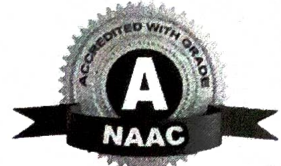


27th (BOS)
02/06/2026



SWAMI VIVEKANAND
SUBHARTI
UNIVERSITY
UGC Approved Meerut



Where Education is a Passion ...

MA Home Science
Faculty of Arts And Social Science
Ordinance no. V (106 B)

(2026-2027)

Swami Vivekanand Subharti University
(Established under U.P. Govt. Act no. 29 of 2008 and approved under section 2(f) of UGC Act 1956)

Academic Council date- 11/03/26
Executive Council date- 27/06/26

उत्तिष्ठत जाग्रत प्राप्य वरान्निबोधत

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Akanksha

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DEPARTMENT OF HOME SCIENCE
S. V. Subharti University, Meerut

MA. HOME SCIENCE

I YEAR/ I SEM

RESEARCH METHODOLOGY & ACADEMIC WRITING

Programme- MA Home Science	Year: I	Semester: I
Course Description: This course introduces students to the fundamentals of research methodology and academic writing. It focuses on developing skills in identifying research problems, reviewing literature, formulating objectives and hypotheses, selecting appropriate research methods, and collecting and analyzing data. The course also enhances academic writing skills including report writing, referencing, citation styles, research ethics, and preparation of research papers, dissertations, and presentations. It aims to develop critical thinking, scientific inquiry, and effective scholarly communication among students.		
Course Code: MAHS101	Course Title: Research Methodology and Academic Writing	
Course Objective: • Students should understand a general definition of research design. • Students should know why educational research is undertaken, and the audiences that profit from research studies. • Students should be able to identify the overall process of designing a research study from its inception to its report. • Students should be familiar with ethical issues in educational research, including those issues that arise in using quantitative and qualitative research. • Students should know the primary characteristics of quantitative research and qualitative research		
Course Outcomes: • Search for, select and critically analyse research articles and papers • Prepare a literature review • Formulate and evaluate research questions • Develop a research proposal or industry project plan • Gain experience with instrument development and data collection methods • Gain experience with ethics proposals		
Credits: 3+1=4		Course Type- CC-1
Max. Marks: Semester: Theory (70)+ Practical (30) Sessional: Theory (30)+ Practical (20)		Min. Passing Marks: Semester: Theory (28)+ Practical (12) Sessional: Theory (12)+ Practical (08)
Total No. of Lectures: Theory (45) +Practical (30)		

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Units	Topic	No. of Lectures
I	INTRODUCTION TO RESEARCH METHODOLOGY • Meaning, Significance and Objective of research • Role of statistics and research in H Development • Research Process	5
II	BASIC PRINCIPLE OF RESEARCH DESIGN AND THEORY OF PROBABILITY • Purpose of Research: Fundamental, Applied and Action, Exploratory and Descriptive, Experimental, Survey, Case Study, Ex-post Facto, Historical • Longitudinal and Cross Sectional. • Probability Sampling: Systematic Random Sampling, Two Stage and Multi Stage Sampling, Cluster Sampling • Non-Probability Sampling: Purposive, Quota and Volunteer Sampling/Snow-ball Sampling	10
III	DATA COLLECTION TECHNIQUES • Questionnaire • Interview • Observations • Case study • Home Visits • Participatory Rapid Assessment • Participatory Learning Assessment • Reliability and Validity of Measurement Instruments	10
IV	SCIENTIFIC WRITING AS A MEANS OF COMMUNICATION • Different forms of scientific writing: Article in Journals, Research notes and Reports, Review Articles, Monographs • Dissertations, Bibliographies, Book Chapters and Articles	5
V	THE WRITING PROCESS • Getting Started • Use outline as a starting device	5

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	• Drafting • Reflecting, Re-reading • Checking Organization, Headings, Content, Clarity and Grammar • Plagiarism	
VI	PARTS OF DISSERTATION/ RESEARCH REPORT/ ARTICLE • Introduction • Review of Literature • Methods • Results and Discussion • Summary and Conclusion • Reference	10
Practical:	1. To write an article related to Food and Nutrition/Human Development and its allied fields 2. To write a scientific research paper and send it for publication. 3. To prepare a project proposal/proposal for conducting a conference/seminar/workshop and fill it in the format of concerned funding agencies	30
Suggested Readings: 1. Best, JW and Kahn, JV (1992) Research in Education. 6thed. New Delhi, Prentice Hall of India Pvt. Ltd., 2. Kothari, CR (2004) Research Methodology, Methods & Techniques, 2nded. New Age International Publishers. 3. Goode, WJ and Hatt, PK (1981) Methods in Social Research, McGraw Hill International Editions, Sociology Series. 4. Kerlinger, FN (1983) Foundations of Educational Research. 2nded. 5. Marjory L. Joseph, William D Joseph (1996) Research Fundamentals in Home Economics / Human Ecology. Plycon Press. 6. WHO (2001) Health Research Methodology – A Guide for Training in Research Methods. 7. Stennberg, R J (1991) The Psychologist's Companion: A Guide to Scientific Writing for students and Researchers. Cambridge: CUP. 8. Scrimshaw NS and Gleason GR: Rapid Assessment Procedures, 9. Qualitative Methodologies for Planning and Evaluation of Health Related Programmes. International Nutrition Foundation for Developing Countries, Boston. 10. Cresswell J : Research Design : Qualitative and quantitative Approaches Thousand Oaks CA, Sage Publications. APA (MSHD2015). Publication		

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- Manual of American Psychological Association (4th Edition), Washington: APA
11. Harman, E. & Montagnes, I. (1997). The Thesis and the Book. New Delhi: Vistaar
 12. Locke, L.F. and Others (1987). Proposals that Work: A Guide for Planning Dissertations & Grant Proposals (2nd Ed.). Beverly Hills: Sage
 13. Robert A. Day. How to Write and Publish a Scientific Paper, 5th edition, Oryx Press, Phoenix, 1998.
 14. Martha Davis. Scientific Papers and Presentations. Academic Press. 1997
 15. Michael Alley. The Craft of Scientific Writing, 3rd edition, Prentice Hall, Inc., 1996.
 16. Peter J. Gosling. Scientist's Guide to Poster Presentations, Kluwer academic/Plenum publishers, 1999
 17. Edward Barrett, Leslie Perelman. The Mayfield Handbook of Technical and Scientific Writing, McGraw-Hill, 1997.

COMMUNICATION AND EXTENSION

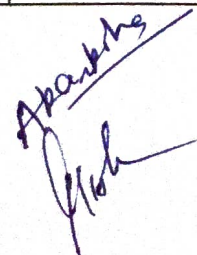
Programme- MA Home Science	Year: I	Semester: I
Course Description: This course explores various communication models, theories, and methods essential for disseminating knowledge, influencing attitudes, and facilitating behavioral change in diverse communities. With a strong emphasis on practical application, students will learn to design, implement, and evaluate communication programs aimed at promoting development, education, and social progress, particularly in rural and marginalized settings. The course prepares students to become effective communicators and agents of change in fields such as home science, agriculture, health, and community development.		
Course Code: MAHS102	Course Title: Communication and Extension	
Course Objective: • Upon successful completion of this course, students will be able to: • Define communication and extension, identifying their core principles and importance in development work. • Understand and apply various communication models and theories to real-world scenarios.		



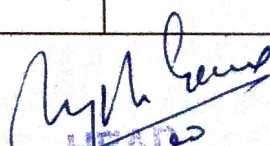
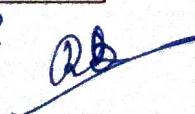
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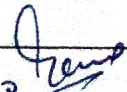
• Select and utilize appropriate communication methods and media for different target audiences and objectives. • Develop effective communication messages that are clear, culturally sensitive, and persuasive. • Design, implement, and evaluate extension programs aimed at promoting knowledge, skills, and adoption of innovations in communities. • Enhance their interpersonal, group, and public communication skills.		
Course Outcomes: Graduates of this course will be able to: • Effectively communicate complex information to diverse audiences in a clear, concise, and engaging manner. • Design and execute impactful extension programs that address community needs and foster sustainable development. • Critically evaluate communication strategies and adapt them for optimal effectiveness in various contexts. • Serve as skilled communicators, educators, and facilitators in government agencies, NGOs, community organizations, and rural development initiatives. • Become agents of positive change, bridging the gap between knowledge generation and its practical application in society.		
Credits: 3+1=4		Course Type: CC-2
Max. Marks:		Min. Passing Marks:
Semester: Theory (70)+ Practical (30)		Semester: Theory (28)+ Practical (12)
Sessional: Theory (30)+ Practical (20)		Sessional: Theory (12)+ Practical (08)
Total No. of Lectures: Theory(45)+Practica(30)		
Units	Topic	No. of Lectures
I	Extension: Concept and Principles • Extension: concept, goals, philosophy, history and scope • Types of extension and approaches to Extension • Principles of Andragogy; Andragogy vs. Pedagogy • Principles of extension • Relationship between communication and extension - role of extension in development • Methods of community contact in Extension	10
II	Participation & Leadership for Community Development • Stakeholders in Extension programs	11

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	People's participation and social mobilization in development, levels of participation • Participatory Learning and Action – concept, principles, classification of tools and techniques • Leaders in extension – functions, types and leadership styles and theories • Diffusion of innovation and adoption – concept, theory and application	
III	Programme Management • Project cycle – goals, objectives, indicators, outputs and outcomes • Concept and Principles of extension programme management • Models of extension programme management – overview of models, Sandhu's model, Logic model • Monitoring and evaluation	12
IV	Development Programmes • Development issues and goals – national and international perspectives, Sustainable Development Goals • Contemporary National Development Programmes (related to education, employment, income, health and nutrition, digitalization and women) – objectives, target groups, salient features, monitoring and evaluation, outcomes, stakeholders, partnership and funding	12
Practical:	1. Approaches to Adult Education 2. Develop skills in planning and using individual and small group methods in extension 3. Understanding the use of PLA as need assessment tools 4. Assessing the leadership skills in a case-study format 5. SDG 3: Good Health and Well-Being: Hold awareness programs on menstrual hygiene and distribute pads in community.	30
Suggested Readings:		


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- Beck, S., 2020, Communication in the 2020s. Routledge.
- Kumar, S., 2002, Methods for community participation: a complete guide for practitioners. Vistaar Publications, New Delhi.
- Ray G. L., 2015, Extension, Communication and Management, Kalyani Publications, New Delhi.
- Sandhu, A. S., 2018, Extension Programme Planning. Oxford and IBH Publishers, New Delhi.
- Singh, S., 2022, A Brief Book on Extension Education. New Vishal Publications, New Delhi.
- Singh, A. K., 2020, Frontline Extension in India. Innovations and Reforms. Biotech Publisher, New Delhi.

Advanced Theories of Human Development

Programme- MA Home Science	Year: First	Semester: 1
Course Description: This course provides in-depth knowledge of classical and contemporary theories of human development. It explores various theoretical perspectives that have shaped understanding of development across the lifespan. The course aims to cultivate analytical thinking in evaluating developmental theories and applying them in real-world human development contexts.		
Course Code: MAHS103	Course Title: Advanced Theories of Human Development	

Course Objective:

- To critically examine foundational and advanced theories of human development.

