



## Vision


Rooted in the life, vision, and teachings of Jesus Christ and inspired by Mother Veronica, the foundress of the Apostolic Carmel, Patna Women's College strives to become a centre of academic excellence in higher education, social responsibility, and empowerment of women.

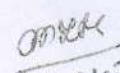
## Mission Statement

Patna Women's College, the first college for women in Bihar, is committed to the holistic development of women so as to make an effective contribution to the creation of a better society.

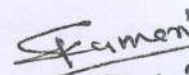
To this end, we strive

- To become a center of excellence in higher education for women in an atmosphere of autonomy.
- To excel in teaching-learning, research, and consultancy.
- To provide education that promotes capacity building and holistic development of a person.
- To offer subjects for competency building and motivate/animate a workforce imbued with human values.
- To promote patriotism, communal harmony and cultural integration to maintain a free and peaceful atmosphere on the campus.
- To train the students in creative arts, social service, critical thinking, and leadership in order to make an effective contribution to the creation of a new and value-based society.
- To create women leaders and to make them agents of social change.
- To develop skill oriented and value-based courses, for the all-round development of individuals.
- To promote academic exchange and academia-industry interface.
- To form young women who are 'always wise' and who will dare to 'go ahead and conquer knowledge' through, competence, commitment, delicate conscience, and compassion.

  
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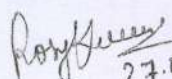
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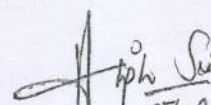
  
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**Syllabus for 4-Year Programme Under Choice Based Credit System (CBCS)**  
**B.A. Home Science Honours**

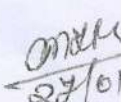
**PROGRAMME OUTCOMES**

**After the completion of B.A. Honours Degree Programme, the students will be able to achieve the following outcomes:**

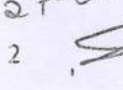
- PO1: Professional knowledge:** Acquire profound knowledge of humanities/Arts, its concepts and principles such literary, philosophical, sociological, political, historical, economic foundations of education etc.
- PO2: Critical and Cognitive skills:** Develop and demonstrate the ability to insightful response and analysis of a work of art in order to participate in discussions.
- PO3: Environment and Sustainability:** Understand the impact of the scientific solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
- PO4: Effective Communication:** Demonstrate familiarity with and ability to analyse both verbally and in writing issues and forms of contemporary art with a clear understanding of historical precedents.
- PO5: Research and Analysis:** Demonstrate analytical skill and proficiency in a range of tools and techniques used in research in social science.
- PO6: Employability and Higher Education:** Show proficiency in professional, employability and develop soft skills required for higher education and placements.
- PO7: Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the humanitarian practice.
- PO8: Arts and Society:** Apply humanities knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional arts practice.
- PO9: Interdisciplinary Learning:** Integrate academic curriculum with other co-curricular goals, such as career development, life-long learning develop interdisciplinary learning and opportunity to extend their knowledge across all disciplines.
- PO10: Nation Building:** Introspect and evolve into dynamic and creative individuals capable of socially productive, constructive actions that positively impact our Nation and the world at large.

  
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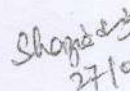
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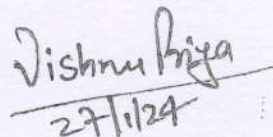
  
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**Syllabus for 4 Year Undergraduate Programme under CBCS System**  
**B.A. Home Science Honours**

PSO. No.	Programme Specific Outcome Upon completion of these courses the graduates would
PSO-1	Acquire knowledge in physiology and analytical principles of food and nutrients in diet formulation for all age groups; develop skills in organization and management of food service institutions.
PSO-2	Understand the principles and patterns of growth and development of humans from conception to old age and know the role of family, society and government to ensure development and protection of the rights of vulnerable groups.
PSO-3	Utilize and manage resources and contribute to community development; assess consumer problems and protection, and learn the application of management process in Event Planning & Execution.
PSO-4	Learn the principles, methods and approaches of communication and develop practical skills in Communication Process to reach out to the wider community.
PSO-5	Understand and appreciate the textile – modern and traditional; develop products using design exploration and colour application techniques.
PSO-6	Acquire academic skills with an aptitude for higher studies / research/entrepreneurship in any branch of the programme.

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*Raj Kumar*  
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*Ajith Kumar*  
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*Farmer*  
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## Course Structure for 4 Year Undergraduate Programme under CBCS System

### Semester I

Sl. No.	Name of Course	Type of Course	Credit	Marks
1	Major Course 1	MJC - 1	6	100
2	Minor Course 1	MIC - 1	3	100
3	Multidisciplinary Course 1	MDC - 1	3	100
4	MIL	AEC - 1	2	100
5	Skill Enhancement Course	SEC - 1	3	100
6	Value Added Course	VAC - 1	3	100
				<b>Total Credit - 20</b>

### Semester II

Sl. No.	Name of Course	Type of Course	Credit	Marks
1	Major Course 2	MJC - 2	6	100
2	Minor Course 2	MIC - 2	3	100
3	Multidisciplinary Course 2	MDC - 2	3	100
4	MIL	AEC - 2	2	100
5	Skill Enhancement Course	SEC - 2	3	100
6	Value Added Course	VAC - 2	3	100
				<b>Total Credit - 20</b>

### Semester III

Sl. No.	Name of Course	Type of Course	Credit	Marks
1	Major Course 3	MJC - 3	6	100
2	Major Course 4	MJC - 4	6	100
3	Minor Course 3	MIC - 3	3	100
4	Multidisciplinary Course 3	MDC - 3	3	100
5	Ability Enhancing Course (Disaster Risk Management- DRM)	AEC - 3	2	100
5	Skill Enhancement Course	SEC - 3	3	100
				<b>Total Credit - 23</b>

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### Semester IV

Sl. No.	Name of Course	Type of Course	Credit	Marks
1	Major Course 5	MJC - 5	6	100
2	Major Course 6	MJC - 6	6	100
3	Major Course 7	MJC - 7	6	100
4	Minor Course 4	MIC - 4	3	100
5	Ability Enhancing Course – Social Service/NSS/NCC)	AEC - 4	2	100
				<b>Total Credit - 23</b>

### Semester V

Sl. No.	Name of Course	Type of Course	Credit	Marks
1	Major Course 8	MJC - 8	6	100
2	Major Course 9	MJC - 9	6	100
3	Minor Course 5	MIC - 5	3	100
4	Minor Course 6	MIC - 6	3	100
5	Internship	INT - 1	4	100
				<b>Total Credit - 22</b>

### Semester VI

Sl. No.	Name of Course	Type of Course	Credit	Marks
1	Major Course 10	MJC - 10	6	100
2	Major Course 11	MJC - 11	6	100
3	Major Course 12	MJC - 12	6	100
4	Minor Course 7	MIC - 7	3	100
5	Minor Course 8	MIC - 8	3	100
				<b>Total Credit - 24</b>

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### Semester VII

Sl. No.	Name of Course	Type of Course	Credit	Marks
1	Major Course 13	MJC - 13	6	100
2	Major Course 14	MJC - 14	6	100
3	Major Course 15	MJC - 15	6	100
4	Minor Course 9	MIC - 9	4	100
				<b>Total Credit - 22</b>

### Semester VIII

Sl. No.	Name of Course	Type of Course	Credit	Marks
1	Major Course 16	MJC - 16	6	100
2	Minor Course 10	MIC - 10	4	100
3	Research Project/ Dissertation	RP - 1	12	100
				<b>Total Credit - 22</b>

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**Syllabus for 4-Year Undergraduate Programme  
under Choice Based Credit System (CBCS)**

**B.A. Home Science Honours**

**Major Courses (MJC) (6 credits each)**

**Note: 1 credit = 10 hours**

1. Theory paper: 6 credits each (5 Theory and 1 Tutorial).
2. Tutorial group of each theory paper should have a group size of 8 students.
3. Practical paper: 6 credits each (4 Theory and 2 Practical).
4. Practical paper will not have tutorials.

**Major Course:** A course, which should compulsorily be studied by a candidate who wish to pursue an undergraduate degree.

**Semester I**

1. Human Development I: The Childhood Years (Theory + Practical)

**Semester II**

2. Food and Nutrition (Theory + Practical)

**Semester III**

3. Introduction to Textiles (Theory + Practical)
4. Dynamics of Communication (Theory + Practical)

**Semester IV**

5. Textile Processing (Theory + Practical)
6. Personal Finance and Consumer Studies (Theory + Practical)
7. Nutrition: A Life Cycle Approach (Theory + Practical)

**Semester V**

8. Extension Education (Theory + Practical)
9. Physiology and Promotive Health (Theory + Practical)

**Semester VI**

10. Human Development II: Development in Adolescence and Adulthood (Theory)
11. Fashion Design Concepts (Theory + Practical)
12. Resource Management (Theory + Practical)

**Semester VII**

13. Research Methodology in Home Science (Theory + Practical)
14. Indian Textile Heritage (Theory + Practical)
15. Entrepreneurship for Small Catering Units (Theory + Practical)

**Semester VIII**

16. Public Nutrition (Theory + Practical)

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## Minor Course (MIC) (3/4 credits each)

**Minor Course:** A course chosen from a pool of credit courses which include new sub-disciplines of specific subject.

### Semester I

1. Care and Well Being in Human Development (3 credits)

### Semester II

2. Maternal and Child Health Programme and Services (3 credits)

### Semester III

3. Appreciation of Textile Crafts (3 credits)

### Semester IV

4. Human Nutrition (3 credits)

### Semester V

5. Gender, Media and Society (3 credits)
6. Child Rights and Social Action (3 credits)

### Semester VI

7. Fashion Accessories (3 credits)
8. Current Concern in Public Health (3 credits)

### Semester VII

9. Entrepreneurship Development (4 Credits)

### Semester IV

10. Extension for Development (4 Credits)

## Multidisciplinary Course (MDC) (3 credits each)

**Multidisciplinary Course:** Courses offered by various disciplines of study which is meant to provide multidisciplinary or interdisciplinary education to students.

### Semester I

1. Resources and Sustainable Development

### Semester II

2. Basics of Interior Design and Hospitality Management

### Semester III

3. Fundamentals of Ergonomics

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## Skill Enhancement Course (SEC) (3 credits)

**Skill Enhancement Courses (SEC):** These courses may be chosen from a pool of courses designed to provide **skill-based knowledge and hands-on training**

### Semester I

1. Surface Ornamentation

### Semester II

2. NGO Management

### Semester III

3. Life Skills Education

## Ability Enhancement Course (AEC) (2 credits each)

**Ability Enhancement Course (AEC):** These courses are courses based upon the content that leads to knowledge enhancement through various areas of study.

### Semester I

1. MIL: English/ Hindi Communication

### Semester II

2. Environmental Science

### Semester III

3. Disaster Risk Management

### Semester IV

4. Social Service/ NSS/NCC

## Internship (INT) (4 Credits)

### Semester V

1. Internship

## Research Project/ Dissertation (12 Credits)

### Semester VIII

1. Research Project/ Dissertation

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## Value-Added Course (VAC) (3 credits each)

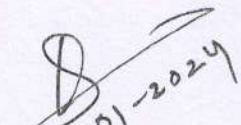
**Value-Added Course (VAC):** These courses offered by different disciplines aimed towards personality building, embedding ethical, cultural and constitutional values, promoting critical thinking, Indian Knowledge Systems, scientific temperament, communication skills, creative writing, physical education etc. to help in the all-round development of students.

