

MANIPUR UNIVERSITY
FOUR YEARS UNDERGRADUATE PROGRAMME (FYUP) IN HOME SCIENCE
2025
(Based on NEP-2020)

Under Section 31 of the Manipur University Act, 2005



Syllabus for Home Science
School of Human and Environmental Sciences Manipur
University, Canchipur, Imphal - 795003

MANIPUR UNIVERSITY
FOUR YEARS UNDERGRADUATE PROGRAMME (FYUP)
IN HOME SCIENCE, 2025

Introduction:

In response to the evolving landscape of Higher Education and the growing demand for a holistic and multidisciplinary academic framework, Manipur University has restructured the *Four-Year Undergraduate Programme (FYUP)* in Home Science, effective from the academic session 2025. This revision is undertaken under the authority of Section 31 and Statute 41 of the Manipur University Act, 2005, and is aligned with the directives of the *National Education Policy (NEP) 2020* issued by the Government of India. It also adheres to the latest guidelines of the *University Grants Commission (UGC)*, including the Learning Outcomes-based Curriculum Framework (LOCF), National Higher Education Qualifications Framework (NHEQF) 2023, National Credit Framework 2023, and the UGC's 2022 Curriculum and Credit Framework, as well as the UGC (Minimum Standards of Instruction) Regulations, 2025.

The restructured FYUP in Home Science offers a flexible, multidisciplinary, and outcome-driven approach, with structured provisions for multiple entry and exit options. Students can exit with a Bachelor's Certificate (after 1 year, 40 credits), Diploma (after 2 years, 80 credits), Bachelor's Degree (after 3 years, 120 credits), or continue to earn a Bachelor's Degree with Honours or Honours with Research (after 4 years, 160 credits). The fourth-year research track is open to eligible students with a minimum CGPA of 7.5.

The curriculum integrates major and minor disciplines, interdisciplinary and skill-based courses, vocational training, value-added components (e.g., Environmental Education, Indian Knowledge Systems), and experiential learning such as internships and field projects. Course structures follow the LOCF and are assessed through internal (30%) and end-semester (70%) evaluations. Academic records are managed through the Academic Bank of Credits (ABC) and Automated Permanent Academic Account (APAAR.)

This ordinance fosters academic flexibility, skill development, and employability, while maintaining rigour and promoting inclusive, student-centred learning.

Programme Specific Outcome of the Four-Year UG Programme in Home Science:

1. Provide foundational and interdisciplinary knowledge in the core areas of Home Science, including nutrition, child development, textiles, resource management, and extension education.
2. Develop life skills and analytical abilities for effective problem-solving in personal, family, and community contexts.

3. Prepare students for careers, entrepreneurship, and higher studies through skill-based, practical, and research-oriented learning.
4. Promote social responsibility and sustainability through community engagement, fieldwork, and increased awareness of societal needs.
5. Foster ethical values, gender sensitivity, and leadership qualities to meet the challenges of modern life and contribute positively to society.

COURSE STRUCTURE FOR 4 YEAR UG PROGRAMMES IN HOME SCIENCE:

Semester	MAJOR (Credit)	MINOR (Credit)	MDC (Credit)	AEC (Credit)	SEC (Credit)	VAC (Credit)	Semester Credit
I	Major – 1 (4) (Level 100)	Minor – 1 (4) (Level 100)	MDC – 1 (3)	*AEC – 1 (4)	SEC – 1 (3)	*VAC – 1 (2)	20
II	Major – 2 (4) (Level 100)	Minor – 2 (4) (Level 100)	MDC – 2 (3)	*AEC – 2 (4)	SEC – 2 (3)	*VAC – 2 (2)	20
Students exiting at 1 Year will be awarded Bachelor's Certificate after earning minimum credit in the concerned discipline provided the student earned additional 4 credits in work- based vocational courses offered during the Summer internship or apprenticeship.							

Note: *AEC and VAC are to be opted by students out of the list of suitable/ approved courses being offered by the College/ University.

COURSE STRUCTURE FOR FIRST YEAR (SEMESTER- I):

Semester	Course		Title of the paper	Credit
	Category	Code		
I (FIRST)	Major	MJC45HSC101(T)25	Fundamentals of Home Science	3
		MJC45HSC101(P)25	Fundamentals of Home Science	1
	Minor	MNC45HSC101(T)25	Introduction to Home Science	3
		MNC45HSC101(P)25	Introduction to Home Science	1
	MDC	MDC45HSC101a(T)25 or MDC45HSC101b(T)25	Introduction To Dietetics or Parenting and Child Development	3
	AEC			4
	SEC	SEC45HSC101a(T)25 Or SEC45HSC101b(T)25	Bakery and Quantity Cookery or Life Skill Education	3
	VAC			2
	Total Credit			

MJC45HSC101(T)25: FUNDAMENTALS OF HOME SCIENCE

Credit – (3)

Contact hour- 45 Hrs.

<i>Nature of Course</i>	Major				
<i>Course Code</i>	MJC45HSC101(T)25				
<i>Course Title</i>	Fundamentals of Home Science				
<i>Course Level</i>	Level 100				
<i>Credit Details</i>	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours/Week
	4	3		1	4
<i>Course Audience</i>	Major Students enrolled in the FYUGP in Home Sciences				
<i>Proposed by (for Non- Core courses)</i>	No board of studies				
<i>Pre Requisites (if any)</i>	Food & Nutrition, Human Development, Family Resource Management, Textile & Clothing and Extension Education.				
<i>Skill Training Required (if any)</i>	Personal and Family Life Skills, Textile and Clothing Skills, Child Development Skills, Resource management skills, Entrepreneurial and vocational skills				
<i>Pre-Requisite Course Required (if any)</i>	10+2 Home Science				
<i>Faculty Eligibility and Specialization (if any)</i>	Master's Degree in Home Science specialised in Food & Nutrition, Human Development, Family Resource Management, Textile & Clothing and Extension Education with Ph.D. and/or NET qualification will be preferred.				

Course Objectives:

This course introduces the fundamentals of Home Science, focusing on the interrelationship between food, nutrition, and health, and the role of macro and micronutrients in a balanced diet. It covers key concepts of human development across life stages and principles of effective family resource management. Students will also learn the basics of textiles, fabric construction, and clothing techniques, along with the role of home science extension in addressing community needs. The course aims to develop interdisciplinary knowledge and practical skills to improve individual, family, and community well-being.

Course Outcomes:

After completing this course, students will be able to:

- Explain the link between food, nutrition, and health, and describe the roles of macro and micronutrients in a balanced diet.
- Understand human development across the life span.
- Apply principles of resource management for effective family decision-making.
- Demonstrate basic knowledge of textiles and clothing, including fiber classification, fabric construction, and garment-making techniques.

- Differentiate formal and extension education, and apply home science knowledge to address family and community needs.

UNIT – I: Food and Nutrition:

Definition and concepts - Food, Nutrition, Nutrients, Nutritional status, Malnutrition, Balanced diet, Relation of food and nutrition to health. Classification of food based on nutrients and source, Functions of food - physiological, psychological and socio-cultural. Macro and Micro nutrients- Functions, Requirements, Deficiency, Basic five and seven food groups. Importance and scope of food and nutrition

UNIT – II: Human Development:

Human Development – Definition, Meaning and Concept; Prenatal Development – Definition, Stages and its Importance; Principles of Growth and Development and its influencing factors; Stages of Human Life Span and their main developmental tasks; Concepts of Exceptional Children; Scope of Human Development

UNIT – III: Family Resource Management: -

Introduction to Home Management- Meaning, Definition, Need and Philosophy; Approach to Resources in the Family – Meaning and types of Resources, Characteristics, Factors affecting utilization of resources, Importance of resources, Guide to increase satisfaction from resources, Relation between Resource and Management in the Home, Methods of conservation of resources - Natural, Man-made and community resource; Management Process- Meaning, Elements of Management process, Decision Making- steps, kinds of decision, Qualities of an efficient home maker.