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Nutrition: A Life Cycle Approach
CC-4

Programme- MA Home Science	Year: Second	Semester: IIIrd
Course Description: This course provides a comprehensive overview of nutrition across the life cycle, focusing on key concepts such as macronutrients, micronutrients, and dietary guidelines. Students will learn about specific nutritional requirements during pregnancy, infancy, childhood, adolescence, adulthood, and older adulthood. Practical components include hands-on experience in meal planning, dietary assessment, and real-life application of knowledge through field visits and case studies.		
Course Code: MAHS104	Course Title: Nutrition: A Life Cycle Approach	
Course Objective: 1. Understand the importance of nutrition across the life cycle. 2. Identify and analyze nutritional requirements during different life stages. 3. Develop practical skills in meal planning and dietary assessment. 4. Apply knowledge of nutrition to address specific health issues and conditions.		
Course Outcomes: 1. Demonstrate knowledge of macronutrients, micronutrients, and dietary guidelines. 2. Evaluate nutritional needs during pregnancy, infancy, childhood, adolescence, adulthood, and old age. 3. Apply practical skills in meal planning, dietary assessment, and nutritional counseling. 4. Utilize nutrition knowledge to develop personalized nutrition plans for individuals with specific health conditions or dietary requirements.		
Credits: 3+1	Course Type: CC-4	
Max. Marks: Semester: Theory (70)+ Practical (30) Sessional: Theory (30)+ Practical (20)	Min. Passing Marks: Semester: Theory (28)+ Practical (12) Sessional: Theory (12)+ Practical (08)	
Total No. of Lectures: Theory(45)+Practical(30)		
Units	Topic	No. of Lectures
I	Introduction to Nutrition • Overview of nutrition and its importance in human health. • Basic concepts of macronutrients and micronutrients. • Dietary guidelines and recommendations.	9
	Nutrition during Pregnancy and Lactation	

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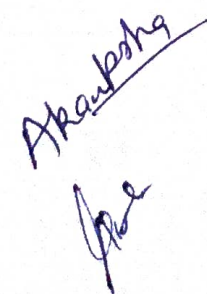
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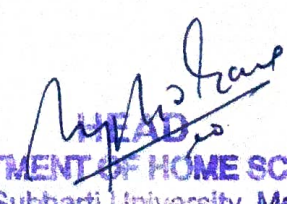
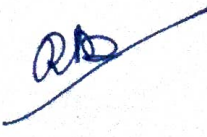
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II	- Nutritional requirements during pregnancy and lactation - Effects of maternal nutrition on fetal development	9
III	Nutrition in Infancy and Childhood - Nutritional needs of infants and children. - Introduction to breastfeeding and complementary feeding. - Common nutritional issues in children.	9
IV	Nutrition in Adolescence and Adulthood - Nutritional requirements during adolescence and adulthood. - Eating disorders and their impact on health.	9
V	Nutrition in Older Adults - Nutritional challenges faced by older adults - Age-related changes in metabolism and nutrient absorption	9
Practical:	- Meal planning for pregnant and lactating women. - Assessing dietary intake and making recommendations. - Designing nutrition plans for elderly individuals. - Hands-on experience in meal planning, dietary assessment, and nutritional counselling. - Field visits to community nutrition programs or healthcare facilities.	30
Suggested Readings: - Child Nutrition and Health by P. S. Surjeet Singh - Nutrition for Health and Healthcare & by Debasish Basu - Geriatric Nutrition: The Health Professional's Handbook by Ronni Chernoff		

SURFACE ORNAMENTATION

DEPARTMENT OF HOME SCIENCE
 S. V. Subharti University, Meerut

Programme- MA Home Science		Year: I	Semester: I
Course Description: Surface ornamentation lends the much-needed embellishment into the garments making a drab and dull garment into something interesting. India has a rich tradition of surface ornamentation works that are applied on textiles. This course deals with different methods and materials used for surface ornamentation. Further it induces exploration for different combinations to produce creative surface on textiles. This course will enhance students' creativity by training them to use various materials and stitches. It offers ample opportunity to students to create, experiment and innovate with materials.			
Course Code : MAHS105		Course Title:Surface Ornamentation	
Course Objective: - To develop hands-on skills in textile decoration - To train students in garment construction techniques - To enable preparation and submission of finished articles			
Course Outcomes: - Identify and use embroidery tools following safety precautions. - Meticulous use stitches and trimmings - Translate design ideas onto fabric. - Use the Indian Embroidery, painting and printing for developing products - Access, analyse, evaluate and use information from a variety of sources, work collaboratively with others to achieve individual and collective goals. - Confidence in developing their own design			
Credits: 4		Course Type: DEC-1	
Max. Marks:		Min. Passing Marks:	
Semester: Practical (70)		Semester: Practical (28)	
Sessional: Practical (30)		Sessional: Practical (12)	
Total No. of Lectures: 60			
Units	1. Basic Stitch & Embroidery Samples - Preparation of sample file including: - Running stitch - Back stitch - Chain stitch - Satin stitch - Cross stitch - Buttonhole stitch - Decorative stitches (minimum 10 additional stitches) 2. Surface Ornamentation Techniques - Tie & Dye (any 2 patterns) - Block printing / Fabric printing - Fabric painting (freehand or stencil) - Appliqué work / Patchwork - Mirror work (sample) 4. Paintig on different materials 5. Craft		No. of

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	6. Tatting 7. Crochetting 3. Article Preparation & Submission Students must prepare and submit: 1. One embroidered article (Set of 5 cushion covers/ 4 Pillow covers) 2. One dyed/printed fabric sample (Dupatta/ Saree) 3. One painted fabric sample (Wall scenery/ table cover/ dining mats with runners) 4. One decorated wooden article (rangoli/ alpana/ pen stand/ key hanger/ flower vase) 5. One knitted/ crocheted/ tatting article 6. One Jute Article (bag/ folder/ bottle cover/ lunch bag)	20
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Suggested Readings:

- Abing, B., (2006), Marker rendering for fashion, accessories and home fashions, Fairchild publications, NewYork.
- Abing, B., (2003), The Fairchild Encyclopedia of fashion accessories, Fairchild publications, NewYork.
- Celia S., (2004), Know your fashion accessories, Fairchild publications, NewYork.
- Hideaki, C., (1992), Colour Harmony-a guide to creative colour combinations, Rockport publishers, London.
- McCall's (1982). McCall's Big Book of Needlecrafts. Chilton Book Company. Randn, Pennsylvania. USA.
- Readers digest complete Guide to Needle Work (1979), The Readers Digest Association, New York, and Montreal.
- Shenai, V.A. (1981), History of Textile Design. Sevak Publication, Mumbai.
- Skull J., (1988), Key terms in art craft and design, Elbrook press, Australia.

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Programme- MA Home Science	Year: First	Semester:1
Course Description: This course provides in-depth knowledge of classical and contemporary theories of human development. It explores various theoretical perspectives that have shaped understanding of development across the lifespan. The course aims to cultivate analytical thinking in evaluating developmental theories and applying them in real-world human development contexts.		
Course Code: MAHS106	Course Title: Seminar	

Course aims to:

1. Develop the ability to identify, analyze, and present contemporary issues in Home Science.
2. Enhance research orientation through literature review and data interpretation.
3. Improve oral communication and presentation skills using modern tools (PPT, posters, etc.).
4. Build critical thinking and analytical skills.
5. Encourage interdisciplinary understanding of Home Science areas such as nutrition, human development, textiles, and resource management.
6. Train students in academic writing, referencing, and documentation.
7. Promote confidence, teamwork, and professional ethics during presentations and discussions.

LEARNING OUTCOMES: After completion of this course, students will be able to:

1. Select and define a researchable topic related to Home Science.

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SHAHEED BABA DEEP SINGH
Department of Home Science
FACULTY OF ARTS & SOCIAL SCIENCES

SWAMI VIVEKANAND SUBHARTI UNIVERSITY

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M.A. HOME SCIENCE

Artificial Intelligence in Home Science

Credits: 2

Course Type: Practical / Applied / Skill-Based

Duration: One Semester

Course Objectives

Students will be able to:

6. Use AI tools in all areas of Home Science.
7. Develop practical digital skills.
8. Create educational and community awareness materials.
9. Apply AI in nutrition, child development, extension work, resource management, and textile designing.
10. Develop creativity and entrepreneurship skills.

Course Outcomes

Students will be able to:

- Prepare AI-assisted nutrition and health material.
- Create preschool teaching-learning resources.
- Conduct digital extension activities.
- Prepare family budgeting and planning tools.
- Design textile motifs and fashion materials.

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Practical Component

Students shall perform the following practical activities (any two from each group) using Artificial Intelligence (AI) tools and digital applications:

Food and Nutrition

6. Prepare balanced diet charts for different age groups and physiological conditions using AI-based diet planning applications.
7. Calculate calories, nutrients, and BMI using digital nutrition software/apps.
8. Develop healthy recipe cards with nutrient values, preparation methods, and AI-generated food images.
9. Create nutrition awareness posters, pamphlets, presentations, and short educational videos on healthy eating and lifestyle disorders.
10. Design one digital nutrition counselling module for community awareness.

Human Development

11. Prepare preschool teaching-learning materials such as flashcards, worksheets, story cards, and educational games using AI design tools.
12. Develop digital storytelling activities and animated learning content for children.
13. Design parenting awareness material related to child care, positive parenting, mental wellbeing, and developmental milestones.
14. Prepare behaviour observation schedules and developmental milestone charts using digital tools.
15. Create one child education or parenting awareness presentation/video.

Extension Education

16. Conduct one online community survey using digital survey platforms and analyse responses using AI tools.
17. Prepare extension posters, brochures, pamphlets, and awareness campaigns for rural/community development programmes.

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18. Develop social media educational posts, reels, or awareness videos on health, nutrition, family welfare, or women empowerment.
19. Translate extension messages into local/regional languages using AI translation tools.
20. Prepare one digital extension education portfolio.

Family Resource Management

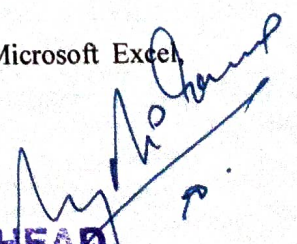
21. Prepare monthly family budgets and expenditure tracking sheets using spreadsheet applications.
22. Develop digital household planners, meal schedules, and time management charts.
23. Prepare smart home management presentations using AI-supported templates and tools.
24. Conduct time and energy management exercises for household activities.
25. Design one digital family resource management project/report.

Textile Designing and Clothing

26. Design textile motifs, embroidery patterns, and fabric prints using AI-assisted design software.
27. Prepare fashion mood boards, catalogues, and digital clothing collections.
28. Develop branding materials, labels, logos, and promotional social media posts for fashion products.
29. Create one AI-assisted digital textile/fashion portfolio.
30. Design sustainable clothing awareness material or eco-fashion concepts.

Suggested AI Tools- ChatGPT, Canva AI, Adobe Firefly, Google Forms, Microsoft Excel, Corel DRAW

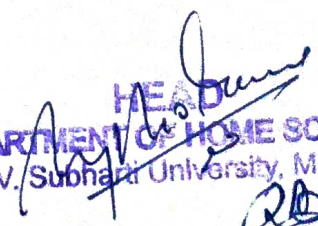



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MA. HOME SCIENCE
I YEAR/ II SEM
STATISTICS AND COMPUTER APPLICATION

Programme- MA Home Science	Year: First	Semester: II
Course Description: This course equips students with essential statistical techniques, concepts of measurement, and data analysis required for empirical research in Human Development. It includes computer-based applications and introduces software tools such as Excel and SPSS to facilitate data analysis.		
Course Code: MAHS201	Course Title: STATISTICS AND COMPUTER APPLICATION	
Course Objective: • To introduce the foundational concepts of statistics and their relevance in human development/Food and Nutrition research. • To develop students' understanding of measurement, data organization, and presentation techniques. • To equip learners with analytical skills using both parametric and non-parametric statistical tests. • To familiarize students with statistical software such as Excel and SPSS for data handling and analysis.		
Course Outcomes: After completing the course, students will be able to: • Differentiate between qualitative and quantitative research data and apply appropriate statistical tools. • Organize, analyze, and interpret developmental data using descriptive and inferential statistics. • Perform statistical tests such as t-test, ANOVA, Chi-square, and correlation using SPSS. • Create data visualizations and reports using computer-based applications like Excel and SPSS for research documentation.		
Credits: 3+1=4		Course Type- CC-5
Max. Marks: Semester: Theory (70)+ Practical (30) Sessional: Theory (30)+ Practical (20)		Min. Passing Marks: Semester: Theory (28)+ Practical (12) Sessional: Theory (12)+ Practical (08)

Aparna Singh
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Total No. of Lectures: Theory (45) + Practical (30)

Units	Topic	No. of Lectures
I	Introduction to Statistics • Orientation to qualitative and quantitative analyses • Introduction to quantitative procedures • Basic principles and concepts in statistics	7
II	Measurement and Computation • Fundamentals of measurement: Quantity and quality • Scales of measurement: Nominal, ordinal, interval, ratio • Reliability, validity, and standardisation of measurement	8
III	Probability and Normal Distribution • Basics of probability • Characteristics of distributions: Skewness, kurtosis • Hypothesis testing, significance levels • Type I and Type II errors • Sampling theory and methods • Z-scores and applications	10
IV	Parametric and Non-Parametric Tests • Z-test, F-test, t-test, ANOVA and post hoc tests • Pearson's correlation (r) • Mann-Whitney U test, Sign test, Kruskal-Wallis test • Spearman's correlation • Chi-square test (2x2 and rxc tables)	10
V	Computer Applications in Statistics • Use of MS Excel in basic data analysis • Introduction to SPSS for data entry, coding, and analysis	10
		45
Practical:	• Introduction to MS Excel: Data entry, basic formulas, and statistical functions • Introduction to SPSS: Creating data	30

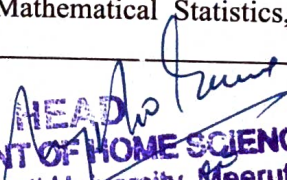
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	files, defining variables, and entering data • Descriptive Statistics using SPSS: Mean, Median, Mode, Standard Deviation, Percentiles • Graphical Representation of Data: Charts and graphs using Excel and SPSS • Conducting t-tests, ANOVA, and Chi-square tests using SPSS	
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Suggested Readings:

1. Bernard, H.R. (2000). *Social Research Methods: Qualitative and Quantitative Approaches*. Thousand Oaks, Ca: Sage.
2. Gupta, S.P.: Statistical Methods, Sultan Chand and Company, New Delhi.
3. Elhane, D.N.: Fundamentals of Statistics, Kitab Mahal, Allahbad.
4. Simpson and Kafka: Basic Statistics, Oxford and IBH Publishers.
5. Goon, Gupta and Das: Fundamentals of Statistics Vol. I and II.
6. Snedecor and Cochran: Statistical Methods, Oxford and IBH Publishers.
7. Shukla, M.C. and Gulshan S.S.: Statistics Theory and Practice, Sultan Chand and Company, New Delhi.
8. Gupta, S.C. and Kapoor V.K.: Fundamental of Mathematical Statistics, Sultan Chand and Company, New Delhi.


