteristics of different social groups, interests, attitudes and motivations for affiliation<br>**Community Leadership :** Concept, leadership theories; patterns and characteristics of leadership in different communities; Role of leadership in Community Development. | 10 |
| **III** | **Extension :** Historical perspectives of extension genes of extension educational & extension systems in India<br>**Extension System :** Outline of National Extension Systems in India : Community Development Programme, ICAR Extension System; State Agricultural Universities; KVK; Role of State Governments in Extension Programmes related to Community Health and other policies, Central Social Welfare Board, Panchayati Raj System. | 13 |
| **IV** | **Extension Teaching :** Methods and Process; Steps in extension teaching methods; Teaching Aides; types, characteristics and functions. | 13 |
| **V** | **Development Communication :** Definition, Nature, Role and Significance of Development Communication; Interrelation between Development and Development Communication; Models of Development Communication. | 8 |
| **VI** | Curricular Development & Planning for extension education and development activities, Blooms taxonomy of educational objectives & learning. | 8 |

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**Teaching Learning Process:** Class discussions/ demonstrations, Power point presentations, Class activities/ assignments, Field visits., Internship, etc.

**Suggested Readings:**


1. Communication for Development in the Third World Theory and Practices (1991). Sage Publication, New Delhi.
2. Chaubey BK (1990) A Handbook of Education Extension, Jyoti Publication, Allahabad.
3. Singh, R. (1987) Text Book of Extension Sahitya Kala Prakashan, Ludhiana
4. Extension Education in Community (1961) Ministry of Food and Agriculture, Government of India, New Delhi.
5. Extension Programme Planning, Oxford and IBH Publishing Company Pvt. Ltd., New Delhi.
6. Dahama, O.P and Bhatnagar, O.P., 2005, Education and Communication for Development, New Delhi, Oxford and IBH Publishing Company.
7. Ray, G.L., 2011, Extension Communication and Management, 8th Edition, Kalyani Publisher.


This course can be opted as an elective/ value added course by the students of following subjects: Open for all

Suggested Continuous Evaluation Methods:

- Seminar/ Presentation on any topic of the above syllabus.
- Internal Assessment/ test
- Attendance

Suggested equivalent online courses:
https://epgp.inflibnet.ac.in/
https://swayam.gov.in/
https://heecontent.upsdc.gov.in/Home.aspx

## M.A. VII Semester 4 year Home Science Paper 5
## COMMUNITY BASED LEARNING & EARLY CHILDHOOD EDUCATION
## (Practical)

| Programme/Class: M.A. | Year: Four | Semester: Seventh |
|---|---|---|
| Subject: Home Science | | |
| Course Code: | Course Title: Community Based Learning & Early Childhood Education | Practical |

**Course Objectives:**

- To understand pedagogy, curriculum framework principles, community orientation, and socio-cultural diversity for optimal development of young children in ECCE programs.
- To understand the process of communication in development work.

**Course outcomes:**

- Develop skills to use principles of pedagogy and curricular framework for optimal development through ECCE programs.
- Develop ways to address socio-cultural diversity through local and global methods and practices.
- Acquire the necessary skills to work effectively with families and form collaborative relationships with them.

| Credits: 4 | Core Compulsory |
|---|---|
| Max. Marks: 30 (Internal assessment )+70 (External Assessment)=100 | Min. Passing Marks: 36 |

Total No. of Lectures- 60 (2 hours per lecture)

| Unit | Topics | No. of Lectures= 60 (2 hours per lecture ) |
|---|---|---|
| **I** | Visit to any ECCE Centre, recording information, observation & Report writing. | 10 |
| **II** | Developing theme based project for children & implementing them in pre-school programme. | 10 |
| **III** | Planning ECCE programme including infrastructural facilities & Budget proposals. | 10 |
| **IV** | Visit to nearby slum areas, interacting with parents & interviewing through interview schedule. | 10 |
| **V** | Preparation of anyone audio-visual aids with dimensional effect. | 10 |
| **VI** | Conducting Nukkad Natak in slum area to educate them about community problems. | 10 |

**Teaching Learning Process:** Class discussions/ demonstrations, Power point presentations, Class activities/ assignments, Field visits., Internship, etc.

**Suggested Readings:**


1. Grewal J.S., 1998. Early Childhood Education – Foundation & Practices, Harprasad Bhargava
2. Mohanty & Mohanty, 1994,. Early Childhood Care and Education, Deep & Deep Pub., New Delhi.
3. Singh B, 1997. Pre-School Education, APH Publishing Corp., New Delhi.
4. Chaubey BK (1990) A Handbook of Education Extension, Jyoti Publication, Allahabad.
5. Singh, R. (1987) Text Book of Extension Sahitya Kala Prakashan, Ludhiana
1. Extension Education in Community (1961) Ministry of Food and Agriculture, Government of India, New Delhi.
2. Dahama, O.P and Bhatnagar, O.P., 2005, Education and Communication for Development, New Delhi, Oxford and IBH Publishing Company.


This course can be opted as an elective/ value added course by the students of following subjects: Open for all

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| Suggested Continuous Evaluation Methods:<br>• Demonstration of anyone Audio- visual Aids/ Theme based teaching aids in pre- school programme<br>• Internal assessment<br>• Attendance |
| Suggested equivalent online courses:<br>https://epgp.inflibnet.ac.in/<br>https://swayam.gov.in/<br>https://heecontent.upsdc.gov.in/Home.aspx |

**M.A. VII Semester 4 year Home Science Paper 6**
**RESEARCH**
**(Project)**

**Course Type: Project**

**Credit: 4**

**Course content:**

- Identification of research problem
- Preparation and finalization of synopsis

**M.A. VIII Semester 4 year Home Science Paper 1**
**HUMAN DEVELOPMENT : THEORIES AND CURRENT TRENDS**
**(Theory)**

| | | |
|---|---|---|
| Programme/Class: M.A. | Year: Four | Semester: Eight |
| Subject: Home Science | | |
| Course Code: | Course Title: Human Development: Theories and Current Trends | Theory |

**Course Objectives:**

- To understand and demonstrate the basics of knowledge relating to human development.
- To provide an understanding of various theories of human development.
- To familiarize the students with changes occurring during life span.

**Course outcomes:**

- Appreciate and analyse the different theories of development.
- Develop skills for critical appraisal and construction of theories of development
- Use theory and research to explain lifespan development in individual, family and community contexts.

- Examine recent theoretical perspectives of human development and relate them to contemporary issues and contexts.

| Credits: 4 | Core Compulsory |
|---|---|
| Max. Marks: 30 (Internal assessment )+70 (External Assessment)=100 | Min. Passing Marks:36 |

Total No. of Lectures- 60 (1 Hour per Lecture)

| Unit | Topics | No. of Lectures= 60 |
|---|---|---|
| I | **Early Theories**<br>Historical foundation, philosophies of the enlightenment.<br>Scientific Beginnings, Normative period. | 10 |
| II | **Psychoanalytical perspectives.**<br>Freud's Theory, The parts of personality<br>Psychosocial Theory – Erik Erikson<br>Contribution and limitations of the psycho analytical perspective | 10 |
| III | **Behaviourism and social learning theory**<br>Social Learning Theories – Albert Bandura<br>Learning Theories – Pavlov and Skinner<br>Contribution and limitations of behaviourism and social learning theories. | 10 |
| IV | **Cognitive Development Theory – Jean Piaget**<br>Piaget's stages<br>Contribution and limitations of Piagets and Theory<br>Socio – Cultural Theory of Cognitive Development – Vygotsky | 10 |
| V | Kohlberg's Moral Judgment Theory<br>Ecological Theory-Urie Bronfenbrenner | 10 |
| VI | Recent Theoretical Perspectives of Human Development. | 10 |

**Teaching Learning Process:** Class discussions/ demonstrations, Power point presentations, Class activities/ assignments, Field visits., Internship, etc.