UNIT – IV: Textile and Clothing:

Introduction to Textiles - Definition, Classification of textiles fibres and Properties of Cotton, Wool, Silk, Nylon and Rayon; Yarn Construction - Definition, Classification, Properties of Yarn ,Yarn Construction - Mechanical and Chemical Spinning of Cotton, Wool, Silk and Nylon; Techniques of Fabric Construction: Weaving- Loom and its different parts, major operation of weaving, weave- basic and fancy weave, Knitting, Braiding, Knotting, Felting, Netting, Bonding, Crocheting, Lace making, Lamination and Non-woven.

UNIT – V: Extension Education:

Introduction to Extension Education: Meaning and definition of non-formal education, formal education, extension education, objectives, principles and importance of home science extension; Difference between Extension education and Formal education; Concept of Needs-Types-felt and unfelt needs; Classification of Extension teaching methods according to form and use, Meaning and Importance of communication, Role of effective communication, Elements and Models of communication.

PRACTICAL
MJC45HSC101(P)25

Credit –(1)
Contact hour – 30 Hrs.

1. Identify common deficiency diseases in a selected area and writing a report.
2. Resource conservation- Optimization in natural resource - water, plant & energy; Man-made resource - market, hospital, parks, college & community hall.
3. Preparation of any extension teaching aids used in home science extension work.
4. Preparation of chart showing time table of pre-natal development, different developmental milestones.
5. Identification of different fibres -visual test, microscopic view, burning test and solubility test. Making samples of different types of fabric - weaving, crocheting, knitting, knotting, braiding.

List of Essential Major Equipment:

Loom, Microscope, Embroidery Machine, Hand Spinning Wheel, Yarn Warp Board, Carding Machine, Hot Melt Lamination, Solar Cooker, Microwave Oven, Refrigerator, Gas Stove.

Bulletin Board, Overhead Projector (OHP), Liquid Crystal Display (LCD), Flannel Board, Laptop.

Major Laboratory Stores/Consumables Required:

Cooking/kitchen equipment-Crockeries & Cutleries, Growth monitoring tools: baby scale, stadiometer, measuring tape, Developmental toys & learning materials, Charts/Models: Stages of life span, Prenatal development, Models or posters: Management process steps, Decision-making tree, Knitting needles, crochet hooks, braiding cords, Pins, scissors, measuring tape, needles, threads, Yarn samples (different types, thicknesses, twists), Posters, flip charts, pamphlets, Flashcards, charts, models (educational aids), Whiteboard, marker pens, stationery.

REFERENCES

1. Corbman, P. B. *Textiles: Fibres to Fabric*. Gregg Division/McGraw Hill Book Co.
2. Devadas, Rajammal P. *A Text Book on Child Development*. McMillan India Ltd.
3. Dhahama, O. P., and O. P. Bhatnagar. *Education and Communication for Development*. Oxford and IBH Publishing.
4. Dubey, V. K., and Indira Bishnoi. *Extension Education and Communication*. New Age International Publishers.
5. Gupta, Sushma, Neeru Garg, and Renu Saini. *Text Book of Clothing, Textiles & Laundry*. Kalyani Publishers.
6. Hurlock, Elizabeth B. *Developmental Psychology*. Tata McGraw Hill Publishing Company.

7. Mudambi, Sumati R., and Rajagopal. *Fundamentals of Food and Nutrition*. Wiley Eastern.
8. Mullick, Premlata. *A Text Book of Home Science*. Kalyani Publishers.
9. Rathore, O. S., L. L. Somani, et al. *Handbook of Extension Education*. 5th ed., Agrotech Publishing Academy.
10. Supe, S. V. *An Introduction to Extension Education*. Oxford and IBH Publishing.
11. The Educational Planning Group. *Food and Nutrition*. Arya Publishing House.
12. The Educational Planning Group. *Home Management*. Arya Publishing House.
13. Varghese, M. A., N. Ogalle, and K. Srinivasan. *Home Management*. Wiley Eastern Ltd.

CO-PSO mapping matrix

COs \ PSOs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	
CO2	✓	✓	✓		
CO3	✓	✓	✓	✓	
CO4	✓	✓	✓		
CO5	✓	✓	✓	✓	✓

MNC45HSC101(T)25: Introduction to Home Science**Credit – (3)****Contact Hour – 45 Hrs.**

<i>Nature of Course</i>	Minor				
<i>Course Code</i>	MNC45HSC101(T)25				
<i>Course Title</i>	Introduction to Home Science				
<i>Course Level</i>	Level 100				
<i>Credit Details</i>	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours/Week
	4	3		1	4
<i>Course Audience</i>	Major Students enrolled in the FYUGP in Home Sciences				
<i>Proposed by (for Non-Core courses)</i>	No board of studies				
<i>Pre Requisites (if any)</i>	Food & Nutrition, Human Development, Family Resource Management, Textile & Clothing and Extension Education.				
<i>Skill Training Required (if any)</i>	Personal and Family Life Skills, Textile and Clothing Skills, Child Development Skills, Resource management skills, Entrepreneurial and vocational skills				
<i>Pre-Requisite Course Required (if any)</i>	10+2 Home Science				
<i>Faculty Eligibility and Specialization (if any)</i>	Master's Degree in Home Science specialised in Food & Nutrition, Human Development, Family Resource Management, Textile & Clothing and Extension Education with Ph.D. and/or NET qualification will be preferred.				

Course Objectives:

This course introduces the fundamentals of food, nutrition, and their impact on health, including nutrients, balanced diets, and food classification. It covers human development across the lifespan, with emphasis on growth stages and exceptional children. Family resource management focuses on efficient use and conservation of resources through planning and decision-making. The textiles unit explores types, properties, and construction techniques of fibres and fabrics. Finally, extension education highlights its role in community development and the principles of home science outreach.

Course Outcomes:

After completing this course, students will be able to:

- Explain the fundamental concepts of food, nutrition, nutrients, and their role in maintaining health and preventing malnutrition.

- Describe the stages of human development, including prenatal development, and understand the needs of exceptional children.
- Apply the principles of family resource management for effective decision-making and resource conservation at the household level.
- Demonstrate basic knowledge of textile fibres, yarns, and fabric construction techniques used in clothing and home furnishing.
- Differentiate between formal and extension education, and understand the role of home science extension in addressing community needs.

UNIT – I: Food and Nutrition:

Definition and concepts - Food, Nutrition, Nutrients, Nutritional status, Malnutrition, Balanced diet. Relation of food and nutrition to health; Classification of food based on nutrients and source. Functions of food - physiological, psychological and socio-cultural; Macro and Micro nutrients -Functions, Requirements and Deficiency diseases. Basic five and seven food groups. Importance and scope of food and nutrition

UNIT – II: Human Development:

Human Development – Definition and meaning of human development; Prenatal Development – Stages of prenatal development; Growth and Development – Meaning and principles of growth and development; Stages of Human Life Span; Exceptional Children – Concepts and types; Scope of Human Development – Career opportunities.