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FOOD PACKAGING AND SENSORY EVALUATION

Programme- MA. Home Science	Year: First	Semester: II
Course Description: This course offers a comprehensive understanding of food packaging systems, focusing on the types of packaging materials, their properties, and their importance in preserving food quality and safety. It equips students with the skills to test and evaluate packaging media, understand packaging laws and regulations, and make informed decisions regarding suitable packaging for different food products. Additionally, the course introduces students to the principles and methods of sensory evaluation used to assess food quality from a consumer perspective.		
Course Code: MAHS202	Course Title: FOOD PACKAGING AND SENSORY EVALUATION	
Course Objective: This course is designed to enable students to • Gain knowledge about various packaging materials and importance of packaging. • Be familiar with testing and evaluation of packaging media. • Be familiar with packaging laws and regulations. • Be able to select appropriate packaging material for a variety of foodstuffs. • Be able to perform sensory evaluation of food product.		
Course Outcomes: Upon successful completion of this course, students will be able to: 1. Explain the types, functions, and significance of various food packaging materials. 2. Identify and evaluate the physical, chemical, and mechanical properties of packaging media through standard testing methods. 3. Demonstrate understanding of national and international packaging laws, labelling requirements, and food safety regulations. 4. Select appropriate packaging materials for different types of food products based on their physical and chemical properties. 5. Perform sensory evaluation of food products using appropriate techniques and interpret the results to assess food quality and consumer acceptability.		
Credits: 3+1=4		Course Type- CC-6
Max. Marks: Semester: Theory (70)+ Practical (30) Sessional: Theory (30)+ Practical (20)		Min. Passing Marks: Semester: Theory (28)+ Practical (12) Sessional: Theory (12)+ Practical (08)
Total No. of Lectures: Theory (45) +Practical (30)		
Units	Topic	No. of Lectures
I	PACKAGING Concepts, definition, significance, classification, Development process.	5
II	PACKAGING SYSTEM AND METHODS FOR FOOD PRODUCTS Packing types, varieties and trends: Vacuum packaging, gas flush, packaging, CAP & MAP, Aseptic and retort packing, Bag-in Box,	11

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III	PACKAGING –LAWS AND REGULATIONS FDA, PFA, Packaging commodity Rules, Weight and Measure Act.	12
IV	SENSORY EVALUATION Introduction to sensory analysis and uses of sensory tests. Types of tests: - Discrimination/difference test: paired test, triangle test, and duo-trio test, test for multiple samples, and difference from control/reference. - Quantitative Difference tests: Ranking, numerical Scoring test, magnitude estimation. - Descriptive Test: Rating for sensory profile, consensus profiling, conventional profiling, free choice profiling. - Threshold tests - Acceptance test: Monadic, paired and sequential monadic.	17
		45
Practical:	• Establishing sensory panels: Selecting and recruiting panelists, orienting, Screening for trained panels, training panelist, monitoring performance. Recognition test for basic tastes, odour and aroma. Tests with other senses. Threshold tests. • Analytical tests: i) Difference ii) Ranking iii) Descriptive iv) Scoring v) Rating • SDG 9: Industry, Innovation and Infrastructure: Design affordable home appliances using recycled materials.	30
Suggested Readings: 1. Sacharow&Griffin, Food Packaging-AVI Publications 2. Hotchikiness Food & packaging interaction- American Chemical Society. 3. Robertson G.L.Food packaging- New York, Marcell Dekker, Inc. 4. Lyon, D.H.; Francombe, M.A.; Hasdell, T.A.; Lawson, K. (eds) (1992): Guidelines for sensory Analysis in Food Product Development and Quality Control. Chapman and Hall London. 5. Amerine, M.A.; Pangborn, R.M.; Roessler, E.B.(1965): Principles of sensory Evaluation. Academic Press, New York. 6. Kapsalis, J.G.(1987): Objective Methods in Food Quality Assessments.CRC Press, Florida. 7. Jellinek, G.(1985): Sensory Science Theory and Applications in Foods. Marcel Dekker Inc. New York. 8. Piggot, j.r.(ed) (1988): Sensory Analysis of Foods. Elsevier applied Science, London		

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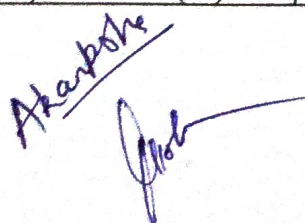
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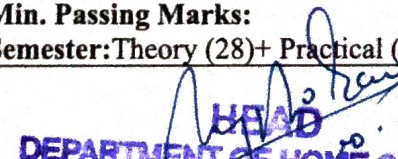
HUMAN PHYSIOLOGY

Programme- MA Home Science	Year:I	Semester:II
Course Description: "Human Physiology" is a fundamental course designed to provide students with a comprehensive understanding of how the human body functions at the cellular, tissue, organ, and system levels. This course explores the intricate mechanisms that maintain homeostasis – the dynamic equilibrium essential for life – and how various organ systems interact to perform vital bodily processes. Through a combination of theoretical lectures and practical laboratory sessions, students will gain deep insights into the physiological basis of health, disease, and the body's adaptation to its environment. This course forms a crucial foundation for students pursuing careers in healthcare, nutrition, sports science, research, and other life sciences.		
Course Code: MAHS203	Course Title:Human Physiology	
Course Objective: Upon successful completion of this course, students will be able to: • Explain the fundamental principles of homeostasis and its importance in maintaining internal body balance. • Describe the structure and function of major organ systems, including the nervous, endocrine, cardiovascular, respiratory, digestive, urinary, musculoskeletal, and reproductive systems. • Analyze the mechanisms by which cells, tissues, and organs contribute to overall body function. • Interpret physiological data from experiments and clinical scenarios. • Relate normal physiological processes to common health conditions and disease states. • Apply physiological knowledge to understand the body's responses to exercise, stress, and environmental changes.		
Course Outcomes: Graduates of this course will be able to: • Possess a strong foundational knowledge of human physiological processes, essential for advanced studies in health sciences. • Critically evaluate information related to human health and disease from a physiological perspective. • Contribute effectively to discussions and research concerning health maintenance and physiological adaptations. • Be well-prepared for roles in healthcare, public health, nutrition, fitness, and biomedical research that require a deep understanding of human body functions.		
Credits: 3+1=4	Course Type: CC-7	
Max. Marks: Semester: Theory (70)+ Practical (30)	Min. Passing Marks: Semester: Theory (28)+ Practical (12)	



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Sessional: Theory (30)+ Practical (20)		Sessional: Theory (12)+ Practical (08)
Total No. of Lectures: Theory(45)+Practical(30)		
Units	Topic	No. of Lectures
I	Cell and Muscle structure & Human Eye and Ear - Cell- structure and functions, cell size, cell shape, types of cell, cell theory, plant and animal cell, brief review of cell organelles. - Muscle system- structure and function of muscles and connective tissue. - Review of structure and function- Human eye and ear.	10
II	Introduction to Glands, Body Systems- Digestive and Respiratory - Endocrine glands and exocrine glands- structure, function, role of hormones. - Digestive system- structure and function, role of liver, pancreas and gall bladder. - Respiratory system- structure and functions, role of lungs in the exchange of gases.	10
III	Circulatory, Nervous and Immune System - Circulatory system- structure and function of heart, blood pressure, composition of blood, blood groups. - Nervous system- nerve, nerve impulse, neuron, synapse, CNS, Afferent and Efferent nerve, Blood-brain barrier, Hypothalamus. - Immune system- cell mediated and acquired immunity, plasma proteins.	10
IV	Excretory and Reproductive System - Excretory system- structure and function of kidneys, Nephron, urine formation and composition, osmo-regulation, renal failure and artificial kidney. - Reproduction- male and female reproductive organs, ovulation, spermatogenesis, menstrual cycle, conception, implantation, placenta, birth, concept of twins.	15
Practical:	- Microscope and its uses - Histology of epithelial, connective, muscular and nervous tissues. - Find out RBC and WBC count - Determination of pulse rate in resting condition and after exercise (30 beats/10 beats method) - Determination of blood pressure by	30

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	Sphygmomanometer (Auscultatory method). • Measurement of Peak Expiratory flowrate. • Determination of Bleeding Time (BT) and Coagulation Time (CT). • Detection of Blood group (Slide method). • Measurement of Hemoglobin level	
Suggested Readings: 1. Ganong, W.F. (1985): Review of Medical Physiology, 12 th Edition, Lange Medical Publication. 2. Moran Campbell E.J., Dickinson, C.J., Slater, J.D., Edwards, C. R. W and Sikora, K. (1984): clinical Physiology, 5 th Edition, ELBS, Blackwell Scientific Publications. 3. Guyton, A.C. and Hall, J.B. (1996): Text Book of Medical Physiology, 9 th Edition, W.B. Saunders Company, Prism Books (Pvt.) Ltd., Bangalore. 4. Jain, A.K.; Textbook of Physiology. Vol. I and II. Avichal publishing Co., New Delhi.		

FAMILY FINANCE AND CONSUMER BEHAVIOUR

Programme- MA Home Science	Year: III	Semester: V
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Course Description: This course provides a brief overview of the role of consumers in the economy and market, types of consumer goods, behavior, and modern buying trends like e-commerce and digital payments. It covers household income, expenditure, budgeting, and financial planning. It also introduces consumerism in India, consumer rights and education, unfair trade practices, and green consumerism. The course concludes with consumer protection laws, redressal mechanisms, and the role of standardization agencies like ISI, AGMARK, and others in safeguarding consumer interests.