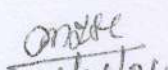
### Semester I

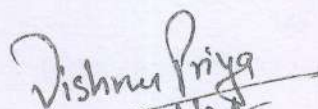
- a) Human values & Ethics
- b) Creative writing in English
- c) Creative writing in Hindi
- d) Physical Education
- e) Soft Skills

### Semester II

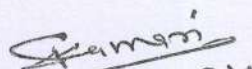
- a) Knowledge of India
- b) Inter-Religious Studies
- c) Constitutional Values and Rights
- d) Entrepreneurship Skill Development

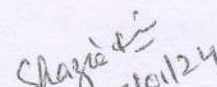
  
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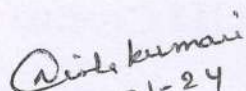
  
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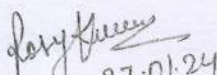
  
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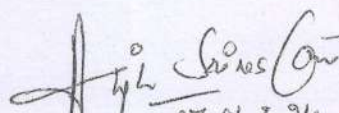
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## Home Science

### 4 Year Undergraduate Programme under CBCS Syllabus

Sem.	Major Course (16) 6 Credits each	Minor Course (10) 3 Credits each	Multidisciplinary Course (3) 3 Credits each	Ability Enhance Course (4) 2 Credits each	Skill Enhancement Course (3) 3 Credits each	Value Added Course (2) 3 Credits each
I	<b>HSC MJC 101:</b> Human Development I – The Childhood Years	<b>HSC MIC 101:</b> Care and Well-Being in Human Development	<b>HSC MDC 101:</b> Resources and Sustainable Development	<b>AEC 101:</b> <b>MIL :</b> English/ Hindi communication	<b>HSC SEC 101:</b> Surface Ornamentation	<b>VAC 101:</b> a) Human values & Ethics b) Creative writing in English c) Creative writing in Hindi d) Physical Education e) Soft Skills
II	<b>HSC MJC 202:</b> Food and Nutrition	<b>HSC MIC 202:</b> Maternal and Child Health Programme and Services	<b>HSC MDC 202:</b> Basics of Interior Design and Hospitality Management	<b>AEC 202:</b> Environmental Science	<b>HSC SEC 202:</b> NGO Management	<b>VAC 202:</b> a) Knowledge of India b) Inter-Religious Studies c) Constitutional Values and Rights d) Entrepreneurship Development Skills
III	<b>HSC MJC 303:</b> Introduction to Textiles  <b>HSC MJC 304:</b> Dynamics of Communication	<b>HSC MIC 303:</b> Appreciation of Textile Crafts	<b>HSC MDC 303:</b> Fundamentals of Ergonomics	<b>AEC 303:</b> Disaster Risk Management	<b>HSC SEC 303:</b> Life Skills Education	
IV	<b>HSC MJC 405:</b> Textile Processing  <b>HSC MJC 406:</b> Personal Finance and Consumer Studies	<b>HSC MIC 404:</b> Human Nutrition		<b>AEC 404:</b> Social Service/NSS/NCC		

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	<b>HSC MJC 407:</b> Nutrition: A Life Cycle Approach					
V	<b>HSC MJC 508:</b> Extension Education	<b>HSC MIC 505:</b> Gender, Media and Society				
	<b>HSC MJC 509:</b> Physiology & Promotive Health	<b>HSC MIC 506:</b> Child Rights and Social Action				
	<b>Internship</b>					
VI	<b>HSC MJC 610:</b> Human Development II: Development in Adolescence and Adulthood	<b>HSC MIC 607:</b> Fashion Accessories				
	<b>HSC MJC 611:</b> Fashion Design Concepts	<b>HSC MIC 608:</b> Current Concern in Public Health				
	<b>HSC MJC 612:</b> Resource Management					
VII	<b>HSC MJC 713:</b> Research Methodology in Home Science	<b>HSC MIC 709:</b> Entrepreneurship Development (4 Credits)				
	<b>HSC MJC 714:</b> Indian Textile Heritage					
	<b>HSC MJC 715:</b> Entrepreneurship for Small Catering Units					
VIII	<b>HSC MJC816:</b> Public Nutrition	<b>HSC MIC 810:</b> Extension for Development (4 Credits)				
	<b>Research Project</b>					

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## Course Structure for B.A. Home Science (Hons.)

Semester - I	Semester - II
<b>HSC MJC 101:</b> Human Development I : The Childhood Years	<b>HSC MJC 202:</b> Food and Nutrition
<b>HSC MIC 101:</b> Care and Well-Being in Human Development	<b>HSC MIC 202:</b> Maternal and Child Health Programme and Services
<b>HSC MDC 101:</b> Resources and Sustainable Development	<b>HSC MDC 202:</b> Basics of Interior Design and Hospitality Management
<b>AEC 101:</b> <b>MIL :</b> English/ Hindi Communication	<b>AEC 202:</b> Environmental Science
<b>HSC SEC 101:</b> Surface Ornamentation	<b>HSC SEC 202:</b> NGO Management
<b>VAC 101:</b> a) Human values & Ethics b) Creative writing in English c) Creative writing in Hindi d) Physical Education e) Soft skill	<b>VAC 202:</b> a) Knowledge of India b) Inter-Religious Studies c) constitutional Values and Rights d) Entrepreneurship Skill Development

Semester - III	Semester - IV
<b>HSC MJC 303:</b> Introduction to Textiles	<b>HSC MJC 405:</b> Textile Processing
<b>HSC MJC 304:</b> Dynamics of Communication	<b>HSC MJC 406:</b> Personal Finance and Consumer Studies
<b>HSC MIC 303:</b> Appreciation of Textile Crafts	<b>HSC MJC 407:</b> Nutrition: A Life Cycle Approach
<b>HSC MDC 303:</b> <b>Ergonomic Design</b>	<b>HSC MIC 404:</b> Human Nutrition
<b>AEC 303:</b> Disaster Risk Management	<b>AEC 404:</b> Social Service/NSS/NCC
<b>HSC SEC 303:</b> Life Skills Education	

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Semester -V	Semester -VI
<b>HSC MJC 508:</b> Extension Education	<b>HSC MJC 610:</b> Human Development II: Development in Adolescence and Adulthood
<b>HSC MJC 509:</b> Physiology and Promotive Health	<b>HSC MJC 611:</b> Fashion Design Concepts
<b>HSC MIC 505:</b> Gender, Media and Society	<b>HSC MJC 612:</b> Resource Management
<b>HSC MIC 506:</b> Child Rights and Social Action	<b>HSC MIC 607:</b> Fashion Accessories
<b>INTERNSHIP</b>	<b>HSC MIC 608:</b> Current Concern in Public Health

Semester -VII	Semester -VIII
<b>HSC MJC 713:</b> Research Methodology in Home Science	<b>HSC MJC816:</b> Public Nutrition
<b>HSC MJC 714:</b> Indian Textile Heritage	<b>HSC MIC 810:</b> Extension for Development
<b>HSC MJC 715:</b> Entrepreneurship for Small Catering Units	<b>Research Project</b>
<b>HSC MIC 709:</b> Entrepreneurship Development	

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## Home Science (Honours) Details of 4 year Undergraduate Programme under CBCS Syllabus as per NEP 2020

Semester	Course	Lecture	Practical	Tutorial	Total Credits
<b>I. Major Course (16 Papers) -- 06 credits each</b>					
<b>I</b>	1. Human Development I: The Childhood Years	4	2	-	6
<b>II</b>	2. Food and Nutrition	4	2	-	6
<b>III</b>	3. Introduction to Textiles	4	2	-	6
	4. Dynamics of Communication	4	2	-	6
<b>IV</b>	5. Textile Processing	4	2	-	6
	6. Personal Finance & Consumer Studies	4	2	-	6
	7. Nutrition: A Life Cycle Approach	4	2	-	6
<b>V</b>	8. Extension Education	4	2	-	6
	9. Physiology & Promotive Health	4	2	-	6
<b>VI</b>	10. Human Development II: Development in Adolescence and Adulthood	5	-	1	6
	11. Fashion Design Concepts	4	2	-	6
	12. Resource Management	4	2	-	6
<b>VII</b>	13. Research Methodology in Home Science	4	2	-	6
	14. Indian Textile Heritage	4	2	-	6
	15. Entrepreneurship for Small Catering Units	4	2	-	6
<b>VIII</b>	16. Public Nutrition	4	2	-	6
<b>II. Minor Course (10 Papers) – 03/04 credits each</b>					
<b>I</b>	1. Care and Well-Being in Human Development	2	-	1	3
<b>II</b>	2. Maternal and Child Health Programme and Services	2	-	1	3
<b>III</b>	3. Appreciation of Textile Crafts	2	-	1	3
<b>IV</b>	4. Human Nutrition	2	-	1	3
<b>V</b>	5. Gender, Media and Society	2	-	1	3
	6. Child Rights and Social Action	2	-	1	3
<b>VI</b>	7. Fashion Accessories	2	-	1	3
	8. Current Concern in Public Health	2	-	1	3
<b>VII</b>	9. Entrepreneurship Development	3	-	1	4
<b>VIII</b>	10. Extension for Development	3	-	1	4
<b>III. Multidisciplinary Course (03 Papers) – 03 credits each</b>					
<b>I</b>	1. Resources and Sustainable Development	2	-	1	3
<b>II</b>	2. Basics of Interior Design and Hospitality Management	2	-	1	3
<b>III</b>	3. Ergonomic Design	2	-	1	3

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IV. Ability Enhancement Course (04 Papers) – 02 credits each					
I	1. MIL : English/ Hindi Communication	2	-	-	2
II	2. Environmental Science	2	-	-	2
III	3. Disaster Risk Management	2	-	-	2
IV	4. Social Service/NSS/NCC	2	-	-	2
V. Skill Enhancement Course (03 Papers) – 03 credits each					
I	1. Surface Ornamentation	1	-	2	3
II	2. NGO Management	2	-	1	3
III	3. Life Skills Education	2	-	1	3
VI. Value Added Course (02 Papers) – 03 credits each					
I	a) Human values & Ethics	2	-	2	3
	b) Creative writing in English				
	c) Creative writing in Hindi				
	d) Physical Education				
	e) Soft skill				
II	a) Knowledge of India	2	-	2	3
	b) Inter-Religious Studies				
	c) Constitutional Values and Rights				
	d) Entrepreneurship Skill Development				
V	INTERNSHIP				4
VIII	RESEARCH PROJECT/DISSERTATION				12

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# Home Science (Honours) Details of CBCS Syllabus

## Major Courses (6 credits each)

### SEMESTER – I

### Major Course 1

### HSC MJC 101: Human Development I: The Childhood Years

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO – 1	Recall and recognize the concepts, scope and nature of human development	PSO-2	R
CO – 2	Relate and explain prenatal development and care of the new born	PSO-2	U
CO – 3	Describe, record and identify the various developmental milestones during infancy, preschool and middle childhood years	PSO-2	C, Ap
CO – 4	Demonstrate activities to facilitate development in different domains from birth to middle childhood years	PSO-2	R, Ap

(Remember, understand, create, apply, analyse)

<b>HSCMJC101 : Human Development I: The Childhood Years</b>		
<b>PWC (Theory: 4 credits + Practical: 2 credits )</b>		
Unit	Topics to be covered	No. of hours
1	Introduction to Human Development: Definition, History and Interdisciplinary nature of Human Development, Scope of Human Development in contemporary society, Domains, Stages and Contexts of development, Principles of Growth and Development	10
2	Prenatal Development, Birth and the Neonate: Reproductive health, Conception, Pregnancy and Birth, Capacities and care of the new born	10
3	Infancy and Preschool years: Physical and Motor development, Social and Emotional development, Cognitive and Language development	10
4	Middle Childhood years, Physical and motor Development, Social and Emotional development, Cognitive and Language development	10
	<b>Practical :</b> Methods of interview, observation and narratives and their use; audio – video sources of studying prenatal to middle childhood period, developing activities to facilitate development in different domains etc.	20
	<b>TOTAL</b>	<b>60</b>

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### Reading List

1. Bee. H. (1995). The Developing Child. Harper Collins.
2. Berk, L. E. (2007). Development through the lifespan. Delhi, Pearson Education.
3. Rice. F. P. (1998). Human Development: A lifespan approach. New Jersey, Prentice Hall.
4. Santrock, J. W. (2007). A topical approach to life-span development. New Delhi, Tata McGraw- Hill.
5. Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. New Delhi, Orient Black Swan.
6. Cole, M. & Cole, S. (1993). The Development of Children, 2<sup>nd</sup> Edition. New York, Scientific American Books Freeman & Co.

### Minor Course 1 HSCMIC101: Care and Well Being

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO - 1	Get exposure to the concept of Human Development as a field of study.	PSO-2	U, R
CO - 2	Understand the principles and components of care and know the factors and experience that promote well being	PSO-2	U, Ap
CO - 3	Acquaint with the various stages of lifespan development.	PSO-2	U, An
CO - 4	Foundational understanding of counseling and yoga	PSO-2	U, Ap

### HSCMIC101 : Care and Well-Being in Human Development

PWC (Theory: 2 credits + Tutorial: 1credit)

Unit	Topics to be covered	No. of hours
1	Human Development: Definition, concepts and stages of human development	07
2	Well-being: meaning, concept, benefits and dimensions of well-being; Factors & experiences that promote well-being	07
3	Care & well-being at different stages of life: Childhood years, Adolescence, Adulthood and old age, principles and components of care, Well-being of caregivers	07
4	Counselling and Yoga	04
	<b>Tutorial :</b> Observing Children to Understand their Care Needs. Participation in Yoga.	05
	<b>TOTAL</b>	<b>30</b>

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### Reading List

1. IGNOU., (2011). Positive psychology-2. MCFT-006 Applied social Psychology, New Delhi, IGNOU.
2. Santrock, J.W., (2007). Life Span Development (3rd ed.). New Delhi, Tata McGraw-Hill.
3. Seligman, M.E.P., (2002). Authentic Happiness: Using the New Positive Psychology to Realize your Potential for Lasting Fulfillment. New York, Free Press.
4. Sriram, R. (2004). Ensuring Infant and Maternal Health in India. In J. Pattnaik (Edition.).
5. Childhood in South Asia: A critical look at issues, policies and programs. Conn.USA: Information Age.
6. Singhi, P. (1999). Child Health & Well-being: Psychosocial Care Within and Beyond Hospital Walls.
7. In T.S. Saraswathi (Ed.). Culture, socialization and human development. New Delhi, Sage.

