

Post Graduate Curriculum Framework

With effect from the Academic Session 2026-27, the M.A (Home Science) programme in the Universities of Bihar shall be offered in accordance with the UGC Curriculum and Credit Framework for Postgraduate Programmes (PGCF) and the provisions of the National Education Policy (NEP), 2020.

The programme provides flexibility to students to pursue either a Two-Year Master's Degree Programme or a One-Year Master's Degree Programme for candidates who have completed a four-year undergraduate degree with the requisite credits and qualifications as prescribed by UGC.

The curriculum is designed under the Choice Based Credit System (CBCS) and comprises a combination of Core Courses (CCs), Discipline Specific Electives (DSEs), Generic Electives (GEs), Skill Enhancement Courses (SECs), Ability Enhancement Courses (AECs), and Value Added Courses (VACs). The programme seeks to impart advanced theoretical knowledge, computational proficiency, research aptitude, and practical skills in Statistics and its applications.

Each academic year shall consist of two semesters. Students shall be required to successfully complete the prescribed combination of Core, Elective (Discipline/Generic/Open), Skill Enhancement, Ability Enhancement, and Value Added Courses in each semester to fulfil the credit requirements of the programme.

The curriculum incorporates contemporary developments in Home Science, including Food and Nutrition, Human Development, Family Resource Management, Textile and Clothing and Extension education. The syllabus and reading materials shall be reviewed periodically to ensure alignment with emerging developments in academia, research, industry, and public policy.

Teaching-learning methodologies may include lectures, tutorials, seminars, laboratory sessions, statistical computing exercises, case studies, project work, field-based applications, and research assignments. Practical training shall provide hands-on experience in the use of statistical software packages, data analysis techniques, computational tools, and real-world problem-solving.

Assessment shall be conducted through a combination of continuous evaluation and end-semester examinations, including assignments, presentations, practical examinations, projects, viva-voce examinations, and written tests, as prescribed by the authorities concerned from time to time.

Students shall have the opportunity to choose elective and generic courses in accordance with their academic interests, subject to the availability of courses and institutional regulations, thereby promoting interdisciplinary learning and specialization within the broad domain of Home Science.

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COURSE OF STUDIES	
MA in Home Science	
Programme Level	Master of Arts (MA)
Subject / Discipline	Home Science
Faculty	Faculty of Social Sciences
University	Universities of Bihar Established under the BSU AC 1976/PU Act 1976.
Duration	Two Years / Four Semesters
NHEQF Level	Level 6.5
Effective from	2026-27 onwards

A

PART A — PROGRAMME OVERVIEW & OBJECTIVES**A.1 Graduate Attributes (GAs)**

The programme nurtures the following Graduate Attributes in alignment with the National Higher Education Qualifications Framework (NHEQF) Level 6.5:

Disciplinary Expertise and Interdisciplinary Awareness

- Demonstrate advanced knowledge and skills in the core areas of Home Science, including Food and Nutrition, Human Development and Family Studies, Resource Management and Consumer Sciences, Textile and Clothing, and Extension Education.
- Integrate concepts from social sciences, health sciences, management, education, and technology to address individual, family, and community concerns.
- Apply interdisciplinary approaches to promote sustainable development and human well-being.

Analytical Reasoning and Evidence-Based Judgement

- Critically analyze social, nutritional, developmental, consumer, and environmental issues using scientific and logical reasoning.
- Interpret data, evaluate evidence, and make informed decisions to address complex family and community challenges.
- Develop problem-solving strategies based on research findings and contextual realities.

Independent Research and Inquiry Orientation

- Design and conduct independent research using appropriate qualitative and quantitative methodologies.
- Demonstrate inquiry, innovation, and creativity in investigating issues related to health, family, resource management, textiles, and community development.
- Apply research outcomes to improve policies, programmes, and professional practices.

Digital and Information Literacy

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- Effectively use digital technologies, statistical tools, and information resources for learning, research, and professional practice.
- Access, evaluate, manage, and ethically utilize information from diverse sources.
- Adapt to emerging technologies relevant to Home Science disciplines and societal needs.

Effective Communication and Collaborative Skills

- Communicate ideas, research findings, and professional knowledge effectively through oral, written, and digital modes.
- Demonstrate leadership, teamwork, counselling, and interpersonal skills in academic, professional, and community settings.
- Collaborate with multidisciplinary teams and stakeholders to achieve common goals.

Ethical Conduct and Responsible Citizenship

- Uphold ethical standards, professional integrity, and accountability in research and practice.
- Promote gender equity, inclusiveness, consumer rights, social justice, and environmental sustainability.
- Contribute responsibly to family welfare, community development, and nation-building initiatives.

Global Awareness and Cross-Cultural Competence

- Understand global trends, challenges, and opportunities related to health, nutrition, family welfare, consumer affairs, textiles, and sustainable development.
- Respect cultural diversity and demonstrate sensitivity towards varied social and cultural contexts.
- Apply local knowledge and global perspectives to address contemporary societal issues and achieve sustainable development goals (SDGs).

A.2 Programme Outcomes (POs)

The Programme Educational Objectives describe the career and professional accomplishments that graduates are expected to attain within three to five years of graduation.

PO 1 — Demonstrate comprehensive knowledge of the five core areas of Home Science and their interdisciplinary applications.

PO 2 — Acquire functional competencies and technical skills for careers in hospitals, the food industry, textile and fashion industry, interior decoration, women and child development, counselling and care across the lifespan, community work, NGOs and entrepreneurship

PO 3 — Identify and analyze complex household and community issues to reach substantiated conclusions.

PO 4 — Design and execute scientific investigations using modern research methodologies and statistical tools for household and societal problem-solving.

PO 5 — Articulate scientific concepts and project results to stakeholders and various groups to facilitate ancient Indian knowledge and advance technology to the grassroots level.

PO 6 — Function successfully both independently and as a leader within diverse professional areas and at the household level to address social issues.

PO 7 — Utilize ICT, software, and advanced laboratory equipment necessary for contemporary professional practice to integrate emerging technologies.

PO 8 — Commit to professional ethics, integrity, and sustainable solutions for community empowerment.

PO 9 — Engage in independent learning and skill upgradation to adapt to global technological and social trends.

A.3 Programme Specific Outcomes (PSOs)

Upon successful completion of this programme, a student shall demonstrate the following learning outcomes:

PSO 1 — Formulate therapeutic nutritional interventions and manage clinical dietetic departments.

PSO 2 — Analyze lifespan milestones to design early childhood care and counselling interventions.

PSO 3 — Execute textile testing, apparel construction, and design innovation for the global fashion industry.

PSO 4 — Optimize residential and commercial efficiency through ergonomics and financial planning.

PSO 5 — Develop extension strategies and sustainable approaches for socio-economic empowerment

PSO 6 — Demonstrate entrepreneurial capability in establishing and managing Home Science-based ventures.

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B**PART B — COURSE STRUCTURE (CBCS/NHEQF FRAMEWORK)****B.1 Semester-wise Course Structure**

The following table presents the full four-semester course structure. Column headings: L = Lectures per week; T = Tutorials per week; P = Practicals per week; CC = Core Course; DSE = Discipline Specific Elective; GE/OE = Generic/Open Elective; SEC = Skill Enhancement Course; PROJ = Project/Dissertation.

S.No.	Paper Code	Title of the Course/Paper	L	T	P	Credits	Max. Marks	Type
SEMESTER I								
1	MAHOM-CC101	Core Course I: Food Science and Nutrition	3	1	0	4	100	CC
2	MAHOM-CC102	Core Course II: Human Development	3	1	0	4	100	CC
3	MAHOM-CC103	Core Course III: Clothing and Textiles	3	1	0	4	100	CC
4	MAHOM-PC104	Practical Course I: Home Science Practical – I	0	0	4	4	100	PC
5	MAHOM-GE105/GE106	Generic Elective I: (One course to be chosen from the basket I)	3	1	0	4	100	GE
6		VAC/AEC/SEC	2	0	0	2	100	VAC/AEC/SEC
Total — Semester I			14	4	4	22	600	
SEMESTER II								
1	MAHOM-CC201	Core Course I: Clinical and Therapeutic Nutrition	3	1	0	4	100	CC
2	MAHOM-CC202	Core Course II: Extension Education and Communication	3	1	0	4	100	CC
3	MAHOM-CC203	Core Course III: Resource Management	3	1	0	4	100	CC
4	MAHOM-PC204	Practical Course II: Home Science Practical- II	0	0	4	4	100	PC
5	MAHOM-GE205/GE206	Generic Elective I: (One course to be chosen from the basket I)	3	1	0	4	100	GE
6		VAC/AEC/SEC	2	0	0	2	100	VAC/AEC/SEC
Total — Semester II			14	4	4	22	600	

Particulars	Semester	Course Code	Course Title
Basket I	I	MAHOM-GE105	Fashion Marketing and Merchandising
		MAHOM-GE106	Essentials of Entrepreneurship
Basket II	II	MAHOM-GE205	Family Finance Management
		MAHOM-GE206	Law, Policy and Programme for Children, Women and Family

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PART C — COURSES OF STUDIES

C.1 Paper Identification

PAPER PROFILE	
Paper Code	MAHOM-CC101
Title of the Paper	Core Course I: Food Science and Nutrition
Programme / Subject	MA — Home Science
Semester	Semester I
Nature of Course	Core Course (CC)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper I	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	—
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	—	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COs)

CO No.	Course Objectives
CO 1	To develop an understanding of the basic concepts of food science, nutrition, and their importance in maintaining health and well-being.
CO 2	To introduce the principles of Indian Knowledge Systems related to food, including Dosha, Prakriti, Ahara, and Triguna-based dietary practices.
CO 3	To provide knowledge of the composition, nutritive value, processing, storage, and cooking characteristics of various food groups.
CO 4	To familiarize students with the scientific principles of food preparation, cooking methods, and the factors affecting food quality and nutrient retention.
CO 5	To enhance understanding of energy requirements, nutrient functions, digestion, absorption, metabolism, and nutritional needs of the human body.
CO 6	To develop the ability to evaluate foods and diets to plan balanced, healthy meals.
CO 7	To promote the application of nutrition and food science principles for improving individual, family, and community health.

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C.4 Course Learning Outcomes (CLOs)

CLO No.	Course Learning Outcome
CLO 1	Explain the fundamental concepts of food science, nutrition, and Indian Knowledge Systems related to food, health, and well-being.
CLO 2	Describe the composition, nutritive value, processing, storage, and cooking characteristics of various food groups and their role in human nutrition.
CLO 3	Apply the principles of food preparation and cooking methods to improve food quality, safety, and nutrient retention.
CLO 4	Analyze the functions, digestion, absorption, metabolism, and nutritional significance of macronutrients, micronutrients, water, and electrolytes.
CLO 5	Assess energy requirements, nutritional needs, and the factors influencing nutritional status for maintaining health across different stages of life.
CLO 6	Evaluate foods and diets using nutritional principles and recommended dietary standards to promote balanced and healthy eating practices.
CLO 7	Integrate traditional Indian dietary concepts with modern nutritional knowledge for the promotion of health and sustainable food practices.