Course Code: MAHS204

Course Title: Family Finance and Consumer Behaviour

Course Objective:

- Provide situations to understand significance of family income and expenditure and saving for future
- Register and react as responsible consumers
- Analyze relevance of consumer movement in India
- Gain knowledge on consumer protection Laws and Acts and reflect upon personal rights and responsibilities

Course Outcomes: Students will be able to:

- Becoming familiarized to the changing trends in consumerism
- Enriched Knowledge on market systems
- Emerge as informed consumers
- Review the benefits of planned financial management

Credits: 3+1=4

Course Type- CC-8

Max. Marks:

Semester: Theory (70)+ Practical (30)

Sessional: Theory (30)+ Practical (20)

Min. Passing Marks:

Semester: Theory (28)+ Practical (12)

Sessional: Theory (12)+ Practical (08)

Total No. of Lectures: Theory (45) + Practical (30)

Units	Topic	No. of Lectures
I	Consumer and the Market • Consumer: definition and meaning; consumer Vs customer • Role of consumers in the economy, National Income, Per Capita Income, Household wise distribution of income • Classification of Consumer goods • Consumer and the market: definition and classification of markets, types • Consumer demand and supply • Channels of distribution • Consumer behaviour: changing nature of consumer behaviour to suit modern market and business trends – concepts of C2C, B2B, B2C, C2B etc; Factors influencing Consumer behavior • Meaning, characteristics of buyer behaviour, buying motives – types; consumer buying process;	10

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	• Change in consumer purchase practices in the digital market – concept of e-commerce, m-commerce, online shopping etc; Extended use of plastic currency and cards	
II	Household Income and Expenditure • Household Income – Types, Sources, Supplementation of family income, use of family income, per capita income • Household expenditure: Items of expenditure, mental and written plans, Factors influencing expenditure pattern, expecting exigencies and tackling them • Account maintenance: methods of account keeping like balance sheets, account books, ledgers, income-expenditure records • Process of budgeting- steps in drafting a family budget, balancing income and expenditure, • ways to meet emergent expenses • Personal finance management: Tax implications: significance in budgeting	12
III	Consumerism in India • Consumerism: genesis, reasons for consumer movement • Historic Declaration of Consumer rights • Consumer problems – types, nature , causes and solutions • Concern for the Consumer : Consumer education: Meaning and definition; need and scope, objectives, aspects, methods, contents and resources, Problems • Consumer education and empowerment: meaning, need and achievements with specific relevance to India • Consumer aids: classification – Labels, Trademarks, Brand Names, Patents, Warranty, • Guarantee, Quality Control and After Sales Service, Government and Voluntary Agencies, • Role of advertisements influencing consumer behaviour	13

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	• Product labeling and packaging – significance to fair practices • Unfair consumer practices: adulteration and faulty weights and measures • Green Consumerism-Meaning and importance with respect to consumerism, need, consideration in daily consumption and significance, ethos of adopting sustainable/eco-friendly lifestyle as green consumers	
IV	Consumer Protection • Consumer protection: concept, need and significance • Consumer rights and responsibilities in India • Consumer organizations – origin, functioning, role and types • Consumer cooperatives – role, history and growth in India • Consumer redress: role of consumer forums and consumer courts in safeguarding consumers • Basic legislative framework for consumer protection in India- Consumer Protection Act 1986 (COPRA) , Alternative redressal mechanisms, Mediation centres • Standardization and quality control measures: Role of ISI, FPO, AGMARK, ISO, Ecomark, Wool mark, Silk mark, Cotton mark, Handloom mark, BEE Star labeling and others Consumer Protection Act 2019	10
Practical:	1. Evaluation and designing of advertisements in the print media including products, services and social ads. 2. Evaluation and designing of informative and attractive labels for different type of food products. 3. Case study of banks and post offices to understand their services and products 4. Learning to fill different bank forms for depositing money, start fixed deposit or recurring deposit 6. Food adulteration tests 8. Visit and report on two types of markets highlighting product types and consumer goods. 9. Identify various marks of significance like Hall mark, wool mark, silk mark etc and know the	30

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	complex modes of identity clauses 10. Collect and analyze product labels for consumer aids like ISI, AGMARK, trademarks 11. Compare provisions made in Consumer Protection Act 1986 with COPRA 2019 SDG 8: Decent Work and Economic Growth: Host workshops on food preservation and packaging for self-employment.	
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Suggested Readings:

1. Gangawane, L. V., and Khilare V. C. (2007). Sustainable Environmental Management: Dr
2. Jayshree Deshpande Festchrift Volume. Delhi: Daya (ISBN 13: 9788170354741)
3. Gupta, C.B., and Nair, R.N. (2004). Marketing Management. New Delhi: Sultan Chand and Sons
4. Kathiresan, S., and Radha, V. (2004). Marketing. Chennai: Prasanna Publishers
5. Khanna S.R., Hanspal S., Kapoor S., & Awasthi H.K. (2007). Consumer Affairs. New Delhi: Universities Press India Pvt. Ltd.
6. Nair R., and Nair S, R. (2003). Marketing. New Delhi: Sultan Chand and Sons
7. Nair, S (2002). Consumer Behaviour. New Delhi: Sultan Chand and Sons
8. Pattanchetti, C.C., and Reddy (2002). Principles of Marketing. Coimbatore: Rainbow Publishers
9. Sawhney, H.K., & Mital, M. (2007). Family Finance & Consumer Studies. New Delhi: Elite Publishing House Pvt. Ltd.
10. Seetharaman, P., and Sethi, M. (2001). Consumerism: Strength and Tactics. New Delhi: CBS Publishers.
11. Verma, B.P. (2003). Civil Engineering Drawing, Drawing and House Planning. New Delhi: Khanna Publishers

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TRADITIONAL INDIAN TEXTILES

Programme- MA Home Science	Year: III	Semester: VI
Course Description: This course immerses students in India's vibrant textile heritage, fostering an appreciation for its richness while equipping them with essential skills in textile conservation and storage fundamentals. Students will gain expertise in identifying embroidered fabrics from different states, understanding traditional woven fabrics, and appreciating dyed, painted, and printed textiles. Practical training in conservation techniques will prepare them for preserving and caring for these textiles. Additionally, insights into the socio-economic significance of khadi, handloom, and handicraft sectors, alongside interventions for their sustainability, will empower students to pursue careers in textile conservation, cultural preservation, and heritage management, bridging past traditions with contemporary practices in the textile arts.		
Course Code: MAHS205	Course Title: Traditional Indian Textiles	
Course Objective: • To create awareness and foster appreciation of the country's rich textile heritage • To impart knowledge of fundamentals of textile conservation and storage • To acquaint students about the khadi, handloom and handicrafts sectors and measures taken by various organisations for their sustenance		
Course Outcomes: • Recognise and identify embroidered fabrics of different states in terms of stitches and designs • Explain material and design of selected traditional woven fabrics. • Describe our heritage of varied dyed, painted and printed fabrics. • Classify conservation techniques and recognise signs of deterioration of textiles.		

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- Carry out care and conservation of traditional textiles.
- Provide an insight into the evolution and socio-economic significance of khadi, handloom and handicraft sectors.
- Discuss sustenance of traditional textile crafts and interventions by organisations.
- Analyse the textile arts in their historical perspective, the impact of modernisation and their contemporary status

Credits: 2+2	Course Type: DEC-2
Max. Marks:	Min. Passing Marks:
Semester: Theory (70)+ Practical (30)	Semester: Theory (28)+ Practical (12)
Sessional: Theory (30)+ Practical (20)	Sessional: Theory (12)+ Practical (08)

Total No. of Lectures: Theory(30)+Practical(60)

Units	Topic	No. of Lectures
I	Study of Textile Crafts of India: with reference to history, production centers, designs, materials, colours and products. • Woven Textiles - Banaras Brocades, Jamdanis and Baluchars of Bengal, Kani Shawls of Kashmir, Kanjivarams of Tamil Nadu • Embroidered Textiles-Kanthas of Bengal, Kasuti of Karnataka, Phulkari of Punjab, Chikankari of Uttar Pradesh, Kashida of Kashmir, Gujarat embroideries	10
II	Study of Textile Crafts of India: with reference to history, production centers, designs, materials, colours and products. • Painted and Printed textiles –Kalamkaris of Andhra Pradesh, Dabu printing of Rajasthan, • Ajrakh printing of Gujarat • Dyed textiles –Bandhnis of Rajasthan and Gujarat, Ikats- Patola of Gujarat, Bandhas of • Orissa, Telia Rumal of Andhra Pradesh	10
III	Status of Traditional Textiles in Modern India • Evolution and socio-economic significance of Khadi, Handloom and Handicraft sector • Sustenance of traditional textile crafts • Interventions by organizations	5
IV	Conservation of Traditional Textiles • Types of Conservation – Preventive and Curative • Factors influencing degradation of textiles • Care and storage techniques	5
	1. Resist Dyeing Techniques	

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Practical:	a) Tie & dye using various techniques on cellulosic and protein fibers b) Batik on cotton 2. Printing a) Block printing: pigment b) Screen printing: pigment 3. Embroidery stitches of traditional embroideries 4. Portfolio development-Traditional textile crafts. 5. Product development 6. Visit to craft centers/museums: Craft documentation report on any one craft	60
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Suggested Readings:

1. Agarwal, O.P., 1977, Care and Presentation of Museum projects – II, NRL
2. Barnard, N., Gillow, J., 1993, Indian Textiles, Thames and Hudson, USA
3. Chattopadhyaya, K.D., 1995, Handicrafts of India, Wiley Eastern Limited, N Delhi
4. Crill, R., 2015, The Fabric of India, Victorial and Albert Museum, UK
5. Das, Shukla, 1992, Fabric Art- Heritage of India, Abhinav Publications, N Delhi.
6. Grundy & Northedge, (1998) Standards in the Museum Care of Costume and Textile Collections, Museums & Galleries Collection, Spin Offset Limited, Chapter 7-14, pg 35-54
7. Mausumi Kar, (2015), The Indian Textile and Clothing Industry An Economic Analysis, Springer New Delhi Heidelberg New York Dordrecht London, Chapter 1& 2, pg 12-33.
8. Pandit Savitri, 1951, Indian Embroidery- Its Variegated Charm, Pandit Publisher, Baroda
Embroidery tutorials, video links of woven textiles and slide share.

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**CONSTITUTIONAL HUMAN VALUES, MORAL VALUES, IPR
OEC-2**

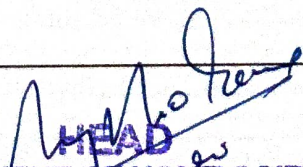
COURSE CODE: MAHS206

Course 02 Credits

Unit Breakdown

Unit	Topics	Contact Hours
I	Constitutional Values: Historical perspective of Indian Constitution; Preamble values; Constitutional Morality; Patriotic values for nation-building; Fundamental Rights/Duties; Directive Principles.	8
II	Humanistic Values: Humanism, virtues, civic sense; Social responsibilities; Ethical handling of aspirations; Harmony with society/nature; International peace (Vasudhaiva Kutumbakam).	7
III	Moral Values & Professional Conduct: Understanding morality; Moral education/character building; Ethics in personal/social/professional relations; Gender sensitization; Support for weaker sections (SCs/STs/OBCs/EWS/DAs); Ethical conduct in education; Professional ethics.	8
IV	Intellectual Property Rights: Meaning/origins/nature of IPRs; Types (Copyright, Patent, Trademark, Trade Secret, Design, Traditional Knowledge); Infringement remedies/penalties; UGC plagiarism policy basics.	7


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MA Home Science
II YEAR/ III SEM

CLINICAL AND THERAPEUTIC NUTRITION

Programme- MA Home Science	Year: Second	Semester: III
Course Description: This course focuses on the relationship between nutrition and various acute and chronic diseases. It provides students with a foundational understanding of the etiology, physiological, and metabolic alterations associated with disease conditions. Emphasis is placed on the impact of illnesses on nutritional status and the modification of dietary requirements accordingly. Students will learn to assess patient needs and formulate individualized nutritional care plans for both prevention and therapeutic management of diseases, integrating evidence-based dietary guidelines and interventions.		
Course Code: MAHS301	Course Title: CLINICAL AND THERAPEUTIC NUTRITION	
Course Objective: This course will enable the students to: • Understand the etiology, physiological and metabolic anomalies of acute and chronic diseases and patient needs. • Know the effect of the various diseases on nutritional status and nutritional and dietary requirements. • Be able to recommend and provide appropriate nutritional care for prevention and treatment of the various diseases.		
Course Outcomes: Upon successful completion of this course, students will be able to: 1. Understand and explain the etiology, pathophysiology, and metabolic disturbances associated with acute and chronic diseases. 2. Analyze the effects of different disease states on an individual's nutritional status and dietary needs. 3. Apply knowledge to assess the nutritional requirements of patients with various clinical conditions. 4. Recommend and design appropriate nutritional care plans for the prevention and dietary management of acute and chronic diseases. 5. Demonstrate awareness of the role of nutrition in improving health outcomes and quality of life in clinical settings.		
Credits: 3+1	Course Type- CC-9	
Max. Marks: Semester: Theory (70)+ Practical (30)	Min. Passing Marks: Semester: Theory (28)+ Practical (12)	

