

**Department of Home Science
Banaras Hindu University**

**NEP-Based Syllabus of Four-Years Graduation
Programme (Revised)**

Name of Degree-B.A Home Science



**Department of Home Science
FACULTY OF ARTS
Banaras Hindu University**

**Course Syllabus of the Four-year Undergraduate Programme (FYUGP)
under National Education Policy (NEP) 2020**

**B.A 4- Years Syllabus
Department of Home Science
Mahila Mahavidyalaya
Banaras Hindu University, Varanasi**

Semester	Course code	Course name	Credits
Semester - I	HSCMJ11	Introduction to Community Science	4
	HSCMN11	Introduction to Community Science	4
	HSCMD11	Introduction to Community Science	3
	HSCAE11	Language	2
	HSCSE11	Nutrition and Physical fitness	3
	HSCVA11	Offered by the University	4
	Total Credits		20
Semester- II	HSCMJ21	Fundamentals of Nutrition and Food Science	4 (3+1)
	HSCMJ22	Practical based on HSCMJ21	
	HSCMN21	Fundamentals of Nutrition and Food Science	4 (3+1)
	HSCMN22	Practical based on HSCMN21	
	HSCMD21	Human Development across Life Span	3
	HSCAE21	Language	2
	HSCSE21	Textile Surface Design and Basic Stitching	3
	HSCVA21	Offered by the University	2
	HSCVA22	Offered by the University	2
	Total Credits		20
Semester- III	HSCMJ31	Family Resource Management	4
	HSCMJ32	Human Development: Theories and Applications	4(2+2)
	HSCMJ33	Practical based on HSCMJ32	
	HSCMV31	Basic Dress Designing Skills	4 (2+2)
	HSCMV32	Practical based on HSCMV31	
	HSCMD31	Introduction to Clothing & Textiles	3
	HSCAE31	Offered by the University	2
	HSCSE31	Computer Applications	3

Total Credits			20
Semester- IV	HSCMJ41	Apparel Designing	5 (3+2)
	HSCMJ42	Practical based on HSCMJ41	
	HSCMJ43	Rural Development and Outreach Programmes	5 (3+2)
	HSCMJ44	Practical based on HSCMJ43	
	HSCMJ45	Public Health and Life Cycle Nutrition	4 (2+2)
	HSCMJ46	Practical based on HSCMJ45	
	HSCMN41	Public Health and Life Cycle Nutrition	4 (2+2)
	HSCMN42	Practical based on HSCMN41	
	HSCAE41	Offered by the University	2
Total Credits			20
Semester -V	HSCMJ51	Textiles and their Care	5 (3+2)
	HSCMJ52	Practical based on HSCMJ51	
	HSCMJ53	NGO Management and Advocacy	4(2+2)
	HSCMJ54	Practical based on HSCMJ53	
	HSCMJ55	Family Finance Management and Consumer Education	5 (3+2)
	HSCMJ56	Practical based on HSCMJ55	
	HSCMV51	Food: Processing, Preservation and Product Development	4(2+2)
	HSCMV52	Practical based on HSCMV51	
	HSCIN51	Internship	2
Total Credits			20
Semester -VI	HSCMJ61	Contemporary Issues in Human Development and Rehabilitation	4 (3+1)
	HSCMJ62	Practical based on HSCMJ61	
	HSCMJ63	Sustainable Nutrition and Food Security	5 (3+2)
	HSCMJ64	Practical based on HSCMJ63	
	HSCMJ65	Extension Methods and Aids	4 (2+2)
	HSCMJ66	Practical based on HSCMJ65	

	HSCMJ67	Traditional Textiles and Costumes of India	3
	HSCMV61	Organisational Communication	4 (2+2)
	HSCMV62	Practical based on HSCMV61	
Total Credits			20

Semester VII and VIII (Honours)

Semester	Course code	Course name	Credits
Semester-VII	HSCMJ71	Scientific Writing	4
	HSCMJ72	Interior Designing and Landscaping	4 (2+2)
	HSCMJ73	Practical based on HSCMJ72	
	HSCMJ74	Food Safety and Quality Analysis	4 (2+2)
	HSCMJ75	Practical based on HSCMJ74	
	HSCMJ76	Gender Issues in Human Development and Relationships	4
	HSCMN71	Scientific Writing	4

Total Credits			20
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Semester-VIII	HSCMJ81	Applied Research Methodology	4 (2+2)
	HSCMJ82	Practical based on HSCMJ81	
	HSCMJ83	Fashion Designing and Marketing	4 (2+2)
	HSCMJ84	Practical based on HSCMJ83	
	HSCMJ85	Social Entrepreneurship	4 (3+1)
	HSCMJ86	Practical based on HSCMJ85	
	HSCMJ87	Diffusion and Adoption of Innovation	4(3+1)
	HSCMJ88	Practical based on HSCMJ87	
	HSCMN81	Applied Research Methodology	4 (2+2)
	HSCMN82	Practical based on HSCMN81	

Total Credits			20
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Semester VII and VIII (Honours with Research)

Semester-VII	HSCMJ7R1	Scientific Writing	4
	HSCMJ7R2	Interior Designing and Landscaping	4 (2+2)
	HSCMJ7R3	Practical based on HSCMJ7R2	

	HSCMJ7R4	Food Safety and Quality Analysis	4 (2+2)
	HSCMJ7R5	Practical based on HSCMJ7R4	
	HSCMJ7R6	Gender Issues in Human Development and Relationships	4
	HSCMN7R1	Scientific Writing	4
Total Credits			20
Semester- VIII	HSCMJ8R1	Applied Research Methodology	4(2+2)
	HSCMJ8R2	Practical based on HSCMJ8R1	
	HSCDS8R1	Project/Dissertation	12
	HSCMN8R1	Applied Research Methodology	4 (2+2)
	HSCMN8R2	Practical based on HSCMN8R1	
Total Credits			20

Note: Code Abbreviations

- 1. MJ= Major**
- 2. MN= Minor**
- 3. MV= Minor Vocational**
- 4. SE= Skill Enhancement**
- 5. AE = Ability Enhancement**
- 6. VA = Value Added Courses**
- 7. IN= Internship**
- 8. DI= Dissertation**
- 9. R= Honours with Research**

BANARAS HINDU UNIVERSITY

(Detailed Syllabus of different Courses under NEP 2020)

Department of Home Science

Faculty of Arts

Semester -I

Course Title	Introduction to Community Science (HSCMJ11)				
Category of Course	Major				
Credits& Hours of Teaching		Theory	Practical	Cumulative	
	Credits	04	-	04	
	Hours of Teaching (Total)	60	-	60	
Course Objectives	To provide fundamental knowledge regarding the basic concept of Community Science and its different branches: Food and Nutrition, Extension & Communication, Textiles & Clothing, Human Development and Family Resource Management				
Units	Course Content				Hr. of Teaching
I	Introduction to Community Science (Home Science) - Definition, Meaning, Scope and Significance of Community Science, Brief introduction of branches of Home Science (Community Science) Introduction to Food and Nutrition - Basic definitions of Food and Nutrition- Nutrition, Balanced Diet, Food Pyramid, My Healthy Plate, Rainbow Diet etc. - Composition, functions and classification of food - Food Groups and its significance - Preliminary preparations in cooking - Principles, Objectives and Methods of cooking: its advantages and disadvantages				12
II	Introduction to Extension Education - Concept of Education, Extension Education, adult education, distance education, Formal, Non-Formal and Informal Education - Concept, Meaning, objectives, Scope, principles and philosophy of Extension Education, Extension Worker- Qualities and Role - Extension in Community Science/Home Science: Concept, Scope and its role in national development				12
III	Introduction to Human Development - Meaning and importance of Human Development - Meaning of terms "Growth and "Development", Principles of Human Development				12

	• Different stages of Human Development (Prenatal, Infancy and toddlerhood, Early and middle childhood, adolescence, early and middle adulthood, old age) • Domains of Development across life span (physical, motor, social, emotional, cognitive, language personality development)	
IV	Introduction to Textile& Clothing • Importance of studying textiles, Concepts and classification of textile fibres; Natural fibres and Man-made fibres (Basic components, degree of polymerization, properties, uses and care) • Basic terminology related to Technical-textiles; nano textile, agro textile, smart textile, geo textile, medical textile, ecofriendly textiles, auto-mobile textile, sports textile, industrial textile, Home Textile • Basic Principles of Clothing construction, Sewing equipment's and other tools required for drafting, cutting, stitching, basic Sewing machine; parts, uses and care.	12
V	Introduction to Family Resource management • Meaning and importance of family resource management • Process of management; planning, controlling and evaluation • Types, of resources. Classification and characteristics of resources. • Time management • Energy management • Money management • Decision making in family	12
Texts / References	1. Srilakshmi, B - Nutrition Science, New Age International Publishers, seventh edition 2. Swaminathan, M. (1997), Essentials of Food and Nutrition, vol I &II, Second edition, Bangalore, BAPPCO 3. Hurlock, B. E. Child Development, McGraw Hill Education, Indian Edition, Sixth Edition 4. Corbman, B.P (1983). Textiles: Fiber to Fabric (6th Edition). New York: McGraw Hill Publication 5. Ray, G.L. Extension Communication and Management, Kalyani Publisher 6. Mullick, P. Textbook of Home Science, Kalyani Publisher 7. Singh, B. Aahar Vigyan Evam Poshan, Hindi Edition, Panchsheel Prakashan	
Learning Outcomes	• Understanding of holistic approaches of Community Science like availability of proper nutrition for health, basics of clothing. • Concept and stages of development of Children. • Importance of Extension education in the community and the knowledge of management of vital resources.	

Course Title	Introduction to Community Science (HSCMN11)				
Category of Course	Minor				
Credits & Hours of Teaching		Theory	Practical	Cumulative	
	Credits	04	-	04	
	Hours of Teaching (Total)	60	-	60	
Course Objectives	To provide fundamental knowledge regarding the basic concept of Community Science and its several sections includes Food and Nutrition, Extension Education, Textiles, Child Development and Family Resource Management				
Units	Course Content				Hr. of Teaching
I	Introduction to Community Science (Home Science) - Definition, Meaning, Scope and Significance of Community Science, Brief introduction of branches of Home Science (Community Science) Introduction to Food and Nutrition - Basic definitions in Food and Nutrition- Nutrition, Balanced Diet, Food Pyramid, My Healthy Plate, Rainbow Diet - Composition, Functions and Classification of Food - Food Groups and its significance - Preliminary Preparation in cooking - Principles, Objectives and Methods of cooking: its advantages and disadvantages				12
II	Introduction to Extension Education - Concept of Education, Extension Education, adult education, distance education, Formal, Non Formal and Informal Education - Concept, Meaning, objectives, Scope, principles and philosophy of Extension Education, Extension Worker- Qualities and Role - Extension in Community Science/Home Science: Concept, Scope and its role in national development				12
III	Introduction to Human Development - Meaning and importance of Human Development - Meaning of terms "Growth and "Development", Principles of Human Development - Different stages of Human Development (Prenatal, Infancy and toddlerhood, Early and middle childhood, adolescence, early and middle adulthood, old age) - Domains of Development across life span (physical, motor, social, emotional, cognitive, language personality development)				12
IV	Introduction to Textile Importance of studying textiles, Concepts and classification of textile fibres; Natural fibres and Man-made fibres (Basic components, degree				12

	of polymerization, properties, uses and care) • Basic terminology related to Technical-textiles; nano textile, agro textile, smart textile, geo textile, medical textile, ecofriendly textiles, auto-mobile textile, sports textile, industrial textile, Home Textile • Basic Principles of Clothing construction, Sewing equipment's and other tools required for drafting, cutting, stitching, basic Sewing machine; parts, uses and care.	
V	Introduction to Family Resource management • Meaning and importance of family resource management • Process of management; planning, controlling and evaluation • Types, of resources. Classification and characteristics of resources. • Time management • Energy management • Money management • Decision making in family	12
Texts / References	1. Srilakshmi, B - Nutrition Science, New Age International Publishers, seventh edition 2. Swaminathan, M. (1997), Essentials of Food and Nutrition, vol I &II, Second edition, Bangalore, BAPPCO 3. Hurlock, B. E. Child Development, McGraw Hill Education, Indian Edition, Sixth Edition 4. Corbman, B.P (1983). Textiles: Fiber to Fabric (6th Edition). New York: McGraw Hill Publication 5. Ray, G.L. Extension Communication and Management, Kalyani Publisher 6. Mullick, P. Textbook of Home Science, Kalyani Publisher 7. Singh, B. Aahar Vigyan Evam Poshan, Hindi Edition, Panchsheel Prakashan	
Learning Outcomes	• Understanding of holistic approaches of Community Science like availability of proper nutrition for health, basics of clothing. • Concept and stages of development of Children. • Importance of Extension education in the community and the knowledge of management of vital resources.	

Course Title	Introduction to Community Science (HSCMD11)				
Category of Course	Multi Disciplinary				
Credits & Hours of Teaching		Theory	Practical	Cumulative	
	Credits	03	-	03	
	Hours of Teaching (Total)	45	-	45	
Course Objectives	To provide fundamental knowledge regarding the basic concept of Community Science and its several sections includes Food and Nutrition, Extension Education, Textiles, Child Development and Family Resource Management				
Units	Course Content				Hr. of Teaching
I	Introduction to Community Science • Definition, Meaning, Scope and Significance of Community Science • Branches of Community Science and its role in the development of the Nation • Role of Nutrition for Nutritional well-being of Nation				09
II	Introduction to Extension Education • Concept of Education, Extension Education, adult education, distance education, Formal, Non Formal and Informal Education • Concept, Meaning, objectives, Scope, principles and philosophy of Extension Education, Extension Worker- Qualities and Role • Extension in Community Science/Home Science: Concept, Scope and its role in national development				09
III	Introduction to Human Development • Meaning and importance of Human Development • Meaning of terms "Growth and "Development", Principles of Human Development • Different stages of Human Development (Prenatal, Infancy and toddlerhood, Early and middle childhood, adolescence, early and middle adulthood, old age) • Domains of Development across life span (physical, motor, social, emotional, cognitive, language personality development)				09
IV	Introduction to Textile • Importance of studying textiles, Concepts and classification of textile fibres; Natural fibres and Man-made fibres (Basic components, degree of polymerization, properties, uses and care)				09
V	Introduction to Family Resource management • Meaning and importance of family resource management • Process of management; planning, controlling and evaluation • Types, of resources. Classification and characteristics of resources.				09

Texts / References	1. Srilakshmi, B - Nutrition Science, New Age International Publishers, seventh edition 2. Swaminathan, M. (1997), Essentials of Food and Nutrition, vol I &II, Second edition, Bangalore, BAPPCO 3. Hurlock, B. E. Child Development, McGraw Hill Education, Indian Edition, Sixth Edition 4. Corbman, B.P (1983). Textiles: Fiber to Fabric (6th Edition). New York: McGraw Hill Publication 5. Ray, G.L. Extension Communication and Management, Kalyani Publisher 6. Mullick, P. Textbook of Home Science, Kalyani Publisher 7. Singh, B. Aahar Vigyan Evam Poshan, Hindi Edition, Panchsheel Prakashan
Learning Outcomes	• Understanding of holistic approaches of Community Science like availability of proper nutrition for health, basics of clothing. • Concept and stages of development of Children. • Importance of Extension education in the community and the knowledge of management of vital resources.

Course Title	Language (HSCAE11)				
Category of Course ¹	AEC				
Credits ² & Hours of Teaching		Theory	Practical	Cumulative	
	Credits	02	-	02	
	Hours of Teaching (Total)	30	-	30	
Course Objectives	NA				
Course Content					
Units	Course Content		Hr. of Teaching		
I	NA				
II	NA				
III	NA				
IV	NA				
V	NA				
Texts / References	NA				
Learning Outcomes	NA				

¹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

² 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Course Title	Nutrition and Physical Fitness (HSCSE11)				
Category of Course ³	SEC				
Credits ⁴ & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	3	-	3	
	Hour of Teaching (Total)	45	-	45	
Course Objectives	- To enhance the knowledge of nutrition and physical fitness - To help assess the physical fitness - To plan sports specific nutrition				
Units	Course Content				Hr. of Teaching
I	Foundation of Health and Fitness - Definition, meaning, and concept of health, physical activity and physical fitness - Components of nutrition in regards to fitness: Balanced diets, food groups, function of foods				10
II	Effect of Exercise and Nutrition on human physiological systems - Sports Physiology, Types of exercises and its impact on fitness, - Effect of exercise on musculoskeletal system, Muscle fatigue, prevention and recovery, - Effect of exercise on cardiac cycle, cardiac output, blood pressure, Athlete heart, Index of training, importance of heart rate monitoring, - Effect of exercise on respiratory system				10
III	Energy metabolism and Exercise Physiology				15

³ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁴ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	- Utilization of Carbohydrates, protein and fats during exercises - Aerobic and anaerobic energy system - Nutrition requirements: Macro and micro nutrient, fluids and electrolytes needs for active individuals.	
IV	Fitness Assessment and Lifestyle: - Methods for assessment of physical fitness (Anthropometric and body composition) - Strategies for promoting and maintaining healthy lifestyle - Role of physical activity and exercises on prevention and management of common lifestyle disease.	05
V	Unit V: Role of Dimensions of Health in Physical fitness - Physical, Mental, emotional and Spiritual - Impact of Yoga and nutrition on physical fitness - Impact of lifestyle on physical fitness	05
Texts / References	- Bamji S.M., Rao N P and Reddy V.1998. Text book of Human Nutrition. Oxford and IBH publishing C. New delhi. - Fink H.H.,Mikesky E.A and Burgoon A.L.2012.Practical Applications in sports Nutrition.3 rd ed. Jones and Barlett Learning, USA. - Burke Louse and Deakin Vicky (2006) Clinical sports Nutrition. - Ira Wolinsky (Ed) (1998): Nutrition in Exercise and Spots,3rd Edition, CRC Press.	
Learning Outcomes (not more than 100 words)	- Explain how the principles of fitness and nutrition (such as body composition, energy intake, energy expenditure, and the acute and chronic physical changes related to exercise and nutrition) complement each other in helping to develop physiological well-being and overall health. - Explain how the principles of fitness and nutrition (such as setting realistic short-term behavior change goals and the relationship of exercise and diet to stress reduction) complement each other in helping to develop psychological well-being and overall health.	