UNIT – III: Family Resource Management:

Introduction to Home Management- Meaning, Definition, Need and Philosophy; Approach to Resources in the Family – Meaning and types of Resources, Characteristics, Factors affecting utilization of resources, Importance of resources, Guide to increase satisfaction from resources. Methods of conservation of resources- Natural, Man-made and community resource; Management process- Meaning, Elements of Management process, Decision Making- steps, kinds of decision, Qualities of an efficient home maker.

UNIT – IV: Textile and Clothing:

Introduction to Textiles – Definition and classification of textiles fibres. Properties of Cotton, Wool, Silk and Nylon; Yarn - Definition, types and Properties of Yarn. Yarn construction of Cotton, Wool, Silk and Nylon; Techniques of Fabric Construction: Weaving-loom and its different parts, types of weaves. Knitting, Braiding, Knotting, Felting, Netting, Bonding, Crocheting, Lamination and Non-woven.

UNIT – V: Extension Education:

Introduction to Extension Education: Meaning and definition of extension education, objectives and principles of home science extension education; Difference between Extension education and Formal education; Concept of Needs- Types -felt and unfelt needs;

Classification of Extension teaching methods according to form and use. Importance of Home Science Extension Education.

PRACTICAL
MNC45HSC101(P)25

Credit – 1
Contact Hour –30 Hrs

1. Market survey of locally available food items and their cost.
2. Resource conservation- Optimization in natural resource - water, plant & energy; Man-made resource - market, hospital, parks, college & community hall.
3. Prepare any extension teaching aids used in home extension work.
4. Preparation of chart showing time table of pre-natal development.
5. Identification of different fibers -visual test, microscopic view, burning test and solubility test.

List of Essential Major Equipment:

Loom, Microscope, Embroidery Machine, Hand Spinning Wheel, Yarn Warp Board, Carding Machine, Hot Melt Lamination, Solar Cooker, Microwave Oven, Refrigerator, Gas Stove.

Bulletin Board, Overhead Projector (OHP), Liquid Crystal Display (LCD), Flannel Board, Laptop.

Major Laboratory Stores/Consumables Required:

Cooking/kitchen equipment-Crockeries & Cutleries, Growth monitoring tools: baby scale, stadiometer, measuring tape, Developmental toys & learning materials, Charts/Models: Stages of life span, Prenatal development, Models or posters: Management process steps, Decision-making tree, Knitting needles, crochet hooks, braiding cords, Pins, scissors, measuring tape, needles, threads, Yarn samples (different types, thicknesses, twists), Posters, flip charts, pamphlets, Flashcards, charts, models (educational aids), Whiteboard, marker pens, stationery.

REFERENCE:

1. Corbman, P. B. Textiles: Fibres to Fabric. Gregg Division/McGraw Hill Book Co.
2. Devadas, Rajammal P. A Text Book on Child Development. McMillan India Ltd.
3. Dhahama, O. P., and O. P. Bhatnagar. Education and Communication for Development. Oxford and IBH Publishing.

4. Gupta, Sushma, Neeru Garg, and Renu Saini. Text Book of Clothing and Textiles. Kalyani Publishers.
5. Hurlock, Elizabeth B. Developmental Psychology. Tata McGraw Hill Publishing Company.
6. Mudambi, Sumati R., and Rajagopal. Fundamentals of Food and Nutrition. Wiley Eastern.
7. Mullick, Premlata. A Text Book of Home Science. Kalyani Publishers.
8. Ray, G. L. Extension Communication and Management. Naya Prokash.
9. Supe, S. V. An Introduction to Extension Education. Oxford and IBH Publishing.
10. The Educational Planning Group. Food and Nutrition. Arya Publishing House.
11. The Educational Planning Group. Home Management. Arya Publishing House.
12. Varghese, M. A., N. Ogalle, and K. Srinivasan. Home Management. Wiley Eastern Ltd.

CO-PSO mapping matrix

COs \ PSOs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	
CO2	✓	✓			✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓		
CO5	✓	✓	✓	✓	✓

MDC45HSC101(T)25: Introduction to Dietetics**Credit –(3)****Contact Hour – 45 Hrs.**

<i>Nature of Course</i>	MDC-1				
<i>Course Code</i>	MDC45HSC101a(T)25				
<i>Course Title</i>	Introduction to Dietetics				
<i>Course Level</i>	Level 100				
<i>Credit Details</i>	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours/Week
	3	3			3
<i>Course Audience</i>	Major Students enrolled in the FYUGP in Home Sciences				
<i>Proposed by (for Non- Core courses)</i>	No board of studies				
<i>Pre Requisites (if any)</i>	Food & Nutrition, Human Development, Family Resource Management, Textile & Clothing and Extension Education.				
<i>Skill Training Required (if any)</i>	Diet Planning for different Diseases				
<i>Pre-Requisite Course Required (if any)</i>	10+2 Multi-Disciplinary				
<i>Faculty Eligibility and Specialization (if any)</i>	Master's Degree in Home Science specialised in Food & Nutrition, Human Development, Family Resource Management, Textile & Clothing and Extension Education with Ph.D. and/or NET qualification will be preferred.				

Course Objectives:

The course aims to provide a foundational understanding of dietetics and the role of dietitians and nutritionists. It covers the classification and functions of nutrients, the concept of balanced diets, and recommended dietary allowances (RDA). Students will learn about nutritional needs during different life stages and the principles of therapeutic diets. The course also includes dietary modifications for various diseases and special feeding methods. Additionally, it focuses on public health nutrition and government programs to combat malnutrition.

Course Outcomes:

After completing this course, students will be able to:

- Explain the concepts and importance of dietetics, the role of dietitians and nutritionists, and the principles of balanced nutrition including RDA and food groups.

- Describe nutritional requirements and dietary guidelines across the human life cycle, including infancy, childhood, adolescence, adulthood, pregnancy, lactation, and old age.
- Apply the principles of diet therapy and identify dietary modifications required in therapeutic diets, including consistency and nutrient alterations.
- Analyse dietary management strategies for common diseases and metabolic disorders such as obesity, diabetes, cardiovascular conditions, and gastrointestinal issues.
- Understand public health nutrition initiatives and explain the role of national and international programmes and agencies in combating malnutrition and promoting community health.

UNIT – I: Introduction to Dietetics

Definition and importance of dietetics, Role of Dietician and Nutritionist. Basic Concepts of Nutrition, Nutrients – Classification, Functions, Food pyramid, Basic 5 food groups, RDA.

UNIT – II: Nutrition during the Life Cycle

Nutrition for various life cycles - infancy, childhood, adolescence, adulthood, geriatric nutrition, Nutrition related problems - PEM, Vit-A deficiency, Anaemia.

UNIT – III: Diet Therapy

Objectives of diet therapy, Factors affecting in planning therapeutic diets, Diet Modifications - clear fluid, full fluid, semi-solid, soft. Special feeding methods - intravenous feeding, tube feeding, parenteral feeding, pre & post-operative diets.

UNIT – IV: Dietary Modifications in Different Disease Conditions

Dietary management in – Obesity, Underweight, Cardiovascular diseases, peptic ulcer, diarrhoea, ulcerative colitis, constipation, dysentery, jaundice. Diet in fever, tuberculosis. Diet in metabolic disorders -Diabetes mellitus, Gout, Arthritis.