C.5 Syllabus — Unit-wise Breakdown

Course Name: FOOD SCIENCE AND NUTRITION (MAHOM-CC101)		
Unit	Content	Suggested Lectures hours
I	Fundamentals of Food Science and Indian Knowledge Systems • Concept of foods based on Doshas & Prakrit, <i>Ahara</i> (food) as medicine • Classification on the Triguna system into <i>Sattvic</i>, <i>Rajasic</i>, and <i>Tamasic</i> diets. • Functions of food, Food groups (Basic five and seven food groups, their nutritional contribution), Balanced diet and factors affecting balanced diet. Physico-chemical Properties • Basic definitions, measurements, pH, colloids, and water activity in food. Cooking Objectives and Methods • Objectives of Cooking, Preliminary preparation, • Cooking methods: Dry heat, Moist heat, Merits and Demerits. Different cuisines of India.	12-15
II	Indian history, Structure, Composition and Nutritive Value, Changes in Nutritive Value during Cooking, Processing and Storage, cooking quality of • Cereals and cereal products • Pulses and legumes, • Nuts and Oil Seeds, • Fats and Oils	12-15

	• Vegetables and Fruits • Meat, Poultry, Dairy and Fish • Sugars, Beverages, Spices and Condiments	
III	Concept of Nutrition, Nutrient and Nutritional Status Energy • Energy, Units of Energy, Measurement of Calorific Value, Physiological fuel values, Determination of energy requirements- Direct and Indirect calorimetry, Relation between Respiratory quotient and Energy output, Specific dynamic action of foods. • Determination of basal metabolism -Benedict's Roth Apparatus, Factors Affecting BMR, determination of energy metabolism during work- Energy requirements for various age groups. Carbohydrates • Classification, composition, sources, functions, digestion, absorption, and metabolism, Glycemic index and load, Requirements (RDA) and deficiency. Dietary fiber – definition, sources, functions and types - Soluble and Insoluble Fiber.	12-15
IV	Proteins • Classification, composition, sources, functions, digestion, absorption and metabolism, Requirements (RDA) and deficiency. • Amino acid- classification and functions. Evaluation of protein quality PER, NPU, NDBER, BV and Chemical score. Lipids • Classification, composition, Sources, Essential fatty acids, functions, digestion, absorption, metabolism and Requirements Water and Electrolyte Balance • Distribution of water and electrolytes, Functions, Requirements, Sources, water balance.	12-15
V	Minerals Macro minerals • Classification, Distribution in the body, Functions, Sources, absorption, storage, metabolism, requirements, deficiency and toxicity- Calcium, Phosphorus, Magnesium. Micro minerals • Classification, Distribution in the body, Functions, Sources, absorption, metabolism, storage, requirements, deficiency and toxicity- Sodium, Potassium, Copper, Iron, Zinc, Iodine and Fluorine, selenium Vitamins Fat-soluble vitamins • Chemical composition, Functions, Sources, absorption, transport, metabolism, requirements, deficiency, and toxicity. Water Soluble Vitamins – • Chemical composition, Functions, Sources, absorption, transport and metabolism, Requirements, Deficiency and toxicity	8-10
Total Suggested Lectures		60

C.6 Prescribed Textbooks

1. Bamji, M.S., Rao, N.P & Reddy, V. (1996). Textbook of Human Nutrition. Oxford & IBH Publishing Co. (P). Ltd. Delhi.
2. Gordon M. Wardlaw, Paul M. Insel, Perspectives in nutrition, 11th edition, Mosby-Year Book, Inc., St. Louis, Missouri, 2019
3. Krause, M.V. and Hunesher, M.A., Food, Nutrition and Diet Therapy, 14th Edition, W.B. Saunders Company, Philadelphia, London, 2016.
4. Mahtab, S, Bamji, Kamala Krishnasamy, G.N.V. Brahman, Text Book of Human Nutrition, Third Edition, Oxford and IBH Publishing Co. P. Ltd., New Delhi, 2015
5. Manay, M. and Manay, S.N. (2014). Food Facts and Principles. New Age International (P) Limited, New Delhi.
6. Srilakshmi, B. (2015). Food Science. New Age International (P) Limited, New Delhi.
7. Srilakshmi, B., Nutrition Science, New Age International (P) Ltd., New Delhi, 2017.
8. Swaminathan, M., Advanced Textbook on Food and Nutrition, Vol. 1, Second Edition, Bangalore Printing and Publishing Co. Ltd., Bangalore, 2015.

C.7 Reference Books & Readings

1. Charaka Samhita. (2011). Charaka Samhita (K. N. Shastri & G. N. Chaturvedi, Eds.) Chaukhambha Bharati Academy.
2. Dietary Guidelines for Indians, ICMR, National Institute of Nutrition, Hyderabad, 2011.
3. Dubey, K. G. (2011). *The Indian cuisine*. PHI Learning Private Limited.
4. Gopalan, G. Rama Shastri B.V & Balasubramanian, S.C. (2000). Nutritive Value of Indian Foods. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad 500-007, India
5. Lad, V. (2012). Ayurveda: The science of self-healing. Lotus Press.
6. Meyer, L.H (1987). Food Chemistry. CBS Publishers.
7. Tiwari, A. K. (2026). Principles of traditional Indian dietetics: Triguna, tridosha, agni and ama. In *Traditional Indian Dietary Systems: An Indian Knowledge System (IKS) Perspective* (pp. 8–16). KD Publications. ISBN: 978-93-47336-60-7.

C.8 Suggested E-Resources / Digital Repositories

- SWAYAM / NPTEL: https://onlinecourses.swayam2.ac.in/e-learning/preview/cec19_ag02
- e-PG Pathshala: <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=NuAs6SreCGryddEfs4kkBA==>

C.9 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

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C.1 Paper Identification

PAPER PROFILE	
Paper Code	MAHOM-CC102
Title of the Paper	Core Course II: Human Development
Programme / Subject	MA — Home Science
Semester	Semester I
Nature of Course	Core Course (CC)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper II	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	—
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	—	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COs)

CO No.	Course Objectives
CO 1	To understand the concepts, principles, and approaches of human development.
CO 2	To learn major theories of human development.
CO 3	To understand developmental characteristics and tasks across the lifespan.
CO 4	To gain knowledge of care and support at different life stages, including Indian traditional practices.
CO 5	To develop awareness of children with special needs and inclusive practices.
CO 6	To apply developmental knowledge to promote well-being and quality of life.

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C.4 Course Learning Outcomes (CLOs)

CLO No.	Course Learning Outcome
CLO 1	Explain the basic concepts, principles, and theories of human development.
CLO 2	Identify developmental characteristics and tasks from conception to old age.
CLO 3	Analyze physical, cognitive, social, emotional, and language development across life stages.
CLO 4	Apply appropriate care and support strategies during different stages of life.
CLO 5	Recognize the needs of children with special needs and the importance of inclusion.
CLO 6	Use developmental knowledge to promote individual and family well-being.

C.5 Syllabus — Unit-wise Breakdown

Course Name: HUMAN DEVELOPMENT (MAHOM-CC102)		
Unit	Content	Suggested Lectures hours
I	Introduction to Human Development • Concept, Need, and Approaches (Longitudinal and Cross-Sectional) to Study Human Development. • Roles of heredity and environment and Principles of Human Development. • Different aspects of Human Development	12-15
II	Theoretical Perspectives on Human Development • Cognitive Development Theories • Psychoanalytic & Psychosocial Theories • Learning & Behavioural Theories • Contextual & Biological Theories • Social development theory • Language Development theory	12-15
III	Stages of Development I: Conception through Childhood • Prenatal Development – Conception; Course of prenatal development. Factors affecting prenatal development. • Infancy- Characteristics, Physical, Motor, Language, Cognitive and Psychosocial Development. Developmental tasks and Problems. • Early Childhood - Characteristics, Physical, Motor, Language, Cognitive and Psychosocial Development. Developmental Tasks and Common Developmental Issues in Childhood • Late Childhood - Characteristics, Physical, Motor, Language, Cognitive and Psychosocial Development. Developmental tasks and Behaviour problems	12-15
IV	Stages of Development II • Adolescence - Characteristics, Developmental tasks and Socioemotional problems.	12-15

	• Adulthood - Characteristics, Developmental tasks and Problems. • Old Age – Physical changes, Developmental tasks and Emotional Problems.	
V	Care Across the Lifespan & Exceptional Children • Care During Different Stages of Life Prenatal & Neonatal Care • Ancient Indian practice: Grabhsanskara • Importance of maternal nutrition (Aahar), health care and immunization, and emotional support, sound Therapy (Garbh Sangeet); care of the newborn (warmth, breastfeeding, and sensory stimulation). Care in Infancy & Childhood • Promoting secure attachment; providing a stimulating environment for cognitive growth; Immunization and nutritional balance. Adolescent Support • Guidance during the "identity crisis"; providing a non-judgmental environment for discussing emotional and sexual health; and career counseling. Geriatric Care (Elderly Care) • Managing physical health through diet and exercise; psychological care to prevent loneliness; legal and financial security; providing "Dignity in Death" (thanatology basics). Children with Special Needs • Definition, Classification, Management & Inclusion.	8-10
Total Suggested Lectures		60

C.6 Prescribed Textbooks

1. Arya, S.C.(1972). Infant and child care for the mother. New Delhi: Vikas
2. Berk, L. E. (1996). Child development. New Delhi: Prentice Hall.
3. Hurlock, E.B.(2007). Developmental psychology: A lifespan approach. New Delhi: Tata McGraw-Hill.
4. Kaul, V. (1991). Early childhood education programme. New Delhi: NCERT. Units I and III
5. Mussen, B., Conger, J.J., Kagan, J. and Huston, A. C. (1990). Child development and personality. New York: Harper and Row.
6. Papalia, D.E., Olds, S.W. and Feldman, R.D. (2006). Human development. 9th Ed. New Delhi: Tata McGraw- Hill.

