

KOLHAN UNIVERSITY - CHAIBASA



UNDER GRADUATE PROGRAMME

CHOICE BASED CREDIT SYSTEM

CBCS

SYLLABUS

B.A PROGRAMME

HOME SCIENCE

CBCS
B. A PROGRAMME

Semester	Courses	Credit	Full Marks	End Semester Exam		Internal Assessment	
				Full Marks	Pass Marks	Full Marks	Pass Marks
I	Core Course- DSC 1A	6	100	70	28	30	12
	Core Course- DSC 2A	6	100	70	28	30	12
	MIL 1	6	100	70	28	30	12
	AECC I English Communication/MIL Communication	2	50	35	14	15	06
	Total		350				
II	Core Course- DSC 1B	6	100	70	28	30	12
	Core Course- DSC 2B	6	100	70	28	30	12
	MIL 2	6	100	70	28	30	12
	AECC II Environmental Science	2	50	50 (OMR)	20		
	Total		350				
III	Core Course- DSC 1C	6	100	70	28	30	12
	Core Course- DSC 2C	6	100	70	28	30	12
	MIL 3	6	100	70	28	30	12
	SEC I General Knowledge & Current affairs	2	50	50 (OMR)	20		
	Total		350				
IV	Core Course- DSC 1D	6	100	70	28	30	12
	Core Course- DSC 2D	6	100	70	28	30	12
	MIL 4	6	100	70	28	30	12
	SEC II Personality Development	2	50	35	14	15	06
	Total		350				
V	Elective (DSE-1A)	6	100	70	28	30	12
	Elective (DSE-2A)	6	100	70	28	30	12
	Elective (GE-1)	6	100	70	28	30	12
	SEC III History & Culture of Jharkhand	2	50	35	14	15	06
	Total		350				
VI	Elective (DSE-1B)	6	100	70	28	30	12
	Elective (DSE-2A)	6	100	70	28	30	12
	Elective (GE-2)	6	100	70	28	30	12
	SEC Moral and Value education	2	50	35	14	15	06
	Total		350				
	Grand Total	120	2100				

B.A HOME SCIENCE GENERAL- CBCS COURSE

Semeste	Core Corse/DSE	Name of Paper	Credits	No. of Marks	CIA		ESE	
					Full Marks	Pass marks	Full Marks	Pass marks
I	DSC1A Theory	Fundamentals of Food and Nutrition & Life Span Development1	4	70			70	28
	DSC 1 A Practical		2	30			30	12
II	DSC 1 B Theory	Resource Management & Fundamentals of Textiles	4	70			70	28
	DSC 1 B Practical		2	30			30	12
III	DSC1C Theory	Fundamentals of Food Science & Life Span Development 2	4	70			70	28
	DSC 1 C Practical		2	30			30	12
IV	DSC1D Theory	Nutrition for Family & Clothing and textiles	4	70			70	28
	DSC 1 D Practical		2	30			30	12
V	DSE 1A Theory	Group A Basics of Design Application Group B Entrepreneurship Development	4	70			70	28
	DSE 1A Practical		2	30			30	12
VI	DSE 1B Theory	Group A Children with Disabilities Group B Child Rights & Gender Empowerment	70				70	28
	DSE 1B Practical		30				30	12

CIA Continuous Internal Assessment **Note:** All Practical are based on corresponding theory paper

ESE End Semester Exam

DSE Discipline Specific Elective

	B.A. SEMESTER-I	
	HOME SCIENCE	
	CORE COURSE DSC I ATHEORY	
	FUNDAMENTALS OF FOOD AND NUTRITION & LIFE SPAN DEVELOPMENT I	
DSC1A Theory		Full Marks:70
No. of credits 4		Hours 3

Objectives:

1. To understand of basic concepts of food & nutrition, role of various nutrients & their requirements, role of deficiency & excess and metabolism of nutrients
2. To help students study the stages in Human development with special focus from prenatal development to early Childhood years

Theory Unit:	Food and Nutrition
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1. Meaning & definition of nutrition, nutrients & food. Functions of food
2. Structure, classification, functions, sources, recommended dietary allowances, deficiency & excess (in brief) of carbohydrates, fats, proteins,
3. Structure, classification, functions, sources, recommended dietary allowances, deficiency & excess (in brief) of vitamins, minerals & water.

Theory Unit II:	Human Development
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1. Principles of Growth and Development: Norms and Milestones
2. Conception, pregnancy and birth
3. Capacities of neonate
4. Development in Infancy and Preschool
 - Physical-motor development
 - Cognitive and language development,
 - Socio-emotional development; Family, Preschool and Play.