### Multidisciplinary Course 1 HSCMDC101: Resources and Sustainable Development

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO - 1	Able to understand sustainability and identify major sustainability challenges.	PSO-3	U
CO - 2	Understanding of the carrying capacity of ecosystems as related to providing for human needs.	PSO-3	U
CO - 3	Able to apply concepts of sustainable development to address sustainability challenges.	PSO-3	Ap
CO - 4	Identify, and evaluate their actions with the knowledge and appreciation of interconnections among economic, environmental, and social perspectives.	PSO-3	R, An

<b>HSCMDC101 : Resources and Sustainable Development</b>		
<b>PWC (Total 2 credits: Lecture + Tutorial)</b>		
Unit	Topics to be covered	No. of hours
1	Introduction to concept and dimensions of sustainable development,	05
2	Major conferences and agreements of sustainable development	05
3	Millennium Development Goals (MDGs) and challenges to sustainable development – climate and global change, energy, water resources, population, economic development	10
4	Strategy for sustainability: World Conservation Strategy	05
	<b>Tutorial:</b> Prepare a case profile of any one Govt. or non-govt. organization that contributed to environmental protection in Bihar.	05
	<b>TOTAL</b>	<b>30</b>

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**Reading List:**

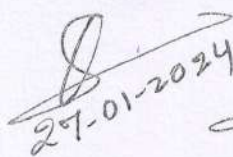
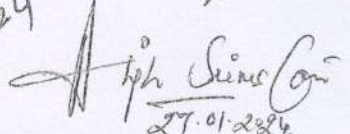
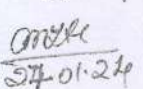
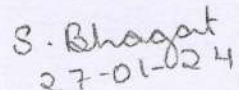
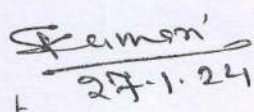
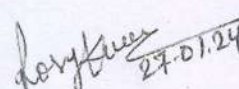
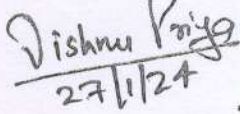
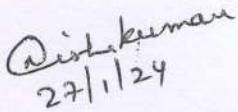
1. Juracek, A. Judy, (2000), Soft Surface, Thames & Hudson Ltd.
2. Milne D'Arcy Jean, (2006), Fabric Left Overs, Octopus Publishing Group Ltd.
3. Singer Margo, (2007), Textile Surface Decoration-Silk & Velvet, A&C Black Ltd.

**Value Added Course 1**  
**HSCVAC101: Human Values and Ethics**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO - 1	Know the meaning and importance of human values; understand variety of moral issues, principles of ethics and morality.	PSO-7	U
CO - 2	Understand the value of harmonious relationships based on trust and respect in life and profession	PSO-7	U
CO - 3	Distinguish between ethical and unethical practices, and start identifying a strategy to actualize a harmonious environment at work place	PSO-7	U, C
CO - 4	Ability to deal with moral issues at work place	PSO-7	Ap

<b>HSCVAC101: Human Values and Ethics</b>		
<b>PWC (Theory: 03credits)</b>		
Unit	Topics to be covered	No. of hours
1	<b>Variety of Moral Issues, principals of Ethics and Morality:</b> <ul style="list-style-type: none"> <li>• Understanding the harmony in the society (society being an extension of family), Integrity</li> <li>• Work ethics, Courage, Empathy, Self Confidence, Professional Ideas and Virtues, Ethics as a Subset of Morality,</li> <li>• Ethics and Organizations, Duties and Rights of employees and employers.</li> </ul>	08
2	<b>Holistic approach to corporate ethics :</b> <ul style="list-style-type: none"> <li>• Vendantic ethics- Tagore, Vivekananda, Gandhi and Aurobondo on ethics, Ethics in Finance,</li> <li>• Business and Environment, Professional Rights, Intellectual property rights,</li> </ul>	08
3	Corporate responsibility, Social Audit and Ethic Investing, Computer and Ethics.	06

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4	<b>Professional Ethics :</b> <ul style="list-style-type: none"> <li>• Augmenting Universal Human Order, Characteristics of people- friendly and eco-friendly production, Strategy for Transition from the Present state to Universal Human Order</li> <li>• At the level of Individual- as Socially and Ecologically Responsible Technologists and managers,</li> <li>• At the Level of Society- as Mutually Enriching Institutions and organizations.</li> </ul>	08
	<b>TOTAL</b>	<b>30</b>

### Reading List

1. Guha, D. (2008). Practical and Professional Ethics, Vol. 1 & 5, New Delhi, Concept Publishing Company.
2. Seibert, D.V. (1984). The Ethical Executive, Simon and Schuster Publishers
3. Chakraborty, S.K. (1991). Management by Values. New Delhi, Oxford University Press.
4. Yuktananda Swami (1989). Values and ourselves, Culcutta, A. K. Chateerjee
5. Agarwal, H.O. (2016). International Law and Human Rights, Central Law Publication.
6. Basu, D.D. (2018). Indian Constitution, Lexis Nexis

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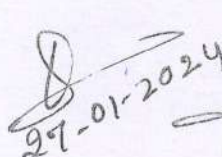
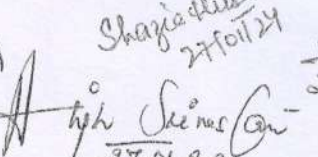
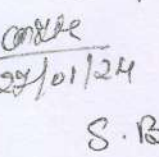
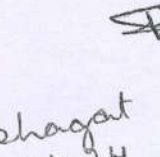
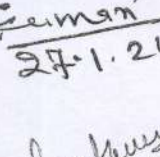
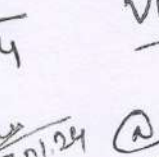
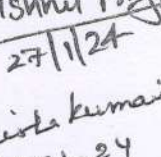
## SEMESTER – II

### Major Course 2 HSCMJC202: Food and Nutrition

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO – 1	Recall the basic concepts of food and nutrition and explain the nutrients, their functions, sources and clinical manifestation	PSO-1	R, U, An
CO – 2	Discuss and analyse the effects of cooking and processing techniques on nutritional properties of food	PSO-1	U, An
CO – 3	Outline the nutritional contribution and selection of various food groups	PSO-1	An.
CO – 4	Explain and demonstrate the principles involved in weighing, portion size and nutritional quality of food	PSO-1	U, Ap

HSCMJC202 : Food and Nutrition		
PWC (Theory: 4 credits + Practical: 2credits)		
Unit	Topics to be covered	No. of hours
1	Basic concepts in food and nutrition: Basic terms used in study of food and nutrition, Understanding relationship between food, nutrition and health, Functions of food - Physiological, psychological and social	04
2	Nutrients: Functions, Dietary Sources and clinical manifestations of deficiency/ excess of the following nutrients: Energy, Carbohydrates, lipids and proteins; Fat soluble vitamins - A, D, E and K; Water soluble vitamins – thiamin, riboflavin, niacin, pyridoxine, folate, vitamin B <sub>12</sub> and vitamin C; Minerals – calcium, iron, zinc and iodine	15
3	Cooking and processing of foods: (a) Methods of cooking and effects of cooking: Dry, moist, frying and microwave cooking; Advantages, disadvantages and the effect of various methods of cooking on foods (b) Enhancing the nutritional quality of foods: Supplementation, germination, fermentation, fortification and GM foods	06
4	Food Groups: Structure, composition, Products, nutritional contribution, selection and changes during cooking of the following food groups: Cereals, Pulses, Fruits and vegetables, Milk & milk products, Eggs, Meat, poultry and fish, Fats and Oils, Spices and herbs, Beverages	15

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<b>Practical :</b> Weights and measures; preparing market order and table setting; food preparation, understanding the principles involved, nutritional quality and portion size, Sensory evaluation	20
<b>TOTAL</b>	<b>60</b>

### Practical Record: A Project File

### Reading List

1. Bamji, M.S., Krishnaswamy, K., Brahman, GNV, (2009). Textbook of Human Nutrition, 3<sup>rd</sup> edition. Oxford and IBH Publishing Co. Pvt. Ltd.
2. Srilakshmi, B., (2007). Food Science, 4th Edition. New Age International Ltd.
3. Wardlaw and Insel, M.G., (2004). Perspectives in Nutrition, Sixth Edition. Mosby.
4. Chadha, R. and Mathur, P., (2015). Nutrition: A Lifecycle Approach. Orient Blackswan, New Delhi.
5. Khanna, K., Gupta, S., Seth, R., Mahna, R., Rekhi, T., (2004). *The Art and Science of Cooking: A Practical Manual*, Revised Edition. Elite Publishing House Pvt. Ltd.
6. Raina, U., Kashyap, S., Narula, V., Thomas, S., Suvira, Vir, S., Chopra, S., (2010). Basic Food Preparation: A Complete Manual, Fourth Edition. Orient Black Swan Ltd.

## Minor Course 2

### HSCMIC202: Maternal and Child Health Programme and Services

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO – 1	Insight into the initiatives and strategies aimed at improving the health and well-being of children	PSO-6	U, R
CO – 2	Analyze the policy's implications for ensuring health care for all	PSO-6	U, An
CO – 3	Understand the interplay of these determinants and their impact on the health outcomes of mothers and children.	PSO-2	U, R
CO – 4	Analyze the challenges in the delivery of healthcare services	PSO-6	U, An

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<b>HSCMIC202 :Maternal and Child Health Programme and Services</b>		
<b>PWC (Theory: 3 credits + Tutorial: 1credit)</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of hours</b>
1	Ensuring Children's Health and Nutrition: Child Health Programme under National Health Mission; National Nutrition Mission	07
2	Health Care for all: The National Health Policy; National Health Mission; Health Empowerment;	08
3	Maternal and Child healthcare: Determinants of Maternal and Child Health	05
4	Strategies and Delivery of Services: Programmes and Initiatives: Challenges	05
	<b>Tutorial:</b> Explore various programs and initiatives undertaken by the Indian government to ensure the health and nutrition of children, as well as the promotion of universal healthcare.	05
	<b>TOTAL</b>	<b>30</b>

#### Reading List

1. Sriram, Rajalakshmi (2006) "Ensuring Infant And Maternal Health In India." *Childhood in South Asia* (2006): 135.
2. Jyotsna Pattnaik(2005) *Childhood in South Asia. A critical look at issues, policies and programs. Research in global child advocacy.*Information Age Publishing. ISBN 1-59233-021-9
3. Kurukshetra (2017) Rural Health, Ministry of Rural Development *A journal on rural development*. Vol.65, No. 9, Page No. 52 ISSN-0021-5660  
<http://yojana.gov.in/Kurukshetra%20Eng%20July%20%2717.pdf>
4. Kurukshetra (2019) Rural Prosperity, Ministry of Rural Development *A journal on rural development*. Vol.67, No. 11, Pages. 56,<http://yojana.gov.in/September2019.pdf>
5. Kurukshetra (2020) Health and NutritionMinistry of Rural Development *A journal on rural development*. Vol.68, No. 3, Pages. 56,<http://yojana.gov.in/September2019.pdf>

#### Multidisciplinary Course 2

#### HSCMDC202: Basics of Interior Design and Hospitality Management

<b>CO No.</b>	<b>Course Outcomes</b>	<b>PSOs Addressed</b>	<b>Cognitive Level</b>
CO - 1	Understand the objectives of design and recognize the elements and principles of design and their applications.	PSO-3	U, R
CO - 2	Demonstrate competency in interior designing.	PSO-3	Ap
CO - 3	Understand the significance of hospitality industry.	PSO-1,3	U
CO - 4	Demonstrate competency in the use of design fundamentals as principal tools in establishing design criteria and developing the overall design process.	PSO-3	C

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<b>HSCMDC202 : Basics of Interior Design and Hospitality Management</b>		
<b>PWC (Theory: 3 credits)</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of hours</b>
1	Introduction to foundation of art and design: Objectives of design - Beauty, Functionalism and Expressiveness; Types of Design - Structural and decorative (Naturalistic, stylized, abstract and geometric); Modern and traditional design	07
2	Introduction to Elements and Principles of Design: Elements of design - Line, Shape and form, Space, Pattern, Texture, Light, Color; Principles of design - Balance, Harmony, Scale, Proportion, Rhythm, Emphasis	08
3	Introduction to components of Interior Design: Surface in Interior - wall finishes, floor finishes, ceiling finishes; Types of Furniture and furnishings; Flower arrangements	08
4	Introduction to Hospitality Industry: Importance & functions of housekeeping department in hospitality industry; Functions and management of Food Service Department	07
<b>TOTAL</b>		<b>30</b>

**Practical Record: A Project File**

#### Reading List

1. Andrews, S., (1982). Hotel Front Office Training Manual. Tata McGraw Hill Publishing Co. Ltd, New Delhi.
2. Andrews, S. (2000). Food and Beverage Management. Tata McGraw Hill Publishing Co. Ltd, New Delhi.
3. A. K. Bhatia, (1983). Tourism Development: Principles and Practices, 2nd Edition. Stealing Publishing Co., (Unit I-VII, IX), New Delhi.
4. Andrew, Sudhir (1985). Hotel Housekeeping - Training Manual. Tata McGraw-Hill Publishing Co. Ltd., New Delhi.
5. Botter and Lockart (1961). Design for you. John Willey & Sons Inc., New York.
6. Bhatt, Pranav and Goenka, Shanita (1990). The Foundation of Art and Design. Lakhani book Depot, Bombay.
7. Duncan, Miller (1949). Interior Decoration. London, The Publications, New York
8. Faulkner, Sarah and Faulkner, Ray (1960). Inside Today's Homes. Holt Rinchart and Winston Inc., New York.
9. Goldstein, H. and Goldstein, V. (1967). Art in Everyday Life. Oxford & IBH Publishing Co., New Delhi
10. Gravas, Maitland (1951). The art of Color and Design (2nd Edition). McGraw Hill books Comp. Ltd., New York.
11. Halse, Alvert O., (1978). The Use of Color in Interior (2nd Ed.). McGraw Hill books Comp. Ltd., New York.
12. Rutt, Anna Hong, (1949). Home Furnishing. John Willey and Sons Inc., New York.
13. Gandotra, V., Shukul, M. and Jaiswal, N., (2010). Introduction to Interior Design and Decoration. Dominant Publishers and Distributors, Delhi.
14. Seetharaman, P, and Pannu, P., (2005). Interior Design & Decoration. CBS Publishers & Distribution, New Delhi.

