

BOARD OF HOME-SCIENCE STUDIES



FACULTY OF SCIENCE

SYLLABUS FOR M.Sc. (GENERAL HOME-SCIENCE)

As Per NEP – 2020 PROGRAMME - SEMESTER- 1,2,3,4

(General Home Science)

EFFECTIVE FROM JUNE, 2026

Course Objectives (COBs) – M.Sc. Home Science (General Home Science)

The M.Sc. Home Science (General) Programme Is Designed To Achieve The Following Objectives:

- 1. **To Provide Advanced Knowledge** Of The Interdisciplinary Fields Of Home Science, Including Food And Nutrition, Human Development, Family Resource Management, Textiles And Clothing, Extension Education, And Community Development.*
- 2. **To Develop Scientific Thinking And Analytical Skills** For Understanding And Solving Problems Related To Individuals, Families, And Communities.*
- 3. **To Strengthen Research Competencies** By Imparting Knowledge Of Research Methodology, Statistical Analysis, Data Interpretation, And Scientific Writing.*
- 4. **To Enhance Practical And Professional Skills** Required For Planning, Implementing, Monitoring, And Evaluating Programmes Related To Health, Nutrition, Education, Family Welfare, And Community Development.*
- 5. **To Promote Leadership, Communication, And Extension Skills** For Effective Interaction With Individuals, Groups, Institutions, And Communities.*
- 6. **To Encourage Innovation, Entrepreneurship, And Sustainable Development** In The Areas Of Home Science For Self-Employment And Career Advancement.*
- 7. **To Develop Ethical Values, Social Responsibility, And Professional Competence** For Improving The Quality Of Life And Promoting Family And Community Well-Being.*
- 8. **To Integrate Modern Technologies And Digital Applications** In Teaching, Research, Extension, And Professional Practice In Home Science.*
- 9. **To Prepare Students For Higher Education, Research, Teaching, And Multidisciplinary Careers** In Government, Non-Government Organizations, Healthcare, Industry, And Academia.*
- 10. **To Foster Lifelong Learning And Continuous Professional Development** To Meet Emerging National And Global Challenges In Home Science.*

Programme Outcomes (POs)

M.Sc. Home Science (General Home Science)

After Successful Completion Of The M.Sc. Home Science (General Home Science) Programme, Graduates Will Be Able To:

PO1: Advanced Knowledge

Acquire Advanced And Integrated Knowledge Of The Interdisciplinary Areas Of Home Science, Including Food And Nutrition, Human Development, Family Resource Management, Textiles And Clothing, Extension Education, And Community Development.

PO2: Critical Thinking and Problem Solving

Analyse, Evaluate, And Solve Complex Problems Related To Individuals, Families, Institutions, And Communities Using Scientific And Evidence-Based Approaches.

PO3: Research Competency

Design And Conduct Independent Research Using Appropriate Research Methodologies, Statistical Tools, And Scientific Communication To Address Contemporary Issues In Home Science.

PO4: Professional Skills

Demonstrate Professional Competencies In Planning, Implementing, Monitoring, And Evaluating Programmes Related To Nutrition, Health, Family Welfare, Education, And Community Development.

PO5: Communication and Leadership

Exhibit Effective Communication, Leadership, Teamwork, Interpersonal Skills, And Ethical Decision-Making In Academic, Professional, And Community Settings.

PO6: Digital and Technological Proficiency

Apply Modern Information and Communication Technologies (ICT), Digital Tools, And Innovative Techniques in Teaching, Research, Extension, and Professional Practice.

PO7: Sustainability and Social Responsibility

Promote Sustainable Development, Environmental Conservation, Gender Equity, Social Justice, And Community Well-Being Through Responsible Professional Practice.

PO8: Entrepreneurship and Employability

Develop Entrepreneurial, Managerial, and Consultancy Skills for Self-Employment And Employment Opportunities In Education, Healthcare, Government, Ngos, Food Industries, And Allied Sectors.

PO9: Lifelong Learning

Engage in continuous learning, professional development, and adaptation to emerging knowledge, technologies, and global trends in Home Science.

PO10: Ethical and Inclusive Practice

Practice professional ethics, cultural sensitivity, inclusiveness, and social responsibility while contributing to the holistic development and quality of life of individuals, families, and communities.

Course Outcomes (COs)

M.Sc. Home Science (General Home Science)

Upon Successful Completion Of The M.Sc. Home Science (General) Programme, Students Will Be Able To:

CO1: *Demonstrate Advanced Knowledge Of The Interdisciplinary Concepts Of Home Science, Including Human Development, Food And Nutrition, Family Resource Management, Textiles And Clothing, And Extension Education.*

CO2: *Apply Scientific Principles, Research Methods, And Analytical Skills To Solve Family, Community, And Societal Problems Related To Health, Nutrition, Education, And Resource Management.*

CO3: *Design, Implement, Monitor, And Evaluate Community Development And Family Welfare Programmes Using Appropriate Extension And Communication Strategies.*

CO4: *Develop Professional Competencies In Nutrition, Human Development, Family Welfare, Entrepreneurship, And Institutional Management For Employment And Self-Employment Opportunities.*

CO5: *Conduct Independent Research by Applying Qualitative and Quantitative Research Methodologies, Statistical Tools, and Scientific Report Writing.*

CO6: *Demonstrate Effective Communication, Leadership, Teamwork, Ethical Values, And Decision-Making Skills While Working With Individuals, Families, Institutions, And Communities.*

CO7: *Integrate Digital Technologies, Innovative Practices, And Sustainable Approaches To Improve Quality Of Life, Family Well-Being, And Community Development.*

CO8: *Exhibit Professional Ethics, Lifelong Learning, And Entrepreneurial Abilities To Contribute Effectively In Academic, Research, Government, NGO, Healthcare, And Industrial Sectors.*

These Outcomes Align With The Objectives Commonly Adopted In Indian M.Sc. Home Science Programmes, Emphasizing Interdisciplinary Knowledge, Research, Community Engagement, Professional Competence, And Lifelong Learning

- BHAKT KAVI NARSINH MEHTA UNIVERSITY JUNAGADHB
- SCHEME FOR CONTACT HRS AND EXAMINATION – PROGRAM STRUCTURE
- M.Sc. HOME SCIENCE
- SEMESTER – 1 PROGRAM –B (AFTER UG)
- TWO YEAR PG PROGRAM NEP 2020
- EFFECTIVE FROM 2026-27

SEMESTER – 1

Summary Of The Syllabus – General Home Science

Sem No.	Sr. No.	Category Of Course	Course Title	Course Level	Credit	Teaching Hrs.	SEE Marks theory	SEE Marks practical' s	CCE Mark' s internal	Total Marks	Exam Duration	
											T	P
M.Sc. Home Sc. SEM. -1	1	DSC– 1 Theory	(FN) Maternal Health And Nutrition	6.0	4=3T+1P (3+2) 5= HRS	45	70	*	30	150	2.5	*
		Practical's	(FN) Maternal Health And Nutrition			30	*	50	*		*	3
	2	DSC– 2 Theory	(FRM) Residential Interior Design	6.0	4= 3T+1P (3+2) 5=HRS	45	70	*	30	150	2.5	*
		Practical's	(FRM) Residential Interior Design			30	*	50	*		*	3
	3	DSC– 3 Theory	(CT) Appreciation Of Textile Craft	6.0	4=3T+1P (3+2) 5= 5HRS	45	70	*	30	150	2.5	*
		Practical's	(CT) Appreciation Of Textile Craft			30	*	50	*		*	3
	4	DSC– 4 Theory	(HD) Geriatric Care	6.0	4=3T+1P (3+2) 5= 5HRS	45	70	*	30	150	2.5	*
		Practical's	(HD) Geriatric Care			30	*	50	*		*	3
		DSC– 5 Theory	(Ed. Ex) Indian Folk Media And Development Communication	6.0	4=3T+1P (3+2) 5= 5HRS	45	70	*	30	150	2.5	*
		Practical's	(ED. EX) Indian Folk Media And Development Communication			30	*	50	*		*	3
		Sec – 1 Theory	Research Methods (Only Theory)	6.0	2 (2+0) = 2	30	35	*	15	50	1.5	0
	Total				22					800		

- BHAKT KAVI NARSINH MEHTA UNIVERSITY JUNAGADHB
- SCHEME FOR CONTACT HRS AND EXAMINATION – PROGRAM STRUCTURE
- M.Sc. HOME SCIENCE
- SEMESTER – 2 PROGRAM –B (AFTER UG)
- TWO YEAR PG PROGRAM NEP 2020
- EFFECTIVE FROM 2026-27

SEMESTER – 2

Summary Of The Syllabus – General Home Science

Sem No.	Sr. No.	Category Of Course	Course Title	Course Level	Credit	Teaching Hrs.	SEE Marks theory	SEE Marks practical' s	CCE Mark' s internal	Total Marks	Exam Duration	
											T	P
M.Sc. Home Sc. SEM. -2	1	DSC– 6	(FN) Geriatric Nutrition	6.0	4=3T+1P (3+2) 5= 5HRS	45	70	*	30	150	2.5	*
		Practical's	(FN) Geriatric Nutrition			30	*	50	*		*	3
	2	DSC– 7	(FRM) Institutional Management	6.0	4=3T+1P (3+2) 5= 5HRS	45	70	*	30	150	2.5	*
		Practical's	(FRM) Institutional Management			30	*	50	*		*	3
	3	DSC– 8	(CT) Fashion Retailing	6.0	4=3T+1P (3+2) 5= 5HRS	45	70	*	30	150	2.5	*
		Practical's	(CT) Fashion Retailing			30	*	50	*		*	3
	4	DSC– 9	(HD) Guidance And Counseling	6.0	4=3T+1P (3+2) 5= 5HRS	45	70	*	30	150	2.5	*
		Practical's	(HD) Guidance And Counseling			30	*	50	*		*	3
		DSC– 10	(ED. EX) Extension Management	6.0	4=3T+1P (3+2) 5= 5HRS	45	70	*	30	150	2.5	*
		Practical's	(ED. EX) Extension Management			30	*	50	*		*	3
		Sec – 2	Computer Application In Research (Only Practical)	6.0	2 (0+2) 4=4 HRS	60	*	35	15	50	0	2
	Total				22					800		

- BHAKT KAVI NARSINH MEHTA UNIVERSITY JUNAGADHB
- SCHEME FOR CONTACT HRS AND EXAMINATION – PROGRAM STRUCTURE
- M.Sc. HOME SCIENCE
- SEMESTER – 3 PROGRAM –B (AFTER UG)
- TWO YEAR PG PROGRAM NEP 2020
- EFFECTIVE FROM 2026-27

SEMESTER – 3

Summary Of The Syllabus – General Home Science

Sem No.	Sr. No.	Category Of Course	Course Title	Course Level	Credit	Teaching Hrs.	SEE Marks theory	SEE Marks practical' s	CCE Mark' s internal	Total Marks	Exam Duration	
											T	P
M.Sc. Home Sc. SEM. -3	1	DSC– 11	(FN) Therapeutic Nutrition	6.0	4=3T+1P (3+2) 5= 5HRS	45	70	*	30	150	2.5	*
		Practical's	(FN) Therapeutic Nutrition			30	*	50	*		*	3
	2	DSC– 12	(FRM) Entrepreneurship And Marketing	6.0	4=3T+1P (3+2) 5= 5HRS	45	70	*	30	150	2.5	*
		Practical's	(FRM) Entrepreneurship And Marketing			30	*	50	*		*	3
	3	DSC– 13	(CT) Apparel Design And Construction	6.0	4=3T+1P (3+2) 5= 5HRS	45	70	*	30	150	2.5	*
		Practical's	(CT) Apparel Design And Construction			30	*	50	*		*	3
	4	DSC– 14	(HD) Family Welfare And Social Policies	6.0	4=3T+1P (3+2) 5= 5HRS	45	70	*	30	150	2.5	*
		Practical's	(HD) Family Welfare And Social Policies			30	*	50	*		*	3
		DSC– 15	(ED. Ex) Concept Of Communication Development	6.0	4=3T+1P (3+2) 5= 5HRS	45	70	*	30	150	2.5	*
		Practical's	(ED. Ex) Concept Of Communication Development			30	*	50	*		*	3
		Sec – 3	Scientific Writing (only theory)	6.0	2 (2+0) 2 = 2 HRS	30	35	*	15	50	1.5	0
	Total				22					800		

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- SCHEME FOR CONTACT HRS AND EXAMINATION – PROGRAM STRUCTURE
- M.Sc. HOME SCIENCE
- SEMESTER – 3 PROGRAM –B (AFTER UG)
- TWO YEAR PG PROGRAM NEP 2020
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SEMESTER – 4

Summary Of The Syllabus – General Home Science

Sem No.	Sr. No.	Category Of Course	Course Title	Course Level	Credit	Teaching Hrs.	SEE Marks theory	SEE Marks practical' s	CCE Mark' s internal	Total Marks	Exam Duration	
											T	P
M.Sc. Home Sc. SEM. -4	1	DSC– 16	(FN) Assessment Of Nutrition Status	6.0	4=3T+1P (3+2) 5= 5HRS	45	70	*	30	150	2.5	*
		Practical's	(FN) Assessment Of Nutrition Status			30	*	50	*		*	3
	2	DSC– 17	(FRM) Advance Family Financial Management	6.0	4=3T+1P (3+2) 5= 5HRS	45	70	*	30	150	2.5	*
		Practical's	(FRM) Advance Family Financial Management			30	*	50	*		*	3
	3	DSC– 18	(CT) Traditional Costume Designing	6.0	4=T+1P (3+2) 5= 5HRS	45	70	*	30	150	2.5	*
		Practical's	(CT) Traditional Costume Designing			30	*	50	*		*	3
	4	DSC– 19	(HD) Mental Health And Well Being	6.0	4=3T+1P (3+2) 5= 5HRS	45	70	*	30	150	2.5	*
		Practical's	(HD) Mental Health And Well Being			30	*	50	*		*	3

		DSC– 20	(Ed. Ex) Advance Communication Technology In Extension	6.0	4=3T+1P (3+2) 5= 5HRS	45	70	*	30	150	2.5	*
		Practical's	(Ed. Ex) Advance Communication Technology In Extension			30	*	50	*		*	3
		Sec – 4	Application Of AI In Home Science Research (Only Practical)	6.0	2 (0+2) = 4 = 4 HRS	60	*	35	15	50	0	2
		Total			22					800		

- **Note: -4 credit Course = (3theory +1 practical's)**
2 Credit Course = ONLY THEORY - (2 Theory + 0 Practical's) /
ONLY PRACTICALS (0 Theory + 2 Practical's)
- **Each credit equal to 15 hours and 1 credit practical's equal to 2 Hours**