	B.A. SEMESTER-I	
	HOME SCIENCE	
	CORE COURSE DSC 1A PRACTICAL	
	FUNDAMENTALS OF FOOD AND NUTRITION & LIFE SPAN DEVELOPMENT I	
DSC1A Practical		Full Marks:30
No. of credits 2		Hours 3

Objectives:

1. To acquire skills in developing new products
2. To enable the students to understand methods of child study

Practical Unit I	Food & Nutrition
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1. Exploring and developing new recipes for all meals of a day using locally available cereal based and millets based products.
2. Developing nutritious recipes using protein rich foods like soya bean

Practical Unit II	Life Span Development 1
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1. Prepare: (a) Height & weight chart of growing children
(b) Pictorial chart of motor development for the child of zero to one year.

	B.A. SEMESTER-II	
	HOME SCIENCE HONOURS	
	CORE COURSE DSC I B THEORY	
DSC 1B Theory	RESOURCE MANAGEMENT AND FUNDAMENTALS OF TEXTILES	Full Marks:70
No. of credits 4		Hours 3

Objectives

1. To help students to understand managerial process
2. To enable the students to have basic knowledge of fabric science
3. To under the process of transformation from fibre to fabric

Theory Unit I:	Resource Management
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1. Understanding meaning, classification and characteristics of resources, factors affecting utilization of resources
2. Decision Making
3. Steps in Management
 - Planning
 - Supervising
 - Controlling
 - Organizing
 - Evaluation

Theory Unit II	Fundamentals of Textiles
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1. Classification of fibres
2. Origin, production and properties of various fibres: Natural-cotton, linen, wool, silk. Man-made-rayon, Synthetic fibres
3. Basic principle of yarn making
4. Weaving: Parts and functions of the loom
5. Weaves: Classification, construction, characteristics and usage

	B.A. SEMESTER-II	
	HOME SCIENCE	
	CORE COURSE DSC 1B PRACTICAL	
	RESOURCE MANAGEMENT AND FUNDAMENTALS OF TEXTILES	
DSC1B Practical		Full Marks:30
No. of credits 2		Hours 3

Objectives:

1. To enable the students to manage resources
2. To help them to develop expertise in event management
3. To be able to identify fibre and yarn
4. To be able to identify and prepare samples of different weaves

Practical Unit I:	Resource Management
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1. Preparation of time plans for self and family
2. Time and Motion Study
3. Event planning, management and evaluation-with reference to
- Managerial process

Practical Unit II	Fundamentals of Textiles
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1. Fibre Identification tests –Visual, burning, microscopic and chemical
2. Prepare samples of different types of weaves
3. Visit to Weaving centre/finishing centre

	B.A. SEMESTER-III	
	HOME SCIENCE HONOURS	
	CORE COURSE DSC I C THEORY	
DSC 1C Theory	FUNDAMENTALS OF FOOD SCIENCE & LIFE SPAN DEVELOPMENT 2	Full Marks:70
No. of credits 4		Hours 3

Objectives

1. To provide an understanding of composition of various food stuffs
2. To familiarize with changes occurring in various foodstuffs as a result of processing and cooking
3. To understand the changes in different stages from adolescents to old age

Theory Unit I:	Fundamentals of Food Science
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1. Basic terms used in study of food and nutrition
2. Understanding relationship between food, nutrition and health
3. Functions of food-Physiological, psychological and social
4. Food Groups

Cereals

- Pulses
- Fruits and vegetables
- Milk & milk products
- Eggs
- Fats and Oils

Theory Unit II	Life Span development 2
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- 1) Introduction to Adolescents
 - Physical and physiological changes
 - Cognitive and language development
 - Socio-emotional and moral development
- 2) Middle and Late Adulthood
 - Developmental tasks of middle and late adulthood
 - Physical and physiological changes and aging

	B.A. SEMESTER-III	
	HOME SCIENCE	
	CORE COURSE DSC 1C PRACTICAL	
	FUNDAMENTALS OF FOOD SCIENCE & LIFE SPAN DEVELOPMENT 2	
DSC1C Practical		Full Marks:30
No. of credits 2		Hours 3

Objectives:

1. To enable the students to use correct weights and measures
2. To help to know various products available in the market
3. To know how to minimize nutrient losses
4. To understand the status of adolescents and adults

Practical Unit I	Food Science
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1. Weights and measures; preparing market order and table setting
2. Developing methods to minimising nutrient losses