Course Title	Offered by the University (HSCVA11)				
Category of Course ⁵	VAC				
Credits ⁶ & Hours of Teaching		Theory	Practical	Cumulative	
	Credits	04	-	04	
	Hours of Teaching (Total)	60	-	60	
Course Objectives	NA				
Course Content					
Units	Course Content			Hr. of Teaching	
I	NA				
II	NA				
III	NA				
IV	NA				
V	NA				
Texts / References		NA			
Learning Outcomes		NA			

⁵ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁶ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Home Science

Faculty of Arts

Semester -II

Course Title		Fundamentals of Nutrition and Food Science (HSCMJ21 and HSCMJ22)				
Category of Course ⁷		Major				
Credits ⁸ & Hours of Teaching			Theory	Practical	Cumulative	
		Credits	03	01	04	
		Hours of Teaching (Total)	45	30	75	
Course Objectives		- To provide basic knowledge of Nutrition and common understandings of health - To introduce several food groups and to perform different experiments to determine nutrient requirements of Individuals				
Units	Course Content					Hr. of Teaching
I	Basics terms of Nutrition: Nutrients, Phytochemicals, Antioxidants, Functional Foods, Nutritional status, Body Mass Index, Food Groups, Balanced Nutrition, Food Pyramid etc.					05
II	Relationship of nutrition to health, growth and human welfare: Role of nutrients in the body and Nutritional deficiencies					10
III	Recommended Dietary Allowances (RDA): Factors affecting RDA, General principle for deriving RDA, Reference Men & Women and Basal Metabolism-Factors affecting rate of BMR					10
IV	Nutrients and its importance: Macro Nutrients- Carbohydrate, Protein, Fats, Micro Nutrients- Vitamins and Minerals and Water					10
V	Importance, functions and nutritive value of foods: Cereals and Millets, Pulses and Legumes, Milk and Milk Products, Egg, Meat and Fish, Fats and Oils, Fruits & Vegetables, Sugar and Jaggery, Spices and condiments					10
Practical						

⁷ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁸ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

I	Understanding Food composition table and Nutrient Calculation	15
II	Learning food frequency table	05
III	Calculation of energy expenditure of individuals Dietary plans for life span stages according to demographic profile and RDA.	10
Texts / References	1. Srilakshmi, B. Food Science, New Age International Publishers, Seventh edition 2. Bamji, S.M., Rao, P.N., and Reddy, V. (2003). Textbook of Human Nutrition. Oxford and IBH Publishing Co Pvt Ltd. 3. Swaminathan, M. (1997), Essentials of Food and Nutrition, Vol I & II, Second edition, Bangalore, BAPPCO 4. Shakuntala, M.N., Shadakshara swamy, M. (1998). Foods, Facts and principles new age international publishers, New Delhi. 5. Srilakshmi, B. Nutrition Science, New Age International Publishers, seventh edition 6. Singh, B. Aahar Vigyan Evam Poshan, Hindi Edition, Panchsheel Prakashan,	
Learning Outcomes	Learning of basic terms of Nutrition, understanding of different concepts related to health and nutrition, nutritional deficiencies and nutritive values of basic food groups.	

Course Title	Fundamentals of Nutrition and Food Science (HSCMN21 and HSCMN22)				
Category of Course ⁹	Minor				
Credits ¹⁰ & Hours of Teaching		Theory	Practical	Cumulative	
	Credits	03	01	04	
	Hours of Teaching (Total)	45	30	75	
Course Objectives	- To provide basic knowledge of Nutrition and common understandings of health - To introduce several food groups and to perform different experiments to determine nutrient requirements of Individuals				
Units	Course Content				Hr. of Teaching
I	Basics terms of Nutrition: Nutrients, Phytochemicals, Antioxidants, Functional Foods, Nutritional status, Body Mass Index, Food Groups, Balanced Nutrition, Food Pyramid etc.				05
II	Relationship of nutrition to health, growth and human welfare: Role of nutrients in the body and Nutritional deficiencies				10
III	Recommended Dietary Allowances (RDA): Factors affecting RDA, General principle for deriving RDA, Reference Men & Women and Basal Metabolism-Factors affecting rate of BMR				10
IV	Nutrients and its importance: Macro Nutrients- Carbohydrate, Protein, Fats, Micro Nutrients- Vitamins and Minerals and Water				10
V	Importance, functions and nutritive value of foods: Cereals and Millets, Pulses and Legumes, Milk and Milk Products, Egg, Meat and Fish, Fats and Oils, Fruits & Vegetables, Sugar and Jaggery, Spices and condiments				10
Practical					
I	Understanding food composition table and exchange list				15
II	Learning food frequency table				05
III	Calculation of energy expenditure of individuals Dietary plans for life span stages according to demographic profile and RDA				10
Texts / References	- Srilakshmi, B. Food Science, New Age International Publishers, Seventh edition - Bamji, S.M., Rao, P.N., and Reddy, V. (2003). Textbook of Human Nutrition. Oxford and IBH Publishing Co Pvt Ltd.				

⁹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

¹⁰ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	3. Swaminathan, M. (1997), Essentials of Food and Nutrition, Vol I & II, Second edition, Bangalore, BAPPCO 4. Shakuntala, M.N., Shadakshara swamy, M. (1998). Foods, Facts and principles New age international publishers, New Delhi. 5. Srilakshmi, B. Nutrition Science, New Age International Publishers, seventh edition 6. Singh, B. Aahar Vigyan Evam Poshan, Hindi Edition, Panchsheel Prakashan,
Learning Outcomes	• Learning of basic terms of Nutrition, understanding of different concepts related to health and nutrition, nutritional deficiencies and nutritive values of basic food groups. • Knowledge of performing calculations to determine nutrient requirement of individuals

Course Title	Human Development across Life Span (HSCMD21)			
Category of Course ¹¹	Multi Disciplinary			
Credits ¹² & Hours of Teaching				
		Theory	Practical	Cumulative
	Credits	03	-	03
	Hours of Teaching (Total)	45	-	45
Course Objectives	▪ Understand the concept and scope of lifespan human development. ▪ Examine the major theories explaining human development. ▪ Analyze the role of heredity, environment, and culture in shaping development. ▪ Explore developmental influences such as family, society, and technology. ▪ Apply developmental concepts in counseling, education, and social work contexts.			
Units	Course Content			Hr. of Teaching
I	Reproductive System (Male & Female), Conception. Prenatal Development, Maternal health and Care during pregnancy, Hazards during prenatal development, Birth Process and Complications, Postnatal care of the mother and new born			11
II	Determinants and Influences on Human Development • Genetic, biological, and environmental factors • Socio-economic status, caste, religion, and cultural diversity in India • Role of family, peers, and education in shaping personality and behavior • Gender roles and identity formation • Impact of media, globalization, and technology on developmental processes • Risk and resilience factors in development			12
III	Research Methods in Human Development • Need for research in lifespan development • Quantitative and qualitative methods			10

¹¹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

¹² 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	• Cross-sectional and longitudinal studies • Observation, interview, case study, and experimental approaches • Ethical considerations in developmental research • Application of research to policy and practice in Indian context	
IV	Contemporary Issues in Lifespan Development • Mental health and emotional well-being across the lifespan • Substance abuse, stress, and coping mechanisms • Disability, neurodiversity, and inclusion • Impact of digitalization and social media • Migration, urbanization, and family transitions • Life satisfaction, meaning, and purpose in later life	12
Texts / References	1. Papalia, D. E., Olds, S. W., & Feldman, R. D. (2014). Human Development. McGraw-Hill. 2. Berk, L. E. (2018). Development Through the Lifespan. Pearson. 3. Santrock, J. W. (2019). Life-Span Development. McGraw-Hill. 4. Kail, R. V., & Cavanaugh, J. C. (2016). Human Development: A Life-Span View. Cengage. 5. Shaffer, D. R. (2015). Social and Personality Development. Cengage Learning. 6. Kapur, M. (2015). Psychological Perspectives on Human Development. Sage. 7. Government of India Reports: National Policy on Senior Citizens, NEP 2020, National Youth Policy.	
Learning Outcomes	▪ Basic knowledge of the male and female reproductive system. ▪ Demonstrate an understanding of lifespan development as a continuous and multidimensional process. ▪ Analyze human behavior from biological, psychological, and cultural standpoints. ▪ Apply developmental principles to personal and professional contexts. ▪ Exhibit sensitivity toward diversity and inclusivity across the lifespan.	

Course Title	Language (HSCAE21)				
Category of Course ¹³	AEC				
Credits ¹⁴ & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	02	-	02	
	Hour of Teaching (Total)	30	-	30	
Course Objectives	NA				
Course Content					
Units	Course Content		Hr. of Teaching		
I	NA				
II	NA				
III	NA				
IV	NA				
V	NA				
Texts / References	NA				
Learning Outcomes	NA				

¹³ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

¹⁴ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

Course Title	Textile Surface Design and Basic Stitching (HSCSE21)				
Category of Course ¹⁵	SEC				
Credits ¹⁶ & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	03	-	03	
	Hour of Teaching (Total)	45	-	45	
Course Objectives	- To impart knowledge regarding the fundamentals of textile surface designing and basic stitching - To develop an understanding of different stitching methods used in clothing construction. - To make Students learn various techniques to create surface designs on fabric - To enhance students' creativity, designing skills and technical skills in textile designing and sewing				
Units	Course Content			Hr. of Teaching	
I	Introduction to Textile Surface Designing Overview of textile surface designing and its techniques, Understanding principles and elements of design			07	
II	Dyeing & Printing techniques Introduction to various methods of dyeing & printing; styles of printing, solid dyeing, tie & dye, batik, Block, Stencil, screen, spray printing			09	
III	Embroidery Stitches & other embellishment techniques Introduction to basic & ornamented embroidery stitches, applique & patch work			08	
IV	Basic Stitching Process Introduction to Sewing Machine and other sewing tools, working and handling of simple Sewing machine, Basics of design details; Seam, Pleats, gathers, smoking, darts, tucks, loops, fasteners, yokes			09	
V	Application of Textile Surface Designing Portfolio development showcasing samples of surface designing techniques Project development (Cushion covers/table mats/apron/kurta/Jacket/child frock/wall hanging etc.			12	

¹⁵ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

¹⁶ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

Texts / References	1. <u>Haynes</u> Christine (2014). <i>The Complete Photo Guide to Clothing Construction</i>. United States: Quarry Books. 2. The Reader's Digest Association (2010). <i>Reader's Digest New Complete Guide to Sewing</i>. New York: Trusted Media Brand. 3. Mullick, P. (2002). <i>Garment Construction Skills</i>. New Delhi: Kalyani Publishers. 4. Kallal <u>Mary J.</u> (1985). <i>Clothing Construction</i>. London: Prentice Hall
Learning Outcomes	By the end of the course, students will be able to: • Understand the principles and elements of textile surface designing. • Acquire understanding for design concepts and transfer them onto fabric. • Demonstrate proficiency in various surface design techniques. • Create textile samples and finished projects using learned techniques.

Course Title	Offered by the University (HSCVA21)				
Category of Course	VAC				
Credits& Hours of Teaching		Theory	Practical	Cumulative	
	Credits	02	-	02	
	Hours of Teaching (Total)	30	-	30	
Course Objectives	NA				
Course Content					
Units	Course Content				Hr. of Teaching
I	NA				
II	NA				
III	NA				
IV	NA				
V	NA				
Texts / References	NA				
Learning Outcomes	NA				

Course Title	Offered by the University (HSCVA22)				
Category of Course ¹⁷	VAC				
Credits ¹⁸ & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	02	-	02	
	Hour of Teaching (Total)	30	-	30	
Course Objectives	NA				
Course Content					
Units	Course Content			Hr. of Teaching	
I	NA				
II	NA				
III	NA				
IV	NA				
V	NA				
Texts / References	NA				
Learning Outcomes	NA				

¹⁷ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

¹⁸ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Home Science

Faculty of Arts

Semester -III

Course Title	Family Resource Management (HSCMJ31)				
Category of Course ¹⁹	Major				
Credits ²⁰ & Hours of Teaching		Theory	Practical	Cumulative	
	Credits	04	-	04	
	Hours of Teaching (Total)	60	-	60	
Course Objectives	▪ To develop basic understanding about family resource management. ▪ To learn about the steps of home management. ▪ To gain knowledge about different stages of family life cycle.				
Units	Course Content				Hr. of Teaching
I	Meaning and importance of family resource management Family: Meaning, Definition, Characteristics, Types, functions and Stages of Family Life Cycle				12
II	Resources: Concept and Types, Importance of resources, Characteristics, factors affecting utilization of resources, methods to maximize the use of resources				10
III	Management: Introduction, Development of management process, Management process: Planning; steps of planning, characteristics of planning, controlling; steps in controlling, adjustment, Evaluation; types of evaluation, Relationship between Planning, Controlling and Evaluation				14
IV	Energy management: Fatigue, Reasons for fatigue, Types of fatigue, Measures to relieve or avoid fatigue, Work-Simplification; Advantages of work simplification, Techniques of work Simplification, Mundel's classes of change				12

¹⁹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

²⁰ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

Units	Course Content	Hr. of Teaching
V	Elements of Arts; Line, Shape, Texture, Design, Light, Colour and Shape Principles of Designs; Harmony, Proportion, Balance, Emphasis, Rhythm Colour; Meaning, Prangs Colour System Qualities or Dimensions of Colours, Classification of Colours, Colour Wheel, Types of Colour schemes. Flower arrangements; Types of Flower Arrangement, Rules for Flower Arrangement, Japanese flower arrangement in brief. Ergonomics; Meaning, Principles, Benefits of Ergonomics.	12
Texts / References	1. Tami J. Moore, Sylvia M. Asay ; Family Resource Management; SAGE publications, Inc; third edition (2017). 2. Maike Andresen Christian Nowak; Human Resource Management Practices, Springer International Publishing AG. India 3. Imam Nadaf ; Diploma in family management: your family members are the potential energy of your life ; Notion Press; 1st edition (2017), India . 4. BelaBhargava; Family Resource Management & Interior Decoration, university book house pvt. Ltd, First Reprint edition (2018), india 5. PremavathySeetharaman , Sonia Vatra , PreetiMehra ; An introduction to family resource management;CBS publisher, (2019) India , 6. Dr. Brinda Singh ; Home Management & Interior Decoration; panchsheelprakashan , seventeenth edition (2023), india 7. Premlata Mullick , Text Book Of Home Science; Kalyani publishers (2012) India.	
Learning Outcomes	▪ To understand the concepts of human and non-human resources. ▪ Deep knowledge about the steps of decision making. ▪ Learn about the concept of time, energy and money management. ▪ To study about the principles of art and design.	

Course Title	Human Development: Theories and Applications (HSCMJ32 and HSCMJ33)				
Category of Course ²¹	Major				
Credits ²² & Hours of Teaching		Theory	Practical	Cumulative	
	Credits	02	02	4	
	Hours of Teaching (Total)	30	60	90	
Course Objectives	● To make the students familiar with different methods studying human development ● To provide knowledge of theories given by different psychologists ● To gain practical experiences in the field of human development.				
Units	Course Content				Hr. of Teaching
I	Theoretical Approaches to Human Development Psychosocial Approach ○ Theory: Psychosocial Theory ○ Key Theorist: Erik Erikson Ecological / Contextual Approach ○ Theory: Ecological Systems Theory ○ Key Theorist: Urie Bronfenbrenner Cognitive Approach ○ Theory 1: Cognitive Development Theory — <i>Jean Piaget</i> ○ Theory 2: Sociocultural Theory — <i>Lev Vygotsky</i> Behavioral and Social Learning Approach ○ Theory 1: Classical Conditioning — <i>Ivan Pavlov</i> ○ Theory 2: Operant Conditioning — <i>B.F. Skinner</i> ○ Theory 3: Social Cognitive Theory — <i>Albert Bandura</i> Humanistic Approach ○ Theory: Hierarchy of Needs ○ Key Theorist: Abraham Maslow Psychoanalytic Approach ○ Theory: Psychosexual Theory				15

²¹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

²² 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	○ Key Theorist: Sigmund Freud 7. Indigenous / Indian Perspective ○ Theory: Ashrama Theory of Life Stages ○ Origin: Ancient Indian Philosophy (Hindu Tradition)	
II	Early Childhood Education and Management; Meaning, Objectives, Importance of ECCE. Curriculum and Pedagogy in ECCE, Evolution and History of ECCE in India and Abroad	6
III	Child Guidance and Counseling; Introduction , Concept, nature,scope ,Principles and objectives of guidance and counselling, Difference between guidance, counselling, and psychotherapy, Types of guidance: educational, vocational, and personal-social	6
IV	Family Support structures(FSS) in society : Meaning, and definition and importance ; Types of FSS, formal and informal	3
PRACTICAL		
I	Visit to pre-school centre situated in Varanasi city and study of pedagogy and curriculum structure	10
II	Visit to related institutions and attend invited lecture from professional counsellors for practically understand of the concept of guidance and counselling	15
III	Visit to Family support structures both formal and informal	10
IV	Prepare an assignment on a topic related to the syllabus, applying the research methodologies learned in class, and present your findings through a PowerPoint presentation	25
Texts / References	1.Tami J. Moore, Sylvia M. Asay; Family Resource Management; SAGE publications, Inc;third edition (2017). 2. Maike Andresen Christian Nowak ; Human Resource Management Practices, Springer International Publishing AG. India 3. Imam Nadaf; Diploma in family management: your family members are the potential energy of your life; Notion Press; 1st edition (2017), India . 4.BelaBhargava; Family Resource Management & Interior Decoration, university book house pvt. Ltd, First Reprint edition (2018), India 5.PremavathySeetharaman Sonia Vatra, Preeti Mehra; An introduction to family resource management; CBS publisher, (2019) India , 6.Dr.Brinda Singh; Home Management & Interior Decoration; panchsheel prakashan , seventeenth edition (2023), India	

	7.PremlataMullick, Text Book of Home Science; Kalyani publishers (2012) India.
Learning Outcomes	Upon completion of the course students will be able to : ▪ Use different methods of data collection and have knowledge about research ethics. ▪ To facilitate the students to understand the theories of human developments. ▪ To learn about the objectives of Early Childhood Care & Education.