**Suggested Readings:**


1. Child Development – L.E. Berk Basten – Allyn & Bacon, London.
2. Child Development – E.B. Hurlock.
3. Child Development & personality – P.H. Mussen, J.J. Conger & J. Kagan, A.C. Huston – Harper & Row Publications, New York.
4. Child Development – An Introduction – J.W. Santrock & S.K. Yussen lowa WMC, Brown Publishers.

5. Child Development : Infancy through Adolescence – A. Clarke Stewart & S. Friedaman, Johnwiley, New York
6. Developmental & personality – E.B. Harlock.
7. Human Development – F.P. Rice prentice Hall, New Jersey.
8. The Development of Children – M.Cole & S. Colde – Scientific American Books – Freeman & Co.

This course can be opted as an elective/ value-added course by the students of the following subjects: Open for all

Suggested Continuous Evaluation Methods:

- Seminar/ Presentation on any topic of the above syllabus
- Internal assessment/teat
- Attendance

Suggested equivalent online courses:
https://epgp.inflibnet.ac.in/
https://swayam.gov.in/
https://heecontent.upsdc.gov.in/Home.aspx

## M.A. VIII Semester 4 year Home Science Paper 2

## COMMUNITY NUTRITION
**(Theory)**

| Programme/Class: M.A. | Year: Four | Semester: Eight |
|---|---|---|
| Subject: Home Science | | |
| Course Code: | Course Title: Community Nutrition | Theory |

**Course Objectives:**

- To be familiar with the common nutritional problems of the community.
- To get exposure to the schemes to combat malnutrition.
- To be aware of the health hazards related to food and water

**Course outcomes:**

- To create skills to conduct simple nutrition assessments.
- To evaluate and prevent common nutritional problems in India.
- To understand different nutritional tools in educating the community.

| Credits: 4 | Core Compulsory |
|---|---|
| Max. Marks: 30 (Internal assessment )+70 (External Assessment)=100 | Min. Passing Marks:36 |
| Total No. of Lectures- 60 (1 Hour per Lecture) | |

| Unit | Topics | No. of Lectures= 60 |
|---|---|---|

| | | |
|---|---|---|
| **I** | • Concepts of community nutrition.<br>• Nutritional problems of the community and its implications for public health. Causes, incidence, signs and symptoms and treatment of PEM, Vitamin A deficiency, Iron Deficiency, Iodine Deficiency, Fluorosis and Lathyrism.<br>• Malnutrition and Infection**:** Interrelationship between the two, Immunization. | 10 |
| **II** | • **Sociological factors contributing in the Etiology and Prevention of Malnutrition :** Food production and availability, cultural influences, socio-economic factors, food consumption and distribution, emergency disaster conditions. | 10 |
| **III** | • Meaning of Nutrition education and its importance.<br>• Organization of nutrition education programmes for the community. | 10 |
| **IV** | • **Assessment of Nutritional Status :** Meaning, Need, Objectives and Techniques.<br>• **Primary Methods :** Anthropometric measurements : Weight, Height, Skin Fold Thickness, Head Circumference, MUAC, Chest Circumference : Use of Growth Chart, Bio-chemical Assessment; Clinical Method; Dietary Survey – Types.<br>• **Secondary Methods :** Vital Statistics; Mortality Rates – Crude death rate, Infant mortality rate; maternal mortality rate; survival rate; morbidity rate; fertility rate. | 10 |
| **V** | • Nutritional intervention- Nutrition and Health care policies and programs.<br>• Food and Nutrition Security | 10 |
| **VI** | • National and International agencies in Community nutrition : ICDS, SNP, ANP, FAO, WHO, UNICEF, CARE, AID, ICMR, CSIR, NIN, CFTRI, Midday meal program | 10 |
| **Teaching Learning Process:** Class discussions/ demonstrations, Power point presentations, Class activities/ assignments, Field visits., Internship, etc. | | |
| **Suggested Readings:**<br><br>1. Publications of the International Life Science Institute.<br>2. Serimshow N and Glesson G (ed.) (1991). Rapid Assessment Methodologies for Planning and Evaluation. Health Related Programme published by (INFDC) International Nutrition Foundation for Developing Countries. | | |

3. Stryer L (1984), 4th ed. Bio-Chemistry WH Freeman and Co.
4. UNICEF's State of the Worlds' Children.
5. WHO (1999) Nutrition for Health and Development Progress and Prospects. On the eve of the 21st Century WHO INHD, 99.0 Geneva

This course can be opted as an elective/ value added course by the students of following subjects: Open for all

Suggested Continuous Evaluation Methods:

- Seminar/ Presentation on any topic of the above syllabus.
- Internal Assessment/ test
- Attendance

Suggested equivalent online courses:
https://epgp.inflibnet.ac.in/
https://swayam.gov.in/
https://heecontent.upsdc.gov.in/Home.aspx

## M.A. VIII Semester 4 year Home Science Paper 3

## FASHION DYNAMICS
**(Theory)**

| Programme/Class: M.A. | Year: Four | Semester: Eight |
|---|---|---|
| Subject: Home Science | | |
| Course Code: | Course Title: Fashion Dynamics | Theory |

**Course Objectives:**

- To understand different areas of Fashion Business with its comprehensive study of Fashion terminologies to create awareness about overall nature of fashion
- To understand the nature of fashion business, elements and challenges associated with Fashion Industry.

**Course outcomes:**

- To acquire the knowledge regarding environment and movement of fashion so that to understand the various aspects of Fashion.
- Students will able to understand the nature & evolution of fashion business, fashion adoption, and economic importance of fashion business.
- They acquired a clear knowledge of the different aspects and levels of fashion & Principle of fashion as per international Fashion centre.

| Credits: 4 | Core Compulsory |
|---|---|
| Max. Marks: 30 (Internal assessment )+70 (External Assessment)=100 | Min. Passing Marks:36 |

| Total No. of Lectures- 60 (1 Hour per Lecture) | | |
|---|---|---|
| **Unit** | **Topics** | **No. of Lectures= 60** |
| **I** | **Introduction to Fashion**<br>Fashion : Terminology, Characteristics, contrast with customs and role in modern society.<br>Fashion cycle<br>Factors influencing fashion | 10 |
| **II** | **History and theoretical perspective**<br>Theories of fashion & its adoption<br>Principles of Fashion adoption<br>Historical Trends in Fashion Industry | 10 |
| **III** | **Fashion Forecasting Design analysis with respect to fashion design**<br>Designs : structural, decorative, abstract.<br>Introduction to applied art.<br>Elements of design.<br>Principles of design. | 10 |
| **IV** | **Fashion designers and centres – Theory of colour.**<br>Sources of fashion<br>Fashion centres<br>Role of Designers<br>Indian Designers. | 10 |
| **V** | **Fashion Marketing**<br>Fashion market and marketing environment. | 10 |
| **VI** | **Fashion Industry**<br>Problems and prospect of Fashion Industry.<br>Policies governing the Fashion Industry. | 10 |
| **Teaching Learning Process:** Class discussions/ demonstrations, Power point presentations, Class activities/ assignments, Field visits., Internship, etc. | | |