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## Skill Enhancement Course 2

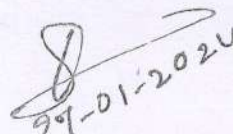
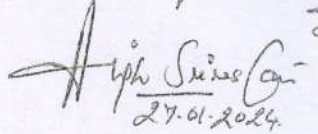
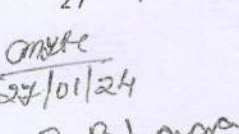
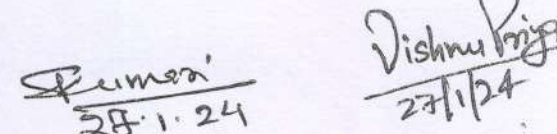
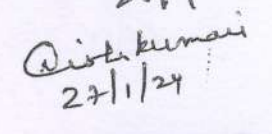
### HSCSEC202: NGO Management

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO – 1	Describe and represent concept of NGO	PSO-3	R, U
CO – 2	Illustrate Start up of NGO	PSO-3,6	U, An
CO – 3	Know management of NGO and learn the importance of resource mobilization and documentation	PSO-3	U, R
CO – 4	Write proposal and know the art of planning, implementing and evaluating strategy.	PSO-3	U

<b>HSCSEC202 : NGO Management</b>		
<b>PWC (Total 3 credits: Theory+ Practical)</b>		
Unit	Topics to be covered	No. of hours
1	Concept of NGO: Meaning of NGO and GO, Difference between Government Organizations and NGO, Characteristics of good NGO, Structure of NGO, Functions of NGO, Advantages of NGO	06
2	Starting of NGO: Steps for starting NGO, Registration of NGO, Selection of Personnel, Training of Personnel,	04
3	Identifying Funding agencies, Resource Mobilization.	02
4	Problems of NGO: Training, Recruitment, Funding, Resource Mobilization, Documentation	03
	<b>Practical:</b> Proposal writing under NGO Planning, implementation and Evaluation strategy under NGO, Documentation, PR in NGO. Visit to an existing NGO and prepare a report about the functioning of the NGO	15
	<b>TOTAL</b>	<b>30</b>

#### Reading List

1. S. Chandra, (2003). Guidelines for NGO Management in India. Kanishka Distributors, New Delhi
2. D. Lewis, (2001). Management of Non Governmental Development Organization, 2<sup>nd</sup> Edition. Routledge, Newyork.
3. A. Abraham, (2003). Formation and Management of NGOs, 3<sup>rd</sup> Edition. Universal Law Publishing Co. Pvt Ltd., New Delhi.

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## SEMESTER – III

### Major Course 3 HSCMJC303: Introduction to Textiles

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO – 1	Understand the structure, properties and production techniques of various natural and manmade fibres.	PSO-5	U
CO – 2	Outline the manufacturing process of cellulosic, protein and synthetic fibers	PSO-5	Ap
CO – 3	Understand various methods of making yarn and Terminologies related to it.	PSO-5	U
CO – 4	Learn steps involved in spinning a yarn and gain knowledge about different types of yarns and its properties.	PSO-5	Ap

(Remember, Understand, Create, Apply, Analyse)

### HSCMJC305 : Introduction to Textiles

**PWC (Theory: 4 credits + Practical: 2credits)**

Unit	Topics to be covered	No. of hours
1	Introduction to textile fibres: Fibre classification; Morphology of textile fibres, Primary and secondary properties	06
2	Production, properties and usage of fibres: Natural fibre - Cotton, Flax, Silk and Wool; Man-made fibers - Rayon, Polyamides, Polyester, Acrylic, Olefins (Polyethylene and Polypropylene) and elastomeric fibres	12
3	Types and properties of Yarns; Types of yarns: Staple and Filament, Simple yarns, Complex yarns; Textured and Novelty yarns: Types and properties; Yarn Properties - Yarn Numbering, Yarn Twist	10
4	Yarn construction: Mechanical Spinning (Cotton system, Wool system, Worsted system); Chemical Spinning (Wet, Dry, Melt); Difference between Threads and Yarns; Blends: Types of blends and purpose of blending	12
	<b>Practical :</b> Fibre identification tests – Visual, Burning, Microscopic and Chemical Yarn identification – Single, Ply, Cord, Textured, Elastic, Monofilament, Multifilament and Spun yarn	20
	<b>TOTAL</b>	<b>60</b>

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## Reading List

1. Corbman, P.B., (1985). Textiles - Fiber to Fabric (6th Edition). Gregg Division, McGraw Hill Book Co., US.
2. Deepali Rastogi and Sheetal Chopra, (2017). Textile Science, Orient Black- Swan Private Limited, Hyderabad.
3. Joseph, M.L., (1988). Essentials of Textiles (6th Edition). Holt, Rinehart and Winston Inc., Florida.
4. Kaplan, N.S., (2008). Textile Fibres, Abhishek Publications, Chandigarh.
5. Kothari, V. K, (2010). Progress in Textile Science, Vol I, II and III, IAFL Publications, New Delhi.
6. Premony Ghosh, (2004). Fibre science and Technology, Tata McGraw- Hill Publishing Company limited, New Delhi.
7. Vilensky , G., (1983). Textile Science. CBS Publishers and Distributors, Delhi.
8. Tortora, G. Phyllis, Understanding Textiles. McMillan Co. USA.

## Major Course 4

### HSCMJJC304: Dynamics of Communication

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO – 1	Describe the basic principle of communication	PSO-4	R
CO – 2	Understand the role of self in communication	PSO-4	U
CO – 3	Describe concept, techniques and types of public communication as well as impact of mass media in communication	PSO-4	R, An
CO – 4	Understand and apply group dynamics in organizations and content analysis of mass media	PSO-4	U, Ap

HSCMJJC304 : Dynamics of Communication		
PWC (Theory: 4 credits + Practical: 2 credits)		
Unit	Topics to be covered	No. of hours
1	Communication: Concepts, Functions of Communication, Types of Communication; Principles of Communication, Communication process, Models of Communication, Barriers to Communication, Communicating Effectively	12
2	Self and Communication: Awareness of self in communication, Intrapersonal Communication, Self-concept and self esteem	08
3	Organization and Public Communication: Organizational communication - concept, types, functions and network, Public communication - concept and techniques.	10

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4	Mass Communication: Theories of mass communication, ICTs and web based communication; Communication for social change	10
	<b>Practical :</b> Developing skills in planning and conducting small group communication; Review of media on selected issues; Comprehension with TAT (Thematic Apperception Test), Classroom communication in Home Science Trends. Organize a health education session for a group of people in the community. Follow the steps involved in communication.	20
	<b>TOTAL</b>	<b>60</b>

### Practical Record: A Project File

### Reading List

1. Barker, L., (1990). Communication. New Jersey. Prentice Hall.
2. Baran Stanley, J., (2009). Introduction to Mass Communication. McGraw Hill Medical Publishing.
3. Baran Stanley, J., (2014). Mass Communication Theory. Wadsworth Publishing.
4. Dominick, Joseph, R., (2012). Dynamics of Mass Communication: Media in Transition. McGraw Hill Education.
5. Dubey, V.K. and Bishnoi, I. (2009). Extension Education and Communication. New Age International Publication.
6. McQuail, D., (2000.) Mass Communication Theories. London, Sage Publications.
7. Ray, G.L. (1991). Extension Communication and Management. Kalyani Publishers.
8. Vivian, J., (2012). The Media of Mass Communication. Pearson.

### Minor Course 3

### HSCMIC303: Appreciation of Textile Crafts

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO – 1	Recognize and appreciate the design effects in textile masterpieces of India.	PSO-5	R, An
CO – 2	Understand the role of artisan and craft persons	PSO-5	U
CO – 3	Identify traditional and modern textile crafts; gain skills in traditional textile craft techniques of India	PSO-5	An, Ap
CO – 4	Explain cultural and economic significance of textile crafts in national economy	PSO-5	U, R

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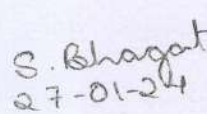
<b>HSCMIC303 : Appreciation of Textile Crafts</b>		
<b>PWC (3 credits : Theory + Tutorial)</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of hours</b>
1	Introduction to Textile Crafts: Types and classification; Craftsperson- role and responsibilities; Indigenous and contemporary textile crafts	05
2	Traditional needle craft techniques – Kashida, Kasuti, Kantha, Chikankari, Cutch work and Phulkari	06
3	Dyed, Painted and Printed Textiles - Kalamkari, Bandhani, Ikats, Pichwais, Ajrakh, Bagru;	07
4	Woven Saris of India - Brocades, Jamdani, Baluchar, Paithani, Chanderi, Kanjeevarams	07
	<b>Tutorial :</b> Demonstration of any 2 of the following: Traditional hand stitches, block printing/mud resist printing/bandhani and leharia	05
	<b>TOTAL</b>	<b>30</b>

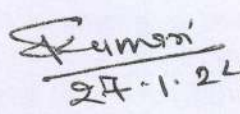
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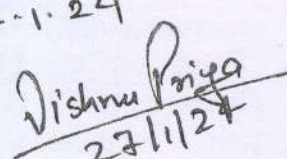
#### Reading List

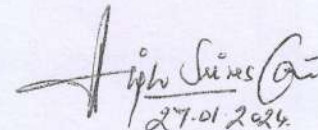
1. Bhandari Vandana, (1998) . Textiles and Crafts of India. Prakash Book Depot, New Delhi
2. Chattopadhyaya, K.D., (1995). Handicrafts of India. Wiley Eastern Limited, New Delhi
3. Das, Shukla, (1992). Fabric Art- Heritage of India. Abhinav Publications, New Delhi
4. Lehri, ((2010). Indian Textiles – Ethnic & Beyond. Super Book House, New Delhi
5. INTACH, (2023). Textiles – the Indian Story. Talking Cub (in association with INTACH), New Delhi

  
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## Multidisciplinary Course 3

### HSCMDC303: Fundamentals of Ergonomics

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO - 1	Acquire the basic knowledge and Principles of ergonomics and their application in different area of Work efficiency	PSO-1	U
CO - 2	Understand the different role of posture and movement in Ergonomics at work and every day of life	PSO-2	U, R
CO - 3	Acquire the knowledge of time and energy management in study of ergonomics and work simplification.	PSO-1	An
CO - 4	Discuss the different environmental factors which can affect people's safety.	PSO-6	U, An

<b>HSCMDC303 : Fundamentals of Ergonomics</b>		
<b>PWC (3 Credits: Theory + Tutorial)</b>		
Unit	Topics to be covered	No. of hours
1	<b>Introduction:</b> Ergonomics - Meaning, Concept, Principles and Significance; Types - General and Individual ergonomics; Applications of Ergonomics in design and work efficiency	06
2	<b>Posture and Movement:</b> Physiological background, Anthropometric background, Posture, Movement	05
3	<b>Management and Work Simplification:</b> Time management and Energy management in ergonomics; Work Simplification - Work (Meaning and Aspects); Work Simplification - Steps, Techniques and advantages	10
4	<b>Environmental Factors of Ergonomics:</b> Noise, Vibration, Illumination, Climate and Chemical Substance	04
	<b>Tutorial:</b> Area : Physical, Cognitive and Organizational ergonomics. Tools of ergonomics.	05
	<b>Total</b>	30

#### Reading List

1. ILO (1979), Introduction to Work Study, 31d Edition (Revised), Published by Universal Book Corporation, Mumbai.
2. Ralph M. Barnes, Motion and Time Study Design and Measurement of Work, 7<sup>th</sup> Edition, John Wiley and Sons.

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3. R. M. Curie (1984), Work Study, BIM, London.
4. Phevant, S., Body Space, Anthropometry, Ergonomics and Design, Taylor and Francis, London.
5. Swanson, B. Bettye, Introduction Home Management, Macmillan Publishing Company
6. Patni, Manju, (2010). Grih Prabanth
7. Singh, Brinda, Grih-Prabandh and Grih Vyavastah, Panchsheel Prakashan, Jaipur
8. Pheasant, Stephen, (2005). Bodyspace –Anthropometry Ergonomics and the Design of Work, 3rd ed., Custom Publishing
9. Salvendy, Gavriel, (2002). Handbook of human Factors and Ergonomics, 4th Edition, Wiley Publishers.
10. Singh, Lakhwider, Pal, (2016). Work Study and Ergonomics, Cambridge University Press.