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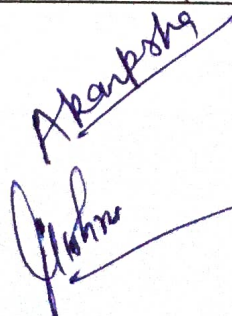
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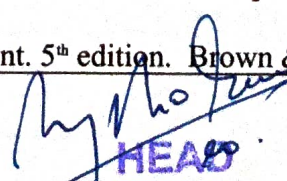
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Sessional: Theory (30)+ Practical (20)		Sessional: Theory (12)+ Practical (08)
Total No. of Lectures: Theory (45) +Practical (30)		
Units	Topic	No. of Lectures
I	NUTRITIONAL ASSESSMENT & CARE OF PATIENTS a) Nutrition care process - Nutrition care process - Nutritional screening and assessment of patients – out patient & hospitalized - Nutritional interpretation of routine medical and laboratory data - Nutrition care plan and implementation - Monitoring and follow up - Ethical issues b) Dietary Counseling c) Nutrition Support: Enteral Nutrition and Parenteral Nutrition.	6
II	DIET, NUTRIENT AND DRUG INTERACTION Effect of drugs on ingestion, digestion, absorption metabolism of nutrients. Effect of food, nutrients and nutritional status on drug dosage and efficacy.	6
III	WEIGHT MANAGEMENT & DIABETES MANAGEMENT Etiopathophysiology, metabolic & clinical aberrations, diagnosis, complications, treatment, MNT, dietary counseling and recent advances in a) Weight imbalance disorders – Overweight Underweight b) Diabetes Mellitus – Type 1, Type 2 and Gestational diabetes MRDM	6
IV	CARDIOVASCULAR DISORDERS & GI TRACT DISORDERS Etiopathophysiology, metabolic & clinical aberrations, diagnosis, complications, treatment, MNT, dietary counseling and recent advances in a) Cardio Vascular Diseases – hypertension, hyperlipidemia, metabolic syndrome, peripheral and cerebro vascular disease b) Gastrointestinal tract Disorders – GERD, peptic ulcer, diarrhoea, lactose intolerance, disease, Hiatus Hernia	6
V	LIVER, BILARY SYSTAM, THYROID	7

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	GLAND DISORDERS Etiopathophysiology, metabolic & clinical aberrations, diagnosis, complications, treatment, MNT, dietary counseling and recent advances in a) Liver Diseases- Hepatitis, Cirrhosis of Liver b) Biliary system- Cholelithiasis c) Thyroid gland- Hyper and hypo thyroidism	
VI	RENAL DISORDERS, ANEMIA, ALLERGY, FEVER AND INFECTION Etiopathophysiology, metabolic & clinical aberrations, diagnosis, complications, treatment, MNT, dietary counseling and recent advances in Renal Diseases- Glomerulonephritis, Nephrotic Syndrome, Acute and Chronic Renal Failure, ESRD Anemia, Allergy, Fever and Infection	7
VII	OVERVIEW OF SOME DEGENERATIVE DISORDERS a) Cancer - Role of diet in etiology and management HIV-AIDS b) Alzheimer's disease and Parkinson's disease, Arthritis, GOUT	7
		45
Practical:	1. Market survey of commercial nutritional supplements and nutritional support substrates. 2. Planning and preparations of diets for patients with common multiple disorders and complications and discharge diet plans. 3. Preparation of diet counseling aids for common disorders. SDG 2: Zero Hunger: Donation Food Drive - Collection of non-perishable food (wheat, dal, rice, sugar, oil) and donating to nearby slum community.	30
Suggested Readings: 1. Mahan, L. K. and Escott Stump. S. (2008) <i>Krause's Food & Nutrition Therapy 12th ed.</i> Saunders-Elsevier 2. Shils, M.E., Shike, M, Ross, A.C., Caballero B and Cousins RJ (2005) <i>Modern Nutrition in Health and Disease. 10thed.</i> Lipincott, William and Wilkins. 3. Gibney MJ, Elia M, Ljungqvist & Dowsett J. (2005) <i>Clinical Nutrition.</i> The Nutrition Society Textbook Series. Blackwell Publishing Company. 4. World Cancer Research Fund & American Institute for Cancer Research (2007) <i>Food, Nutrition, Physical Activity and the Prevention of Cancer- A Global Perspective.</i> Washington E.D. WCRF. 5. Lee RD & Neiman DC. (2009). <i>Nutritional Assessment.</i> 5th edition. Brown & Benchmark.		

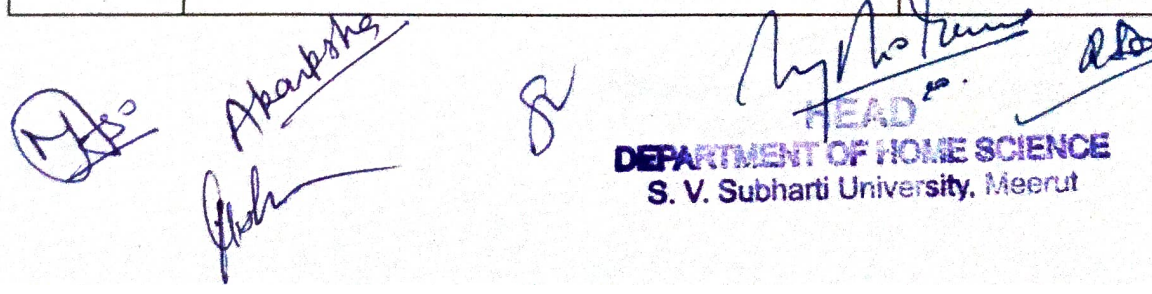





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DEVELOPMENTAL ASSESSMENT TECHNIQUES

Programme- MA Home Science		Year: First	Semester:1
Course Description: This course aims to provide an in-depth understanding of developmental assessment tools and techniques used across different stages of human development. It emphasizes both standardized and non-standardized assessments and their reliability, validity, and cultural relevance of assessment techniques.			
Course Code: MAHS302		Course Title: Developmental Assessment Techniques	
Course Objective: - To introduce key concepts, tools, and procedures of developmental and psychological assessments. - To provide practical exposure in administering, scoring, interpreting, and reporting of test results. - To develop understanding of traditional and alternative approaches including projective, observational, and case-based techniques. - To instill ethical sensitivity in interpreting assessment outcomes.			
Course Outcomes: After successful completion of the course, the students will be able to: - Understand the nature, types, and purpose of psychological and developmental assessment tools. - Develop skills to administer and interpret both standardized and alternative techniques. - Apply projective techniques for diagnostic understanding. - Analyze test results considering ethical, cultural, and contextual factors. Use assessment outcomes to support child development interventions.			
Credits: 3+1=4		Course Type: CC-10	
Max. Marks:		Min. Passing Marks:	
Semester: Theory (70)+ Practical (30)		Semester: Theory (28)+ Practical (12)	
Sessional: Theory (30)+ Practical (20)		Sessional: Theory (12)+ Practical (08)	
Total No. of Lectures: Theory(45)+Practical (30)			
Units	Topic	No. of Lectures	
I	Foundations of Assessment - Definitions and stages of assessment - Nature and characteristics of psychological tests	10	



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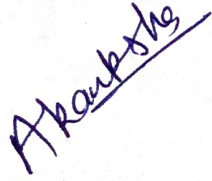
	• Reliability, validity, norms, and interpretation of test scores • Importance of rapport and ethics in testing - Significance and approaches to child study techniques	
II	Types and Uses of Psychological and Developmental Tests • Types: Cognitive, motor, socio-emotional, adaptive behavior tests • Overview of different standardized tools • Uses of psychological tests in developmental screening and diagnosis	10
III	Intelligence Testing & Projective Techniques – Intelligence tests: • Alexander's Pass-A-long Test • Raven's Progressive Matrices • Seguin Form Board Test • Wechsler's Scale • Malin's Intelligence Scale for Indian Children • Stanford-Binet Test – Projective techniques: Meaning, types, and uses • Rorschach Ink Blot Test • Children's Apperception Test (CAT) • Children's Anxiety Picture Test • Word Association Test • Draw-a-Person Test	15
IV	Alternative and Dynamic Assessment Approaches • Observation, interview, case study • Checklists and rating scales • Sociometric techniques • Dynamic assessment: Vygotsky's ZPD and Feuerstein's approach • Report writing, ethical interpretation and intervention planning	10
Practical:	Topic	No. of Lectures
I.	Hands-on training in observation techniques and anecdotal records	30
II.	Practice of developmental screening using tools	
III.	Administration of standardized tools	
IV.	Intelligence test practice and Use of projective techniques	
V.	Community Visit: Observation and informal assessment in Anganwadi / preschool / NGO setting	

	Case profile compilation using checklists, rating scales, and interview	
VII.	Preparation and presentation of assessment reports	

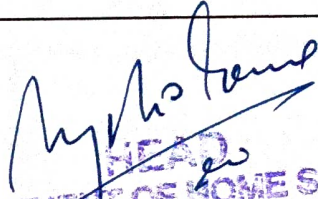
Suggested Readings:

1. Anastasi, A., & Urbina, S. (1997). *Psychological Testing*. Pearson
2. Sattler, J. M. (2008). *Assessment of Children: Cognitive Foundations*. Jerome M. Sattler Publisher
3. Haywood, H. C., & Lidz, C. S. (2007). *Dynamic Assessment in Practice: Clinical & Educational Applications*. Cambridge University Press
4. Malin, A. J. (1969). *Malin's Intelligence Scale for Indian Children Manual*. Indian Psychological Corporation
5. Kaplan, R. M., & Saccuzzo, D. P. (2014). *Psychological Testing: Principles, Applications, and Issues*. Cengage Learning
6. Papalia, D. E., & Olds, S. W. (2020). *Human Development*. McGraw-Hill
7. Mohanty, J. (2001). *Child Psychology and Development*. Deep & Deep Publications
8. NIMH (2002). *Developmental Screening Test (DST) Manual*.
9. NCERT (2006). *Manual on Child Assessment and Measurement Techniques*.

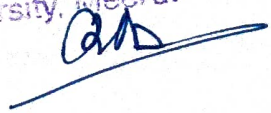







 DEPARTMENT OF HOME SCIENCE
 S. V. Subharti University, Meerut





APPAREL DESIGN AND CLOTHING CONSTRUCTION

Programme- MA Home Science	Year: II	Semester: III rd
Course Description: This course offers an in-depth exploration of apparel design and clothing construction techniques, providing students with a comprehensive understanding of the fashion industry and the theoretical and practical aspects of clothing. Emphasizing the role and functions of clothing, the course covers the factors influencing garment selection and evaluation. Students will delve into the concept of fashion, its terminology, and the global fashion centers that shape the industry. Practical skills in garment construction are emphasized, enabling students to apply design principles to create and evaluate apparel. By the end of the course, students will be proficient in interpreting and implementing design elements to produce high-quality garments.		
Course Code: MAHS303	Course Title:Apparel Design And Clothing Construction	
Course Objective: 1. To understand the basics of fashion and the fashion industry. 2. To impart knowledge about the functions and theories of clothing. 3. To develop sensitivity towards the selection of garments and garment design. 4. To teach practical techniques for apparel design and clothing construction. 5. To apply design principles in the creation and evaluation of apparel.		
Course Outcomes: 1. Identify the role and functions of clothing and recognize the factors affecting the selection and evaluation of clothing. 2. Explain the concept of fashion, its terminology, sources, and factors affecting it. 3. Develop an awareness of global fashion centers. 4. Apply the knowledge of elements and principles in design interpretation. 5. Demonstrate skills in various garment construction techniques and understand the steps involved in the creation of clothing. 6. Create and assess garments using fundamental design principles, ensuring functionality, aesthetics, and quality.		
Credits: 3+1	Course Type: DEC-3	
Max. Marks: Semester: Theory (70)+ Practical (30) Sessional: Theory (30)+ Practical (20)	Min. Passing Marks: Semester: Theory (28)+ Practical (12) Sessional: Theory (12)+ Practical (08)	
Total No. of Lectures: Theory(45)+Practical(30)		
Units	Topic	No. of Lectures
I	Introduction to Fashion and the Fashion Industry • Definition and concept of fashion	

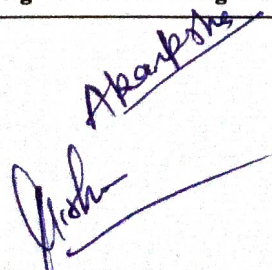
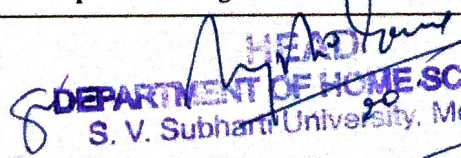
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	• Overview of the fashion industry • Key terminology in fashion • Factors influencing fashion trends • Sources of fashion inspiration	9
II	Fabric and Materials • Types of fabrics and their properties • Selection of appropriate fabrics for different designs • Understanding fabric behavior and performance	9
III	Garment Construction Techniques • Basic sewing techniques • Pattern making and draping • Cutting and assembling garments • Finishing techniques and quality control	9
IV	Advanced Construction Techniques • Tailoring techniques • Decorative sewing and embellishments • Creating structured garments • Understanding garment fitting and alterations	9
V	Evaluation and Presentation of Apparel • Assessing garment functionality and aesthetics • Quality control in apparel production • Preparing garments for presentation • Fashion show production and presentation techniques	9
Practical:	1. Adult's basic bodice and sleeve block 2. Drafting of collars on basic neckline –shirt collar-one piece, Chinese band 3. Basic skirt block. Adaptation to slim, flared, gored, wrap-around 4. Garment construction: Adaptation of basic blocks to construct the following garments: • Sari blouse • Simple kameez / kurta • Salwar and Churidar • Skirt any one	30

Suggested Readings:

1. "The Fashion System" by Roland Barthes. A seminal work on the structural analysis of fashion.
2. "Fashion Design Essentials: 100 Principles of Fashion Design" by Jay Calderin. An essential guide to the principles of fashion design.
3. "The Art of Couture Sewing" by Zoya Nudelman. A comprehensive guide to couture sewing techniques.
4. "Patternmaking for Fashion Design" by Helen Joseph Armstrong. A detailed textbook on patternmaking

DEPARTMENT OF HOME SCIENCE
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techniques for fashion design.