UNIT – V: Public Health Nutrition

Factors affecting health in a community, Assessment of nutritional status, Immunization, and its importance. Government programmes to combat malnutrition - ICDS, NMMP, Anaemia prophylaxis programme, Vit-A prophylaxis programme. International agencies combating malnutrition - WHO, FAO, UNICEF, CARE.

REFERENCES

1. Indian Council of Medical Research (ICMR). Nutrient Requirements and Recommended Dietary Allowances for Indians. National Institute of Nutrition (NIN), Hyderabad.
<https://www.nin.res.in/>
2. Joshi, S. A. Nutrition and Dietetics: With Indian Case Studies. 4th ed., McGraw Hill Education (India) Pvt. Ltd., 2019.

3. Mahan, L. K., and Sylvia Escott-Stump. Krause's Food, Nutrition and Diet Therapy. Saunders, 2004.
4. Park, K. Preventive and Social Medicine. 28th ed., Banarsidas Bhanot Publishers, 2025.
5. Robinson, C. H. Normal and Therapeutic Nutrition. Macmillan, 1990.
6. Srilakshmi, B. Dietetics. 8th ed., New Age International Publisher, 2021.
7. Sumati, R., and M. V. Rajagopal. Fundamentals of Food, Nutrition and Diet Therapy. 5th ed., New Age International Publishers, 2007.
8. Swaminathan, M. Advanced Textbook on Food and Nutrition. Vols. I & II, BAPPCO, 1991.
9. The Educational Planning Group. Food and Nutrition. 3rd ed., Arya Publishing House, 1991.
10. UNICEF. Nutrition Programme Resources. <https://www.unicef.org/nutrition>
11. World Health Organization (WHO). Nutrition Guidelines and Resources. <https://www.who.int/health-topics/nutrition>

CO-PSO mapping matrix

COs \ PSOs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓		
CO3	✓	✓	✓		
CO4	✓		✓	✓	✓
CO5	✓	✓	✓		

MDC45HSC102(T)25: Parenting and Child Development

Credit –(3)

Contact Hour – 45 Hrs.

<i>Nature of Course</i>	MDC-1				
<i>Course Code</i>	MDC45HSC101b(T)25				
<i>Course Title</i>	Parenting and Child Development				
<i>Course Level</i>	Level 100				
<i>Credit Details</i>	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours/Week
	3	3			3
<i>Course Audience</i>	Major Students enrolled in the FYUGP in Home Sciences				
<i>Proposed by (for Non-Core courses)</i>	No board of studies				
<i>Pre Requisites (if any)</i>	Food & Nutrition, Human Development, Family Resource Management, Textile & Clothing and Extension Education.				
<i>Skill Training Required (if any)</i>	<ol style="list-style-type: none"> 1. Nurturing and Emotional Support 2. Communication & Social Skills 3. Positive Discipline & Boundaries 				
<i>Pre-Requisite Course Required (if any)</i>	10+2 Multi-Disciplinary				
<i>Faculty Eligibility and Specialization (if any)</i>	Master's Degree in Home Science specialised in Food & Nutrition, Human Development, Family Resource Management, Textile & Clothing and Extension Education with Ph.D. and/or NET qualification will be preferred.				

Course Objectives:

This course aims to provide a foundational understanding of child development and the role of parenting across life stages. It covers key principles of growth, influencing factors, and developmental challenges such as disabilities and mental health issues. Students will explore the impact of family, community, and socialization on a child's emotional, moral, and behavioural development. The course also examines various parenting styles, responsibilities, and their effects on child outcomes, including in special situations like single, adoptive, or grandparent-led families. Additionally, students will learn about parenting interventions, support systems, and the roles of government and NGOs in promoting healthy child development.

Course Outcomes:

After completing this course, students will be able to:

- Explain the principles, stages, and influencing factors of child development, and identify key challenges such as disabilities, trauma, and mental health issues.
- Analyse the role of family, community, and socialization agents in shaping emotional, moral, and behavioural development in children.
- Describe the meaning, types, and responsibilities of parenting, and evaluate its impact on various aspects of child development across life stages.
- Discuss the roles, challenges, and adaptations required in special parenting situations including single parenting, adoption, parenting with special needs, and non-traditional family structures.
- Identify and assess parenting intervention programs and support systems, and understand the role of government, NGOs, and ethical considerations in effective parenting support.

UNIT – I: Introduction to Child Development:

Child development- Definition,, Scope of Child Development, Principles of Growth and Development and its Influencing Factors, Stages of Child Development, Challenges in Child Development- disabilities, trauma and abuse, mental health issues.

UNIT – II: Role of Family and Community, Socialization in Child Development:

Meaning of family, community, Socialization, Significance of family and socialization, socialization agents in different developmental aspects- emotional support, modelling, behavioral, moral ethical developments, attachment and bonding, influence of community and the peers.

UNIT – III: Parenting and Child Development:

Meaning, importance, role and responsibilities of parenting, types of parenting and across different life stages, factors influencing parenting, impacts of parenting on child development- Physical and motor, Language, Emotional, Psychological, Social, Cognitive, Academic, Moral and ethical, Long-term life outcomes.

UNIT – IV: Parenting Roles in Special Situations:

Parenting in special situations- single and co-parenting, adoptive parenting, parenting with special needs, divorced or separated parents, parenting in conflict zones or displacement, grand parenting, skipped generation families, gender neutral parenting.

UNIT – V: Parenting Intervention and Programs:

Meaning,, benefits of Parenting Intervention, Types,, and models of effective parenting intervention programs, Implementation strategies, Parenting support systems, Education programs, Roles of Government and NGO, Ethical consideration in intervention.

REFERENCES:

1. Chaudhary, Nandita. Listening to Culture: Constructing Reality from Everyday Talk. Sage Publications, 2004.
2. Devadas, Rajammal P. A Text Book on Child Development. McMillan India Ltd.
3. Hurlock, Elizabeth B. Child Development. McGraw-Hill Education, 2001.
4. Hurlock, Elizabeth B. Developmental Psychology. Tata McGraw Hill Publishing Company.
5. Mangal, S. K. Advanced Educational Psychology. Prentice-Hall of India, 2005.
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7. Sanders, Matthew R., and Alina Morawska. Handbook of Parenting and Child Development Across the Lifespan. Springer International Publishing AG, 2018.
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CO-PSO mapping matrix

COs \ PSOs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓		✓
CO2	✓	✓		✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓

SEC45HSC101(T)25: Bakery and Quantity Cookery

Credit –(3)

Contact Hour – 45 Hrs.

<i>Nature of Course</i>	SEC-1				
<i>Course Code</i>	SEC45HSC101a(T)25				
<i>Course Title</i>	Bakery and Quantity Cookery				
<i>Course Level</i>	Level 100				
<i>Credit Details</i>	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours/Week
	3	3			3
<i>Course Audience</i>	Major Students enrolled in the FYUGP in Home Sciences				
<i>Proposed by (for Non- Core courses)</i>	No board of studies				
<i>Pre Requisites (if any)</i>	Food & Nutrition, Human Development, Family Resource Management, Textile & Clothing and Extension Education.				
<i>Skill Training Required (if any)</i>	1. Measurement accuracy, ingredient knowledge, baking techniques 2. Decorating and finishing				
<i>Pre-Requisite Course Required (if any)</i>	10+2 Home Science				
<i>Faculty Eligibility and Specialization (if any)</i>	Master's Degree in Home Science specialised in Food & Nutrition, Human Development, Family Resource Management, Textile & Clothing and Extension Education with Ph.D. and/or NET qualification will be preferred.				