### Skill Enhancement Course 3

#### HSCSEC303: Life Skills Education

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO – 1	Recognize the concept of life skills education	PSO-4	U, R
CO – 2	Relate the importance of communication in imparting life skills education	PSO-4	U, Ap
CO – 3	Understand and develop the implementation of life skills program	PSO-4	An, Ap
CO – 4	Application and approaches of life skills in development of youth	PSO-4	An, Ap

HSCSEC303 : Life Skills Education		
PWC (3 credits: Theory + Tutorial)		
Unit	Topics to be covered	No. of hours
1	Life skills: Definition, origin and concept of life skills – importance in daily living, life skills education, Critical thinking skills, decision making skills, interpersonal communication skills, coping with stress and emotions; self-management skills	8
2	Importance of communication in imparting life skills education: Aspects to develop social potentials (effective listening, speaking, building and maintaining relationships, understanding group dynamics and functioning in groups, delegating responsibilities)	06

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3	Implementation of Life Skills Program: Understanding and developing self-skills/potential - self-awareness, self-esteem, self-confidence, creative thinking, interpersonal skills, etc.	6
4	Life Skills and Youth Development: Adolescence and Youth - Definitions; Youth demographics and role in society; Challenges of adolescence and youth development; Formal and Non formal approaches to youth development.	05
	<b>Tutorial:</b> In house experience for effective speaking and group dynamics; Activities to develop self awareness, self esteem, self confidence.	05
	<b>TOTAL</b>	30

### Reading List:

1. Agochiya D. (2010). Life competencies for adolescents. Training manual for facilitators, teachers and parents. Sage Publications.
2. Dakar Framework for Action, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal.
3. Peace Corps, OPATS. (2001). Life Skills Manual.
4. Robbins S.P, Hunsaker P.L, Training in Interpersonal Skills (5th Ed.), PHI Learning Pvt. Ltd.
5. National Aids Control Organization, (2008). Adolescence Education Programme, Life Skills Development.
6. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
7. Nair V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

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## SEMESTER – IV

### Major Course 5

#### HSCMJC405: Textile Processing

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO – 1	Identify the different weave structures produced in a loom and understand different mechanism of loom in fabric formation and understanding various types of knitting and nonwovens methods.	PSO-5	U
CO – 2	Understand various types and methods of finishing techniques.	PSO-5	Ap
CO – 3	Analyse and apply different dyeing and printing techniques.	PSO-5	An, Ap
CO – 4	Understand the relevance of Eco friendly textiles and Eco marking.	PSO-5	U, Ap

<b>HSCMJC405 : Textile Processing</b>		
<b>PWC (Theory: 4 credits + Practical: 2credits)</b>		
Unit	Topics to be covered	No. of hours
1	<b>Techniques of fabric construction</b> <b>Weaving:</b> Parts of a loom, Operations and motions of the loom; Classification of weaves - Basic weaves and Fancy weaves, construction, characteristics, usage; <b>Knitting:</b> Classification of knits, Construction and properties of warp and weft knits; <b>Non-woven :</b> Types, Construction, Usage	12
2	<b>Basics of Wet Processing - I</b> Fundamentals of Textile Finishes: Classification, Methods, Purpose, Advantages	08
3	<b>Basics of Wet Processing -II</b> <b>Dyeing</b> - Definition, classification, Natural dyes types and properties, Dyeing techniques <b>Printing</b> - Definition, difference between dyeing and printing, hand printing, machine printing and digital printing.	12
4	<b>Textile and environment</b> Banned dyes, Eco-friendly textiles, contamination and effluent treatment, Eco-label and eco marks.	08
	<b>Practical :</b> Fabric analysis of light, medium & heavy weight fabrics (five each) Fibre type, Yarn type, Weave, End use, Trade name Tie and Dye, Block Printing	20
	<b>TOTAL</b>	<b>60</b>

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## Reading List

1. Bernard P. Corbman, (2005). Textiles Fiber to Fabric, Sixth edition, McGraw Hill International Editions, New Delhi.
2. Jamshed A Khan, (2016). Eco-Friendly Textile Dyeing and Finishing, Scitus Academics LLC
3. Joseph, M.L., (1988) Essentials of Textiles (6th Edition), Holt, Rinehart and Winston Inc., Florida.
4. Kapoor Seema, (2012). Dyeing of Textile material, Sonali Publication, New Delhi.
5. Meenakshi Rastogi, (2009). Textile forming, Sonali Publications, New Delhi.
6. Niyati Bhattacharya, (2010). Natural dyes for Textiles and their eco-friendly application, IAFLPublication, New Delhi.
7. Peter. R. Lord, (2003). Hand book of yarn production, Wood head Publishing Ltd, England
8. Seema Sekhri, (2011). Textbook of Fabric science, Fundamentals to finishing, PHI Learning Private limited, New Delhi.
9. Sekhri S., (2013) Textbook of Fabric Science: Fundamentals to Finishing, PHI Learning, Delhi
10. The complete Technology book of Textile Spinning, Weaving, Finishing and Printing, (2017), by NIIR board, Asia Pacific Business Press, New Delhi.
11. T.L. Vigo, (2013). Textile Processing and Properties: Preparation, Dyeing, Finishing and Performance, Elsevier, Netherland.

## Major Course 6

### HSCMJC406: Personal Finance and Consumer Studies

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO - 1	Familiarize the students with the changing socio-economic environment and consumer behaviour, consumer problems, consumer movement and consumer protection	PSO-3	U
CO - 2	Strengthen the financial management practices for wise consumer behaviour	PSO-3	R, Ap
CO - 3	Know the standardization and quality control measures for various consumer products	PSO-3	U
CO - 4	Application of knowledge for evaluation and designing of advertisements and food products	PSO-3,6	C, Ap,E

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<b>HSCMJC406 : Personal Finance and Consumer Studies</b>		
<b>PWC (Theory: 4 credits + Practical: 2credits)</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of hours</b>
1	Income and Expenditure: Household Income – Types, Sources, Supplementation of family income, use of family income, budgets, maintaining household accounts; Factors influencing expenditure pattern; Family savings and investments- need ,principles, channels of investment, tax implications	13
2	Consumer in India: Definition of a consumer; Role of consumers in the economy, Types of consumer problems – products and service related, Causes and solutions	07
3	Consumer education and empowerment: Consumer Protection, Consumer rights and responsibilities, Basic legislative framework for consumer protection in India, Consumer Protection Act 1986 COPRA, Alternative redressal mechanisms, Mediation centres	10
4	Standardization and quality control measures - ISI, BIS, FPO, AGMARK, ISO, Eco mark, Wool mark, Silk mark, Cotton mark, Handloom mark, BEE star labelling; FSSAI, Codex, HACCP, Food laws	10
	<b>Practical :</b> Evaluation and designing of advertisements in print media; evaluation and designing of labels for food products; Consumer awareness surveys	20
	<b>TOTAL</b>	<b>60</b>

**Practical Record:** A Project File

#### Reading List

1. East, Robert (1990). Changing Consumer Behaviour. Cassel Educational Limited, Artillery House, Artillery Row, London
2. Engel, J.F. and Black, Well R.D. (1990). Consumer Behaviour, 4<sup>th</sup> Edition. Holt Sanders International Edition.
3. Khanna, S.R., Hanspal, S., Kapoor, S. & Awasthi, H. K., (2007). Consumer Affairs. Universities Press India Pvt. Ltd.
4. Sawhney, H. K. & Mital, M., (2007). Family Finance & Consumer Studies. Elite Publishing House Pvt. Ltd.
5. Seetharaman, P. and Sethi, M., (2001). Consumerism: Strength and Tactics. New Delhi, CBS Publishers.

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## Major Course 7

### HSCMJC407: Nutrition: A Life Cycle Approach

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO – 1	Understand balanced diet and meal planning	PSO-1	U
CO – 2	Describe the nutritional requirements and concerns of children, adolescents and adulthood	PSO-1	An
CO – 3	Acquaint about the physiological, metabolic conditions and nutritional need during old age	PSO-1	U, Ap
CO – 4	Gain skills in planning diet during various stages of life	PSO-1,5	Ap

<b>HSCMJC407 : Nutrition: A Life Cycle Approach</b>		
<b>PWC (Theory: 4 credits + Practical: 2credits)</b>		
Unit	Topics to be covered	No. of hours
1	Principles of meal planning: Food exchange list; Factors affecting meal planning; Dietary guidelines for Indians, RDA, Balanced diet, Low cost food	10
2	Nutrition during infancy, importance of breast feeding, human milk composition, complementary food, nutrition for preschool children, school children & adolescents; RDA, nutritional guidelines, nutritional concerns, and healthy food choices.	14
3	Nutrition during adulthood: RDA, nutritional concerns and guidelines, healthy food choices - Adults, Pregnant women, Lactating mothers,	10
4	Geriatric Nutrition: The ageing process – physiological, metabolic changes and impact on health, nutritional concerns and needs.	06
	<b>Practical :</b> Diet planning and calculation of important nutrients for various age groups: Preschool, school going, adolescence, adult, pregnancy, lactation and old age.	20
	<b>TOTAL</b>	<b>60</b>

**Practical Record: A Project File**

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## Reading List

1. Bamji, M. S., Krishnaswamy, K., Brahman, GNV. (2009). Textbook of Human Nutrition, 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd.
2. Khanna, K., Gupta, S., Passi, S.J., Seth, R., Mahna, R., Puri, S., (2013). Textbook of Nutrition and Dietetics. Phoenix Publishing House.
3. Wardlaw, G. M., Hampl, J.S., DiSilvestro, R. A., (2004). Perspectives in Nutrition, 6th edition. McGraw Hill.
4. Chadha, R., and Mathur, P., (2015). Nutrition: A Lifecycle Approach. Orient Blackswan, Delhi.
5. Gopalan, C., Rama Sastri. B. V., Balasubramanian, S. C., (1989). Nutritive Value of Indian Foods. National Institute of Nutrition, ICMR, Hyderabad.

## Minor Course 4

### HSCMIC404: Human Nutrition

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO - 1	Recognize the concepts of food, nutrition and health and describe the food groups and the concept of balanced diet	PSO1	U
CO - 2	Able to understand the nutrients and their dietary sources	PSO1	U
CO - 3	Know the effects of deficiency and excess consumption of various nutrients on health	PSO1	U, An
CO - 4	Understand the nutrition requirements during various stages of life and plan menu to meet the dietary needs	PSO1	U, Ap

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<b>HSCMIC404 : Human Nutrition</b>		
<b>PWC (Theory 3 credits : Lecture+Tutorial)</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of hours</b>
1	Basic concepts in Nutrition: Basic terms used in nutrition, understanding relationship between food, nutrition and health, functions of food – physiological, psychological and social; Basic food groups and concept of balanced diet	05
2	Nutrients: Energy – functions, sources and concept of energy balance; classification of nutrients; Recommended Dietary Allowances, dietary sources of nutrients	07
3	Effects of deficiency and excess consumption of following nutrients on health: Carbohydrates and dietary fibre, lipids, proteins, Fat soluble vitamins – A,D,E and K, Water Soluble vitamins – Thiamin, Riboflavin, Niacin, Pyridoxine, Folate, Vitamine B12 and Vitamin C, Minerals – Calcium, Iron, Zinc and Iodine	07
4	Nutrition during Lifecycle: Physiological considerations and nutritional concerns for the following life stages – Adult man/woman, Preschool children, Adolescent children, Pregnant woman and Lactating mother	06
	<b>Tutorial:</b> Prepare chart on basic food groups, dietary sources of various nutrients and a diet chart for normal adolescent girls	05
	<b>TOTAL</b>	<b>30</b>

#### Reading list:

1. Chadha R and Mathur P (2015). Nutrition: A Lifecycle Approach. Orient Blackswan, New Delhi
2. ICMR (2010) Recommended Dietary Allowances for Indians. National Institute of Nutrition, Hyderabad
3. Nutritive Value of Indian Foods. National Institute of Nutrition, ICMR, Hyderabad
4. Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). Textbook of Nutrition and Dietetics, Phoenix Publishing House Pvt. Ltd.
5. Srilakshmi B (2012). Nutrition Science. 4<sup>th</sup> Revised Edition, New Age International Publishers.