Course Title		Basic Dress Designing Skills (HSCMV31 and HSCMV32)			
Category of Course		Minor Vocational			
Credits & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	02	02	04	
	Hour of Teaching (Total)	30	60	90	
Course Objectives		• To make students learn fundamental techniques of dress design and its application • To lead students through the step-by-step entire dress design process. • To enhance students' creativity and skills in dress designing and sewing • To impart skills for applying structural and applied designing techniques in dress construction			
Units	Course Content				Hr. of Teaching
I	Introduction to Dress Designing skills Components of Dress design; silhouette, texture, colour, details, and their application in relation to different figures, Basic principles of dress designing. Basic steps for dress construction. Understanding of different measures to start up Dress design and development related Business; procedures and guidance				08
II	Body measurements & Fabric selection Body measurements; types, procedures, and precautions while taking body measurements for different garments, Selection & calculation of fabric required for different dress.				05
III	Pattern-making Introduction of different techniques of pattern making; drafting, draping and flat pattern in relation to their principles, advantages, limitations and application.				04
IV	Dress designing Details Structural designing details; machine seams; plain and decorative seams, disposal of fullness; darts, princess line, pleats, tucks, gathers, smoking and shirring, pockets, plackets, fasteners, sleeves, necklines, collars, yokes, facing, interfacing, interlining, underlining and lining Applied designing details; Basic hand stitches, basic and ornamented embroidery stitches, applique work, patchwork, application of trimmings				07

V	Sewing & Fitting Basic principles of sewing, equipment's required for measuring, marking, cutting, and stitching. basic sewing machine; parts, care and handling. Factors affecting good fit, problems and remedies.	06
PRACTICAL		
I	Drafting of child bodice & sleeve block and adult bodice & sleeve block, drafting of Blouse, Shirt, Kurta, Pant and Salwar, Understanding of Body measurements, Calculation of fabric	14
II	Development of samples- Basic stitching (learning machine stitch), seams; plain seam and it's finishing, french, lapped, run and fell, decorative seams- slot, piped, Disposal of fullness; darts, princess line, pleats, tucks, gathers, smoking, shirring. Pockets; patch, inseam, welt, Plackets and Fasteners, Hand Stitches; running, basting, back, buttonhole, hemming, overcasting, picko. Basic Embroidery stitches; blanket, buttonhole, chain, couching, french knot, fly, feather, herringbone, lazy daisy, running, stem, satin, sequence and mirror work, patch work, application of Trimmings	20
III	Drafting & Construction of Samples- Sleeves; plain, cap, flared, gathered, puffed, kimono, raglan, leg-o mutton, bishop. Necklines finishing with piping & facing, Collar; baby, cape, Chinese, mandarian, stand, peter pan, sailor, shirt, Yokes- straight, round, V-shape, U-shape	16
IV	Project Development- Designing & construction of any one Complete article with structural and Applied designs Portfolio Development.	10
Texts / References	1. Haynes Christine (2014). <i>The Complete Photo Guide to Clothing Construction</i> . United States: Quarry Books. 2. Mullick, P. (2002). <i>Garment Construction Skills</i> . New Delhi: Kalyani Publishers. 3. Kallal Mary J. (1985). <i>Clothing Construction</i> . London: Prentice Hall 4. Armstrong, H.J., (2009). <i>Pattern Making for Fashion Design</i> . New York: Harper Collins Publishers Inc. 5. Doongaji (1975). <i>Basic Process & Clothing Construction</i> , New Delhi, Raj Book Dep. 6. The Reader's Digest Association (2010). <i>Reader's Digest New Complete Guide to Sewing</i> . New York: Trusted Media Brands.	

Learning Outcomes	Upon completion of the course, students will be able to; • Understand and apply core elements of dress design for diverse body types. • Acquire proficiency in various pre-preparatory processes involved in fabric preparation for garment construction & get familiar with fabric grain & its importance. • Understand the procedure of taking accurate body measurements and selecting appropriate fabric for garments. • Create patterns for garments using different pattern-making techniques. • Utilize knowledge of body measurements for garment fitting. • Design and construct garments incorporating structural and applied techniques.
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Course Title	Introduction to Clothing & Textiles (HSCMD31)				
Category of Course ²³	Multi Disciplinary				
Credits ²⁴ & Hours of Teaching		Theory	Practical	Cumulative	
	Credits	03	-	03	
	Hours of Teaching (Total)	45	-	45	
Course Objectives	- To familiarize the students with different properties of textile fibers, yarn and fabric - To impart knowledge on laundry process and garment care - To give detailed knowledge about understanding and usage of elements and principles for creating a good design in clothing				
Units	Course Content				Hr. of Teaching
I	Textile Fundamentals Importance of studying textiles, properties of textiles, natural and man-made fibers; properties and uses, Identification of textile fibers.				8
II	Fiber spinning ; Mechanical and Chemical spinning method, Basic terminology related to production and manufacturing of yarn from different fibers, yarn definition, Blending				6
III	Fabric Manufacturing Techniques Understanding Weaving, Knitting, Braiding, Nets, & Laces; Definition & terminology: warp, weft, selvedge, grain, bias, Comparison between knits and woven; Weaving defects				8
IV	Clothing and Home-textile Importance of Clothing; physiological, psychological and social aspect of clothing. Different types of clothes; business wear, sportswear, traditional wear, casual wear, party wear etc. Labelling to help consumer in intelligent selection and care, Precautions to be observed during purchase of clothing, Definition and intelligent buying & care of table linen, towels and bathroom ensemble, Buying guidelines for bed sheet, pillow slips, blanket. Selection of upholstery, carpet and cushion materials.				10
V	Basics to Design				13

²³ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

²⁴ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	Elements and Principles of Design, Types of design (structural and decorative); Laundry Washing equipment's, washing principles and washing methods, Dry-cleaning, procedure of stain removal, Care of different fiber fabrics (Washing, Ironing, and Storage).	
Texts / References	1. Murthy H.V. Sreenivasa (2016). <i>Introduction to Textile fibers</i>, Revised edition. New Delhi: Woodhead Publishing India Pvt. Ltd 2. Kadohara Sara j. (2015). <i>Textiles</i> (11th ed.) United states: Pearson Education Limited 3. Corbman, B.P. (1983). <i>Textiles: Fiber to Fabric</i> (6th ed.). New York: McGraw Hill Publication. 4. Dantyaagi, S. (2006). <i>Fundamentals of Textiles and their Care</i> (5th ed.). Delhi: Orient Longman private ltd. 5. Deulkar, D. (1982). <i>Household textiles and Laundry Work</i>. Delhi: Atma ram and Sons. 6. सिंहवृन्दा. (2020). <i>वस्त्रविज्ञान एवमपरिधान</i>, पंचशीलप्रकाशन, जयपुर	
Learning Outcomes	By the end of the course, students will be able to:- • Understand and identify the attributes of different textile fibers, Yarn, Fabric. • Understand nature and behavior of various textile materials. • Identify basic weaves and their variations. • Apply effective textile care, including laundering, stain removal and proper storage considering fabric types.	

Course Title	Offered by the University (HSCAE31)				
Category of Course ²⁵	AEC				
Credits ²⁶ & Hours of Teaching		Theory	Practical	Cumulative	
	Credits	02	-	02	
	Hours of Teaching (Total)	30	-	30	
Course Objectives	NA				
Course Content					
	Units	Course Content	Hr. of Teaching		
	I	NA			
	II	NA			
	III	NA			
	IV	NA			
	V	NA			
Texts / References	NA				
Learning Outcomes	NA				

²⁵ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

²⁶ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

Course Title		Computer Applications (HSCSE31)			
Category of Course ²⁷		SEC			
Credits ²⁸ & Hours of Teaching			Theory	Practical	Cumulative
		Credits	03	-	03
		Hours of Teaching (Total)	45	-	45
Course Objectives		- To learn about the basics of computer and its application - To learn about the processing of data - To acquire knowledge and understanding of various image file formats - To enable the students to design brochures, certificates, cards, pamphlets etc.			
Units	Course Content				Hr. of Teaching
I	Basics of computer: generations of computer, software and hardware, Input-output devices, operating system, computer memory, computer networks				06
II	Basic introduction, functioning and application of Microsoft Office and Paint, use of Artificial Intelligence in project management. Creating document on word using different tools of page setting, paragraph editing and designing.				10
III	Data Processing: Processing and Analysing data on Excel sheet, Processing and Analyzing of data using excel sheet				06
IV	Various image file formats; JPEG, PDF, TIFF, BMP, PNG, GIF etc. Designing of brochures, certificates, cards, pamphlets etc. through computer-based designing, Working on Google Workspace				23
Texts / References		- Sinha, P.K. & Sinha Priti (2004). <i>Computer Fundamentals</i>. Delhi: BPB Publications; 8th Edition - Penn, J (2020). <i>Data Analysis With Excel : Learn Step-By-Step How To Analyze Data With Excel, Formulas, Business Modeling And Grasp Spreadsheets To The Fullest</i>. Kindle eBook - Nigam, M. (2019). <i>Data Analysis with Excel</i>. New Delhi: BPB Publications; First Edition - Kumar, B. (2017). <i>Mastering Ms Office: Computer Skill Development</i>. New Delhi: V&S Publishers			

²⁷ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

²⁸ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

Learning Outcomes	Upon completion of the course, students will be able to; • Understand about the application and fundamentals of computer • Develop brochures, certificates, cards, pamphlets etc • Create an understanding of processing of data
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BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Home Science

Faculty of Arts

Semester -IV

Course Title	Apparel Designing (HSCMJ41 and HSCMJ42)				
Category of Course	Major				
Credits & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	03	02	05	
	Hour of Teaching (Total)	45	60	105	
Course Objectives	• To make students learn fundamental techniques of apparel design and its application • To impart comprehensive understanding and enable students to learn structural design as well as applied design details in apparel construction • To lead students through the step-by-step entire apparel design process. • To enhance students' creativity and skills in apparel designing and sewing • To impart skills for applying structural and applied designing techniques in apparel construction				
Units	Course Content				Hr. of Teaching
I	Introduction to Apparel Designing Components of Apparel design; silhouette, texture, colour, details, and their application in relation to different figures, Basic principles of apparel designing, Sources of inspiration for designing; current fashion trends, Basic steps for apparel construction. Understanding of different measures to start up apparel design and development related Business; procedures and guidance				08
II	Body measurements & Fabric selection Body measurements; types, procedures, and precautions while taking body measurements for different garments, Selection & calculation of fabric required for different apparel.				08

III	Pattern-making & Layout preparation Techniques of Pattern making; drafting, draping, flat pattern; dart manipulation-pivot method and slash & spread method. Understanding the commercial paper pattern, Pattern envelop, Guide sheet, Layout types and preparation for different garments.	12
IV	Apparel designing Details Structural designing details; machine seams; plain and decorative seams, disposal of fullness; darts, princess line, pleats, tucks, gathers, smoking and shirring, pockets, plackets, fasteners, sleeves, necklines, collars, yokes, facing, interfacing, interlining, underlining and lining Applied designing details; Basic hand stitches, basic and ornamented embroidery stitches, applique work, patchwork, application of trimmings	10
V	Sewing & Fitting Basic principles of sewing, equipment's required for measuring, marking, cutting, and stitching, sewing machine; types, parts, care and handling. Factors affecting good fit, problems and remedies.	07
PRACTICAL		
I	Drafting of Child Bodice & sleeve Block and Adult Bodice & sleeve Block, Drafting of Blouse, Shirt, Kurta, Pant and Salwar, Understanding of Body measurements, Calculation of fabric	14
II	Development of samples- Basic stitching (learning machine stitch), seams; plain seam and it's finishing, french, lapped, run and fell, decorative seams- slot, piped, Disposal of fullness; darts, princess line, pleats, tucks, gathers, smoking, shirring. Pockets; patch, inseam, welt, Plackets and Fasteners, Hand Stitches; running, basting, back, buttonhole, hemming, overcasting, picko. Basic Embroidery stitches; blanket, buttonhole, chain, couching, french knot, fly, feather, herringbone, lazy daisy, running, stem, satin, sequence and mirror work, patch work, application of Trimmings	20
III	Drafting & Construction of Samples- Sleeves; plain, cap, flared, gathered, puffed, kimono, raglan, leg-o mutton, bishop. Necklines finishing with piping & facing, Collar; baby, cape, Chinese, mandarian, stand, peter pan, sailor, shirt, Yokes- straight, round, V-shape, U-shape	16

IV	Project Development- Designing & construction of any one complete article with structural and applied designs Portfolio Development.	10	
Texts / References	1. Haynes Christine (2014). <i>The Complete Photo Guide to Clothing Construction</i>. United States: Quarry Books. 2. Mullick, P. (2002). <i>Garment Construction Skills</i>. New Delhi: Kalyani Publishers. 3. Kallal Mary J. (1985). <i>Clothing Construction</i>. London: Prentice Hall 4. Armstrong, H.J., (2009). <i>Pattern Making for Fashion Design</i>. New York: Harper Collins Publishers Inc. 5. Doongaji (1975). <i>Basic Process & Clothing Construction</i>, New Delhi, Raj Book Dep. 6. The Reader's Digest Association (2010). <i>Reader's Digest New Complete Guide to Sewing</i>. New York: Trusted Media Brands.		
Learning Outcomes	Upon completion of the course, students will be able to; • Understand and apply core elements of dress design for diverse body types. • Acquire proficiency in various pre-preparatory processes involved in fabric preparation for garment construction & get familiar with fabric grain & its importance. • Understand the procedure of taking accurate body measurements and selecting appropriate fabric for garments. • Create patterns for garments using different pattern-making techniques. • Design and construct garments incorporating structural and applied techniques.		

Course Title		Rural Development and Outreach Programmes (HSCMJ43 and HSCMJ44)				
Category of Course ²⁹		Major				
Credits ³⁰ & Hours of Teaching			Theory	Practical	Cumulative	
		Credits	03	02	05	
		Hours of Teaching (Total)	45	60	105	
Course Objectives		• Students gain hands-on experience in developing and implementing rural development projects. • It opens up job prospects in government, NGOs, and international development organizations focused on rural areas. • Students learn how to make a positive difference in the lives of rural communities. • The course teaches students about sustainable practices that can be applied to real-world challenges in rural settings. • To identify various organization working in the rural areas, • To know about the different programmes running by Govt. for the rural people				
Units	Course Content					Hr. of Teaching
I	Rural development Definition; Issues and concepts; Historical perspective of community development in India and emerged changes since inception to current era.					05
II	Approaches to rural development Concept and characteristic features Gandhian approach, community development approach, target approach, area approach, minimum need approach, integrated or holistic approach, participatory development approach.					07
III	Key principles of Rural development Community participation - definition and scope; Inclusion; Equality; Collective action; Empowerment and community development process.					08
IV	Rural development and governance in India Rural development policy in India; rural development perspectives in five-year plans.					10
V	Cross cutting edges of rural development Horizontal edges - education, health, women empowerment, skill development, agriculture and caste occupations; Outreach of rural development General orientation to outreach models - precede model, evaluation and indicator metrics; Outreach of urban; Rural and tribal community development programmes; Impact - economic and social perspectives					15
PRACTICAL						
I	Identify the various organizations working in the rural areas for community empowerment.					20

²⁹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

³⁰ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	Selection of rural development programme and detailed description of the programme in terms of objectives, targets, inputs, expected outputs and outcome	
II	Visit to programme operating area and interaction with stakeholders implementing agency, personnel and beneficiaries. Identify the project evaluation criteria and submit the report of the programme in terms of objectives, targets, inputs, expected outputs and outcome	20
III	Visit of Rural/ Community organizations (any Four) and submit report- • PHC • NGO • Panchayat • Anganwadi • Women Organisation's School • Cooperative Society	20
Texts / References	1. Jerry WR and Gary P. 2014. <i>Introduction to Community Development: Theory, Practice, and Service-Learning</i>. 1st Edition, ISBN-13: 978-1412974622 ISBN-10: 1412974623 2. Manohar P. 2014. <i>Social and Community Development Practice</i> http://dx.doi.org/10.4135/ 3. Marianne R, Woodside and Tricia McClam. 2015. <i>An Introduction to Human Services</i>. 8th Edition, ISBN-13: 978-1285749907 ISBN-10: 1285749901 4. Patil AR. 2013. <i>Community Organization and Development: An Indian Perspective</i>. PHI 5. Learning Private Limited, Delhi 110092 ISBN 978-81-203-4694-9 6. Rhonda P and Robert P. 2015. <i>An Introduction to Community Development (Volume I)</i> 2nd Edition, ISBN-13: 978-0415703550 ISBN-10: 0415703557 7. <i>A Step by Step Guide to 'Turning Outward' in Your Community</i>. American Library Association. http://www.ala.org/tools/sites/ala.org/tools/files 8. From Project to Branch Integration and Sustainability: Community-Led Work.	
Learning Outcomes	After successful completion of the course the students will be able to: • Comprehend and differentiate OD processes and HRD strategies • Critically analyze different approach of rural development • Plan and execute special project • Analyze the results and write report. • Participants will gain a thorough understanding of rural development concepts and practices.	