5. **"Fabric Science"** by Joseph J. Pizzuto. An in-depth look at the properties and applications of different fabrics.
6. **"Fashion: The Definitive History of Costume and Style"** by DK. A visual guide to the history of fashion from ancient times to the present.
7. **"The Sewing Book: Over 300 Step-by-Step Techniques"** by Alison Smith. A practical guide to sewing techniques, perfect for beginners and advanced students.

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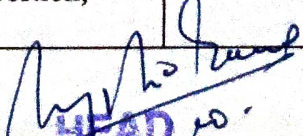
INTERIOR DECORATION

Programme- MA Home Science	Year: II	Semester: III
Course Description: This course introduces students to the fundamental principles of interior design. It covers key elements, planning techniques, and functional aesthetics that guide the design of residential and institutional spaces. The course aims to develop the creative and technical understanding necessary to design efficient, comfortable, and visually appealing interiors.		
Course Code: MAHS304	Course Title:Interior Decoration	
Course Objective: • To understand the principles and elements of interior design. • To acquire basic knowledge of space planning and furniture arrangement. • To explore color, lighting, and texture as key design components. • To develop skills to apply interior design concepts practically. • To enhance creative thinking in designing small spaces using available resources.		
Course Outcomes: • Describe the basic concepts, principles, and elements of interior design. • Identify the functional needs of different interior spaces. • Create simple interior layouts using appropriate furniture, color, and décor. • Apply design principles for improving aesthetics and comfort in living spaces. • Use basic tools and techniques for interior presentation and planning		
Credits: 3+1	Course Type: DEC-4	
Max. Marks:	Min. Passing Marks:	
Semester: Theory (70)+ Practical (30)	Semester: Theory (28)+ Practical (12)	
Sessional: Theory (30)+ Practical (20)	Sessional: Theory (12)+ Practical (08)	
Total No. of Lectures: Theory(45)+Practical(30)		
Units	Topic	No. of Lectures
I	Introduction to Interior Design – Definition, objectives, and scope – Importance of interior design in home science – Qualities of a good interior designer	10
II	Elements and Principles of Design – Elements: Line, shape, form, color, texture, space – Principles: Balance, rhythm, harmony, proportion, emphasis	11

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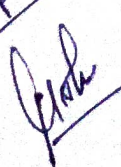

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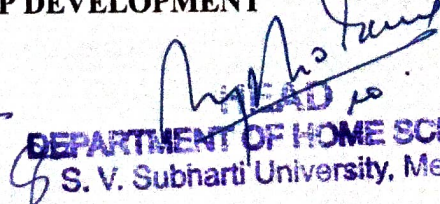
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	– Role of design elements in visual comfort	
III	Space Planning and Furniture Arrangement – Functional zones in a house – Standard furniture dimensions – Planning for small spaces and multi-functional furniture – Ergonomics in interior design	12
IV	Color, Lighting, and Accessories – Color theory and color schemes – Types and sources of lighting – Role of soft furnishings and accessories – Indoor plants, art, and wall treatments	12
Practical:	• Preparation of color wheel and color scheme boards (monochromatic, complementary, analogous). • Design a room layout plan using furniture cutouts. • Create a mood board for a bedroom/living room. • Visit and report on a local interior showroom or model home. • Practice sketching simple interior layouts with correct dimensions. • Prepare a miniature model or 3D layout using cardboard/paper. • Collect and present swatches of textiles, flooring, or wall finishes. • Develop a simple budget-friendly interior design for a small space.	30
Suggested Readings: 1. Choudhary, S. N. (2008). <i>Interior Design</i>. Asian Publishers. 2. Rutt, A. H. (1961). <i>Home Furnishing</i>. Wiley Eastern. 3. Seetharaman, P., & Prakash, N. (2005). <i>Interior Design and Decoration</i>. CBS Publishers. 4. Ball, V. K. (1990). <i>The Art of Interior Design</i>. Macmillan. 5. Reznikoff, S. C. (1986). <i>Interior Graphic and Design Standards</i>. Watson-Guptill.		

ENTREPRENEURSHIP DEVELOPMENT



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Programme- MA Home Science		Year: II	Semester: III
Course Description: Entrepreneurs are innovators who help improve technology, products and society. Apart the economic growth of any country, the contribution of manufacturing and service play an important role. The purpose of exposing students to entrepreneurship is to motivate them to look at entrepreneurship as a viable and preferred career and emerge as job.			
Course Code: MAHS305		Course Title: Entrepreneurship Development	
Course Objective: ● Initiate entrepreneurial motive and impart skills and capabilities for entrepreneurship ● Comprehend nuances of entrepreneurship ● Gain knowledge on Governmental plans and programs ● Ignite/kindle aspirations to become entrepreneurs and successful managers ● To develop the entrepreneurship, employability through skill development in the context of competency.			
Course Outcomes: ● Understand the concept of entrepreneurship, entrepreneur and enterprise ● Identify ways to approach supportive Institutions and Banks for starting an enterprise ● Analyze the steps in product selection and form of ownership ● Focus on the formation of project proposal and practice effective accounting processes			
Credits: 3+1		Course Type- DEC-5	
Max. Marks: Semester: Theory (70)+ Practical (30) Sessional: Theory (30)+ Practical (20)		Min. Passing Marks: Semester: Theory (28)+ Practical (12) Sessional: Theory (12)+ Practical (08)	
Total No. of Lectures: Theory(45)+Practical(30)			
I	Unit-1. Concept of Entrepreneurship ● Conceptual - meaning, definition and scope of entrepreneurship ● Entrepreneur- meaning, qualities, functions and types of entrepreneurs ● Enterprise - Definition, nature and classification ● Forms of Organization - Sole proprietorship, partnership, Joint Stock Company ● Role of entrepreneur in economic development	15	
II	Unit-II. Establishing a Small-Scale Enterprise ● Concept and Classification - Product identification and product selection ● Infrastructure-Plant Location, Land, building, water and power ● MS-Manpower, method, machine, material, marketing, mother nature ● Preparation of case studies of successful entrepreneur	15	
III	Unit-III. Institutional Support ● Commercial Bank, Central level ● SSIB-Small scale Industries Board ● NSIC-National Small Industries Corporation	15	

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	• SIDO-Small Industries Development • Organization KVIC - Khadi and Village Industries Commission • NIESBUD-National Institute for Entrepreneurship and Small Business Development • NABARD - National Bank for Agricultural and Rural Development State Level • DIC-District Industrial • Centre SFC-State Finance Corporations • SSIDC-State Industrial Development Corporation • SIDBI-Small Scale Industrial Development of India • SISI-Small Industries Service Institutes • ICICI- Industrial Credit Investment Corporation of India • Visit to financial and supportive Institution to understand or observe their action modalities • Lectures on the rules and regulation for financial support to entrepreneurs	
Practical	Project work based on the market survey of any enterprise to study infrastructure, hierarchy, services and output to learn and understand how an enterprise works.	30

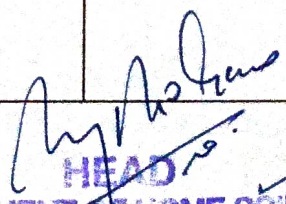
Suggested Readings:

- Anilkumar, S. Poornima S.C. Mini K. Abraham and Jayashree, K. (2012). Em Badi, R. V. and Badi N. V. (2011), Entrepreneurship. New Delhi: Vrinda Publications Pvt. Limited
- Gordon, E., and Natarajan, K. (2013), Entrepreneurship Development. Mumbai: Himalaya Publishing House
- Jayashree Suresh. (2016). Entrepreneurial Development. Chennai: Margham Publication
- Khanka, S.S. (2006). Entrepreneurial Development. New Delhi: S. Chand and Company Limited
- Radha, V. (2015). Entrepreneurial Development. Chennai: Prasanna Publishers and Distributors
- Robert, N.A. Hawkins, F. Kernelt, A. (2009). Accounting. New Delhi: Tata Mc Graw -Hill Publishing Company Limited
- Sandara Painting, Co2002). Entrepreneurship Development. Virudhunagar: M.M. Publishers

FOOD PRESERVATION / BAKERY SCIENCE

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Programme- B.Sc. Home Science		Year: II	Semester: III
Course Description: This course provides foundational knowledge of food preservation methods and the science behind bakery products. It combines theoretical principles with practical skills to enable students to understand, apply, and analyze preservation techniques and baking processes. It is intended to enhance employability and entrepreneurship in the food processing and bakery sectors.			
Course Code: MAHS306		Course Title: Food Preservation/Bakery Science	
Course Objective: • To understand the need, importance, and methods of food preservation. • To learn the scientific principles involved in baking. • To develop basic skills in preparing, preserving, and packaging bakery and preserved products. • To explore safety and hygiene practices in food preservation and baking. • To promote small-scale food entrepreneurship			
Course Outcomes: On successful completion of this course, the student will be able to: 1. Explain the principles and importance of food preservation. 2. Apply suitable preservation techniques to various food products. 3. Understand the functions of baking ingredients and the chemistry of baking. 4. Prepare basic bakery products using appropriate techniques. 5. Maintain hygiene and safety standards during food preparation and preservation.			
Credits: 4		Course Type: OEC-3	
Max. Marks:		Min. Passing Marks:	
Semester: Practical (70)		Semester: Practical (28)	
Sessional: Practical (30)		Sessional: Practical (12)	
Total No. of Lectures: 60			
Units	Topic		No. of Lectures
Practical:	BAKERY SCIENCE		
	1. Preparation of bakery items: ○ Sponge cake ○ Cookies ○ Bread ○ Muffins		10
	2. Quality analysis of baked goods: ○ Texture ○ Volume		5


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	○ Taste ○ Appearance	10
	3. Labeling and packaging of bakery products 4. Preparation of hygiene and sanitation checklist for kitchen/lab	5
	OR	
	PRESERVATION OF FRUITS AND VEGETABLES	
	1. Drying fruits and vegetables using: 1. Sun drying 2. Oven drying	
	2. Preparation of preserved products: 1. Pickles 2. Jams 3. Squashes 4. Sauces	5
	3. Experimentation with natural preservatives: 1. Vinegar 2. Lemon juice 3. Salt	10
	4. Demonstration of: 1. Canning techniques 2. Bottling and sealing	5
	- Labeling and packaging of preserved products Preparation of hygiene and sanitation checklist for kitchen/lab	10

Evaluation Scheme:

- Practical Performance – 30 marks
- Product Quality – 20 marks
- Record File – 20 marks
- Viva Voce – 20 marks
- Hygiene & Lab Work – 10 marks

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Total – 100 marks

Suggested Readings:

1. Manay, S., & Shadaksharaswamy, M. (2004). *Foods: Facts and Principles*. New Age International.
2. Sivasankar, B. (2002). *Food Processing and Preservation*. Prentice Hall India.
3. Arora, K. (2008). *Theory of Bakery and Confectionery*. Frank Bros.
4. Raina, U. et al. (2002). *Basic Food Preparation: A Complete Manual*. Orient BlackSwan.
5. Potter, N. N., & Hotchkiss, J. H. (1995). *Food Science*. Springer.

**MA HOME SCIENCE
II YEAR / IV SEM
DISSERTATION/ PROJECT**

Programme- MA Home Science	Year: Second	Semester: III
Course Description: This course is designed to equip students with the foundational knowledge and practical skills required for preparing a research synopsis. It emphasizes the critical steps involved in		

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initiating a research project—ranging from topic selection to hypothesis formulation, sampling design, development of research tools, and standardization of procedures. Students will also gain competence in applying statistical methods for data analysis and citing sources using APA (7th edition) referencing style. The course culminates in the structured presentation of the research synopsis, thereby enhancing students' academic writing and presentation skills.