M.Sc. Home Science Semester – 1 (General Home Science)				
Course Level	6	1 SEM.	Internal Marks	30
Programme	PG		External Marks	70
Semester	1		Practical Internal	**
Category of Course	DSC- 1		Practical External	50 (if applicable)
Course Credit	4		Prac. External Exam Duration	3 HRS
Teaching Hours	75		Total	150
Course Code			Exam Duration	2.5 Hours
Course Title	(FN) Maternal Health And Nutrition			
COURSE OBJECTIVE: -				
1. Provide comprehensive knowledge of maternal physiology, reproductive health, and nutritional needs during different stages of pregnancy.				
2. Develop understanding of nutritional requirements and dietary planning during pregnancy and lactation.				
3. Create awareness about maternal malnutrition, anemia, gestational diabetes, and other pregnancy-related disorders.				
4. Familiarize students with maternal health programs, policies, and guidelines for improving maternal and child health.				
COURSE OUTCOMES: -				
• Explain the physiological and nutritional changes occurring during pregnancy and lactation.				
• Identify nutritional requirements of women at various stages of reproduction including preconception, pregnancy, and lactation.				
• Plan and recommend balanced diets suitable for pregnant and lactating women based on socioeconomic and cultural factors. Apply knowledge of national and international maternal health programs in real-life community an clinical settings.				
UNIT	COURSE CONTENT			TEACHING HOUR
UNIT - 1	INTRODUCTION TO PREGNANCY • Meaning and importance • Physiological and biochemical changes • Stages of pregnancy • Milestones of foetal development • Factors affecting festal development Factors affecting foetal development • Complications in foetal development • Adolescence pregnancy□Process of birth			15
UNIT – 2	NUTRITION DURING PREGNANCY • Importance of Nutrition before pregnancy • Nutritional requirement and its importance in pregnancy • Balanced diet in pregnancy • Dietary management in pregnancy • Required test and importance of regular check-up during pregnancy			10

UNIT – 3	NUTRITION DURING POST PREGNANCY AND LACTATION • Importance of electrician • Importance of colostrum • Nutritional requirement of lactating women • Composition of mother's milk • Management of breastfeeding • Complications in breastfeeding Breast feeding in special conditions	10
UNIT - 4	COMPLICATIONS IN PREGNANCY AND GOVERNMENT PROGRAMS AND GOVERNMENT PROGRAMS RELATED TO IT A - nutritional problems- Anemia, Preeclampsia, Gestational diabetes, HIV B - Programs : • ICDS • POSHAN ABHIYAN • PRADHANMANTRI MATRU VANDANA YOJANA • PRADHANMANTRI SURAKSHIT MATRUTVA ABHIYAN • MISSION INDRADHANUSH • CHIRANJEEVI YOJANA • JANANI SURAKSHA YOJANA • JANANI SHISHU SURAKSHA YOJANA	10
PRACTICALS		30
1	1. Prepare one day meal planning for pregnant women. 2. Prepare list of nutrition rich dishes for pregnant women. 3. Prepare one day meal planning for lactating women. 4. Conduct survey and collect information regarding nutritional and health status of pregnant women in your area and prepare its report. 5. Collect information on government schemes and programs related to pregnant women.	
REFERENCE		
• International Food Policy Research Institute (1997). Care and Nutrition: Concepts and Measurement. International Food Research Institute Washington DC., USA. • International Child Health: A Digest of Current Information. • Barker, D.J.P. (1998). Mothers, Babies and Health in Later Life. Edinburgh, Churchill Livingstone • Ward, R.H.T; Smith, S.K. Donnai, D. (Eds.) (1994) Early Fetal Growth and Development. London, RCOG Press. • Sachidev, IIPS and Choudhary, P. (1995), Nutrition in Children Developing Country Concerns. Cambridge Press, New Delhi. • King, F.S. (1992). Helping Mothers to Breastfeed Association for Consumers Action on Safety and Health, Mumbai. • Wallace, H.M. and Giri, K. (1990). Health Care of Women and Children in Developing Countries. Third Party Publishing Co. Oakland. • Tanner, J.M. (1988) Foetus into Man: Physical Growth from Conception to Maturity. Weaton and Co. Ltd., Great Britain. • Luke, B. Johnson, T.R.B.; Petrie, R.H. (1993). Clinical Maternal Fetal Nutrition. Little Brown and Co. Boston • ACC / SCN Reports.		

M.Sc. Home Science Semester – 1 (General Home Science)				
Course Level	6	1	Internal Marks ,	30
Programme	PG		External Marks ,	70
Semester	1		Practical Internal	**
Category of Course	DSC- 2		Practical External	50 (if applicable)
Course Credit	4		Prac. External Exam Duration	3 HRS
Teaching Hours	75		Total	150
Course Code			SEM	Exam Duration
Course Title	(FRM) Residential Interior Design			
COURSE OBJECTIVE: -				
- To understand the factors influencing interior design organization for optimum comfort and functionalism. - To understand the application of anthropometric data in designing interior - To evaluate ergonomically residential interior space for various activities. - To provide adequate facility for work, relaxation, rest, comfort, privacy, care, aesthetics etc. through interior space designing. - To study the materials along with fittings and fixtures used in residential interiors. - To develop skills of drawing the working details and execution drawings.				
COURSE OUTCOMES: -				
After completing the course, students will be able to:				
- Understand the fundamentals of residential interior design, including design elements, principles, and space planning. - Analyse factors influencing the furnishing of residential interiors and select appropriate furnishings based on functionality, aesthetics, and maintenance requirements. - Apply design considerations such as orientation, circulation, privacy, lighting, ventilation, flexibility, roominess, services, and cost while planning residential spaces. - Demonstrate knowledge of furniture design principles and identify different types of furniture suitable for various residential interiors. - Evaluate and incorporate current trends, materials, finishes, and technologies in interior design to create modern and sustainable residential environments.				
UNIT	COURSE CONTENT			TEACHING HOUR
UNIT – 1	Understanding of residential interior design from design point of view.			15
1.1	Space Planning and Functional Zoning			
1.2	Aesthetics and Visual Composition			
1.3	Lighting and Environmental Quality			
1.4	Human-Centered Design and User Experience			
UNIT - 2	Study of factors influencing furnishing of residential interior spaces. Their use & care.			10
2.1	Functional requirements			
2.2	Aesthetic Considerations			
2.3	Material Selection and Durability			
2.4	Care and Maintenance of Furnishings			

UNIT - 3	Factors to be considered while designing.	10
3.1	Space Planning and Circulation Grouping of users' areas, circulation between spaces, flexibility, and privacy.	
3.2	Environmental Considerations Orientation, light and ventilation, and provision of services.	
3.3	Aesthetics and Spatial Quality Roominess (spaciousness), aesthetics, and overall visual appeal.	
3.4	Furniture Design and Cost Considerations Basics and types of furniture design, furniture selection, and budget/cost factors.	
UNIT - 4	Current Trends in Interior Design	10
4.1	Sustainable and Eco-Friendly Design	
4.2	Smart Home Integration	
4.3	Biophilic Design	
4.4	Minimalist and Multifunctional Spaces	
PRACTICALS		30
1	Residential floor plan. (Graph paper)	
2	Floor plan with Furniture. (Drawing sheet/Computer)	
3	Project work: New trends in Interior Designing portfolio – Any one (Different types of Laminates, Tiles, Shades of paints, Wall covering materials, Floor covering materials, Fitting and Fixtures, Types of Curtains, Windows)	
4	Use of Lighting in Interior.	
REFERENCE		
1. Ahmed A. Kasu. <i>Interior Design</i> . Hyderabad: BS Publications. 2. Mitton, M., & Nystuen, C. (2023). <i>Residential Interior Design: A Guide to Planning Spaces</i> (4th ed.). Wiley. 3. Ching, F. D. K., & Binggeli, C. (2018). <i>Interior Design Illustrated</i> (4th ed.). Wiley. 4. DeChiara, J., Panero, J., & Zelnik, M. (2001). <i>Time-Saver Standards for Interior Design and Space Planning</i> (2nd ed.). McGraw-Hill. 5. Panero, J., & Zelnik, M. (1979). <i>Human Dimension and Interior Space: A Source Book of Design Reference Standards</i> . Whitney Library of Design.		

M.Sc. Home Science Semester – 1 (General Home Science)				
Course Level	6	1	Internal Marks	30
Programme	PG		External Marks	70
Semester	1		Practical Internal	**
Category of Course	DSC- 3		Practical External	50 (if applicable)
Course Credit	4		Prac. External Exam Duration	3 HRS
Teaching Hours	75		Total	150
Course Code		SEM	Exam Duration	2.5 Hours
Course Title	(CT) Appreciation Of Textile Craft			
COURSE OBJECTIVE: -				
- To understand the concept, types, and significance of textile crafts. - To study traditional and modern textile techniques and materials. - To analyze the cultural and economic role of crafts in society. - To develop knowledge of marketing and promotion of textile crafts.				
COURSE OUTCOMES: -				
- Students will be able to identify and classify different textile crafts. - Students will understand various techniques and materials used in textile crafts. - Students will evaluate the cultural and economic importance of crafts. Students will gain basic skills in marketing and promoting textile products.				
UNIT	COURSE CONTENT			TEACHING HOUR
UNIT – 1	Unit -1: Introduction to Crafts			15
1.1	Crafts- meaning and classification			
1.2	Craftsperson- role and responsibilities			
1.3	Philosophy and aesthetics - indigenous and contemporary textile crafts			
UNIT – 2	Textile Crafts			10
2.1	Types-traditional and modern			
2.2	Materials fiber, yarn, fabric and products			
2.3	Traditional techniques (A) Traditional needle craft techniques –Kashida, Kasuti, Kantha, Chikankari,Cutchi work, Phulkari (B) Dyed, Painted and Printed Textiles Kalamkari, Bandhani, Ikats, Pichwais, Ajrakh, Bagru (C) Woven Saris of India Brocades, Jamdani, Baluchar, Paithani, Chanderi, Kanjeevarams (D) Shawls and Carpets of various centres			
UNIT – 3	Cultural and Economic Empowerment through Crafts			
3.1	Textiles crafts in national economy			10
3.2	Cultural Preservation			
3.3	Income Generation			
3.4	Women & Rural Empowerment			

UNIT – 4	Marketing and Promotion of Textile Crafts	10
4.1	Role of Marketing in Crafts	
4.2	Branding and Packaging	
4.3	Role of Exhibitions and Fairs	
4.4	Digital Promotion	
	PRACTICALS	30
1	Traditional techniques- Bandhej & Laharia Make a Home Textile Product using Bandhej & Laharia Techniques	
2	Traditional Needle Craft Techniques – Embroidery Develop bags, pouches, yokes, or borders using embroidery techniques for a desired product	
3	Painted and Printed Textile Techniques Study and demonstration of painted and printed textile techniques including Kalamkari, , Ikat, Pichwai, Ajrakh and Bagru (block printing/mud resist printing)	
4	Visit to craft centre/museum	
REFERENCE		
Balfour, A. & Irwin, J. – Indian Textiles: Past and Present		
Chattopadhyay, Kamaladevi – Handicrafts of India		
Chishti, Rta Kapur – Saris of India		
Dhamija, Jasleen – Handwoven Fabrics of India		
Gillow, John & Barnard, Nicholas – Traditional Indian Textiles		
Goswamy, B.N. – Indian Costumes in the Collection of the Calico Museum of Textiles		
Laila Tyabji – Craft Traditions of India		
Singh, Martand – Indian Textiles		

M.Sc. Home Science Semester – 1 (General Home Science)				
Course Level	6	1	Internal Marks ,	30
Programme	PG		External Marks ,	70
Semester	1		Practical Internal	**
Category of Course	DSC- 4		Practical External	50 (if applicable)
Course Credit	4		Prac. External Exam Duration	3 HRS
Teaching Hours	75		Total	150
Course Code			SEM	Exam Duration
Course Title	(HD) Geriatric Care			
COURSE OBJECTIVE: -				
- Understand the basic concepts of aging and gerontology. - To study the biological, psychological, social and economic aspects of aging. - Gaining an understanding of various theories of aging. - To know the health and welfare related needs of the elderly. - To develop sensitivity and sense of service towards the elderly.				
COURSE OUTCOMES: -				
- Will be able to explain the basic concepts of aging and elderly care. - Will be able to analyse the various changes that occur in old age. - Will be able to explain the main principles of aging. - Will be able to identify the problems and needs of the elderly. - Will be able to provide information about elderly welfare schemes and services. - Will be able to conduct practical work related to the elderly (Case Study, Survey). - Will be able to suggest solutions for healthy and active aging.				
UNIT	COURSE CONTENT			TEACHING HOUR
UNIT - 1	Introduction to Aging			15
1.1	The concept of aging- Successful Ageing, , Active Ageing, Healthy Ageing and Symptoms of old age			
1.2	Emergence and Scope of Gerontology and Elderly Care.			
1.3	Historical Perspective of Elderly - The situation of aging in ancient Indian society, The situation of aging in modern Indian society			
1.4	Demographic Trends in India - Elderly			
UNIT - 2	Theoretical perspectives and different theories of Aging			10
2.1	Theoretical Perspectives			
2.2	Different Perceptions of Elderly			
2.3	different theories of Aging			
UNIT - 3	Aging Process and Lifestyle Management			10
3.1	Changes/problems of old age - Physical changes, Changes in cognitive development, Changes in mental health, Social problem, Occupational Problem, Common health/ medical problems			
3.2	Causes and remedies for aging problems			
3.3	Social Aspects Role of the elderly in the family / Changing family roles Family dynamics- Status of the elderly in joint and divided families, Intergenerational relations Marital and personal life - Changes in husband-wife relationships, Widowhood and coping with it, Single life and its challenges, Emotional adjustment			
3.4	Lifestyle management Physical Health Management, Nutritional Management, Mental Health Management, Social Life Management, Financial Management			

UNIT - 4	Elderly Welfare Services and Policies	10
4.1	Elderly Welfare Programs	
4.2	Policies	
4.3	Laws	
4.4	Social Security for Elderly	
PRACTICALS		30
1. Case study of an elderly person		
2. Old Age Home Visit		
3. Elderly Health Survey		
4. Study of the relationship between family and the elderly		
5. A Study of Old Age Welfare Schemes		
6. Organizing awareness programs for the elderly (any one) Lectures, Poster Exhibitions, Health Checkup Camps, Yoga and Meditation Sessions etc...		
REFERENCE:-		
1. Aiken ,L.R.(1978).The psychology of later life,Philadelphia:WB Sauders Company. 2. Blau, Zana Smith(1983)Old age in Changing Society,New YorkNew View Prints 3. Chowdhery Paul D.(1992)Aging and the aged.New Delhi:Inter india Pub. 4. Ghosh, B.(1988).Contemporary Social Problems in India,Bombay:Himalaya Publishing. 5. Kennedy Carroll(1988).Human Development. NewYork : Macmillion. 6. Kimmel Dougals (1974).Adulthood and Aging. New York:Wiley. 7. Pinkston,P.H.. and N.K. Linsk(1984). Care of the Elderly:A family approach.New York:Pergamon press. 8. Sharma,M.L.&T.M. Dak(1987).Aging in India:Challenge for the Society. Delhi:Janta Publishing.		