Course Title		Public Health and Life Cycle Nutrition (HSCMJ45 and HSCMJ46)			
Category of Course		Major			
Credits & Hours of Teaching			Theory	Practical	Cumulative
	Credits		02	02	04
	Hours of Teaching (Total)		30	60	90
Course Objectives		- To explore the concepts of food, nutrition and health in order to promote optimal well-being across the life span - To conduct the thorough nutritional assessment of vulnerable groups in order to identify their unique dietary needs and develop strategies to support their health and health of their infants - To know the requirement of different nutrients throughout the different stages of life - To equip individuals with essential knowledge and skills in safety education to effectively promote health and respond to emergencies in various settings			
Units	Course Content				Hr. of Teaching
I	Understanding of Health and Nutrition: - Concept of Food, Nutrition and Health, - Dimensions and Indicators of health - Concept of Well-being - Determinants of Health and Quality of Life - Ecology of Health - Responsibility for health				10
II	Concept of Disease - Occurrence, prevention and control of diseases - Non communicable diseases (Obesity, Diabetes, CVD, Cancer) - Food borne diseases and water borne diseases, - Reemerging diseases (TB, Malaria, Covid etc.), Vector borne diseases (Dengue, Chikungunya)				05
III	Nutritional Requirement during various stages of life - Nutritional requirements and assessment of Childhood, Adolescence, Elderly and Old age Nutritional requirement and assessment of Vulnerable Groups (pregnant and lactating women) - PEM , Vitamin (Vit A , B , C , D , E and K) and Mineral (Iron , Potassium , Sodium , Calcium , Phosphorous , Zinc , Magnesium , Fluorine , Iodine) deficiency diseases				10
IV	Safety Education in Health promotion:				05

	• First aid and emergency care • Role of diet in emergency care and its type • Different techniques for emergency support prior hospitalization • Different therapeutic feeding techniques: Intravenous, Nasogastric, Tube feeding. • Nutritional Programme / Policies related to Health (ICDS , Mid-Day Meal Programme , UNICEF , WHO , POSHAN Abhiyaan , Anemia Mukht Bharat etc)	
PRACTICAL		
I	Assessment of Nutritional status of Childhood, Adolescence, Elderly.	25
II	Case study approach of different diseases.	15
III	Planning and preparation of nutritional recipes for vulnerable groups in various consistency.	20
Texts / References	1. Shrilaxmi, B. (2016). Dietetics. New Age International. 2. Khanna K., Gupta S., Passi S.J, Seth R., Mahana R., &Puri S. (2020). Textbook of Nutrition and Dietetics. Elite Publishing House. 3. Swaminathan M. (2015). Advanced Text – Book on Food & Nutrition Volume-2. The Bangalore Printing & Publishing Co., LTD. 4. Joshi S.A. Nutrition and Dietetics, Tata McGraw Hill Publications, New Delhi. 5. Antia F.P., & Philip A. Clinical Nutrition and Dietetics, Oxford Publishing Company.	
Learning Outcomes	After the end of the course, students will able to learn • About concept of health and nutritional assessment • About trends of communicable diseases • Planning and preparation of new recipes for vulnerable groups	

Course Title		Public Health and Life Cycle Nutrition (HSCMN41 and HSCMN42)			
Category of Course		Minor			
Credits & Hours of Teaching			Theory	Practical	Cumulative
	Credits		02	02	04
	Hours of Teaching (Total)		30	60	90
Course Objectives		- To explore the concepts of food, nutrition and health in order to promote optimal well-being across the life span - To conduct the thorough nutritional assessment of vulnerable groups in order to identify their unique dietary needs and develop strategies to support their health and health of their infants - To know the requirement of different nutrients throughout the different stages of life - To equip individuals with essential knowledge and skills in safety education to effectively promote health and respond to emergencies in various settings			
Units	Course Content				Hr. of Teaching
I	Understanding of Health and Nutrition: - Concept of Food, Nutrition and Health, - Dimensions and Indicators of health - Concept of Well-being - Determinants of Health and Quality of Life - Ecology of Health - Responsibility for health				10
II	Concept of Disease - Occurrence, prevention and control of diseases - Non communicable diseases (Obesity, Diabetes, CVD, Cancer) - Food borne diseases and water borne diseases, - Reemerging diseases (TB, Malaria, CoViD etc.), Vector borne diseases (Dengue, Chikungunya)				05
III	Nutritional Requirement during various stages of life - Nutritional requirements and assessment of Childhood, Adolescence, Elderly and Old age Nutritional requirement and assessment of Vulnerable Groups (pregnant and lactating women) - PEM , Vitamin (Vit A , B , C , D , E and K) and Mineral (Iron , Potassium , Sodium , Calcium , Phosphorous , Zinc , Magnesium , Fluorine , Iodine) deficiency diseases				10
IV	Safety Education in Health promotion:				05

	• First aid and emergency care • Role of diet in emergency care and its type • Different techniques for emergency support prior hospitalization • Different therapeutic feeding techniques: Intravenous, Nasogastric, Tube feeding. • Nutritional Programme / Policies related to Health (ICDS , Mid-Day Meal Programme , UNICEF , WHO , POSHAN Abhiyaan , Anemia Mukht Bharat etc)	
PRACTICAL		
I	Assessment of Nutritional status of Childhood, Adolescence, Elderly.	25
II	Case study approach of different diseases.	15
III	Planning and preparation of nutritional recipes for vulnerable groups in various consistency.	20
Texts / References	1. Shrilaxmi, B. (2016). Dietetics. New Age International. 2. Khanna K., Gupta S., Passi S.J, Seth R., Mahana R., &Puri S. (2020). Textbook of Nutrition and Dietetics. Elite Publishing House. 3. Swaminathan M. (2015). Advanced Text – Book on Food & Nutrition Volume-2. The Bangalore Printing & Publishing Co., LTD. 4. Joshi S.A. Nutrition and Dietetics, Tata McGraw Hill Publications, New Delhi. 5. Antia F.P., & Philip A. Clinical Nutrition and Dietetics, Oxford Publishing Company.	
Learning Outcomes	After the end of the course, students will be able to learn • About concept of health and nutritional assessment • About trends of communicable diseases • Planning and preparation of new recipes for vulnerable groups	

Course Title	Offered by the University (HSCAE41)				
Category of Course ³¹	AEC				
Credits ³² & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	02	-	02	
	Hour of Teaching (Total)	30	-	30	
Course Objectives	NA				
Course Content					
Units	Course Content			Hr. of Teaching	
I	NA				
II	NA				
III	NA				
IV	NA				
V	NA				
Texts / References	NA				
Learning Outcomes	NA				

³¹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

³² 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Home Science

Faculty of Arts

Semester -V

Course Title	Textiles and their Care (HSCMJ51 and HSCMJ52)			
Category of Course ³³	Major			
Credits ³⁴ & Hours of Teaching		Theory	Practical	Cumulative
	Credits	3	2	5
	Hours of Teaching (Total)	45	60	105
Course Objectives	• To make the students familiar with uses of different textiles • To facilitate the students to understand and analyze the type of fabric • To educate the students about different techniques of textile printing & finishing • To guide students about purchasing and taking care of different types of textiles article • To impart skills related to identification of different textile components • To enhance students' proficiency and creativity in motif arrangement and weaving process of fabric.			
Units	Course Content			Hr. of Teaching
I	Importance of studying textiles, properties of textiles, natural and man-made fibers; properties and uses, Fiber spinning; Mechanical and Chemical spinning method, Basic terminology related to production and manufacturing of yarn from different fibers, Blending. Minor fibers; properties and uses, New generation textile fibres; origin, components, characteristics and uses, Eco-friendly fibers; definition and concept.			15

³³ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

³⁴ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

II	Fabric Construction; weaving, basic loom, parts and operations, types of basic weaves and other fabric construction methods; knitting, felting and non-woven, knotting, crocheting, braiding.	6
III	Fabric finishes: Processes of removing impurities from fabric; scouring, degumming, bleaching, carbonizing. Basic finishes that alter texture; felting, singeing, stiffening, decatizing, delustering, calendering, beetling, napping, flocking, burnt out design, tentering, shearing and brushing. Functional finishes - water proofing, water repellent, shrinkage control, flame retardation, mildew proof, moth proof, anti-bacterial, anti-static.	5
IV	Dyeing & printing- Classification of dyes; Natural and synthetic dyes; Direct dye, acid dye, basic dye, vat dye, sulphur dye, azoic dye, mordant dye, disperse dye, reactive dye, pigment dye. Techniques of dyeing; Solution dyeing, fibre and yarn dyeing, piece dyeing, cross dyeing, union dyeing. Printing: Different styles of Printing, Hand printing methods; block printing, stencil, screen printing, spray printing, tie & dye, batik, warp printing. Machine printing; roller, screen printing, heat transfer printing, flock printing, Textile dyeing and printing auxiliaries used for different textile processing	8
V	Laundry Agents- water, soap, detergent, Blueing & stiffening agents and stain removers, Washing equipment's, washing principles and washing methods, Dry-cleaning, procedure of stain removal, Care of different fiber fabrics (Washing, Ironing, Storage); cotton, wool, silk and man-made. Labelling to help consumer in intelligent selection and care, Precautions to be observed during purchase of textile, Definition and intelligent buying & care of table linen, towels and bathroom ensemble, Buying guidelines for bed sheet, pillow slips, blanket. Selection of upholstery, carpet and cushion materials.	11
PRACTICAL		
I	Identification of Textile Fiber Identification of Yarns Identification of Fabrics Study of Loom; Parts & operation, Preparation of basic weaves; graph & ribbon interlacement, Warp and weft yarn counting in fabric. Development of samples of weaving, knitting, crocheting, knotting	22
II	Dyeing of cotton with natural & synthetic dyes. Preparation of sample by Tie & Dye Techniques, Batik, Block printing, Stencil printing, screen printing & spray Printing.	16

III	Process of Designing, Textile motifs, Motif development; geometric, simplified, stylized, naturalized, abstract and ornamental, Textile motif; repeat and patterns, different arrangement/placements	4
IV	Group discussion of care (Laundering, ironing, storage) of different fabric articles, practicing laundering, Bleaching, blueing, starching and Stain removal, Identification & Collection of different label, understanding of care label; symbols and instructions	13
V	Project development; Make any one article of Weaving/Knitting/Crocheting/ Knotting/Tie & Dye/Printing.	5
Texts / References	1. Murthy H.V. Sreenivasa (2016). <i>Introduction to Textile fibers</i>, Revised edition. New Delhi: Woodhead Publishing India Pvt. Ltd 2. Kadolph Sara j. (2015). <i>Textiles</i> (11th ed.) United states: Pearson Education Limited 3. Corbman, B.P. (1983). <i>Textiles: Fiber to Fabric</i> (6th ed.). New York: McGraw Hill Publication. 4. Dantyagi, S. (2006). <i>Fundamentals of Textiles and their Care</i> (5th ed.). Delhi: Orient Longman private ltd. 5. Deulkar, D. (1982). <i>Household textiles and Laundry Work</i>. Delhi: Atma ram and Sons. 6. Gohl, E. P. G. & Vilensky, L. D. (1981). <i>Textiles-for modern living</i>. Melbourne: Longman Cheshire. 7. Joseph, M. L. (1986). <i>Introductory Textile Science</i>. New York: Holt, Rinehart and Winston.	
Learning Outcomes	Upon completion of the course students will be able to; • Select and evaluate textile material critically for the specific end use. • Acquire knowledge for various types of materials, reagents, equipment's and processes involved in care of textiles. • Purchase and utilize textile articles intelligently and more effectively. • Identify, Select and evaluate textile material critically for the specific end use. • Use various types of materials, reagents, equipment's and processes involved in care of textiles.	

Course Title	NGO Management and Advocacy (HSCMJ53 and HSCMJ54)			
Category of Course ³⁵	Major			
Credits ³⁶ & Hours of Teaching		Theory	Practical	Cumulative
	Credits	2	2	4
	Hours of Teaching (Total)	30	60	90
Course Objectives	• To develop key management competencies and analytical in the management of NGOs • To develop understanding about the legal framework of NGOs and various issues/risk associated with NGOs. • To develop basic understanding regarding the structure and functioning of NGOs with effective strategies for networking and fundraising • To inculcate understanding of communication campaigning and advocacy with the importance of effective campaigning in achieving objectives and changing public policy through mediums like media, legislation, marketing, and advertising.			
Units	Course Content	Hr. of Teaching		
I	Introduction to Non-governmental Organizations • Meaning of NGO and GO and private sector • Difference between Government Organizations and NGO • Relationship between NGO, GO and private sector • Characteristics of good NGO • Structure of NGO • Functions of NGO • Classification of NGOs • Historical evolution of NGOs • Growth and status of NGOs in India • Contribution and Role of NGOs in development • Mapping Voluntarism in the Third sectors • 1 Challenges faced by NGOs.	10		
II	Management of Non-governmental Organizations • Organizational types and structures • Registration of NGO • Legal Procedures for establishment of NGOs • Overview of Societies Registrations Act, India's Companies Act, Charitable Endowment Act and FCRA, Memorandum of Association and Bye-Laws • Tax Relief Under Section 80G • Management of NGOs • NGO management competencies • Human Resource Management- Human Resource Policy, Staffing and Salaries	8		

³⁵ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

³⁶ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	• Selection and training of Personnel • Managing people and teams in NGOs • Communication and Networking in NGOs • Planning, Implementation and Evaluation strategy under NGO • Fundraising • Resource mobilization	
III	Introduction to Advocacy • Concept and relevance of Advocacy • Types or approaches of Advocacy • Steps in planning an Advocacy Campaigns • Tools and Techniques of Advocacy • Elements of an advocacy strategy • Advocacy Planning Cycle - planning advocacy campaigns for different stakeholders • Case studies of advocacy campaigns • Community Advocacy • Media Advocacy • Relationship between advocacy, programme communication and social mobilization	12
PRACTICAL		
I	Visit to non-government organizations Profiling of NGOs	18
II	Evaluation of promotional/IEC materials developed by NGOs Case studies and Evaluation of Advocacy Initiatives/ Campaigns	22
III	Planning an advocacy campaign	20
Texts / References	1. R. Kumar, S. L. Goel. (2005). Administration and Management of NGOs: Text and Case Studies Paperback. Deep & Deep Publications, India. ISBN 8176296015. 2. S. Chandra (2003). Guidelines for NGO Management in India. Kanishka Distributors, New Delhi. ISBN 978-8173916038. D. Lewis (2001). Management of Non-Governmental Development Organization. Second Edition, Routledge, New York. ISBN 9780203002162. 3. Subedi, N R, (2008). Advocacy Strategies and Approaches: A Training of Trainers Manual. International Centre for Integrated Mountain Development (ICIMOD). ISBN : 9291150830 4. Abraham, A. (2003). Formation and Management of NGOs. Third Edition, Universal Law Publishing Co. Pvt Ltd., New Delhi. ISBN 9350350122. Suggested Readings: 5. Sundar, P. (2013). Business and Community: The Story of Corporate Social Responsibility in India. New Delhi, Sage Publication. ISBN 978-81-321-0955-6. 6. Agarwal, S.K. (2008). Corporate Social Responsibility in India, Sage publication Pvt. Ltd. https://doi.org/10.4135/9788132100027. 7. Lewis. D. (2014). Non-governmental Organizations: Management and Development. 3rd Edition. Routledge. ISBN 9781138294097. Til, J.V. (1988). Mapping the Third Sector: Voluntarism in a Changing	

	Social Economy. Foundation Centre, New York. ISBN 0879542403.
Learning Outcomes	• Gain an understanding of the unique nature of the non-government sector and distinguish it from the government (public) and business (for-profit) sectors. • the historical, theoretical, and legal perspectives on non-government organizations, as well as current trends and issues of consequence to non-government organizations. • Develop an understanding of management techniques and leadership skills for enhancing the effectiveness of non-government organizations. • Be able to design and assess the effectiveness of governance models, volunteer programs, organizational capacity, and inter-organizational relationships. • Develop an understanding of advocacy skills and knowledge and also key stages involved in developing an advocacy strategy.

Course Title	Family Finance Management and Consumer Education (HSCMJ55 and HSCMJ56)				
Category of Course ³⁷	Major				
Credits ³⁸ & Hours of Teaching		Theory	Practical	Cumulative	
	Credits	03	02	05	
	Hours of Teaching (Total)	45	60	105	
Course Objectives	- To provide comprehensive study of the concept of the family finance management and its importance. - To impart knowledge of family income, expenditure and budgeting for prudent financial management. - To be familiarized with rights and responsibilities of consumer, changing trends in consumerism, issues faced by consumers and tools of communication with consumers for educating them.				
Units	Course Content				Hr. of Teaching
I	Family finance - - Family finance Management: Meaning, purpose and importance of family finance management. - Process of financial management: Planning, controlling and evaluation. - Income: Concept of income, types of income, sources of family income. - Expenditure: Meaning of family expenditure, different items of expenditure, factors affecting family expenditure. - Budgeting: Objective and importance of family budget, types of budgets. - Investment: Meaning, time value of money, principals of investment, types of investment - bank and post office deposits, shares bonds and mutual funds. - Insurance: Meaning, importance and types of insurance. - Planning for future : - Financial goals: Paying of debts, buying home, building emergency funds and saving for retirement.				15

³⁷ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

³⁸ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

II	Consumer Education: • Consumer education: Meaning, importance, and scope of consumer education. • Consumer rights: Right to safety, right to choose, right to be informed, right to be consumer education, right to be heard, right to seek redressal , consumer protection act and other legislations for consumer and product safety. • Consumer responsibilities: Ask yourself, be critically aware, be organized, practice sustainable consumption, be responsible to environment. • Consumer issues and challenges: Changing trends in consumerism, consumer finance, multiple tax structure, gender issues in consumerism, marketing and gender consumerism, green consumerism - definition objectives and necessity of green consumerism. • Communication tools for consumer education: Consumer communication - importance and types, communication media and social change, media and consumer demand, advertising as a mode of communication, trends and impart of advertising on consumer.	15
III	Online marketing: Evolution, growth and challenges, legislative framework.	15
PRACTICAL		
I	Study of effects of different factors on consumption pattern of household.	10
II	Project work: Analysis of expenditure pattern of different income groups in urban and rural areas.	30
III	Analysis of impact of advertising and social media on consumption trends. Study of measures taken by government for promoting green consumption for environmental safety in urban areas.	20
Texts / References	1. Consumer Economics - The Consumer In Our Society, Mel J. Zelenak, Holcomb Hathway, Publisher 14 Edition - 2005 2. Home Management and Family Finance-Veena Gandotra, Publishers and Distribution Dominant- -1993 3. The Family Financial Bank, Victory M.Caron - 2017 4. Basic Financial Management: Dr. R P. Rustogi, Publishers Sultan Chand and Sons -2017 5. K.K. Dewett and J.D. Varma JD.2017 Elementary Economic Theory. S. Chand & Company Ltd. New Delhi 6. Consumer Economic: Issues and Behavior, 4th Edition and Elizabeth B. Goldsmith 7. Consumer Economic. Dr. Manju Patni Star publication, Agra - 2020 8. Consumer Economic (Hindi) Dr Naresh Chandra Tripathi, Garima Tripathi,Publishers: Shri Vinod Pustak Mandir, 2020 9. Consumer Education & Economic Mcgraw Hill, 2008 10. Economic Issues for Consumer , Miller Roger LeRoy, Publisher - West Publishing Co - 1975 11. Consumer Economics, Wyllie, Eugene D , Publisher - Thomson South - Western -1987 12. Sparks C. 2008, Globalization , Development and Mass Media, Sage Publications.	

	13. Law of Consumer Protection, Prof. V.K. Agarwal, 4th Edition, Bharat Law House Pvt. Ltd. 14. Customer Relationship Management Emerging Concepts, Tools and Applications, Jagdish N. Seth and others, McGraw Hill Education, 2015 15. Ahuja H.L., 2012 Modern Micro Economics: Theory and Application, Chand Company Ltd. New Delhi. 16. Consumer Education, Veena Gandotra, Ami Divatia, Dominant Publishers & Distributors - 2013 17. Consumer Behaviour, Leon G. Schiffman, Joseph Wisenblit, S. Ramesh Kumar Pearson Education, 12th Edition - 2018 18. Consumer Protection Law, Dr. S. R. Myneni, 2nd Edition, Publisher - Asia Law House - 2021
Learning Outcomes	After successful completion of the course student will be able to - • To manage limited financial income optimally on consumption and investment. • To take prudent financial decision for family and society. • To provide knowledge of consumer rights and responsibilities through different communication media.