| |
|---|
| **Suggested Readings:**<br>1. Agarwal Rajni and Gupta Sanjula – Paridhan Nirman Avam Fashion Designing<br>2. Patni Manju – Vastravigyan Avam Paridhan Vyavastha, Star publication Agra.<br>3. Tumter GL – Cutting and tailoring.<br>4. Verma Pramila – Vastravigyan Avam Paridhan. |
| This course can be opted as an elective/ value added course by the students of following subjects: Open for all |
| Suggested Continuous Evaluation Methods:<br>• Seminar/ Presentation on any topic of the above syllabus.<br>• Internal Assessment/ test<br>• Attendance |
| Suggested equivalent online courses:<br>https://epgp.inflibnet.ac.in/<br>https://swayam.gov.in/<br>https://heecontent.upsdc.gov.in/Home.aspx |

**M.A. VIII Semester 4 year Home Science Paper 4**

**RESOURCE MANAGEMENT**
**(Theory)**

| | | |
|---|---|---|
| Programme/Class: M.A. | Year: Four | Semester: Eight |
| Subject: Home Science | | |
| Course Code: | Course Title: Resource Management | Theory |
| Course Objectives:<br>• To describe the characteristics and classify the resources.<br>• To comprehend the necessity of sustainable usage of natural resources.<br>• To make student aware about maximum utilization of their resources to meet their goals.<br>Course outcomes:<br>• To Demonstrate a deep understanding of human resource management, principles and practices, staffing and recruitment processes.<br>• To understand professional management concepts and current trends in resource management, including the socio-economic environment's impact on families and organizations, and the role of women in environment protection. | | |
| Credits: 4 | Core Compulsory | |
| Max. Marks: 30 (Internal assessment )+70 (External Assessment)=100 | Min. Passing Marks:36 | |

| Total No. of Lectures- 60 (1 Hour per Lecture) | | |
|---|---|---|
| **Unit** | **Topics** | **No. of Lectures= 60** |
| **I** | **Management of Human Resources :** Principles of human resource use; Motivation vs. Productivity; Training for personality development and leadership; Efficiency – definition and factors affecting efficiency. | 12 |
| **II** | **Staffing :** Concept, principles<br>**Recruitment :** Concept and Management. | 05 |
| **III** | **Definition of Natural Resources, Forest, Air Water and Water harvesting, municipal solid** waste management<br>concept of sustainable development sustainable development Goals (SDGs), Meaning & Sources of Conventional & non-Conventional energy. | 12 |
| **IV** | **Environment in relation to Public Health :** Environment pollution and community health, water-borne diseases, Air borne diseases, chemical insecticides and its impact on health, other toxic agents. | 12 |
| **V** | **Professional Management :** Introduction; Concepts of professional Management; Aspects of Professional Management – Office Management, code-conduct, Duties of employees under various provisions; Professional relations, duties and liabilities in profession. | 11 |
| **VI** | **Current Trends in Resource Management :** Socio-economic environment's impact on families and organization; Consumer Protection; Role of women in Environment Protection. | 08 |
| **Teaching Learning Process:** Class discussions/ demonstrations, Power point presentations, Class activities/ assignments, Field visits., Internship, etc. | | |

**Suggested Readings:**


1. Werther, Williams B and Davis, Keith, Human Resource and Personnel Management, McGraw Hill Inc., New Delhi, 1996.
2. Fisher, Cynthia D., Schoenfeldt, Lyle F., and Shaw, James, B., Human Resource Management, All India Publishers and Distributors, Chennai, 1997.
3. Frehch, Wendeil L., Human Resource Management, All India Publishers and distributors Regd., Chennai, 1997.
4. Monapa, Arun, Managing Human Resources, McMillan India Limited, New Delhi-1997.

| |
|---|
| 5. Chatterjee, Bhaskar, Human Resource Management, A Contemporary Text Sterling Publishers Pvt. Ltd., New Delhi, 1995 |
| This course can be opted as an elective/ value added course by the students of following subjects: Open for all |
| Suggested Continuous Evaluation Methods:<br>• Seminar/ Presentation on any topic of the above syllabus.<br>• Internal Assessment/ test<br>• Attendance |
| Suggested equivalent online courses:<br>https://epgp.inflibnet.ac.in/<br>https://swayam.gov.in/<br>https://heecontent.upsdc.gov.in/Home.aspx |

**M.A. VIII Semester 4 year Home Science Paper 5**

**NUTRITIONAL ASSESSMENTS AND ENVIRONMENTAL IMPACT STUDIES**
**(Practical)**

| | | |
|---|---|---|
| Programme/Class: M.A. | Year: Four | Semester: Eight |
| Subject: Home Science | | |
| Course Code: | Course Title: Nutritional Assessments and Environmental Impact Studies | Practical |

**Course Objectives:**

- To enable students to undertake dietary surveys using various methods, calculate food and nutrient intake for specific demographics.
- To understand conducting surveys of organizations and institutes to quantify pollution and natural resource usage

**Course outcomes:**

- Students will be able to proficiently conduct dietary surveys utilizing diverse methods.
- Students will be competent in performing surveys in designated institutions or organizations to quantify pollution issues and evaluate natural resource consumption.
- Students will learn how to prepare comprehensive reports on waste management, pollution control, and natural resource management.

| | |
|---|---|
| Credits: 4 | Core Compulsory |
| Max. Marks: 30 (Internal assessment )+70 (External Assessment)=100 | Min. Passing Marks:36 |
| Total No. of Lectures- 60 (2 hours per lecture) | |

| Unit | Topics | No. of Lectures= 60 (2 hours per lecture) |
|---|---|---|

| | | |
|---|---|---|
| **I** | To undertake dietary survey by different methods. | 10 |
| **II** | Calculation of food & nutrient intake of a particular class of people. | 10 |
| **III** | Anthropometric assessments & clinical observations of preschool children. | 10 |
| **IV** | Survey of specified institute/organization for quantification of pollution problems / usage of natural resources. | 10 |
| **V** | Preparation of reports for waste management and pollution control/management of natural resources in an institute/organization. | 10 |
| **VI** | Presentation of the report prepared with suggestions for management of natural resources as per SDG's. | 10 |

**Teaching Learning Process:** Class discussions/ demonstrations, Power point presentations, Class activities/ assignments, Field visits., Internship, etc.

**Suggested Readings:**


1. Dr. Brinda Singh, Manav Sharir evam Kriya Vigyan Panchsheel Prakashan, Jaipur;2015 ,15th Ed.
2. Sumati R Mudami, "Fundamentals of food Nutrition and Diet Therapy" , New Age International Pvt. Ltd, New Delhi , 6th Ed. (2018)
3. Punita Sethi and Poonam Lakda , "Aahar Vigyan, Suraksha evam Poshan" ; Elite Publishing House, New Delhi ;2015 •
4. Dr. Anita Singh, Aahar Evam PoshanVigyan, Star Publications, Agra.
5. Dr.Devina Sahai, AaharVigyan, New Age International Publishers, New Delhi
6. M. Swaminathan: Handbook of Food and Nutrition, The Banglore Printing & Publishing Co. Ltd, 2018.
7. Dr. Reena Khanuja: Aahar Evam Poshan Vigyan. 5. Dr. Sarita Kumawat: Aahar Evam Poshan Vigyan.
8. Dr. Brinda Singh: Aahar and PoshanVigyan.


