

University of Mumbai



Title of the program

- A.** U.G. Certificate in **Home Science**
- B.** U.G. Diploma in **Home Science**
- C.** B.Sc. (**Home Science**)
- D.** B.Sc. (Hon. with Research) in **Home Science**

Revised Syllabus for Semester – Semester I & Semester II

**Ref: GR dated 20th April, 2023 for Credit Structure of UG
(With Effect from Semester II Academic Year 2024 – 2025 Progressively)**

UG Under NEP 2020 B.Sc. Home Science Level 4.5

Sr. No.	Heading	Particulars	
1	Title of program O: _____A	A	U.G. Certificate in Home Science
	O: _____B	B	U.G. Diploma in Home Science
	O: _____C	C	B.Sc. (Home Science)
	O: _____D	D	B.Sc. (Hons. with Research) in Home Science
2	Eligibility O: _____A	A	Higher Secondary Education 10+2 OR Passed Equivalent Academic Level 4.0
	O: _____B	B	Undergraduate Certificate in any discipline/any stream OR Passed Equivalent Academic Level 4.5
	O: _____C	C	Undergraduate Diploma in any discipline/any stream OR Passed Equivalent Academic Level 5.0
	O: _____E	D	Bachelors of any discipline/any stream field with minimum CGPA in 7.5 OR Passed Equivalent Academic Level 5.5
3	Duration of program R: _____	A	One Year
		B	Two Years
		C	Three Years
		D	Four Years
4	Intake Capacity R: _____	200	
5	Scheme of Examination R: _____	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination is mandatory.	
6	R: _____ Standards of Passing	40%	

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7	Credit Structure Sem. I - R: _____ A Sem. II - R: _____ B	Attached herewith	
	Credit Structure Sem. III - R: _____ C Sem. IV - R: _____ D		
	Credit Structure Sem. V - R: _____ E Sem. VI - R: _____ F		
8	Semesters	A	Sem I & II
		B	Sem III & IV
		C	Sem V & VI
		D	Sem VII & VIII
9	Program Academic Level	A	4.5
		B	5.0
		C	5.5
		D	6.0
10	Pattern	Semester	
11	Status	NEP 2020 (Revised)	
12	To be implemented from Academic Year Progressively	To be implemented from Semester II of Academic Year 2024-2025	

Sign of the BOS Chairperson
Name of the Chairperson:
Name of the BOS: Home Science

Sign of the Offg. Associate Dean
Name of the Associate Dean
Name of the Faculty

Sign of the Offg. Dean
Name of the Offg. Dean
Name of the Faculty

Preamble

Introduction:

Home Science is an interdisciplinary science, which offers holistic and socially-relevant educational program. Home Science has emerged as a full-fledged scientific course in which overall improvement in the quality of life of the individual, family, and community is sought. There is a prominent emphasis on professional competence and sensitivity to the needs of society. The degree courses are B.Sc. (Home Science), M.Sc. (Home Science) and Ph.D. (Home Science).

The four branches are as follows:

- Foods, Nutrition and Dietetics
- Human Development
- Textile and Fashion Technology
- Community Resource Management

The program offers major and minor courses along with Open Electives (OE), Vocation Skill Course (VSC), Skill Enhancement Course (SEC) Ability Enhancement Courses (AEC), Indian Knowledge System (IKS), Value Education Course (VEC), Field Projects (FP), On-Job-Training (OJT) Continuing Education Programme (CEP) and Research projects (RP) with due credits along with credits for cultural (CC) National Service Scheme (NSS), Sports activities, National Cadet Corps (NCC) and Extension Work. It is designed in a wholesome manner and structured to impart knowledge, skills and attitudes aiming at personal, professional, career and community growth and enrichment and holistic development of individuals capable of contributing to society for national and global challenges with focus on sustainability.

Objectives of the Program:

The objectives of the Home Science curriculum are as follows:

1. To impart knowledge and facilitate the development of skills and techniques in the basic area of Home Science required for personal, professional and community advancement.
2. To inculcate in students, values and attitudes that enhance personal, life skills and family growth and to sensitize them to various social issues for the development of a humane society.
3. To promote in students a scientific temper and competencies in research to enable contributions to the national and international knowledge base in Home Science and allied fields.
4. In sum, to empower our students such that they can effect positive changes at multiple levels.

PO No.	After completing the program, the student should have	Graduate Attribute
PO1	The capability of demonstrating comprehensive knowledge and understanding of Home Science	Disciplinary knowledge
PO2	good language skills and the ability to express thoughts and ideas verbally as well as in writing and effectively communicate the same using appropriate media suitable for different target groups	Communication Skills
PO3	competence of applying disciplinary knowledge and the ability to critically analyze and evaluate data, practices, policies and theories for knowledge development	Critical thinking
PO4	skill to identify problems and to apply disciplinary knowledge to tide over real life situations	Problem solving
PO5	aptitude to evaluate the reliability and relevance of a knowledge body, identify lacunae, analyze and draw valid conclusions	Analytical reasoning
PO6	a sense of enquiry and the capability for asking relevant questions for scientific understanding, along with the ability to recognize cause-and-effect relationships, define problems and plan, execute and report the results of an experiment	Research-related skills Scientific reasoning

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PO7	the ability to work effectively with diverse teams facilitating cooperative effort	Cooperation/Team work
PO8	ability to apply the skills, knowledge and competencies learnt in through laboratory training at the personal, household, community and professional levels	Reflective thinking
PO9	skill to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data and its application for different purposes	Information/digital literacy
PO10	ability to work independently, identify appropriate resources required for a project, and manage a project through completion.	Self-directed learning
PO11	awareness of the values and beliefs of multiple cultures and the ability to interact and reflect appropriately with diverse groups with respect.	Multicultural competence
PO12	capacity to imbibe moral and ethical values and do away with falsification and plagiarism in personal and professional life. Also, the ability to identify ethical issues related to environment and sustainability thereby developing the skill to practice unbiased actions in all aspects.	Moral and ethical awareness/reasoning
PO13	capability of planning, organizing, executing and controlling various activities with a sense of responsibility and commitment along with the skill to motivate, inspire and encourage team work in an efficient way.	Leadership readiness/qualities
PO14	the competencies and acquire openness for participating in learning activities throughout life, through self-paced and self-directed learning, focusing at personal development to meet economic, social and cultural objectives and the changing trends and demands of the industry and society.	Lifelong learning

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- 1) Credit Structure of the Program (Sem I, II, III, IV, V & VI)
- 2) Under Graduate Certificate Home Science

Credit Structure (Semester I & II)

R: _____ A									
Level	Semester	Major		Minor	OE	VSC, SEC(VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. /Sem.
		Mandatory	Electives						
4.5	I	Total 6 Credits Fundamentals of Nutrition I and Development in Childhood Years (Theory) (2 Credits) Theories of Fashion Psychology and Resource Management (Theory) (2 Credits) Creative Expression in Childhood and Food Analysis (Practical) (2 Credits)	-	-	Total 4 Credits 2+2 (Any 2) Chemistry in Daily Life (Theory) (2 Credits) Social Media and Communication (Theory) (2 Credits) Medicines in Everyday Life (Theory) (2 Credits) Introduction to Banking (Theory) (2 Credits)	Total 4 Credits VSC Fashion Styling and Health Assessment (Practical) (2 Credits) SEC Nutrition Assessment & Education and Skills for Creative Expression (Practical) (2 Credits)	AEC: Introduction to Communication Skills in English I (Theory) (2 Credits) VEC: Foundation of Behavioral Skills Level I (Theory) (2 Credits) IKS: Indian Knowledge System (Theory) (2 Credits)	NSS/ CC (2 Credits)	22 -
	II								

Exit option: Award of UG Certificate in Major with 40-44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor

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		R: _____ B								
Level	Semester	Major		Minor	OE	VSC, SEC(VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. /Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
	II	<p>Total 6 Credits</p> <p>Fundamentals of Nutrition II and Development in Adolescence and Adulthood (Theory) (2 Credits)</p> <p>Textile Studies and Indian Tourism (Theory) (2 Credits)</p> <p>Textile Product Development and Basic Interior Design (Practical) (2 Credits)</p>		<p>Entrepreneurship I (Theory) (2 Credits)</p>	<p>Total 4 Credits 2+2 (Any 2 to be selected from the basket of OE offered by other faculty)</p> <p>Garden Designing and Nursery Management (Theory) (2 Credits)</p> <p>Social Media Marketing (Theory) (2 Credits)</p> <p>Basic Concepts in Research (Theory) (2 Credits)</p> <p>Academic and Business Writing (Theory) (2 Credits)</p>	<p>VSC</p> <p>Basic Foods & Nutrition and Caring for the Elderly</p> <p>(Practical) (2 Credits)</p> <p>SEC</p> <p>Management of Hospitality and Fashion Events (Practical) (2 Credits)</p>	<p>AEC:2</p> <p>हिन्दी भाषा : कौशल के आधार</p> <p>Course Syllabi prescribed by the University of Mumbai</p> <p>VEC:2</p> <p>Environmental Management & Sustainable Development -II</p> <p>VEC Course Syllabi prescribed by the University of Mumbai</p>	<p>NSS/ CC:2 Credits</p>	<p>22</p>	<p>UG Certificate in Home Science</p>
Cum Cr. SEM I + SEM II		12		2	8	8	8	4		44

Exit option: Award of UG Certificate in Major with 40-44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor

**SEMESTER – I
SYLLABUS
B.SC. HOME SCIENCE
(SEMESTER - I)
VERTICAL 1 – MANDATORY**

Course Code	Course Title	Theory/ Practical	Credits	Hours
	Fundamentals of Nutrition I and Development in Childhood Years	Theory	2	30

Course Objectives:

The course enables learners to:

1. Understand and apply the processes of nutrition and metabolism, explore various food sources to maintain overall health and prevent deficiency disorders, and gain a comprehensive understanding of the key stages of childhood development, including the prenatal stage, birth process, neonatal adjustments, and physical, cognitive, and language development milestones.
2. Analyze and apply the functions of macronutrients, their digestion and absorption, and the basics of metabolism in relation to health, and also explore and analyze major theories of cognitive and language development and understand their implications for learning and teaching strategies during childhood.
3. Plan, design, and suggest simple methods to maintain nutritional adequacy through good nutrition choices, recipes, and meal plans, examine factors influencing physical, cognitive, and language development and develop practical strategies to promote healthy development across all domains from infancy through late childhood.

Course Outcomes:	
At the successful completion of the course, students will be able to:	
CO1	Understand fundamental concepts of nutrition, nutrient metabolism, balanced diet, role of macronutrient in energy balance and other essential functions of human nutrition as well as Identify and explain the stages of childhood development, the specific developmental milestones and the key factors affecting each stage.
CO2	Comprehend and summarize the various types of macronutrients (their classification), their sources, their distinct characteristics and specific role in human nutrition and demonstrate knowledge of prenatal care, neonatal adjustments, and the implications of birth complications on early development.
CO3	Apply the information on various functions, deficiencies and excess of macronutrients to health and disease. as well as apply knowledge of major developmental theories (Piaget, Vygotsky, Gardner) and explain their relevance to children's learning processes.
CO4	Compare the effects of optimal macronutrient intake, deficiency and excess and identify common reasons for deficiency disorders or excess as well as analyse factors influencing physical, cognitive and language development in childhood.
CO5	Plan, design and suggest simple methods to maintain nutritional adequacy through good nutrition choices, recipes and meal plans for health as well as design effective strategies for fostering physical, cognitive, and language growth during childhood, tailored to individual needs.
CO6	Interpret the role of food consumption, balanced diet in relation to human nutrition and health, and design effective strategies for maintaining health through good nutrition choices as well as evaluate the factors impacting physical, cognitive, and language development, and design practical, developmentally appropriate strategies to support and enhance children's growth during the childhood years.

Sr. No.	Course Content	Hours
Unit 1	<p>Fundamentals of Nutrition 1 - Macronutrients</p> <p>A. Introductory Nutrition:</p> <ul style="list-style-type: none"> i. Important terminologies and concepts in Nutrition ii. Nutrient Requirements and various terminologies (EAR, RDA) iii. Reference Indian Man and Woman <p>B. Energy:</p> <ul style="list-style-type: none"> i. Estimation of food energy and human energy requirements ii. Components of energy expenditure (BMR, AIT/Physical activity & TEF) and factors affecting it iii. Energy excess and deficiency <p>C. Carbohydrate:</p> <ul style="list-style-type: none"> i. Classification, food sources, digestion and absorption, functions, requirements, deficiency and excess of carbohydrates ii. Functions, classification and sources of dietary fibre <p>D. Protein:</p> <ul style="list-style-type: none"> i. Classification of amino acids based on nutrition essentiality ii. Functions, sources, structure, classification, digestion and absorption, requirements, deficiency and excess of proteins. iii. Methods for assessing food protein quality and improving protein quality of diet <p>E. Fats:</p> <ul style="list-style-type: none"> i. Functions, Structure, sources, classification of fats and fatty acids, requirements, fat deficiency and excess (chain length, degree of saturation, cis and trans fats) ii. Essential fatty acids iii. Fat digestion and absorption (Lipoprotein metabolism in brief) iv. Cholesterol and prostaglandins (Functions) <p>F. Water</p> <ul style="list-style-type: none"> i. Functions and Distribution of water in human body (ICF & ECF) ii. Water intake and hydration (with special reference to infants, sports person and elderly) iii. Dehydration, Oral rehydration solution and Water toxicity 	15

Unit 2	Development in Childhood Years A. Introduction to Development in Childhood Years i. Introduction and stages of childhood years ii. Prenatal stage; care during pregnancy; birth process and complications. iii. Neonatal stage: APGAR scale, reflexes; neonatal care, adjustments in the postpartum period B. Physical development during Childhood Years (Infancy, toddlerhood, early, middle and late childhood years) i. Brain development, developmental milestones ii. Factors affecting physical development iii. Strategies for promoting physical development C. Cognitive Development during Childhood Years (Infancy, toddlerhood, early, middle and late childhood years) i. Piaget's theory of cognitive development ii. Vygotsky's theory of cognitive development (ZPD, scaffolding) iii. Gardner's theory of multiple intelligences iv. Factors affecting cognitive development v. Strategies for promoting cognitive development D. Language Development during Childhood Years (Infancy, toddlerhood, early, middle and late childhood years) i. Stages of language development ii. Developmental milestones of language iii. Factors affecting language development iv. Strategies for promoting language development	15
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Semester – I
Syllabus
B.Sc. Home Science
(Semester - I)
VERTICAL 1 – MANDATORY

Course Code	Title of the Course	Theory/Practical	Credits	No. of Hours
	Theories of Fashion Psychology and Resource Management	Theory	2	30

Course Objectives:

The course enables learners to:

- Understand the fashion terminologies and theories.
- Be aware of fashion terminology and the theories of fashion.
- Apply the knowledge of psychology of clothing concerning self and society.
- Analyze the relationship between clothing, fashion and body types.
- Evaluate the various factors affecting clothing behavior about personality and roles.
- Facilitate students' comprehension and retention of key terminology and definitions essential for studying management principles and their applications in resource management.
- Foster critical thinking in analyzing management functions and organizational relevance.
- Train students to approach managerial challenges systematically by utilizing planning, organizing, leading, and controlling techniques to solve real-world business problems effectively.

Course Outcomes:	
At the successful completion of the course, students will be able to:	
CO1	Understand the origin and theories of clothing in relation to physical self and body image and identify, explain and implement fundamental management concepts, including planning, organizing, leading, and controlling, in organizational scenarios.
CO2	Gain the ability to analyze real-world business challenges, apply management theories, and formulate effective strategies.
CO3	Categorize clothing for different groups on the basis of social perception, feedback and self-concept and learn to work collaboratively in teams, communicate effectively, and demonstrate leadership qualities essential for managing people and processes in diverse organizational settings
CO4	Evaluate the aspects of fashion applying its theories and comprehend the impact of mass media on clothing and to foster critical thinking in analyzing management functions and organizational relevance
CO5	Explain the theories of fashion in relation to clothing behavior, personality and role types and to train students to approach managerial challenges systematically to solve business problems effectively.