Course Title	Food: Processing, Preservation and Product Development (HSCMV51 & HSCMV52)				
Category of Course ³⁹	Minor Vocational				
Credits ⁴⁰ & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	2	2	4	
	Hour of Teaching (Total)	30	60	90	
Course Objectives	The course is designed to • Enhance the knowledge of food processing • Master the food preservation techniques • Become expertise in bakery				
Units	Course Content				Hr. of Teaching
I	Basics of food processing: • Processing of different food groups (cereals, fruit and vegetables, eggs, fish, milk) • Definition and processing techniques: blanching (definition, time-temperature combination and equipment, adequacy in blanching), canning (definition, time-temperature combination and equipment),				08
II	Fundamentals of Food Preservation: Concept; Importance of food preservation; Principles of food preservation; Techniques of food preservation (Freezing, Drying, Dehydration etc.)				05
III	Preservation by preservatives: • Concept and definition, Types, Natural preservatives, Synthetic preservatives. • Irradiation: Concept, definition, Principles of irradiation, Types, Application.				05
IV	. Product Development:				08

³⁹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁴⁰ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	- Definition and types of food product development (Jam, Jelly, pickles, bakery products) - Stages involved in food product development (Idea generation, Screening, feasibility, regulation technology, formulation, ingredients, processing) - Procedures of Different types of bakery products	
V	Food Product Labeling: - Definition, characteristics, purpose and types (Brand label, grade label, descriptive label, informative label), Functions of labelling, nutrition labelling. - Packaging: Importance, definition, and principles, classification and types of packaging materials (Metal Containers, Glass Containers, Rigid Plastic Containers, Retortable Pouches)	04
PRACTICAL		
1	Demonstration of different preservation techniques	15
2	Preparation of different pickles, Jam, jelly and their preservation.	25
3	Preparation of bakery products (cake, pastry, pizza, breads, cookies).	20
Texts / References	R. P. Srivastava & Sanjeev Kumar Fruit and Vegetable Preservation: Principles & Practices International book distributing Co. Lucknow. - Giridhari Lal, G.S. Siddappa & G.L. Tondon Preservation of Fruits and Vegetables CFTRI, ICAR, New Delhi -12. Y. H. Hui, S. Ghazala, D.M. Graham, K.D. Murrell & W.K. Nip Handbook of Vegetable Preservation and Processing Marcel Dekker (2003). - Food Processing: Principles and Applications by Ramaswamy H. & Marcotte M. Taylor & Francis. - Food Science by Norman N Potter and Joseph H. Hotchkiss, CBS Publishers and Distributors. - Novel Food Processing Technologies by Barbosa-Canovas, Tapia & Cano CRC Press, 2004. - Fuller, Gordon, W(2005). New Food Product Development, 2nd Edition, CRC Press, Boca Raton, Florida. - Schaffner. D,J, Schroder , W.R.(2000). Food Marketing and International Perspectives, Web/McGraw Hill Publication.	
Learning Outcomes	After studying the course, the students will be able to understand - the basics of food preservation and processing - making process of different cakes and cookies - home preservation techniques.	

Course Title		Internship (HSCIN51)				
Category of Course ⁴¹		Internship				
Credits ⁴² & Hours of Teaching			Theory	Practical	Cumulative	
		Credits	-	02	02	
		Hours of Teaching (Total)	-	60	60	
Course Objectives		NA				
	Units	Course Content			Hr. of Teaching	
	I	NA				
	II	NA				
	III	NA				
	IV	NA				
	V	NA				
Texts / References		NA				
Learning Outcomes		NA				

⁴¹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁴² 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Home Science

Faculty of Arts

Semester -VI

Course Title	Contemporary Issues in Human Development and Rehabilitation (HSCMJ61 and HSCMJ62)				
Category of Course ⁴³	Major				
Credits ⁴⁴ & Hours of Teaching		Theory	Practical	Cumulative	
	Credits	03	01	04	
	Hours of Teaching (Total)	45	30	75	
Course Objectives	- Understand key contemporary issues influencing human development and rehabilitation. - Analyze the role of family and community in promoting holistic development. - Examine approaches and strategies for family life and parent education. - Explore developmental, social, and emotional needs of children with special needs. - Evaluate national policies and programs supporting rehabilitation and inclusion.				
Units	Course Content				Hr. of Teaching
I	Family life education: Meaning, scope, and importance of Family Life Education Objectives and principles of FLE				06

⁴³ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁴⁴ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	• Components: personal relationships, sexuality education, marriage preparation, responsible parenthood	
II	Parent Education: • Concept, need, and objectives of parent education • Types of parent education programs: preventive, developmental, remedial • Methods of parent education: workshops, group meetings, counselling, digital media	04
III	Child with special needs: • Definition and classification of children with special needs • Types: visual, hearing, physical, intellectual, learning, and developmental disabilities (autism, ADHD, etc.) • Early identification, diagnosis, and intervention • Inclusive education: concept, philosophy, and implementation • Role of family and teachers in supporting CWSN • Rehabilitation services and assistive technologies • Legal and policy framework in India (RPwD Act 2016, NEP 2020, Samagra Shiksha)	20
IV	Holistic Approach of Rehabilitation- • Concept, nature, and scope of rehabilitation • Principles of physical, social, and psychological rehabilitation • Institutional vs. community-based rehabilitation (CBR) • Role of professionals: counsellors, therapists, special educators, social workers • Family and community participation in rehabilitation • Government and NGO initiatives in India (NIEPID, NIMHANS, ALIMCO, etc.)	08
V	Brief introduction of CARA (Central Adoption Resource Authority), PNDT (Pre-natal Diagnostic Technique) Act, POCSO (the protection of children from sexual offences Act).	07
PRACTICAL		
I	Observation Visit to rehabilitation centers or inclusive schools Case profile of a child with special need	10
II	Analysis of government and NGO programmes in your city	10
III	Session with a counsellor or rehabilitation professional to explore their experiences challenges and success story Group discussion / debate related to any topic of this syllabus	10

Texts / References	1. Dash, M. (2014). Education of Exceptional Children. Atlantic Publishers. 2. Kirk, S., Gallagher, J., & Anastasiow, N. (2012). Educating Exceptional Children. Cengage Learning. 3. Rao, N. (2016). Parent and Family Counselling. APH Publishing. 4. Sharma, R. A. (2014). Fundamentals of Guidance and Counselling. R. Lal Book Depot. 5. UNESCO (2015). Education for All Global Monitoring Report. 6. Government of India. Rights of Persons with Disabilities Act (2016). 7. NCERT (2020). Guidelines for Inclusive Education. 8. Government of India. National Education Policy (2020).
Learning Outcomes	After completion of the course students will be able to: ▪ Understand the concept and importance of parent education and family life education. ▪ Learn about the needs of different disabled children.

Course Title	Sustainable Nutrition and Food Security (HSCMJ63 & HSCMJ64)				
Category of Course ⁴⁵	Major				
Credits ⁴⁶ & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	3	2	5	
	Hour of Teaching (Total)	45	60	105	
Course Objectives (not more than 100 words)	• To impart the knowledge of sustainable nutrition and their importance • To know about the role of dietary supplements • To aware about the conditions where supplement is needed • To gain knowledge regarding overall aspects of functional foods and dietary supplements on human health				
Units	Course Content				Hr. of Teaching
I	Basics of Sustainable Nutrition: • Concept of sustainability and sustainable foods • Food for future: concept of super foods in prevention of several lifestyle diseases • Agro-nutrition and its impact on environments				08
II	Concept of sustainability in food systems: • Climate-smart agriculture and eco-friendly farming practices • Food loss and waste management • Sustainable dietary patterns: local, plant-based, and eco-nutrition approaches .				09
III	Food Security and Health Hazards: • Definitions, Pillars and factors effecting food security • Challenges in achieving food security in • Policy and Governance to meet food security (National and International policies) • Health Hazards: Categories, mitigation of food related health hazards.				10
IV	Food security and world hunger				08

⁴⁵ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁴⁶ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	• Introduction, forms of food insecurity and hunger, poverty and chronic hunger, • Life cycle hunger, seasonal hunger, acute hunger, geography of hunger. • Conceptual framework of food security - availability of food, accessibility of food, consumption and utilization of food. • Food security policy and status of macro food security in India.	
V	Remedial Foods: • Role of biotechnology, fortification, and traditional food systems, Nutraceuticals bridging the gap between food and drug; • Nutraceuticals for specific situations such as cancer, heart disease, diabetes, stress, osteoarthritis, hypertension; nutraceutical remedies for common disorders like arthritis, bronchitis, circulatory problems, hypoglycemia, liver disorders, osteoporosis, psoriasis and ulcers, etc. • Functional food Overview; definition, classification	10
PRACTICAL		
1	Field visits to observe and report the recent trends in agro-nutrition.	20
2	Assignment/ small project/ articles on health hazards, food security policies, GMO foods, Nutraceuticals.	20
3	Hands-on training program on Kitchen Gardening: its importance in maintaining sustainability in the field of Nutrition	20
Texts / References	1. Srilakshmi, B., Food Science, New Age International, 9th edition (2025) 2. Deshpande, M., and Kulkarni, N, Food and Nutrition, Himalaya Publishing House (2010). 3. Begum, R., A Textbook of Food, Nutrition and Dietetics, 3rd Edition, Navyug Global Enterprises (2019). 4. Shakuntala M. and Shadaksharaswami, Foods: Facts and Principles (2019). 5. Swaminathan, M., Essentials of Food and Nutrition, The Bangalore Press, 3rd Edition (2013). 6. Gaman and Sherrington, The Science of Food, OXFORD (2020).	
Learning Outcomes	After studying the course, the students will be able to understand about • The sustainable nutrition and importance of food security • The health hazards and its impact • Ideas related to super foods, functional foods and nutraceuticals • About the lab and land for Agro-nutrition	

Course Title	Extension Methods and Aids (HSCMJ65 and HSCMJ66)				
Category of Course ⁴⁷	Major				
Credits ⁴⁸ & Hours of Teaching		Theory	Practical	Cumulative	
	Credits	2	2	4	
	Hours of Teaching (Total)	30	60	90	
Course Objectives	- To make students aware of concept teaching and learning and its importance in extension education. .To orient students about various teaching methods.				
Units	Course Content				Hr. of Teaching
I	- Concept of Learning, elements & principles involved in learning, Type of learners, Effective learning situation - Extension methods - Concept, Definition, Steps and Factors affecting learning - Teaching methods in Extension – concept and importance, classification of Methods - according to use, nature, form, learning objectives				7
II	Purpose, procedure, advantages, and limitations of each teaching method				7
III	- Factors affecting the use and selection of Extension Methods. - Teaching and learning through e-resources – MOOCs / online platforms				6
IV	- Teaching Aids for community outreach- concept and selection Criteria - Classification of teaching aids based on material used in the teaching-learning process - Projected and non-projected aids - Audio, Visual and Audio–visual aids				6
V	- Concept, importance, strategies for development and uses advantages and limitations of each teaching Aid - Cone of Experience				4
PRACTICAL					
I	Development of skill in Planning, preparation, and use of the following Audio -Visual aids (any four):- - Audio aids - Visual aids and - Audio Visual				24
II	Development of skills in planning and use of extension teaching methods - Demonstration, - Drama - Interactive lecture				26

⁴⁷ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁴⁸ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	• Group discussion	
III	Practice the mass communication techniques- • Role Play • Puppetry	10
Texts / References		
1. Dahama O.P. (1988) : Education and Communication for Development, Oxford and IBH Publishing Co. Pvt. Ltd. New –Delhi 2. Directorate of Adult Education, Govt. of India (1994): New Delhi, Literacy Digest. National Literacy Mission. 3. Hussain Institute for non-formal and continuing education. 4. Jain, R. (1993) Mass Media and Rural Development. Voll. II Manak Publication Pvt. Ltd. New-Delhi 5. Kindervalter, Suzanne (1979): Non-formal Education as an Empowering Process, Centre for International Education, 285, Hills House South Amherst, Massachusetts 01003. USA. University of Massachusetts. 6. Mistry S.P. (1998) Non Formal Education 1998 Radha Publications 437814B, Ansari Road, Darya Ganj. New Delhi – 1100002. 7. Pankajam G. (2000) – Extension – Third Dimension of Education, Gyan Publishing House, New –Delhi 8. Ray.G.L. (2015) Extension Communication and Management, Kalyani Publication, 9. Pillai, K.S. (1993) ABC of Non-Formal Education, 17-B , Indraprasth Estate, New Delhi, Indian Adult Education Association. 10. Rajani R. Stirurr – Non-Formal Education for Development. APH Publishing Corporation, 5, Ansari Road Darya Ganj New Delhi – 1 , 10002 11. Reddy R.S. (1999) – Adult and Non- Formal EducationCommon wealth Publisher. 12. Sharma SR (1997) – Reflections on Continuing and Non – Formal Education –Pointer Publisher , S.M.S. Highway , Jaipur. 13. Singh dev Raj (1995) -Infrastructure Planning for non-formal Education –Commonwealth Publishers. 14. Singh UK , Sudarshan KN. (1996) Non-Formal and continuing Education Discovery Publishing House , 4831/24 , Ansari Road , Darya Ganj , New-Delhi- 110002. 15. Srinivasn , Iyer (1977) : Perspectives on Non-Formal Adult Learning 251 , Park Avenue South , New York 10010 U.S.A. World Education Inc. 16. Supe , S.V. (1997) An Introduction to Extension Education. Oxford IBH Publishing Co. Pvt. Ltd. , New-Delhi. 17. Uttam Kumar Singh and A K Nayak , (1997) Extension Education, Commonwealth Publishers in association with Dr. Zakir Hussain Institute of Non-formal and Continuing Education. 18. Dhama, O.P (2019) Education and communication for Development, Kalyani Publication		
Learning Outcomes	• Students will be able to differentiate between various teaching methods • Students can understand the importance of each teaching aid and procedure to develop and use it for effective teaching.	

Course Title		Traditional Textiles and Costumes of India (HSCMJ67)			
Category of Course ⁴⁹		Major			
Credits ⁵⁰ & Hours of Teaching			Theory	Practical	Cumulative
		Credits	3	-	3
		Hours of Teaching (Total)	45	-	45
Course Objectives		- To enable students to gain knowledge on the arts and designing of historic costumes and textiles of India. - To understand about the different woven, painted, dyed, printed and embroidered textiles of India.			
Units	Course Content				Hr. of Teaching
I	Traditional embroidered textiles; Kashida of Kashmir & Bihar, Kantha of Bengal, Kasuti of Karnataka, Embroidery of Kutch & Kathiavar, Phulkari of Punjab, Chikankari of Lucknow, Manipuri Embroidery, Chamba Rumal, Quilting of Bihar etc.				8
II	Dyed & Printed textiles; Patola, Pochampalli, Ikat of Orissa, Tie & Dye of Tamil Nadu, Printing of Rajasthan (Sanganeri, Bagru, Dabu) Block print of Madhya Pradesh.				6
III	Painted textiles; Kalamkari, Madhubani, Picchwai, Patchitra, Warli,				6
IV	Woven Textiles; Brocades, Shawls of Kashmir, Muslins of Bengal, Silk of Karnataka, Cotton of Kerala,				6
V	Sociological, physical and psychological aspect of clothing, Famous traditional Indian attire; <i>Saree, Dhoti, Pagdi, Kurta, Salwar, Lungi</i> etc. Traditional costumes of Different States of India Traditional <i>saree</i> of different States of India				19
Texts / References	1. Bhatnagar Parul (2004). <i>Traditional Indian Costumes & Textiles</i>, Chandigarh: Abhishek publications. 2. Gillow & Barnard (2008). <i>Traditional Indian Textiles</i>. London: Thames & Hudson. 3. Kumar Ritu (2008). <i>Costumes and Textiles of Royal India</i>. India: Antique collectors club. 4. Neumann & Neumann (2020). <i>Textiles of India</i>. London: Prestel				
Learning Outcomes		Upon completion of the course, students will be able to; - Understand the traditional costumes and textiles of India. - Choose and utilize traditional accessories in costumes designing. - Differentiate different textiles and costumes of India.			

⁴⁹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁵⁰ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

Course Title	Organizational Communication (HSCMV61 and HSCMV62)				
Category of Course ⁵¹	Minor Vocational				
Credits ⁵² & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	2	2	4	
	Hour of Teaching (Total)	30	60	90	
Course Objectives	- To develop competency of students in effective communication skills. - To plan an effective communication strategy - To understand formal and organizational communication				
Units	Course Content				Hr. of Teaching
I	Communication: An Introduction - Definition, Nature and Scope of Communication - Importance and objectives of Communication - Process and Elements of Communication - Essentials of Communication - Ten Commandments of Communication - Barrier of Communication				5
II	Communication in Organizations- Formal Vs Informal, Written vs Oral and Horizontal(Lateral), Vertical(Downward) & Vertical(Upward) Communication				6
III	- Verbal or Oral Communication- - Effective Speaking- Principles, Techniques of Effective Speech - Interpersonal communication – Interview, its type and techniques - Advantages and Disadvantages of Oral Communication Mechanical Devices used in Verbal/Oral Communication				7
IV	Effective Listening- The Art of Listening, Meaning, Nature and Importance of Listening Principle of Good listening, Observations in Listening, barrier in listening and Guidelines for effective listening , Note Making				5
V	Effective Writing- - The objective of Written Communication, - Various media are used for written communication – their merits and demerits Reading Skills- - Purpose, Process, Methodologies, - Non-Verbal Communication- Importance, Forms, Kinesics, and Functions of non-verbal Communication - Professional communication skills - preparing and doing				7

⁵¹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁵² 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	(making) Presentations- Do's and Don'ts, drafting email, writing Notices, writing minutes of meetings and press releases	
PRACTICAL		
I	1. Speaking Skills: Introducing yourself, describing a person, place, situation, and event, giving instruction, making inquiries – at a bank, post-office, air-port, hospital, reservation counter and role play 2. Reading skills: ○ Reading Rates ○ Skimming and scanning skills. ○ Intensive and extensive reading. ○ Comprehension of general and technical articles	22
II	1. Writing skills ○ Effective writing- Sentence and paragraph construction ○ Precise writing- Summarizing ○ Referencing skills 2. Written forms ○ Business letters ○ Emails ○ Job application letter- Cover letter, Resume ○ Letter to the editor and social appeals ○ Report Writing: Format, Structure and Types, Technical Reports, Description and Proposal Presentation Skills: ○ 4Ps (Planning, Preparation, Practice, Presentation), Outlining; ○ Effective use of A/V aids and Modes of Delivery ○ Treatment of reports for presentation. ○ Practice in using media in oral presentation ○ Individual and Group Presentations	22
III	1. Interview skills: - ○ Face to Face and Telephonic interviews ○ Content ● Preparing questions ● Communication skills during Interview (with emphasis on intonations, pronunciation, confidence, dictation, audible, moderate, speech speed etc. 2. Non-verbal Communication and Body Language: ● Understanding body language of interviewer (body posture, appearance etc.)	16
Texts / References	1. Basic communication skills for Technology, Andreja. J. Ruther Ford, 2nd Edition, Pearson Education, 2011 2. Communication skills, Sanjay Kumar, Pushpalata, 1 stEdition, Oxford Press, 2011 3. Organizational Behaviour, Stephen .P. Robbins, 1st Edition, Pearson, 2013 4. Brilliant- Communication skills, Gill Hasson, 1 stEdition, Pearson Life, 2011 5. The Ace of Soft Skills: Attitude, Communication and Etiquette for success, GopalaSwamy Ramesh, 5 thEdition, Pearson, 2013	

	6. Developing your influencing skills, Deborah Dalley, Lois Burton, Margaret, Greenhall, 1st Edition Universe of Learning LTD, 2010 7. Communication skills for professionals, Konar nira, 2ndEdition, New arrivals –PHI, 2011 8. Personality development and soft skills, Barun K Mitra, 1 stEdition, Oxford Press,2011 9. Soft skill for everyone, Butter Field, 1st Edition, Cengage Learning india pvt.ltd,2011 10. Soft skills and professional communication, Francis Peters SJ, 1stEdition, McGraw Hill Education, 2011 11. Effective communication, John Adair, 4 thEdition, Pan Mac Millan,2009 12. Bringing out the best in people, Aubrey Daniels, 2 ndEdition, Mc Graw Hill, 1999
Learning Outcomes	• Understanding different communication skill • Differentiate between formal and informal communication • Develop skills of effective reading and listening skills.