M.Sc. Home Science Semester – 1 (General Home Science)				
Course Level	6	1	Internal Marks ,	30
Programme	PG		External Marks ,	70
Semester	1		Practical Internal	**
Category of Course	DSC- 5		Practical External	50 (if applicable)
Course Credit	4		Prac. External Exam Duration	3 HRS
Teaching Hours	75		Total	150
Course Code		SEM	Exam Duration	2.5 Hours
Course Title	(Ed. Ex) Indian folk media And Development communication			
COURSE OBJECTIVE: -				
The primary aim of this course is to bridge the gap between traditional cultural heritage and modern development communication frameworks. It seeks to introduce students to the enduring power of India's oral, performative, and visual folk traditions, positioning them not just as historical artifacts, but as active, highly credible tools for contemporary social change. Furthermore, the course aims to foster creative expression and field-level execution by training students to ethically adapt traditional media formats for modern advocacy and community mobilization.				
COURSE OUTCOMES: -				
Upon successful completion of this course, students will be able to:				
• CO1 (Understand): Identify and explain the core concepts, characteristics, and historical evolution of Indian folk media forms (such as street theatre, puppetry, folk songs, dance, and oral storytelling). • CO2 (Analyse): Analyse the socio-cultural dynamics, credibility, and reach of traditional media compared to modern mass media and digital channels in rural and semi-urban India. • CO3 (Apply): Integrate folk media techniques into Development Communication (DevCom) strategies to address key issues like public health, literacy, gender equality, environmental sustainability, and rural development. • CO4 (Evaluate): Evaluate the role and impact of governmental (e.g., Song and Drama Division, Ministry of Information & Broadcasting) and non-governmental agencies in utilizing folk arts for social change. • CO5 (Create): Design, script, and execute field-based folk communication campaigns (such as a street play, puppet show, or localized performance) targeted at specific community issues.				
UNIT	COURSE CONTENT			TEACHING HOUR
UNIT - 1	Introduction to Folk and Traditional Media			15
1.1	Concept & Definitions: Understanding oral traditions, the definition of folk media, and folk as a "living medium."			
1.2	Characteristics: Personal nature, local language, accessibility, high credibility, and the concept of "People as Producers."			
1.3	Socio-Cultural Context: Traditional media as a part of ritual, social ethos, and community communication; understanding gender and caste dynamics within folk performances.			
1.4	Mass Media vs. Folk Media: Limitations of electronic/print media in rural areas versus the strengths and reach of folk media.			

UNIT – 2	DSC Forms of Indian Folk Media	10
2.1	Folk Theatre (Rural Drama): Forms like <i>Tamasha</i> (Maharashtra), <i>Nautanki/Swang</i> (North India), <i>Yakshagana</i> (Karnataka), <i>Jatra</i> (West Bengal), and <i>Bhavai</i> (Gujarat). Street Theatre (Nukkad Natak): Meaning, characteristics, elements (voice modulation, scripting, no-prop acting), and political/social commentary.	
2.2	Puppetry: The art of indirect storytelling; forms include string, shadow, rod, and glove puppetry (e.g., <i>Kathputli</i> of Rajasthan).	
2.3	Oral and Narrative Traditions: Musical storytelling forms like <i>Burra Katha</i> (Andhra Pradesh), <i>Pandavani</i> (Chhattisgarh), <i>Katha-Kirtan</i> , and <i>Baul</i> songs (West Bengal).	
2.4	Visual Folk Art: Traditional scroll paintings used for communication, such as <i>Phad</i> paintings (Rajasthan), <i>Cheriyal</i> scrolls, <i>Madhubani</i> , and <i>Warli</i> art.	
UNIT - 3	Folk Media and Development Communication	10
3.1	Historical Role: The use of folk media during the Indian Freedom Struggle to mobilize the public.	
3.2	Development Paradigms: Using folk media to communicate modern themes like healthcare, hygiene, literacy, family welfare, and environmental issues.	
3.3	Integration Strategies: Methods of blending traditional messages with modern content safely without destroying the aesthetic value of the art.	
3.4	Flexibility of Forms: Categorizing rigid vs. flexible folk forms (e.g., how puppetry easily adapts to modern health campaigns).	
UNIT - 4	A Government Agencies and Institutional Support	10
4.1	Song and Drama Division: The role of the Ministry of Information and Broadcasting in employing folk artists for public awareness. Other Promotional Frameworks: The Central Bureau of Communication (formerly CBC/DAVP), Publications Division, and Ministry of Rural Development initiatives.	
4.2	Global Context: International frameworks and UNESCO's guidelines (like the MacBride Commission) on preserving traditional communication systems. B: Contemporary Challenges and Technology Technological Impact: electronic media, television, and digital platforms influence folk communication.	
4.4	Ethics and Responsibility: Preservation of authentic folk styles, copyright issues, and fair compensation for rural artists.	
	PRACTICALS	
1	Practical 1: Scriptwriting & Message Adaptation Workshop Learn to weave contemporary development communication themes into traditional narrative structures. Select a pressing modern issue (e.g., cyber safety, climate action,	30

	mental health awareness) and write an original script for a 10-minute <i>Nukkad Natak</i> (Street Play) or Puppet Show using localized idioms.
2	Practical 2 Prop Design and Material Fabrication Laboratory Understand the visual, aesthetic, and material aspects of staging a folk performance. Hands-on creation of performance props. Students will construct their own puppets (glove, string, or rod puppets using eco-friendly/waste materials) or design a basic visual scroll storyboard (<i>Phad</i> style) to accompany a live story.
3	Practical 3 Make a photo album featuring titles and images of Indian traditional folk media used for communication
4	Practical 4: Interactive Community Workshop (Folk Games & Riddles) Learn to utilize traditional non-performance folk elements (like games, riddles, and proverbs) for community mobilization. Students will research regional folk riddles (<i>Paheliyan</i>) or traditional community games. They must organize a 20-minute interactive session in a school or rural community, using these playful, culturally familiar tools to break the ice and introduce a development topic (e.g., financial literacy or water conservation).

REFERENCE :

1. Core Textbooks (Folk & Traditional Media)

These foundational texts focus directly on Indian traditional arts, their structure, and their adaptation for communication:

- Parmar, Shyam. *Traditional Folk Media in India*. New Delhi: Geka Books.

(The seminal classic text exploring how traditional art forms like puppetry, folk theatre, and ballads are integrated into modern media).

- Madhusudan, K. *Traditional Media and Development Communication*. New Delhi: Kanishka Publishers.

(Focuses on field studies, socio-economic contexts of folk performers, and strategy integration).

- Malik, Madhu. *Traditional Media and Development Communication*. UNESCO / Asian Mass Communication Research and Information Centre (AMIC).
- Ghosh, Sampa, and Utpal Kumar Banerjee. *Indian Puppets*. New Delhi: Abhinav Publications.

(Detailed analysis of puppetry as an indirect storytelling tool for education and social change).

2. Development Communication (Theories & Frameworks)

These books provide the theoretical backdrop on how communication drives social and behavioral change, participatory planning, and rural development:

- Melkote, Srinivas R., and H. Leslie Steeves. *Communication for Development in the Third World: Theory and Practice for Empowerment*. SAGE Publications.

(Essential text covering paradigm shifts from dominant modernization theories to participatory empowerment).

- Nayar, Keval J. Kumar. *Mass Communication in India*. Jaico Publishing House.

(Standard Indian mass communication textbook with dedicated chapters on folk media and rural communication).

- Mody, Bella. *Designing Messages for Development Communication: An Audience-Participatory Formative Research Approach*. SAGE Publications.
- Manyozo, Linje. *Media, Communication and Development: Three Approaches*. SAGE Publications.

3. Specialized & Regional Case Studies (Suggested Readings)

Ideal for detailed research, term papers, and understanding regional performance arts (*Nautanki*, *Jatra*, *Street Theatre*, etc.):

- Ghosh, Arjun. *A History of the Jana Natya Manch: Plays for the People*. SAGE Publications India.

(Focuses on street theatre, Nukkad Natak, and activism in India).

- Hollander, Julia. *Indian Folk Theatres*. Routledge.
- Mehrotra, Deepti Priya. *Gulab Bai: The Queen of Nautanki Theatre*. Penguin Books India. (*Examines regional theatre performance traditions and gender representation*).
- Sherinian, Zoe C. *Tamil Folk Music as Dalit Liberation Theology*. Indiana University Press. (*Focuses on how folk music serves marginalized communities and political/social movements*).

4. Institutional & Policy Reports

- Government of India Publications: Reports by the Central Bureau of Communication (CBC) (*formerly Song and Drama Division & Directorate of Field Publicity*), Ministry of Information and Broadcasting.
- UNESCO Reports: *Folk Media and Development Communication Strategies in South Asia*.

M.Sc. Home Science Semester – 1 (General Home Science)				
Course Level	6	1	Internal Marks	35
Programme	PG		External Marks	15
Semester	1		Practical Internal	0 (if applicable)
Category of Course	SEC – 1		Practical External	0 (if applicable)
Course Credit	2 (2+0)		Prac. External Exam Duration	(if applicable)
Teaching Hours	30		Total	50
Course Code			Exam Duration	1.5 Hours
Course Title	Research Methods (only theory)			
COURSE OBJECTIVE: -				
- Understand The Fundamental Principles Of Methodology Concerning Research - Prepare Research Tools Applicable To Developmental Issues Develop Skills In Documentation				
COURSE OUTCOMES: -				
By the end of this course, students will be able to: - Understand the Fundamentals of Research - Explain the meaning, need, and purpose of research in Home Science. - Distinguish between different types and approaches of research. - Develop Research Skills - Select and define a research problem relevant to Home Science disciplines. - Formulate clear research questions and objectives. - Apply Research Design Principles - Identify appropriate research designs (qualitative, quantitative, mixed methods) for Home Science studies. - Justify the choice of design based on research needs. - Collect and Analyse Data Effectively - Apply suitable sampling techniques and data collection tools (questionnaires, interviews, observations). - Organise and analyse data using basic statistical and qualitative methods. - Interpret and Report Findings - Draw valid conclusions and link results to research objectives. * Prepare research reports, abstracts, and presentations with academi				
UNIT	COURSE CONTENT			TEACHING HOUR
UNIT – 1	Fundamentals of Research and Research Process - Meaning and Concept of Research - Characteristics and Importance of Research - Types of Research - Research Methods: - Historical Research - Descriptive Research - Steps of the Research Process: - Identification and Selection of Research Problem - Review of Related Literature - Formulation of Objectives - Identification of Variables - Formulation of Hypothesis - Selection of Research Method - Population and Sampling - Selection/Construction of Research Tools - Data Collection - Data Analysis and Basic Statistical Techniques			15

	○ Interpretation of Results ○ Research Report Writing	
UNIT – 2	Hypothesis, Sampling and Research Tools • Research Hypothesis: ○ Meaning and Importance ○ Characteristics of a Good Hypothesis ○ Types of Hypothesis ○ Limitations of Hypothesis • Sampling: ○ Meaning and Importance ○ Sampling Techniques (Probability and Non-probability Sampling) • Research Tools and Techniques: ○ Concept and Types of Research Tools ○ Questionnaire ○ Interview ○ Rating Scale ○ Attitude Scale ○ Checklist	15
REFERENCE		
• A.N.Sadhu,(1980). Research Methodology In Social Science, Bombay: Himalayas Publishing House • Dr. G.B.Singh, (2011). Research Methodology I, Jaipur: Paradis Publishers. • M.N.Borse, (2004). Research Methodology, Jaipur: Shree Niwas Publications. • Vandana Vohra, (2013), Research Methodology, Jaipur: Pratiksha Publication Dr. R.S.Patel (2014), Methodology Of Education Research; 2ne Edition, Jay Publication Ahmedabad		

M.Sc. Home Science Semester – 2 (General Home Science)				
Course Level	6	2	Internal Marks ,	30
Programme	PG		External Marks ,	70
Semester	2		Practical Internal	**
Category of Course	DSC-6		Practical External	50 (if applicable)
Course Credit	4		Prac. External Exam Duration	3 HRS
Teaching Hours	75		Total	150
Course Code			SEM	Exam Duration
Course Title	(FN) Geriatric Nutrition			
COURSE OBJECTIVE: -				
- To develop an understanding of the ageing process and age-related physiological and nutritional changes. - To familiarize students with theories of ageing and socio-psychological issues affecting the elderly, especially elderly women. - To enable assessment of nutritional status - Nutritional in requirements and planning of appropriate diets for older adults. - To impart knowledge on nutritional management and prevention of chronic degenerative diseases in the elderly. - To create awareness about government policies and NGO programmes related to elderly welfare and nutrition.				
COURSE OUTCOMES: -				
- The course is designed to: - Familiarize the students with the multifaceted aspects of ageing. Make the students competent for nutritional and health care of the elderly.				
UNIT	COURSE CONTENT			TEACHING HOUR
UNIT - 1	The ageing process			15
1.1	Physiological, biochemical and body composition changes.			
1.2	Theories of ageing.			
1.3	Socio-psychological aspects of ageing – special problems of elderly women.			
UNIT - 2	Nutritional requirements of the elderly and dietary management to meet nutritional needs			10
UNIT - 3	Chronic degenerative diseases and nutritional problems of the elderly – Their etiopathogenesis, management, prevention and control.			10
UNIT - 4	Policies and programmes of the government and NGO sector pertaining To the elderly.			10
	PRACTICALS			30
- Nutritional Assessment of Elderly - Planning Balanced Diets for Elderly - Dietary Modification for Common Geriatric Disorders - Case Study on Socio-Psychological Problems of Elderly - Study of Government and NGO Programmes for Elderly Welfare				

REFERENCE

1. Kumar, V. (1996): Aging- Indian Perspective and Global Scenario. Proceedings of International Symposium of Gerontology and Seventh Conference of the Association of Gerontology (India).
2. Bagchi, K. & Puri, S. (Ed.) (1999): Diet and Aging-Exploring Some Facets. Soc. For Gerontological Research, New Delhi and Help Age India, New Delhi

M.Sc. Home Science Semester – 2 (General Home Science)				
Course Level	6	2	Internal Marks ,	30
Programme	PG		External Marks ,	70
Semester	2		Practical Internal	**
Category of Course	DSC-7		Practical External	50 (if applicable)
Course Credit	4		Prac. External Exam Duration	3 HRS
Teaching Hours	75		Total	150
Course Code			SEM	Exam Duration
Course Title	(FRM) Institutional Management			
COURSE OBJECTIVE: -				
– To understand the principles and scope of food service management. – To acquire skills in menu planning, quantity food production and food service operations. – To develop competencies in managing resources, personnel, and finances in food service establishments. – To ensure food safety, hygiene, and quality standards in food service systems. – To foster entrepreneurship and professional leadership in the food service industry.				
COURSE OUTCOMES: -				
Upon successful completion of the course, students will be able to:				
– Explain the concepts, scope, organization, and management principles of various food service establishments. – Plan nutritionally balanced and cost-effective menus and apply principles of quantity food production and recipe standardization. – Demonstrate competence in procurement, storage, inventory management, and cost control practices in food service operations. – Apply principles of facility planning, equipment management, human resource management, and customer service in food service settings. – Implement food safety, sanitation, quality assurance, and sustainability practices in commercial and institutional food service systems. – Develop entrepreneurial and managerial skills for establishing, operating, and evaluating food service enterprises.				
UNIT	COURSE CONTENT			TEACHING HOUR
UNIT - 1	Introduction to Food Service Management			15
1.1	History and Development of Food Service System			
1.2	Objectives and functions of Food Service organization			
1.3	Importance of Food Service System			
1.4	Types of food service establishments: – Commercial food services – Institutional food services – Transport catering – Outdoor catering Fast-food and specialty restaurants			

UNIT - 2	Menu Planning and Food Production Management	10
2.1	– Meaning of menu Planning – Principles of menu planning	
2.2	Types of menus: – À la carte – Table d'hôte – Cyclic menu – Static menu	
2.3	Factors Affecting Menu Planning	
2.4	Quantity food production	
UNIT - 3	Food Management – Records and Controls	10
3.1	Food Management – Records and Controls	
3.2	Types of Records – Purchase records – Store records (inventory) – Production records – Sales records	
3.3	Cost Control in food production – Food cost control – Labour cost control – Waste control – Budget monitoring	
3.4	Importance of Records and Control	
UNIT - 4	Delivery and Service – Styles	10
4.1	Meaning of Food Service system and Styles	
4.2	Types of Service Styles – Table service – Buffet service – Self-service – Counter service	
4.3	Characteristics of Good Service	
4.4	Importance of Service Styles	
PRACTICALS		30
1	Menu Planning Preparation Any one event: • Social event/functions • School meal program • Hospital diet service • Industrial canteen • Restaurant service	
2	• Food Service Record Maintenance • Preparing:	

	• Daily purchase record • Inventory (store) record • Sales record • Waste record
3	• Cost Control Exercise • Calculating cost per dish • Raw material price list • Steps to maintain minimal Waste • To plan production according to Budget
4	• Service Styles Demonstration • To demonstrate Table service and buffet service • Process of Order taking and serving • Practice of Customer handling • Follow of Hygiene and serving etiquette
REFERENCE	
1. Sethi, M., & Malhan, S. (2016). <i>Catering Management: An Integrated Approach</i>. New Delhi: New Age International Publishers. 2. Mohini Sethi. <i>Institutional Food Management</i>. New Delhi: New Age International Publishers. 3. Sudhir Andrews. <i>Food and Beverage Service: Training Manual</i>. New Delhi: Tata McGraw-Hill Education. 4. Philip, S. (2014). <i>Food Service Management</i>. New Delhi: Oxford University Press. 5. Gregoire, M. B. (2017). <i>Foodservice Organizations: A Managerial and Systems Approach</i> (9th ed.). Pearson. 6. Brown, A. (2019). <i>Understanding Food: Principles and Preparation</i> (6th ed.). Cengage Learning.	

