**Kurukshetra University, Kurukshetra**

**(Established by the State Legislature Act XII of 1956)**

**(‘A+’ Grade, NAAC Accredited)**



**Scheme of Examination and Syllabus for**

**Under-Graduate Programme**

**Course: Human Development**

**Under Multiple Entry-Exit, Internship and CBCS-LOCF in accordance to NEP-2020 w.e.f.**

**2022-23 (in phased manner)**

# KURUKSHETRA UNIVERSITY, KURUKSHETRA

**Scheme of Examination for Under-Graduate Programme Under Multi Entry-Exit, Internship and CBCS-LOCF in accordance to NEP-2020 w.e.f. 2022-23(in phased manner)**

**Course: Human Development**

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| **Semester** | **Course** | **Paper (S)** | **Nomenclature of Paper** | **Credit** | **Internal****Marks** | **External Marks** | **Total marks** | **Duration** | **Hours/Week** |
| Sem-1 | CC1 Human development | B-HDS-N101 | Introduction to Human development I | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS-N102 | Introduction to Human development II | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS-N103 | Introduction to Human development Practical | 2 | 25 | 25 | 50 | 4h | 4 |
| Sem-2 | CC 2 Human development | B-HDS-N201 | Family Resource Management I | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS-N202 | Family Resource Management II | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS-N203 | Family Resource Management Practical | 2 | 25 | 25 | 50 | 4h | 4 |
| Sem-3 | CC 3Human development | B-HDS-N301 | Life span development I | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS-N302 | Life span development II | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS-N303 |  Life span development Practical | 2 | 25 | 25 | 50 | 4h | 4 |
| Sem-4 | CC 4Human development | B-HDS-N401 | Philosophy of early childhood education I | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS-N402 | Philosophy of early childhood education II | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS-N403 |  Philosophy of early childhood education Practical | 2 | 25 | 25 | 50 | 4h | 4 |
| **Sem-5 (For honors only)** | **CC 5**Human development | **B-HDS-N501** | **Childhood disability and social action I** | **2** | **25** | **25** | **50** | **3h** | **2** |
| **B-HDS-N502** | **Childhood disability and social action II** | **2** | **25** | **25** | **50** | **3h** | **2** |
| **B-HDS-N503** | **Childhood disability and social action Practical** | **2** | **25** | **25** | **50** | **4h** | **4** |
| Sem-5Choose one DSE from given options of major subjects 1&2 each | DSE-1Human development | B-HDS -N504 | Marriage and family dynamics I | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS-N505 | Marriage and family dynamics II | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HS-N506 | Marriage and family dynamics Practical | 2 | 25 | 25 | 50 | 4h | 4 |
| DSE-2Human development | B-HDS -N507 | Child rights in India I | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS -N508 | Child rights in India II | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS -N509 | Child rights in India Practical | 2 | 25 | 25 | 50 | 4h | 4 |
| DSE-3Human development | B-HDS -N510 | Legislation & policy issues in family welfare I | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS -N511 | Legislation & policy issues in family welfare II | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS -N512 | Legislation & policy issues in family welfare Practical | 2 | 25 | 25 | 50 | 4h | 4 |
| DSE-4Human development | B-HDS -N513 | Understanding gender in contemporary India I | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS -N514 | Understanding gender in contemporary India II | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS -N515 | Understanding gender in contemporary India Practical | 2 | 25 | 25 | 50 | 4h | 4 |
| DSE-5Human development | B-HDS-N516 | MOOC\* (From Swayam Portal)/ Any other platform | \* | \* | \* | \* | \* | \* |
| Sem-5Opt SEC\* major 1/major 2 with choice | SEC-I\*Human development | B-HDS –S1 | Activities and resources for child development | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS –SP1 | Activities and resources for child development Practical | 4 | 50 | 50 | 100 | 4h | 8 |
| SEC-II\*Human development | B-HDS-S2 | Entrepreneurial techniques in human development | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS-SP2 | Entrepreneurial techniques in human development Practical | 4 | 50 | 50 | 100 | 4h | 8 |