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Home Science

Faculty of Arts

Semester -VII

4-years U.G Degree (Honours)

Course Title	Scientific writing (HSCMJ71)			
Category of Course ⁵³	Major			
Credits ⁵⁴ & Hour of Teaching		Theory	Practical	Cumulative
	Credits	4	-	4
	Hour of Teaching (Total)	60	-	60
Course Objectives	• To develop the ability to write clear, concise, and effective scientific documents. • To train students in preparing scientific reports, proposals, and other documents. • To improve editing, formatting, and presentation skills suitable for academic, professional and digital environments. • To familiarize students with ethical considerations and publication standards in scientific communication.			
Units	Course Content			Hr. of Teaching
I	Scientific writing as a means of communication; Different forms of scientific writing; Articles in journals, research proposal, research notes and reports, review articles, monographs, dissertations.			12

⁵³ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁵⁴ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

II	Parts of Dissertation/Research report/Article; Abstract, Acknowledgement, Introduction, Review of Literature, Methodology, Results and Discussion, References.	10
III	The writing process; formulation of outlines, uses of outline as a starting device, kinds of outline, first drafting, reflecting, re-reading, checking headings, checking content, checking clarity, checking grammar, brevity and precision in writing, Re-drafting based on critical evaluation. Ethics in academic writing- Plagiarism and tools. Understanding of different citation styles and citation management software.	16
IV	Importance of visuals in scientific writing, types of visual aids: tables, graphs, charts, diagrams, flowcharts, maps, and infographics. Drafting Tables; Importance and parts; Title, Body stab, Stab Column, Column Head, Spanner Head, Box Head.	10
V	Drafting graphs & other Illustrations; Types of graphs; bar, line, pie, histogram, and scatter plots, choosing the appropriate graph type for specific data. Parts of graphs; title, axis labels, units, data plotting area, intervals, symbols.	12
Texts / References	1. Heard, S. (2023). <i>The Scientist's Guide to Writing</i> (2nd ed.). University of Chicago Press. 2. Thomas C. George (2021). <i>Research methodology and scientific writing 2nd edition</i>, New Delhi: Ane books India Pvt. Ltd. 3. Turabian Kate L. (2018). <i>A manual for Writers of Research Papers, theses and dissertations, 9th edition</i>. UK: University of Chicago Press. 4. Mugah J. (2016). <i>Essentials of Scientific Writing</i>. USA: Authorhouse Publishing	
Learning Outcomes	By the end of course, the students will be able to; • Apply principles of effective scientific writing in their field of study. • Prepare well-structured research manuscripts, reports, and proposals. • Use appropriate language, style, and tone for scientific communication. • Integrate visuals (tables, graphs, and diagrams) effectively in documents. • Follow ethical practices and proper citation standards in scientific writing.	

Course Title	Interior Designing and Landscaping ((HSCMJ72 and HSCMJ73)			
Category of Course ⁵⁵	Major			
Credits ⁵⁶ & Hours of Teaching		Theory	Practical	Cumulative
	Credits	2	2	04
	Hours of Teaching (Total)	30	60	90
Course Objectives	- To know the fundamentals of interior designing, uses of colours and design composition. - To understand the need, scope, advantages of landscaping. - To know about the landscaping trees. To know about the rooms-its accessories, designing of terrace and garden, field experience of landscape garden			
Units	Course Content			Hr. of Teaching
I	Interior Designing - History of interior design. - Objectives and Importance of interior design and furnishing. - Colour- Uses and application of colours for residential and commercial purposes.			10
II	Basic Designing - Basics of design composition- Building materials, sustainable building materials and building services. - Accessories and their use in interior design			07
III	Landscaping Meaning, importance and scope of landscaping, history of gardening in India, principals and elements of landscaping. Landscaping for different purposes			06
IV	Plant Species for decoration - Garden features and advantages. - Different plant species for landscaping and their uses. - Bonsai-types and importance			07
PRACTICAL				
I	- Study of different accessories for different rooms. - Room arrangement for different activities. Residential/Commercial)			20
II	- Visit to – Interior designing Institute, Hotel, Restaurant, Showroom - Visit to landscape garden.			20
III	- Design (a) Bonsai (b) Ferns (c) Pot culture - Layout for Front garden- (a) Lawn (b) Flower- Beds (c) Trees (d) Hedges (e) Gaarden Paths			20

⁵⁵ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁵⁶ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

Texts / References	1. Interior Design: The Basic in to the World of Design, Asha P. George. Amita p. George Antony 2015. Pointer Publishers. 2. The Key Interior Design, Illustration of Methods and Principles, Nikita Mital, Rajsons Publication pvt Ltd. 3. The Fundamentals of Interior Design II Edition, Simon Dodsworth, Publisher Fairchild Books 2015 4. Interior Design and Decoration Premavathy Seetharaman, Parveen Pannu-Jammu 2019, Publisher CBS 5. Residential Interior Design: A Guide to Planning Spaces, 4th Edition, Willy Jamey 2022. 6. Interior Design, Ahmed A Kasu, Publisher: Ashish Book Centre, 2018 7. Principles or landscaping Gardening S. Y. Chandrashekar and Hema Naik B, Indian Council of Agricultural Research 2020 8. Text book of Floriculture and Landscaping, Anil K. Singh, Anjana Sisodia, New India Publishing Agency, Nipa 2020. 9. Sustainable Landscaping Principles and Practices II Edition, Marietta Loehrlein CRC Press; 2nd edition - 2020 10. Landscaping Principles and Practices. 7th Edition, Jack E, Ingels, Publishers-Cengage Learning; 7th Edition – 2009 11. A Colour Handbook Landscape Gardening, Alka Singh, B K Dharuk , New India Publishing Agency - NIPA, 2015 12. House Designs, Aditya Kamal, Publisher - Global Academy of Vaastu and Design -2019 13. Residential Space Designing, Dr Sarjoo Patel, Ms. Khyati Trivedi, Ms. Kavita Shah, Ms. Nidhi Desai, Publisher - Worldwide Circulation through Authors press Global Network - 2020 14. Building Planning and Drawing, M.N. Gangarde, S.P. Deshpande, Published By - Nirali Prakashan - 2019
Learning Outcomes	• Understanding of basics of interior design, accessories used in it, • concept of colour etc. • Learning of landscaping, it's uses in interior designing - Understanding of arrangement of rooms, front garden designing and landscape garden

Course Title	Food Safety and Quality Analysis (HSCMJ74 & HSCMJ75)			
Category of Course ⁵⁷	Major			
Credits ⁵⁸ & Hour of Teaching				
		Theory	Practical	Cumulative
	Credits	2	2	4
	Hour of Teaching (Total)	30	60	90
Course Objectives	- To provide a basic understanding of quality concepts and practice in food companies. - To provide approaches to the planning and organization of a quality control system. - To provide a basic acquaintance with standards and specifications			
Units	Course Content			Hr. of Teaching
I	Introduction to Food Safety - Definition, types of hazard-physical, chemical and biological, factors affecting Food Safety. - Historical aspects of safe food production and preservation - The system of food safety management - Sensory Evaluation and its Method. - Management of food products, Good Production Practices, Good Agricultural Practices, Good Hygienic Practices			08
II	Quality Assurance- Total Quality Control and Statistical Quality control - Quality Control Concepts as applied to the food industry - General Concepts of quality control - Major quality control functions - Definition of Quality Assurance, Difference between QA and QC - Definition of TQC, its nature, approaches and role of management			14

⁵⁷ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁵⁸ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	• Definition of SQC, determining the need for SQC, • Definition-control chart, uses process control.	
III	Standards and Specifications • Voluntary and Compulsory standards • Packaging and labeling standards • ISO and HACCP • FSSAI • GMP • ISO series • Fair Packaging and Labelling Act (1966)	12
IV	Quality Improvement Techniques • Quality Improvement Plans (QIP) • Quality Control Circles (QCC) • Total quality management (TQM)	11
PRACTICAL		
1	Food Industry/ Food laboratory Visit	20
2	Detection of adulteration in different food items	13
3	Traditional and Modern Food preservation techniques	12
4	Sensory Food Analysis by using various methods.	15
Texts / References	1. Philip, A.C. Reconceptualizing quality. New Age International Publishers, Bangalore. 2001. 2. Bhatia, R. and Ichhpujan, R.L. Quality assurance in Microbiology. CBS Publishers and Distributors, New Delhi. 2004. 3. Kher, C.P. Quality control for the food industry. ITC Publishers, Geneva. 2000.	
Learning Outcomes	Students will be able • To learn about food safety • To gather the knowledge of food Quality • To understand about the management system	

Course Title	Gender Issues in Human Development and Relationships (HSCMJ76)			
Category of Course ⁵⁹	Major			
Credits ⁶⁰ & Hours of Teaching		Theory (T)	Practical (P)	Cumulative
	Credits	4	-	04
	Hours of Teaching (Total)	60	-	60
Course Objectives	• Understand the concept of gender and its implications for human development. • Analyze gender roles and stereotypes in Indian society. • Examine the impact of gender dynamics on relationships—family, work, education, and community. • Critically evaluate policies and programs promoting gender equity and empowerment in India. • Develop sensitivity and awareness toward gender-inclusive practices and relationships.			
Units	Course Content			Hr. of Teaching
I	Introduction to Gender and Human Development • Concept and meaning of sex and gender • Gender as a social construct: biological vs. sociocultural perspectives • Gender roles, identity, and socialization • Gender and stages of human development: childhood, adolescence, adulthood, and old age • Indian philosophical and cultural perspectives on gender • Case discussion: Gendered upbringing in Indian families			08
II	Gender, Family, and Relationships Gender roles within family systems in India • Patriarchy, kinship, and inheritance patterns • Gender socialization: parenting, marriage, and family expectations • Communication, conflict, and power in gendered relationships • Impact of gender stereotypes on emotional and mental well-being • Practical Component: Group discussion or role-play on 'Changing gender roles in Indian households'			18
III	Gender and Society in India • Education and gender: access, equality, and curriculum bias • Gender and work: division of labor, wage gap, unpaid work, and leadership • Representation of gender in media, cinema, and digital spaces • Religion, caste, and regional dimensions of gender inequality • Intersectionality: gender, class, and caste in Indian context • Case study: Representation of women and men in Indian advertisements or films			12

⁵⁹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁶⁰ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

IV	Gender, Policy, and Empowerment • Constitutional provisions and legal frameworks for gender equality in India • Government programs and policies for women and gender minorities (e.g., Beti Bachao Beti Padhao, Nirbhaya Fund, Transgender Protection Act) • Role of NGOs, SHGs, and social movements (e.g., Chipko Movement, #MeToo India) • Gender and Sustainable Development Goals (SDGs) – Indian perspective • Guest Lecture/Field Visit: Interaction with gender advocacy organizations	12
V	Contemporary Gender Issues and Relationship • LGBTQIA+ rights and inclusion in India • Gender-based violence: domestic violence, harassment, cyber-bullying • Body image, self-concept, and social media influence • Healthy relationships, consent, and communication ethics • Promoting gender sensitivity and inclusivity in institutions • Workshop/Assignment: Designing a gender-sensitization campaign for college or community	10
Texts / References	1. Chakravarti, U. (2003). Gendering Caste: Through a Feminist Lens. Stree. 2. Nanda, M., & Warrier, S. (2011). Gender and Society in India. Pearson. 3. Menon, N. (2012). Seeing Like a Feminist. Zubaan. 4. Kapur, R. (2018). Gender, Alterity and Human Rights: Freedom in a Fishbowl. Edward Elgar. 5. National Commission for Women (NCW) Reports. 6. Government of India (various years). National Policy for Women. 7. Articles from journals such as Indian Journal of Gender Studies and Economic and Political Weekly (EPW).	
Learning Outcomes	After completing this course, students will: • Understand gender as a developmental and relational construct. • Critically analyze gender inequalities in Indian social institutions. • Exhibit gender sensitivity in interpersonal and professional relationships. • Contribute toward creating inclusive and equitable social environments.	

Course Title	Scientific writing (HSCMN71)														
Category of Course ⁶¹	Minor														
Credits ⁶² & Hour of Teaching	<table border="1"> <tr> <td></td><td>Theory</td><td>Practical</td><td>Cumulative</td></tr> <tr> <td>Credits</td><td>4</td><td>-</td><td>4</td></tr> <tr> <td>Hour of Teaching (Total)</td><td>60</td><td>-</td><td>60</td></tr> </table>				Theory	Practical	Cumulative	Credits	4	-	4	Hour of Teaching (Total)	60	-	60
	Theory	Practical	Cumulative												
Credits	4	-	4												
Hour of Teaching (Total)	60	-	60												
Course Objectives	1. To develop the ability to write clear, concise, and effective scientific documents. 2. To train students in preparing scientific reports, proposals, and other documents. 3. To improve editing, formatting, and presentation skills suitable for academic, professional and digital environments. 4. To familiarize students with ethical considerations and publication standards in scientific communication.														
Units	Course Content	Hr. of Teaching													
I	Scientific writing as a means of communication; Different forms of scientific writing; Articles in journals, research proposal, research notes and reports, review articles, monographs, dissertations.	12													
II	Parts of Dissertation/Research report/Article; Abstract, Acknowledgement, Introduction, Review of Literature, Methodology, Results and Discussion, References.	10													
III	The writing process; formulation of outlines, uses of outline as a starting device, kinds of outline, first drafting, reflecting, re-reading, checking headings, checking content, checking clarity, checking grammar, brevity and precision in writing, Re-drafting based on critical evaluation. Ethics in academic writing- Plagiarism and tools. Understanding of different citation styles and citation management software.	16													

⁶¹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁶² 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

IV	Importance of visuals in scientific writing, types of visual aids: tables, graphs, charts, diagrams, flowcharts, maps, and infographics. Drafting Tables; Importance and parts; Title, Body stab, Stab Column, Column Head, Spanner Head, Box Head,	10
V	Drafting graphs & other Illustrations; Types of graphs; bar, line, pie, histogram, and scatter plots, choosing the appropriate graph type for specific data. Parts of graphs; title, axis labels, units, data plotting area, intervals, symbols.	12
Texts / References	1. Heard, S. (2023). <i>The Scientist's Guide to Writing</i> (2nd ed.). University of Chicago Press. 2. Thomas C. George (2021). <i>Research methodology and scientific writing 2nd edition</i>, New Delhi: Ane books India Pvt. Ltd. 3. Turabian Kate L. (2018). <i>A manual for Writers of Research Papers, theses and dissertations, 9th edition</i>. UK: University of Chicago Press. 4. Mugah J. (2016). <i>Essentials of Scientific Writing</i>. USA: Authorhouse Publishing	
Learning Outcomes	By the end of course, the students will be able to; • Apply principles of effective scientific writing in their field of study. • Prepare well-structured research manuscripts, reports, and proposals. • Use appropriate language, style, and tone for scientific communication. • Integrate visuals (tables, graphs, and diagrams) effectively in documents. • Follow ethical practices and proper citation standards in scientific writing.	

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Home Science

Faculty of Arts

Semester -VIII

4-years U.G Degree (Honours)

Course Title	Applied Research Methodology (HSCMJ81 and HSCMJ82)				
Category of Course ⁶³	Major				
Credits ⁶⁴ & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	2	2	4	
	Hour of Teaching (Total)	30	60	90	
Course Objectives	1. To have a basic knowledge about research and its methodologies 2. To identify and define appropriate research problems 3. To organize and conduct research in a more appropriate manner 4. To teach the students how to organize, analyze, interpret and present the research data effectively. 5. To demonstrate the understanding of statistical analysis of Research data by practical application.				
Units	Course Content			Hr. of Teaching	
I	Research Methodology and its types; Meaning, objectives and significance of research, selection of research problem, justification, research gap, limitations and delimitations of the problem, variables; types and characteristics.			6	

⁶³ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁶⁴ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	Types of research; fundamental, applied and action, historical, survey, experimental, social research, participative research, qualitative research, quantitative research, descriptive research, ethnographic research, bibliometric analysis, systematic literature review, meta-analysis	
II	Research Design; meaning and needs, features of a good design; different research designs. Sampling Design; population and sample, steps in sampling design, criteria for selecting a sampling procedure, different types of sampling techniques- probability sampling; systematic random sampling, two stages and multi stage sampling, cluster sampling and non-probability sampling: purposive, quota and volunteer sampling/snowball sampling.	6
III	Data Gathering Instruments; Observation, questionnaire, interview & interview schedule, in-depth interviews & key informants, scaling methods, case study, home visits, informal group discussions, reliability and validity of measuring instruments, ethical considerations.	6
IV	Hypotheses; Definition, concepts of statistical hypothesis-simple and composite, null hypothesis, alternative hypothesis, critical region, Type I error, Type II error, significance level, confidence level.	6
V	Analysis of research data; types of data; qualitative vs. quantitative; steps and process, statistical techniques, descriptive and inferential statistics, definition and needs of different statistical test; chi-square, t-test, z test, correlation, Anova, regression analysis, statistical analysis using excel sheet and SPSS	6
PRACTICAL		
I	Critical review on existing standardized tools, Developing any one research tool; Questionnaire/interview schedule/scale. Data collection and management; ethical considerations in data handling, data entry, classification, editing, coding and preparation for analysis.	20
II	Formulation and testing of a statistical hypothesis.	20
III	Statistical analysis using excel sheet and SPSS; application of descriptive and inferential statistics; measures of central tendency, measures of dispersion, chi-square, t-test, z test, correlation, anova, regression analysis.	20

Texts / References	1. Bandarkar, P.L. and Wilkinson, T.S. (2000). <i>Methodology and Techniques of Social Research</i>, Mumbai: Himalaya Publishing House. 2. Kothari, C. R. (2014). <i>Research Methodology – methods and techniques</i>, 3rd edition, New Delhi: New age International Publishers. 3. Bhatnagar, G.L. (1990). <i>Research Methods and Measurements in Behavioural and Social Sciences</i>, New Delhi: Agri. Cole Publishing Academy. 4. Mangal S.K. and Mangal S. (2013). <i>Research methodology in Behavioural Sciences</i>. New Delhi: Prentice Hall Pvt. Ltd. 5. Thomas C. George (2021). <i>Research methodology and scientific writing</i> 2nd edition. New Delhi: Ane books India Pvt. Ltd. 6. Singh Y.K. (2006). <i>Fundamental of Research Methodology and statistics</i>. New Delhi: New age International Pvt. Ltd.
Learning Outcomes	By the end of course, the students will be able to; • Understand about scientific method and approaches of Research. • Explore different research design and formulate hypothesis. • Comprehend about different types of scales for appropriate statistical techniques.