M.Sc. Home Science Semester – 2 (General Home Science)				
Course Level	6	2	Internal Marks ,	30
Programme	PG		External Marks ,	70
Semester	2		Practical Internal	**
Category of Course	DSC-8		Practical External	50 (if applicable)
Course Credit	4		Prac. External Exam Duration	3 HRS
Teaching Hours	75		Total	150
Course Code			SEM	Exam Duration
Course Title	(CT) Fashion Retailing			
COURSE OBJECTIVE: -				
1. Understand the concepts and importance of fashion retailing. 2. Learn fashion marketing and consumer buying behavior. 3. Develop skills in store management and visual merchandising. 4. Understand e-retailing, digital marketing, and modern retail trends. 5. Apply retailing skills through practical store operations and customer service.				
COURSE OUTCOMES: -				
• Understand the structure, key players, and dynamics of the fashion retail industry. • Apply core retail skills such as buying, pricing, and inventory management. • Analyze consumer behavior and fashion trends for better decision-making. • Develop visual merchandising skills to improve store appeal and sales. • Evaluate retail performance using data, digital tools, and marketing strategies.				
UNIT	COURSE CONTENT			TEACHING HOUR
UNIT – 1	Introduction to Fashion Retailing			15
1.1	Definition of fashion retailing			
1.2	Difference between retailing and wholesaling			
1.3	Structure of the fashion industry (Manufacturers → Wholesalers → Retailers → Customers)			
1.4	Importance of fashion retailing			
1.5	Types of retail stores (Boutique, Department Store, Online Store)			
1.6	Current trends in fashion retailing			
UNIT – 2	Fashion Marketing & Consumer Behavior			10
2.1	Meaning of fashion marketing			
2.2	Marketing mix (4Ps – Product, Price, Place, Promotion)			
2.3	Consumer buying behavior			
2.4	Impact of fashion trends on consumers			
2.5	Branding and brand image			
2.06	Target market and segmentation			

UNIT – 3	Store Management & Merchandising	10
3.1	Store layout and design	
3.2	Visual merchandising (Display, Lighting, Window Display)	
3.3	Stock management	
3.4	Customer service	
3.5	Sales techniques	
3.6	Staff management	
UNIT – 4	E-Retailing & Modern Trends	10
4.1	E-commerce and online shopping	
4.2	Social media marketing	
4.3	Omnichannel retailing	
4.4	Digital payment systems	
4.5	Fast fashion and sustainability	
4.6	Customer experience	
PRACTICALS		30
1	• Study of Store Layout and Visual Merchandising in Fashion Retail • Draw the store layout showing key areas like entrance, trial room, and billing counter. • Design a window display and arrange products using mannequins. • Use proper colour combinations, lighting, and product placement.	
2	Role Play on Customer Service in Fashion Retailing • One student acts as a customer and another as a salesperson. • Identify and understand the customer's needs. • Suggest suitable products based on the customer's requirements. • Use polite and professional language during communication.	
3	• Product Display and Branding Techniques in Retail Stores • Arrange different types of clothing neatly. • Maintain proper colour combinations for visual appeal. • Attach brand names and tags to the products. • Keep the display clean, organized, and attractive.	
4	• Preparation of Sales Bill and Cash Memo in Retailing • Write the product name, quantity, and price. • Calculate the total amount. • Add GST to the total. • Prepare the final bill neatly and accurately.	
REFERENCE		
Pradhan, S. (n.d.). Retail management.		
Singh, C. (n.d.). Fashion marketing & merchandising.		
Stone, E. (n.d.). Fashion merchandising.		
Vedamani, G. G. (n.d.). Retailing management.		
Ramaswamy, V. S., & Namakumari, S. (n.d.). Marketing management (Indian context).		

M.Sc. Home Science Semester – 2 (General Home Science)				
Course Level	6	2	Internal Marks ,	30
Programme	PG		External Marks ,	70
Semester	2		Practical Internal	**
Category of Course	DSC-9		Practical External	50 (if applicable)
Course Credit	4		Prac. External Exam Duration	3 HRS
Teaching Hours	75		Total	150
Course Code			SEM	Exam Duration
Course Title	(HD) Guidance And Counseling			
COURSE OBJECTIVE: -				
- To understand the basic concepts of Guidance and Counselling. - To gain knowledge about Counselling Process and Skills. - To understand different types of Guidance (Educational, Vocational, Personal, Social). - To understand the need for Counselling for Family, Community and Special Groups. - To develop Counselling Skills through practical work. To learn methods like Interview, Case Study and Survey.				
COURSE OUTCOMES: -				
- Will be able to clearly explain the concepts of Guidance and Counselling. - Will be able to use the Counselling Process and the Skills of a Counsellor. - Will be able to differentiate between Educational, Vocational, Personal and Social Guidance. Will be able to identify the Counselling needs of Family, Community and Special Groups. Will be able to carry out experimental methods like Case Study, Survey and Interview. - Will be able to do Career Guidance and Self-Assessment Activities. - Will be able to gain real experience through Community Visit and Field Work. Will be able to develop basic professional skills in the field of Counselling.				
UNIT	COURSE CONTENT			TEACHING HOUR
UNIT - 1	Introduction to Guidance and Counselling			15
1.1	Concept of Guidance- Meaning, Definition and Purposes, Need and Importance of Guidance, Principles of Guidance			
1.2	Concept of counselling - Meanings and definitions, Objectives of Counselling, Types of Counselling			
1.3	Difference between Guidance and Counselling			
1.4	Areas of Guidance - Educational Guidance, Vocational Guidance, Personal Guidance, Social Guidance			
UNIT - 2	Counselling Process and Skills			10
2.1	Counselling Process			
2.2	Qualities of a Counsellor			
2.3	Counselling Skills			
2.4	Interview Techniques			
UNIT - 3	Family and Community Counselling			10
3.1	Family Counselling			
3.2	Marriage Counselling			
3.3	Parent Counselling			
3.4	Community Counselling			

UNIT - 4	Counselling for specific groups	10
4.1	Child Counselling	
4.2	Adolescent Counselling	
4.3	Women Counselling	
4.4	Geriatric Counselling	
PRACTICALS		
1	Case study (any one) Conduct a case study of a child, adolescent, woman or elderly person. • Collect personal, family, educational and social information. • Prepare a report on the problem and solution.	
2	Survey - Conduct a survey on topics like "Problems of Teenagers", "Career Choices", "Needs of the Elderly". To present the findings.	
3	Self-Assessment Activity - Evaluate your strengths, limitations, interests and abilities. Prepare a Self-Reflection Report.	
4	Career Guidance Activity - Collecting information on various career options. Preparation of Career Information File.	
5	Community Visit - Visit an NGO, Counselling Centre, Child Care Home or Old Age Home. To study the services there.	
6	Family Counselling Case Analysis - Analysis of a hypothetical or real case of family problem. Provide suggestions for counselling.	
REFERENCE		
Burnard, P.(1999). Counselling skills training. New Viva books		
Manthei, R. (1997). Counselling: the skills of finding solutions to problems. Londin: Routledge		
Nicolson, D.& Ayers, H.(1995). Individual Counselling: Therapy and practice. London: David Fulton.		
Medicine sans frontiers (MSF) - Handbook for a monthly course on trauma related problems. Trainer’s manual, oct 1997 - Mental health training manual - Shocking events and stressful situation- their emotional consequences. Amstedram, april 1993		
save the children - helping children in difficult circumstances. (A teacher’s Manual) London, 1992		
Schauer , Margarete - Posttraumatic stress (PTSD) and extreme stress (DES). First aid kit for the mental health team providing psycho-social service for the severely tramatized kosovoalbanians in the refugee camps. MSF mental health- Macedonia 1999		
World health organization - Mental health of refuges, geneva, 1996		

M.Sc. Home Science Semester – 2 (General Home Science)				
Course Level	6	2	Internal Marks ,	30
Programme	PG		External Marks ,	70
Semester	2		Practical Internal	**
Category of Course	DSC-10		Practical External	50 (if applicable)
Course Credit	4		Prac. External Exam Duration	3 HRS
Teaching Hours	75		Total	150
Course Code			SEM	Exam Duration
Course Title	(ED. Ex) Extension management			
COURSE OBJECTIVE: -				
<i>CO-OBJ 1: To orient students toward the principles, concepts, and theories of management and administration as applicable to extension systems.</i>				
<i>CO-OBJ 2: To impart an understanding of core organizational functions—including planning, organizing, staffing, directing, coordination, budgeting, and controlling (POSDCORB)—within public, private, and non-governmental extension organizations.</i>				
<i>CO-OBJ 3: To examine human behavior, leadership styles, communication networks, motivation mechanisms, and team-building strategies relevant to extension personnel and grassroots communities.</i>				
<i>CO-OBJ 4: To equip students with practical skills in strategic planning, project formulation, monitoring and evaluation (M&E) frameworks, PERT/CPM techniques, and organizational diagnostic tools for rural development initiatives.</i>				
COURSE OUTCOMES: -				
Upon successful completion of this course, students will be able to:				
<i>CO1 (Understand): Explain the theories, scope, and evolutionary approaches of extension management and administrative frameworks in agricultural and rural development.</i>				
<i>CO2 (Apply): Apply managerial functions (POSDCORB) and strategic planning techniques (SWOT, Problem Tree analysis) to design field extension programs and projects.</i>				
<i>CO3 (Analyze): Analyze leadership styles, organizational behavior, motivational drivers, and communication patterns among field staff and extension clients.</i>				
<i>CO4 (Evaluate): Evaluate extension project performance and service delivery mechanisms using Monitoring & Evaluation (M&E) systems and Key Performance Indicators (KPIs).</i>				
<i>CO5 (Create): Develop integrated extension management proposals, including action plans, resource allocation, and PERT/CPM network models for development campaigns.</i>				
UNIT	COURSE CONTENT			TEACHING HOUR
UNIT - 1	Basics of Management and Administration			15
1.1	Concept & Nature: Definition, concepts, principles, and scope of Extension Management; distinction between Administration, Management, and Organization.			
1.2	Evolution of Management Thought: Scientific management theory, Classical Administrative theory, Human Relations approach, and System/Contingency approaches.			
1.3	Extension Systems in India: Organizational setup of Public Extension (ICAR, KVKs, State Department of Agriculture/AH), ATMA model, Private Extension, and Non-Governmental Organizations (NGOs).			
1.4	Managerial Roles & Skills: Mintzberg’s managerial roles, conceptual, technical, and human relation skills required for an Extension Manager.			

UNIT - 2	Core Managerial Functions (POSDCORB)	10
2.1	Planning: Concept, types of plans, strategic planning, decision-making process, and steps in extension program planning.	
2.2	Organizing: Principles of organization, span of control, authority, responsibility, delegation, centralization vs. decentralization, and departmentalization.	
2.3	Staffing & Directing: Human Resource Planning, recruitment, selection, induction, performance appraisal, and delegation of authority.	
2.4	Coordinating, Reporting & Budgeting: Tools for inter-agency coordination, management information systems (MIS), monitoring mechanisms, and financial resource management in extension projects.	
UNIT - 3	Organizational Behaviour and Leadership	10
3.1	Motivation Theory & Practice: Content and process theories of motivation motivating field extension staff and local leaders.	
3.2	Leadership in Extension: Leadership theories, leadership styles (Autocratic, Democratic, Laissez-faire, Transformational), identification and training of local/grassroots leaders.	
3.3	Organizational Communication: Internal & external communication channels, barriers to organizational communication, and conflict resolution techniques.	
3.4	Organizational Climate & Culture: Factors affecting organizational climate, job satisfaction, stress management, and team building.	
UNIT - 4	Strategic Management, Project Tools & Evaluation	10
4.1	Monitoring & Evaluation (M&E): Concepts, difference between monitoring, review, and evaluation; indicators for measuring extension performance.	
4.2	Project Management Techniques: Introduction to PERT (Program Evaluation and Review Technique) and CPM (Critical Path Method) in extension project formulation.	
4.3	Total Quality Management (TQM): Principles of TQM in extension services, capacity building, and client-centric management approaches.	
4.4	Modern Trends: Time Management, Risk Management, Corporate Social Responsibility (CSR) in agricultural extension, and digital tools for extension management.	
	PRACTICALS	30
1	Practical: Organizational Structure & Mapping Exercise 1.1: Study and design organizational charts of public extension systems (e.g., /Central/State Department of Agriculture/AH, KVK, ATMA). Exercise 1.2: Field study to analyse the operational management and decision-making processes of a local NGO or Farmer Producer Organization (FPO).	
2	Exercise 2.1: Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) for an extension organization or development project. Exercise 2.2: Hands-on application of Problem Tree Analysis and Objective Tree Analysis for developing extension intervention models.	
3	Exercise 3.1: Assessment of personal leadership style using standard psychological scales and questionnaires. Exercise 3.2: Conducting role-play exercises and case studies on motivation, conflict resolution, and delegation in extension scenarios. Exercise 3.3: Exercises on sociometry and mapping informal communication networks within field organizations.	

4	Exercise 4.1: Preparation of a dummy Extension Project Proposal, including budgeting, activity allocation, and resource mobilization. Exercise 4.2: Construction of PERT/CPM Network Diagrams to estimate execution time for an agricultural extension campaign. Exercise 4.3: Formulating a Monitoring and Evaluation (M&E) matrix with Key Performance Indicators (KPIs) for an ongoing rural extension scheme.
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REFERENCE

Core Textbooks

1. Ray, G. L. *Extension Communication and Management*. Kalyani Publishers. (Standard reference for Indian higher education curricula covering extension administration, planning, and management tools).
2. Jalihal, K. A., & Veerabhadraiah, V. *Fundamentals of Extension Education and Management in Extension*. Concept Publishing Company.
3. Dahama, O. P., & Bhatnagar, O. P. *Education and Communication for Development*. Oxford & IBH Publishing.
4. Venkatesan, V. *Institutional Change and Extension Management*. World Bank / Agricultural Extension Publications.