| **Sem-6****(For honors only)** | **CC 6**Human development | **B-HDS -N601** | **Guidance and counseling I** | **2** | **25** | **25** | **50** | **3h** | **2** |
| **B-HDS -N602** | **Guidance and counseling II** | **2** | **25** | **25** | **50** | **3h** | **2** |
| **B-HDS -N603** | **Guidance and counseling Practical** | **2** | **25** | **25** | **50** | **4h** | **4** |
| Sem-6Choose one DSE from given options of major subjects 1&2 each | DSE-6Human development | B-HDS -N604 | Maternal and child health I | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS -N605 | Maternal and child health II | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS -N606 | Maternal and child health Practical | 2 | 25 | 25 | 50 | 4h | 4 |
| DSE-7Human development | B-HDS -N607 | Non formal, Adult and Lifelong education I | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS -N608 | Non formal, Adult and Lifelong education I II | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS -N609 | Non formal, Adult and Lifelong education Practical | 2 | 25 | 25 | 50 | 4h | 4 |
| DSE-8Human development | B-HDS -N610 | Theories of Human Development I | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS -N611 | Theories of Human Development II | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS -N612 | Theories of Human Development Practical | 2 | 25 | 25 | 50 | 4h | 4 |
| DSE-9Human development | B-HDS-N613 | Curriculum for young children I | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS-N614 | Curriculum for young children II | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS-N615 | Curriculum for young children Practical | 2 | 25 | 25 | 50 | 4h | 4 |
| DSE-10Human development | B-HDS-N616 | MOOC\* (From Swayam Portal)/ Any other platform |  |  |  |  |  |  |
| Sem-6Opt SEC\*of major not opted in 5th sem with choice | SEC-I\*Human development | B-HDS –S1 | Activities and resources for child development | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS –SP1 | Activities and resources for child development Practical | 4 | 50 | 50 | 100 | 4h | 8 |
| SEC-II\*Human development | B-HDS-S2 | Entrepreneurial techniques in human development | 2 | 25 | 25 | 50 | 3h | 2 |
| B-HDS-SP2 | Entrepreneurial techniques in human development Practical | 4 | 50 | 50 | 100 | 4h | 8 |
| **Sem-7****(for non honors students)** | **CC 5**Human development | **B-HDS-N501** | **Childhood disability and social action I** | **2** | **25** | **25** | **50** | **3h** | **2** |
| **B-HDS-N502** | **Childhood disability and social action II** | **2** | **25** | **25** | **50** | **3h** | **2** |
| **B-HDS-N503** | **Childhood disability and social action Practical** | **2** | **25** | **25** | **50** | **4h** | **4** |
| 7th Sem | RAECHuman development | B-HDS-N701 | Research Ethics | 4 | 50 | 50 | 100 | 3h | 4 |
| B-HDS-N 702 | Research Methodology | 4 | 50 | 50 | 100 | 3h | 4 |
| Research Progression Seminar | B-LS-703 | General Seminar & Report | 4 |  |  | 100 | - | - |
| B-LS-704 | Synopsis writings & Seminar | 4 |  |  | 100 | - | - |
| **Sem-8****(for non honors students)** | **CC 6**Human development | **B-HDS -N601** | **Guidance and counseling I** | **2** | **25** | **25** | **50** | **3h** | **2** |
| **B-HDS -N602** | **Guidance and counseling II** | **2** | **25** | **25** | **50** | **3h** | **2** |
| **B-HDS -N603** | **Guidance and counseling Practical** | **2** | **25** | **25** | **50** | **4h** | **4** |
| Sem-8 | RAECHuman development | B-HDS- N804 | Research (Dissertation/Thesis) | 20 | - | - | - | - | - |
| B-HDS-N805 | Mid-term Seminar | 2 | - | - | 50 | - | - |
| B-HDS-N801 | Pre-submission Seminar | 2 | - | - | 50 | - | - |
| • CC- Core Courses; DSE- Discipline Specific Elective; SEC- Skill Enhancement Courses; RAEC- Research ability enhancement courses • Opt SEC\* Major-1/Major-2 with choice in 5th semester and Opt second SEC\* of Major-1/2 (not opted in 5 semester) in 6th semester with choice • CC-5 & CC-6 are compulsorily in semester 7 & 8, if these courses are not completed as CC-5 & CC-6 in semester 5 & 6• Internal assessment (50%) shall be based on clearly defined components of class attendance and participation (10%), mid-term exam of 2 hour duration (30%) and assignments-presentations (10%) of the credit and the rest (50%) through End term Examination. • Internship@10 credits (450 hours) after 2nd semester (only for exit options) • Internship@10 credits (450 hours) after 4th semester (compulsory for all) |