C.7 Reference Books & Readings

1. Gill, S. (1993). Child care programs in India: Changing trends. In Saraswathi, S.S. and Kaur, B., New Delhi: Sage. Unit II.
2. Palauiologou, I. (2012). Ethical Practices in Early Childhood I .A.: Sage
3. Rice, F.P (1998). Human development: A Life Span Approach. N..J.: Practice Hall

C.8 Suggested E-Resources / Digital Repositories

- SWAYAM / NPTEL: https://onlinecourses.swayam2.ac.in/e-learning/preview/cec21_hs10
- e-PG Pathshala: <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=8x0nJkh/R0vHkX1U70Z/CQ==>

C.9 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10×2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4×5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3×10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

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C.1 Paper Identification

PAPER PROFILE	
Paper Code	MAHOM-CC103
Title of the Paper	Core Course III: Clothing and Textiles
Programme / Subject	MA — Home Science
Semester	Semester I
Nature of Course	Core Course (CC)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper III	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	—
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	—	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COs)

CO No.	Course Objectives
CO 1	To understand the history, philosophy, and heritage of Indian textiles and clothing.
CO 2	To develop knowledge of textile fibers, yarns, fabrics, and finishing processes.
CO 3	To explain textile manufacturing techniques and fabric construction methods.
CO 4	To understand the functions, theories, and significance of clothing.
CO 5	To analyze the concepts, elements, and trends of fashion in the Indian context.

C.4 Course Learning Outcomes (CLOs)

CLO No.	Course Learning Outcome
CLO 1	Explain the historical and cultural foundations of Indian textiles, clothing, and fashion.
CLO 2	Identify and classify textile fibers, yarns, and fabrics based on their properties and production methods.
CLO 3	Describe weaving, knitting, non-woven, and finishing processes used in textile production.
CLO 4	Analyze the objectives and theories of clothing and their relevance to society.
CLO 5	Evaluate fashion concepts, trends, and factors influencing fashion movement and consumer choices.

C.5 Syllabus — Unit-wise Breakdown

Course Name: CLOTHING AND TEXTILES (MAHOM-CC103)		
Unit	Content	Suggested Lectures hours
I	Introduction to Indian Textile - Ancient history and origin of textile in Indian civilization. - Three core philosophical pillars guiding material selection and production of textile: Rta (Cosmic Order), Dharma (Ethical Duty) and Panchbhuta (Five Elements) Traditional textiles: Woven, Embroidered, Painted, Printed and Dyed textiles of India	12-15
II	Fibers - Origin and Concepts of Traditional Textile Fibers in India Properties, Identification, Classification and Manufacturing Process of: - Natural fibers- Cotton, Bast fibers, Silk, Wool and newly developed natural fibers; - Man-made fibers- Rayon, Acetate, Nylons, Aramids, Polyester, Acrylic, Modacrylic, Olefins, Elastomeric, Carbon fiber, Glass fiber	12-15
III	Yarn formation - Construction of yarn: Ancient and Modern Tools and techniques: <i>Charkha</i> (Spinning Wheel) & <i>Takli</i> (Spindle); Industrial and commercial spinning systems. - Types of yarns- Simple and Complex - Properties of yarn: strength, extension, fineness, length, diameter, composition. Fabric Construction Weaving: Parts and Types of Loom, Type of Weaving, Jala Weaving and Jacquard Weaving. Knitting: Knitting process and machines, Knitted fabric classification: Warp and Weft knits, Techniques for knitwear production- fully-cut, fully fashioned and integral. Non-woven: - Different techniques, Types of non-woven fabrics and their properties, Application in various sectors- apparel and industrial	12-15
IV	Finishes - Preparatory Processes - Cellulosic- desizing, scouring, bleaching, mercerization - Protein- degumming, weighting, dewaxing, scouring, bleaching, carbonising, milling - Man-made- scouring, bleaching, heat setting Types of Finishes - Mechanical, Chemical and Special finishes	12-15
V	Clothing - Ancient history and origin of clothing - Objectives of clothing and costumes - Theories of clothing: Protection, adornment, modesty and combined need theory.	8-10

Fashion • Indian fashion history and its origin • Elements and Principles of fashion • Classification and Sources of fashion • Fashion product Life cycles and Factors affecting fashion movement- Cultural, Social and Psychological.	
Total Suggested Lectures	60

C.6 Prescribed Textbooks

1. Booth, J.E. (1996). Principles of Textile Testing. New Delhi: CBS Publishers & Distributors Pvt. Ltd.
2. D'Souza, N. (2014). Fabric Care. New Delhi: New Age International Publishers.
3. Dantyagi, S. (1996). Fundamentals of Textiles and Their Care. India: Orient Black Swan Private Limited.
4. Gohl, E., Vile sky, L. (2003), Textile Science: an explanation of fibre properties (2nd edition), New Delhi.
5. Hollen, R. N., Saddler, J., & Langford, A. (1979). Textiles. Macmillan Publishers.
6. Joseph, M. (1992), Introductory Textile Science. Sixth edition, California: Harcourt College Publishers
7. Mahapatra, N.N. (2015). Textile Technology. New Delhi: A.P.H. Publishing Co-operation.
8. Rastogi, D., & Chopra, S. (2017). Textile Science. India: Orient Blackswan Private Limited.
9. Robert, R., & Mather, R. H. (2015). The Chemistry of Textile Fibres. Cambridge: RSC Publishers.
10. Sekhri, S. (2011). Textbook of Fabric Science: Fundamentals to Finishing. India: PHI Learning Pvt. Ltd.
11. Smith, J.L. (2015). Textile Processing: Printing, Dyeing, Finishing. Chandigarh: Abhishek Publication.
12. Tyagi, A. (2016). Handbook of Fashion and Textile Design. New Delhi: Sonali Publication.
13. Wynne, A. (1997). Textiles, The Motivate Series Mc Millain Education Ltd., London. C.7

Reference Books & Readings

1. Corbman, P.B. (1983). Textiles: Fibre to Fabric. McGraw-Hill Publishers.
2. Greaves, P.H., Saville, B. P. (1995). Microscopy of textile fibres, Bios Scientific Publishers.
3. Kadolph, S.J. 2009. Textiles. Tenth edition. New Delhi: Dorling Kindersley (India)
4. Madhulika, P. (2013). Weaving. New Delhi: Random Publishing.
5. Needles, L.H. (1986). Textile Fibers, Dyes, Finishes, and Processes. USA, New Jersey: Noyes Publications.

Suggested E-Resources / Digital Repositories

- SWAYAM / NPTEL: https://onlinecourses.swayam2.ac.in/e-learning/preview/cec21_hs10
- e-PG Pathshala: <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=8x0nJkh/R0vHkX1U70Z/CQ==>

15/07/26

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18.6.26

15/6/26

C.9 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10×2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4×5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3×10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

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15/6/26

C.1 Paper Identification

PAPER PROFILE	
Paper Code	MAHOM-PC104
Title of the Paper	Practical Course I: Home Science Practical- I
Programme / Subject	MA — Home Science
Semester	Semester I
Nature of Course	Practical Course (PC)
L – T – P	0– 0 – 4
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	4 Hours

C.2 Marks Distribution

Component	Paper IV	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	—	70	—	70
Practical / Lab Work	—	—	—	—
Internal Assessment	—	—	30	30
Maximum Marks	—	70	30	100
Passing Marks	—	32	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COs)

CO No.	Course Objectives
CO 1	To provide fundamental knowledge and practical skills related to nutrition, food science, human development, clothing, and textiles.
CO 2	To develop competency in applying scientific principles and techniques in food preparation, child development assessment, and textile studies.
CO 3	To enhance understanding of growth and development across different stages of the human life span.
CO 4	To foster creativity, problem-solving, and technical skills through hands-on activities, projects, and portfolio preparation.
CO 5	To promote appreciation of India's rich culinary, textile, and cultural heritage while developing professional and communication skills.

24/07/26

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18.06.2026

15/6/26

C.4 Course Learning Outcomes (CLOs)

CLO No.	Course Learning Outcome
CLO 1	Apply principles of nutrition and food science in the preparation, evaluation, and presentation of nutritionally balanced foods using various cooking methods.
CLO 2	Demonstrate proficiency in food preparation techniques, including measurements, cutting styles, table setting, napkin folding, and preparation of regional Indian cuisines.
CLO 3	Analyze growth and developmental characteristics from infancy to adolescence and design appropriate educational and developmental materials for children and adolescents.
CLO 4	Identify textile fibers using physical, microscopic, chemical, and burning tests and explain the characteristics of various textile materials.
CLO 5	Demonstrate practical skills in traditional Indian embroidery techniques and prepare professional portfolios and presentations related to textiles, nutrition, and human development.

C.5 Syllabus — Unit-wise Breakdown

Course Name: HOME SCIENCE PRACTICAL- I (MAHOM-PC104)		
Unit	Content	Contact hours
I	<i>Administering any ten experiments, ensuring representation from all baskets</i> Basket A Principles of Nutrition and Food Science Basic Cooking Skills - Weights and measures - standard and household measures for raw and cooked foods. Preparation of various dishes using different methods of cooking - Boiling/steaming - Roasting - Frying-Deep/shallow - Pressure cooking Different styles of cutting fruits and vegetables - Salad Decoration/Dressing Table setting, Napkin Folding	20-24
II	Basket B Food Preparation, understanding the principles involved, and the nutritional quality of commonly consumed recipes in each food group - Cereals - Pulses - Vegetables - Milk and milk products - Meat, fish and poultry preparations - Egg preparations	20-24

24/07/26
 (Kalpana Srivastava)
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Kumari Rupan
 18.06.2026
 P. S. Singh
 15.6.26
 15/6/26

	Preparation of different cuisines of India.	
III	Basket C Human Development - Preparation of an album on the growth chart of a 0-12-month-old baby. - Study of children's (0-3 years) clothes, play materials and books. - Preparation of educational toys for young children. - Prepare a poster on the developmental tasks of /pre-natal stages, infancy, early childhood, and middle childhood. - Develop an interview schedule for identifying adolescents' problems/issues and drawing inferences (at least 2 boys and 2 girls) - Assess physical/social/emotional development among boys and girls during late childhood /adolescence.	20-24
IV	Basket D Fundamentals of Clothing and Textiles Fiber identification: Physical Method, Microscopic study- Study of longitudinal section of textile fibres. Chemical Study - Testing different fibres through chemicals. Burning test - Identifying fibres through burning.	20-24
V	Basket E Traditional Textile Embroideries- a. Shadow work b. Drawn thread work c. Smocking, d. Appliqué work and others. Embroidery of India. Chickenkari, Kashida, Kantha, mirror (<i>abla</i>) work, Sujani Kantha, Phulkari, Sindhi Kadaai - Preparation of Portfolio of embroidered textiles. Painting, Printing and Dyeing: Screen Printing, Stencil Printing, Spray Painting, Madhubani Painting, Tie and Dye, Batik. - Preparation of a Portfolio of Indian handloom textiles	20-24
	Total Suggested Contact Hours For Practical/Field Work Courses	120

C.6 Prescribed Textbooks

1. Arya, S.C.(1972). Infant and child care for the mother. New Delhi: Vikas
2. Berk, L. E. (1996). Child development. New Delhi: Prentice Hall.
3. Booth, J.E. (1996). Principles of Textile Testing. New Delhi: CBS Publishers & Distributors Pvt. Ltd.
4. Srilakshmi, B. (2015). Food Science. New Age International (P) Limited, New Delhi.
5. Srilakshmi, B., Nutrition Science, New Age International (P) Ltd., New Delhi, 2017.
6. Swaminathan, M., Advanced Textbook on Food and Nutrition, Vol. 1, Second Edition, Bangalore Printing and Publishing Co. Ltd., Bangalore, 2015.