Sr. No.	Course Content	No. of Hours
Unit 1	A. Introduction to Clothing and Fashion i. Origin and Theories of Dress and Adornment ii. Purpose for Dress – Modesty, Adornment, Protection and Utility Clothing and Physical Self B. Fashion i. Basic Terminology of the fashion industry ii. Theories of fashion C. Clothing, Personality, and Roles	15

	<ul style="list-style-type: none"> i. Dramaturgy ii. Role theory and Role acquisition/conflict/embrace iii. Symbolic interactive theory iv. Clothing and personality <p>D. Clothing, Socialization and Concept of Self</p> <ul style="list-style-type: none"> i. Stages in Self-concept formation ii. Self-comparison / perception / esteem iii. Clothing in groups and organizations iv. Clothing society and self v. Impact of mass media on clothing 	
Unit 2	<p>A. Introduction to Management</p> <ul style="list-style-type: none"> i. Definition of management ii. Importance and role of management iii. Fayol's principles of management iv. Levels of Management <p>B. Functions of Management</p> <ul style="list-style-type: none"> i. Planning – Definition, Steps in the Planning Process, Types of Plans. ii. Decision Making - Definition, Decision-Making Styles, Decision-Making Process, Types of Decisions. iii. Organizing - Definition, Process, Organization Chart, Organizational Structure iv. Departmentation - Definition, Meaning, Characteristics, Process v. Delegation - Delegation of Authority, Responsibility and Accountability vi. Direction - Definition, Principles of Directing vii. Supervision – Role and Functions of a Supervisor, Effective Supervision viii. Controlling - Control Process, Managerial Control – Types and Phases <p>C. Introduction to Resources</p> <ul style="list-style-type: none"> i. Time ii. Money iii. Energy resources 	15

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SYLLABUS
B.Sc. Home Science
(SEMESTER - I)
VERTICAL I – MANDATORY

Course Code	Course Title	Theory/ Practical	Hours	Credits
	Creative Expression in Childhood and Food Analysis	Practical	60	2

Course Objectives:**The course enables learners to:**

- Understand, gain knowledge and skills to imagine and design art and craft activities and basic techniques of food analysis and biochemistry
- Develop and demonstration practical skills and prototypes displaying creative works and recognizing their personal aesthetic taste using of chalks, crayons, paints, paper and indigenous material; and in quantitative and qualitative analysis and estimation of macro and micronutrients in various foods
- Contribute towards developmentally appropriate practices in foundational, preparatory and middle years; and be able to evaluate food quality.

Course Outcomes:	
At the successful completion of the course, the student will be enabled to:	
CO1	Understand and apply the material used, procedure and steps/ stages, in developmentally appropriate practices used in art and craft; and the basic principles of standardisation and analysis of foods for nutritional composition
CO2	Describe the principles that are involved in various analytical techniques used in the laboratory; and analysis of macro and micronutrients of foods
CO3	Be skilled in analysing the macronutrients and micronutrients in food samples using basic techniques of food analysis
CO4	Apply the guidelines of developmentally appropriate practices and acquire the skills for product development using of chalks, crayons, paints, paper and indigenous material for creating concepts, designs, ideas, for foundational, preparatory and middle years; and to apply the principles of food analysis to examining the nutritional quality of foods
CO5	Utilise different tools and equipment and creating products that are developmentally appropriate for foundational, preparatory and middle years

S.No.	Course Content	Hours
Unit-1 A: Introduction to Creative Expression with Crayon and Printing with Paints (Objective of the activity, material used, procedure, handy tips or dos and don'ts, benefits, teacher's role etc.)		
i.	Introduction to creative expression through art and craft: meaning of the terms, art and craft; importance and concept of creativity; art and craft and holistic development; tools and equipment's used for creative expression (art and craft); role of teacher; creative resources, materials used for art & craft activities	15
ii.	Creative expression with Chalk: Dry chalk and dry paper, Dry paper and Wet Chalk; Wet Paper and Dry Chalk; Chalk dust Inwards and outwards etc.	
iii.	Creative expression with Crayon: crayon dots, Criss cross and rain, crayon transfer, crayon etching, crayon tracing, crayon doodling etc.	
iv.	Creative expression with Crayon and Paints: crayon resist; black magic; bead/ marble painting; vegetable printing; leaf and flower printing; foot/hand/ palm/thumb/finger printing (combination) etc.	

v.	Creative expression using Printing with Paints: scrubber printing, ear bud printing; block or stamp; crumple paper printing; jute printing; kitchen equipment printing (fork; strainer; cutlery); etc. (Objective of the activity, material used, procedure, hints or dos and don'ts, benefits, teacher's role etc.)	
vi.	Creative expression using Dabbing with Paints: corrugated sheet dabbing; balloon dabbing; cotton and sponge dabbing etc. (Objective of the activity, material used, procedure, hints or dos and don'ts, benefits, teacher's role etc.)	
Unit 1 B: Introduction to Creative Expression using Paints and Paper (Objective of the activity, material used, procedure, hints or dos and don'ts, benefits, teacher's role etc.)		
i.	Creative expression using Paints: straw/ blow painting; spray painting (inward and outward); blot/blob painting; string/thread etc.	
ii.	Creative expression using Paper: paper crumpling, paper twisting, paper tearing; paper design; origami; Silhouette etc.	
iii.	Creative expression using indigenous material: theme collage, paper texture collage; Paper Mache product; paper quilling; best out of waste	15
iv.	Means of using multiple art and craft activities (such as chalks, crayons, painting, printing, paper work) any one of the following: Making a picture talk one card board / box board size Making concept/ story 4-6 flashcards Making a three-dimensional Diorama	
Unit-2 : Food Analysis		
Unit 2	A. Standardization of solutions i. Acid-base titrations ii. Redox titration	
	B. Carbohydrates: i. Qualitative analysis of carbohydrates- Identification of sugars. ii. Estimation of reducing sugars in fruit juice by Cole's Method. iii. Estimation of Lactose in milk by Cole's method. iv. Analysis of crude fibre in food.	
	C. Proteins: Qualitative analysis of Protein in food i. Color reactions of amino acids ii. Precipitation reactions of proteins	30
	D. Lipids: i. Qualitative tests for lipids. ii. Determination of Acid value of fats and oils.	
	E. Vitamins: Estimation of Vitamin C in fruits and vegetables by 2,6- dichlorophenol indophenol dye method.	
	F. Minerals: i. Preparation of ash from food samples. ii. Qualitative analysis of minerals. (Calcium, Iron and Phosphorus)	

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SYLLABUS B.Sc. Home Science (SEMESTER - I) VERTICAL 4 – MANDATORY

Course Code	Title of the Course	Theory/Practical VSC	Credits	No. of Hours
	Fashion Styling and Health Assessment	Practical	2	60

Course Objectives:

The course enables learners to:

- Understand the various human body types and body shapes
- Apply the concepts in planning and styling garments for children, teenagers, young adults with different garment details.
- Create looks for children, teenagers, young adults for different occasions.
- Familiarize students with the instruments and equipment commonly used in ergonomic research, enabling them to operate and interpret data from these tools effectively.
- Provide students with a foundational understanding of human physiology, focusing on the structural composition and functions of organ systems relevant to ergonomics.
- Equip students with the knowledge and skills necessary to assess vital physiological parameters accurately, including body weight, temperature, pulse rate, respiration rate, and blood pressure.