**Programme Outcomes (POs) for UG courses of Faculty of Life Sciences**

1. To develop skills in graduate students to be able to acquire theoretical and practical knowledge in fundamentals of biology in respective disciplines of plants, animals, microbes and environment.
2. To inculcate ability to critically evaluate problems and apply lateral thinking and analytical skills for professional development.
3. To create awareness on ethical issues, good laboratory practices and biosafety.
4. To develop ability in youth for understanding basic scientific learning and effective communication skills.
5. To prepare youth for career in teaching, industry, government organizations and self-reliant entrepreneurship.
6. To make students aware of natural resources and environment and its sustainable utilization.
7. To provide learning experience in students that instills deep interest in biological science for the benefit of society.

**Programme Specific Outcomes (PSOs) for Under-Graduate Programme of Course Human Development**

1. The students will be capable of using knowledge of subject and analytical methods in identifying and solving complex situations of human beings and environment taking into consideration ethics and responsibilities
2. It will help to develop values and attitudes amongst youth which will enhance personal and family growth and to sensitize them to various social issues for the development of human society.
3. Teaching of this subject will help to promote a scientific temper and competencies in research in human development and family studies.
4. This programme will develop personnel who can develop their future as teachers or as entrepreneur.
5. It will help o improve the overall personality of students with good knowledge of subject as well as effective communication skills.
6. The students will get knowledge and facilitate the development of skills and techniques in different areas of Home science, namely Foods, nutrition & dietetics, Human development and Textile, apparel and fashion designing required for personal, professional and community advancement.

## SEMESTER-I

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| **Course** | **Paper** | **Nomenclature of Paper** | **Credits** | **Internal Marks** | **External Marks** | **Total Marks** | **Exam Duration** | **Hours/week** |
| CC-1Human Development | B-HDS-N101 | Introduction to Human Development I | 2 | 25 | 25 | 50 | 3hrs. | 2 |

 **Objective:** To enable the students to become knowledgeable about the basic concepts of Human Development.

**Course Outcomes:**

1. **CO1:** To recognize the importance of holistic development of children and identify key concepts in multiple areas of lifespan psychology including concepts, facts and theoretical perspectives
2. **CO2:** To identify the basic research and evaluation methods used in lifespan psychology, including the strengths and weaknesses of each method.

**Note:** Seven questions are to be set in all and the candidates are required to attempt five questions including compulsory question. Question 1 is compulsory consisting of short answer type 5 parts (1.0 mark each) covering the entire syllabus. Out of remaining six, three questions are to be set from each section A & B, possibly splitting them in parts. Candidate is required to attempt four questions, two from each section. All five questions carry equal marks.

**UNIT-I**

1. Human development: Meaning, scope & importance and its relationship with other disciplines of study
2. Definition of growth & development; difference between growth and development
3. Principles of human growth & development.
4. Methods of Child Study and data collection - observation, interview, questionnaire, case study, experimental, cross-sectional, longitudinal methods.

**UNIT-II**

**Prenatal and postnatal stages:**

1. Conception, signs of pregnancy and discomforts during pregnancy.
2. Teratology and hazards to prenatal development.
3. Prenatal growth and activities in first, second and third trimesters of pregnancy.
4. The birth process (stages of delivery of baby and placenta), complications during delivery and types of birth.
5. Postnatal care of normal, premature and low birth weight infants.

**REFERENCES:**

1. Hurlock, Elizabeth B. (1987). Developmental Psychology, A life-span approach. Fifth Edition. Tata McGraw Hill Publishing Company Ltd. New Delhi.
2. Hurlock, Elizabeth B. (2001). Child Development. Tata MC-Graw Hill Education, India.
3. Berk, Laura E (1999). Child Development. Prentice Hall of India, PrivateLtd. New Delhi.
4. Papalie, Diane E. (1986). A child's World. Fourth Edition. McGraw HillBook Company New Delhi.
5. Ambron S.R. (19710): Child Development, Rinchart Prep, San Francisco.
6. Lerner Hultsch (1983): Human Development, A life span perspective, New York, McGraw Hill Book, Co.
7. Saraswathi, T.S. & Kaur, B. (1993): The development of Children, New York: Scientific American Books.
8. Gordon, L.J. (19710), Human Development New York: Harper & Row.