Supplementary & Specialized Readings

1. Koontz, H., & Weihrich, H. *Essentials of Management: An International, Innovation, and Leadership Perspective*. McGraw-Hill Education.
2. Robbins, S. P., Judge, T. A., & Vohra, N. *Organizational Behavior*. Pearson Education.
3. Samanta, R. K. *Modernizing Agricultural Extension in Developing Countries*. MD Publications.
4. Swanson, B. E., Bentz, R. P., & Sofranko, A. J. *Improving Agricultural Extension: A Reference Manual*. Food and Agriculture Organization (FAO) of the United Nations.

Institutional Guidelines & Reports

- ICAR BSMA Reports: *Restructured and Revised Syllabi for Post-Graduate / Undergraduate Programs in Agricultural Extension Education*. Indian Council of Agricultural Research.
- MANAGE Publications: Case studies and training manuals from the *National Institute of Agricultural Extension Management (MANAGE)*, Hyderabad, India.

M.Sc. Home Science Semester – 2 (General Home Science)				
Course Level	6	2	Internal Marks ,	0
Programme	PG		External Marks ,	0
Semester	2		Practical Internal	15 (if applicable)
Category of Course	SEC-2		Practical External	35 (if applicable)
Course Credit	2 (0+2)		Prac. External Exam Duration	(if applicable)
Teaching Hours	60		Total	50
Course Code			SEM	Exam Duration
Course Title	Computer application in research (ONLY PRACTICAL)			
COURSE OBJECTIVE: -				
• Data Management & Spreadsheets: Master entry, cleaning, validation, and formula-based calculations (mean, median, mode, regression) using tools like MS Excel or Google Sheets. □ • Statistical Software Execution: Run hands-on parametric and non-parametric tests (t-tests, ANOVA, Chi-Square) using statistical software like SPSS or R. • Survey Design & Web Tools: Build digital data collection instruments, online questionnaires, and electronic forms via Google Forms or similar platforms] • Literature Search & Ethics: Execute advanced queries on scientific search engines and digital repositories and apply anti-plagiarism verification tools. • Data Visualization: Generate research-ready charts, graphs, and histograms for result presentation				
COURSE OUTCOMES: -				
Data Management and Processing				
Spreadsheet manipulation: Build and structure clean data sets using advanced spreadsheet functions.				
Database organization: Sort, filter, code, and clean raw empirical or survey data.				
File management: Apply secure digital storage and directory habits for audit-ready research archives.				
Statistical and Quantitative Analysis				
Software execution: Run descriptive and inferential statistical tests (ANOVA, t-tests, chi-square) in analysis packages.				
Hypothesis testing: Implement computational scripts or menu-driven commands to accept or reject research hypotheses.				
Interpreting outputs: Translate raw software calculation outputs into meaningful research metrics.				
Visualization and Reporting				
Graphical representation: Generate precise scatter plots, histograms, and trend charts.				
Research typesetting: Format technical reports, equations, and bibliographies using specialized writing tools.				
Slide optimization: Construct structured data-supported academic presentation decks.				
UNIT	COURSE CONTENT			TEACHING HOUR
	PRACTICALS			
1	Fundamentals of Computer Applications in Research 1. Introduction to Computer Applications in Research ○ Role and importance of computers in research			30

	- Hardware, software, operating systems, and file management Word Processing for Research Documentation - Creating and formatting research reports using MS Word - Tables, page setup, headers/footers, references, and printing Internet and Electronic Resources for Research - Searching research literature using search engines - Google Scholar, Shodhganga, e-books, e-journals - Downloading and organizing research materials Practicals (Unit I) - Prepare and format a research report using MS Word. - Search and download five research articles from Google Scholar/Shodhganga and prepare a bibliography. - Create a research document with tables, page numbers, table of contents, and references	
2	Data Management and Presentation Spreadsheet Applications in Research - Introduction to MS Excel - Data entry, formulas, sorting, filtering, and chart preparation Presentation Software for Research - Creating presentations using MS PowerPoint - Inserting charts, tables, images, and slide transitions Research Data Management and Reference Management - Organizing research files and folders - Introduction to reference management using Mendeley/Zotero - Data storage, backup, and research ethics - Enter and analyze sample research data using MS Excel and prepare charts. - Prepare a 10-slide PowerPoint presentation on a selected research topic. - Organize research files and prepare a reference list using	30

REFERENCE

- Kothari, C. R., & Garg, G. (2019). **Research Methodology: Methods and Techniques** (4th ed.). New Age International Publishers.
- Gupta, S. P. (2021). **Statistical Methods** (46th ed.). Sultan Chand & Sons.
- Sinha, P. K., & Sinha, P. (2013). **Computer Fundamentals** (6th ed.). BPB Publications.
- Leon, A., & Leon, M. (2014). **Introduction to Computers**. Vikas Publishing House.
- Creswell, J. W., & Creswell, J. D. (2018). **Research Design: Qualitative, Quantitative, and Mixed Methods Approaches** (5th ed.). Sage Publications.
- Kumar, R. (2019). **Research Methodology: A Step-by-Step Guide for Beginners** (5th ed.). Sage Publications.
- Government of India. **Shodhganga: A Reservoir of Indian Theses**.
<https://shodhganga.inflibnet.ac.in>

M.Sc. Home Science Semester – 3 (General Home Science)				
Course Level	6	3	Internal Marks ,	30
Programme	PG		External Marks ,	70
Semester	3		Practical Internal	**
Category of Course	DSC-11		Practical External	50 (if applicable)
Course Credit	4		Prac. External Exam Duration	3 HRS
Teaching Hours	75		Total	150
Course Code			SEM	Exam Duration
Course Title	(FN) Therapeutic Nutrition			
COURSE OBJECTIVE: -				
<i>This Course will enable students to:</i> ➤ <i>Understand the etiology, Physiologic and Metabolic Anomalies of acute and chronic Diseases and patient needs.</i> ➤ <i>Know the effect of the various diseases on nutritional status and nutritional and dietary Requirements.</i> ➤ <i>Be able to recommend and provide appropriate nutritional care for prevention / and Treatment of the various diseases.</i>				
COURSE OUTCOMES: -				
➤ <i>Disease Management & Diet Therapy: Understand the etiology of various disorders and apply evidence-based MNT for conditions such as diabetes, cardiovascular disease (DASH diet), renal diseases, cancer, and gastrointestinal disorders.</i> ➤ <i>Dietary Modification Skills: Master the ability to adapt normal diets by altering consistency, caloric density, or specific nutrient profiles (e.g., sodium-restricted, gluten-free, or consistent carbohydrate diets).</i> ➤ <i>Nutritional Assessment & Care Process: Utilize the standard Nutrition Care Process (NCP)—assessment, diagnosis, intervention, and monitoring/evaluation—using anthropometric and biochemical data</i> ➤ <i>Practical & Technical Competence: Develop clinical skills to calculate precise nutrient requirements, plan therapeutic menus, and manage specialized feeding techniques like enteral and parenteral nutrition.]</i> ➤ <i>Patient Counseling: Enhance communication and counseling techniques for effective patient education, behavioral modification, and continuous dietary follow-up</i>				
UNIT	COURSE CONTENT			TEACHING HOUR
UNIT - 1	Obtaining medical and dietary history of patients			15
UNIT - 2	Medical Nutrition Therapy for Lifestyle and Metabolic Disorders • Etiopathophysiology, metabolic and clinical aberrations • Complications, prevention and recent advances in Medical Nutrition Therapy (MNT) of: 1. Cardiovascular Disorders 2. Diabetes Mellitus			10

UNIT – 3	Medical Nutrition Therapy for Organ Disorders • Etiopathophysiology, metabolic and clinical aberrations • Complications, prevention and recent advances in Medical Nutrition Therapy (MNT) of: 1. Liver and Gall Bladder Disorders 2. Pancreatic Disorders 3. Renal Disorders	10
UNIT - 4	Medical Nutrition Therapy for Critical Illness and Special Conditions • Etiopathophysiology, metabolic and clinical aberrations • Complications, prevention and recent advances in Medical Nutrition Therapy (MNT) of: 1. Stress and Trauma 2. Cancer 3. AIDS 4. Respiratory Disorders	10
	PRACTICALS	30
➤ Market survey of commercial nutritional supplements and nutritional support substrates. ➤ Interpretation of patient data and diagnostic tests and drawing up of patient diet Prescription, using a case study approach. Follow-up acceptability of diet prescription Compliance; discharge diet, plan for cardiovascular disease diabetes. Liver, Renal Diseases. ➤ Preparation of diet counseling aids for common disorders. ➤ Planning and preparation of diets for patients with common multiple disorders and Complications and discharge diet plans.		
REFERENCE		
• Dave, Nilambari (2004). Nutrition and Diet Therapy, 1st Edition, Dr. Nilambari Dave, Head, Dept. of Home Science, Saurashtra University, Rajkot. • Mahan, L.K. and Escott-stump S. (2000): Krause's food nutrition and diet therapy, 10th Edition, W.B. Saunders Ltd., • Shills, M.E. Olson, J.A. Shilke, M. and Ross. A.C. (1999). Modern in Health and Disease, 9th Edition, Williams and Wilkins. • Escott-Stump, S. (1998) : Nutrition and Diagnosis Related Care, 4th Edition, Williams and Wilkins. • Garrow, J.S. James, W.P.T. and Ralph, A. (2000): Human Nutrition and Dietetics, 10th Edition, Churohill Livingstone. • Williams, S.R. (1993): Nutrition and Diet Therapy, 7th Edition. Times Mirror / Mosby College Publishing. • Davis. J. and Sherer. K. (1994): Approval nutrient in pediatrics, Boston, little, Brown & Co., • Walker, W.A. and Watkins, J.B. (Ed.) (1985): Nutrition in Pediatrics, Boston, little, Brown & Co., • Guyton, A.C. and Hall, J.E. (1999): Textbook of Medical Physiology, 9th Edition, W.B. Saunders Co., • Ritchie, A.C. (1990): Boyd's textbook of Pathology, 9th Edition, Lea and Febiger, Philadelphia. • Fauci, S.A. et al. (1998): Harrison's Principles of Internal Medicine, 14th Edition, McGraw Hill. • Dave N R,(2004) “Nutrition & Diet Therapy”,Department of Home Science, Saurashtra University .Rajkot.		

M.Sc. Home Science Semester – 3 (General Home Science)				
Course Level	6	3	Internal Marks ,	30
Programme	PG		External Marks ,	70
Semester	3		Practical Internal	**
Category of Course	DSC-12		Practical External	50 (if applicable)
Course Credit	4		Prac. External Exam Duration	3 HRS
Teaching Hours	75		Total	150
Course Code		SEM	Exam Duration	2.5 Hours
Course Title	(FRM) Entrepreneurship and Marketing			
COURSE OBJECTIVE: -				
<i>By the end of this course, students will be able to:</i>				
<i>Understand the concepts, characteristics, and significance of entrepreneurship in economic and social development.</i> <i>Gain knowledge of Develop entrepreneurial competencies, creativity, innovation, and opportunity identification skills.</i> <i>Understand the fundamentals of marketing management</i> <i>Develop skill of business planning, financial management, and decision-making skills required for entrepreneurial ventures.</i> <i>Familiarize themselves with government policies, institutional support, and schemes available for entrepreneurs.</i> <i>Understand a basic business plan and marketing and advertising plan for a new or existing enterprise.</i>				
COURSE OUTCOMES: -				
<i>Explain the concepts, characteristics, and significance of entrepreneurship and marketing management.</i> <i>Identify business opportunities and demonstrate entrepreneurial skills for starting and managing small enterprises.</i> <i>Apply the principles of marketing management in product planning, pricing, promotion, distribution, and customer relationship management.</i> <i>Prepare a basic business plan and marketing and promotional plan for a product or service.</i> <i>Utilize financial and managerial skills required for the successful operation of entrepreneurial ventures.</i> <i>Evaluate government policies, financial institutions, and support agencies that promote entrepreneurship and small business development.</i> <i>Develop confidence and an entrepreneurial mindset to create self-employment and contribute to economic development.</i>				
UNIT	COURSE CONTENT			TEACHING HOUR
UNIT - 1	Introduction to Entrepreneurship			15
1.1	– Definition and characteristics of entrepreneurship – Importance of Entrepreneurship – Factors affecting entrepreneurship – Role of entrepreneurship in economic and social development			

1.2	– Meaning and Definition of Entrepreneur – Characteristics of Entrepreneur – Qualities of an Entrepreneur – Functions of an Entrepreneur	
1.3	Developing entrepreneurial competencies and skills	
UNIT - 2	Setting up Enterprise - Starting a Business	
2.1	– Types of Enterprise. – Environment scanning: Information, sources, schemes of assistance, problems.	
2.2	Enterprise selection: - Market assessment, enterprise feasibility study, SWOT Analysis	10
2.3	Resource Mobilization: Sources of finance, Government schemes, technology, raw material, manpower	
2.4	– Costing and marketing management and quality control. – Feedback, monitoring and evaluation.	
UNIT - 3	Basics of Marketing	
3.1	– Meaning and definition of Market. – Types of market.	
3.2	– Meaning and Importance of Marketing. – Characteristics and functions of Marketing.	10
3.3	Product development and pricing practice: - Product life cycle - Pricing policy	
3.4	Labelling and packaging	
UNIT - 4	Advertising	
4.1	Advertising meaning and characteristics.	
4.2	Advertising objective, functions and benefits.	10
4.3	Type of advertising	
PRACTICALS		30
1	Collect the information of financial and other assistance from various government agencies to start new entrepreneurial business unit.	
2	Interview of any one <i>entrepreneur</i> and study: Business unit, entrepreneurship and marketing management practices.	
3	Study the logo, labeling and packaging of any one branded product in the market (on drawing Sheet).	
4	Prepare an advertisement: News paper, leaflets, posters, hording board (any one)	
REFERENCE		
1. Gupta, C. B., & Srinivasan, N. P. (2023). <i>Entrepreneurship Development in India</i> . New Delhi: Sultan Chand & Sons. 2. Khanka, S. S. (2022). <i>Entrepreneurial Development</i> . New Delhi: S. Chand Publishing. 3. Badi, R. V., & Badi, N. V. (2021). <i>Entrepreneurship</i> . New Delhi: Vrinda Publications. 4. Kotler, P., Keller, K. L., Chernev, A., & others. (2022). <i>Marketing Management</i> (16th Global ed.). Pearson. 5. Sherlekar, S. A., Prasad, K. N., & Nirmala, V. S. (2021). <i>Principles of Marketing</i> . Mumbai: Himalaya Publishing House. 6. Scarborough, N. M., & Cornwall, J. R. (2019). <i>Essentials of Entrepreneurship and Small Business</i>		

Management (9th ed.). Pearson.