Course Outcomes:	
On successful completion of the course, students will be able to:	
CO1	Identify different body types and body shapes and to demonstrate proficiency in operating and interpreting data from instruments and equipment used in ergonomic research, enhancing their ability to conduct meaningful research in the field.
CO2	Understand the concept of fashion styling and wardrobe styling and accurately assess vital physiological parameters across different age groups and conditions, ensuring reliable data collection for ergonomic studies.
CO3	Apply the knowledge gained in planning and styling using different garments and accessories and skills necessary to assess vital physiological parameters accurately.
CO4	Create looks for specific occasions as per the body types and to create a reliable data for ergonomic studies and lifestyles.

Sr. No.	Course Content	No. of Hours
Unit 1	<p>A. Garment Exploration</p> <p>i. Explore and analyse types of garments across age groups: Children, Teenagers, Young Women, and Young Men.</p> <p>B. Body Shapes and Styling Principles for Children, Teenagers, Young Women, and Young Men.</p> <p>i. Various body shapes and their influence on styling.</p> <p>ii. Styling techniques that enhance or balance body proportions for each age group.</p> <p>C. Fashion Styling Mood Board</p> <p>i. Develop mood boards that showcase current trends, inspirations, and theme for each age group. (Children, Teenagers, Young Women, and Young Men)</p> <p>D. Accessory Styling</p> <p>i. Experiment with accessory styling, such as scarves, tie knots, shoe lace variations, and handkerchief folds and showcase through a photoshoot.</p> <p>E. Theme/Occasion/Event Styling for Children, Teenagers, Young Women, and Young Men.</p> <p>i. Coordinate and mix-n-match garments to create diverse looks.</p> <p>ii. Showcase styling through photoshoot for specific themes, occasions, or events (e.g., sports, formal, casual, play, traditional) ensuring the outfits are comfortable, practical, and suitable for the age group's body types.</p> <p>F. Inclusive Styling</p> <p>i. Inclusive styling for specially-abled individuals, with attention to comfort, accessibility, and practical design.</p>	30
Unit 2	<p>A. Introduction to Ergonomics Research</p> <p>B. Instruments and Equipment Used in Ergonomic Research</p> <p>C. Fundamentals of Human Physiology</p> <p>i. Basic comprehension of the structural composition of various human body organ systems, their functionalities, and their reactions to pathological circumstances from the perspective of ergonomics studies</p> <p>D. Vital Physiological Parameters</p> <p>i. Describing and understanding factors that influence each vital sign</p> <p>ii. Identifying equipment used to assess vital signs</p> <p>iii. Recognize normal vital sign range among various age groups</p> <p>iv. Recording basic physiological parameters</p> <p>Such as Body weight, Height/Stature, Body temperature, Pulse rate, Heart rate (at rest and in different working conditions), Respiration rate, Blood Pressure, BMI, and WHR</p>	30

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Syllabus B.Sc. Home Science (Semester - I)

VERTICAL 4 – SEC MANDATORY

Course Code	Course Title	Theory/ Practical	Credits	No. of Hours
	Nutrition Assessment & Education and Skills for Creative Expression	SEC Practical	2	60

Course Objectives:

The course enables learners to:

- Understand the basic techniques of nutritional assessment and novels methods of imparting health education
- Apply the protocols of nutritional assessment to determine the health status.
- Design health education modules using the various techniques learnt to reach out to the community.
- Get acquainted and create a plan and allocate resources for enhancing skills in music, movement, drama, and puppetry activities/ events.
- Develop essential soft skills and hands on experience for planning and organizing and executing workshops on music and movement; street plays; puppets show etc.
- Cultivate a professional mindset and equip students and help them learn the practical skills for the end-to-end management of events from promotion and feedback analysis.

Course Outcomes:

At the successful completion of the course, the student will be enabled to:

CO1	Understand basic techniques of nutrition assessment, health education and appreciate role of music, movement, drama and puppetry in physical, social, cognitive and aesthetic development through lifespan.
CO2	Analyze and interpret results of various nutritional assessments and use music, drama, movement and puppetry activities as forms of emotional expressions to formulate engaging educational strategies.
CO3	Develop and deliver interactive education sessions using culturally appropriate tools like flash cards, puppet show, brochures, skit/ role plays etc.
CO4	Plan and design simple nutrition surveys using the ABCD approach and interpret the findings to identify nutrition imbalances and develop educational programs using music, drama role plays for different age groups.
CO5	Create themes/concepts for conducting sessions/programmes/workshops using the skills of nutrition assessments and education; creative expression (music and movement, street play and puppetry) for awareness, social consciousness and wellbeing for the community.

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S.No.	Course Content	Hours
Unit 1: Nutrition Assessment and Education		
i.	A. Nutritional Assessment – ABCD Approach i.Weight and height measurement for infants, children and adults. ii. Assessment of clinical signs and symptoms of different macronutrient and micronutrient deficiencies. iii.Dietary Assessment – Diet recall and Food Frequency Questionnaire iv.Biochemical Assessments used and its interpretation – Complete Blood Count, Hemoglobin, Urine analysis, Glucose, lipids and protein profiles v.Basic Fitness Assessments	16
ii.	B. Nutrition and Health Education i. Development of various tools for Nutritional Education such as -Power point, short films, puppets (finger, glove, body puppets, cardboard, paper, etc.) ii. Preparation of visual aids like flashcards, brochures, pamphlets, charts, etc. iii. Developing techniques like skits, role play, street plays, demonstrations, songs, etc. iv. Reading Nutrition labels	14
Unit 2 A: Introduction to Creative Expression with Music, Movement and Rhythm (Objective of the activity, material used, procedure, handy tips or dos and don'ts, benefits, teacher's role etc.)		
i.	Introduction to creative expression with music, movement drama and puppets: importance of music, movement drama and puppets in early years; benefits of music, movement drama and puppets for promoting overall development; role of teacher in using these methods. Making teaching interesting and engaging children through these methods.	14
ii.	Creative expression with Music and Rhythm: What Are the terms used in Music and Rhythm (such as, songs, rhythm, tempo, pitch, lyrics, mood etc.); importance of musical instrument and used for creative resources, materials to make musical instrument. Selection and choice of songs; teaching a song; deciding to select songs; types of songs; action songs, number songs, finger songs, story or concept songs; traditional and folksongs; festival and marching songs etc. making a song, with tune pitch and appropriate words for developmentally appropriate age group and using instruments.	
iii.	Creative expression with Movement: What is movement activities? Planning movement activities. Kind of movement activities gross and fine movements; conducting movement activities Fundamental movement skills are categorized as: <ul style="list-style-type: none">• locomotor skills like crawling, walking, running, galloping, skipping, jumping• balance skills like climbing, bending, rolling, turning, stretching, twisting.• manipulation skills like throwing, catching, kicking and bouncing which are often called 'ball skills' Activities will include: Running, Jumping; Galloping; Skipping; Throwing and catching; Balance skills such as Climbing, bending, rolling, turning, stretching, and twisting; Manipulation skills]	
Unit 2 B: Introduction to Creative expression with Puppets, Drama and Role/ Street Play (Objective of the activity, material used, procedure, hints or dos and don'ts, benefits, teacher's role etc.)		
i.	Creative expression with Puppets: meaning and origin of Puppets: Puppets and its types; Main elements of puppetry; Materials used to make puppets; Use of puppetry in education; Puppetry in therapy and counselling. Learn how to make Puppets (stick puppet; finger puppet; glove puppet; etc); Process of planning, writing a script and dialogues for various characters; handling puppets and do's and don'ts; Understand the steps of planning and implementing a Puppet show.	10

ii.	Creative expression with Drama and Role/ Street Play: Introduction to various elements of drama – Theme, Plot, Character, Diction, Song, Thought, Spectacle and their functions Unit II: Detailed Study of Plot, Character and Diction with reference to various types of drama – Tragedy, Comedy, Melodrama, Farce and Tragicomedy Natak and Prakarna Detailed Study of Plot, Character and Diction with reference to various isms – Classicism, Romanticism, Naturalism, Realism, Symbolism, Expressionism, Existentialism, etc Technique of Playwriting: Developing a theme: Story-making: Plot Building, Visualization of the Script, Acting Techniques and Methods Use of Space: Exploitation of space through Body and Movement, Special relationship between characters. Space orientation for the Stage and the Camera Use of Tempo: Simple and complex uses of acting Tempo. Use of Voice: Volume, Pitch. Scale. Stress. Pause. Inflexion. Pronunciation. Modulation. Intonation. Use of Expression: Facial and Bodily	06
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Semester – II