## SEMESTER-I

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| **Course** | **Paper** | **Nomenclature of Paper** | **Credits** | **Internal Marks** | **External Marks** | **Total Marks** | **Exam Duration** | **Hours/week** |
| CC-1Human Development | B-HDS-N102 | Introduction to Human Development II | 2 | 25 | 25 | 50 | 3hrs. | 2 |

**Objective:** To understand the importance of needs and holistic development of infants and children (2-6 yr)

**Course Outcomes:**

1. **CO1:** To understand the growth processes and developmental milestones taking place from conception till early childhood.
2. **CO2:** To know about the stages of prenatal development and the significance of prenatal care.

**Note:** Seven questions are to be set in all and the candidates are required to attempt five questions including compulsory question. Question 1 is compulsory consisting of short answer type 5 parts (1.0 mark each) covering the entire syllabus. Out of remaining six, three questions are to be set from each section A & B, possibly splitting them in parts. Candidate is required to attempt four questions, two from each section. All five questions carry equal marks.

**UNIT-I**

1. **Developmental milestones of infancy and babyhood**
* Physical and motor development
* Social and emotional development
* Cognitive and language development
1. **Child rearing practices**
2. **Play**: types, functions and Importance of play in infancy and preschool years.
3. **Common behavioral problems and their remedies:**  nail biting, lying, stealing, bed wetting, anger, aggression, anxiety, ADHD

**Unit –II**

1. **Early Childhood (2-6 yrs):** Concept & developmental tasks of early childhood
2. **Characteristics of early childhood**
3. **Growth and developmental details:** physical, motor, emotional, language, cognitive and social
4. **Physical and psychological hazards during early childhood**

**REFERENCES:**

1. Hurlock, Elizabeth B. (1987). Developmental Psychology, A life-span approach. Fifth Edition. Tata McGraw Hill Publishing Company Ltd. New Delhi.
2. Hurlock, Elizabeth B. (1987). Child Development Sixth Edition. MC-Graw Hill Book Co. New Delhi.
3. Berk, Laura E (1999). Child Development. Prentice Hall of India, Private Ltd. New Delhi.
4. Papalie, Diane E. (1986). A child's World. Fourth Edition. McGraw Hill Book Company New Delhi.
5. Ambron S.R. (19710): Child Development, Rinchart Prep, SanFrancisco.
6. Lerner Hultsch (1983): Human Development a life span perspective, New York, McGraw Hill Book, Co.

## SEMESTER-I

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| **Course** | **Paper** | **Nomenclature of Paper** | **Credits** | **Internal Marks** | **External Marks** | **Total Marks** | **Exam Duration** | **Hours/week** |
| CC-1Human Development | B-HDS-N103 |  Introduction to Human Development Practical Based on B-HDS-N 101 & B-HDS-N 102 | 2 | 25 | 25 | 50 | 3 hrs. | 4 |

**Objective:** To have practical knowledge about studying the growth and development of infants and preschoolers (2-6yrs)

## Course Outcomes:

1. **CO1:** To prepare various educational/ recreational games for education the population.
2. **CO2:** To understand the developmental milestones of children.

## PRACTICAL SYLLABUS

1. Preparation of recreational game/teaching aid to facilitate development in different

 domains for early childhood (toys, puppets, picture puzzle or any educational game etc.)

1. Preparing picture story book for both infants and children of nursery school.
2. Visit to Anganwadi and plotting Growth Monitoring Chart and its interpretation along with report.
3. Preparation of Immunization Card
4. Preparation of an album on developmental milestones of children.
5. Case study of a child for diagnosis and treatment of behavioral and other allied problems of the child and its adjustment.

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| **CC 1****Human Development** |
| **B-HDS-N101** | **Introduction to Human Development I** |
| **B- HDS-N102** | **Introduction to Human Development II** |
| **B- HDS –N103** | **Introduction to Human Development Practical Basedon B-HDS-N101& B-HDS-N102** |
| **CO#** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** | **PSO6** |
| **CO-****N101.1.** | **3** | **2** | **2** | **2** | **2** | **1** | **2** | **2** | **3** | **2** | **3** | **3** | **3** |
| **CO-****N101.2.** | **2** | **2** | **2** | **1** | **1** | **3** | **2** | **3** | **2** | **2** | **3** | **3** | **2** |
| **CO-N102.1.** | **2** | **2** | **1** | **2** | **2** | **3** | **3** | **3** | **2** | **3** | **3** | **2** | **3** |
| **CO-N102.2.** | **2** | **2** | **2** | **1** | **2** | **2** | **2** | **3** | **2** | **3** | **3** | **3** | **2** |
| **CO-N103.1.** | **2** | **2** | **3** | **3** | **1** | **3** | **2** | **3** | **3** | **2** | **2** | **3** | **2** |
| **CO-****N103.2.** | **2** | **1** | **2** | **1** | **2** | **2** | **2** | **3** | **3** | **3** | **3** | **3** | **3** |
| **Average** | **2.16** | **1.83** | **2.00** | **1.66** | **1.66** | **2.33** | **2.16** | **2.83** | **2.5** | **2.5** | **2.83** | **2.83** | **2.5** |