This course can be opted as an elective/ value added course by the students of following subjects: Open for all

Suggested Continuous Evaluation Methods:

- Calculation of food & nutrient intake of a particular income group.
- Sessional assessment.
- Presentation/ Attendance

Suggested equivalent online courses:
https://epgp.inflibnet.ac.in/
https://swayam.gov.in/
https://heecontent.upsdc.gov.in/Home.aspx

**M.A. VIII Semester 4 year Home Science Paper 6**

**RESEARCH ((Project)**

**Course Type: Project**

**Credit: 4**

**Course content:**

- Review of literature and methodology of the study.
- Finalization of data collection tools.

**M.A. IX Semester 5 year Home Science Paper 1**
**STATISTICS & COMPUTER APPLICATION**
**(Theory)**

| | | |
|---|---|---|
| Programme/Class: M.A. | Year: Five | Semester: Ninth |
| Subject: Home Science | | |
| Course Code: | Course Title: Statistics & Computer Application | Theory |

**Course Objectives:**

- Differentiate between the qualitative and quantitative methods of analysis of data.
- to understand applications of statistical techniques for analysis and interpretation.
- To acquire practical skills in using MS Office suite, including Word, Excel, and PowerPoint.

**Course outcomes:**

- Students will be able to apply statistical methods in research to analyze and interpret data effectively.
- Suitably apply data reduction strategies and illustrate data using various graphical methods.
- Demonstrate a comprehensive understanding of computer fundamentals and applications (MS Office etc.).

| | |
|---|---|
| Credits: 4 | Core Compulsory |
| Max. Marks: 30 (Internal assessment )+70 (External Assessment)=100 | Min. Passing Marks:36 |
| Total No. of Lectures- 60 (1 Hour per Lecture) | |

| Unit | Topics | No. of Lectures= 60 |
|---|---|---|
| I | **Meaning & Scope of Statistics, role of Statistics in research.** Descriptive statistics, classification, tabulation, frequency distribution & diagrammatic & graphic representation of data. | 10 |

| | | |
|---|---|---|
| **II** | **Measures of Central tendency – mean, median, mode.**<br>Levels of Measurement – Nominal, Ordinal, Interval & Ratio | 12 |
| **III** | Basic concepts of t-test, z-test, chi-square test, coefficient correlation & its use in research. | 12 |
| **IV** | Fundamentals of Computer, History of Computers, Generation of computer, Components, Applications of Computers. | 10 |
| **V** | Operating system & Internet, MS-DOS, MS-Windows and Internet. | 08 |
| **VI** | MS Office<br>MS Word<br>MS Excel<br>MS Power Point | 08 |

**Teaching Learning Process:** Class discussions/ demonstrations, Power point presentations, Class activities/ assignments, Field visits., Internship, etc.

**Suggested Readings:**


1. Gupta, S.P., Statistical Methods, Sultan Chand and Sons, New Delhi, 1994
2. Kothari, C.R.(2008). Research Methodology: Methods and Techniques. Second Edition. New Age International Publishers, New Delhi.
3. Jain, Gopal Lal, Research Methodology, Methods, Tools and Techniques, Mangal Deep Publications, Jaipur, 1998.
4. Wisniekwski, Mik, Quantitative Methods for Decision Makers, Mcmillan India Ltd., New Delhi, 1986
5. Garg.B.L., Karadia, R., Agarwal,F. and Agarwal, U.K., 2002. An introduction to Research Methodology, RBSA Publishers.
6. Sinha, S.C. and Dhiman, A.K., 2002. Research Methodology, Ess Ess Publications. 2 volumes


This course can be opted as an elective/ value added course by the students of following subjects: Open for all

Suggested Continuous Evaluation Methods:

- Seminar/ Presentation on any topic of the above syllabus
- Internal assessment/Test
- Attendance

Suggested equivalent online courses:
https://epgp.inflibnet.ac.in/
https://swayam.gov.in/
https://heecontent.upsdc.gov.in/Home.aspx

Bindu Sharma

**M.A. IX Semester 5 year Home Science Paper 2**

**CLINICAL AND THERAPEUTIC NUTRITION**

**(Theory)**

| Programme/Class: M.A. | Year: Five | Semester: Ninth |
|---|---|---|
| Subject: Home Science | | |
| Course Code: | Course Title: Clinical and Therapeutic Nutrition | Theory |

**Course Objectives:**

- To provide a comprehensive understanding of diet therapy and nutritional care.
- To enable students to understand the etiology, physiological and metabolic anomalies of diseases.
- To acquire knowledge about the effects of various diseases on nutritional status and dietary requirements.
- To understand the aspect of required nutritional care and treatment of the various diseases.

**Course outcomes:**

- Students will be able to understand and implement energy modifications and nutritional care for weight management and designing appropriate diet plans for underweight & overweight individuals.
- Students will be able to understand the interaction between drugs and nutrients, and how to manage this interaction effectively in patient care.
- Students to gain insights into dietary management for specific conditions such as thyroid, liver and cardiovascular diseases.

| Credits: 4 | Core Compulsory |
|---|---|
| Max. Marks: 30 (Internal assessment )+70 (External Assessment)=100 | Min. Passing Marks: 36 |
| Total No. of Lectures- 60 (1 Hour per Lecture) | |

| Unit | Topics | No. of Lectures= 60 |
|---|---|---|
| I | **Basic concepts of diet therapy:** New trends in delivery of nutritional care and dietary counselling. **Assessment of Patient's needs based on interpretations of patient's data :** Clinical, biochemical and personal. | 08 |
| II | **Energy modifications and nutritional care for weight management :** Identifying the over-weight and obese; Factors contributing to obesity; Low energy diet and behavioural modifications; Under weight – etiology and assessment; High energy diets for weight gain-anorexia, nervosa and Bullemia. | 10 |
| III | **Diets for febrile, infections and surgical conditions :** Diseases of Thyroid : types, Causes & Dietary Management | 10 |

| | | |
|---|---|---|
| **IV** | **Diseases of the Liver :** Viral, Hepatitis, Cirrhosis of liver; Diseases of the gall bladder.<br>**Diabetes Mellitus :** Classification, symptoms, diagnosis, metabolic changes and management. | 10 |
| **V** | **Diseases of the Cardiovascular System :** Atherosclerosis – Etiology and Risle Factors; Hyperlipidemia – Brief review of lipo-proteins and their metabolism, Hypertension.<br>**Diseases of the Kidney :** Glomerulorephiritis, Nephrotic Syndrome and Renal Failure. | 12 |
| **VI** | **Diseases of Musculo-skeletal System :** Rheumatoid Arthritis, Osteo-arthritis, Osteoporosis, Gout.<br>**Interaction** between drugs and nutrients. | 10 |

**Teaching Learning Process:** Class discussions/ demonstrations, Power point presentations, Class activities/ assignments, Field visits., Internship, etc.