7. Ramaswamy, V. S., & Namakumari, S. (2022). *Marketing Management: Indian Context – Global Perspective* (7th ed.). New Delhi: SAGE Publications India.
8. Saxena, R. (2020). *Marketing Management* (6th ed.). New Delhi: McGraw Hill Education (India).
9. Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2020). *Entrepreneurship* (11th ed.). McGraw-Hill Education

M.Sc. Home Science Semester – 3 (General Home Science)				
Course Level	6	3	Internal Marks ,	30
Programme	PG		External Marks ,	70
Semester	3		Practical Internal	**
Category of Course	DSC-13		Practical External	50 (if applicable)
Course Credit	4		Prac. External Exam Duration	3 HRS
Teaching Hours	75		Total	150
Course Code			SEM	Exam Duration
Course Title	(CT) Apparel Design And Construction			

COURSE OBJECTIVE: -

After completing this course, students will be able to:

1. *Develop a comprehensive understanding of the principles and elements of apparel design and garment construction.*
2. *Acquire knowledge of advanced pattern making, draping, and garment construction techniques for various types of apparel.*
3. *Apply professional skills in apparel manufacturing, quality control, and production management.*
4. *Develop entrepreneurial skills in apparel merchandising, branding, retailing, and fashion business management.*
5. *Gain practical experience in using modern apparel technology, CAD applications, and industry-standard tools.*
6. *Foster problem-solving, innovation, and sustainable practices in the apparel and fashion industry.*

COURSE OUTCOMES: -

- 1: *Demonstrate a thorough understanding of the principles, concepts, and processes of apparel design and garment construction.*
- 2: *Apply advanced pattern making, draping, and garment construction techniques to develop well-fitted and professionally finished garments.*
- 3: *Utilize modern apparel production technologies, quality control measures, and industry-standard practices in garment manufacturing.*
- 4: *Create innovative apparel designs and fashion illustrations by integrating creativity with technical knowledge and contemporary fashion trends.*
- 5: *Develop professional competencies in apparel merchandising, branding, retail management, and entrepreneurship for the fashion and apparel industry.*

UNIT	COURSE CONTENT	TEACHING HOUR
UNIT - 1	Advanced Apparel Design and Fashion Concepts	15
1.1	Apparel Design: Meaning, Scope, and Contemporary Trends	
1.2	Evolution of Fashion and the Global Fashion Industry	
1.3	Fashion Cycle and Fashion Forecasting	
1.4	Design Process	
1.5	Colour Forecasting and Colour Psychology	
1.6	Introduction to Computer-Aided Design (CAD)	
UNIT - 2	Advanced Pattern Making and Garment Construction	10
2.1	industrial Garment Construction Techniques	
2.2	Flat Pattern Making	
2.3	Draping Techniques	
2.4	Pattern Grading	
2.5	Pattern Alteration and Fit Analysis	

UNIT - 3	Garment Technology and Quality Management	10
3.1	Garment Manufacturing Process	
3.2	Production Planning and Control (PPC)	
3.3	Marker Planning and Fabric Utilization	
3.4	Industrial Sewing Machines and Automation	
3.5	Quality Control and Quality Assurance (QA & QC)	
3.6	Garment Fitting, Finishing, and Packaging	
3.7	International Quality Standards	
UNIT - 4	Apparel Merchandising, Entrepreneurship, and Research	10
4.1	Apparel Merchandising and Supply Chain Management	
4.2	Fashion Marketing and Retail Management	
4.3	Brand Development and Branding	
4.4	Boutique Establishment and Management	
4.5	Costing, Pricing, and Export Documentation	
4.6	E-commerce and Digital Fashion Marketing	
	PRACTICALS	30
Practical – 1: Fashion Design Development and Illustration (ANY TOW) • Fashion figure drawing • Fashion illustration techniques • Design development • Mood board and inspiration board preparation • Colour rendering and presentation • Portfolio sheet preparation Practical – 2: Advanced Pattern Making and Draping (ANY TOW) • Drafting of advanced garment patterns • Flat pattern development • Draping techniques on dress form • Pattern grading • Pattern alteration according to body measurements • Fit analysis Practical – 3: Advanced Garment Construction and Quality Evaluation (ANY TOW) • Construction of advanced garments • Industrial sewing techniques • Application of seams, plackets, collars, cuffs, and sleeves • Garment finishing • Quality inspection and evaluation • Pressing, packaging, and presentation Practical – 4: Apparel Merchandising and Entrepreneurship Project (ANY TOW) • Boutique/business plan preparation • Brand name and logo development • Cost sheet preparation • Pricing strategy • Fashion merchandising project • Digital marketing plan • Business presentation and project report		

REFERENCE

- Aldrich, W. (2015). Metric pattern cutting for women's wear (6th ed.). Wiley-Blackwell.
- Armstrong, H. J. (2014). Patternmaking for fashion design (5th ed.). Pearson.
- Frings, G. S. (2018). Fashion: From concept to consumer (11th ed.). Pearson.
- Kadolph, S. J. (2019). Textiles (13th ed.). Pearson.
- Joseph-Armstrong, H. (2013). Draping for apparel design (3rd ed.). Fairchild Books.
- Glock, R. E., & Kunz, G. I. (2005). Apparel manufacturing: Sewn product analysis (4th ed.). Pearson/Prentice Hall.
- Cooklin, G. (2015). Garment technology for fashion designers (2nd ed.). Wiley-Blackwell.
- Stone, E. (2018). The dynamics of fashion (5th ed.). Fairchild Books.
- Easey, M. (Ed.). (2009). Fashion marketing (3rd ed.). Wiley-Blackwell.
- Posner, H. (2015). Marketing fashion (2nd ed.). Laurence King Publishing.
- Burns, L. D., & Bryant, N. O. (2007). The business of fashion: Designing, manufacturing, and marketing (3rd ed.). Fairchild Publications.
- Schaefer, M. (2018). The complete guide to fashion design. Bloomsbury Visual Arts.

M.Sc. Home Science Semester – 3 (General Home Science)				
Course Level	6	3	Internal Marks ,	30
Programme	PG		External Marks ,	70
Semester	3		Practical Internal	**
Category of Course	DSC-14		Practical External	50 (if applicable)
Course Credit	4		Prac. External Exam Duration	3 HRS
Teaching Hours	75		Total	150
Course Code			SEM	Exam Duration
Course Title	(HD) family welfare and social policies			
COURSE OBJECTIVE: -				
- To understand the concepts and principles of family welfare and social policy. - To examine national policies and programmes related to family, women, children, adolescents, and older adults. - To evaluate the role of government, NGOs, and international organizations in family welfare. - To develop the ability to analyse and recommend family welfare policies.				
COURSE OUTCOMES: -				
After successful completion of the course, students will be able to: - Explain the concepts and objectives of family welfare and social policy. - Analyse DSCsocial policies affecting families in India. - Evaluate family welfare programmes and social security schemes. - Assess the role of governmental and non-governmental organizations in family welfare. - Design community-based interventions for improving family well-being. - Apply policy knowledge to address emerging family and social issues.				
UNIT	COURSE CONTENT			TEACHING HOUR
UNIT - 1	Unit I: Family Welfare – Concepts and Perspectives			15
1.1	Concept, scope, objectives, and importance of family welfare			
1.2	Family structure, functions, and changing family patterns			
1.3	Family life cycle and developmental tasks			
1.4	Contemporary family issues: poverty, domestic violence, gender inequality, migration, substance abuse, Divorce and Family Breakdown, Changing Family Structures, Work–Family Conflict etc.			
UNIT - 2	Women Empowerment and Gender-Sensitive Policies			10
2.1	Concept and Meaning: Women empowerment, Gender equality, Gender equity, Gender sensitivity, Gender mainstreaming			
2.2	Gender Issues in Society: Gender discrimination, Gender stereotypes, Gender bias, Violence against women, Equal opportunities in education and employment			
2.3	Important Laws Related to Women : Protection of Women from Domestic Violence Act , Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, Dowry Prohibition Act, Prohibition of Child Marriage Act, , Maternity Benefit Act,			
2.4	Challenges to Women Empowerment : Gender-based violence, Wage gap,			

	Low workforce participation, Social and cultural barriers, Limited access to resources and decision-making	
UNIT - 3	Child Protection and Child Rights	10
3.1	Meaning and Concept : Child rights, Child protection and Child welfare	
3.2	Principles of Child Rights : Right to Survival, Right to Development, Right to Protection, Right to Participation	
3.3	Types of Child Abuse : Physical abuse, Emotional abuse, Sexual abuse, Neglect, Child trafficking, Child labour, Child marriage	
3.4	Role of Stakeholders : Parents, Teachers, Community, Government, NGOs	
UNIT - 4	Social Policy and Family Development	10
4.1	Meaning, objectives, and scope of social policy	
4.2	Constitutional provisions for family welfare	
4.3	Evolution of Social Welfare Policies in India A. Pre-Independence Period, B. Post-Independence Period (1947 onwards) C. Modern Period	
4.4	Sustainable Development Goals (SDGs) and family development	
	PRACTICALS	30
1	Family Survey - Conduct a survey of 5–10 families. - Collect information on: Family type (joint/nuclear) ,Family size, Education and occupation, Health and sanitation , Access to family welfare services - Analyse the findings and prepare a report.	
2	Conduct a survey on awareness of women's rights, gender equality, or government schemes and analyse the responses and present the findings.	
3	Case Study - Study a real or hypothetical case related to child protection (e.g., child labour, child abuse, child marriage, or school dropout). - Identify the child's rights involved, legal provisions, and possible interventions.	
4	Policy Review Report : Prepare a review report on a selected social policy covering: - Introduction - Need and objectives - Benefits - Limitations - Suggestions for improvement	
REFERENCE		
- Park, K. Park's Textbook of Preventive and Social Medicine. - Berk, L. E. Development Through the Lifespan. - Santrock, J. W. Life-Span Development. - Government of India. National Health Mission Guidelines. - Ministry of Women and Child Development. Integrated Child Development Services (ICDS) Manual - UNICEF. State of the World's Children. - WHO. Primary Health Care and Family Health.		

M.Sc. Home Science Semester – 3 (General Home Science)				
Course Level	6	3	Internal Marks ,	30
Programme	PG		External Marks ,	70
Semester	3		Practical Internal	**
Category of Course	DSC-15		Practical External	50 (if applicable)
Course Credit	4		Prac. External Exam Duration	3 HRS
Teaching Hours	75		Total	150
Course Code		SEM	Exam Duration	2.5 Hours
Course Title	(ED. Ex) concept of communication development			
COURSE OBJECTIVE: -				
<i>CO-OBJ 1: To orient students toward the fundamental concepts, theories, and historical evolution of Development Communication (C4D / SBCC)</i>				
<i>CO-OBJ 2: To critically examine various paradigms of development—ranging from top-down Modernization models to bottom-up Participatory and Empowerment frameworks.</i>				
<i>CO-OBJ 3: To understand the strategic role of multi-channel communication systems (mass media, traditional/folk media, community radio, and ICTs) in driving social change.</i>				
<i>CO-OBJ 4: To equip students with practical skills in designing, executing, and evaluating strategic development communication campaigns aimed at key social issues (health, literacy, gender equality, environment).</i>				
COURSE OUTCOMES: -				
Upon successful completion of this course, students will be able to:				
CO1 (Understand): Explain the core theories, models, historical paradigms, and indicators of development communication and social change.				
CO2 (Analyse): Critically evaluate top-down versus participatory communication strategies implemented by governmental, non-governmental, and international agencies (e.g., UN, civil society).				
CO3 (Apply): Apply formative research tools (e.g., PRA, Focus Group Discussions) to assess community communication needs and baseline socio-economic challenges.				
CO4 (Evaluate): Measure the effectiveness and behavioural impact of social change campaigns using quantitative and qualitative monitoring and evaluation (M&E) indicators.				
CO5 (Create): Design localized Information, Education, and Communication (IEC) materials (audio-visuals, podcasts, print features, social media content) for strategic advocacy campaigns.				
UNIT	COURSE CONTENT			TEACHING HOUR
UNIT - 1	Foundations of Communication & Development			15
1.1	Concept & Definition: Meaning, scope, and objectives of Development; indicators of development (Economic, Human Development Index - HDI, Sustainable Development Goals - SDGs).			
1.2	Understanding Development Communication: Concept, history, and evolution of Communication for Development (C4D).			
1.3	Dimensions of Development Communication: Development Support Communication (DSC), Social and Behavior Change Communication (SBCC), and Participatory Communication.			
1.4	Role of Media in Society: Public sphere, agenda-setting, and media's role as a catalyst for social progress and empowerment.			

UNIT - 2	Paradigms and Theories of Development Communication	10
2.1	Dominant Paradigm (Modernization Theory): Mass media approach, Diffusion of Innovations theory (Everett Rogers), and top-down extension models.	
2.2	Opposing Paradigm (Dependency Theory): Media imperialism, cultural hegemony, and critique of Western modernization models.	
2.3	Emerging/Alternative Paradigm (Participatory Approach): Paulo Freire's dialogic communication, conscientization, bottom-up approaches, and empowerment.	
2.4	Localized Perspectives- community-centric models.	
UNIT - 3	Media Channels & ICTs in Development	10
3.1	Print & Electronic Media: Rural press, development reporting, educational radio broadcasts, and community television.	
3.2	CT4D (Information and Communication Tech for Development): E-governance, telecentres, mobile applications for agriculture, health, and disaster management.	
3.3	Digital & social media for Advocacy: Social networks, citizen journalism, online campaigns	
3.4	Alternative Media: Role of community radio in localized development messaging.	
UNIT - 4	Campaign Strategy, Policy & Case Studies	10
4.1	Designing DevCom Campaigns: Audience analysis, formative research, message tailoring, channel selection, and pre-testing.	
4.2	Key Focus Areas: Health & Sanitation (Swachh Bharat), Gender Equality, Environment & Climate Change, Literacy, and Agricultural Extension.	
4.3	Monitoring & Evaluation (M&E): Quantitative and qualitative tools to measure campaign impact, feedback loops, and sustainability.	
4.4	Institutional Roles: Role of UN agencies (UNICEF, UNESCO, UNDP), NGOs, national policies, and civil society in development communication.	
	PRACTICALS	30
1	Community Needs Assessment & Baseline Survey- Conduct a Focus Group Discussion (FGD) using Participatory Rural Appraisal (PRA) tools to identify key socio-economic challenges.	
2	Development Reporting & Media Content Creation Exercise 2.1: Write a comprehensive development feature story or news report on a local issue (e.g., water conservation, public health, micro-entrepreneurship). Exercise 2.2: Produce a 3-minute audio radio spot/podcast episode addressing a social behaviour change topic.	
3	Campaign Designing & Material Production- Design information, education, and communication (IEC) materials—such as posters, infographics, short digital videos, or social media posts—tailored to the target audience.	
4	Campaign Designing & Material Production- Formulate an integrated Development Communication Campaign plan targeting a specific issue (e.g., vaccination awareness, digital literacy).	
REFERENCE		
Core Textbooks		
Melkote, Srinivas R., and H. Leslie Steeves. <i>Communication for Development in the Third World: Theory and Practice for Empowerment</i> . SAGE Publications.		
1. Rogers, Everett M. <i>Diffusion of Innovations</i> . Free Press.		
2. Gupta, V. S. <i>Communication for Development and Civil Society</i> . Concept Publishing Company.		
3. Servaes, Jan. <i>Communication for Development and Social Change</i> . SAGE Publications.		