## SEMESTER-II

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course** | **Paper** | **Nomenclature of Paper** | **Credits** | **Internal Marks** | **External Marks** | **Total Marks** | **Exam Duration** | **Hours/week** |
| CC-2Human Development | B-HDS-N201 | Family Resource Management I | 2 | 25 | 25 | 50 | 3hrs. | 2 |

**Objective:** To understand the importance of management in family and personal living

**Course Outcomes:**

1. **CO1:** To improve the ability of students in management of family resources
2. **CO2:** To acquaint students with the skills of work simplification, management of time and energy.

**Note:** Seven questions are to be set in all and the candidates are required to attempt five questions including compulsory question. Question 1 is compulsory consisting of short answer type 5 parts (1.0 mark each) covering the entire syllabus. Out of remaining six, three questions are to be set from each section A & B, possibly splitting them in parts. Candidate is required to attempt four questions, two from each section. All five questions carry equal marks.

**UNIT-I**

1. Definition, concept and objectives of home management
2. Motivating factors of management:
* Values: Definition, classification and characteristics
* Goals: Definition, classification and characteristics
* Standards: Definition, classification and characteristics
1. Process of decision making:
* Definition and importance of decision making
* Types of decision
* Steps in decision making process
1. Resources: Meaning, classification and characteristics

**UNIT-II**

1. Time Management:
* Time demand during various stages of family life cycle
* Importance of time management
* Time and utility plan: steps in making time and utility plan
* Steps in process of time management
1. Energy Management
* Importance of energy management
* Types of efforts
* Types of fatigue and various ways to overcome fatigue
1. Work Simplification:
* Definition, Importance and household ways of work simplification

4. Ergonomics: Definition and principles of ergonomics

**REFERENCES:**

1. Mann, M.K. (2004). Home Management for Indian Families. Kalyani Publisher, Ludhiana.
2. Bela Bhargava (2005). Family Resource Management and Interior decoration. Apple Printer and V.R. Printers, Jaipur.
3. Nickell, P. and Dorsey, J.M. (1970). Management of Family Living. Wiley Eastern, New Delhi
4. Premalatha Mullick (2011). Textbook of Home Science, Kalyani Publishers, New Delhi.
5. Sushma Gupta, Neeru Garg and Amita Aggarwal (1993). Home Management, Hygiene and Physiology. Kalyani Publishers, Ludhiana.
6. The Educational Planning Group

## SEMESTER-II

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course** | **Paper** | **Nomenclature of Paper** | **Credits** | **Internal Marks** | **External Marks** | **Total Marks** | **Exam Duration** | **Hours/week** |
| CC-2Human Development | B-HDS-N202 | Family Resource Management II | 2 | 25 | 25 | 50 | 3hrs. | 2 |

**Objective:** To understand the importance of money management in family and consumer issues

**Course Outcomes:**

1. **CO1:** To improve the ability of students in creating and maintaining budget and importance of savings for self and family
2. **CO2:** To acquaint students with the challenges faced by consumer and make them responsible consumers by imparting knowledge of consumer protection law.

**Note:** Seven questions are to be set in all and the candidates are required to attempt five questions including compulsory question. Question 1 is compulsory consisting of short answer type 5 parts (1.0 mark each) covering the entire syllabus. Out of remaining six, three questions are to be set from each section A & B, possibly splitting them in parts. Candidate is required to attempt four questions, two from each section. All five questions carry equal marks.