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## SEMESTER - V

### Major Course 8

#### HSCMJ508: Extension Education

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO - 1	Understand the importance and principles of Extension Education.	PSO-4	U
CO - 2	Describe the various methods and aids used in Extension Education.	PSO-4	U, Ap
CO - 3	Acquaint about the significance of rural sociology and the leadership role in rural areas.	PSO-4	U, Ap
CO - 4	Get familiarized with the Rural Development Programmes and Women's Welfare Programme.	PSO-4	R

HSCMJ508 : Extension Education		
PWC (Theory: 4 credits + Practical: 2credits)		
Unit	Topics to be covered	No. of hours
1	Extension Education – Meaning, scope, objectives, needs and importance, Philosophy and principles of Extension Education.	08
2	Extension Teaching Methods – Classification, merits and limitations of methods. Factors affecting choice and use of methods. Audio-visual Aids – Classification, detailed study of aids, factors affecting choice and use of various aids	12
3	Rural sociology and its importance for extension workers, characteristics of rural life, scope of rural upliftment Leadership – Qualities of a leader, identification of leaders, functions and role of a leader.	12
4	Rural Programme Development – Development of state/ country. Role of Home Science in Women's Welfare Programme.	08
	<b>Practical:</b> Preparation of a suitable audio-visual aid for community extension work, Teaching the community with the same prepared audio-visual aid.	20
	<b>TOTAL</b>	<b>60</b>

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### Reading List:

1. Dhama, O.P. and Bhatnagar, O.P.(2001). Education Communication for Development. Oxford & I.B.H. Publishing Co. Pvt. Ltd.
2. Dubey, V.K. and Bishnoi, I. (2009). Extension Education and Communication. New Age International Publication.
3. Ray, G.L. (1991). Extension Communication and Management. Kalyani Publishers.
4. Supe, S.V. (1999). An Introduction to Extension Education. Oxford & I.B.H. Publishing Co. Pvt. Ltd.
5. Shekhar, S.and Ahlawat, S. (2013). Textbook of Home Science Extension Education. Astral International Pvt. Ltd.
6. Harpalani, B.D. (2021). Extension Education in Home Science. Star Publications. Agra.
7. Shaw, G.P.; Shaw, J.S.;Pushp R.S. and Tyagi, S. (2015). PrasarShikshaEvam Sanchar Vyavastha. Agarwal Publications.
8. Sharma, R.K. (2004). Rural Sociology. Atlantic Publishers& Distributors.

### Major Course 9

#### HSCMJC509: Physiology and Promotive Health

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO – 1	Understand the functioning of various organ systems in the human body.	PSO-1	U
CO – 2	Compare the action of different hormones and the effect of their imbalances.	PSO-1	U, R, An
CO – 3	Understand the reproductive system and its development.	PSO-1	U
CO – 4	Acquire competence on the techniques used for identification of different pathogenic microbes.	PSO-1,6	U, Ap

<b>HSCMJC509 : Physiology and Promotive Health</b> <b>PWC (Theory: 4 credits + Practical: 2credits)</b>		
Unit	Topics to be covered	No. of hours
1	<b>Physiology:</b> Cardio- Respiratory Physiology: Blood -Composition and function, Blood circulations (systemic, pulmonary, coronary and portal); Cardiac cycle, Cardiac output, Blood pressure; Structure of lungs and its function	10
2	Gastrointestinal Physiology: Structure of stomach, liver, gallbladder, pancreas and their functions; Composition, function and regulation of GI secretions.	10

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3	Neuro- Endocrine Physiology: Organization of nervous system; Hormones and their functions.	10
4	Renal Physiology: Structure of kidney and its function; Human reproductive system.	10
	<b>Practical:</b> Compound Microscope: Use of microscope to see different cells. Blood group: Determination of blood groups; Use of Sphygmomanometer: Measurement of human blood pressure. Estimation of hemoglobin	20
	<b>TOTAL</b>	<b>60</b>

**Practical Record:** A Project File

#### Reading List

1. Ganong, W. F., (2003). Review of Medical Physiology, 21<sup>st</sup> Edition. McGraw Hill.
2. J.E. Park and K. Park (2009). Park's Textbook of Preventive and Social Medicine, 20<sup>th</sup> edition. M/s Banarsi Das Bhanot, Jabalpur.
3. Ross and Wilson (1973). Foundation of Anatomy and Physiology. Medical Division of Longman Group Ltd.
4. Yash Pal Bedi (1980). A Handbook of Social and Preventive Medicine. Atma Ram and Sons.

### Minor Course 5

#### HSCMIC505: Gender, Media and Society

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO – 1	Identify the social construction of gender and third gender in historical and contemporary perspective	PSO-2	U, Ap
CO – 2	Explore the indicators of gender and human development	PSO-2	Ap
CO – 3	Analyze the representation of gender and third gender in media	PSO-2	An
CO – 4	Understand the constitutional and legal provision for gender and third gender	PSO-2	U

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**HSCMIC505 : Gender, Media and Society**  
**PWC (Theory 3 credits : Lecture)**

Unit	Topics to be covered	No. of hours
1	Social construction of Gender: Concept of gender and third gender Differences between sex and gender, Patriarchal social order and status of women, Socio Cultural practices influencing women's status development, Shifts in Status of women – historical and contemporary perspectives.	08
2	Gender and Development: Concept of Gender and Development- Indicators of human and gender development, Approaches to women's participation in development, Status, issues and challenges in context to violence against women; Gender differentials: Women and health, women and education, women's work and economic participation, women and leadership; Third gender: Past, Present and Future.	10
3	Gender and Media: Social construction of gender reality by contemporary media, Media and perpetuation of gender stereotypes, Mainstream media and gender, Representation of women in media in political, cultural and social landscape, Gender and ICTs, Media portrayal of third gender.	07
4	Gender, Law and Advocacy: Gender justice and Human rights, , Constitutional and legal perspective, International Conventions, Third gender and Human rights	05
<b>TOTAL</b>		<b>30</b>

**Reading List**

1. Chattopadhyay, Kumar Sunjit, (2018). Gender Socialization and the Making of Gender in the Indian Context. Sage Publications
2. Goel, A, Kaur & A, Sultana, (2006). Violence against women: Issues and Perspectives, New Delhi, Deep and Deep Publishers
3. Neeraj, (2022). Gender Sensitization: Society and Culture. Neeraj Publication,
4. Stevenson, N, (2002). Understanding Media Studies: Social Theory and Mass Communication, 2<sup>nd</sup> edition, Sage Publications
5. Vivian, J, (2012). The Media of Mass Communication, Pearson

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## Minor Course 6

### HSCMIC506: Child Rights and Social Action

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO – 1	Describe the rights of child and role of community in protection of child rights	PSO-2	U, R
CO – 2	Summarise the causes and consequences of vulnerable group	PSO-2	U
CO – 3	Discuss the national and international laws related to children and Evaluate the policies and programmes for children	PSO-2	U,R, An
CO – 4	Recognize and record the documentaries related to violence against children	PSO-2	R, Ap

<b>HSCMIC506 : Child Rights and Social Action</b>		
<b>PWC (Theory 3 credits : Lecture + Tutorial)</b>		
Unit	Topics to be covered	No. of hours
1	Introduction to Child Rights: Definitions of child and child rights, Key philosophical concepts in the discourse on child rights, Factors of exclusion - socio-economic, disability, geo-political and others, Role of family, community and child herself in protecting rights	07
2	Vulnerable Groups: Causes and Consequences, Street and working, destitute, homeless, institutionalized children; Living with: chronic illness, HIV/AIDS, disabilities; Affected by war, conflict, riots, disasters; Victims of child-trafficking, abuse, dysfunctional families Children in conflict with law	10
3	Framework for Social Action: Role of state in protection of child rights; Laws for children- Indian & international; Constitutional provisions in India	06
4	National policies and programmes, Institutional & non-institutional services	05
	Tutorial : Screening of documentaries related to violence against children	02
	<b>TOTAL</b>	<b>30</b>

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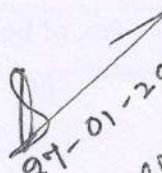
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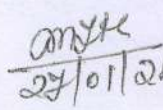
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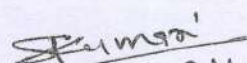


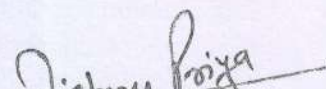
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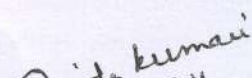
1. Bajpai, A., (2006). Child rights in India: Law, policy and practice. New Delhi, Oxford University Press.
2. Bhargava, V., (2005). Adoption in India: Policies and experiences. New Delhi, Sage.
3. Virani, (2000). Bitter chocolate: Child Sexual abuse in India. New Delhi, Penguin
4. Weiner, M., Burra, N., Bajpai, A. (2007). Born Unfree: Child Labour, Education, and the State in India. New Delhi, Oxford University Press.

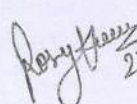
  
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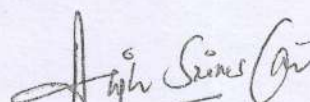
  
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## SEMESTER - VI

### Major Course 10

#### HSCMJC610: Human Development II: Development in Adolescence and Adulthood

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO - 1	Recognize the basic concept of puberty, health, family and peer relationship during adolescence	PSO-2	R
CO - 2	Describe and identify the various developmental milestones of the adolescent period and the developmental tasks of adulthood	PSO-2	U, An
CO - 3	Recall and relate marriage, parenting and grand parenting	PSO-2	R,Ap
CO - 4	State and discuss various personality and intelligence tests	PSO-2	U, An

HSCMJC610: Human Development II: Development in Adolescence and Adulthood PWC (Theory: 5 credits + Tutorial: 1credit)		
Unit	Topics to be covered	No. of hours
1	Introduction to Adolescence: Developmental tasks during Adolescence; Puberty, sexual maturity, nutrition, health, and psychological well-being; Self and identity; Family and peer relationships; Adolescent interface with media	15
2	Cognitive, Language and Moral development: Perspectives on cognitive development; Development of intelligence and creativity; Adolescent language; Adolescent moral development Theory – (Kohlberg & Jean Piaget	15
3	Introduction to Adulthood: Definitions, transition from adolescence to adulthood; Developmental tasks of adulthood; Physical and physiological changes from young adulthood to late adulthood Significance of health, nutrition, and well being	12
4	Socio-emotional and Cognitive development: Diversity in roles and relationships; Marriage-contemporary trends; Parenting and grand parenting	08
	<b>Tutorial :</b> Case profile of an adolescent; study of adult roles through interview/ questionnaire method; Intelligence and personality tests	10
	<b>TOTAL</b>	<b>60</b>

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## Reading List

1. Berk, L. E., (2007). Development through the Lifespan. Delhi, Pearson Education.
2. Rice, F. P., (1998). Human Development: A lifespan approach. New Jersey, Prentice Hall.
3. Rutter, M. and Rutter, M. (1992). Developing Minds - Challenge and Continuity across the Life span. London, Penguin.
4. Santrock, J. W., (2007). A topical Approach to Life-span Development. New Delhi, Tata McGraw- Hill.
5. Singh, A., (2015). Foundations of Human Development: A life span approach. New Delhi, Orient Blackswan.
6. Tennant, M. and Pogson, P., (1995). Learning and Change in the Adult Year. San Francisco, Jossey-Bass.

## Major Course 11

## HSCMJC611: Fashion Design Concepts

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO – 1	Understand the role of fashion and clothing in communication of cultural practices	PSO-5	U
CO – 2	Understand the functions of a garment and to explore meaning of fashion and clothing	PSO-5	U, C
CO – 3	Analyse the contribution of fashion designers to the world	PSO-5	An
CO – 4	Express the social and psychological reason for fashion changes, fashion cycle and forecasting	PSO-5	Ap

<b>HSCMJC611 : Fashion Design Concepts</b>		
<b>PWC (Theory: 4 credits + Practical: 2credits)</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of hours</b>
1	<p><b>Introduction to Fashion:</b> Terminology, Fashion cycle, Factors influencing fashion, Role of a designer, Leading Fashion centres and designers.</p> <p><b>Adoption of fashion:</b> Consumer groups- fashion leaders, followers</p> <p><b>Adoption process:</b> Trickle-down theory, bottom up theory &amp; trickle across theory</p>	10

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2	<b>Importance of clothing:</b> Clothing functions and theories of origin, Clothing terminology, Individuality and conformity, conspicuous consumption and emulation Selection of clothes for self, Selection and Evaluation of ready-made garments	10
3	<b>Components of garment:</b> classification and application; <b>Necklines-</b> high and low; <b>Collars</b> – classification, stand and fall, shawl- flat & raised, shirt collar, peter-pan collar on deep open necklines; <b>Sleeves and cuffs</b> - cap, leg-o-mutton, shirt maker and bishop, pet al & saddler; <b>Skirts</b> - high and low waist, gathered, gored, pleated, flared with & without yokes ; <b>Pockets</b> - applied, in-seam & slashed; <b>Plackets</b> – centralized, asymmetric and double breasted Elements and principles of design; Structural and applied design	12
4	Fashion forecasting: Forecasting background, Forecasting industry; Process: Colour, inspiration, graphics and labelling, fabrication and silhouette, details; mood board	08
	<b>Practical:</b> 1. Flat sketching of garment component 2. Development and identification – (i) Basic stitches, (ii) Seams, (iii) Fasteners, (iv) Plackets, (v) Edge finishes ( bindings and finishes) (vi) Pleats and Gathers	20
	<b>TOTAL</b>	<b>60</b>

**Practical Record:** A Project File and specimen

#### Reading List

1. Brown, Patty, Rice J., (1998). Ready to Wear Apparel Analysis. Prentice Hall.
2. Castelino, M. (1994). Fashion Kaleidoscope. Rup & Co.
3. Carr, H. and Pomery, J. (1992). Fashion Design and Product Development. Blackwell Scientific Publications, London
4. Marshall, S. G., Jackson, H. O., Stanley, M. S., Kefgen, M. & Specht, T., (2009). Individuality in Clothing & Personal Appearance, 6th Edition. Pearson Education, USA.
5. Tate S.L., Edwards M.S., (1982). The Complete Book of Fashion Design. Harper and Row Publications, New York.