Course Code: MAHS401

Course Title: DISSERTATION/ PROJECT

Course Objective: By the end of this course, students will be able to:

- To develop research aptitude and scientific temper among students.
- To provide practical exposure to research methodology and project work.
- To enable students to identify and analyze research problems related to the subject area.
- To develop skills in data collection, analysis, interpretation, and report writing.

To enhance presentation and academic writing skills.

Course Outcomes: Upon successful completion of the course, students will be able to:

Identify and formulate a research problem.

Conduct review of related literature and prepare research objectives.

Apply appropriate research methods and tools for data collection.

Analyze and interpret data systematically.

Prepare and present a dissertation/project report following academic standards.

Credits: 12

Course Type: CC-11

Max. Marks:

Min. Passing Marks:

Semester: Practical (70)

Semester: Practical (28)

Sessional: Practical (30)

Sessional: Practical (12)

Total No. of Lectures: 60

Units	Topic	No. of Lectures
Practical:	The student shall undertake a Dissertation/Project under the supervision of a faculty guide related to the discipline or interdisciplinary area. The work may include field survey, laboratory work, case study, community-based research, product development, intervention study, or any other relevant research activity. The following components shall be included: 1. Selection and approval of research topic 2. Review of literature and identification of research gap 3. Formulation of objectives/hypothesis	180

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	4. Research design and methodology 5. Data collection and analysis 6. Interpretation of findings 7. Preparation of dissertation/project report 8. Presentation and viva-voce examination Submission Requirements Students are required to submit: • Research proposal/synopsis • Progress report as per departmental schedule • Final dissertation/project report (hardbound/spiral bound) • Plagiarism report as per institutional norms • PowerPoint presentation for viva-voce	
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Suggested Readings:

Kothari, C. R., & Garg, G. (2019). *Research Methodology: Methods and Techniques* (4th ed.). New Age International Publishers.

→ Comprehensive guide covering research design, hypothesis, sampling, and statistical analysis.

Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners* (5th ed.). SAGE Publications.

→ Beginner-friendly book for selecting a topic, setting objectives, and data collection tools.

Best, J. W., & Kahn, J. V. (2016). *Research in Education* (10th ed.). Pearson.

→ Especially useful for understanding educational and social science research methodology.

**MA HOME SCIENCE
II YEAR / IV SEMESTER**

Course Title: Internship

Programme- MA Home Science	Year: Second	Semester: IV
Course Description: This course is designed to provide students with an opportunity to apply the theoretical knowledge and conceptual understanding gained during coursework in a real-world or simulated professional environment. It emphasizes hands-on training, practical exposure, and skill refinement in the student's chosen area of specialization. Through experiential learning, students will develop greater proficiency, enhance their analytical and problem-solving skills, and learn to evaluate and improve practices based on situational analysis. The course aims to foster independent thinking, adaptability, and technical competence in diverse practical settings.		
Course Code: MAHS402		Course Title: INTERNSHIP

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Course Objective:

- To enable the students to acquire an in-depth understanding of the practical aspects of knowledge and skills acquired during the course work in the relevant subjects.
- To gain hands on experience for higher proficiency in their selected area of expertise.
- To help the students to develop and have their analytical abilities for situation analysis and bringing about improvements.

Course Outcomes: Upon successful completion of this course, students will be able to:

1. Apply theoretical knowledge in practical settings to gain meaningful, hands-on experience in their area of specialization.
2. Demonstrate technical proficiency and professional skills relevant to their chosen field of study.
3. Critically analyze practical situations and use evidence-based approaches to identify gaps and suggest improvements.
4. Develop problem-solving and decision-making skills by engaging in real-life scenarios and practical challenges.
5. Enhance communication, teamwork, and adaptability through structured fieldwork or lab-based experiences.
6. Reflect on personal and professional growth through documentation, feedback, and self-assessment during the course of training.

Credits: 6**Course Type: DEC-6****Max. Marks:****Min. Passing Marks:****Semester:** Practical (70)**Semester:** Practical (28)**Sessional:** Practical (30)**Sessional:** Practical (12)**Total No. of Lectures: 60****Practical:**

Choose anyone-

1. Food & Nutrition
 - Hospitals / Diet clinics
 - Food processing units
 - ICDS / Anganwadi centers
 - NGOs working in nutrition
2. Human Development
 - Preschools / Day-care centers
 - Child guidance clinics
 - NGOs working with children/women
 - Rehabilitation centers
3. Textile & Clothing
 - Boutique / Fashion houses
 - Garment production units
 - Textile industries
 - Fashion design studios
4. Resource Management
 - Interior design firms
 - Event management companies
 - Hospitality sector
 - Consumer organizations

90 hrs

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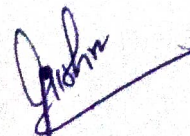
5. Extension Education & Communication

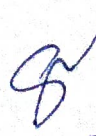
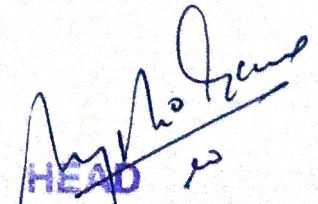
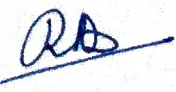
- Rural development agencies
- NGOs / Self-help groups
- Government outreach programs
- Community development projects

INTERNSHIP REPORT FORMAT

Students must submit a **20–30 page report** including:

1. Introduction of organization
2. Objectives of internship
3. Profile of the organization
4. Daily work record (logbook)
5. Activities performed
6. Skills acquired
7. Observations and analysis
8. Problems faced & solutions
9. Conclusion and suggestions
10. Photographs
11. Certificate from organization

  Akanksha

  
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**SYLLABUS
MA HOME SCIENCE
II YEAR / IVSEM**

EEC-1

Course Title: Research Communication and Scholarly Publishing
Course Type: Elective Enhancement Course

Credits: 2 (2+0)

Marks: 50 (Theory)

Minimum Passing Marks: 40%

Course Description:

This course provides knowledge and skills essential for effective academic communication and publishing. It focuses on developing the ability to write research papers, abstracts, and proposals, and understanding the ethics and practices of scholarly publishing.

Course Objectives:

- To develop effective academic writing skills for research dissemination.
- To introduce students to the process and formats of scholarly publishing.
- To familiarize students with tools for citation management and plagiarism checks.
- To promote ethical practices in research communication and publication.

Course Outcomes:

- Draft research abstracts, proposals, and papers with academic rigor.
- Identify appropriate journals and publication formats.
- Use citation tools and plagiarism checkers effectively.
- Understand ethical issues like authorship, peer review, and misconduct.

Units	Topic	No. of Lectures
I	Academic Writing: Structure of scientific papers, abstract, introduction, methods, discussion, and conclusion writing; writing style and clarity	7
II	Scholarly Publishing: Types of publications (research papers, review articles, short communications); choosing journals; impact factor and indexing	7
III	Referencing & Plagiarism: Citation styles (APA, MLA), reference managers (Zotero, Mendeley); plagiarism: tools and ethical issues	8
IV	Research Ethics & Communication: Authorship norms, peer review process, predatory journals, conference presentations, open access publishing	8

Suggested Readings:

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1. Day, R. A., & Gastel, B. (2016). *How to Write and Publish a Scientific Paper* (8th ed.). Cambridge University Press.
2. Alley, M. (1996). *The Craft of Scientific Writing*. Springer.
3. APA (2020). *Publication Manual of the American Psychological Association* (7th ed.).
4. COPE Guidelines (Committee on Publication Ethics) – <https://publicationethics.org>
5. Elsevier Researcher Academy Modules – <https://researcheracademy.elsevier.com>

M.S.

Aparna

John

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R.D.

Research Ethics
SEC-1

Programme- MA Home Science		Year: II	Semester: III
Course Description: Entrepreneurs are innovators who help improve technology, products and society. Apart the economic growth of any country, the contribution of manufacturing and service play an important role. The purpose of exposing students to entrepreneurship is to motivate them to look at entrepreneurship as a viable and preferred career and emerge as job.			
Course Code: SEC-1		Course Title: Research Ethics	
Course Objectives • To introduce students to the principles and importance of research ethics. • To develop awareness regarding ethical issues in research and publication. • To familiarize students with plagiarism, academic integrity, and ethical guidelines. • To promote responsible conduct of research in academic and professional settings.			
Course Outcomes: After completion of the course, students will be able to: • Understand the concept and significance of research ethics. • Identify ethical issues related to research and publication. • Apply ethical principles in data collection, analysis, and reporting. • Recognize plagiarism and use proper citation and referencing practices. • Follow standards of academic integrity and responsible research conduct.			
Credits: 2		Course Type- SEC-1	
Max. Marks: Semester: Theory (70) Sessional: Theory (30)		Min. Passing Marks: Semester: Theory (28) Sessional: Theory (12)	
Total No. of Lectures: Theory(45)			
I	Introduction to Research Ethics • Meaning, nature, and importance of ethics in research • Ethical principles in research • Responsible conduct of research • Research misconduct: fabrication, falsification, and plagiarism (FFP)		10
II	Academic Integrity and Plagiarism • Meaning and types of plagiarism • Self-plagiarism and copyright issues • Citation and referencing styles		10

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	• Use of plagiarism detection tools • Avoiding plagiarism in academic writing	
III	Publication Ethics • Ethics in authorship and publication • Peer review process • Predatory journals and publishers • Open access publishing • Ethical issues in collaborative research	5
IV	Ethical Practices in Research • Ethics in data collection and reporting • Informed consent and confidentiality • Ethical issues in human and community-based research • Institutional ethical committees and guidelines • Case studies on research ethics	5

Suggested Readings:

- Anilkumar, S. Poornima S.C. Mini K. Abraham and Jayashree, K. (2012). Em Badi, R. V. and Badi N. V. (2011), Entrepreneurship. New Delhi: Vrinda Publications Pvt. Limited
- Gordon, E., and Natarajan, K. (2013), Entrepreneurship Development. Mumbai: Himalaya Publishing House
- Jayashree Suresh. (2016). Entrepreneurial Development. Chennai: Margham Publication
- Khanka, S.S. (2006). Entrepreneurial Development. New Delhi: S. Chand and Company Limited
- Radha, V. (2015). Entrepreneurial Development. Chennai: Prasanna Publishers and Distributors
- Robert, N.A. Hawkins, F. Kernelt, A. (2009). Accounting. New Delhi: Tata Mc Graw -Hill Publishing Company Limited
- Sandara Painting, Co2002). Entrepreneurship Development. Virudhunagar: M.M. Publishers

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Even Semester
Indian Knowledge System
Value Added Course (Compulsory)

Course Title	Course Code	Credit	Max Marks	External	Internal	Learning Hours
<i>Indian Knowledge System</i>	24VACIKSC2	2	50	30	20	34
Course Objectives:	After the completion of the course students will be enabled to : • Have understanding about Indian culture and heritage. • Apply the knowledge about the contributions made by Indians scholars of ancient era in the field of Science, Philosophy and related applications and concepts. • evaluate the Indian Knowledge and sensibly utilize it in the present situation. • feel proud and become a worthy citizen of the nation.					
Course Outcomes	After the completion of the course, students will be able to: • describe the general introduction to the Indian Knowledge System (IKS). • apply the knowledge of contributions made by Indians in the field of Science, Philosophy and Yoga and Wellbeing • generate his own ideas about the Indian Knowledge System and able to do research in various field of Indian Knowledge System • follow and share the various values of Indian Knowledge System with the society					
Course Contents:						
Unit-I:	• Indian Knowledge System : Meaning and Concept, Characteristics of Indian Knowledge Systems, Understand Bhartiya Darshan: What, How, Why? Indian Culture & Civilization (Manu, Kanad, Pingla, Parasar, Panini, Banabhatta) • Bhartiya Sahitya: Vedas, Upvedas, Puranas and Upnishad, Shad Darshan, Vedanta, Nyaya, Vaisheshika, Sankhya, Mimamsa, Yoga, Adhyatma and Meditation • Indian Politics in reference of Kautilya • Medicinal Yoga, Health and Well-being: Āyurveda, Integrated Approach to Healthcare, Medicine, Microbiology, Surgery, Meditation and Yoga, Ancient Indian Medical Science & Physicians (Dhanvantri, Charaka Muni (Agnivesa), Sushrut, Jeevak, Vagbhata, Palakapya (Charak, Susruta, Patanjali and Dhanwantri)					12 Hours