**Suggested Readings:**


1. B Srilakshmi, Dietetics: New age international publisher, New Delhi.
2. Mudamsi, Rajgopal: Fundamentals of Food nutritional and diet theraphy.
3. Dr. M.S. Swaminathan: Food and Nutrition.
4. M. S. Swarninathan:The nutritive value of Foods.
5. Potter, N. and Hotehkiss JH (1996). Food Science, Fifth Edition CBS Publishers and Distributors, N. Delhi.
6. Peckhem G and Freeland Greaves GH (1979) Foundation of Food Preparation.
7. Piggott, JR (ed.) (1988), Sensory Analysis of Foods. Elsevier Applied Sense, London.
8. Park K. (2000). Parks Text Books of Preventive and Social Medicine, 18th Edition M/s Banarsidas Bhanot, Jabalpur.
9. Pomeren's and Melmen CE (1996). Food Analysis : Theory and Practice CES Publishers and Distributor, New Delhi.


This course can be opted as an elective/ value added course by the students of following subjects: Open for all

Suggested Continuous Evaluation Methods:

- Seminar/ Presentation on any topic of the above syllabus
- Internal assessment/ Test
- Attendance

Suggested equivalent online courses:
https://epgp.inflibnet.ac.in/
https://swayam.gov.in/
https://heecontent.upsdc.gov.in/Home.aspx

**M.A. IX Semester 5 year Home Science Paper 3**

**TESTING AND QUALITY CONTROL**

**(Theory)**

| Programme/Class: M.A. | Year: Five | Semester: Ninth |
|---|---|---|
| Subject: Home Science | | |
| Course Code: | Course Title: Testing and Quality Control | Theory |

**Course Objectives:**

- To develop an understanding of methods and techniques used to analyze textile fibre, yarns and fabrics for end-use performance.
- To acquire knowledge and understanding of various structural properties of textiles and relate to end-use fabric performance and product.
- To be able to analyze and interpret the results and predict textile testing.

**Course outcomes:**

- Students should be able to understand and apply the principles of textile testing and quality control.
- Develop an understanding of methods and techniques used to analyze textile fibre, yarns and fabrics for end-use performance.
- To acquire knowledge and understanding of various structural properties of textiles and relate to end use fabric performance and product.

| Credits: 4 | Core Compulsory |
|---|---|
| Max. Marks: 30 (Internal assessment )+70 (External Assessment)=100 | Min. Passing Marks:36 |
| Total No. of Lectures- 60 (1 Hour per Lecture) | |

| Unit | Topics | No. of Lectures= 60 |
|---|---|---|
| I | **Importance** of Textile Testing and Quality Control<br>**Quality Control Charts :** concept, use, advantage, control limits<br>**Standardization and testing Conditions :** Definitions of humidity, Relative humidity, moisture content moisture region. Standard atmospheric conditions and standard testing conditions. | 07 |
| II | **Fibre Properties :** length, fineness, maturity<br>**Strength :** Definition, importance of above properties<br>**Methods of determination of above properties :** Hand stapling method, fibro graph (for length) Gravimetric, Air flow, Micronaire (for fineness), Direct and indirect (for maturity) single fibre strength and bundle strength (for strength). | 12 |

| | | |
|---|---|---|
| **III** | **Study of fabric properties:** Testing of fabric length, width and thickness, Shirley thickness tester; Fabric strength – Measuring tensile strength. Tearing strength, bursting strength; Fabric abrasion testing – pilling testing, Stiffness testing; Fabric colour fastness testing – Colour fastness to sunlight, washing and crocking. | 12 |
| **IV** | **Textile Testing and Quality Control –** need of testing, sampling method, techniques of testing fibres, yarn, fabrics GSM of fabrics. | 12 |
| **V** | **Textile and environment –** banned dyes, eco-friendly textiles, contamination and effluent treatment, Eco-label and eco marks. | 07 |
| **VI** | **Recent developments in textiles and apparels –** nano textiles, technical textiles, occupational clothing, zero waste designing, up cycling and recycling. | 10 |

**Teaching Learning Process:** Class discussions/ demonstrations, Power point presentations, Class activities/ assignments, Field visits., Internship, etc.

**Suggested Readings:**


1. Booth, J.E. : Principles of Textile Testing Newness Butter Worth, London
2. Bilies, J. Cotton and Helen H Epps – Textile testing and Analysis – Prentice Hall, New Jersey.
3. John, H Skinkle – textile testing – Brooklyn, New York
4. Grover and Hanby – Handbook of textile testing and Quality Control Wiles.


This course can be opted as an elective/ value added course by the students of following subjects: Open for all

Suggested Continuous Evaluation Methods:

- Seminar/ Presentation on any topic of the above syllabus
- Internal assessment/ Test
- Attendance

Suggested equivalent online courses:
https://epgp.inflibnet.ac.in/
https://swayam.gov.in/
https://heecontent.upsdc.gov.in/Home.aspx

**M.A. IX Semester 5 year Home Science Paper 4**

**CHILDREN WITH SPECIAL NEEDS**

**(Theory)**

| Programme/Class: M.A. | Year: Five | Semester: Ninth |
|---|---|---|
| Subject: Home Science | | |
| Course Code: | Course Title: Children with Special Needs | Theory |

**Course Objectives:**

- To develop competence in understanding the well-being of children with special needs.
- To develop skills for early detection, screening, and identification of disabilities in children, and understand the importance of timely intervention.
- To learn to identify and analyze genetic and environmental factors contributing to disabilities.

**Course outcomes:**

- Demonstrate in-depth understanding of various disabilities, including their definitions, classifications, causes, and characteristics.
- Effectively engage and educate families and caregivers about their role in supporting children with special needs.
- Understand and navigate the policies and legislation related to children with special needs

| Credits: 4 | Core Compulsory |
|---|---|
| Max. Marks: 30 (Internal assessment )+70 (External Assessment)=100 | Min. Passing Marks:36 |

Total No. of Lectures- 60 (1 Hour per Lecture)

| Unit | Topics | No. of Lectures= 60 |
|---|---|---|
| I | **Introduction to Children with Special Need :** Definition and terminology; Types of special children; Children at risk – poverty and gender issues; Genetic and environmental factors in disability; Effect of the disability on the child; Early detection; screening identification; Need for intervention, education, rehabilitation, Role of family and child care worker. | 10 |
| II | **Services for Special Children :** Prevalence in India; The issues of labelling; Policies and legislation for the disabled; Prevention of the disability; Rehabilitation; Approach towards disability. | 10 |
| III | **The Child with mental Retardation:** Definition and classification; Causes of mental retardation; Identification; | 11 |

| | | |
|---|---|---|
| | Characteristics; Managing children with mental retardation at home; Special educational measures | |
| **IV** | **Visually Impaired Children :** Definition-Blind and partially sighted children; Identification; /causes; Effect of visual impairment on child's development; special education & training; Role of family in detection, early stimulation and training.<br><br>**Hearing Impaired Children :** Definitions – Deaf and hard of hearing children; Classification : Mild, moderate, severe and profound loss; Causes of hearing impairment; Identification, care, early stimulation and education of hearing impaired children; Role of family in detection and child's language development. | 12 |
| **V** | **The Children with communication disorders :** Definition and meaning; Classification; Causes; Management and education of children with communication disorders.<br><br>**The Children with Cerebral Paisy and Orthopaedic Disability:** Definition and classification; Causes and associated conditions; Identification and integrated education; and integrated education; Rehabilitation of children with physical disability; Role of family in care and early training. | 12 |
| **VI** | **Gifted Children :** Definition, characteristics of gifted children, identification, special educational measures, role of parents.<br>**Children with behavioural Disorders :** Definition, General causes; Types; Behavioural problems associated with Autism, Allenton Deficit Hyper activity Disorder (ADHD), Enuresis; Behavioural problems of children showing excessive anxiety, phobia, temper-tantrums, withdrawal behaviour and aggressive behaviour. Learning disability. | 05 |
| **Teaching Learning Process:** Class discussions/ demonstrations, Power point presentations, Class activities/ assignments, Field visits., Internship, etc. | | |

**Suggested Readings:**


1. Kirk Samuel, Educating Exceptional Children, TBH, New Delhi
2. Bhargava M. (1994) – Introduction to Exceptional Children, Sterling Publishers, New Delhi.
3. Kar Chintamani (1996) – Exceptional Children : Their Psychology and Education, Sterling Publishers, New Delhi.
4. Sahu B.K. (1993) – Education of the Exceptional Children, Kalyani Publishers, New Delhi.