Syllabus
B.Sc. Home Science
(Semester - II)
MAJOR

VERTICAL 1 - MANDATORY

Course Code	Course Title	Theory/ Practical	Hours	Credits
	Fundamentals of Nutrition II and Development in Adolescence and Adulthood	Theory	30	2

Course Objectives:

The course enables learners to:

- Understand and apply the process of nutrition and metabolism, the various food sources to maintain overall health and prevent deficiency disorders as well as understand the key stages of physical and cognitive development during adolescence and adulthood, including puberty, changes in brain development, and the evolution of thinking and reasoning abilities.
- Analyze and apply the functions, sources, deficiencies and excess, its digestion and absorption of micronutrients to concepts of health as well as examine the psychological, emotional, and social dimensions of adolescent development and the influence of nutrition, exercise, and sleep on adolescent health.
- Plan, design and suggest simple methods to maintain nutritional adequacy through good nutrition choices, recipes and meal plans for health as well as explore the physical and cognitive changes in adulthood, with a focus on the transitions into middle and late adulthood, and the importance of continued cognitive growth, health maintenance, and post-formal thinking throughout the lifespan.

Course Outcomes:	
At the successful completion of the course, students will be able to:	
CO1	Understand fundamental concepts of nutrition, nutrient metabolism, balanced diet, role and functions of micronutrients in human nutrition and describe the key physical and cognitive changes in adolescence and adulthood and their implications for health and behavior.
CO2	Comprehend and summarize the various types of micronutrients (their classification), their sources, their distinct characteristics and specific role in human nutrition and assess the importance of nutrition, exercise, sports, and sleep for health maintenance during adolescence and adulthood..
CO3	Compare the effects of optimal micronutrient intake, deficiency and excess and identify common reasons for deficiency disorders or excess and demonstrate an understanding of preventive health behaviors and their role in mitigating age-related physical and cognitive decline in adulthood.
CO4	Apply the information on various functions, deficiencies and excess of micronutrients to health and disease. as well as apply theories of cognitive development, such as Piaget's framework and life-span learning models, to explain individual and contextual variations in development.
CO5	Plan, design and suggest simple methods to maintain nutritional adequacy through good nutrition choices, recipes and meal plans for health and use knowledge of developmental theories to address challenges and opportunities faced by adolescent and adult
CO6	Interpret the role of food consumption, balanced diet in relation to human nutrition and health, and design effective strategies for maintain health through adequacy of micronutrients and develop strategies for addressing developmental challenges and supporting healthy physical and cognitive development in adolescents and adults

Sr. No.	Course Content	Hours
1	Fundamentals of Human Nutrition 1 – Micronutrients A. Vitamins: Basic structures, forms and their stability, food sources, digestion, absorption and metabolism, functions, deficiency (causes, signs and symptoms), toxicity and requirements i. Fat soluble vitamins - Vitamin A, Vitamin D, Vitamin E, Vitamin K ii. Water Soluble Vitamins - Vitamin B Complex and Vitamin C B. Minerals: Occurrence and their stability, food sources, digestion, absorption and metabolism, functions, deficiency (causes, signs and symptoms), toxicity and requirements <ul style="list-style-type: none"> • Macro-minerals: Calcium, Phosphorus, Sodium, Potassium, Magnesium, Chloride and Sulphur • Micro minerals: Iron, Copper, Zinc, Manganese, Iodine, Fluorine • Trace Minerals: Selenium and Chromium 	15
2	Development in Adolescence and Adulthood A. Introduction and Physical Development in Adolescence i. Historical Perspective and Importance of studying adolescent development ii. Puberty: determinants, timing, growth spurt, primary and secondary sex changes, period of storm and stress. iii. Psychological dimensions: heightened emotionality, early and late maturers, body image iv. Importance of nutrition, exercise, sports, and sleep in adolescent health B. Cognitive Development in Adolescence i. Brain development in adolescence and its influence on adolescent behavior; Development of executive functions ii. Piaget's view of cognitive development - characteristics of adolescent thinking, (e.g. abstract reasoning, perspective taking, hypothetical deductive reasoning, adolescent egocentrism, imaginary audience, personal fable, etc.) C. Introduction and Physical Development in Adulthood i. Changing view of adulthood and Importance of studying adulthood ii. Primary versus secondary changes with age iii. Importance of physical health and care during adulthood years, preventive behaviours; disease v/s illness. D. Cognitive Development in Adulthood i. Evidence of Cognitive Growth: The continued-potential view, Gain-loss Dynamic (expertise, wisdom) ii. Adult life-span learning, post-formal thought	15

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Syllabus B.Sc. Home Science (Semester - II)

MAJOR

VERTICAL 1 - MANDATORY

Course Code	Title of the Course	Theory/Practical	Credits	No. of Hours
	Textile Studies and Indian Tourism	Theory	2	30

Course Objectives:

The course will enable students to:

- Understand the applications and scope of textiles
- Get acquainted with the basic terminology of textile fibers, yarns and fabrics
- Comprehend the methods of manufacturing yarns and fabrics
- Be aware of fashion terminology and the theories of fashion
- Introduce students to the basics of textile fibers, yarns and fabrics.
- Provide students with an overview of the history and evolution of the travel and tourism industry.
- Introduce students to the different components and types of tourism, including their characteristics and significance.
- Equip students with knowledge of the legal aspects and regulations governing travel and tourism operations, both internationally and domestically.

Course Outcomes	
On successful completion of the course, a student will be able to:	
CO1	Understand the applications and scope of textiles
CO2	Identify the different types of fibers, yarns and fabrics.
CO3	Infer the making of yarns and fabrics.
CO4	Demonstrate a comprehensive understanding of the historical development and growth of the travel and tourism industry.
CO5	Identify and evaluate various career options within the travel and tourism sector and develop career goals accordingly.
CO6	Gain insights into the different components and types of tourism and their respective roles in shaping the industry.

Unit No.	Course Content	Hours
Unit 1	A. Application and scope of textiles B. Fibers <ol style="list-style-type: none"> Classification of fibers Properties of fibers C. Yarn <ol style="list-style-type: none"> Types of Yarns Yarn numbering system Manufacturing method for natural and man-made fibers D. Fabrics <ol style="list-style-type: none"> Types of Fabrics – Woven, Knitted, Non-woven and others Commonly used fabrics in day-to-day life 	15
Unit 2	A. Introduction to Tourism Industry: <ol style="list-style-type: none"> History of Travel and Tourism Importance, Scope and Impact of Tourism Components of the Tourism Industry 5 A's of Tourism Careers in Travel and Tourism Professionalism and Etiquettes B. Types of Tourism: <ol style="list-style-type: none"> Ecotourism, Rural Tourism, Heritage Tourism, Medical Tourism, Culinary Tourism, Educational Tourism, etc. Legal Aspects in Tourism: <ol style="list-style-type: none"> Laws about Travel and Tourism – passport, visa regulation, customers, foreign exchange, immigration, etc. Travel Formalities Health Regulations D. Tourism Organizations, Tour Operators & Travel Agents E. Future Tourism Trends	15

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Syllabus B.Sc. Home Science (Semester - II) MAJOR

VERTICAL 1 - MANDATORY

Course Code	Title of the Course	Theory/Practical	Credits	No. of Hours
	Textile Product Development and Basic Interior Design	Practical	2	60

Course Objectives:

The course enables learners to:

- Gain knowledge and skills to ideate and design textile products
- Develop prototypes of the designed products
- Develop foundational skills in the application of interior design elements and foster fostering a comprehensive understanding of how these elements contribute to interior aesthetics.
- Guide students in mastering the color wheel, understanding the qualities of color (hue, value, intensity), and applying color schemes to room décor to achieve harmonious and functional interiors.
- Equip students with the knowledge and use of drafting tools, metric scales, and the basics of interior drawings to prepare accurate and professional design layouts.