Course Title	Fashion Designing and Marketing (HSCMJ83 and HSCMJ84)				
Category of Course ⁶⁵	Major				
Credits ⁶⁶ & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	2	2	4	
	Hour of Teaching (Total)	30	60	90	
Course Objectives	1. To develop professional competencies in apparel designing, garment construction, and product development. 2. To equip learners with knowledge of apparel marketing and entrepreneurial ventures. 3. To prepare students for careers in the fashion-textile industry, research, and boutique/entrepreneurship.				
Units	Course Content				Hr. of Teaching
I	Fashion designing Terminology, components and principles of fashion designing, fashion cycle, fashion theories, fashion forecasting.				05
II	Fashion marketing Meaning and process, marketing channels; retail, wholesale, e-commerce, omni-channel, social media marketing.				05
III	Fashion promotion Fashion advertising, fashion shows, exhibitions, influencer & digital advertising.				05
IV	Business models in apparel entrepreneurship Conceptualization and planning, location, layout, staffing, purchasing raw materials; purchasing policies, quality standards, vendor selection. Product development; costing, pricing strategies & branding, customer management.				10

⁶⁵ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁶⁶ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

V	Financial Management in apparel entrepreneurship Financial planning, source of finance, government support, business environment for the entrepreneur government of India's policy towards promotion of entrepreneurship.	05
PRACTICAL		
I	Conducting market research through surveys, focus groups, observations, trend forecasting Development of one theme-based mood board (physical or digital) & sketching of mini collection of apparels based on the selected theme.	25
II	Development of one garment prototype, Preparation of detailed garment costing sheet, Determining the pricing of developed garment suitable for the target market segment, Creation of a brand identity for the product	15
III	Development of a structured marketing plan (with product details, target customer, promotional and distribution channels), Execution of marketing campaign for the designed product.	20
Texts / References	1. Armstrong, H. J. (2018). <i>Patternmaking for fashion design</i> (6th ed.). Pearson. 2. Mansfield, E. A. (2000). <i>Clothing construction</i>. Oxford University Press. 3. Stone, E. (2012). <i>The dynamics of fashion</i> (4th ed.). Fairchild Books. 4. Donnellan, J. (2013). <i>Merchandise buying and management</i> (3rd ed.). Fairchild Books. 5. Dickerson, K. G. (2003). <i>Inside the fashion business</i> (7th ed.). Prentice Hall. 6. Frings, G. S. (2014). <i>Fashion: From concept to consumer</i> (10th ed.). Pearson. 7. Hines, T., & Bruce, M. (2007). <i>Fashion marketing</i> (2nd ed.). Routledge. 8. Varley, R. (2014). <i>Retail product management: Buying and merchandising</i> (3rd ed.). Routledge. 9. Kotler, P., & Keller, K. L. (2016). <i>Marketing management</i> (15th ed.). Pearson.	
Learning Outcomes	By the end of course, the students will be able to; • Design and construct garment prototypes suited to market needs. • Understand principles of apparel marketing. • Apply purchasing guidelines and marketing channels in apparel business. • Develop business plans for boutique/entrepreneurial ventures.	

Course Title	Social Entrepreneurship (HSCMJ85 & HSCMJ86)				
Category of Course ⁶⁷	Major				
Credits ⁶⁸ & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	3	1	4	
	Hour of Teaching (Total)	45	30	75	
Course Objectives	- To provide students with conceptual clarity on entrepreneurship and social entrepreneurship - To develop entrepreneurial competencies. - To equip them with skills for project planning, resource mobilization, and enterprise development with a focus on social impact.				
Units	Course Content				Hr. of Teaching
I	Conceptual Analysis of Entrepreneurship- 1. Meaning, definition, characteristics and types of entrepreneurships, entrepreneur, and enterprise 2. Merits and demerits of entrepreneurship 3. Role of enterprise in national and global economy				8
II	Social Entrepreneurship 1. Meaning, nature, and significance 2. Developing social entrepreneurial competencies – requirements and understandings the process, interpersonal skills, creativity, assertiveness achievement. 3. Factors influencing the role of social entrepreneurs				8
III	Launching and Organizing an Enterprise 1. Environmental scanning – information sources, schemes of assistance, problems 2. Enterprise selection, market assessment, feasibility study, SWOT analysis 3. Resource mobilization – finance, technology, raw materials, site, manpower 4. Basics of costing, marketing management, and quality control				10
IV	Project Formulation & Business Plan				10

⁶⁷ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁶⁸ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	1. Project formulation: meaning, types, project identification 2. Sources and generation of project ideas, project screening 3. Steps in project formulation 4. Project reporting – writing a business plan, market surveys, and mobilization of resources	
V	Policies, Schemes & Support Systems 1. Government policies and schemes for enterprise development and management 2. Institutional support agencies: DIC, SIDO, NSIC, TCO, SISI, STEP, STED, KITCO, CIDCO, KVIC 3. Role of government, NGOs, and corporate sector in promoting entrepreneurship	9
PRACTICAL		
1	Case Studies & Role Models • Study of successful entrepreneurs and social entrepreneurs (e.g., Mohammed Yunus, Ela Bhatt, Bunker Roy, Anshu Gupta, Jeroo Billimoria, Azim Premji) • Student presentations on chosen role models	7
2	Field Exposure & Interaction • Visit to a local NGO, SHG, or social enterprise • Interaction with entrepreneurs; preparation of reflective field reports	8
3	Enterprise Development Exercise • Group work: identifying a local social problem • Brainstorming innovative entrepreneurial solutions • SWOT and feasibility analysis	7
4	Social Venture Lab • Preparation of a mini project/venture plan • Presentation of business plans • Peer and faculty evaluation, feedback from entrepreneurs/mentors	8
Texts / References	1. Gupta.C.B& Sreenivasan N.P, Entrepreneurship Development in India, New Delhi, 2. Sultan Chand, 2007. Desai. V, Dynamics of entrepreneurial development & management, Mumbai, Himalaya publishing house, 2011. 3. Khanka .S.S., entrepreneurial development, S Chand & Co Ltd., Ram Nagar, New Delhi, 2009 4. Bornstein, D. (2005). <i>How to Change the World: Social Entrepreneurship and the Power of New Ideas</i>. Oxford University Press. 5. Jain, N.K &Varshney.R.L, Entrepreneurship Development-RBSA publications, Jaipur, 2009. 6. Nicholls, A. (Ed.). (2006). <i>Social Entrepreneurship: New Models of Sustainable Social Change</i>. Oxford University Press.	

	7. Verma, A. (2009). <i>Social Entrepreneurship Management</i>. Global India Publications Pvt. Ltd. Journals: 8. Indian Journal of Social Entrepreneurship 9. Entrepreneurship Development and Management 10. International journal of gender and entrepreneurship
Learning Outcomes	Students will be able – • To exemplify the concepts of entrepreneurship management and develop skills towards it • To attribute resource mobilization, enterprise selection, assessment, marketing and quality control in organizing an enterprise 161 • To identify gender issues in entrepreneurship development • To create business plans for setting up of enterprise

Course Title	Diffusion and Adoption of Innovation (HSCMJ87 & HSCMJ88)				
Category of Course ⁶⁹	Major				
Credits ⁷⁰ & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	3	1	4	
	Hour of Teaching (Total)	45	30	75	
Course Objectives (not more than 100 words)	1. To define diffusion and enumerate the elements of diffusion. 2. To explain the processes of adoption and innovation, as well as diffusion of innovation. 3. To identify characteristics of innovation, rate of adoption and adopter categories				
Units	Course Content			Hr. of Teaching	
I	Diffusion, innovation-decision process Diffusion, Main Elements in the Diffusion of Innovations, a model of the innovation-decision process, knowledge stage, types of knowledge about an innovation, early versus late knowers of innovations, persuasion stage decision stage, implementation stage, confirmation stage, dissonance, discontinuance.			10	
II	Communication channels by stages in the innovation-Decision Process , Categorizing Communication Channels, Mass Media Versus Interpersonal Channels, Cosmopolite Versus Localite Channels, Communication Channels by Adopter Categories the Innovation-Decision Period, Rate of Awareness-Knowledge and Rate of Adoption. Homophily-Heterophily and the Flow of Communication.			8	
III	Attributes of innovations and their rate of adoption Attributes of innovations, relative advantage, economic factors and rate of adoption, compatibility, compatibility with values and beliefs, compatibility with previously introduced ideas, compatibility with needs, compatibility and rate of adoption, complexity, trialability, observability, the diffusion effect, over adoption.			8	
IV	Innovativeness and Adopter Categories			8	

⁶⁹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁷⁰ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	Method of Adopter Categorization, Innovators: Venturesome, Early Adopters: Respectable, Early Majority: Deliberate, Late Majority: Skeptical, Laggards: Traditional Characteristics of Adopter Categories, Socioeconomic Characteristics, Personality Variables, Communication Behaviour, Predicting Innovativeness.	
V	Consequences of Innovations Classifications of Consequences, Desirable Versus Undesirable Consequences, Direct Versus Indirect Consequences, Anticipated Versus Unanticipated Consequences, Equality in the Consequences of Innovations, Issue of Equality in Development Programs, Communication Effects Gap and the Consequences of Diffusion, Gap-Widening Consequences of the Adoption of Innovations. Social Structure and the Equality of Consequences.	11
PRACTICAL		
1	Case studies in individual and community adoption process.	10
2	Identification of adopter categories on a selected technology.	7
3	Study of factors increasing or retarding the rate of adoption.	6
4	Presentation of reports on adoption and diffusion of innovations	7
Texts / References	1. Leeuwis Cees (2003) Communication for Rural Innovation: Rethinking Agricultural Ex Rogers, 2. E.M. (1995). Diffusion of Innovations (4th ed.). New York: Free Press tension 3. Dearing, James W. (2008) Evolution of Diffusion and Dissemination Theory, J Public Health Management Practice, 14(2), 99–108, 4. MANAGE (2007) Course 102 Communication and Diffusion of Agricultural Innovations Post Graduate Diploma in Agricultural Extension Management (PGDAEM), Published by National Institute of Agricultural Extension Management, Rajendranagar, India, 5. Richard E. Just and David Zilberman (1983), "Stochastic Structure, Farm Size, and Technology Adoption in Developing Agriculture," Oxford Economic Papers, Vol. 35, No. 2 (July, 1983), pp. 307-328.	
Learning Outcomes	- Students have knowledge about innovations spread among the rural society by getting into the insights of diffusion concept and adoption process. - Students understand about various concepts related to diffusion and adoption of innovations. - Students can carry out research on adoption and diffusion of innovations-Employability	

Course Title	Applied Research Methodology (HSCMN81 and HSCMN82)				
Category of Course ⁷¹	Minor				
Credits ⁷² & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	2	2	4	
	Hour of Teaching (Total)	30	60	90	
Course Objectives	• To have a basic knowledge about research and its methodologies • To identify and define appropriate research problems • To organize and conduct research in a more appropriate manner • To teach the students how to organize, analyze, interpret and present the research data effectively. • To demonstrate the understanding of statistical analysis of Research data by practical application.				
Units	Course Content				Hr. of Teaching
I	Research Methodology and its types; Meaning, objectives and significance of research, selection of research problem, justification, research gap, limitations and delimitations of the problem, variables; types and characteristics. Types of research; fundamental, applied and action, historical, survey, experimental, social research, participative research, qualitative research, quantitative research, descriptive research, ethnographic research, bibliometric analysis, systematic literature review, meta-analysis				6
II	Research Design; meaning and needs, features of a good design; different research designs. Sampling Design; population and sample, steps in sampling design, criteria for selecting a sampling procedure, different types of sampling techniques- probability sampling; systematic random sampling, two stages and multi stage sampling, cluster sampling and non-probability sampling: purposive, quota and volunteer sampling/snowball sampling.				6

⁷¹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁷² 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

III	Data Gathering Instruments; Observation, questionnaire, interview & interview schedule, in-depth interviews & key informants, scaling methods, case study, home visits, informal group discussions, reliability and validity of measuring instruments, ethical considerations.	6
IV	Hypotheses; Definition, concepts of statistical hypothesis-simple and composite, null hypothesis, alternative hypothesis, critical region, Type I error, Type II error, significance level, confidence level.	6
V	Analysis of research data; types of data; qualitative vs. quantitative; steps and process, statistical techniques, descriptive and inferential statistics, definition and needs of different statistical test; chi-square, t-test, z test, correlation, Anova, regression analysis, statistical analysis using excel sheet and SPSS	6
PRACTICAL		
I	Critical review on existing standardized tools, Developing any one research tool; Questionnaire/interview schedule/scale. Data collection and management; ethical considerations in data handling, data entry, classification, editing, coding and preparation for analysis	20
II	Formulation and testing of a statistical hypothesis.	20
III	Statistical analysis using excel sheet and SPSS; application of descriptive and inferential statistics; measures of central tendency, measures of dispersion, chi-square, t-test, z test, correlation, anova, regression analysis.	20
Texts / References	1. Bandarkar, P.L. and Wilkinson, T.S. (2000). <i>Methodology and Techniques of Social Research</i>, Mumbai: Himalaya Publishing House. 2. Kothari, C. R. (2014). <i>Research Methodology – methods and techniques</i>, 3rd edition, New Delhi: New age International Publishers. 3. Bhatnagar, G.L. (1990). <i>Research Methods and Measurements in Behavioural and Social Sciences</i>, New Delhi: Agri. Cole Publishing Academy. 4. Mangal S.K. and Mangal S. (2013). <i>Research methodology in Behavioural Sciences</i>. New Delhi: Prentice Hall Pvt. Ltd. 5. Thomas C. George (2021). <i>Research methodology and scientific writing 2nd edition</i>. New Delhi: Ane books India Pvt. Ltd. 6. Singh Y.K. (2006). <i>Fundamental of Research Methodology and statistics</i>. New Delhi: New age International Pvt. Ltd.	
Learning Outcomes	By the end of course, the students will be able to; • Understand about scientific method and approaches of Research. • Explore different research design and formulate hypothesis. • Comprehend about different types of scales for appropriate statistical techniques.	

BANARAS HINDU UNIVERSITY

(Detailed Syllabus of different Courses under NEP 2020)

Department of Home Science

Faculty of Arts

Semester -VII

4- Year U.G Degree (Honours with Research)

Course Title	Scientific writing (HSCMJ7R1)				
Category of Course ⁷³	Major				
Credits ⁷⁴ & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	4	-	4	
	Hour of Teaching (Total)	60	-	60	
Course Objectives	• To develop the ability to write clear, concise, and effective scientific documents. • To train students in preparing scientific reports, proposals, and other documents. • To improve editing, formatting, and presentation skills suitable for academic, professional and digital environments. • To familiarize students with ethical considerations and publication standards in scientific communication.				
Units	Course Content			Hr. of Teaching	
I	Scientific writing as a means of communication; Different forms of scientific writing; Articles in journals, research proposal, research notes and reports, review articles, monographs, dissertations.			12	

⁷³ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁷⁴ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

II	Parts of Dissertation/Research report/Article; Abstract, Acknowledgement, Introduction, Review of Literature, Methodology, Results and Discussion, References.	10
III	The writing process; formulation of outlines, uses of outline as a starting device, kinds of outline, first drafting, reflecting, re-reading, checking headings, checking content, checking clarity, checking grammar, brevity and precision in writing, Re-drafting based on critical evaluation. Ethics in academic writing- Plagiarism and tools. Understanding of different citation styles and citation management software.	16
IV	Importance of visuals in scientific writing, types of visual aids: tables, graphs, charts, diagrams, flowcharts, maps, and infographics. Drafting Tables; Importance and parts; Title, Body tab, Tab Column, Column Head, Spanner Head, Box Head,	10
V	Drafting graphs & other Illustrations; Types of graphs; bar, line, pie, histogram, and scatter plots, choosing the appropriate graph type for specific data. Parts of graphs; title, axis labels, units, data plotting area, intervals, symbols.	12
Texts / References	7. Heard, S. (2023). <i>The Scientist's Guide to Writing</i> (2nd ed.). University of Chicago Press. 8. Thomas C. George (2021). <i>Research methodology and scientific writing 2nd edition</i>, New Delhi: Ane books India Pvt. Ltd. 9. Turabian Kate L. (2018). <i>A manual for Writers of Research Papers, theses and dissertations, 9th edition</i>. UK: University of Chicago Press. 10. Mugah J. (2016). <i>Essentials of Scientific Writing</i>. USA: Authorhouse Publishing	
Learning Outcomes	By the end of course, the students will be able to; • Apply principles of effective scientific writing in their field of study. • Prepare well-structured research manuscripts, reports, and proposals. • Use appropriate language, style, and tone for scientific communication. • Integrate visuals (tables, graphs, and diagrams) effectively in documents. • Follow ethical practices and proper citation standards in scientific writing.	