Unit -II	• Indian Science, Astronomy, and Mathematics Concept of Matter, Life and Universe, Gravity, Sage Agastya's Model	12 Hours
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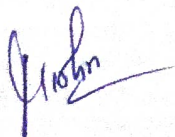
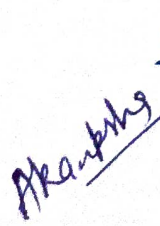
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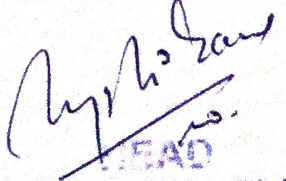
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	of Battery, Velocity of Light, Ancient Indian Metallurgy, Vimāna: Aeronautics, Vedic Cosmology and Modern Concepts, Bhāratīya Kāla-gaṇanā, • Indian Scholars: Aryabhatta, Mahaviracharya, Bodhayan, Bhashkaracharya, Varahamihira and Brahmgupta)	
Unit -III	• Indian Architecture, Engineering and Agriculture : Pre-Harappan and Sindhu Valley Civilization, Laboratory and Apparatus, Juices, Dyes, Paints and Pottery, Engineering Science and Technology in the Vedic Age and Post-Vedic Records, Iron Pillar of Delhi, Rakhigarhi, Mehrgarh, Marine Technology, Temple Architecture. Agriculture, Ecology and Environment & Customs, Ancient Indian Dance and Culture in reference to environment protection	10 Hours
References: • https://popularvedicscience.com/cosmology • Vishnu . Sangave, A, Vilas., Aspects of Jaina Religion, Bhartiya Jnanpith, New Delhi, 1999. • Reality (Sat) and Concept of Dravya (Substance) in Jaina Philosophy, https://www.herenow4u.net/index.php?id=64953 • https://en.wikipedia.org/wiki/Indian_philosophy • Maths Sutra: The Art of Indian Speed Calculation • Indian Knowledge Systems - Vol 1 & 2 - Avadhesh K. Singh, Kapil Kapoor • Ancient Indian Knowledge: Implications To Education System - Boski Singh • The Educational Heritage of Ancient India: How an Ecosystem of Learning Was Laid to Waste- Sahana Singh • Science and Technology in Ancient Indian Texts - Bal Ram Singh , Nath Girish , Umesh Kumar Singh • Ancient Indian Architecture – Sanjev Maheshwari , Rajeev Garg • Methodology of Ancient Indian Science - Prof. W.K. Lele • Vedic World and Ancient Science – Pradeep Parihar • Ancient Indian Education - Keay F E • Doctors Scientists and Engineers of Ancient India - S.Narain • Vedic Science and Technology - Biswal Sadasiva • Ancient Indian Surgery- Based on Susruta Samhita (Volume- 6)- G. D. Singhal		
Some Video Link for IKS • https://youtu.be/b2CIzRj4j8k • https://youtu.be/3qA3bJEPHXg • https://youtu.be/Rjm5d9l5rPc • https://youtu.be/vCbLBBcwDFg?list=TLPQMTEwNjIwMjTfU2U0Oa9GbQ • https://youtu.be/ytIxcI5rbag		



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Scheme

M.A. Home Science

Semester

S. No.	Course Type	Course Code	Course Name	L	T	P	Credits	Attendance	Project Report (5)* PPT/ Assignment	Practical Record + Viva	Theory	Practical	Theory	Total Marks
1	Major Core (CC-1)	MAHS -101	Research Methods & Academic Writing	3	0	2	4	5	10	20	15	30	70	150
2	Major Core (CC-2)	MAHS -102	Communication & Extension	3	0	2	4	5	10	20	15	30	70	150
3	Major Core (CC-3)	MAHS -103	Advanced Theories of Human Development	3	0	2	4	5	10	20	15	30	70	150
4	Major Core (CC-4)	MAHS -104	Nutrition: A Life Cycle Approach	3	0	2	4	5	10	20	15	30	70	150
5	Discipline Elective (DEC-1)	MAHS -105	Surface Ornamentation (Practical)	0	0	8	4	5	10	20	-	70	-	100
6	Seminar	MAHS -106	Seminar	0	0	4	2	5	10	40	-	50	-	100
7	VAC-1	MAHS -AI	Artificial Intelligence in Home Science	0	0	4	2	5	10	20	-	70	-	100
			Total	12	0	24	24	35	70	160	60	310	280	900

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Dr. Anshu

Dr. Anshu

Dr. Anshu

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Semester II

S. No.	Course Type	Course Code	Course Name	L	T	P	Credits	Attendance (5)	Project Report (5) + PPT/Assignment (5)	Practical + Record + Viva	Theory	Practical	Theory	Total Marks
1	Major Core (CC-5)	MAHS-201	Statistics & Computer Applications	3	0	2	4	5	10	20	15	30	70	150
2	Major Core (CC-6)	MAHS-202	Food Packaging & Sensory Evaluation	3	0	2	4	5	10	20	15	30	70	150
3	Major Core (CC-7)	MAHS-203	Human Physiology	3	0	2	4	5	10	20	15	30	70	150
4	Major Core (CC-8)	MAHS-204	Family Finance & Consumer Behaviour	3	0	2	4	5	10	20	15	30	70	150
5	Discipline Elective (DEC-2)	MAHS-205	Traditional Indian Textiles	2	0	4	4	5	10	20	15	30	70	150
6	VAC-2	CHM-002	Constitutional, Human Values and Moral Values and IPR	2	0	0	2	0	0	-	-	-	50	50
			Total	16	0	12	22	25	50	100	75	150	400	800

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Semester III

S. No.	Course Type	Course Code	Course Name	L	T	P	Credits	Attendance	Project Report (5) + PPT/ Assignment (5)	Practical Record + Viva	Theory	Practical	Theory	Total Marks
1	Major Core (CC-9)	MAHS-301	Clinical & Therapeutic Nutrition	3	0	2	4	5	10	20	15	30	70	150
2	Major Core (CC-10)	MAHS-302	Developmental Assessment Techniques	3	0	2	4	5	10	20	15	30	70	150
3	Discipline Elective (DEC-3)	MAHS-303	Apparel Design & Clothing Construction	3	0	2	4	5	10	20	15	30	70	150
4	Discipline Elective (DEC-4)	MAHS-304	Interior Decoration	3	0	2	4	5	10	20	15	30	70	150
5	Discipline Elective (DEC-5)	MAHS-305	Entrepreneurship Development	3	0	2	4	5	10	20	15	30	70	150
6	OEC	MAHS-306	Choose any one from OEC Basket	0	0	4	2	5	10	20	-	70	-	100
			Total	15	0	14	22	30	60	120	75	220	350	850

- Topic for Dissertation shall be finalise with Synopsis.

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Semester IV

S. No.	Course Type	Course Code	Course Name	L	T	P	Credits	Attendance	Project Report (5) + PPT/ Assignment	Practical+ Record + Viva	Theory	Practical	Theory	Total Marks
1	Dissertation	MAHS-401	Dissertation/ Project	0	0	24	12	5	10	20	-	70	-	100
2	Department Elective DEC-6	MAHS-402	Internship	0	0	8	4	5	10	20	-	70	-	100
3	EEC (EEC-1)	MAHS-403	Research Communication and Scholarly Publishing	0	0	4	2	5	10	20	-	70	-	100
4	Department Elective DEC-7	MAHS-404	Community Engagement for SDGs	4	0	0	4	5	10	-	30	-	70	100
			Total	4	0	36	22	20	40	60	30	210	70	400

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DEPARTMENT OF HOME SCIENCE
BASKETS (PG PROGRAMMES)
SESSION (2026-2027)

LIST OF DISCIPLINE ELECTIVES COURSE
(Offered by H. Sc. Deptt. to university basket)- Annexure I

M.SC. HUMAN DEVELOPMENT					Credits
Sr. No.	Course Type	Course Name	Semester	Year	
1	DEC-1	Contemporary Issues in Human Development	Semester - I	1st Year	4
2	DEC-2	Psychosocial Well-being across Lifespan	Semester - II	1st Year	4
A/B/C/D (As per run in the department on choice of group in department students.)					
GROUP- A					
3	DEC-3A	Career Counselling and Vocational Guidance	Semester - III	2nd Year	4
4	DEC-4A	Mental Health and Counselling across Lifespan	Semester - III	2nd Year	4
5	DEC-5A	Counselling Special Groups	Semester - III	2nd Year	4
GROUP- B					
6	DEC-3B	Learning and Play in Early Years	Semester - III	2nd Year	4
7	DEC-4B	Inclusive Practices in ECCE	Semester - III	2nd Year	4
8	DEC-5B	Child Rights and Protection	Semester - III	2nd Year	4
GROUP- C					
9	DEC-3C	Intervention Strategies for Children with Special Needs	Semester - III	2nd Year	4
10	DEC-4C	Assistive Technology and Inclusion	Semester - III	2nd Year	4
11	DEC-5C	Emotional and Behavioural Disorders	Semester - III	2nd Year	4
GROUP- D					
12	DEC-3D	Family Life Education	Semester - III	2nd Year	4
13	DEC-4D	Work-Family Interface	Semester - III	2nd Year	4

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14	DEC-5D	Family Stress and Coping	Semester - III	2nd Year	4
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M.S.C. FOOD AND NUTRITION

Sr. No.	Course Type	Course Name	Semester	Year	
1	DEC-1	Methods of Investigation	Semester - I	1st Year	4
2	DEC-2	Food Packaging and Sensory Evaluation	Semester - II	1st Year	4
3	DEC-3A	Current Trends & Issues in Food & Nutrition	Semester - III	2nd Year	4

GROUP A

4	DEC-4A	Pediatric Nutrition	Semester - III	2nd Year	4
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GROUP B

5	DEC-3B	Community Health Nutrition	Semester - III	2nd Year	4
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GROUP C

6	DEC-4C	Food Safety and Quality Control	Semester - III	2nd Year	4
7	DEC-5C	Advance Food Science II	Semester - III	2nd Year	4

GROUP D

8	DEC-1C	Dietary Supplements & Ergogenic Aids	Semester - III	2nd Year	4
9	DEC-2C	Advanced Techniques in Nutritional Assessment for Athletes	Semester - III	2nd Year	4

COMMON WITH GROUP A, B

10	DEC-3A	Assessment of Nutritional Status	Semester - III	2nd Year	4
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MA HOME SCIENCE

Sr. No.	Course Type	Course Name	Semester	Year	
1	DEC-1	Surface Ornamentation	Semester - I	1st Year	4
2	DEC-2	Traditional Indian Textiles	Semester - II	1st Year	4
3	DEC-3	Apparel Design & Clothing Construction	Semester - III	2nd Year	4
4	DEC-4	Interior Decoration	Semester - III	2nd Year	4
5	DEC-5	Entrepreneurship Development	Semester - III	2nd Year	4
7	DEC-6	Community Engagement for SDGs	Semester - IV	2nd Year	

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COMMON IN ALL PG PROGRAMMES					
1	DEC-7	Community Engagement for SDGs	Semester - IV	2nd Year	

LIST OF OPEN ELECTIVES COURSE

(All PG Programmes) Offered by H.Sc. Deptt. to university basket- Annexure II

(Select any one, it shall be run with 10 students at minimum)

Sr. No.	Course Type	Course Name (Choose any one from basket)	Semester	Year	Credits
1	OEC-1	Creative Craft	Semester - III	2nd Year	2
2	OEC-2	Traditional Textiles	Semester - III	2nd Year	2
3	OEC-3	Food Preservation	Semester - III	2nd Year	2

LIST OF VALUE ADDED COURSE (Offered by H.Sc. Deptt. to university basket)- Annexure III

Sr. No.	Course Type	Course Name	Semester	Year	Credits
3	VAC-1	Counselling Skills	Semester - I	1st Year	2
4	VAC-2	Administration Management and Creative Activities in ECCE	Semester - I	1st Year	2
1	VAC-3	Ayurveda & Nutrition	Semester - II	1st Year	2
2	VAC-4	Food Processing	Semester - II	1st Year	2

LIST OF EECC COURSE (Offered by H.Sc. Deptt. to university basket)- Annexure III

Sr. No.	Course Type	Course Name	Semester	Year	Credits
COMMON FOR ALL PG PROGRAMS					
1	EECC-1	Research Communication and Scholarly Publishing	Semester - IV	II	2

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