C.7 Reference Books & Readings

1. Corbman, P.B. (1983). Textiles: Fibre to Fabric. McGraw-Hill Publishers.
2. Dietary Guidelines for Indians, ICMR, National Institute of Nutrition, Hyderabad, 2011.
3. Gill, S. (1993). Child care programs in India: Changing trends. In Saraswathi, S.S. and Kaur, B., New Delhi: Sage. Unit II.

4. Gopalan, G. RamaShastri B.V & Balasubramanian, S.C. (2000). Nutritive Value of Indian Foods. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad 500-007, India.
5. Greaves, P.H., Saville, B. P. (1995). Microscopy of textile fibres, Bios Scientific Publishers.
6. Madhulika, P. (2013). Weaving. New Delhi: Random Publishing.
7. Needles, L.H. (1986). Textile Fibers, Dyes, Finishes, and Processes. USA, New Jersey: Noyes Publications.
8. Palauiologou, I. (2012). Ethical Practices in Early Childhood I.A.: Sage

C.8 Suggested E-Resources / Digital Repositories

- SWAYAM / NPTEL: https://onlinecourses.swayam2.ac.in/e-learning/preview/cec21_hs10
- e-PG Pathshala: <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=8x0nJkh/R0vHkX1U70Z/CQ==>

C.9 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: 2 Lab work (20 × 2 marks = 40 marks)
- Section B: Practical Notebook (10 marks)
- Section C: Viva Voce (20 marks)

Internal Assessment (30 marks) breakdown:

- Lab work(s): 20 marks
- Specimen: 05 marks
- Viva Voce: 05 marks

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C.1 Paper Identification

PAPER PROFILE	
Paper Code	MAHOM- GE105
Title of the Paper	Generic Elective I: Fashion Marketing and Merchandising
Programme / Subject	MA — Home Science
Semester	Semester I
Nature of Course	Generic Elective (GE)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper V	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	—
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	—	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COs)

CO No.	Course Objectives
CO 1	To understand fundamental concepts, terminology, and theories of fashion.
CO 2	To learn the processes involved in apparel development, quality assurance, and packaging.
CO 3	To develop knowledge of retail pricing and brand management strategies.
CO 4	To understand marketing principles, market segmentation, and digital retailing.
CO 5	To gain insights into merchandising functions, assortment planning, and visual merchandising.

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15/6/26

C.4 Course Learning Outcomes (CLOs)

CLO No.	Course Learning Outcome
CLO 1	Explain key fashion terms, cycle tracking, and core theories of fashion adoption.
CLO 2	Outline the procedures involved in apparel development, quality assurance testing, and packaging processes.
CLO 3	Apply retail pricing strategies and develop brand frameworks to enhance consumer equity.
CLO 4	Design targeted marketing strategies using the 4 Ps, market segmentation (STP), digital retailing, and promos.
CLO 5	Analyze production and retail merchandisers' roles, manage seasonal assortments, and execute visual merchandising layouts.

C.5 Syllabus — Unit-wise Breakdown

Course Name: FASHION MARKETING AND MERCHANDISING (MAHOM-GE105)		
Unit	Content	Suggested Lectures hours
I	Fashion - Terminologies: Fashion, Fad, Classic, Style, Haute-couture, Mass fashion, Fashion Label, Prêta-porter, Knockoff, Accessory, Atelier, Boutique, Avant Garde, Empire line, Season, Slow and Fast Fashion, Fashion Forecasting - Fashion cycle: fashion leaders, fashion followers, fashion victims, fashion laggards - Fashion theories: trickle down, trickle up, trickle across - Fashion adoption, fashion forecasting, and factors affecting fashion.	12-15
II	Production related to fashion - Product development – definition – objective - product design and manufacturing. - Product Mix, product life cycle, the process of product development Apparel Quality Testing - Quality Standards and Specifications, quality parameters and defects of fabrics and garments Packaging - Concepts and principles of packaging, Materials used for packaging in the apparel industry	12-15
III	Pricing - Policy and economic concepts in pricing, objectives, principles and strategies. - Specific pricing strategies- New product pricing, demand-oriented pricing, cost-oriented pricing, value-based pricing, competition-oriented pricing. Markups and markdowns. Brand Management	12-15

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 18.6.26

Prachi
 15.6.26

15/6/26

	- Brand definition, layers of brand, product and service brands, branding options, branding and buying process - Brand building process, value proposition, importance of brands, customer relationship	
IV	Marketing - Meaning, Concept, nature, role, type and scope of marketing and merchandising and its importance in the modern economy - Marketing: 4 P's (Product, Price, Place and Promotion) - Market: Segmentation, Targeting & Positioning, Advantages and types of market segmentation - Digital marketing - Role of Digital Marketing (Internet: Internet Retailing and promotion) Fashion promotion - Meaning, objective, methods of promotion – advertising, sales promotion, and personal selling. Social aspect of fashion promotion	12-15
V	Apparel Merchandising - Concept of Merchandising, Merchandising Process - Apparel retail – Meaning, retail formats, Role of a merchandiser in the garment Industry, Role of a merchandiser in apparel retail - Merchandise Category-Staple, Fashion & Seasonal; Assortment Planning Visual Merchandising - Introduction, meaning, and advantages - The exterior of the store- signs, marquees, outdoor display, Store interiors- displays, counters and display cases, shadow boxes, Lighting, Mannequins and dimensional forms.	8-10
Total Suggested Lectures		60

C.6 Prescribed Textbooks

- Krishnakumar, M. (2010), Apparel Merchandising: An Integrated Approach, Abishek Publications
- Marketing The Basics by Karl Moore and Niketh Pareek, Routledge Publications, 2010
- Mary G. Wolfe (2017), Fashion Marketing & Merchandising, Goodheart-Willcox Pub
- Merchandising Theory, Principles and Practices by Grace I Kunz, Fairchild Publications, 2009
- Olga Mitterfellner (2019), Fashion Marketing and Communication: Theory and Practice Across the Fashion Industry, Routledge
- Stone Elaine, Farnan Sheryl A., (2023), The Dynamics of Fashion, Fairchild Books
- V. Ramesh Babu (Author), A. Arunraj, (2019), Fashion Marketing Management, Woodhead Publishing India Pvt Ltd.
- Wendy K. Bandoni (2017), Social Media for Fashion Marketing: Storytelling in a Digital World, Fairchild Books

C.7 Reference Books & Readings

- Fashion from Concept to Consumer by Gini Stephens Frings, Pearson Prentice Hall, 2007
- Fashion Marketing, Third Edition by Mike Easey, Blackwell Publishing, 2009
- Harriet Posner (2015), Marketing Fashion, Laurence King Publishing
- Inside the Fashion Business by Jeannette A. Jarrow, Prentice Hall, 2002.
- Kotler, P., and Armstrong, G. (2017). Principles of Marketing (17th Edition). New Delhi: Prentice Hall of India

C.8 Suggested E-Resources / Digital Repositories

- SWAYAM / NPTEL: https://onlinecourses.swayam2.ac.in/nou24_ge90/preview
- e-PG Pathshala: <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=8x0nJkh/R0vHkX1U70Z/CQ==>

C.9 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10×2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4×5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3×10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

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C.1 Paper Identification

PAPER PROFILE	
Paper Code	MAHOM- GE106
Title of the Paper	Generic Elective I: Essentials of Entrepreneurship
Programme / Subject	MA — Home Science
Semester	Semester I
Nature of Course	Generic Elective (GE)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper V	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	—
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	—	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COs)

CO No.	Course Objectives
CO 1	To develop an understanding of the concepts, principles, and processes of entrepreneurship and enterprise development.
CO 2	To familiarize students with the factors, procedures, and requirements for establishing and planning entrepreneurial ventures.
CO 3	To impart knowledge of management principles and practices for effective enterprise operation and growth.
CO 4	To develop competencies in project planning, implementation, monitoring, and evaluation.
CO 5	To enable students to apply project appraisal and decision-making techniques for assessing business ventures and projects

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C.4 Course Learning Outcomes (CLOs)

CLO No.	Course Learning Outcome
CLO 1	Explain the fundamental concepts, principles, and processes related to entrepreneurship and enterprise development.
CLO 2	Analyze the factors and procedures involved in the establishment and planning of entrepreneurial ventures.
CLO 3	Apply management principles and practices for the effective operation and growth of enterprises.
CLO 4	Demonstrate knowledge of project planning, implementation, monitoring, and evaluation processes.
CLO 5	Evaluate projects and business ventures using appropriate appraisal and decision-making techniques.

C.5 Syllabus — Unit-wise Breakdown

Course Name: ESSENTIALS OF ENTREPRENEURSHIP (MAHOM-GE106)		
Unit	Content	Suggested Lectures hours
I	Entrepreneurship - Definition, Concept and process of entrepreneurial development - Theory of Entrepreneurial origin, entrepreneurial motivation - Desired qualities in entrepreneurs - Challenges and barriers in entrepreneurship Development of women entrepreneurs in India	12-15
II	Enterprise setting - Establishing a micro and Small Scale Enterprise- Environment scanning, Enterprise selection - Market assessment, enterprise feasibility study, SWOT analysis, Resource mobilization finance technology, raw material, site and manpower, Costing, Quality control, profitability and future growth	12-15
III	Enterprise management - Enterprise operation- Operating the micro and Small Scale Enterprise, Schemes available for women entrepreneurs - Financial management in micro and SSE - Marketing management in micro and SSE and marketing mix variables - Personnel Management in micro and SSE	12-15
IV	Project planning - Project planning: Definition, basic concepts, need, feasibility and steps - Basic goal of Project identification: Strategic Alignment, Opportunity & Need Recognition, Resource and Feasibility Screening, Risk assessment	12-15

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15.6.26
15/6/26

18/24/07/28

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	Monitoring and evaluation: need, process, difference between monitoring and evaluation	
V	Project appraisal - Financial Appraisal: Definition, Metrics- Net Present Value (NPV), Internal Rate of Return (IRR), Payback Period, and Return on Investment (ROI) - Technical Appraisal: Definition, technological and operational feasibility. Raw materials, required machinery, technology licensing, plant location, and work schedules - Commercial (Market) Appraisal: Target market, target audience, competition, and demand-supply gap. - Managerial (Institutional) Appraisal: Organizational setup and the capabilities of the entrepreneur or management team. - Economic & Environmental Appraisal: Economic aspect-employment generation, savings impact; Environment aspect-ecological clearances, sustainability	8-10
Total Suggested Lectures		60

C.6 Prescribed Textbooks

1. Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2020). *Entrepreneurship* (11th ed.). McGraw-Hill Education.
2. Gupta, C. B., & Srinivasan, N. P. (2021). *Entrepreneurial development in India*. Sultan Chand & Sons.
3. Bhowmik, S. K. (2018). *Entrepreneurship and small business management*. McGraw-Hill Education.
4. Chandra, P. (2019). *Projects: Planning, analysis, selection, financing, implementation, and review* (10th ed.). McGraw-Hill Education.
5. Khanka, S. S. (2022). *Entrepreneurial development* (4th ed.). S. Chand Publishing.