Practical Unit	Life Span Development 2
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1. Depictions of adolescence and adulthood in media: Audio-visual, Print and Theatre

	B.A. SEMESTER-IV	
	HOME SCIENCE HONOURS	
	CORE COURSE DSC I D THEORY	
DSC 1D Theory	NUTRITION FOR FAMILY & CLOTHING AND TEXTILES	Full Marks:70
No. of credits 4		Hours 3

Objectives:

1. To enable the student to acquire knowledge of the principles of planning diets of various stages of life cycles.
2. To develop ability to plan balanced diet for various activity groups and for various socio-economic levels.
3. To acquire knowledge of choice and care of fabric
4. To develop skill in clothing construction

Theory Unit I	Nutrition for Family
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1. Food groups and concept of balanced diet
2. Food exchange list
3. Concept of Dietary Reference Intakes
4. Factors effecting meal planning and food related behaviour.
5. Dietary guidelines for Indians and food pyramid
6. Physiological changes, RDA, nutritional guidelines, nutritional concerns and healthy food choices:
 - Adult
 - Pregnant woman
 - Lactating mother

Theory Unit II	Clothing and Textiles
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1. Readymade Vs Homemade Garments
2. Factors affecting selection of Fabric
3. Care and storage of clothing
4. Washing of different fabrics
5. General principle of clothing construction
6. Drafting & making Paper Patterns

	B.A. SEMESTER-I	
	HOME SCIENCE	
	CORE COURSE DSC 1D PRACTICAL	
	NUTRITION FOR FAMILY & CLOTHING AND TEXTILES	
DSC1D Practical		Full Marks:30
No. of credits 2		Hours 3

Objectives:

1. To develop skill in planning meals for different age groups
2. To enable the students construct garments for different age groups
3. To know the parts of sewing machine and take care of it
4. To get firsthand experience of garment construction in large scale

Practical Unit I	Nutrition for Family
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Planning Meals for the following groups:

- a) Adult
- b) Pregnant woman/Lactating mother
- c) Preschool children
- d) School children
- e) Adolescents

Practical Unit II	Clothing
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1. Needle work and tailoring equipments, their use and care
2. Construction of garments
 - a. Petticoat
 - b. Churidar Kurta (Girls)
3. Visit to Garment industry

	B.A. SEMESTER-V	
	HOME SCIENCE	
	DISCIPLINE SPECIFIC ELECTIVE 1ATHEORY	
	Group A BASICS OF DESIGN APPLICATION	
DSE 1ATheory		Full Marks:70
No. of credits 4		Hours 3

Objectives:

1. To make students acquire knowledge about elements and principles of design
2. To develop concept of colour and its uses
3. To become familiar about furniture and furnishing used in the past and modern days

Theory Unit I	Design Fundamentals
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1. Objectives of Art & Interior Design
2. Types of Design: Structural & Decorative.
3. Elements of Content: Space, Point, Line, Shape, Form, Texture, Light & Colour.
4. Elements of Order: Scale, Similarity, Proximity, Sequence, Trends, Themes, Geometrical Organization
5. Principles of Composition – Rhythm, Balance, Proportion, Emphasis, Unity, (Variety, Simplicity/Economy, Suitability)
6. Composition of a Drawing – Harmony, Clarity, Adequacy.
7. Colour & its Application.
 - Dimensions of colour.
 - Importance of colour & its role in creation of the design.
 - Colour systems & Theories.
 - Colour Harmonies.
 - Principles of Design as applied to colour use.
 - Colour Forecasting
8. Design Drawing – Drawing as a language to explore & communicate Ideas.

Theory Unit II	Furniture & Furnishings: Historical Perspectives & Contemporary Trends
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1. History of Interior Design – including periods like Mughal Architecture, Colonial style, Renaissance.
2. Architectural Styles –based on themes and main periods, like post Renaissance and modern style.
3. Contemporary Trends in Interior Design with respect to furniture, furnishings

- & accessories.
4. Furniture – Types, Construction, Selection and purchase, Arrangement, Care and maintenance
 5. Furnishings – selection, care and maintenance of fabrics used for -
 - Soft furnishings: curtains and draperies, upholstered furniture, cushions and pillows, etc.
 - Floor coverings
 6. Accessories – Uses, Classification, Design, Selection & Arrangement
 7. Traditional and Modern Surface Finishes – types and uses
 - Furniture
 - Wall
 - Floor
 - Ceilings
 - Roofing