Course Title	Interior Designing and Landscaping ((HSCMJ7R2 and HSCMJ7R3)			
Category of Course ⁷⁵	Major			
Credits ⁷⁶ & Hours of Teaching		Theory	Practical	Cumulative
	Credits	2	2	04
	Hours of Teaching (Total)	30	60	90
Course Objectives	- To know the fundamentals of interior designing, uses of colours and design composition. - To understand the need, scope, advantages of landscaping. - To know about the landscaping trees. To know about the rooms-its accessories, designing of terrace and garden, field experience of landscape garden			
Units	Course Content			Hr. of Teaching
I	Interior Designing - History of interior design. - Objectives and Importance of interior design and furnishing. - Colour- Uses and application of colours for residential and commercial purposes.			10
II	Basic Designing - Basics of design composition- Building materials, sustainable building materials and building services. - Accessories and their use in interior design			07
III	Landscaping Meaning, importance and scope of landscaping, history of gardening in India, principals and elements of landscaping. Landscaping for different purposes			06
IV	Plant Species for decoration - Garden features and advantages. - Different plant species for landscaping and their uses. - Bonsai-types and importance			07
PRACTICAL				
I	- Study of different accessories for different rooms. - Room arrangement for different activities. (Residential/Commercial)			20
II	- Visit to – Interior designing Institute, Hotel, Restaurant, Showroom - Visit to landscape garden.			20
III	- Design (a) Bonsai (b) Ferns (c) Pot culture - Layout for Front garden- (a) Lawn (b) Flower- Beds (c) Trees (d) Hedges (e) Gaarden Paths			20

⁷⁵ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁷⁶ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

Texts / References	1. Interior Design: The Basic in to the World of Design, Asha P. George. Amita p. George Antony 2015. Pointer Publishers. 2. The Key Interior Design, Illustration of Methods and Principles, Nikita Mital, Rajsons Publication pvt Ltd. 3. The Fundamentals of Interior Design II Edition, Simon Dodsworth, Publisher Fairchild Books 2015 4. Interior Design and Decoration Premavathy Seetharaman, Parveen Pannu-Jammu 2019, Publisher CBS 5. Residential Interior Design: A Guide to Planning Spaces, 4th Edition, Willy Jamey 2022. 6. Interior Design, Ahmed A Kasu, Publisher: Ashish Book Centre, 2018 7. Principles or landscaping Gardening S. Y. Chandrashekar and Hema Naik B, Indian Council of Agricultural Research 2020 8. Text book of Floriculture and Landscaping, Anil K. Singh, Anjana Sisodia, New India Publishing Agency, Nipa 2020. 9. Sustainable Landscaping Principles and Practices II Edition, Marietta Loehrlein CRC Press; 2nd edition - 2020 10. Landscaping Principles and Practices. 7th Edition, Jack E, Ingels, Publishers-Cengage Learning; 7th Edition – 2009 11. A Colour Handbook Landscape Gardening, Alka Singh, B K Dharuk , New India Publishing Agency - NIPA, 2015 12. House Designs, Aditya Kamal, Publisher - Global Academy of Vaastu and Design -2019 13. Residential Space Designing, Dr Sarjoo Patel, Ms. Khyati Trivedi, Ms. Kavita Shah, Ms. Nidhi Desai, Publisher - Worldwide Circulation through Authors press Global Network - 2020 14. Building Planning and Drawing, M.N. Gangarde, S.P. Deshpande, Published By - Nirali Prakashan – 2019
Learning Outcomes	• Understanding of basics of interior design, accessories used in it, • concept of colour etc. • Learning of landscaping, it's uses in interior designing Understanding of arrangement of rooms, front garden designing and landscape garden

Course Title	Food Safety and Quality Analysis (HSCMJ7R4 & HSCMJ7R5)			
Category of Course ⁷⁷	Major			
Credits ⁷⁸ & Hour of Teaching		Theory	Practical	Cumulative
	Credits	2	2	4
	Hour of Teaching (Total)	30	60	90
Course Objectives	- To provide a basic understanding of quality concepts and practice in food companies. - To provide approaches to the planning and organization of a quality control system. - To provide a basic acquaintance with standards and specifications			
Units	Course Content			Hr. of Teaching
I	Introduction to Food Safety - Definition, types of hazard-physical, chemical and biological, factors affecting Food Safety. - Historical aspects of safe food production and preservation - The system of food safety management - Sensory Evaluation and its Method. - Management of food products, Good Production Practices, Good Agricultural Practices, Good Hygienic Practices			08
II	Quality Assurance- Total Quality Control and Statistical Quality control - Quality Control Concepts as applied to the food industry - General Concepts of quality control - Major quality control functions - Definition of Quality Assurance, Difference between QA and QC - Definition of TQC, its nature, approaches and role of management - Definition of SQC, determining the need for SQC,			14

⁷⁷ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁷⁸ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	• Definition-control chart, uses process control.	
III	Standards and Specifications • Voluntary and Compulsory standards • Packaging and labeling standards • ISO and HACCP • FSSAI • GMP • ISO series • Fair Packaging and Labelling Act (1966)	12
IV	Quality Improvement Techniques • Quality Improvement Plans (QIP) • Quality Control Circles (QCC) • Total quality management (TQM)	11
PRACTICAL		
1	Food Industry/ Food laboratory Visit	20
2	Detection of adulteration in different food items	13
3	Traditional and Modern Food preservation techniques	12
4	Sensory Food Analysis by using various methods.	15
Texts / References	1. Philip, A.C. Reconceptualizing quality. New Age International Publishers, Bangalore. 2001. 2. Bhatia, R. and Ichhpujan, R.L. Quality assurance in Microbiology. CBS Publishers and Distributors, New Delhi. 2004. 3. Kher, C.P. Quality control for the food industry. ITC Publishers, Geneva. 2000.	
Learning Outcomes	Students will be able • To learn about food safety • To gather the knowledge of food Quality • To understand about the management system	

Course Title	Gender Issues in Human Development and Relationships (HSCMJ7R6)			
Category of Course ⁷⁹	Major			
Credits ⁸⁰ & Hours of Teaching		Theory (T)	Practical (P)	Cumulative
	Credits	4	-	04
	Hours of Teaching (Total)	60	-	60
Course Objectives	• Understand the concept of gender and its implications for human development. • Analyze gender roles and stereotypes in Indian society. • Examine the impact of gender dynamics on relationships—family, work, education, and community. • Critically evaluate policies and programs promoting gender equity and empowerment in India. • Develop sensitivity and awareness toward gender-inclusive practices and relationships.			
Units	Course Content	Hr. of Teaching		
I	Introduction to Gender and Human Development • Concept and meaning of sex and gender • Gender as a social construct: biological vs. sociocultural perspectives • Gender roles, identity, and socialization • Gender and stages of human development: childhood, adolescence, adulthood, and old age • Indian philosophical and cultural perspectives on gender • Case discussion: Gendered upbringing in Indian families	08		
II	Gender, Family, and Relationships Gender roles within family systems in India • Patriarchy, kinship, and inheritance patterns • Gender socialization: parenting, marriage, and family expectations • Communication, conflict, and power in gendered relationships • Impact of gender stereotypes on emotional and mental well-being • Practical Component: Group discussion or role-play on 'Changing gender roles in Indian households'	18		
III	Gender and Society in India • Education and gender: access, equality, and curriculum bias • Gender and work: division of labor, wage gap, unpaid work, and leadership • Representation of gender in media, cinema, and digital spaces • Religion, caste, and regional dimensions of gender inequality • Intersectionality: gender, class, and caste in Indian context • Case study: Representation of women and men in Indian advertisements or films	12		

⁷⁹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁸⁰ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

IV	Gender, Policy, and Empowerment • Constitutional provisions and legal frameworks for gender equality in India • Government programs and policies for women and gender minorities (e.g., Beti Bachao Beti Padhao, Nirbhaya Fund, Transgender Protection Act) • Role of NGOs, SHGs, and social movements (e.g., Chipko Movement, #MeToo India) • Gender and Sustainable Development Goals (SDGs) – Indian perspective • Guest Lecture/Field Visit: Interaction with gender advocacy organizations	12
V	Contemporary Gender Issues and Relationship • LGBTQIA+ rights and inclusion in India • Gender-based violence: domestic violence, harassment, cyber-bullying • Body image, self-concept, and social media influence • Healthy relationships, consent, and communication ethics • Promoting gender sensitivity and inclusivity in institutions • Workshop/Assignment: Designing a gender-sensitization campaign for college or community	10
Texts / References	1. Chakravarti, U. (2003). Gendering Caste: Through a Feminist Lens. Stree. 2. Nanda, M., & Warrier, S. (2011). Gender and Society in India. Pearson. 3. Menon, N. (2012). Seeing Like a Feminist. Zubaan. 4. Kapur, R. (2018). Gender, Alterity and Human Rights: Freedom in a Fishbowl. Edward Elgar. 5. National Commission for Women (NCW) Reports. 6. Government of India (various years). National Policy for Women. 7. Articles from journals such as Indian Journal of Gender Studies and Economic and Political Weekly (EPW).	
Learning Outcomes	After completing this course, students will: • Understand gender as a developmental and relational construct. • Critically analyze gender inequalities in Indian social institutions. • Exhibit gender sensitivity in interpersonal and professional relationships. • Contribute toward creating inclusive and equitable social environments.	

Course Title	Scientific writing (HSCMN7R1)				
Category of Course ⁸¹	Minor				
Credits ⁸² & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	4	-	4	
	Hour of Teaching (Total)	60	-	60	
Course Objectives	1. To develop the ability to write clear, concise, and effective scientific documents. 2. To train students in preparing scientific reports, proposals, and other documents. 3. To improve editing, formatting, and presentation skills suitable for academic, professional and digital environments. 4. To familiarize students with ethical considerations and publication standards in scientific communication.				
Units	Course Content			Hr. of Teaching	
I	Scientific writing as a means of communication; Different forms of scientific writing; Articles in journals, research proposal, research notes and reports, review articles, monographs, dissertations.			12	
II	Parts of Dissertation/Research report/Article; Abstract, Acknowledgement, Introduction, Review of Literature, Methodology, Results and Discussion, References.			10	
III	The writing process; formulation of outlines, uses of outline as a starting device, kinds of outline, first drafting, reflecting, re-reading, checking headings, checking content, checking clarity, checking grammar, brevity and precision in writing, Re-drafting based on critical evaluation. Ethics in academic writing- Plagiarism and tools. Understanding of different citation styles and citation management software.			16	

⁸¹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁸² 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

IV	Importance of visuals in scientific writing, types of visual aids: tables, graphs, charts, diagrams, flowcharts, maps, and infographics. Drafting Tables; Importance and parts; Title, Body stab, Stab Column, Column Head, Spanner Head, Box Head,	10
V	Drafting graphs & other Illustrations; Types of graphs; bar, line, pie, histogram, and scatter plots, choosing the appropriate graph type for specific data. Parts of graphs; title, axis labels, units, data plotting area, intervals, symbols.	12
Texts / References	1. Heard, S. (2023). <i>The Scientist's Guide to Writing</i> (2nd ed.). University of Chicago Press. 2. Thomas C. George (2021). <i>Research methodology and scientific writing 2nd edition</i>, New Delhi: Ane books India Pvt. Ltd. 3. Turabian Kate L. (2018). <i>A manual for Writers of Research Papers, theses and dissertations, 9th edition</i>. UK: University of Chicago Press. 4. Mugah J. (2016). <i>Essentials of Scientific Writing</i>. USA: Authorhouse Publishing	
Learning Outcomes	By the end of course, the students will be able to; • Apply principles of effective scientific writing in their field of study. • Prepare well-structured research manuscripts, reports, and proposals. • Use appropriate language, style, and tone for scientific communication. • Integrate visuals (tables, graphs, and diagrams) effectively in documents. • Follow ethical practices and proper citation standards in scientific writing.	

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Home Science

Faculty of Arts

Semester -VIII (Honors with Research)

Course Title	Applied Research Methodology (HSCMJ8R1) and (HSCMJ8R2)				
Category of Course ⁸³	Major				
Credits ⁸⁴ & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	2	2	4	
	Hour of Teaching (Total)	30	60	90	
Course Objectives	1. To have a basic knowledge about research and its methodologies 2. To identify and define appropriate research problems 3. To organize and conduct research in a more appropriate manner 4. To teach the students how to organize, analyze, interpret and present the research data effectively. 5. To demonstrate the understanding of statistical analysis of Research data by practical application.				
Units	Course Content			Hr. of Teaching	
I	Research Methodology and its types; Meaning, objectives and significance of research, selection of research problem, justification, research gap, limitations and delimitations of the problem, variables; types and characteristics. Types of research; fundamental, applied and action, historical, survey, experimental, social research, participative research, qualitative research, quantitative research, descriptive research, ethnographic			6	

⁸³ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁸⁴ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	research, bibliometric analysis, systematic literature review, meta-analysis	
II	Research Design; meaning and needs, features of a good design; different research designs. Sampling Design; population and sample, steps in sampling design, criteria for selecting a sampling procedure, different types of sampling techniques- probability sampling; systematic random sampling, two stages and multi stage sampling, cluster sampling and non-probability sampling: purposive, quota and volunteer sampling/snowball sampling.	6
III	Data Gathering Instruments; Observation, questionnaire, interview & interview schedule, in-depth interviews & key informants, scaling methods, case study, home visits, informal group discussions, reliability and validity of measuring instruments, ethical considerations.	6
IV	Hypotheses; Definition, concepts of statistical hypothesis-simple and composite, null hypothesis, alternative hypothesis, critical region, Type I error, Type II error, significance level, confidence level.	6
V	Analysis of research data; types of data; qualitative vs. quantitative; steps and process, statistical techniques, descriptive and inferential statistics, definition and needs of different statistical test; chi-square, t-test, z test, correlation, Anova, regression analysis, statistical analysis using excel sheet and SPSS	6
PRACTICAL		
I	Critical review on existing standardized tools, Developing any one research tool; Questionnaire/interview schedule/scale. Data collection and management; ethical considerations in data handling, data entry, classification, editing, coding and preparation for analysis	20
II	Formulation and testing of a statistical hypothesis.	20
III	Statistical analysis using excel sheet and SPSS; application of descriptive and inferential statistics; measures of central tendency, measures of dispersion, chi-square, t-test, z test, correlation, anova, regression analysis.	20
Texts / References	1. Bandarkar, P.L. and Wilkinson, T.S. (2000). <i>Methodology and Techniques of Social Research</i>, Mumbai: Himalaya Publishing House. 2. Kothari, C. R. (2014). <i>Research Methodology – methods and techniques</i>, 3rd edition, New Delhi: New age International Publishers. 3. Bhatnagar, G.L. (1990). <i>Research Methods and Measurements in Behavioural and Social Sciences</i>, New Delhi: Agri. Cole Publishing Academy.	

	4. Mangal S.K. and Mangal S. (2013). <i>Research methodology in Behavioural Sciences</i>. New Delhi: Prentice Hall Pvt. Ltd. 5. Thomas C. George (2021). <i>Research methodology and scientific writing 2nd edition</i>. New Delhi: Ane books India Pvt. Ltd. 6. Singh Y.K. (2006). <i>Fundamental of Research Methodology and statistics</i>. New Delhi: New age International Pvt. Ltd.
Learning Outcomes	By the end of course, the students will be able to; • Understand about scientific method and approaches of Research. • Explore different research design and formulate hypothesis. • Comprehend about different types of scales for appropriate statistical techniques.

Course Title	Project/Dissertation (HSCDS8R1)				
Category of Course ⁸⁵	Dissertation				
Credits ⁸⁶ & Hours of Teaching		Theory	Practical	Cumulative	
	Credits	-	12	12	
	Hours of Teaching (Total)	-	360	360	
Course Objectives	NA				
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.				
Units	Course Content		Hr. of Teaching		
I	NA				
II	NA				
III	NA				
IV	NA				
V	NA				
Texts / References	NA				
Learning Outcomes	NA				

⁸⁵ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁸⁶ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

Course Title	Applied Research Methodology (HSCMN8R1) and (HSCMN8R2)			
Category of Course ⁸⁷	Minor			
Credits ⁸⁸ & Hour of Teaching		Theory	Practical	Cumulative
	Credits	2	2	4
	Hour of Teaching (Total)	30	60	90
Course Objectives	1. To have a basic knowledge about research and its methodologies 2. To identify and define appropriate research problems 3. To organize and conduct research in a more appropriate manner 4. To teach the students how to organize, analyze, interpret and present the research data effectively. 5. To demonstrate the understanding of statistical analysis of Research data by practical application.			
Units	Course Content			Hr. of Teaching
I	Research Methodology and its types; Meaning, objectives and significance of research, selection of research problem, justification, research gap, limitations and delimitations of the problem, variables; types and characteristics. Types of research; fundamental, applied and action, historical, survey, experimental, social research, participative research, qualitative research, quantitative research, descriptive research, ethnographic research, bibliometric analysis, systematic literature review, meta-analysis			6
II	Research Design; meaning and needs, features of a good design; different research designs.			6

⁸⁷ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁸⁸ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	Sampling Design; population and sample, steps in sampling design, criteria for selecting a sampling procedure, different types of sampling techniques- probability sampling; systematic random sampling, two stages and multi stage sampling, cluster sampling and non-probability sampling: purposive, quota and volunteer sampling/snowball sampling.	
III	Data Gathering Instruments; Observation, questionnaire, interview & interview schedule, in-depth interviews & key informants, scaling methods, case study, home visits, informal group discussions, reliability and validity of measuring instruments, ethical considerations.	6
IV	Hypotheses; Definition, concepts of statistical hypothesis-simple and composite, null hypothesis, alternative hypothesis, critical region, Type I error, Type II error, significance level, confidence level.	6
V	Analysis of research data; types of data; qualitative vs. quantitative; steps and process, statistical techniques, descriptive and inferential statistics, definition and needs of different statistical test; chi-square, t-test, z test, correlation, Anova, regression analysis, statistical analysis using excel sheet and SPSS	6
PRACTICAL		
I	Critical review on existing standardized tools, Developing any one research tool; Questionnaire/interview schedule/scale. Data collection and management; ethical considerations in data handling, data entry, classification, editing, coding and preparation for analysis	20
II	Formulation and testing of a statistical hypothesis.	20
III	Statistical analysis using excel sheet and SPSS; application of descriptive and inferential statistics; measures of central tendency, measures of dispersion, chi-square, t-test, z test, correlation, anova, regression analysis.	20
Texts / References	1. Bandarkar, P.L. and Wilkinson, T.S. (2000). <i>Methodology and Techniques of Social Research</i> , Mumbai: Himalaya Publishing House.	

	2. Kothari, C. R. (2014). <i>Research Methodology – methods and techniques</i>, 3rd edition, New Delhi: New age International Publishers. 3. Bhatnagar, G.L. (1990). <i>Research Methods and Measurements in Behavioural and Social Sciences</i>, New Delhi: Agri. Cole Publishing Academy. 4. Mangal S.K. and Mangal S. (2013). <i>Research methodology in Behavioural Sciences</i>. New Delhi: Prentice Hall Pvt. Ltd. 5. Thomas C. George (2021). <i>Research methodology and scientific writing 2nd edition</i>. New Delhi: Ane books India Pvt. Ltd. 6. Singh Y.K. (2006). <i>Fundamental of Research Methodology and statistics</i>. New Delhi: New age International Pvt. Ltd.
Learning Outcomes	By the end of course, the students will be able to; • Understand about scientific method and approaches of Research. • Explore different research design and formulate hypothesis. • Comprehend about different types of scales for appropriate statistical techniques.