Course Objectives:

This course introduces students to the bakery industry in India, highlighting its scope, types of establishments, and growth trends. It covers the organizational structure of a bakery unit, including planning, layout, and resource management. Students will learn the scientific principles of baking, ingredient functions, and hygiene practices. Emphasis is placed on product quality, sensory evaluation, packaging, and regulatory standards. The course also explores quantity food production, recipe standardization, and financial management within both household and commercial bakery contexts.

Course Outcomes

After completing this course, students will be able to:

- Describe the structure, scope, and current status of the bakery industry in India and classify various baked products.
- Demonstrate knowledge of bakery unit organization, including layout planning, resource allocation, and staff responsibilities.

- Apply baking principles and techniques to produce a variety of bakery items while maintaining hygiene and quality standards.
- Evaluate bakery products based on sensory and nutritional criteria, and implement effective practices in quantity production and cost control.

UNIT – I: An Overview of Bakery Industry

Introduction to bakery industry in India; Types of food service establishments, Scope and growth rate of bakery industry; Current status of bakery industry in India; Classification of baked products.

UNIT – II: Organization of A Bakery Unit

Introduction, Organizational structure, planning, layout; Equipment, space, fuel management, waste disposal; Money, manpower, time, facilities, identifying resources; Functions of manager; Duties and responsibilities of production staff.

UNIT – III: The Baking Process

Basic baking principles, role of ingredients, guidelines; Flow of work, Changes that occur during mixing, blending, adjustments.; Hygiene and sanitation; Baking process-bread, bun, muffin, cakes, pastries, biscuits, chocolates, candies, toffees.

UNIT – IV: Quality Characteristics and Evaluation

Quality of materials, product quality characteristics, sensory evaluation; Nutritional quality, safety, storage, packaging; Product standards and regulations; Conducting a survey of local bakery production units and preparing a report.

UNIT – V: Quantity Food Production

Planning, purchasing, receiving, storage, preparation, service, delivery; Production forecasting, production scheduling; Financial management- Budget, Pricing of products-cost concept and analysis, costing methods; Household Vs commercial cake and bread making; Standardization of recipes, recipe adjustments, portion control; Effective utilization of leftovers.

REFERENCES:

1. Bali, Parvinder S. Quantity Food Production Operations and Indian Cuisine. Oxford University Press, 2011.
2. Dubey, S. C. Basic Baking. 5th ed., Chanakya Mudrak Pvt. Ltd., 2017.
3. Faridi, F. Dough Rheology and Baked Product Texture. CBS Publication, 2004.
4. Knight, J. B., and L. H. Kotschevar. Quantity Food Production, Planning and Management. 3rd ed., John Wiley & Sons, 2000.
5. Manay, S., and M. Shanaksharaswami. Foods: Facts and Principles. New Age Publishers, 2014.

6. Martz, Samuel A. Bakery Technology and Engineering. PAN-TECHI International Incorporated Pvt. Ltd., 2004.
7. Raina, Usha, et al. Basic Food Preparation: Complete Manual. 3rd ed., Orient Longman Pvt. Ltd., 2013.
8. Roday, S. Food Hygiene and Sanitation. Tata McGraw Hill Publishing Ltd., 2003.
9. Sethi, Mohini, and Surjeet Malhan. Catering Management: An Integrated Approach. 3rd ed., New Age International Pvt. Ltd., 2015.
10. Taneja, S., and S. L. Gupta. Entrepreneurship Development. Galgotia Publishing, 2001.

CO-PSO mapping matrix

COs \ PSOs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓		✓		
CO2	✓	✓	✓		
CO3	✓	✓	✓		✓
CO4	✓	✓	✓	✓	✓

SEC45HSC102(T)25: Life Skill Education

Credit –(3)

Contact Hour – 45 Hrs.

<i>Nature of Course</i>	SEC-1				
<i>Course Code</i>	SEC45HSC101b(T)25				
<i>Course Title</i>	Life Skill Education				
<i>Course Level</i>	Level 100				
<i>Credit Details</i>	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours/Week
	3	3			3
<i>Course Audience</i>	Major Students enrolled in the FYUGP in Home Sciences				
<i>Proposed by (for Non- Core courses)</i>	No board of studies				
<i>Pre Requisites (if any)</i>	Food & Nutrition, Human Development, Family Resource Management, Textile & Clothing and Extension Education.				
<i>Skill Training Required (if any)</i>	- Personality Development				
<i>Pre-Requisite Course Required (if any)</i>	10+2 Home Science				
<i>Faculty Eligibility and Specialization (if any)</i>	Master's Degree in Home Science specialised in Food & Nutrition, Human Development, Family Resource Management, Textile & Clothing and Extension Education with Ph.D. and/or NET qualification will be preferred.				

Course Objectives:

This course aims to introduce students to the concept and significance of life skills and their relevance to everyday living. It covers a wide range of core life skill areas such as decision-making, communication, empathy, and stress management. Students will explore various techniques to develop and enhance these skills through interactive and creative activities. The course also emphasizes the role of communication in personal and social development. Finally, it examines the challenges faced by adolescents and youth and highlights the importance of life skills in achieving positive youth development.

Course Outcomes:

After completing this course, students will be able to:

- **Define** and **explain** key concepts related to life skills, their origins, and their relevance in daily life and youth development.
- **Demonstrate** core life skills such as problem-solving, critical thinking, effective communication, empathy, and coping strategies.

- **Apply** creative techniques like storytelling, role play, and debate to strengthen life skills in both personal and group settings.
- **Analyze** the challenges faced by youth and evaluate how life skills can support personal growth, identity formation, and career readiness.

UNIT – I: Introduction to Life Skill Education

Defining the Terms-Skills, Life Skills, Life Skills Education; Origins of Life Skills; Objectives of Life Skills; Importance of Life Skills in Our daily Living.

UNIT –II: Life Skill Areas

Problem Solving, Critical Thinking, Decision-Making; Creative Thinking, Interpersonal Relationship Skills, Effective Communication; Self-awareness Building Skills, Empathy, Coping with Stress Skills and Coping with emotions.

UNIT – III: Communication in Life Skills

Defining and Importance, Nature and Styles of Communication; Qualities of Good Communication Skills; Effective Communication Skills - Thinking, Listening, Speaking, Non-Verbal Communication.

UNIT –IV: Techniques Enhancing Life Skills

Discussion, Debate, Story Telling, Drama, Song and Dance, Role Play; Team Work, Poetry and Recitation and Miming.

Unit-5: Life Skills and Youth Development

Adolescence and Youth - Definitions, Conception-Socio-Cultural Perspective; Positive Youth Development - Meaning, Basics, Principles, Goals; Formal and Non-Formal Approaches to Youth Development; Challenges of Adolescence and Youth- Managing Emotions, Developing an identity, Resisting Peer Influence, building Relationship, Communicating and Negotiating Safer Life Situations, Education and Career, Role of Youth in Modern Society

REFERENCES:

1. Agochiya, Devendra. Life Competencies for Adolescents: Training Manual for Facilitators, Teachers and Parents. Sage Publications.
2. Peace Corps, OPATS. Life Skills Manual.
3. Singh, Daulet Bikkrama, and Rashmi Menon. Life Skills in India: An Overview and Current Practices in Our Education System.
4. World Health Organization. Life Skills Education: Planning for Research. WHO, 1996.