Course Outcomes	
At the successful completion of the course, students will be able to:	
CO1	Understand user-centric product development parameters
CO2	Utilise different tools and equipment for basic sewing
CO3	Apply the concepts of simple sewing and surface embellishment for product development
CO4	Create products based on user-centric product development parameters
CO5	Create and analyze simple design compositions using lines, forms, textures, light, patterns, and space to develop visually appealing and functional interiors.
CO6	Understand Prang's color wheel, understanding the qualities of color, and applying both chromatic and achromatic color schemes to enhance the aesthetic appeal of interior spaces.
CO7	Acquire the skills to use drafting tools and metric scales, understand interior drawing concepts, and create accurate drafts that communicate design ideas effectively.

Sr. No.	Course Content	Hours
Unit I	A. Surface embellishment techniques as demonstrations- Embroidery, Fabric painting and Stencil printing B. Use and care of sewing equipment C. Simple and small user-centric product development considering parameters of utility, design, functionality and aesthetics <ol style="list-style-type: none"> Tote Bag/Lunch Bag/Sling bag Soft Toys/Stuffed Felt Charms Fabric/Yarn Jewelry 	30
Unit II	A. Simple Illustrations using the following Elements of Design <ol style="list-style-type: none"> Lines - Types of lines: Free hand & scale, Combination of lines, Illusion of lines Forms - Forms created with the use of lines, Forms created without the use of lines Other elements of design – Texture, Light, Pattern, Space B. Use of Colour in Interior Design <ol style="list-style-type: none"> Colour Wheel: Prang's Colour Wheel Qualities of Colour – Hue, Value, and Intensity Colour Schemes – Chromatic and Achromatic Colour Schemes Simple Applications of Colour Schemes to Room Décor C. Introduction to Drafting <ol style="list-style-type: none"> Tools, Metric Scale, Concepts of interior drawings. 	30

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Syllabus
B.Sc. Home Science
(Semester - II)
MINOR
VERTICAL 2 - MANDATORY

Semester II – Entrepreneurship I (Credits 2)

Course Code	Title of the Course	Theory/Practical	Credits	No. of Hours
	Entrepreneurship I (Th)	Theory	2	30

Course Objectives:

The course enables learners to:

- Understand the foundational concepts of marketing, including the 4Ps and 4Cs, and how they influence market research and idea generation.
- Learn the significance of demographic information in market segmentation and targeting.
- Develop the ability to analyze market data to identify consumer needs and generate innovative ideas.
- Create a group of prosperous entrepreneurs who support innovation, economic growth and job creation.
- Explain concepts of Entrepreneurship and build an understanding about business situations.
- Acquiring the skills and knowledge needed to become an entrepreneur.

Course Outcomes:	
At the successful completion of the course, students will be able to:	
CO1	Cultivate a growth mindset essential for initiating entrepreneurial ventures. and understand the steps involved in starting a venture
CO2	Demonstrate entrepreneurial leadership qualities like vision, empathy, and adaptability to effectively guide entrepreneurial teams.
CO3	Build presentation skills and gain confidence in their ability to communicate their ideas
CO4	Identify and secure customers, stakeholders, and team members
CO5	Analyze the feasibility of idea for startups
CO6	Apply delegation and time management techniques to ensure task efficiency and focus on entrepreneurial success.

Sr. No.	Course Content	No. of Hours
Unit 1	A. Introduction to Market Research and Idea Generation: <ol style="list-style-type: none"> i. Definition and importance of market research. ii. Role of idea generation B. Basics of Marketing – The 4Ps: <ol style="list-style-type: none"> i. Product ii. Price iii. Place iv. Promotion C. Evolution to the 4Cs of Marketing: <ol style="list-style-type: none"> i. Consumer ii. Cost iii. Convenience iv. Communication 	15

	<p>D. Demographic Information and Its Role in Market Research, market Segmentation and Targeting Strategies:</p> <ol style="list-style-type: none"> Key demographic variables and analysis Definition Benefits Types of segmentation <p>E. Entrepreneurial Mindset and Skills</p> <ol style="list-style-type: none"> Developing a growth mindset Creativity and innovation Problem-solving and critical thinking Risk-taking and resilience <p>F. Team Building and Leadership</p> <ol style="list-style-type: none"> Basics of team dynamics Leadership qualities for entrepreneurs Importance of collaboration and networking Delegation and time management 	
Unit 2	<p>A. Competitor analysis and Idea Development</p> <ul style="list-style-type: none"> Competitor Analysis <ol style="list-style-type: none"> Analysing existing products or services, and companies in the market. Types of idea development <ol style="list-style-type: none"> General to specific Cause effect Problem solution Claim & counter claim Stages of idea development <ol style="list-style-type: none"> Inspiration Incubation Illumination Implementation <p>B. Idea validation, Idea refinement and prototyping</p> <ul style="list-style-type: none"> Validation of startup idea: <ol style="list-style-type: none"> Introduction 4 steps to validate the start-up idea Idea refinement <ol style="list-style-type: none"> Meaning, techniques to refine business Idea Prototyping <ol style="list-style-type: none"> Meaning How to build a prototype? Types of prototyping Benefits Importance of prototyping in Entrepreneurship Role of prototyping in product development 	15

References:

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Syllabus
B.Sc. Home Science
(Semester - II)
VERTICAL 4 - MANDATORY

Course Code	Course Title	Theory/ Practical (VSC)	Hours	Credits
	Basics of Foods & Nutrition and Caring for the Elderly	Practical	60	2

Course Objectives:**The course enables learners to-**

- Understand principles of food safety and hygiene essential in a food laboratory and get a thorough knowledge of common ingredients, equipment and portion sizes used in food preparation
- Build skills in standardization of nutrient rich recipes and design and create nutrient rich recipes
- Understand of the concept of aging and late adulthood, including physical, cognitive, and emotional changes through experiential learning and practical engagement with older adults in real-life settings.
- Identify and analyze the challenges faced by older adults and strategies to overcome them.
- Design wellness routines and action plans tailored for older adults in their family and the local community.

Course Outcomes	
At the successful completion of the course, students will be able to:	
CO1	Understand food safety and hygiene principles essential when handling food and define aging and late adulthood; analyse physical, cognitive, and emotional development in older adults; and propose practical interventions to overcome challenges.
CO2	Identify and use common ingredients and equipment in food preparation and apply observational, survey, and role-playing techniques to better understand the perspectives and experiences of older adults.
CO3	Apply the knowledge of macronutrients and micronutrients when preparing food and design individualized action plans that promote holistic well-being for older adults, including exercise and lifestyle improvements.
CO4	Analyze the yield and portion sizes when cooking food and reflect critically on personal learning experiences related to aging and implement intergenerational skill-sharing and engagement activities.
CO5	Become skilled in standardising recipes
CO6	Plan, design and create macronutrient and micronutrient rich recipes