4. Flor, Alexander G. *Introduction to Development Communication*. SEARCA / UP Open University Press.
5. **Supplementary & Specialized Readings**
6. Mefalopulos, Paolo. *Development Communication Sourcebook: Broadening the Boundaries of Communication*. The World Bank.
7. Manyozo, Linje. *Media, Communication and Development: Three Approaches*. SAGE Publications.
8. Fraser, Colin, and Sonia Restrepo-Estrada. *Communicating for Development: Human Change for Survival*. I.B. Tauris.
9. Nayar, Keval J. Kumar. *Mass Communication in India*. Jaico Publishing House.
10. Institutional Guidelines & Reports
11. UNICEF / UNESCO Manuals: *Behavior Change Communication (BCC) and Participatory Communication Guidelines for Field Workers*.
12. World Bank Publications: Reports on *Communication for Social and Behavioral Change in Sustainable Development*.

M.Sc. Home Science Semester – 3 (General Home Science)				
Course Level	6	3	Internal Marks ,	35
Programme	PG		External Marks ,	15
Semester	3		Practical Internal	0 (if applicable)
Category of Course	SEC-3		Practical External	0 (if applicable)
Course Credit	2 (2+0)		Prac. External Exam Duration	(if applicable)
Teaching Hours	30		Total	50
Course Code			Exam Duration	1.5 Hours
Course Title	Scientific writing (only theory)			
COURSE OBJECTIVE: -				
- To develop scientific writing and communication skills. - To familiarize students with different forms of scientific publications. - To enable students to prepare research reports, dissertations, and grant proposals. - To improve academic writing, referencing, and publication ethics.				
COURSE OUTCOMES: -				
After completing this course, students will be able to: - Understand the principles and formats of scientific writing. - Prepare research articles, reports, and dissertations using standard academic conventions. - Apply proper referencing, proofreading, and publication practices. - Develop basic research grant proposals with appropriate budgeting and planning.				
UNIT	COURSE CONTENT			TEACHING HOUR
UNIT - 1	Fundamentals of Scientific Writing and Research Communication - Scientific writing as a means of communication. - Forms of scientific writing: - Research articles - Research notes and reports - Review articles - Monographs - Book chapters - Dissertation/Thesis - Concept, objectives, importance, and types of outlines. - General principles of scientific writing: - Drafting and organization - Proofreading - Brevity and precision - Components of scientific writing: - Preface - Footnotes and endnotes - Glossary - Appendix - Bibliography and references - Index			15

UNIT – 2	Research Report Writing and Grant Proposal Preparation • Structure of Dissertation/Research Report/Thesis: ○ Introduction ○ Review of Literature ○ Research Design ○ Results and Discussion ○ Summary and Abstract ○ References/Bibliography ○ Recommendations • Preparation of research manuscripts for publication. • Writing research grant proposals: ○ Statement of the problem ○ Rationale and justification ○ Objectives ○ Theoretical and empirical framework ○ Research methodology and design ○ Work plan and expected outcomes ○ Budget preparation ○ Executive summary	15
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REFERENCE

- American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.
- Day, R. A., & Gastel, B. (2022). *How to Write and Publish a Scientific Paper* (9th ed.). Cambridge University Press.
- Alley, M. (2018). *The Craft of Scientific Writing* (4th ed.). Springer.
- Cargill, M., & O'Connor, P. (2021). *Writing Scientific Research Articles: Strategy and Steps* (3rd ed.). Wiley-Blackwell.
- Glasman-Deal, H. (2020). *Science Research Writing: A Guide for Non-Native Speakers of English* (2nd ed.). World Scientific Publishing.
- Kothari, C. R., & Garg, G. (2019). *Research Methodology: Methods and Techniques* (4th ed.). New Age International Publishers.
- Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners* (5th ed.). SAGE Publications.
- Creswell, J. W., & Creswell, J. D. (2023). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (6th ed.). SAGE Publications.

M.Sc. Home Science Semester – 4 (General Home Science)				
Course Level	6	4	Internal Marks ,	30
Programme	PG		External Marks ,	70
Semester	4		Practical Internal	**
Category of Course	DSC-16		Practical External	50 (if applicable)
Course Credit	4		Prac. External Exam Duration	3 HRS
Teaching Hours	75		Total	150
Course Code			SEM	Exam Duration
Course Title	(FN) Assessment Of Nutrition Status			
COURSE OBJECTIVE: -				
The course is designed to: Orient the students with all the important state-of-the-art methodologies applied in nutritional assessment and surveillance of human groups. Develop specific skills to apply the most widely used methods				
COURSE OUTCOMES: -				
➤ The outcomes of nutritional status assessments are primarily measured by how they guide clinical interventions and predict recovery. The core outcomes and parameters include: ➤ Clinical Complications: Malnutrition is strongly associated with higher rates of decubitus ulcers, systemic infections, and longer stays in intensive care. ➤ Mortality and Survival: Tools like the CONUT score (which analyzes cholesterol, albumin, and lymphocytes) are utilized to predict survival in ICU patients, malignancies, and severe cardiac or gastrointestinal disorders. High scores correlate with greater mortality risks ➤ Surgical and Trauma Outcomes: Preoperative nutritional assessments using scales like SGA help categorize patients. Severe malnutrition delays bone healing (e.g., in limb injuries) and increases post-surgical infection risks. Therapeutic Monitoring: Biomarkers such as serum pre-albumin and albumin help clinicians monitor the efficacy of medical nutrition therapy and the stabilization of systemic inflammation				
UNIT	COURSE CONTENT			TEACHING HOUR
UNIT - 1	Nutritional assessment as a tool for improving the quality of life of various segments of the population including hospitalized patients.			15
UNIT - 2	Current methodologies of assessment of nutritional status, their interpretation and comparative applications of the following : ➤ Food consumption ➤ Anthropometry ➤ Clinical and Laboratory ➤ Rapid Assessment & PRA ➤ Functional indicators such as grip strength, respiratory fitness, Harvard Step test, squatting test.			10
UNIT - 3	Nutritional Surveillance – Basic concepts, uses and setting up of surveillance systems.			10
UNIT - 4	Monitoring and Evaluation			10
	PRACTICALS			30
• Training in all assessment techniques applicable for individuals and community, including ones used for hospital – based patients ➤ Validity and reliability of these techniques. • Community based project for assessment of nutritional status of any vulnerable group. • A small evaluation study of a nutrition project.				

REFERENCE

- Jelliffe, D. B. and Jelliffe, E.F.P. (1989): **Community Nutritional Assessment**, Oxford University Press.
- Beghin, I., Cap, M. and Dujardan, B. (1988): **A Guide to Nutritional Status Assessment**, WHO, Geneva.
- Gopaldas, T. and Seshadri, S. (1987): **nutrition Monitoring and Assessment**, Oxford University Press. Mason,
- J.B., Habich, J.P., Tabatabai, H. and Valverde, V. (1984): **Nutritional Surveillance**, WHO.
- Lee, R.D. and Nieman, D.C. (1993): **Nutritional Assessment**, Brown and Benchmark Publishers. Sauberlich, H.E. (Ed.) (1999): **Laboratory Tests for the Assessment of Nutrition Status**, CRC Press. Cameron, N. (1984): **Measures of Human Growth**, Sheridan house Inc. New York.
- Scrimshaw, N. and Gleason, G. (Ed.)(1991): **Rapid Assessment Methodologies for Planning and Evaluation of Health Related Programmes**, published by (INFDC) International Nutrition Foundation for Developing Countries.
- **FAO Nutritional Studies No.4 (1953): Dietary Surveys: Their Technique and Interpretation,**

M.Sc. Home Science Semester – 4 (General Home Science)				
Course Level	6	4	Internal Marks ,	30
Programme	PG		External Marks ,	70
Semester	4		Practical Internal	**
Category of Course	DSC-17		Practical External	50 (if applicable)
Course Credit	4		Prac. External Exam Duration	3 HRS
Teaching Hours	75		Total	150
Course Code			SEM	Exam Duration
Course Title	(FRM) Advance Family Financial Management			
COURSE OBJECTIVE: -				
- To understand the principles of personal and family financial management. - To develop skills in budgeting, saving, investment, loan and financial planning. - To understand taxation, insurance, record keeping and accounting. - To develop skills in financial technology and Digital Financial Services. - To promote informed financial decision-making for family well-being.				
COURSE OUTCOMES: -				
After completing this course, students will be able to: - Understand the concepts and principles of family financial management. - Prepare and evaluate family budgets. - Analyze various saving and investment opportunities. - Select appropriate insurance and retirement plans. - Apply taxation and consumer protection knowledge. - Use digital financial tools safely and effectively. - Develop comprehensive financial plans for families.				
UNIT	COURSE CONTENT			TEACHING HOUR
UNIT - 1	Fundamentals of Family Financial Management			15
1.1	- Concept, objectives, and importance of family finance. - Family financial goals and financial planning process.			
1.2	Family income: - Types of income (Money Income, Real Income and Psychic Income) - Factors to affecting income. - Supplementing family income.			
1.3	Family expenditure: - Pattern and consumer behaviour of family expenditure. - Types of family expenditure. - Factors influencing variations in Family Expenditure			
1.4	Time value of money and inflation.			

UNIT – 2	Budgeting, Savings and Credit Management	10
2.1	Family budgeting: preparation, implementation, and evaluation.	
2.2	Meaning and objective of saving	
2.3	- Banking services: saving account, fixed deposit, recurring deposit, digital banking. - Consumer credit: loans, credit cards, EMIs, and debt management.	
2.4	Financial record keeping and household accounting.	
UNIT - 3	Investment and Insurance	10
3.1	- Meaning and Objective of investment - Investment planning.	
3.2	Investment avenue: - Bank deposits - Post Office Savings - Mutual Funds - Shares and Bonds - Gold and Real Estate	
3.3	Insurance: - Life Insurance - Health Insurance - General Insurance	
UNIT - 4	Taxation and Financial Technology	
4.1	Basics of Income Tax and tax planning for families.	10
4.2	- Digital financial services: - UPI - Internet Banking - Mobile Wallets - Digital Payments	
4.3	Financial frauds and cyber security in financial transactions.	
PRACTICALS		30
1	Analysis of family income and expenditure.	
2	Preparation of the project of any two methods of family record keeping for 15 days: (Card method, Diary method, Note-book method, File method and Envelope method)	
3	Preparation of a savings and investment plan.	
4	Visit to a bank/post office and report writing on financial services.	
REFERENCE		
1	Moore, T. J., & Asay, S. M. (2021). <i>Family Resource Management</i> (4th ed.). SAGE Publications.	
2	Mann, M. K. (2004). <i>Home Management for Indian Families</i> . New Delhi: Kalyani Publishers.	
3	Seetharaman, P. (2005). <i>Introduction to Family Resource Management</i> . New Delhi: CBS Publishers & Distributors.	
4	Garg, N., & Gupta, S. (2008). <i>Textbook of Family Resource Management</i> (9th ed.). New Delhi.	
5		

James, A. G., Clark, M. M., & Berry, B. (2024). *Family Financial Resource Management: Foundational Knowledge and Strategies*. Cognella Academic Publishing.

6

Kapoor, J. R., Dlabay, L. R., & Hughes, R. J. *Personal Finance*. McGraw-Hill.

7

South-Western Educational Publishing. *Family Financial Management* (8th ed.). Cengage Learning.

M.Sc. Home Science Semester – 4 (General Home Science)				
Course Level	6	4	Internal Marks ,	30
Programme	PG		External Marks ,	70
Semester	4		Practical Internal	**
Category of Course	DSC-18		Practical External	50 (if applicable)
Course Credit	4		Prac. External Exam Duration	3 HRS
Teaching Hours	75		Total	150
Course Code			SEM	Exam Duration
Course Title	(CT) Traditional Costume Designing			
COURSE OBJECTIVE: -				
- To study India's diverse traditional textiles, embroidery, jewelry, and accessories. - To understand the use of color, design, and ornamentation in traditional attire. - To prepare a design portfolio based on traditional handicrafts.				
COURSE OUTCOMES: -				
1. Will acquire knowledge of traditional costumes from various regions of India and their cultural characteristics. - Will be able to effectively utilize traditional fabrics, embroidery, and accessories in designs. - Will be able to develop innovative designs by integrating traditional costumes with modern fashion. Will be able to prepare a professional portfolio based on traditional costumes and deliver an effective presentation.				
UNIT	COURSE CONTENT			TEACHING HOUR
UNIT - 1	Introduction to Traditional Costume Designing			15
1.1	Introduction, meaning, and significance of traditional costumes			
1.2	Historical evolution of Indian traditional attire			
1.3	Characteristics of traditional attire from various Indian states			
1.4	Influence of climate, culture, and religion on clothing			
1.5	Significance of colors, motifs, and symbols in traditional costumes			
UNIT - 2	Traditional Costumes of Different Regions of India			10
2.1	Traditional costumes of North India (Punjab, Kashmir, Rajasthan, Uttar Pradesh)			
2.2	Traditional costumes of West India (Gujarat, Maharashtra, Goa)			
2.3	Traditional costumes of South India (Tamil Nadu, Kerala, Karnataka, Andhra Pradesh)			
2.4	Traditional costumes of East and North-East India			
2.5	Tribal costume traditions of India			
UNIT - 3	Traditional Textiles, Embroidery, and Accessories			10
3.1	Traditional embroidery (Kutch, Phulkari, Chikankari, Kantha, Kasuti, etc.)			
3.2	Traditional Indian textiles (Banarasi, Patola, Kanjeevaram, Bandhani, Ikat, Chanderi, etc.)			
3.3	Traditional ornaments and accessories			
3.4	Traditional headgear, footwear, and other adornments			
3.5	Use of color and design in traditional attire			

UNIT - 4	Contemporary Applications and Conservation of Traditional Costumes	
4.1	• Use of traditional costumes in modern fashion	10
4.2	• Fusion wear and ethnic fashion	
4.3	• Conservation and documentation of traditional costumes	
4.4	• Importance of the handloom and handicraft industry	
4.5	• Global market and current trends regarding traditional costumes	
	PRACTICALS	30
1	Traditional Costume Illustration • Create fashion illustrations of traditional male and female attire from any four Indian states. Write down the characteristics of each costume	
2	Traditional Textile and Embroidery Study • Collect samples of various traditional fabrics and embroidery styles to prepare a sample file. Note the origin, characteristics, and usage of each sample.	
3	Theme-Based Traditional Costume Design • Create designs for 4–6 costumes based on a specific state or folk culture (e.g., Gujarat, Rajasthan, Punjab, Kerala, etc.). Prepare a Colour Board, Fabric Board, and Accessory Board.	
4	Traditional Costume Portfolio Development • Create a complete costume portfolio based on a traditional theme. Prepare an Inspiration Board, Mood Board, Fabric Swatches, Ornamentation Sheet, and Presentation	
REFERENCE		
Alkazi, R. (2002). Ancient Indian costume. National Book Trust.		
Dhamija, J. (2004). The woven silks of India. Abhinav Publications.		
Dhamija, J. (2009). Handwoven fabrics of India. Abhinav Publications.		
Gillow, J., & Barnard, N. (1991). Indian textiles. Thames & Hudson		
Goswamy, B. N. (1993). Indian costumes in the collection of the Calico Museum of Textiles. Mapin Publishing.		
Kumar, R. (1999). Costumes of India and Pakistan. Antique Collectors' Club.		
Kumar, R. (2006). Costumes and textiles of royal India. Christie's Books Pvt. Ltd.		
National Institute of Fashion Technology. (n.d.). Study material on Indian costumes and textiles. National Institute of Fashion Technology.		
National Council of Educational Research and Training. (n.d.). Textiles and clothing. NCERT.		
Bhatnagar, P. (2010). Traditional Indian costumes and textiles. Abhishek Publications.		