CO-PSO mapping matrix

COs \ PSOs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓			✓
CO2		✓	✓		✓
CO3		✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓

Note:-

Minor subjects can be taken as an option by the students of other discipline.

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FIRST YEAR
Semester-2

Course Structure:

Semester	Course		Title of the paper	Credit
	Category	Code		
II (SECOND) Level-100	Major	MJC45HSC102(T)25	Essentials of Home Science	3
		MJC45HSC102(P)25	Essentials of Home Science	1
	Minor	MNC45HSC102(T)25	Basics of Home Science	3
		MNC45HSC102(P)25	Basics of Home Science	1
	MDC	MDC45HSC102(T)25	Women and Development	3
	SEC	SEC45HSC102(T)25	Geriatric Care	2
		SEC45HSC102(P)25	Geriatric Care	1
	AEC			4
	VAC			2
	Total Credit			

MJC45HSC102(T)25: ESSENTIALS OF HOME SCIENCE
Credit – (4)

Credit –(4)
Contact Hour – 45 Hrs.

<i>Nature of Course</i>	Major – 2				
<i>Course Code</i>	MJC45HSC102(T)25				
<i>Course Title</i>	Essentials of Home Science				
<i>Course Level</i>	Level-100				
<i>Credit Details</i>	Total Credit		Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3		1	4

Course Objectives

This course aims to provide fundamental knowledge and practical understanding in food preparation, human growth and behavioural development, family management, clothing construction, and extension teaching methods. It seeks to develop students' skills in applying scientific principles of cooking, understanding developmental stages and behavioural patterns,

managing family resources through motivation and goal setting, acquiring basic garment construction techniques, and using effective extension teaching methods and aids for community development. The course also aims to enhance analytical ability, practical competence, and professional skills in various areas of Home Science.

Course Outcomes

After successful completion of the course, students will be able to:

1. Explain principles and methods of food preparation, food transformation, and techniques to enhance nutritive value.
2. Describe stages, principles, and factors affecting human growth and behavioural development.
3. Apply concepts of motivation, values, goals, and standards in family resource management.
4. Demonstrate basic skills in clothing construction, sewing techniques, and maintenance of sewing machines.
5. Identify and apply appropriate extension teaching methods and teaching aids for effective communication and community outreach.

Unit I: Basic Concepts in Food Preparation:

Importance, Principles, Methods, Advantages, Disadvantages, and Safety precautions of cooking; Dry Heat Methods - Broiling or Grilling, Baking, Roasting; Moist Heat Methods - Boiling, Steaming; Cooking Under Pressure ; Fat-Based Methods - Dry Frying, Shallow Frying, Deep Frying; Modern Methods-Microwave Cooking ; Food Transformation- Physical and Chemical changes in food during preparation (Colour, Texture, Flavour); Techniques for enhancing the nutritive value of foods.

Unit II: Unit- II: Human Growth and Behavioural Development:

Concept and definitions of growth and development; differentiation between growth and development. Fundamental principles of human development. Stages of growth and corresponding behavioural changes. Various domains of development. Nature and aspects of behavioural development. Major theories of human development. Determinants of growth and behaviour. Characteristics and significance of the study of human growth and behavioural development.

Unit III: Motivation in Family Management:

Family- meaning, concept, types, and stages of the family life cycle; Motivation- definition, formation, types, and significance of motivation in management, Motivation theories. Motivating factors of resources: Values- concept, characteristics, types, sources, and formation of family values; Goals- concept, types, major family goals, goal setting, and changing goals; and Standards- concept, classification, standard of living, and interrelationship between values, goals, and standards.

Unit IV: Basics of clothing construction:

Terminology related to clothing construction, Sewing tools and accessories, Care and maintenance of sewing machine. Common sewing machine troubles (causes and remedies), Different types of basic stitch (Tacking, Running, Hamming, backstitch, blanket stitch, buttonhole stitch) and Seam (plain, French, Lapped, flat-felled, counter-hem seam) and their uses in different garment. Introduction to clothing: Definition, Importance and socio-economic and cultural function of clothing.

Unit V: Extension Teaching Methods and Aids:

Definition of Extension Teaching methods, Steps in Extension Teaching, Selection of effective Extension teaching methods, Different types of Approaches: Individual, Group and Mass Approach. Farm and Home visit, Personal letters, Office calls, Discussion method, Demonstration, General meetings - their advantages and disadvantages; Classification of Teaching Aids - Visual, Audio and Audio - Visual aids. Projected and non - projected aids.

PRACTICAL**MJC45HSC102(P)25****Credit –(1)****Contact hour – 30 Hrs.**

1. Food preparations using different methods of cooking and understanding the principles involved nutritional quality and portion size in it.
2. Case study on children growth patterns, behavioural development, developmental milestones in a nearby kids care centre.
3. Preparation of smart goal plans of an individual or a family.
4. Construction of different types of basic and seam stitches.
5. Conduct a visit to rural area to find out problems related health and nutrition.

List of Essential Major Equipment: The essential major equipment required for the laboratory includes gas stoves with LPG cylinders, hot plates or induction cooktops, OTG or microwave ovens, refrigerators, mixer grinders, digital weighing balances, pressure cookers, steamers, water purifiers, working tables, storage cupboards, sewing machines, ironing boards, and basic anthropometric instruments for growth assessment.

Major Laboratory Stores/Consumables Required: The major laboratory stores and consumables required include food ingredients such as cereals, pulses, vegetables, fruits, milk, oils, spices, and baking materials; textile materials such as fabrics, threads, needles, buttons,

zippers, and pattern papers; and fieldwork materials such as questionnaires, record sheets, and stationery for documentation and presentation.

References:

1. Devadas, Rajammal P. *A Text Book on Child Development*. McMillan India Ltd.
2. Doongali, S. & Deshpande, R. *Basic Process and Clothing Construction*, New Delhi, Raj Prakashan, 1990
3. Gopalan C., Rama Sastry B.V., and S.C. Balasubramanian, 2009, *Nutritive value of Indian food*, NIN, ICMR, Htderebad.
4. Hurlock, Elizabeth B. *Developmental Psychology*. Tata McGraw Hill Publishing Company.
5. Mansfield, Evelyn A., *Clothing Construction*, New York, McGraw-Hill Book Company, 1973
6. Mathews, Mary, *Practical Clothing Construction*, New Delhi, Cosmic Press, 2025
7. Mudambi SR and Rajagopal M.V., *Fundamentals of food, Nutrition and diet therapy* by New International Publishers, New Delhi.
8. Mullick, Premlata. *A Text Book of Home Science*. Kalyani Publishers.
9. Rathore, O. S., L. L. Somani, et al. *Handbook of Extension Education*. 5th ed., Agrotech Publishing Academy.
10. Supe, S. V. *An Introduction to Extension Education*. Oxford and IBH Publishing.
11. Sushma Gupta, Neeru Garg, Amita Aggrarwal, 2006, *Text Book of Food and Nutrition and Child Development*, Kalyani Publisers, Ludhiana, New Delhi, Hyderabad.
12. The Educational Planning Group. *Home Management*. Arya Publishing House.
13. Varghese, M. A., N. Ogalle, and K. Srinivasan. *Home Management*. Wiley Eastern Ltd.