This course can be opted as an elective/ value added course by the students of following subjects: Open for all

Suggested Continuous Evaluation Methods:

- Seminar/ Presentation on any topic of the above syllabus
- Internal assessment/ Test
- Attendance

Suggested equivalent online courses:
https://epgp.inflibnet.ac.in/
https://swayam.gov.in/
https://heecontent.upsdc.gov.in/Home.aspx

## M.A. IX Semester 5 year Home Science Paper 5

## THERAPEUTIC NUTRITION & BASIC COMPUTERS (Practical)

| Programme/Class: M.A. | Year: Four | Semester: Ninth |
|---|---|---|
| Subject: Home Science | | |
| Course Code: | Course Title: Therapeutic Nutrition & Basic Computers | Practical |

**Course Objectives:**

- To understand the pathophysiology and nutritional needs associated with various disorders.
- To develop skills to plan and prepare therapeutic diets tailored to meet the specific needs of patients
- To learn the use of different tools like MS Office.

**Course outcomes:**

- Create comprehensive and effective therapeutic diet plans for patients with different disorders.
- Learn how to use MS word, MS Excel and MS power point.

| Credits: 4 | Core Compulsory |
|---|---|
| Max. Marks: 30 (Internal assessment )+70 (External Assessment)=100 | Min. Passing Marks: 36 |
| Total No. of Lectures- 60 (2 hours per lecture) | |

| Unit | Topics | No. of Lectures= 60 (2 hours per lecture) |
|---|---|---|
| **I** | Planning & preparing of therapeutic diet for patient of different disorders.<br>-Diabetes Mellitus<br>-Thyroid | 14 |
| **II** | -Hypertension<br>-Hepatitis | 14 |
| **III** | -Jaundice<br>-Nephritis<br>-Gout | 14 |
| **IV** | MS – Word | 06 |
| **V** | MS – Excel | 06 |
| **VI** | MS – PowerPoint | 06 |

**Teaching Learning Process:** Class discussions/ demonstrations, Power point presentations, Class activities/ assignments, Field visits., Internship, etc.


1. **Suggested Readings:**
2. Dr. Brinda Singh, Manav Sharir evam Kriya Vigyan Panchsheel Prakashan, Jaipur;2015 ,15th Ed.
3. Sumati R Mudami, "Fundamentals of food Nutrition and Diet Therapy" , New Age International Pvt. Ltd, New Delhi , 6th Ed. (2018)
4. Punita Sethi and Poonam Lakda , "Aahar Vigyan, Suraksha evam Poshan" ; Elite Publishing House, New Delhi ;2015 •
5. Dr. Anita Singh, Aahar Evam PoshanVigyan, Star Publications, Agra.
6. Dr.Devina Sahai, AaharVigyan, New Age International Publishers, New Delhi
7. M. Swaminathan: Handbook of Food and Nutrition, The Banglore Printing & Publishing Co. Ltd, 2018.
8. Dr. Reena Khanuja: Aahar Evam Poshan Vigyan. 5. Dr. Sarita Kumawat: Aahar Evam Poshan Vigyan.
9. Dr. Brinda Singh: Aahar and PoshanVigyan.


This course can be opted as an elective/ value added course by the students of following subjects: Open for all

Suggested Continuous Evaluation Methods:

- Prepare a therapeutic diet for different diseases
- Prepare any file with the help of M S word/ M.S. power point

| |
|---|
| • Sessional assessment / test<br>• Attendance |
| Suggested equivalent online courses:<br>https://epgp.inflibnet.ac.in/<br>https://swayam.gov.in/<br>https://heecontent.upsdc.gov.in/Home.aspx |

**M.A. IX Semester 5 year Home Science Paper 6**

**RESEARCH (Project)**

**Course Type: Project**
**Credit: 4**

**Course content:**

- Data collection of the study.
- Interpretation of data.

**M.A. X Semester 5 year Home Science Paper 1**

**CONSUMER ECONOMICS**
**(Theory)**

| | | |
|---|---|---|
| Programme/Class: M.A. | Year: Five | Semester: Tenth |
| Subject: Home Science | | |
| Course Code: | Course Title: Consumer Economics | Theory |

**Course Objectives:**

- To understand the basic concept of consumer economics and about different economic systems (capitalist, socialist, and mixed economy)
- To impart knowledge in consumer behaviour, consumer acts and regulations.
- To gain knowledge about advertisement.

**Course outcomes:**

- To comprehend the needs and demands in the local and international markets.
- Apply the laws of consumption, utility theories, and demand analysis to real-world scenarios.
- Understand the objectives and methods of advertising and how it influences consumer behavior.

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|---|---|
| Credits: 4 | Core Compulsory |
| Max. Marks: 30 (Internal assessment )+70 (External Assessment)=100 | Min. Passing Marks: |
| Total No. of Lectures- 60 (1 Hour per Lecture) | |

| Unit | Topics | No. of Lectures= 60 |
|---|---|---|

| | | |
|---|---|---|
| **I** | **Consumer Economics –** Definition and importance of the subject, Types of economic system – capitalist, socialist, mixed economy, its characteristics and effect on consumer, Concept of goods and services and its classification. | 09 |
| **II** | **Consumption –** Meaning, Laws of consumption, Utility, law of diminishing marginal utility, Marginal and total utility, Utility and price of the commodity, Nature of wants, Classification of human wants and standard of living. | 12 |
| **III** | **Consumer Demand –** Demand and types of demand, Factors affecting demand, Characteristic of good budged planning | 10 |
| **IV** | **Consumer Education and Protection –** Introduction, significance of Consumer Education and Protection, Basic concepts, Consumer Product, Consumer Behaviour, Consumer Forum, Consumer Footfalls, Consumer Problems, Consumer Rights, Standardized Marks (ISI, Wool Mark, Hall Mark, Silk Mark), Protection Councils, Consumer Responsibilities. | 15 |
| **V** | **Consumer co-operatives & Public utilities and services –** Structure and functions of consumer co-operatives, Role and functions of public utilities and services. | 07 |
| **VI** | **Advertisement –** Definition and objectives, Classification of advertisement, Methods of advertisement. | 07 |

**Teaching Learning Process:** Class discussions/ demonstrations, Power point presentations, Class activities/ assignments, Field visits., Internship, etc.