M.Sc. Home Science Semester – 4 (General Home Science)				
Course Level	6	4	Internal Marks ,	30
Programme	PG		External Marks ,	70
Semester	4		Practical Internal	**
Category of Course	DSC-19		Practical External	50 (if applicable)
Course Credit	4		Prac. External Exam Duration	3 HRS
Teaching Hours	75		Total	150
Course Code		SEM	Exam Duration	2.5 Hours
Course Title	(HD) Mental Health And Well Being			
COURSE OBJECTIVE: -				
- To understand the concepts and principles of mental health and adjustment. - To study mental health issues across the lifespan. - To develop skills for promoting psychological well-being and resilience. - To understand the role of family, school, and community in promoting mental health.				
COURSE OUTCOMES: -				
After completing this course, students will be able to: - Explain the concepts of mental health, mental hygiene, and adjustment. - Identify factors influencing mental health at different developmental stages. - Apply stress management and coping techniques in daily life. - Demonstrate basic guidance and counselling skills. - Plan mental health promotion programmes for individuals, families, and communities. - Understand national mental health programmes and contemporary approaches, including technology-assisted mental health support				
UNIT	COURSE CONTENT			TEACHING HOUR
UNIT - 1	Foundations of Mental Health and Well-being			15
1.1	Meaning, concept, and dimensions of : Mental health , Holistic health , Well-being, Happiness			
1.2	Importance of mental health in human development			
1.3	Characteristics of a mentally healthy person			
1.4	Factors influencing mental health			
UNIT - 2	Mental Health Across the Lifespan – Developmental challenges and adjustment at different life stages			10
2.1	Mental health during infancy			
2.2	Mental health in childhood (early childhood and middle childhood)			
2.3	Mental health during adolescence			
2.4	Mental health in adulthood			
2.5	Mental health and successful aging			

UNIT - 3	Stress, Coping and Resilience	10
3.1	Stress: Meaning, Types and Causes	
3.2	coping: Concept, importance types and Factors influencing	
3.3	Relationship between Stress and Coping	
3.4	Effective Coping Skills: Time Management, Problem Solving, Decision Making, Communication Skills, Assertiveness	
UNIT - 4	Mental Health Promotion	10
4.1	Concept and Objectives of Mental Health Promotion	
4.2	Principles and Approach of Mental Health Promotion	
4.3	National Mental Health policies, Programme	
4.4	Mental Health care Act	
	PRACTICALS	30
1	Conducting case studies to understand mental health challenges Case Study Format: Background information, Presenting problem, Factors affecting mental health, Coping strategies, Intervention plan, Follow-up suggestions	
2	Activities conducted to create awareness about mental health disorders ((Any one) Poster presentation Awareness talk Myth and fact discussion etc.	
3	Field Visit Visit and report to a counselling centre/ mental health hospital/ NGO or Community Mental Health Centre etc	
4	Prepare a Mental Health Policy/Program Review Report Selection of a Policy or Program. Study of the background and need for the Policy/Program. Description of the main services, components and activities. Evaluation of the achievements and effectiveness of the policy/program. Analysis of the problems and limitations encountered during implementation. Suggestions for improvement	
REFERENCE		
1. Berk, L. E. Development Through the Lifespan.		
2. Santrock, J. W. Life-Span Development.		
3. Goleman, D. Emotional Intelligence.		
4. Seligman, M. E. P. Flourish.		
5. Corey, G. Theory and Practice of Counselling and Psychotherapy.		
6. World Health Organization (WHO). Promoting Mental Health.		

M.Sc. Home Science Semester – 4 (General Home Science)				
Course Level	6	4	Internal Marks ,	30
Programme	PG		External Marks ,	70
Semester	4		Practical Internal	**
Category of Course	DSC-20		Practical External	50 (if applicable)
Course Credit	4		Prac. External Exam Duration	3 HRS
Teaching Hours	75		Total	150
Course Code		SEM	Exam Duration	2.5 Hours
Course Title	(ED. Ex) Advance communication technology in extension			
COURSE OBJECTIVE: -				
<i>CO-OBJ 1: To familiarize students with the shift from traditional extension practices to Information and Communication Technology (ICT)-enabled Cyber Extension frameworks.</i>				
<i>CO-OBJ 2: To examine the role of mobile applications, social media platforms, decision-support tools, and interactive digital networks in real-time agricultural information delivery.</i>				
<i>CO-OBJ 3: To introduce emerging technologies—including Artificial Intelligence (AI), Geographic Information Systems (GIS), drones, and expert systems—and their practical applications in precision farming and extension advisory services.</i>				
<i>CO-OBJ 4: To train students in designing, scripting, producing, and evaluating localized digital content (podcasts, multimedia videos, infographics) and managing e-extension campaigns for community development</i>				
COURSE OUTCOMES: -				
<i>Upon successful completion of this course, students will be able to:</i>				
<i>CO1 (Understand): Explain the architecture, evolution, and scope of Cyber Extension, e-Governance initiatives, and digital knowledge systems in modern extension delivery.</i>				
<i>CO2 (Analyze): Critical evaluation of the usability, reach, and limitations of mobile apps, web portals, and social media channels among rural and farming communities.</i>				
<i>CO3 (Apply): Utilize new-age communication tools—such as AI-driven advisory tools, remote sensing/GIS data, and Decision Support Systems (DSS)—to deliver localized solutions.</i>				
<i>CO4 (Evaluate): Evaluate digital extension projects and platforms using Key Performance Indicators (KPIs), monitoring metrics, and user feedback mechanisms.</i>				
<i>CO5 (Create): Design and execute integrated digital communication campaigns, including smartphone-recorded training videos, e-learning modules, and interactive social media content</i>				
UNIT	COURSE CONTENT			TEACHING HOUR
UNIT - 1	Fundamentals of Cyber Extension & Digital Communication			15
1.1	Concepts & Evolution: Shift from conventional extension methods to Cyber Extension and Information & Communication Technology (ICT)-enabled extension services.			
1.2	Digital Extension Systems: Architecture, features, and operational frameworks of e-Extension platforms, digital knowledge repositories, and cloud-based extension portals.			
1.3	Telecom & Mobile-Led Extension: Role of smartphones, Kisan Call Centers, SMS/Voice advisory services, WhatsApp/Telegram groups, and mobile applications (e.g., m-Kisan, Plantix) in real-time technology dissemination.			
1.4	Digital Inclusivity & Infrastructure: Infrastructure requirements, rural			

	connectivity challenges, digital literacy, and strategies to overcome the digital divide in rural farming communities.	
UNIT - 2	New Media, Social Media & Multimedia Production	10
2.1	Social Media in Agriculture: Applications of YouTube, Facebook, podcasts, and blogs for technology transfer and farmer-to-farmer knowledge sharing.	
2.2	Audio-Visual & Web Technologies: Interactive multimedia learning modules, video production techniques, e-learning platforms, web portals, and webcasting/teleconferencing tools.	
2.3	Content Management Systems (CMS): Localized content creation, translation tools, message design strategies, and audience segmentation for digital platforms.	
2.4	Cyber Laws & Security: Intellectual Property Rights (IPR), data privacy, cyber ethics, and combating misinformation/fake news in rural digital networks.	
UNIT - 3	Emerging Technologies in Extension Services	10
3.1	Artificial Intelligence (AI) & Expert Systems: Generative AI tools, AI-based chatbot advisors, disease diagnostic apps, and Expert Advisory Systems for extension.	
3.2	Decision Support Systems (DSS): Use of DSS in precision farming, weather forecasting, crop disease modeling, and market-led intelligence delivery.	
3.3	Geo-Spatial Tech & Remote Sensing: Applications of Geographic Information Systems (GIS), Remote Sensing, Drones (UAVs), and Internet of Things (IoT) sensors in extension communication.	
3.4	Immersive Technologies: Basics of Virtual Reality (VR) and Augmented Reality (AR) for virtual field demonstrations, digital exposure visits, and farm skill training.	
UNIT - 4	Management, Impact Assessment & Policy Frameworks	10
4.1	Management Information Systems (MIS): Design, implementation, and utilization of MIS in extension organization management and tracking extension worker activities.	
4.2	Monitoring & Evaluation (M&E) of Digital ICTs: Metrics, Key Performance Indicators (KPIs), and frameworks for measuring user engagement, technology adoption, and economic impact of digital extension projects.	
4.3	National & Global ICT Initiatives: Case studies of successful e-Governance and ICT interventions in agriculture (e.g., e-NAM, Digital Agriculture Mission, Digital Green).	
4.4	Public-Private Partnerships (PPP): Collaborative models between government, ag-tech startups, telecom providers, and NGOs in scaling digital extension solutions.	
	PRACTICALS	30
1	Digital Tools & Mobile Application Hands-On Exercise 1.1: Comparative evaluation of popular mobile applications and portal interfaces used in agricultural advisory and extension. Exercise 1.2: Design and set up an interactive communication channel (e.g., structured broadcast group, chatbot, or voice advisory) for direct farmer engagement	
2	Multimedia Content & Video Production Exercise 2.1: Scriptwriting, shooting, and editing a 3–5-minute extension instructional/demonstration video using smartphone video editing tools. Exercise 2.2: Designing localized digital extension graphics, infographics, and posters for social	

	media dissemination using graphic tools.
3	AI Tools & Decision Support System Handling Exercise 3.1: Testing and practicing with AI-driven diagnostic tools, expert systems, and automated agricultural chatbots for crop management query resolution. Exercise 3.2: Hands-on exercise in formulating e-learning modules or digital presentation materials using audio-visual software
4	Field Survey & Digital Campaign Evaluation Exercise 4.1: Field visit or virtual survey to assess farmers' digital literacy, smartphone access, and utilization of digital extension channels. Exercise 4.2: Designing a digital extension campaign and analysing its reach, user feedback, and engagement metrics.

REFERENCE

Core Textbooks

1. Saravanan, R. ICTs for Agricultural Extension: Global Experiments, Innovations and Experiences. New India Publishing Agency (NIPA).
2. Meera, Shaik N., et al. Cyber Extension: Information and Communication Technology Applications in Agricultural Extension. ICAR / MANAGE Publications.
3. Ray, G. L. Extension Communication and Management. Kalyani Publishers.
4. Vijayaragavan, K., & Singh, Y. P. Managing Information and Communication Technology in Extension. Kalpaz Publications.

Supplementary & Specialized Readings

1. Ferris, S., et al. Using Information and Communication Technology (ICT) in Agricultural Extension Services. USAID / MEAS Project Reports.
2. Dillon, A., & Hassan, S. Digital Technology in Agricultural Extension and Advisory Services. International Food Policy Research Institute (IFPRI).
3. Rogers, Everett M. Diffusion of Innovations. Free Press. (For studying technological adoption and digital diffusion dynamics).

Institutional Guidelines & Reports

- ICAR BSMA Guidelines: Restructured Curriculum for Postgraduate and Undergraduate Programs in Agricultural Extension Education. Indian Council of Agricultural Research.
- MANAGE Case Studies: E-Extension and Digital Agriculture Interventions in India. National Institute of Agricultural Extension Management, Hyderabad.
- FAO Reports: E-Agriculture in Action: Drones, Artificial Intelligence, and Mobile Services

M.Sc. Home Science Semester – 4 (General Home Science)				
Course Level	6	4	Internal Marks	0
Programme	PG		External Marks	0
Semester	4		Practical Internal	15 (if applicable)
Category of Course	SEC-4		Practical External	35 (if applicable)
Course Credit	4 (0+2)		Prac. External Exam Duration	(if applicable)
Teaching Hours	60		Total	50
Course Code			SEM	Exam Duration
Course Title	Application of AI in home science Research (only practical)			
COURSE OBJECTIVE: -				
• To familiarize students with AI-based tools used for literature review, data collection, data analysis, and academic writing in Home Science research. • To develop practical skills in using AI applications for designing research questionnaires, surveys, and data management. • To enable students to apply AI tools for statistical analysis, data visualization, and interpretation of research findings. • To train students in the ethical and responsible use of AI in research, including academic integrity, citation, and data privacy. • To enhance students' ability to prepare research reports, presentations, and publications using AI-assisted software and digital platforms. • To promote critical evaluation of AI-generated outputs and encourage evidence-based decision-making in Home Science research. • To develop competency in integrating AI technologies into research activities to improve efficiency, accuracy, and innovation.				
COURSE OUTCOMES: -				
CO1: Use AI-based tools for literature search, reference management, and identification of relevant research articles in Home Science.				
CO2: Apply AI applications for data collection, data organization, basic statistical analysis, and visualization of research data.				
CO3: Utilize AI tools to prepare research documents, presentations, posters, questionnaires, and academic reports following ethical research practices.				
CO4: Evaluate the strengths, limitations, ethical issues, and responsible use of AI tools in Home Science research and academic writing.				
UNIT	COURSE CONTENT			TEACHING HOUR
	PRACTICALS			
1	UNIT I: Introduction to Artificial Intelligence in Home Science Theory Topics 1. Fundamentals of Artificial Intelligence (AI): Concepts, Types, and Applications 2. Role of AI in Home Science Disciplines (Nutrition, Textiles, Human Development, Family Resource Management) 3. AI Tools for Academic Research (Chat GPT, Gemini, Co-pilot, Elicit, Research Rabbit, Perplexity) Practical * Hands-on use of AI tools for literature review.			30

	* Developing AI-generated research questions. * Comparing outputs from different AI platforms.	
2	AI Applications in Home Science Research and Innovation Theory Topics 1. AI Applications in Nutrition, Diet Planning, Food Safety, and Health Monitoring 2. AI in Textile Design, Smart Clothing, and Fashion Forecasting 3. AI in Human Development, Family Studies, Smart Homes, and Future Research Trends Practical * Develop an AI-based personalized diet plan. * Design a digital textile pattern using AI image-generation tools. * Prepare and present a mini research project using AI tools from literature review to report writing. * Google Gemini * Microsoft Co-pilot * Google Forms * Microsoft Excel * Canva AI	30

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- Russell, S., & Norvig, P. (2021). Artificial Intelligence: A Modern Approach (4th ed.). Pearson.
- Kelleher, J. D. (2019). Deep Learning. MIT Press.
- Field, A. (2024). Discovering Statistics Using IBM SPSS Statistics (6th ed.). Sage Publications.
- Creswell, J. W., & Creswell, J. D. (2023). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (6th ed.). Sage Publications.
- Kothari, C. R., & Garg, G. (2019). Research Methodology: Methods and Techniques (4th ed.). New Age International Publishers.
- **Google AI.** *Google Gemini*. Available at: <https://gemini.google.com>
- **Canva AI (Magic Design & Magic Write).** Available at: <https://www.canva.com>

QUESTION PAPER STYLE

	FOR 70 MARKS	
Q.1		14
	OR	14
Q.1		14
Q.2		14
	OR	14
Q.2		14
Q.3		14
	OR	14
Q.3		14
	OR	14
Q.4		14
	OR	14
Q.4		14
Q.5	SHORT NOTE (ANY TWO)	14
1		
2		
3		
4		
	For 35 marks	
Q.1		14
	OR	14
Q.1		14
Q.2		14
	OR	14
Q.2		14
Q.5	SHORT NOTE (ANY TWO)	14
1		
2		