CO–PSO Mapping Matrix

COs \ PSOs	PSO1	PSO2	PSO3	PSO4
CO1	✓	✓		
CO2	✓	✓		✓
CO3	✓	✓		✓
CO4	✓		✓	
CO5	✓	✓	✓	✓

MNC45HSC102(T)25: BASICS OF HOME SCIENCE

Credit – (4)

Credit –(4)

Contact Hour – 45 Hrs.

<i>Nature of Course</i>	Minor– 2				
<i>Course Code</i>	MNC45HSC102(T)25				
<i>Course Title</i>	Basics of Home Science				
<i>Course Level</i>	Level-100				
<i>Credit Details</i>	Total Credit	Lecture/Week	Tutorial/Week	Practical/Week	Total Hours/Week
	4	3		1	4

Course Objectives

This course aims to provide fundamental knowledge and practical understanding in food preparation, human growth and behavioural development, family management, clothing construction, and extension teaching methods. It seeks to develop students' skills in applying scientific principles of cooking, understanding developmental stages and behavioural patterns, managing family resources through motivation and goal setting, acquiring basic garment construction techniques, and using effective extension teaching methods and aids for community development. The course also aims to enhance analytical ability, practical competence, and professional skills in various areas of Home Science.

Course Outcomes

After successful completion of the course, students will be able to:

1. Explain principles and methods of food preparation, food transformation, and techniques to enhance nutritive value.
2. Describe stages, principles, and factors affecting human growth and behavioural development.
3. Apply concepts of motivation, values, goals, and standards in family resource management.
4. Demonstrate basic skills in clothing construction, sewing techniques, and maintenance of sewing machines.
5. Identify and apply appropriate extension teaching methods and teaching aids for effective communication and community outreach.

Unit I: Basic Concepts in Food Preparation:

Importance, Principles, Methods, Advantages, Disadvantages, and Safety precautions of cooking; Dry Heat Methods - Broiling or Grilling, Baking, Roasting; Moist Heat Methods - Boiling, Steaming; Cooking Under Pressure ; Fat-Based Methods - Dry Frying, Shallow Frying, Deep Frying; Modern Methods-Microwave Cooking ; Food Transformation- Physical and Chemical

changes in food during preparation (Colour, Texture, Flavour); Techniques for enhancing the nutritive value of foods.

Unit II: Unit- II: Human Growth and Behavioural Development:

Concept and definitions of growth and development; differentiation between growth and development. Fundamental principles of human development. Stages of growth and corresponding behavioural changes. Various domains of development. Nature and aspects of behavioural development. Major theories of human development. Determinants of growth and behaviour. Characteristics and significance of the study of human growth and behavioural development.

Unit III: Motivation in Family Management:

Family- meaning, concept, types, and stages of the family life cycle; Motivation- definition, formation, types, and significance of motivation in management, Motivation Theories. Motivating factors of resources: Values- concept, characteristics, types, sources, and formation of family values; Goals- concept, types, major family goals, goal setting, and changing goals; and Standards- concept, classification, standard of living, and interrelationship between values, goals, and standards.

Unit IV: Basics of clothing construction:

Sewing tools and accessories, Common sewing machine troubles (causes and remedies), Care and maintenance of sewing machine. Different types of basic stitch (Tacking, Running, Hamming, backstitch, blanket stitch, buttonhole stitch) and seam (plain, French, Lapped, flat-Felled) and their uses in different garment. Introduction to clothing: Definition, Importance and socio-economic and cultural function of clothing.

Unit V: Extension Teaching Methods and Aids:

Definition of Extension Teaching methods, steps in Extension Teaching, Selection of effective Extension teaching methods, Different types of Approaches: Individual, Group and Mass Approach. Farm and Home visit, Personal letters, Office calls, Discussion method, Demonstration, General meetings - their advantages and disadvantages · Classification of Teaching Aids - Visual, Audio and Audio - Visual aids.

PRACTICAL
MNC45HSC102(P)25

Credit –(1)
Contact hour – 30 Hrs.

1. Food preparations using different methods of cooking and understanding the principles involved nutritional quality and portion size in it.
2. Case study on children growth patterns, behavioural development, developmental milestones in a nearby kids care centre.
3. Preparation of smart goal plans of an individual or a family.
4. Construction of different types of basic and seam stitches.
5. Conduct a visit to rural area to find out problems related health and nutrition.

List of Essential Major Equipment: The essential major equipment required for the laboratory includes gas stoves with LPG cylinders, hot plates or induction cooktops, OTG or microwave ovens, refrigerators, mixer grinders, digital weighing balances, pressure cookers, steamers, water purifiers, working tables, storage cupboards, sewing machines, ironing boards, and basic anthropometric instruments for growth assessment.

Major Laboratory Stores/Consumables Required: The major laboratory stores and consumables required include food ingredients such as cereals, pulses, vegetables, fruits, milk, oils, spices, and baking materials; textile materials such as fabrics, threads, needles, buttons, zippers, and pattern papers; and fieldwork materials such as questionnaires, record sheets, and stationery for documentation and presentation.

References:

1. Devadas, Rajammal P. *A Text Book on Child Development*. McMillan India Ltd.
2. Doongali, S. & Deshpande, R. *Basic Process and Clothing Construction*, New Delhi, Raj Prakashan, 1990
3. Gopalan C., Rama Sastry B.V., and S.C. Balasubramanian, 2009, *Nutritive value of Indian food*, NIN, ICMR, Htderebad.
4. Hurlock, Elizabeth B. *Developmental Psychology*. Tata McGraw Hill Publishing Company.
5. Mansfield, Evelyn A., *Clothing Construction*, New York, McGraw-Hill Book Company, 1973
6. Mathews, Mary, *Practical Clothing Construction*, New Delhi, Cosmic Press, 2025
7. Mudambi SR and Rajagopal M.V., *Fundamentals of food, Nutrition and diet therapy* by New International Publishers, New Delhi.

8. Mullick, Premalata. *A Text Book of Home Science*. Kalyani Publishers.
9. Rathore, O. S., L. L. Somani, et al. *Handbook of Extension Education*. 5th ed., Agrotech Publishing Academy.
10. Supe, S. V. *An Introduction to Extension Education*. Oxford and IBH Publishing.
11. Sushma Gupta, Neeru Garg, Amita Aggrarwal, 2006, *Text Book of Food and Nutrition and Child Development*, Kalyani Publisers, Ludhiana, New Delhi, Hyderabad.
12. The Educational Planning Group. *Home Management*. Arya Publishing House.
13. Varghese, M. A., N. Ogalle, and K. Srinivasan. *Home Management*. Wiley Eastern Ltd.

CO–PSO Mapping Matrix

COs \ PSOs	PSO1	PSO2	PSO3	PSO4
CO1	✓	✓		
CO2	✓	✓		✓
CO3	✓	✓		✓
CO4	✓		✓	
CO5	✓	✓	✓	✓

MDC45HSC102(T)25: WOMEN AND DEVELOPMENT (Credit-3)

Credit –(3)

Contact Hour – 45 Hrs.