**Suggested Readings:**


- Fred D. Reynolds and Coillliean D. Wells (1977): Consumer Behaviour, McGraw Hills Series in Marketing, New York. •
- London D.L. & Bitta A.J.D., (1986): Consumer Behaviour, McGraw Hill Book Company, New York.
- East Robert (1990): Changing Consumer behaviour, Cassal Educational Limited, Artillery House, Artillery Row, London.
- Garman and Thomas et al (1974): The Consumer;s World Buying, Money Management and Issue, McGraw Hills Book Co., New York


This course can be opted as an elective/ value added course by the students of following subjects: Open for all

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| Suggested Continuous Evaluation Methods:<br>• Seminar/ Presentation on any topic of the above syllabus<br>• Internal assessment/ test<br>• Attendance |
| Suggested equivalent online courses:<br>https://epgp.inflibnet.ac.in/<br>https://swayam.gov.in/<br>https://heecontent.upsdc.gov.in/Home.aspx |

**M.A. X Semester 5 year Home Science Paper 2**

**GENDER IN EXTENSION AND DEVELOPMENT**

**(Theory)**

| | | |
|---|---|---|
| Programme/Class: M.A. | Year: Five | Semester: Tenth |
| Subject: Home Science | | |
| Course Code: | Course Title: Gender in Extension and Development | Theory |

**Course Objectives:**

- To understand the concept, need, relevance and dimensions of gender empowerment.
- To get sensitized to gender disparities and problems of women.
- To understand the efforts at different levels for empowering women.

**Course outcomes:**

- Demonstrate an in-depth understanding of gender concepts, roles, and dynamics.
- Utilize gender analysis tools to assess and address gender issues in various contexts.
- Explain the role of gender empowerment in achieving national and international SDGs.
- Conduct situational analyses of the status of women across different domains such as health, education, employment, and politics.

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| Credits: 4 | Core Compulsory |
| Max. Marks: 30 (Internal assessment )+70 (External Assessment)=100 | Min. Passing Marks:36 |
| Total No. of Lectures- 60 (1 Hour per Lecture) | |

| Unit | Topics | No. of Lectures= 60 |
|---|---|---|
| I | **Gender and Development :** Concept of gender, gender roles, changing trends, gender analysis matrix; Shift from welfare to development and empowerment, gender in development, gender and development. | 10 |
| II | **Women and SDG's :** National and international efforts for gender empowerment. | 08 |

| | | |
|---|---|---|
| **III** | **Status of Women :** Status-meaning, status of women-a situational analysis, demographic, education, employment, political and health (general, occupational and reproductive); Changing scenario. | 10 |
| **IV** | **Violence Against Women :** Dowry, divorce, female foeticide and infanticide, domestic violence, sexual harassment and exploitation, portrayal of women in mass media; Efforts for elimination of all forms of discrimination. | 10 |
| **V** | **Policies and Programmes for Women's Development :** National Policy for Empowerment of women, policy perspectives, mainstreaming, a gender perspective in the development process; Economic empowerment : poverty eradication, micro-credit, self-help groups, women and agriculture, women and industry and support services; Social empowerment : education, health, nutrition, drinking water and sanitation, housing and shelter, environment; Legal empowerment :legal literacy on personal and family laws, role of family court and legal aid centers; Political empowerment : role of Panchayati Raj in the political empowerment of women. | 15 |
| **VI** | **Support System :** Role and functions of the Department of Women and Child Development, Central Social Welfare Board, State Social Welfare Boards, National Commission for Women, Women's Development Corporation. | 07 |

**Teaching Learning Process:** Class discussions/ demonstrations, Power point presentations, Class activities/ assignments, Field visits., Internship, etc.

**Suggested Readings:**


1. Choudhary, D. Paul – Child Welfare and Development.
2. Desai, N and Pate, V., Indian Women : Change and Challenge in the International Decade.
3. Singh, Surendra and Srivastavam S.P. Gender Equality through Women's Empowerment :
4. Strategies and Approaches
5. Kant, Anjani – Women and the Law.


This course can be opted as an elective/ value added course by the students of following subjects: Open for all

Suggested Continuous Evaluation Methods:

- Seminar/ Presentation on any topic of the above syllabus
- Internal assessment/ test
- Attendance

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| Suggested equivalent online courses:<br>https://epgp.inflibnet.ac.in/<br>https://swayam.gov.in/<br>https://heecontent.upsdc.gov.in/Home.aspx |

**M.A. X Semester 5 year Home Science Paper 3**

**ENTREPRENEURSHIP MANAGEMENT**
**(Theory)**

| | | |
|---|---|---|
| Programme/Class: M.A. | Year: Five | Semester: Tenth |
| Subject: Home Science | | |
| Course Code: | Course Title: Entrepreneurship Management | Theory |

Course Objectives:

- To study basics of managing business related to Home Science.
- To development understanding the nature of entrepreneurial activities.
- To enable the students to seek self-employment ventures.
- To understand the challenges of women entrepreneurs and the institutional support for start-ups.

Course outcomes:

- To gain a strong foundation in entrepreneurship, develop the essential skills required for entrepreneurial endeavors and understand the motivational factors and challenges associated with entrepreneurship.
- To Familiarize students with the institutional support available for entrepreneurs and the taxation benefits they can leverage.
- Prepare students to pursue entrepreneurial opportunities and contribute positively to the entrepreneurial ecosystem.

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|---|---|
| Credits: 4 | Core Compulsory |
| Max. Marks: 30 (Internal assessment )+70 (External Assessment)=100 | Min. Passing Marks:36 |
| Total No. of Lectures- 60 (1 Hour per Lecture) | |

| Unit | Topics | No. of Lectures= 60 |
|---|---|---|
| I | **Entrepreneurship** – Introduction, Definition, Concept, types, Characteristics and importance, Factors stimulating entrepreneurship, Traits of entrepreneurship, Factors affecting entrepreneurial growth-economic, social, cultural and personal. | 08 |

| | | |
|---|---|---|
| **II** | **Entrepreneurship Development Skills –** Meaning and types of Entrepreneurship skill, Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, Communication and listening, Customer services skills, Financial skills, Analytical and problem-solving skills, Critical thinking skills, Strategic thinking and planning skills, Technical skills, Time management and organizational skills, Branding, marketing and networking skills. | 11 |
| **III** | **Entrepreneurial Motivation –** Motivation, McGregor's Theory, McClelland's Need – Achievement Theory. Culture & Society, Values / Ethics, Risk taking behaviour | 08 |
| **IV** | **Women Entrepreneur–** Concept, Importance, Challenges of women entrepreneurs, Means of overcoming challenges of women entrepreneurs. Suggestions for development of women entrepreneurs. | 10 |
| **V** | **Institutions Supporting and Taxation Benefits –** Central level Institutions : NABARD; SIDBI, - State Level Institutions – DICs – SFC – Government Policy for MSMEs – Tax Incentives and Concessions | 15 |
| **VI** | **Organizations –** Meaning and Definition of organizations, Types of organization – Sole proprietorship, partnership, joint stock company, State enterprises and Co-operative societies – meaning, merits and demerits of each | 08 |

**Teaching Learning Process:** Class discussions/ demonstrations, Power point presentations, Class activities/ assignments, Field visits., Internship, etc.