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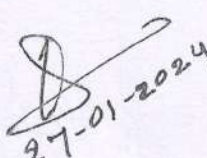
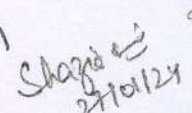
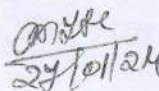
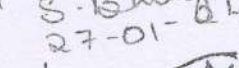
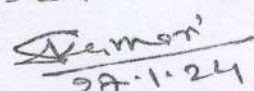
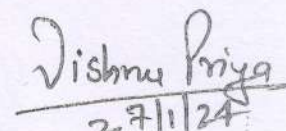
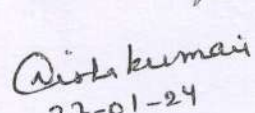

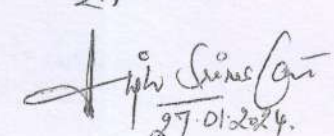
## Major Course 12

### HSCMJC612: Resource Management

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO – 1	Understand the fundamentals of resource management in a changing scenario	PSO-3	U
CO – 2	Inculcate skills in identifying, creating, selecting and using available resources judiciously with emphasis on maximization and conservation	PSO-3	U, C, Ap
CO – 3	Know the scientific application of the process of management in the right use of resources and apply the management process in event planning and execution	PSO-3	U, Ap
CO – 4	Understand self as a resource – SWOT analysis, building decision making abilities	PSO-3	U, An

<b>HSCMJC612 : Resource Management</b>		
<b>PWC (Theory: 4 credits + Practical: 2 credits)</b>		
Unit	Topics to be covered	No. of hours
1	Introduction to Resource Management: Concept, universality and scope of management, significance and principles of management; Approaches to management; Motivation Theory	10
2	Resources: Understanding meaning, classification and characteristics of resources, factors affecting utilization of resources, Maximizing use of resources and resource conservation, Availability and management of specific resources by an individual/ family – Money, Time, Energy, Space	15
3	Functions of Management: An overview: Decision Making, Planning, Supervising, Controlling, Organizing, Evaluation	10
4	Management Process: Application of management process in Event Planning & Execution	5
	Practical : Resource conservation and optimization/green technologies: Portfolio; Identification and development of self as a resource – SWOT analysis, building decision making abilities; Event planning, management and evaluation.	20
	<b>TOTAL</b>	<b>60</b>

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1. Casio, Wayne F. (1985). Managing Human Resource. Mc Graw Hill Book Co., New York
2. Koontz, H. and O'Donnel, C., (2005). Management – A Systems and Contingency Analysis of Managerial Functions. New York, McGraw-Hill Book Company
3. Kreitner, (2009). Management Theory and Applications. Cengage Learning, India
4. Rao, T.V. (1992). Appraising and Developing Managerial Performances, Academy of Human Resource Development. B. K. Publications, Delhi
5. Rao, V.S. and Narayana, P. S., (2007). Principles and Practices of Management. Konark Publishers Pvt. Ltd.

## Minor Course 7

### HSCMIC607: Fashion Accessories

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO – 1	Familiarize the students with the history and evolution of Fashion Accessories.	PSO-5	U
CO – 2	Acquaint students with the various Brands and Fashion Designers in the field of Accessory designing and understand their contribution in this field.	PSO-5	U, Ap
CO – 3	Gain knowledge about various styles and categories of accessories in the field of Fashion.	PSO-5	An
CO – 4	Learn about the types, relevance and application of trims in the field of fashion accessories.	PSO-5	U, Ap

### HSCMIC607 : Fashion Accessories

PWC (Theory 3 credits: Lecture + Tutorial)

Unit	Topics to be covered	No. of hours
1	Introduction to Fashion Accessories - History and overview of accessory design - Importance of fashion accessories in apparel industry	04
2	Role and Significance of Fashion Accessories - Leading contemporary accessory designers and brands - Different Markets of fashion Accessories	06
3	Understanding categories, of fashion Accessories Common styles, components, materials used for - Handbags, - Footwear - Hats	10

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4	Different Types of Fashion Trims Trimmings for Dress Decoration: Types of trims	05
	<b>Tutorials:</b> 1. In-depth research on Fashion Accessory Brands for any one of the following <ul style="list-style-type: none"> <li>• Bags</li> <li>• Watches</li> <li>• Footwear</li> <li>• Hats</li> <li>• Jewellery</li> </ul>	05
	<b>TOTAL</b>	<b>30</b>

#### Reading List

1. Genova Aneta, (2011). Accessory Design, 1 edition, Fairchild Publishing
2. Lau John, (2012), Basics Fashion Design 09: Designing Accessories: Exploring the design and construction of bags, shoes, hats and jewellery, 1 edition, A Publishing.
3. Schaffer Jane, Saunders Sue, (2012). Fashion Design Course: Accessories: Design Practice and Processes for Creating Hats, Bags, Shoes, and Other Fashion Accessories, Barron's Educational Series.
4. Stephens Frings Gini, (2007). Fashion: From Concept to Consumer, 9th Edition, Prentice Hall.

#### Minor Course 8

#### HSCMIC608: Current Concern in Public Health

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO - 1	Outline different public health challenges and distinguish preventive approaches	PSO-1	U, R
CO - 2	Outline and restate nutrition policies and programmes	PSO-1	R,U
CO - 3	Classify and outline different approaches for food and nutrition security	PSO-1	U, An
CO - 4	Formulate low cost nutritional recipes	PSO-1, 6	C

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<b>HSCMIC608 : Current Concerns in Public Health Nutrition</b>		
<b>PWC (Total 3credits : Lecture + Tutorial)</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of hours</b>
1	Nutritional problems affecting the community: Etiology, prevalence, clinical features and preventive strategies of Undernutrition (Protein energy malnutrition; Nutritional Anemia, Vitamin A Deficiency, Iodine Deficiency Disorders) and Overnutrition – obesity	08
2	Strategies for improving nutrition and health status of the community: Appropriate interventions involving different sectors such as Food , Health and Education	05
3	Nutrition Policy and Programmes: National Nutrition Policy, Integrated Child Development Services (ICDS) Scheme, Mid day Meal Programme (MDMP), National programmes for prevention of Anemia, Vitamin A deficiency, Iodine Deficiency Disorders	07
4	Food and Nutrition Security: Concept, components, determinants and approaches.	05
	<b>Tutorial :</b> Planning and evaluation of low cost nutritious recipes for vitamin A deficiency; Protein Energy Malnutrition and Anemia	05
	<b>TOTAL</b>	<b>30</b>

#### Reading List

1. Wadhwa, A. and Sharma, S., (2003). Nutrition in the Community - A Textbook. Elite Publishing House Pvt. Ltd., New Delhi.
2. Park, K., (2011). Textbook of Preventive and Social Medicine, 21st Edition. M/s Banarasidas Bhanot Publishers, Jabalpur, India.
3. Bamji, M.S., Krishnaswamy K. and Brahmam, GNV. (2009). Textbook of Human Nutrition, 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.
4. Gibney M.J., (2005). Public Health Nutrition.
5. Vir, S. (2011). Public Health Nutrition in Developing Countries, Vol 1 and 2
6. ICMR (1989). Nutritive Value of Indian Foods. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
7. ICMR (2011). Dietary Guidelines for Indians – A Manual. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.

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## SEMESTER - VII

### Major Course 13

#### HSCMJC713: Research Methodology in Home Science

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO – 1	Understand the background and need of research and discuss the research process	PSO-6	U, R
CO – 2	Compose and appraise the methods for data collection and their analysis	PSO-6	U, R, An
CO – 3	Write and choose appropriate technique for reporting studies	PSO-6	U, An
CO – 4	Hands-on experience for different steps of research process	PSO-6	Ap

<b>HSCMJC713 : Research Methodology in Home Science</b>		
<b>PWC (Theory: 4 credits + Practical: 2credits)</b>		
Unit	Topics to be covered	No. of hours
1	Research- Meaning, Objectives, types, approaches and significance; Criteria of good research.	08
2	The Research Process: Selecting and defining the problem, hypotheses, objectives, Review of related literature, Research design and sampling techniques.	12
3	Data: Types, collection methods and analysis (Frequency distribution, Mean, Standard Deviation and t-test)	10
4	Research ethics – Ethical considerations in research, Plagiarism and its type, strategies to deter plagiarism; Report Writing; Intellectual Property Rights (IPR)	10
	<b>Practical :</b> Exercise in sampling, random number table; designing tools and their analysis; data collection process: interview, FGDs, case studies.	20
	<b>TOTAL</b>	<b>60</b>

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## Reading List

1. Bulmer, M.C. (1984). Sociological Research Methods: An Introduction. Macmillan, Hong Kong
2. Black, J.A. & Champion, D. J., (1976). Methods and Issues in Social Research. New York, John Wiley and Sons.
3. Durafe, A. Vijay & Taradamalle, K. Dhanashree, (2020). Intellectual Property Rights. Wiley Publications, New York
4. Holloway, I. (1997). Basic Concepts of Qualitative Research. Blackwell Science, London
5. Kanvaria, Vinod Kumar, (2018). Academic Writing, Anti-plagiarism and citations. Biblia Implex, Ansari Road, New Delhi
6. Kumar, R., (2005), Research Methodology: A Step by Step Guide for Beginners. Sage Publications, New Delhi.
7. Kerlinger, F. N. and Lee, H.B. (2000). Foundations of Behavioural Research, 4th Edition. Harcourt College Publishers
8. Kothari, C. R., (2008). Research Methodology: Methods and Techniques, 2nd Edition. New Age International Pvt. Ltd., New Delhi.

## Major Course 14

## HSCMJC714: Indian Textile Heritage

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO – 1	Analyse the traditional textile arts in their historical perspective and discuss sustenance of traditional textile crafts and interventions by organisations	PSO-5	U, An
CO – 2	Provide an insight into the evolution and socio economic significance of khadi, handloom and handicraft sectors	PSO-5	U, R
CO – 3	Indicate/illustrate care and conservation of traditional textiles	PSO-5	R, Ap
CO – 4	Understand the impact of modernisation and their contemporary status on traditional textile crafts.	PSO-5	U

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<b>HSCMJC714 : Indian Textile Heritage</b>		
<b>PWC (Theory: 4 credits + Practical: 2credits)</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of hours</b>
1	Study of Textile Crafts of India: with reference to history, production centers, techniques, designs, colours and products - Woven Textiles- Benaras Brocades , Jamdanis and Baluchars of Bengal, Kani Shawls of Kashmir; Embroidered Textiles- Kanthas of Bengal, Kasuti of Karnataka, Phulkari of Punjab, Chikankari of Uttar Pradesh, Kashida of Kashmir, Gujarat embroideries; Painted and Printed textiles –Kalamkaris of Andhra Pradesh, Dabu printing of Rajasthan , Ajarakh prints of Gujarat; Dyed textiles – Bandhnis of Rajasthan and Gujarat, Ikats- Patola of Gujarat, Bandhas of Orissa, Telia Rumal.	20
2	Conservation of Traditional Textiles: Factors influencing degradation of textiles, Care and storage techniques.	08
3	Status of Traditional Textiles in Modern India: Evolution and socio-economic significance of Khadi, Handloom and Handicraft sector.	08
4	Sustenance of traditional textile crafts: Organizations working for the sustenance of textile crafts, Interventions by organizations	04
	<b>Practical :</b> 1. Making samples of traditional embroideries of – (i) Kshida of Kashmir (ii) Kantha of Bengal (iv) Kasuti of Karnataka (iv) Embroideries of Gurat (v) Phulakari of Punjab (vi) Chikankari of Lucknow 2. Batik and Block Printing 3. Visit to craft centres.	20
	<b>TOTAL</b>	<b>60</b>

**Practical Record:** A Project File and specimen

#### Reading List

1. Agarwal, O.P., (1977). Care and Presentation of Museum projects – II. NRL
2. Chattopadhyaya, K.D., (1995). Handicrafts of India. Wiley Eastern Limited, New Delhi
3. Das, Shukla, (1992). Fabric Art - Heritage of India. Abhinav Publications, New Delhi
4. Naik, Shailaja D. (1996). Traditional Embroideries of India. A.P.H. Publishing Corporation, New Delhi

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## Major Course 15

### HSCMJC715: Entrepreneurship for Small Catering Units

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO – 1	Understand the concept of entrepreneurship	PSO-1	U
CO – 2	Get familiarized with the process & procedures for establishing an enterprise.	PSO-1	R,U
CO – 3	Understand the art of food service system planning, organising and management	PSO-1	U
CO – 4	Hands-on experience in planning of a small food service unit	PSO-5,6	C, Ap

<b>HSCMJC715 : Entrepreneurship for Small Catering Units</b>		
<b>PWC (Theory: 4 credits + Practical: 2 credits)</b>		
Unit	Topics to be covered	No. of hours
1	Introduction to Food Service Units: Origin of Food Service units, Kinds of food service units	4
2	Food Service System Planning and Management: (A) Planning - Types of kitchen areas, Flow of work and work area relationship, Equipment - Factors affecting selection of equipment; (B) Organization & Management, Functions of management, Personnel Management, Financial Management.	10
3	Food Service Operations: (A) Food Management - Importance of menu and Types of menu (B) Food Production Process - Food purchase and receiving, Storage; Quantity food production: Standardization of recipes, Recipe adjustments and portion control, Quantity food production techniques, Food service, Food hygiene and sanitation	16
4	Planning of a Small Food Service Unit: Preliminary Planning, Survey of types of units, identifying clientele, menu, operations and delivery,	10
	<b>Practical :</b> Market survey of food items; survey of food service units; standardization of a recipe; planning menus for catering units	20
	<b>TOTAL</b>	<b>60</b>