C.7 Reference Books & Readings

1. Drucker, P. F. (2014). *Innovation and entrepreneurship: Practice and principles*. Routledge.
2. Kerzner, H. (2022). *Project management: A systems approach to planning, scheduling, and controlling* (13th ed.). Wiley.
3. Gido, J., Clements, J. P., & Baker, R. (2021). *Successful project management* (8th ed.). Cengage Learning.
4. Singh, N. (2019). *Women entrepreneurship and sustainable development in India*. New Century Publications.
5. Kumari, S., & Kaushik, V. (2021). *Women entrepreneurship in India: Opportunities and challenges*. Sage Publications.

C.8 Suggested E-Resources / Digital Repositories

- SWAYAM / NPTEL: https://onlinecourses.nptel.ac.in/noc20_ge08/preview
- e-PG Pathshala: <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=8x0nJkh/R0vHkX1U70Z/CQ==>

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15/6/26

C.9 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10×2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4×5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3×10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

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15/6/26

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PART C — COURSES OF STUDIES

C.1 Paper Identification

PAPER PROFILE	
Paper Code	MAHOM-CC201
Title of the Paper	Core Course I: Clinical and Therapeutic Nutrition
Programme / Subject	MA — Home Science
Semester	Semester II
Nature of Course	Core Course (CC)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper I	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	30
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	—	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COs)

CO No.	Course Objectives
CO 1	To understand the Nutrition Care Process, nutrition assessment, and dietetic counseling.
CO 2	To learn principles of meal planning, therapeutic diets, and nutritional support.
CO 3	To understand the nutritional management of weight and endocrine disorders.
CO 4	To develop knowledge of Medical Nutrition Therapy for cardiovascular, renal, gastrointestinal, and liver disorders.
CO 5	To apply nutritional care principles in managing infections, metabolic stress, and cancer.

24/07/26

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15.6.26

15/6/26

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18.6.26

C.4 Course Learning Outcomes (CLOs)

CLO No.	Course Learning Outcome
CLO 1	Explain the Nutrition Care Process, nutrition assessment methods, and dietetic counseling principles.
CLO 2	Apply meal planning principles, therapeutic diets, and nutritional support techniques for patient care.
CLO 3	Analyze the nutritional management of weight-related and endocrine disorders.
CLO 4	Plan and evaluate Medical Nutrition Therapy for cardiovascular, renal, gastrointestinal, and liver disorders.
CLO 5	Recommend appropriate nutritional interventions for infections, metabolic stress conditions, and cancer.

C.5 Syllabus — Unit-wise Breakdown

Course Name: CLINICAL AND THERAPEUTIC NUTRITION (MAHOM-CC201)		
Unit	Content	Suggested Lectures hours
I	Nutritional Care Process • Concept, nutrition assessment: Direct and Indirect Methods, nutrition diagnosis, nutrition intervention, nutrition monitoring, evaluation and documentation Nutrition Education and Dietetic Counselling: • Definition, Characteristics, and Role of Dietitian in Health Care. Introduction to therapeutic diets • Types of dietary adaptations for therapeutic needs, Modification of diet, routine hospital diets • Mode of feeding: oral feeding, enteral feeding, peripheral vein feeding and total parenteral nutrition Meal Planning • Definition, Objectives, Importance, Steps, and Factors Affecting Meal Planning, Exchange lists as a tool in planning diets	12-15
II	Therapeutic nutrition therapy: Weight Management and Endocrine Disorders Pathophysiology, metabolic & clinical aberrations, diagnosis, complications, treatment, MNT, dietary counselling and recent advances in – Weight imbalance disorders • Overweight • Obesity • Underweight Endocrine Disorders • Diabetes Mellitus – Type 1, Type 2 & Gestational Diabetes • Polycystic ovarian disease Thyroid disorder:	12-15

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	• Hyperthyroidism and Hypothyroidism	
III	Therapeutic Nutrition Therapy: Heart Disease and Kidney Disease Pathophysiology, metabolic & clinical aberrations, diagnosis, complications, treatment, MNT, dietary counselling and recent advances in – Cardiovascular disease- • Hypertension, hyperlipidemia, metabolic syndrome, myocardial infarction, congestive heart failure, and coronary bypass surgery Kidney Disorders – • Nephrotic syndrome, glomerulonephritis, acute renal failure, chronic kidney disease, dialysis, transplant, renal stones.	12–15
IV	Therapeutic Nutrition Therapy: Gastrointestinal Tract and Liver Pathophysiology, metabolic & clinical aberrations, diagnosis, complications, treatment, Medical Nutrition Therapy, dietary counselling and recent advances in: Gastrointestinal tract disorders • Gastroesophageal reflux disease, Peptic ulcer, diarrhoea, Constipation, lactose intolerance, celiac disease, Crohn's disease and ulcerative colitis Liver, Gallbladder & Pancreatic disorders • Cirrhosis, Encephalopathy, liver transplant, cholecystitis, cholecystectomy, Pancreatitis.	12–15
V	Fever & Infection, Metabolic Stress and Cancer Pathophysiology, metabolic & clinical aberrations, diagnosis, complications, treatment, Medical Nutrition Therapy, dietary counselling and recent advances in: Fever (Typhoid, Malaria, Tuberculosis) • Symptoms, Etiology, Types, Health Hazards, Treatment and Dietary Management Metabolic stress • Surgery, Burns, sepsis and trauma • Cancer	8–10
Total Suggested Lectures		60

C.6 Prescribed Textbooks

1. Antia, F.P. (2005): Clinical Nutrition and Dietetics, Oxford University Press, Delhi
2. Gibney MJ, Elia M, Ljungquist & Dowsett J. (2005). Clinical Nutrition. The Nutrition Society Textbook Series. Blackwell publishing company
3. Lee RD & Neiman DC (2009). Nutritional Assessment. 5th Edition. Brown & Benchmark.
4. Mahan, L.K. and Escott Stump. S (2008). Krause's Food & Nutrition Therapy. 12th Edition. Saunders- Elsevier.
5. Marian M. Russel M, Shikora SA. (2008). Clinical Nutrition for Surgical Patients. Jones and Bartlett publishers.
6. Shubhangini A Joshi (2002): Nutrition and Dietetics 2nd edition, Tata Mc Graw-Hill Publishing Company Limited, New Delhi.
7. Srilakshmi, B.(2005): Dietetics, 5th edition, New Age International(P) Limited Publishers, New Delhi Therapeutic Nutrition, 17th Ed., Mac Millan Publishing Co.

Effective from Academic Session [2026-27] | NHEQF Level 6.5 | Page 32 of 54

Kalpna Srivastava
Officer on special duty (Judicial)

Kumari Rupam
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C. 7 Reference Books & Readings

1. Mahan, L.K., Arlin, M.T. (2000): Krause's Food, Nutrition and Diet therapy, 11th edition, W.B. Saunders Company, London.
2. World Cancer Research Fund & American Institute for Cancer Research (2007). Food, Nutrition, Physical activity and the prevention of cancer – A global perspective. Washington E.D.WCRF
3. Williams's (1989): Nutrition and diet Therapy.6th edition. Times Mirror/Mosby College Publishing, St. Louis
4. Shils, M.E., Shike ,M, Ross, A.C., Caballero B and Cousins RJ (2005). Modern Nutrition in Health & Disease. 10th .Lipincott, William and Wilkins.

C.8 Suggested E-Resources / Digital Repositories

- SWAYAM / NPTEL: https://onlinecourses.swayam2.ac.in/nce19_sc04/preview
- e-PG Pathshala: <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=NuAs6SreCGryddEfs4kkBA==\>

C.9 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10×2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4×5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3×10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

26/07/26
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C.1 Paper Identification

PAPER PROFILE	
Paper Code	MAHOM-CC202
Title of the Paper	Core Course II: Extension Education and Communication
Programme / Subject	MA — Home Science
Semester	Semester II
Nature of Course	Core Course (CC)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper I	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	—
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	—	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COs)

CO No.	Course Objectives
CO 1	To explore the history of community development in India and examine the roles of national systems, including ICAR, SAUs, and KVKs.
CO 2	To analyze community needs, plan development projects, and design educational curricula.
CO 3	To develop proficiency in utilizing individual, group, and mass teaching strategies, as well as instructional audio-visual aids.
CO 4	To examine communication theories and acquire the ability to integrate folk media with digital platforms.
CO 5	To enhance competencies in social issues such as gender, health, and sustainability.

24/07/26
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15.6.26
Kumari Rupam
18.6.26

C.4 Course Learning Outcomes (CLOs)

CLO No.	Course Learning Outcome
CLO 1	Explain India's historical origins, philosophical evolution, and the present structure of extension systems.
CLO 2	Analyse community needs, plan development projects, and design training curricula using Bloom's Taxonomy.
CLO 3	Design effective teaching methods and audio-visual aids to facilitate learning and adoption of new ideas.
CLO 4	Critique and integrate traditional folk media with modern ICT platforms for targeted development messaging.
CLO 5	Create development content that addresses cross-cutting socio-economic issues like gender, public health, literacy, and sustainability.