S.No.	Course Content	Hours
1	<p>A. INTRODUCTION TO CONCEPTS OF FOOD PREPARATION, FOOD SAFETY AND HYGEINE</p> <ol style="list-style-type: none"> Introduction to Food safety and hygiene principles in the food laboratory. Introduction to food laboratory equipment. Commonly used ingredients in cooking (English and regional names). Weight and volume equivalents Temperature conversions Edible portion- Determination of edible portion of foods Measuring Techniques- Use of standard weights and measures. Pre- preparation of food- Techniques used <p>B. STANDARDIZATION, PREPARATION AND PRESENTATION</p> <ol style="list-style-type: none"> Macronutrient rich recipes – Preparation and presentation of the following and any other relevant additions <ul style="list-style-type: none"> Energy modulated recipes High fiber recipes Protein Rich Recipes Micronutrient rich recipes <ul style="list-style-type: none"> Vitamin A, carotenoid rich recipes Vitamin C rich recipes Calcium Rich Recipes Iron Rich recipes 	30
2	<p>A. INTRODUCTION TO AGING AND OLDER ADULTS (Practical Components building on theoretical base):</p> <ol style="list-style-type: none"> Group discussions: Sharing experiences with older adults. Observational study of an older adult's daily routine. Conduct a survey to identify key challenges faced by older adults in the local community. Role-playing scenarios: Understanding perspectives of older adults. <p>Theoretical basis for the above-mentioned practical components</p> <ul style="list-style-type: none"> Defining age and Developmental Stages in Older Adults <ul style="list-style-type: none"> Physical (Mobility, Sensory, and Chronic Health Conditions) Cognitive (Cognitive Decline: Dementia and Memory Loss & Cognitive Gain: Expertise & Wisdom) Emotional (Depression, Loneliness, and Anxiety vs. Fulfillment) Other Challenges and Issues Faced by Older Adults and overcoming them (e.g. Social Isolation; Financial and Economic Challenges; Elder Abuse) <p>B. PATHWAYS TO POSITIVE AGEING (Practical Components building on theoretical base):</p> <ol style="list-style-type: none"> Designing Individual Action Plans to Promote Positive Aging in their homes and local community (e.g. Designing a simple exercise or wellness routine for an older adult.) Organize a skill-sharing workshop where older adults teach younger generations. Field visits may be organized to elderly care homes or community centres. Writing a reflective journal on personal experiences and takeaways from the course. 	15

UG Under NEP 2020 B.Sc. Home Science Level 4.5

	Theoretical basis for the above-mentioned practical components <ul style="list-style-type: none"> Positive Aging: Concept and Strategies <ul style="list-style-type: none"> Building Social Support Systems Community Engagement and Volunteering Importance of Lifelong Learning and Hobbies Intergenerational Relationships and their Impact Role of Exercise, Diet, and Lifestyle in Healthy Ageing 	
		60

References:

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- Stuart-Hamilton, I (2012) The Psychology of Ageing: An Introduction. London; Philadelphia: Jessica Kingsley Publishers
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Syllabus
B.Sc. Home Science
(Semester - II)
SEC
VERTICAL 4 – MANDATORY

Course Code	Title of the Course	Theory/Practical	Credits	No. of Hours
	Management of Hospitality Events and Fashion Show	SEC Practical	2	60

Course Objectives:

The course will enable the students to:

- Get acquainted with types of principles of event management and fashion events.
- Create a plan and allocate resources for fashion and hospitality events.
- Develop essential soft skills for planning and organizing fashion and hospitality events.
- Equip students with practical skills for the end-to-end management of events.
- Get hands-on experience in organizing and executing a fashion event.
- Facilitate hands-on activities and real-world simulations to strengthen students' abilities to work collaboratively, manage conflicts, and make effective decisions under pressure during event execution.
- Cultivate a professional mindset by encouraging creativity, adaptability to industry trends, and adherence to ethical and sustainable practices in designing and managing events

Course Outcomes:

After successful completion of the course, a student will be able to:	
CO1	Understand various types of fashion events and to demonstrate the ability to conceptualize, design, and execute events by integrating creative ideas with practical planning techniques, including budgeting, logistics, and risk management.
CO2	Analyze the managerial skills required for event organization and to exhibit effective teamwork and communication skills to collaborate with diverse stakeholders such as sponsors, vendors, and attendees, ensuring seamless event execution and stakeholder satisfaction.
CO3	Apply acquired soft skills for conducting fashion and hospitality events.
CO4	Create themes/concepts for the fashion and hospitality events.
CO5	Plan and execute the fashion and hospitality events.
CO6	Analyze the feedback of the fashion hospitality events.

Unit No.	Course Content	Hours
Unit 1.	<p>A. Planning and Coordinating:</p> <ul style="list-style-type: none"> • Event Context: <ol style="list-style-type: none"> i. Introduction, Definition and Need ii. Categorization of events iii. Role & Responsibilities of Event Planners iv. Significance of Event Tourism • Event Management Process: <ol style="list-style-type: none"> i. Conceptualization and Theme Development ii. Group discussion on creative event ideas. iii. Hands-on activity: Develop a theme and event concept for a given scenario. • Event Planning and Scheduling: <ol style="list-style-type: none"> i. Planning, Organising, Delegating responsibilities ii. Create an event checklist and timeline - Corporate Events, MICE, and Formal & Informal Events <p>B. Budgeting and Financial Planning:</p> <ol style="list-style-type: none"> i. Cost estimation and budget templates. ii. Hands-on activity: Prepare a detailed budget for a given event scenario. iii. Case study discussion on budget overruns and solutions <p>C. Event Marketing and Communication:</p> <ol style="list-style-type: none"> i. Marketing, PR and promotion ii. Operational Communication iii. Design a basic event flyer using simple graphic design tools. <p>D. Risk Management and Contingency Planning:</p> <ol style="list-style-type: none"> i. Risk identification and assessment activity. ii. Create a contingency plan for common event challenges. iii. Case study: Successful risk management in large-scale events 	
Unit 2	<p>A. Introduction to fashion events</p> <ol style="list-style-type: none"> i. Overview of fashion events (fashion shows, exhibitions and sales, product launches). ii. Creating an event theme and concept. <p>B. Event planning and budgeting</p> <ol style="list-style-type: none"> i. Create an event checklist (venue, team, and material, etc.). ii. Seek sponsorship iii. Develop a basic budget and cost sheet. iv. Assign roles and responsibilities for an event simulation. <p>C. Organizing a fashion event (Fashion Show/Exhibition)</p>	30

	<ul style="list-style-type: none"> i. Coordination with all stakeholders ii. Fashion event setup iii. Event promotion and feedback 	
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References:

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- O'Toole, W. (2021). Events Feasibility and Development: From Strategy to Operations (2nd Edition). Routledge
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QUESTION PAPER PATTERN
(External and Internal)
B.Sc. SEMESTER I/II/III/IV/V/VI

Evaluation for Theory (2 Credits for 50 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
Class tests/PPT Presentations and relevant planned assignments	10
Total Marks for Internal Assessment	20
SEMESTER-END THEORY EXAMINATION	
All questions are compulsory with internal choice.	
Question 1 – Unit 1	10
Question 2 – Unit 2	10
Question 3 – From Multiple Units	10
Total Marks for Semester End Examination	30

Evaluation for Practical (2 Credits for 50 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
Total Marks for Internal Assessment	20
SEMESTER-END PRACTICAL EXAMINATION	
All questions are compulsory with internal choice.	
Question 1 - Unit 1	10
Question 2 - Unit 2	10
Journal/Portfolio/Report/Viva-Voce	10
Total Marks for Semester End Examination	30

Question Paper Pattern (NEP Syllabus)
THEORY EXAMINATION

Marks: 30	1 Hour
Upto 50% choice to be given within each Question. Questions may be divided into sub questions as a, b, c.... Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 1 mark or less	
Q1 Unit 1	10 marks
Q2 Unit 2	10 marks
Q3 Mix of Unit 1 and 2	10 marks
TOTAL	30 Marks

PRACTICAL EXAMINATION

Marks: 30	2 Hours
Q1 Unit 1	10 Marks
Q2 Unit 2	10 Marks
Journal/Portfolio/Report/Viva-Voce	10 Marks
TOTAL	30 Marks

Letter Grades and Grade Points

Semester GPA/ Program CGPASemester/ Program	% of Marks	Alpha-Sign/ Letter Grade Result	Grading Point
9.00 - 10.00	90.0 – 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