**Suggested Readings:**


1. Dr. V.C. Sinha, Dr. Pushpa Sinha : Indian Economy and Entrepreneurship Development, *Bhartiya Arthaya Vayvastha Aivam Udhmita Vikas.*
2. Sanjeet Sharma : Entrepreneurship and Small Scale Business.
3. B. Krishna Murthy, and K. Malar Mathi : Becoming a Woman Entrepreneur, Ayra Kumar, Entrepreneurship, Pearson, Delhi.
4. Poornima : Entrepreneurship Development – Small Business Enterprises, Pearson, Delhi.
5. Sangeetha Sharma, Entrepreneurship Development, PHI Learning
6. Kanishka Bedi, Management and Entrepreneurship, Oxford University Press, Delhi.

7. Anil Kumar, S., *et.al., :* Entrepreneurship Development, New Age International Publishers, New Delhi.
8. Khanka, SS : Entrepreneurship Development, S. Chand, New Delhi.
9. Peter F. Drucker : Innovation and Entrepreneurship
10. A. Sahay, M. S. Chhikara : New Vistas of Entrepreneurship : Challenges & Opportunities.
11. Dr. B E V L Naidu : Entrepreneurship. Seven Hills Publishers

This course can be opted as an elective/ value added course by the students of following subjects: Open for all

Suggested Continuous Evaluation Methods:
- Assignment/Seminar presentation on any topic of the above syllabus
- Internal assessment/ test
- Attendance

Suggested equivalent online courses:
https://epgp.inflibnet.ac.in/
https://swayam.gov.in/
https://heecontent.upsdc.gov.in/Home.aspx

**M.A. X Semester 5 year Home Science Paper 4**

**ADVANCE APPAREL CONSTRUCTION & RECYCLING**
**(Theory)**

| Programme/Class: M.A. | Year: Five | Semester: Tenth |
|---|---|---|
| Subject: Home Science | | |
| Course Code: | Course Title Advance Apparel Construction & Recycling | Theory |

**Course Objectives:**
- To study the protocols of selecting suitable fabrics for apparel construction.
- To provide students with a comprehensive understanding of pattern making, cutting, and garment construction techniques.

**Course outcomes:**
- Demonstrate proficiency in cutting and making fabric for both children and adults.
- Address and resolve fitting issues related to shoulder, neckline, armhole, and overall garment construction through the application of remedial techniques.

| Credits: 4 | Core Compulsory |
|---|---|
| Max. Marks: 30 (Internal assessment )+70 (External Assessment)=100 | Min. Passing Marks:36 |
| Total No. of Lectures- 60 (1 Hour per Lecture) | |

| Unit | Topics | No. of Lectures= 60 |
|---|---|---|
| I | **Cutting and making the fabric**<br>**Basic bodice block :** Child and adults, sleeve blocks – child and adult's plain sleeve block, basic fitted skirt block. | 10 |
| II | **Different** types of sleeves, collars and skirts, pockets, pleats, tucks, waistbands construction (any five of each). | 12 |
| III | **Dart Manipulation :** From armhole, shoulder, neckline<br>**Adaptation** of basic drafting to the required design | 10 |
| IV | **Pattern Alteration :** Plain sleeve-length and width alteration. Plan Skirt – length alteration, alteration for prominent abdomen or hips. Width alteration – increase and decrease up to two inch and above 2 inch. | 10 |
| V | **Alterations for fitting :** any 10 problems of fitting with reference to shoulder, neckline, armhole, skirt and overall garments and their remedies. | 10 |
| VI | Mending Darning; Decorative Stitch, Seam repair, Fusible Web. | 08 |

**Teaching Learning Process:** Class discussions/ demonstrations, Power point presentations, Class activities/ assignments, Field visits., Internship, etc.

**Suggested Readings:**


- Basic Process of clothing construction, Dongaji Das, New Raj Book Depot, New Delhi.
- Complete Sewing Guide, Reader's Digest Publications.
- Handbook for Fashion Designing, Best Drafting Techniques, Rither, Jindal Mittal Publications, New Delhi.
- Isabel B. Wingots Textile, Fabrics and their selection practice, Hall Ive Ends, Wood Cliff, New Jersey.
- More dress pattern designing, Natalie Bray, Om Boom Services, Prakash House, New Delhi.
- Pattern for women's clothing, Grey Cookling, Om Boom Services, Prakash House, New Delhi.
- Zarapker system of cutting, Zarepker, Navneet Publications Ltd., Bombay.


This course can be opted as an elective/ value added course by the students of following subjects: Open for all

Suggested Continuous Evaluation Methods:

- Seminar/ Presentation on any topic of the above syllabus
- Internal assessment/ test
- Attendance

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|---|
| Suggested equivalent online courses:<br>https://epgp.inflibnet.ac.in/<br>https://swayam.gov.in/<br>https://heecontent.upsdc.gov.in/Home.aspx |

**M.A. X Semester 5 year Home Science Paper 5**

**ADVANCE APPAREL CONSTRUCTION & RECYCLING**
**(Practical)**

| | | |
|---|---|---|
| Programme/Class: M.A. | Year: Five | Semester: Tenth |
| Subject: Home Science | | |
| Course Code: | Course Title: Advance Apparel Construction & Recycling | Practical |

**Course Objectives:**

- To Understand the preparation of samples with various sewing techniques.
- To understand the preparation of bodice blocks for both child and adult sizes.

**Course outcomes:**

- Proficiency in darning technique, decorative stitching, and seam work.
- Learn to create samples demonstrating appliqué work and quilting.
- Competence in preparing Adult's, child's bodice block with a plain sleeve.

| | |
|---|---|
| Credits: 4 | Core Compulsory |
| Max. Marks: 30 (Internal assessment )+70 (External Assessment)=100 | Min. Passing Marks: |

Total No. of Lectures- 60 (2 Hours per lecture)

| Unit | Topics | No. of Lectures= 60 (2 Hours per lecture ) |
|---|---|---|
| I | Prepare samples with darning technique – darning, decorative & seam. | 10 |
| II | Prepare a sample with Applique Work & Quilting. | 10 |
| III | Sample preparation of Child's bodice Block with plain sleeve. | 10 |
| IV | Sample preparation of adult's bodice block – with plain sleeve. | 10 |
| V | Adaptation of bodice block on frock and blouse / suit. | 10 |
| VI | Sample preparation of yokes (any three). | 10 |

**Teaching Learning Process:** Class discussions/ demonstrations, Power point presentations, Class activities/ assignments, Field visits., Internship, etc.

| |
|---|
| **Suggested Readings:**<br>1. Agarwal Rajni and Gupta Sanjula – Paridhan Nirman Avam Fashion Designing.<br>2. Patni Manju – Vastravigyan Avam Paridhan Vyavastha, Star publication Agra.<br>3. Tumter GL – Cutting and tailoring.<br>4. Verma Pramila – Vastravigyan Avam Paridhan. |
| This course can be opted as an elective/ value added course by the students of following subjects: Open for all |
| Suggested Continuous Evaluation Methods:<br>• Sessional assessment<br>• Attendance |
| Suggested equivalent online courses:<br>https://epgp.inflibnet.ac.in/<br>https://swayam.gov.in/<br>https://heecontent.upsdc.gov.in/Home.aspx |

**M.A. X Semester 5 year Home Science Paper 6**

**RESEARCH (Project)**

**Course Type: Project**
**Credit: 4**
**Course content:**

- Report writing and finalization of research project.
  **Note**:
- Research project writing should be accompanied by presentation and interview.