C.5 Syllabus — Unit-wise Breakdown

Course Name: EXTENSION EDUCATION AND COMMUNICATION (MAHOM-CC202)		
Unit	Content	Suggested Lectures hours
I	Historical perspectives of extension education: Pre and Post Independent era Origin and meaning of the Extension Education Economic & Social Reconstruction Experiments - Sriniketan Project, Marthandam Project, Gurgaon Experiment <i>Gandhian Constructive Programme / Sevagram, Firka Development Scheme</i> Post-Independence Era (Institutionalized & Modern Efforts) - Nilokheri Experiment, Etawah Pilot Project, Community Development Programme and National Extension Service. National Extension Systems - National Extension Infrastructure: National extension ecosystem in India; the role of the Indian Council of Agricultural Research, Extension System, State Agricultural Universities, and Krishi Vigyan Kendras.	12-15
II	Programme Management in extension - Difference between policy, programmes and projects - Programme Planning: Plan of work - Preparing project proposals - Programme implementation, networking - Monitoring and evaluation, follow-ups - Documentation - Community participation strategies Curriculum development - Curriculum development and planning for extension education and development activities, Bloom's taxonomy of educational objectives and learning.	12-15

10/24/07/26
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III	Extension Teaching and Learning • Methods and Process, Steps in extension teaching methods, Teaching Aids: types, characteristics and functions; Role of Media in the Process of Learning; Cone of Learning. Diffusion and Adoption of Innovations Extension methods and materials • Interpersonal, small and large group methods, audiovisual aids-need, importance, planning, classification, preparation and field testing, use and evaluation of audio-visual materials	12-15
IV	Communication for Development • Communication systems and communication theories- human interaction theories, mass communication theories, message design theories, communication systems, culture and communication. Traditional, modern and new media for development • Folk forms of songs, art, dance, theatre, puppetry, advertisement, cinema, ICTs for development, community radio, participatory video, social media and mobile phones.	12-15
V	Role of communication in development • Need and importance, development, journalism, writing for development, print, radio, television and internet. Concerns and initiatives for development communication • Gender, health, environment, sustainability, human rights, population, literacy, rural and tribal development.	8-10
Total Suggested Lectures		60

C.6 Prescribed Textbooks

1. Chaubey BK (1990) A Handbook of Education Extension, Jyoti Publication, Allahabad
2. Communication for Development in the Third World: Theory and Practices (1991). Sage Publication, New Delhi.
3. Gupta, D.(2007). Development Communication in Rural Sector. New Delhi: Mukhopadhyay Abhijeet Publication
4. Sandhu A.S. (1994) Extension Programme Planning, Oxford and IBH Publishing Company Pvt. Ltd., New Delhi.
5. Singh, R. (1987). Textbook of Extension Sahitya Kala Prakashan, Ludhiana

C. 7 Reference Books & Readings

1. Dahama, O.P., and Bhatnagar, O.P.(1995) .Education and Communication for Development. New Delhi: Oxford and IBH Co.
2. Extension Programme Planning, Oxford and IBH Publishing Company Pvt. Ltd., New Delhi.
3. Albrecsht, H. ETa1 (1989): Rural Development Series, Agricultural Extension Vol I & II, Basic concepts and methods, Wiley Eastern Limited, New Delhi.
4. Extension Education in Community Development (1981): Ministry of Food and Agriculture, Government of India, New Delhi.
5. Pankajam, C. (2000): Extension - Third Dimension of Education, Gyan Publishing House, New Delhi.
6. Reddy, A. (1999): Extension Education, Sree Lakshthi Pres, Bapatla.
7. Waghmare, S.K. (1989): Exploring of Extension Excellence, Multi Tech. Pub. Company.

C.8 Suggested E-Resources / Digital Repositories

- SWAYAM / NPTEL: https://onlinecourses.swayam2.ac.in/e-learning/preview/cec19_mg32
https://onlinecourses.swayam2.ac.in/e-learning/preview/nou21_ge38
- e-PG Pathshala: <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=8x0nJkh/R0vHkX1U70Z/CQ==>

C.9 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10×2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4×5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3×10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

24/07/26

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18.6.26

C.1 Paper Identification

PAPER PROFILE	
Paper Code	MAHOM-CC203
Title of the Paper	Core Course III: Resource Management and Ergonomics
Programme / Subject	MA — Home Science
Semester	Semester II
Nature of Course	Core Course (CC)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper I	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	—
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	—	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COs)

CO No.	Course Objectives
CO 1	To understand human and family resource management from modern and Indian perspectives.
CO 2	To learn principles of resource conservation and sustainable development.
CO 3	To gain knowledge of housing planning and sustainable living.
CO 4	To understand consumer rights, responsibilities, and protection.
CO 5	To apply ergonomic principles and design thinking in product development

24/07/26
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15.6.26

15/6/26
Kumari Rupam
18.6.26

C.4 Course Learning Outcomes (CLOs)

CLO No.	Course Learning Outcome
CLO 1	Explain human and family resource management using modern and Indian perspectives.
CLO 2	Evaluate resource conservation, waste management, and sustainable development practices.
CLO 3	Apply principles of housing planning, sustainability, and residential comfort.
CLO 4	Analyze consumer rights, responsibilities, and protection practices.
CLO 5	Apply ergonomics and design thinking to develop user-centered products.

C.5 Syllabus — Unit-wise Breakdown

Course Name: RESOURCE MANAGEMENT AND ERGONOMICS (MAHOM-CC203)		
Unit	Content	Suggested Lectures hours
I	Human Resource Management - Human resource management- Meaning, functions, need and scope; Principles of HRM in the Arthashastra, Concept of Dharma and ethical management practices - Human resource development- Challenges, functions, Manpower planning, Motivation theories, Training need assessment, training methodologies, training evaluation. Family Management - Concept of Ashrama System in ancient India; Family life cycle- Stages, availability and use of resources, traditional Indian family systems and inter-generational resource sharing	12-15
II	Management and conservation of Natural Resources - Panchamahabhutas and environmental harmony - Conservation of Land, forest, water and air - Household and Municipal solid waste- classification and management; Traditional zero-waste household practices, Indigenous composting methods and organic waste management - Concept of sustainable development and Sustainable Development Goals	12-15
III	Housing - Building – Regulation, norms and standards, zoning, housing for special groups and areas. - Sustainable buildings-Traditional techniques for thermal comfort and energy conservation, Energy efficient buildings, green rating systems, energy auditing, indices of indoor comfort.	8-10
IV	Consumer studies Consumerism in traditional India- Consumer ethics in Indian philosophical traditions, Consumer welfare measures in the Arthashastra	

	• Consumer- Definition, role, rights and responsibilities, consumer behaviour, consumer problems, consumer education and empowerment • Consumer Protection- Quality control and market regulation in ancient India, Consumer Organization, Cooperatives, alternative redressal, standardization, standard marks, quality control, buying aids, consumer legislation.	
V	Ergonomics & Product design Physical Ergonomics • Anthropometry & Workspace Design: Importance of human body measurements in designing furniture and storage; Work Heights: Designing surfaces for standing and sitting tasks (Elbow height principle). • Anatomy and Body Mechanics: Work Physiology, Principles of efficient movement: Alignment, Balance, and Gravity; Biomechanics: Impact of stooping, stretching, and lifting on the skeletal system. Physiological Ergonomics: Physiological cost of work Environmental Factors: • Influence of lighting, ventilation, noise, and temperature on the worker efficiency and health. Product designing • Ergonomic consideration in designing products, design thinking process, design communication, innovation and diffusion.	12-15
Total Suggested Lectures		60

C.6 Prescribed Textbooks

1. Chakraborty, S. K. (1995). *Management by values: Towards cultural congruence*. Oxford University Press.
2. Chapple, C. K., & Tucker, M. E. (Eds.). (2000). *Hinduism and ecology: The intersection of earth, sky, and water*. Harvard University Press.
3. Dahama, A. K. (2013). *Organic farming for sustainable agriculture* (3rd ed.). Agrobios.
4. Grandjean, E., & Kroemer, K. H. E. (1997). *Fitting the task to the human: A textbook of occupational ergonomics* (5th ed.). Taylor & Francis.
5. Gupta, C. B. (2021). *Human resource management* (20th ed.). Sultan Chand & Sons.
6. Kautilya. (1992). *The Arthashastra* (L. N. Rangarajan, Trans.). Penguin Books.
7. Krishan, A., Baker, N., Yannas, S., & Szokolay, S. V. (2001). *Climate responsive architecture: A design handbook for energy efficient buildings*. Tata McGraw-Hill.
8. Mahadevan, B., Bhat, V. R., & Pavana, N. R. (2022). *Introduction to Indian knowledge systems: Concepts and applications*. PHI Learning.
9. Nickell, P., & Dorsey, J. M. (2002). *Management in family living* (4th ed.). CBS Publishers & Distributors.
10. Pillai, R. (2010). *Corporate Chanakya: Successful management the Chanakya way*. Jaico Publishing House.
11. Radhakrishnan, S. (2008). *The Bhagavad Gita*. HarperCollins India.
12. Rajagopalan, R. (2011). *Environmental studies: From crisis to cure* (3rd ed.). Oxford University Press.
13. Rao, P. S. (2018). *Personnel and human resource management: Text and cases* (4th ed.). Himalaya Publishing House.

24/07/26
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14. Sharma, S., & Bhatta, S. K. (2016). *Indian ethos and values in management*. Sage Publications.
15. Srivastava, M. S. (2010). *Indian ethos for modern management*. Oxford University Press.

C. 7 Reference Books & Readings

1. Bridger, R. S. (2018). *Introduction to human factors and ergonomics* (4th ed.). CRC Press.
2. Dul, J., & Weerdmeester, B. (2008). *Ergonomics for beginners: A quick reference guide* (3rd ed.). CRC Press.
3. Kroemer, K. H. E., Kroemer, H. B., & Kroemer-Elbert, K. E. (2017). *Ergonomics: How to design for ease and efficiency* (3rd ed.). Academic Press.
4. Pheasant, S., & Haslegrave, C. M. (2018). *Bodyspace: Anthropometry, ergonomics and the design of work* (3rd ed.). CRC Press.
5. Prammar, V. S. (2005). *Vastu shastra: Indian architecture and design*. Spider Books.
6. Singh, A. K. (2017). *Traditional knowledge systems of India*. Prabhat Prakashan.

C.8 Suggested E-Resources / Digital Repositories

- SWAYAM / NPTEL: https://onlinecourses.swayam2.ac.in/cec21_mg06/preview
<https://nptel.ac.in/courses/107103085>
- e-PG Pathshala: <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=pFWoOGIrQIgD7gCpsE/J3A==>

C.9 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

24/07/26
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C.1 Paper Identification

PAPER PROFILE	
Paper Code	MAHOM-PC204
Title of the Paper	Practical Course II: Home Science Practical- II
Programme / Subject	MA — Home Science
Semester	Semester II
Nature of Course	Practical Course (PC)
L – T – P	0– 0 – 4
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	4 Hours

C.2 Marks Distribution

Component	Paper IV	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	—	70	—	70
Practical / Lab Work	—	—	—	—
Internal Assessment	—	—	30	30
Maximum Marks	—	70	30	100
Passing Marks	—	32	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COs)

CO No.	Course Objectives
CO 1	To develop comprehensive knowledge and practical skills in nutritional assessment, therapeutic nutrition, extension education, resource management, and ergonomics.
CO 2	To enable students to apply scientific principles and assessment techniques for evaluating nutritional status, dietary intake, and health conditions.
CO 3	To enhance competencies in planning, implementing, and evaluating community-based educational and developmental programs.
CO 4	To foster analytical, managerial, and problem-solving skills related to resource utilization, environmental sustainability, consumer awareness, and workplace ergonomics.
CO 5	To strengthen communication, documentation, presentation, and professional skills

24/07/26
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C.4 Course Learning Outcomes (CLOs)

CLO No.	Course Learning Outcome
CLO 1	Apply principles and methods of assessment to evaluate nutritional status, dietary intake, health conditions, and human performance.
CLO 2	Plan, prepare, and evaluate appropriate interventions, diets, and management strategies for diverse health, nutritional, and community needs.
CLO 3	Demonstrate the ability to identify, analyze, and address community and developmental issues through extension education, communication, and participatory approaches.
CLO 4	Utilize management, ergonomic, and sustainability principles to improve resource utilization, environmental practices, consumer awareness, and workplace efficiency.
CLO 5	Develop and effectively communicate professional reports, presentations, surveys, and project-based outputs using scientific, analytical, and technological tools.