References:	
Interior Decoration	Lawrence M
The Elements of Design	Riley & Bayen
गृह प्रबन्ध एवं आंतरिक सज्जा	डॉ. बृन्दा सिंह

	B.A. SEMESTER-V	
	HOME SCIENCE	
	DISCIPLINE SPECIFIC ELECTIVE 1APRACTICAL	
	Group A BASICS OF DESIGN APPLICATION	
DSE 1APractical		Full Marks:30
No. of credits 2		Hours 3

Objectives:

1. To develop drawing skills related to design application
2. To be able to assess market for various product
3. To learn professional skills related to design application

Practical Unit	
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1. Drawing – Introduction to drawing instruments & tools (manual & computer tools)
 - i. Drawing lines (freehand & with drawing instruments) - both 2-dimensional & 3- dimensional
 - ii. Lettering
 - iii. Sketching (figures, buildings, trees & plants, vehicles) - both 2-dimensional & 3- dimensional
2. Preparation of catalogue comprising pictures denoting application of Art & Elements of Design; Colour - Colour Wheel, Dimension & Harmonies of Colour
3. Market review of furniture and furnishing materials (upholstery, curtains and draperies, bed & table linen)
 - i. Wall coverings & decorations (pictures, etc)
 - ii. Floor coverings & decorations
 - Window & door treatments
 - Lighting systems
 - Artefacts (sculptures, ceramics/terracotta, handicrafts, flower arrangements, etc.)
 - Fittings and fixtures

	B.A. SEMESTER-V	
	HOME SCIENCE	
	DISCIPLINE SPECIFIC ELECTIVE 1ATHEORY	
	Group B ENTREPRENEURSHIP DEVELOPMENT	
DSE 1ATheory		Full Marks:70
No. of credits 4		Hours 3

Objectives:

Creating awareness about entrepreneurship as an effective alternative to a “White Collar Job”

Theory Unit I	Entrepreneurship Development
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1. Entrepreneurship- concept, definition, need and significance of entrepreneurship development in India, entrepreneurship growth process, barriers, entrepreneurship education model
2. Entrepreneur-their characteristics, types, gender issues, role demands and challenges
3. Entrepreneurial Motivation
4. Challenges faced by Women Entrepreneurs

Theory Unit II	Enterprise Planning and Launching
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1. Types of enterprises classification based on capital, product, location, ownership pattern and process
2. Sensing business opportunities and assessing market potential; market research
3. Appraising of project and feasibility

Theory Unit III	Enterprise Management and Networking
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1. Managing Production
 - i. Organizing Production; input-output cycle
 - ii. Ensuring Quality
2. Managing Marketing
 - i. Understanding markets and marketing
 - ii. Functions of Marketing
 - iii. 4Ps of Marketing(same as marketing mix)
3. Financial Management
 - i. Meaning of Finance
 - ii. Types and Sources of Finance
 - iii. Estimation of project cost
 - iv. Profit Assessment
4. Networking of Enterprises

References:		
Entrepreneurship Strategy: Changing Patterns in New Venture Creation, Growth, and Reinvention		Gundry Lisa K. & Kickul Jill R
Entrepreneur Development- New Venture Creation		Taneja & Gupta
द्य सिद्धांतः व्यवसायः		Smt. Renu Aroda, Dr. S.K. Sudh Dr. Vijay Kumar
प्रबंध द्य		V.K. Sharma, O.P. Harkut

	B.A. SEMESTER-V	
	HOME SCIENCE	
	DISCIPLINE SPECIFIC ELECTIVE 1APRACTICAL	
	Group B ENTREPRENEURSHIP DEVELOPMENT	
DSE 1APractical		Full Marks:30
No. of credits 2		Hours 3

Objectives:

1. To acquire skills in doing SWOT analysis
2. To develop skills required to venture in to business

Practical Unit	
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1. SWOT analysis with respect to entrepreneurial competencies through case profiling of successful entrepreneurs and enterprises.
2. Achievement Motivation lab-development of entrepreneurial competencies
3. Survey of an institution facilitating entrepreneurship development in India
4. Preparation of business plan

	B.A. SEMESTER-VI	
	HOME SCIENCE	
	DISCIPLINE SPECIFIC ELECTIVE 1BTHEORY	
	Group A CHILDREN WITH DISABILITIES	
DSE 1BTheory		Full Marks:70
No. of credits 4		Hours 3

Objectives:

1. To understand causes of disabilities among children
2. To develop skills to manage disabled children at home
3. Learn to prevent disability