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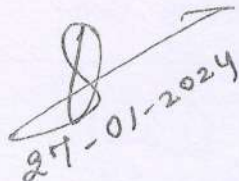
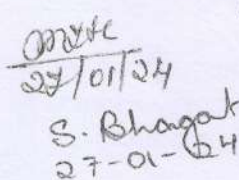
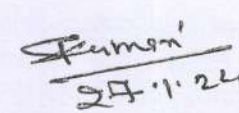
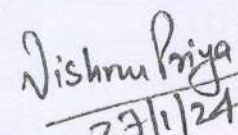
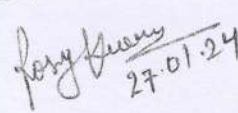
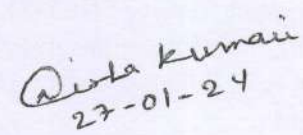
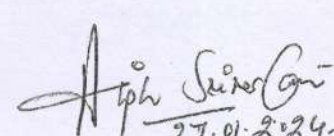
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<b>HSCMIC709 : Entrepreneurship Development</b>		
<b>PWC (4 credits: Lecture + Tutorial)</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of hours</b>
1	<b>Introduction to Entrepreneurship:</b> Definition and Concept of Entrepreneurship, Characteristics of Successful Entrepreneurs, Importance of Entrepreneurship in Society, Types of Entrepreneurship.	08
2	<b>Entrepreneurial Process and Opportunity Recognition:</b> Entrepreneurial Process, Opportunity Recognition, Feasibility Analysis, Creativity and Innovation in Entrepreneurship.	07
3	<b>Women Entrepreneurship and Empowerment:</b> concept and significance of women entrepreneurship, contributions of women entrepreneurs to economic development. Motivations and Challenges.	08
4	<b>Business Planning and Strategy:</b> Business Plan Development, Strategic Management for Entrepreneurs, Financial Planning and Management, Risk Management in Entrepreneurship. Effective strategies for entrepreneurs, Scaling and Managing Growth, Social and Ethical Responsibility of Entrepreneurs.	12
	<b>Tutorial :</b> Showcasing inspiring success stories of women entrepreneurs from various industries.	05
	<b>TOTAL</b>	<b>40</b>

#### Reading List

1. Gundry Lisa K. & Kickul Jill R.,(2007). Entrepreneurship Strategy: Changing Patterns in New Venture Creation, Growth, and Reinvention, SAGE Publications, Inc.
2. Taneja & Gupta, (2001). Entrepreneur Development - New Venture Creation, Galgotia Publishing Company.
3. Khanka, S.S. Entrepreneurial Development, S Chand Publishing.

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# SEMESTER – VIII

## Major Course 16

### HSCMJC816: Public Nutrition

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO – 1	Recognize insight into concept, scope and role of public nutrition	PSO-1	R
CO – 2	Know the different ways to assess the nutritional status of the community	PSO-1	U
CO – 3	Sketch the nutritional problem in vulnerable section of a community and gain skills in planning and conducting food demonstration	PSO-1	U, An, Ap
CO – 4	Understand the agencies involved in betterment of public health	PSO-1	U

<b>HSCMJC816 : Public Nutrition</b>		
<b>PWC (Theory: 4 credits + Practical: 2credits)</b>		
Unit	Topics to be covered	No. of hours
1	Concept and scope of public nutrition: Definition and multidisciplinary nature of public nutrition; Role of public nutritionist	5
2	Assessment of nutritional status: Objectives and importance, Methods of assessment – (a) Direct – clinical signs, nutritional anthropometry, biochemical tests, biophysical tests (b) Indirect – Diet surveys, vital statistics	12
3	Nutritional problems, Etiology, prevalence, clinical features and preventive strategies of Protein energy malnutrition, nutritional anemia, vitamin A deficiency, iodine deficiency disorders	13
4	National Nutrition Policy and Programmes - Integrated Child Development Services (ICDS) Scheme, Mid day Meal Programme (MDMP), National programmes for prevention of Anaemia, Vitamin A deficiency, Iodine Deficiency Disorders	10
	<b>Practical :</b> Planning of low cost nutritious recipes for deficiency diseases – anemia, PEM & Vitamin A deficiency; conducting food demonstration; visit to NHP Programme	20
	<b>TOTAL</b>	<b>60</b>

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## Reading List

1. Wadhwa, A. and Sharma, S., (2003). Nutrition in the Community-A Textbook. Elite Publishing House Pvt. Ltd., New Delhi.
2. Park, K., (2011). Park's Textbook of Preventive and Social Medicine, 21st Edition. M/s Banarasidas Bhanot Publishers, Jabalpur, India.
3. Bamji, M. S., Krishnaswamy, K. and Brahman, GNV, (2009). Textbook of Human Nutrition, 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.
4. ICMR (1989). Nutritive Value of Indian Foods. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
5. ICMR (2011). Dietary Guidelines for Indians – A Manual. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
6. Jelliffe, D. B., Jelliffe, E. R.P., Zervas, A. and Neumann, C. G., (1989). Community Nutritional Assessment with special reference to Less Technically Developed Countries. Oxford University Press. Oxford.
7. World Health Organization (2006). WHO Child Growth Standards: Methods and Development

## Minor Course 10

### HSCMIC810: Extension for Development

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO – 1	Recognize the concept of extension systems.	PSO-4	U, R
CO – 2	Describe extension methods and approaches.	PSO-4	U, An
CO – 3	Understand and analyse the National Developmental Programmes.	PSO-4	U, An
CO – 4	Outline the relationship between communication and extension.	PSO-4	U, An

HSCMIC810 : Extension for Development		
PWC (4 credits: Theory + Tutorial)		
Unit	Topics to be covered	No. of hours
1	Extension: Concept, goals and history; Adult learning components of Extension; Extension systems - types, advantages and disadvantages	08
2	Extension Methods and Approaches: Stakeholders in development; People's participation and social mobilization in development; Leadership and extension- concept theories styles and types of leadership; Diffusion of innovation and adoption; Extension methods and approaches - classification, characteristics and selection	10

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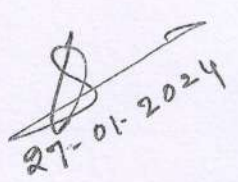
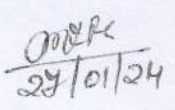
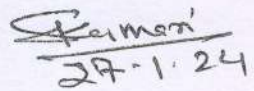
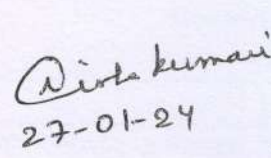
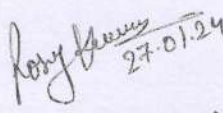
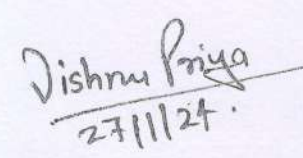
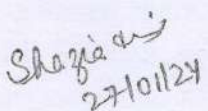
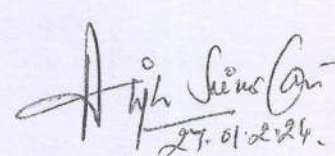


3	Development Programmes: Development issues and goals- national and international perspectives; National Development Programmes – goals, strategies, structure and achievements; Analysis of contemporary national development programmes- objectives, clients, salient features, outcomes and communication support; Behaviour Change Communication strategies in development programmes	12
4	Relationship between communication and extension; Role of extension in development	05
	<b>Tutorial:</b> Evaluate strategies used by development agencies for implementation of development programmes	05
	<b>TOTAL</b>	<b>40</b>

Practical Record: A Project File

### Reading List

1. Bhagwat, Nikhila & Pant, Alka (2014). Extension and Communication. Kalyani Publications.
2. Dale, R. (2004). Evaluating Development Programmes and Projects. Sage Publications, New Delhi.
3. Kumar & Hansra (1997). Extension Education for Human Resource Development. Concept Publishers, New Delhi.
4. Mikkelsen, Britha, (2002). Methods for Development Work and Research. Sage Publications, New Delhi.
5. Mondal, Sagar & Mishra, Om Prakash (2018). Extension Education and Rural Development. Kalyani Publications.
6. Singh, Ranjit (2015). Extension Education. Kalyani Publications

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# SEMESTER - VIII

## Major Course 17

### HSCMJC817 : Foundations of Ergonomics

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Acquire the basic knowledge and principles of ergonomics and their application in different area of Work Efficiency.	PSO-3	U, Ap
CO-2	Understand and apply the different role of posture and movement in Ergonomics at work and every day of life.	PSO-3	U, Ap
CO-3	Acquire the knowledge of time and energy management in study of ergonomics and Work Simplification.	PSO-3	An, Ap, C
CO-4	Discuss the different environmental factors which can affect people's safety.	PSO -6	U, An

### HSCMJC817: Foundations of Ergonomics

(6 Credits: Theory+ tutorial)

Unit	Topics to be covered	No. of hours
1.	<b>Introduction:</b> Ergonomics- Meaning, Concept, Principles and Significance; Types - General and Individual ergonomics; Applications of Ergonomics in design and work efficiency; Area- Physical, Cognitive and Organizational ergonomics.	15
2.	<b>Posture and Movement:</b> Biomechanical background, Physiological background, Anthropometric background, Posture, Movement.	10
3.	<b>Management and Work Simplification:</b> Time management and Energy management in ergonomics; Work Simplification- Work (Meaning and Aspects); Work Simplification - Steps, Techniques and Advantages.	15
4.	<b>Environmental Factors of Ergonomics:</b> Noise, Vibration, Illumination, Climate and Chemical Substances.	10
	<b>Tutorial:</b> Tools of ergonomics, Process Chart and Pathway Chart	10

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7-4-25

Arijit Singh  
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## READING LIST

1. ILO (1979), Introduction to Work Study, 31d Edition (Revised), Published by Universal Book Corporation, Mumbai.
2. Ralph M. Barnes, Motion and Time Study Design and Measurement of Work, 7th Edition, John Wiley and Sons.
3. R. M. Curie (1984), Work Study, BIM, London.
4. Phevant, S., Body Space, Anthropometry, Ergonomics and Design, Taylor and Francis, London.
5. Swanson, B. Bettye, Introduction Home Management, Macmillan Publishing Company
6. Patni, Manju, (2010). Grih Prabanth
7. Singh, Brinda, Grih-Prabandh and Grih Vyavastah, Panchsheel Prakashan, Jaipur
8. Pheasant, Stephen, (2005). Bodyspace –Anthroprometry Ergonomics and the Design of Work, 3rd ed., Custom Publishing
9. Salvendy, Gavriel, (2002). Handbook of human Factors and Ergonomics, 4thEdition, Wiley Publishers.
10. Singh, Lakhwider, Pal, (2016). Work Study and Ergonomics, Cambridge University Press.

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## Major Course 18

### HSC MJC 818: Gender and Social Justice

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO - 1	Understand and appreciate gender, know the determinants and appreciate the uniqueness	PSO-2	U
CO - 2	Gain insight regarding gender roles, identity and various influences on gender	PSO-2	U
CO - 3	Understand and recognize atrocities meted out to girl child and women in our society.	PSO-2	U, R
CO - 4	Familiarize and utilize the laws, policies and programmes for protection and empowerment of females in all age group	PSO-2	R, Ap

HSC MJC 818 : Gender and Social Justice PWC (Theory: 5 credits + Tutorial: 1 credit)		
Unit	Topics to be covered	No. of hours
1	Understanding gender: Sex and gender; masculinity and femininity; biological and cultural determinants of being male and female	10
2	Social construction of gender: Socialization for gender, gender roles, stereotypes and identity; influences on gender, mythology, literature, work, media, popular culture and caste	15
3	The girl child and women in India: Demographic profile; status of health, nutrition and education; female foeticide, infanticide, violence against women	10
4	Gender justice: Women's movement in India, laws, policies and programmes for female children and women	15
	<b>Tutorial:</b> Group discussion on - atrocities towards women and girl child, role of media in empowerment/discrimination of women and girl child; laws and gender justice	10
	<b>TOTAL</b>	<b>60</b>

#### Reading List:

1. Chawla, M., (2006). Gender Justice: Women and Law in India. Deep & Deep Publications.
2. Gupta, K. V. (2009). Women, Social Justice and Human Rights. M.D. Publications Pvt. Ltd., New Delhi.
3. Kantaria, Kanta&Parihar, Mahesh (2017). Women Empowerment Gender Equality and Social Justice. Books Treasure.
4. Menon, N. (2008). Issues in Contemporary Indian Feminism. New Delhi: Sage
5. Mohanty, M. (2008). Class, Caste and Gender. New Delhi: Sage
6. Saika, N. (2008). Indian Women: A Socio-Legal Perspective. New Delhi: Serials Publications.

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