C.5 Syllabus — Unit-wise Breakdown

Course Name: HOME SCIENCE PRACTICAL-II (MAHOM-PC204)		
Unit	Content	Contact hours
I	<i>Administering any ten experiments, ensuring representation from all basket</i> Basket A Assessment of patient needs- Nutritional assessment & screening Anthropometric Assessment - Record the direct assessment of the patient, including Height, Weight, BMI, Waist-to-Hip Ratio (WHR), and Mid-Upper Arm Circumference (MUAC). Dietary Assessment Methods - Create and record 24-hour dietary recall, Food Frequency Questionnaires (FFQs), and food diary analysis for a selected subject. The Food Exchange System - Prepare the standard food exchange lists, raw-to-cooked weight conversions, and master portions for macronutrient distribution. Routine Hospital Diets: Preparation and evaluation of liquid diets (clear and full liquid), semi-solid/soft diets, and mechanical soft diets	20- 24
II	Basket B Market survey of commercial nutritional supplements Collection of information on commercial food formula available in the market - nutrition supplement – Cost, Composition, dosage, indications. Plan, prepare, and calculate the nutritional value for the following conditions - Overweight, Obesity and Underweight - Diabetes Mellitus - Hyperthyroidism and Hypothyroidism	20-24

24/07/26
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	• Cardiovascular disease • Kidney Disorders: Nephrotic syndrome, Glomerulonephritis, Acute renal failure, chronic kidney disease • Nephrotic syndrome, glomerulonephritis, acute renal failure, chronic kidney disease. • Gastrointestinal tract disorders – Gastroesophageal reflux disease, Peptic ulcer, diarrhoea, Constipation, lactose intolerance, celiac disease, Crohn's disease, ulcerative colitis, and cholecystitis • Cirrhosis, • Fever (Typhoid, Malaria, Tuberculosis)	
III	Basket C Extension Education and Communication development • Institutional Visit to a Krishi Vigyan Kendra • Study and presentation of the historical development of Extension Education in India and abroad. • Identification of community needs through participatory rural appraisal (PRA) techniques and preparation of the report on any issue faced by the community. • Development of an extension education programme based on identified community needs. • Preparation of educational objectives using Bloom's Taxonomy • Documenting a Success Story / Farm Innovator Profile	20-24
IV	Basket D Resource Management • Application of the management process in event planning and execution. • Survey and documentation of indigenous environmental conservation practices in the local community. • Waste audit of households/institutions and preparation of a waste management plan. • Market survey on consumer awareness regarding consumer rights and responsibilities.	20-24
V	Basket E Ergonomic Assessment • Ergonomic evaluation of furniture, kitchen workstations, classrooms, or office workspaces. • Ergonomic assessment of different household activities using any one of the following Postural analysis tools- RULA, REBA, OWAS • Prepare a report on available AI tools for ergonomic assessment. • Determining working heights for individuals for different household activities.	20-24
Total Suggested Contact Hours For Practical/Field Work Courses		120

24/07/26
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 Officer-On-Special Duty (Judl.)

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C.6 Prescribed Textbooks

1. Antia, F.P. (2005): Clinical Nutrition and Dietetics, Oxford University Press, Delhi
2. Chapple, C. K., & Tucker, M. E. (Eds.). (2000). *Hinduism and ecology: The intersection of earth, sky, and water*. Harvard University Press.
3. Communication for Development in the Third World: Theory and Practices (1991). Sage Publication, New Delhi
4. Dahama, A. K. (2013). *Organic farming for sustainable agriculture* (3rd ed.). Agrobios.
5. Gibney MJ, Elia M, Ljungquist & Dowsett J. (2005). Clinical Nutrition. The Nutrition Society Textbook Series. Blackwell publishing company
6. Grandjean, E., & Kroemer, K. H. E. (1997). *Fitting the task to the human: A textbook of occupational ergonomics* (5th ed.). Taylor & Francis.
7. Gupta, C. B. (2021). *Human resource management* (20th ed.). Sultan Chand & Sons.
8. Lee RD & Neiman DC (2009). Nutritional Assessment. 5th Edition. Brown & Benchmark.
9. Mahan, L.K. and Escott Stump. S (2008). Krause's Food & Nutrition Therapy. 12th Edition. Saunders- Elsevier.
10. Singh, R. (1987). Textbook of Extension Sahitya Kala Prakashan, Ludhiana

C.7 Reference Books & Readings

1. Bridger, R. S. (2018). *Introduction to human factors and ergonomics* (4th ed.). CRC Press.
2. Dietary Guidelines for Indians, ICMR, National Institute of Nutrition, Hyderabad, 2011.
3. Dul, J., & Weerdmeester, B. (2008). *Ergonomics for beginners: A quick reference guide* (3rd ed.). CRC Press.
4. Extension Education in Community Development (1981): Ministry of Food and Agriculture, Government of India, New Delhi.
5. Gill, S. (1993). Child care programs in India: Changing trends. In Saraswathi, S.S. and Kaur, B., New Delhi: Sage. Unit II.
6. Gopalan, G. RamaShastri B.V & Balasubramanian, S.C. (2000). Nutritive Value of Indian Foods. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad 500-007, India.
7. Pankajam, C. (2000): Extension - Third Dimension

C. 8 Suggested E-Resources / Digital Repositories

- SWAYAM / NPTEL: https://onlinecourses.swayam2.ac.in/cec24_hs01/preview
<https://nptel.ac.in/courses/107103085>
https://onlinecourses.swayam2.ac.in/nou22_ge22/preview
- PG Pathshala: <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=8x0nJkh/R0vHkX1U70Z/CQ==>

C.9 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: 2 Lab work (20 × 2 marks = 40 marks)
- Section B: Practical Notebook (10 marks)
- Section C: Viva Voce (20 marks)

Internal Assessment (30 marks) breakdown:

- Lab work(s): 20 marks
- Specimen: 05 marks
- Viva Voce: 05 marks

24/07/26
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C. 1 Paper Identification

PAPER PROFILE	
Paper Code	MAHOM- GE205
Title of the Paper	Generic Elective II: Family Finance Management
Programme / Subject	MA — Home Science
Semester	Semester II
Nature of Course	Generic Elective (GE)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper V	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	—
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	—	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COs)

CO No.	Course Objectives
CO 1	To understand the basic concepts and importance of family finance.
CO 2	To apply financial management principles for effective use of family resources.
CO 3	To develop awareness of financial risks, opportunities, and consumer protection.
CO 4	To learn financial planning for achieving family goals.
CO 5	To examine the impact of social, economic, and technological changes on family financial decisions.

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C.4 Course Learning Outcomes (CLOs)

CLO No.	Course Learning Outcome
CLO 1	Demonstrate knowledge of family finance concepts and their role in household economic well-being.
CLO 2	Apply financial management principles to optimize the use of family resources.
CLO 3	Analyze financial risks, opportunities, and consumer protection measures in personal and family finance.
CLO 4	Evaluate financial planning alternatives for achieving short-term and long-term family goals.
CLO 5	Assess the impact of technological, social, and economic changes on family financial behaviour and decision-making.

C.5 Syllabus — Unit-wise Breakdown

Course Name: FAMILY FINANCE MANAGEMENT (MAHOM-GE205)		
Unit	Content	Suggested Lectures hours
I	Introduction to Family Finance Family Finance: Concept, scope, and significance of Family Finance, Family as an economic unit, Financial goals and family financial well-being, Economic functions of the family	12-15
II	Components of Family Finance - Income: Determinants, supplementation, budgeting, difference between household budget and government budget, household accounts - Saving & Investment: Definition, purpose, types of family saving and investments, Principles of investment - Expenditure: Definition, types, family expenditure methods - Tax: Definition, purpose, types, calculation of income tax	12-15
III	Credit, Debt, and Risk Management - Consumer credit and borrowing, Types and sources of credit, Credit cards and digital credit systems - Debt management strategies - Risk and uncertainty in family finance - Insurance as a risk management tool; Types of insurance: Life insurance, Health insurance, Property insurance, Social security schemes - Financial frauds and consumer safeguards	12-15
IV	Family Financial plans in India - Investment: Mutual funds and systematic investment plans (SIPs), Investment planning process, Bonds, debentures, and government securities, Equity investments: Basic concepts - Saving: Banking and post-office savings schemes - Retirement planning: Pension schemes and social security	12-15

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	benefits • Financial plans for girl child, women and elderly.	
V	Contemporary Issues in Family Finance • Financial literacy and financial inclusion • Digital finance and cashless transactions, Mobile banking and digital payment systems • FinTech innovations and household finance • Financial counseling and advisory services • Sustainable financial practices • Women's financial empowerment • Emerging trends in family finance and wealth management	8-10
Total Suggested Lectures		60

C.6 Prescribed Textbooks

1. Garman, E. T., & Forgue, R. E. (2023). *Personal finance* (15th ed.). Cengage Learning.
2. Goldsmith, E. B. (2016). *Resource management for individuals and families* (5th ed.). Waveland Press.
3. Kapoor, J. R., Dlabay, L. R., & Hughes, R. J. (2022). *Personal finance* (15th ed.). McGraw-Hill Education.
4. Madura, J. (2021). *Personal finance* (7th ed.). Pearson.
5. Nickell, P., Rice, A. S., & Tucker, S. P. (2019). *Management in family living* (8th ed.). Wiley.

C.7 Reference Books & Readings

1. Chandra, P. (2021). *Investment analysis and portfolio management* (6th ed.). McGraw-Hill Education.
2. Goldsmith, E. B. (2018). *Consumer economics: Issues and behaviors* (3rd ed.). Routledge.
3. Government of India. (2024). *Handbook on financial inclusion and literacy*. Ministry of Finance.
4. Reserve Bank of India. (2024). *Financial education handbook*. Reserve Bank of India.
5. Xiao, J. J. (Ed.). (2016). *Handbook of consumer finance research* (2nd ed.). Springer.