<i>Nature of Course</i>	MDC– 2				
<i>Course Code</i>	MDC45HSC102(T)25b				
<i>Course Title</i>	Women And Development				
<i>Course Level</i>	Level-100				
<i>Credit Details</i>	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	3	3			3

Course Objectives: This course provides an understanding of the key concepts and dimensions of women and development. It examines gender roles, inequality, the status of women, and indicators such as HDI and GDI. The course explores historical and theoretical perspectives, including women’s movements and major feminist approaches, and reviews policy frameworks and institutional mechanisms for women’s development. It also analyses women’s participation in the economy, workplace challenges, and economic empowerment initiatives. Finally, it addresses

social dimensions such as education, health, violence against women, legal protections, and the role of awareness and support systems in promoting women's empowerment.

Course Outcomes

After successful completion of the course, the student will be able to:

1. Explain the key concepts of women and development, gender roles, inequality, and indicators such as HDI and GDI.
2. Analyse historical and theoretical perspectives of women's movements and major feminist approaches at national and global levels.
3. Examine constitutional provisions, policies, programmes, and institutional mechanisms supporting women's development.
4. Evaluate women's participation in the economy, including labour force involvement, wage gaps, workplace challenges, and empowerment initiatives.
5. Assess the social dimensions of women's development, including education, health, violence against women, legal safeguards, and the role of awareness in promoting empowerment.

Unit I: Conceptual Framework of Women and Development: Concept of development, Meaning and scope of women and development, Gender roles and gender socialisation, Gender inequality and discrimination, Status of women in society, Indicators of women's development, Human Development Index (HDI) and Gender Development Index (GDI).

Unit II: Historical and Theoretical Perspectives: Women's movement in India, Women's movements at global level- Liberal feminism, Ecofeminism, Radical feminism and Intersectionality, Critique of traditional development theories from a gender perspective.

Unit III: Policy framework and Institutional Mechanisms: Directive Principles of State policy, Special Provisions for women, National policies and Programmes for women's Development, Role of government agencies, NGOs, and International Organisations in promoting women's Development.

Unit IV: Women in Economy and Work: Women's Participation in the labour force, Women in formal and informal sector, unpaid work, care economy, Gender wage gap and employment discrimination at workplace, Challenges faced by working women, Women's entrepreneurship, skill development, self- help groups, and economic empowerment initiatives.

Unit V: Social Dimensions of Women's Development: Women and Education- Assess, enrolment and equality, Women and Health- Reproductive Health, Maternal Health, Nutrition and mental well- being. Violence against women- Domestic violence, Sexual violence, Trafficking and

Cyber violence. Legal measures for women's protection, Role of Education, Awareness and social support system in promoting women empowerment.

References:

1. Desai, Neera & Thakkar, Usha (2001). Women in Indian Society. National Book Trust, New Delhi.
2. International Labour Organization (ILO). Global Wage Report, Women at Work Report.
3. Kabeer, Naila (2011). Women’s Economic Empowerment and Inclusive Growth. IDRC.
4. Kapoor, Promilla (2000). Empowering the Indian Women. Publications Division, Govt. of India.
5. Krishnaraj, Maithreyi & Deshpande, Ashwini (2010). Gender Dimensions of Economic Reforms in India. Oxford University Press.
6. Kumar, Radha (1993). The History of Doing: An Illustrated Account of Movements for Women’s Rights in India. Zubaan.
7. National Sample Survey Office (NSSO). Reports on female labour force participation.

CO–PSO Mapping Matrix

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓			✓
CO2	✓	✓			✓
CO3	✓		✓		✓
CO4	✓	✓	✓	✓	
CO5	✓	✓	✓		✓

SEC45HSC102(T)25: GERIATRIC CARE
(Credit-3)

Credit –(3)

Contact Hour – 45 Hrs.

<i>Nature of Course</i>	SEC- 2				
<i>Course Code</i>	SEC45HSC102(T)25				
<i>Course Title</i>	Geriatric Care				
<i>Course Level</i>	Level-100				
<i>Credit Details</i>	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3		1	4

Course Objectives: The course aims to provide students with a comprehensive understanding of geriatric care, including the physical, psychological, social, and emotional needs of the elderly. It introduces ageing as a natural biological process, explores common health problems, preventive care, and regular check-ups, and highlights the importance of mental health support. Students will learn about health care services, rehabilitative therapies, assistive devices, and the role of institutional, community, and government support systems in promoting the well-being of older adults. The course also emphasizes awareness, care, and support strategies to enhance the quality of life of the elderly in contemporary society.

Course Outcomes:

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

1. Explain the concept, scope, and significance of geriatric care and demographic trends of ageing.
2. Identify normal physical changes and common health problems associated with old age.
3. Analyze psychological, emotional, and social issues affecting the elderly.
4. Describe health care services, rehabilitative measures, and assistive devices used in geriatric care.
5. Examine institutional, community, and government support systems available for the elderly.

Unit-1: Introduction to Geriatric Care:

Meanings and Concept of Geriatric Care, Difference between gerontology and geriatric, Importance, need and significance of geriatric care in contemporary society, Concept of ageing as a natural biological process, Stages of old age, Demographic trends of ageing population.

Unit-II: Physical Changes and Health Problems in Old Age:

Normal physical changes associated with ageing- sensory changes, changes in body systems, Common health problems - arthritis, diabetes, hypertension, vision & hearing loss, mobility and physical limitation, Preventive health care and regular health check-ups.

Unit-III: Psychological, Social, and Emotional needs of the Elderly:

Psychological changes in Old Age: Cognitive changes, memory loss, dementia, Emotional problems among the elderly- loneliness, depression, anxiety, Family relationship and social isolation, abuse and neglect of elderly people, Retirement adjustment and dependency, Mental health support for elderly.

Unit-IV: Health Care and Support System in Geriatric Care:

Regular health check-ups and early detection of chronic diseases, Health education and awareness for common age-related diseases, medical management, hospital care and specialised geriatric services, Rehabilitative- Physiotherapy, occupational therapy, speech therapy, Assistive devices- walking stick, hearing aid, dentures.

Unit-V: Institutional, Community and Government Support system in Geriatric Care:

Old age home, Day care centres for the elderly, Geriatric wards in hospital, roles of NGOs, Self-help groups, Community health workers, social clubs and senior citizen association, Pension schemes, Health Insurance schemes, Government health programs for the elderly.

Practical
SEC45HSC102(P)25

Credit –(1)
Contact hour – 30 Hrs.

Practical

1. Case study of an elderly person's profile- age, health, status and family background.
2. Survey on health problems of elderly in nearby local area and old age home.
3. Nutritional Assessment of an elderly person and daily exercise plan.
4. Preparation of Low-cost Balanced Diet chart for elderly persons.
5. Organise an awareness program.
6. Study of Government schemes for senior citizens.

List of Essential Major Equipment:

Essential equipment includes adult weighing machine, digital BP apparatus, glucometer, thermometer, stethoscope, pulse oximeter, height scale, vision chart, wheelchair, walker, walking stick, hospital bed, and basic physiotherapy aids.

Major Laboratory Stores/Consumables Required:

Required consumables include gloves, masks, sanitizer, cotton, bandages, gauze, antiseptic solution, glucometer strips, record sheets, charts for health education, and counselling materials.

References:

1. Fillit, H. M., Rockwood, K., & Young, J. B. (Eds.). (2017). Brocklehurst’s textbook of geriatric medicine and gerontology (8th ed.). Elsevier.
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CO–PSO Mapping Matrix

COs \ PSOs	PSO1	PSO2	PSO3	PSO4
CO1	✓			✓
CO2	✓	✓		
CO3		✓		✓
CO4	✓		✓	
CO5		✓		✓

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