Appendix B**Justification for B.Sc. Home Science**

1.	I	<p>The syllabus for B.Sc. Home Science formulated with great care in accordance with the National Education Policy (NEP 2020). The program aims at imparting technical knowledge and hands- on skills. It enables learners to acquire fundamental knowledge and skills that are life-oriented, career-oriented and community- oriented, towards building a profession for self-growth and societal welfare. As the specialized fields of industry and education is continuously evolving and the Indian market can expand nationally and globally, this program will empower students through skill-building and knowledge enhancement to meet our nations and global needs.</p> <p>This course has been planned with a foresight into the increasing demand for practical knowledge and skills required in the specific industry of expertise and specialization. It will provide gainful employment opportunities in the ever-expanding technology-driven industry.</p> <p>It is an excellent blend of theory and practical and it has special relevance to specific industries with fundamental knowledge and experience in entrepreneurship skills, fieldwork, rural camp, internship, industrial visits, computer-aided technologies, marketing and skills in the areas of Home Science. Value Education is integral to the curriculum rooting some basic</p>
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UG Under NEP 2020 B.Sc. Home Science Level 4.5

		<p>concepts of subjects into Indian Knowledge System (IKS).</p> <p>There are core areas that include theoretical knowledge and practical skill sets training along with vocation based skills with ample opportunities for ability and skill enhancement. It aims at building and nurturing learner's personality as responsible citizens competent with language and intuitive, proactive, positive attitudes, who can bring about a change in society.</p> <p>The program is designed to train students with job relevant skills through laboratory work, on-the-job training and apprenticeship in sustainable start-ups and entrepreneurial ventures, it enables the students to find career paths in the relevant industries research centers NGOs, schools, hospitals, hotels etc. The curriculum is supplemented with extension work and educational trips for experiential learning. The curriculum addresses an understanding of Indian Knowledge System pertaining to traditional culture and heritage and its relation to traditional concepts and practices. It fosters appreciation through multicultural sensitivity.</p> <p>Research and field projects is included as an essential component of the program to develop an innovative and scientific temper.</p> <p>In addition to this, students are encouraged to undertake industry- and socially-relevant field projects and research projects. They are also motivated to participate in research competitions at various levels, publish research findings and engage in networking and collaboration.</p>
2.	Whether the UGC has recommended the course:	Yes
3.	Whether all the courses have commenced from the academic year 2024-2025	Yes
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?	Adequate eligible permanent faculty and CHB faculty to be appointed for vacant posts till posts are sanctioned

UG Under NEP 2020 B.Sc. Home Science Level 4.5

5.	To give details regarding the duration of the Course and is it possible to compress the course?	No
6.	The intake capacity of each course and no. of admissions given in the current academic year:	200 (Total)
7.	Opportunities of Employability/ Employment available after undertaking these courses	<p>The program has multi-faceted dimensions of design and technical aspects of Home Science. Students have ample employment and entrepreneurial opportunities on successful completion and graduation from B.Sc. Home Science can be employed in the field of:</p> <p>Foods Nutrition and Dietetics (FND):</p> <p>Our students have found successful positions in various sectors such as food industry, NGOs, hospitals, and academia. Many have established their own businesses as Food Entrepreneurs and Dietetic and Public Health volunteers and consultants. Furthermore, a substantial number of students opt to pursue higher education at Indian and international universities. This syllabus restructuring in accordance with the goals of NEP 2020 will continue to provide considerable levels of employment opportunities. The course provides knowledge and skills of fundamental concepts in all areas of Foods, Nutrition and Dietetics as well as emphasis on practical skills and applications significantly, both in accordance to industry needs. New trends and multidisciplinary approaches to health management have been included. This will make our students highly employable. Research, Innovation and Entrepreneurship has been included in the program to provide the students with the professional mind-set and skills to start their venture in the field. On successful completion of the program students can acquire gainful employment opportunities as Clinical Dietician/Community Nutrition Specialist/Food Product Developer/Food Auditor and Food Quality Control Consultant/ Food and Dietetic Entrepreneur/Nutrition Research and Education/ Sports Nutritionist. The heightened interest level, knowledge and skill sets acquired and expertise gained through the successful completion of</p>

	<p>graduation in the selected specialization, will open diverse opportunities of employment in various fields of industries and education sectors. The foundation levels of knowledge and training through value education, ability enhancement, skill enhancement, vocation-based skill training, field projects, continuing education programs, research projects and on job training at graduation will develop invigorating industry- ready students also seeking opportunities for super-specializations with higher studies.</p> <p>Human Development (HD): In the mental health and education sectors as well as in the media sectors.</p> <ul style="list-style-type: none"> • In the mental health sector: counselling and designing activity-based interventions. • In the educational sector: content development, curriculum development, training, supervision and management, designing interventions and services, and working with individuals with special needs. • Entrepreneurial opportunities include guidance centres, preschools, activity centres, youth centres, elderly care centres and services for people with special needs; design educational and enrichment activities and materials, and interventions and services, and content writing for developmentally appropriate media programmes, children's books and games; etc. <p>Textile and Fashion Technology (TFT):</p> <ul style="list-style-type: none"> • Textile manufacturing industries, apparel merchandising units, fashion and exporthouses, design studios, NGOs, craft centres, as professionals for quality assurance, HR personnel, fashion designers, costume stylists, visual merchandisers, fashion media experts, retail and production managers, hospitality industry trainees, and computer aided designing professionals, academicians and self-employment. Several students also learn skills to begin their own start-ups or engage in entrepreneurship. <p>Community Resource Management (CRM)</p> <ul style="list-style-type: none"> • Community Resource Management (CRM) focuses on the effective use and management of resources to enhance the quality of life in communities. It involves planning, organizing, and optimizing human, physical, and
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	<p>financial resources to address community needs and challenges. CRM integrates principles of sustainability, innovation, and equity, ensuring resources are utilized efficiently and responsibly. With applications across various fields like interior design, hospitality management, ergonomics, and business management, CRM prepares individuals to create practical solutions for improving living and working environments, fostering economic growth, and promoting social well-being.</p> <ul style="list-style-type: none"> • Interior Design: A specialization in interior design equips students with the skills to create functional and aesthetically pleasing spaces for residential, commercial, and institutional purposes. Employment opportunities abound in architectural firms, design studios, furniture manufacturing companies, and construction firms. Graduates can also work as freelance interior designers, consultants, or project managers in renovation and restoration projects. With increasing demand for sustainable and smart interiors, professionals in this field can also explore roles in green building certifications, sustainable design, and space optimization for modern urban living. • Hospitality Management: Hospitality management graduates are in high demand in the global tourism and service industry. Opportunities include roles in hotel and resort management, food and beverage services, event planning, and luxury travel management. Graduates can work with international hotel chains, cruise lines, theme parks, and catering companies. Additionally, they can explore entrepreneurial ventures by opening boutique hotels, restaurants, or catering businesses. The growing emphasis on personalized guest experiences and wellness tourism also creates niche opportunities in spa and wellness management, eco-tourism, and lifestyle concierge services. • Management Related Careers: A specialization in management offers a versatile career path in diverse sectors. Human resource professionals can work in recruitment, training, performance management, and employee relations for multinational corporations, start-ups, and non-profits. Marketing management graduates can pursue roles in digital marketing, advertising, public relations, and brand strategy, contributing to the growth of companies in dynamic industries. Retail and brand management specialists can find employment with e-commerce platforms, retail chains, and luxury
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		<p>brands, managing operations, customer experiences, and marketing campaigns. Opportunities also exist in analytics-driven roles, focusing on consumer behaviour, market trends, and branding innovations.</p> <ul style="list-style-type: none"> • Ergonomics: Ergonomics specialists play a vital role in improving workplace safety, productivity, and employee well-being. Career opportunities include roles in occupational health and safety, workstation design, and human factors engineering. Professionals in this field are employed by industries such as manufacturing, healthcare, IT, and aviation to design user-friendly products, optimize workflows, and minimize work-related injuries. With the rising focus on remote work and hybrid office setups, ergonomists are in demand for consulting on home office designs and creating guidelines for ergonomic practices. They can also work in research and development, focusing on designing innovative tools, equipment, and systems that align with human capabilities.
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**Sign of the BOS
Chairperson
Name of the
Chairperson:**

**Sign of the Offg.
Associate DeanName of
the Associate Dean
Name of the Faculty**

**Sign of the Offg.
Dean Name of the
Offg. Dean
Name of the
Faculty**