C.8 Suggested E-Resources / Digital Repositories

- SWAYAM / NPTEL: https://onlinecourses.swayam2.ac.in/imb26_mgl49/preview
- e-PG Pathshala: <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=8x0nJkh/R0vHkX1U70Z/CQ==>

C.9 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

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15.6.26

15/6/26

C. 1 Paper Identification

PAPER PROFILE	
Paper Code	MAHOM- GE206
Title of the Paper	Generic Elective II: Law, Policy and Programme for Children, Women and Family
Programme / Subject	MA — Home Science
Semester	Semester II
Nature of Course	Generic Elective (GE)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper V	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	—
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	—	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COs)

CO No.	Course Objectives
CO 1	To understand the challenges and exclusion faced by vulnerable groups from a rights-based perspective.
CO 2	To develop knowledge of child welfare laws and their application in child protection.
CO 3	To familiarize students with legal provisions related to women's rights and empowerment.
CO 4	To understand laws concerning family welfare, maintenance, and senior citizen protection.
CO 5	To analyze development programmes' impact on improving life quality and socio-economic conditions of diverse groups.

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15.6.26

15/6/26

C.4 Course Learning Outcomes (CLOs)

CLO No.	Course Learning Outcome
CLO 1	Analyse the situational realities and exclusion factors impacting vulnerable groups using a rights-based approach.
CLO 2	Apply the provisions of major child welfare laws to address issues of child labour, early marriage, abuse, and juvenile justice.
CLO 3	Assess legal options accessible to women for domestic violence, workplace harassment, economic rights, and property inheritance within current laws.
CLO 4	Interpret and utilize legal provisions concerning family maintenance and senior citizen welfare to advocate for social protection and elder care.
CLO 5	Apply knowledge of development programmes to identify community needs and suggest interventions for sustainable development and social inclusion.

C.5 Syllabus — Unit-wise Breakdown

Course Name: LAW, POLICY AND PROGRAMME FOR CHILDREN, WOMEN AND FAMILY (MAHOM-GE206)		
Unit	Content	Suggested Lectures hours
I	Overview of Provisions • Policies and action plan • Rights and social policies • Five-year plans Constitutional provisions, Law, and conventions • Constitutional provisions Conventions for the protection of children, women and the family. Rights-Based Approach • Concept of Rights and its importance • Fundamental rights • Situational analysis of women and children in India • Women and children in difficult circumstances Factors of exclusion- socio-economic, gender, geo-political	12-15
II	Legislation for Children Protection and Justice • The Juvenile Justice (Care and Protection of Children) Act, 2015 • The Protection of Children from Sexual Offences (POCSO) Act, 2012 Education and Labor • The Right of Children to Free and Compulsory Education (RTE) Act, 2009 • The Child and Adolescent Labour (Prohibition and Regulation) Act, 1986 Social Protection and Guardianship • The Prohibition of Child Marriage Act (PCMA), 2006	12-15

24/07/26

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15.6.26
15/6/26

	Guardianship and Adoption	
III	Legislation for Women: Protection Against Violence and Abuse - Protection of Women from Domestic Violence Act, 2005 - The Dowry Prohibition Act, 1961 - Bhartiya Nyaya Sanhita (BNS) / Penal Provisions - Pre-Conception and Pre-Natal Diagnostic Techniques (PCPNDT) Act, 1994 Workplace and Economic Rights - The Sexual Harassment of Women at Workplace (POSH) Act, 2013 - The Maternity Benefit (Amendment) Act, 2017 - The Equal Remuneration Act, 1976 Personal, Marriage, and Property Rights - The Hindu Succession (Amendment) Act, 2005 - The Special Marriage Act, 1954 - Hindu Adoption and Maintenance Act (HAMA), 1956 Human Dignity and Privacy - The Indecent Representation of Women (Prohibition) Act, 1986	12-15
IV	Legislation for Families: Maintenance and Financial Support - Section 144 of the Bharatiya Nagarik Suraksha Sanhita (BNSS), 2023 - The Hindu Adoptions and Maintenance Act, 1956 Senior Citizens and Elder Care - The Maintenance and Welfare of Parents and Senior Citizens Act, 2007 - National policy for senior citizens (2011)	12-15
V	Development programmes in India for urban, rural, and tribal population groups, including programmes for Nutrition, health, education, wage and self-employment, women's development, skill development, sanitation, and infrastructure.	8-10
Total Suggested Lectures		60

C.6 Prescribed Textbooks

1. Agnes, F. (1999). Law and Gender Inequality: The Policies of Women's Rights in India. Oxford University Press.
2. Biswas, T. (2008). Human Rights, Gender and Environment. In N. Pradhan (Ed.), Laws, Institutions and Rights in India. Viva Books.
3. Begum, S. M. (Ed.). (2000). Human Rights in India: issues and perspectives. APH Publishing
4. Devadas, Rajammal P. (1980) – A Textbook of Home Science, Ministry of Education and Social Welfare, Government of India.

C.7 Reference Books & Readings

1. Bajpai, A. (2017). A child's right to a family: Deinstitutionalization—In the best interest of the child. Journal of National Human Rights Commission, 16, 199–216.
2. Baxi, Upendra (1982) – The Crisis of the Indian Legal System, Vikas Publishing House.
3. Siddiqi, Fatima (2016) – Women, Law and Social Change, Rawat Publications.

Kumari Rupan
18.6.26

Prachi
15.6.26

15/6/26

24/07/26

Kalpna Srivastava

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C.8 Suggested E-Resources / Digital Repositories

- SWAYAM / NPTEL: https://onlinecourses.swayam2.ac.in/e-learning/preview/cec22_lw06
- e-PG Pathshala: <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=rsXDIwYgMOM43/At71gOFw==>

C.9 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10×2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4×5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3×10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

Note: Generic/Open Elective-I (Course Code) and II (Course Code) courses in Semester- I and Generic/Open Elective-III (Course Code) and IV (Course Code) courses in Semester- II of 2 Year Postgraduate Programme may be offered by an institution based on student demand, academic interest, and the availability of qualified faculty members. These courses shall be open to students of the concerned discipline as well as students from other disciplines, with the objective of promoting multidisciplinary and interdisciplinary learning in accordance with the principles of the National Education Policy (NEP), 2020.

For fulfilment of the programme requirements, a student shall be required to successfully complete any one of the Generic Elective courses offered during the semester. The institution may decide to offer either or both of the Generic Elective courses, subject to academic feasibility, availability of faculty expertise, and student enrolment.

24/07/26

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15-6-26
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15/6/26

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PART D — GENERAL REGULATIONS & PROVISIONS

D.1 Attendance & Eligibility

- A student must have a minimum of 75% attendance in each paper to be eligible to appear in the Semester / Annual Examination.
- Condonation of attendance deficiency shall be governed by the Regulation.
- A student detained due to shortage of attendance may appear to the examinations of same semester in the next academic session subject to payment of prescribed fees.

D.2 Examination & Promotion Rules

- A student is required to clear **at least** 60% (4 out of 6) papers of a particular Semester before being promoted to the succeeding Semester.
- Back / Ex-Student candidates shall be governed by the rules in force at the time of their original admission unless otherwise specifically notified.
- A candidate who fails in one or more papers shall be required to appear only in the failed paper(s) (Carry Forward System) in subsequent examinations of the same Semester.
- A candidate is required to clear all his papers within a maximum of **Five Years of duration** to qualify for the degree.

D.3 Grading System (CBCS)

Letter Grade	% Range	Grade Point	Performance Description	Remarks
O	≥90-100	10	Outstanding	Pass
A+	≥80<90	9	Excellent	Pass
A	≥70<80	8	Very Good	Pass
B+	≥60<70	7	Good	Pass
B	≥55<60	6	Above Average	Pass
C	≥50<55	5	Average	Pass
P	≥45<50	4	Pass	Pass
F	<45	0	Fail	Fail
Ab/M	0	0	Absent/Malpractice	Fail / Reappear

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E**PART E — ABBREVIATIONS & AUTHENTICATION****E.1 List of Abbreviations**

Abbr.	Expansion	Abbr.	Expansion
CC	Core Course	DSE	Discipline Specific Elective
GE	Generic Elective	OE	Open Elective
AEC	Ability Enhancement Course	VAC	Value Added Course
SEC	Skill Enhancement Course	IKS	Indian Knowledge System
L	Lecture (hours per week)	T	Tutorial (hours per week)
P	Practical (hours per week)	IA	Internal Assessment
CCA	Continuous & Comprehensive Assess.	CLO	Course Learning Outcome
PLO	Programme Learning Outcome	GA	Graduate Attribute
NHEQF	National HE Qualifications Framework	PROJ	Project / Dissertation

E.2 Authentication

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(Prof. Kumari Rupam)

University Department of Home Science

Patna University, Patna

Date: 18.06.2026

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15/6/26

(Dr. Aprajita Kumari)

Department of Home Science

J.D. Women's College, Patliputra University, Patna

Date: _____

Prachi
15.6.26

(Dr. Prachi Marwaha)

University Department of Home Science

L. N. Mithila University, Darbhanga

Date: 15.6.2026.

24/07/26

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M.A. Home Science
Draft Course Studies for Semester III and IV

S.No.	Paper Code	Title of the Course/Paper	L	T	P	Credits	Max. Marks	Type
SEMESTER III								
1	MAHOM-CC301	Core Course I: Research Methods in Home Science	3	1	0	4	100	CC
2	MAHOM-CC302	Core Course II: Statistics and Computer Applications	3	1	0	4	100	CC
5	MAHOM-PR303	Home Science Practical – III	0	0	4	4	100	PC
3	MAHOM-DSE 304/305/306/307	DE Basket A	3	1	0	4	100	DSE
4	MAHOM-DSE 301/302/303/304	DE Basket A	3	1	0	4	100	DSE
6		VAC/AEC/SEC	2	0	0	2	100	VAC/AEC/SEC
		Total — Semester III	14	4	4	22	600	
SEMESTER IV								
1	MAHOM-CC401	Core Course I: Food Processing and Product Development	3	1	0	4	100	CC
2	MAHOM-CC402	Core Course II: Early Childhood care and education	3	1	0	4	100	CC
5	MAHOM- PR 403	Home Science Practical IV	0	0	4	4	100	PC
3	MAHOM-DSE- 404/405/406	DSE Basket B	3	1	0	4	100	DSE
4	MAHOM-DSE- 401/402/403	DSE Basket B	3	1	0	4	100	DSE
6		VAC/AEC/SEC	2	0	0	2	100	VAC/AEC/SEC
		Total — Semester IV	14	4	4	22	600	

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15/6/26

Basket of DSE

Particulars	Semester	Course Code	Course Title
Basket I	III	MAHOM-DSE 301	Institutional Food Service Management
		MAHOM-DSE 302	Housing and Interior Design
		MAHOM-DSE 303	Public Health Nutrition
		MAHOM-DSE 304	Occupation and Applied Ergonomics
Basket II	IV	MAHOM-DE- 401	Nutrition Through Life Span
		MAHOM-DE- 402	Fashion and Apparel Designing
		MAHOM-DE- 403	Communication Technologies in Extension

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