Theory Unit I	Introduction to Childhood Disabilities
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1. Defining disabilities
2. Models of disability
3. Classifying disabilities
4. Social construction of disability
5. Demography

Theory Unit II	Common Childhood Disabilities
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Identification, Assessment and aetiology with reference to

1. Loco motor disability
2. Visual disability
3. Auditory and speech disability
4. Intellectual disability
5. Autism
6. Learning Disability

Theory Unit III	Children with Disabilities and Society
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1. Families of children with disability
2. Prevention and management of different disabilities
3. Educational practices- Special education and inclusion
4. Policy and laws

References:	
Early Detection of Disabilities and persons with disabilities in the community	Chopra,G
Disabilities at Anganwadi and at Home: A Practical Guide	
The Social Ecology of Disability-Technical Series -3	Lady Irwin College. Delhi: Academic Excellence
Exceptional children: An introduction to special education	Mangal, S. K
Special Educational Needs of Children and Young Adults: An Unfinished Agenda,” Education and Children with Special Needs: From Segregation to Inclusion	Jangira, N.K.
United Nations and rights of disabled persons: A study in Indian perspective.	Karna, G. N
Physically handicapped in India	Mani, R.
The inclusive classroom: Strategies for effective instruction	Mastropieri, M. A., & Scruggs, T. E

	B.A. SEMESTER-VI	
	HOME SCIENCE	
	DISCIPLINE SPECIFIC ELECTIVE 1B PRACTICAL	
	Group A CHILDREN WITH DISABILITIES	
DSE 1B Practical		Full Marks:30
No. of credits 2		Hours 3

Objectives:

1. To develop skills to manage children with disabilities
2. Learn to identify children with disabilities

Practical Unit I	
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1. Visits to organisations working with children with disabilities
2. Observing children with disabilities in families and institutions
3. Planning developmentally appropriate material for children with disabilities
4. Exploring audio-visual sources with reference to children with disabilities and their families
5. Select psychometric tests (Ravens Progressive matrices, Portage, Tests for detecting
 - a. Learning Disabilities)

	B.A. SEMESTER-VI	
	HOME SCIENCE	
	DISCIPLINE SPECIFIC ELECTIVE 1B THEORY	
	Group B CHILD RIGHTS AND GENDER EMPOWERMENT	
DSE 1B Theory		Full Marks:70
No. of credits 4		Hours 3

Objectives:

1. To know about child rights and gender equality
2. To understand the problems of children in difficult conditions and try to help them
3. To feel the need to work for gender equality

Theory Unit I	Understanding Child Rights
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1. Meaning of Child Rights and Convention on Child Rights
2. Knowing disadvantage and exclusion in relation to children
3. Demographic profile of the child in India
4. The role of state, family and children in promotion and protection of child rights

Theory Unit II	Children in Difficult circumstances
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1. Street children, working children and homeless children
2. Child Abuse
3. Child Trafficking
4. Children in conflict with law
5. Laws and policies

Theory Unit III	Conceptualizing Gender
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1. Defining terms- sex, gender, masculinity, femininity
2. Socialisation for gender- gender roles, gender stereotypes
3. Patriarchy and social institutions
4. Perspectives on feminism

Theory Unit IV	Gender Empowerment
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1. Demographic profile
2. Issues and concerns related to girls and women in India
3. Media and gender
4. Laws, policies and programmes for girls and women in India

References:	
Education of Disabled Children	Agarwal, A. & Rao, B.V
Law and Gender Inequality: The politics of Women's Rights in India.	Agnes, F.
Child Rights in India: Law, Policy and Practice	Bajpai, A
Off the Beaten Track: Rethinking Gender Justice for Indian Women	Kishwar, M.
Globalization, Development and Child Rights	Satyarthi, K. and Zutshi, B. (Ed)
A socio-legal perspective.	Saikia, N

	B.A. SEMESTER-VI	
	HOME SCIENCE	
	DISCIPLINE SPECIFIC ELECTIVE 1B PRACTICAL	
	Group B CHILD RIGHTS AND GENDER EMPOWERMENT	
DSE 1B Practical		Full Marks:30
No. of credits 2		Hours 3

Objectives:

1. To learn to work with children in difficult circumstances
2. To able to help children in difficult circumstances
3. To acquire skills to organize programmes for child rights and gender equality

Practical Unit I	
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1. Understanding child rights and gender in diverse social groups through visits
2. Interactions with children in difficult circumstances
3. Understanding gender realities in different social groups
4. Exploring the concept of child rights and gender through audio-visual sources and workshops
5. Programme planning for child rights and gender equality