**UNIT-I**

1. Money Management:
* Concept & functions of money; classification of family income
* Sources of Money: Wages, Salary, Rent, Profits, Interests
* Types of Income: Regular and Irregular income
1. Budget:
* Definition, importance and types of budgets
* Steps in making budget
1. Savings:
* Meaning and objectives
* Saving institutions- Bank, post office, chit funds, Unit Trust of India

**UNIT-II**

1. Consumer: Definition of consumer and consumer education
2. Rights, responsibilities and problems of consumers
3. Consumer Protection Laws in India
4. Consumer Protection Act
5. Standardizing and Quality control measures
* ISI, BIS, FPO, AGMARK, Eco mark, Wool mark, Silk mark, Cotton mark, Handloom mark, BEE star labelling.

**REFERENCES:**

1. Bela Bhargava (2005). Family Resource Management and Interior decoration. Apple Printer and V.R. Printers, Jaipur.
2. Home Management- A Textbook of Home Science for Senior Students. The Educational Planning Group, Arya Publishing House, Karol Bagh, New Delhi.
3. Varghese, M.N., Ogale, N.N. and Srinivasaan, K. (1992). Home Management. Wiley Eastern, New Delhi.
4. Premalatha Mullick (2011). Textbook of Home Science, Kalyani Publishers, New Delhi.
5. Sushma Gupta, Neeru Garg and Amita Aggarwal (1993). Home Management, Hygiene and Physiology. Kalyani Publishers, Ludhiana.
6. Mann, M.K. (2004). Home Management for Indian Families. Kalyani Publisher, Ludhiana.
7. Singh, S. (2007). Ergonomics Integration for Health and Productivity. Himanshu Publications, Udaipur and New Delhi.

## SEMESTER-II

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course** | **Paper** | **Nomenclature of Paper** | **Credits** | **Internal Marks** | **External Marks** | **Total Marks** | **Exam Duration** | **Hours/week** |
| CC-2Human Development | B-HDS-N203 | Family Resource Management Practical Based on B-HDS-N 210 & B-HDS-N 202 | 2 | 25 | 25 | 50 | 3hrs. | 2 |

**Objective:** To understand the importance of management of time, money and energy in real life situations

**Course Outcomes:**

1. **CO1:** To help students to identify values & goals and apply the management process by organizing an event
2. **CO2:** To make students aware of various consumer issues and food standards of market products.

**Note:** Seven questions are to be set in all and the candidates are required to attempt five questions including compulsory question. Question 1 is compulsory consisting of short answer type 5 parts (1.0 mark each) covering the entire syllabus. Out of remaining six, three questions are to be set from each section A & B, possibly splitting them in parts. Candidate is required to attempt four questions, two from each section. All five questions carry equal marks.

**PRACTICAL SYLLABUS**

1. Identification of individual and family values and preparation of time plan for self and family with reference to work simplification technique.
2. Identification of immediate, short term and long-term goals of individual and families
3. Listing out human, non-human and community resources.
4. Application of management process to organize an event, keeping in mind planning, organizing and evaluation.
5. Preparation of personal expenditure record for one month using notebook method
6. Visit to a bank and a post office to study the types of saving schemes
7. Opening of accounts in bank, crediting money and transaction techniques.
8. Identifying the adulterants by using simple techniques for any five food samples
9. Market survey to study the brand and content analysis of different labels and standardized marks of food products.

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| **CC-2****Human Development** |
| **B-HDS-N201** | **Human Resource Management I** |
| **B-HDS-N202** | **Human Resource Management II** |
| **B-HDS-N203** | **Practical Human Resource Management Based on B-HDS-N201& B-HdS-N202** |
| **CO#** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** | **PSO6** |
| **CO-N201.1.** | **3** | **2** | **1** | **2** | **2** | **1** | **3** | **3** | **3** | **2** | **3** | **3** | **3** |
| **CO-N201.2.** | **3** | **2** | **2** | **2** | **3** | **3** | **2** | **2** | **3** | **3** | **2** | **2** | **3** |
| **CO-N202.1.** | **3** | **2** | **2** | **2** | **3** | **3** | **2** | **3** | **2** | **2** | **3** | **3** | **3** |
| **CO-N202.2.** | **2** | **3** | **1** | **1** | **2** | **2** | **2** | **2** | **3** | **3** | **3** | **3** | **3** |
| **CO-N203.1.** | **2** | **2** | **3** | **3** | **3** | **2** | **1** | **3** | **2** | **3** | **2** | **2** | **2** |
| **CO-N203.2.** | **2** | **1** | **2** | **2** | **2** | **2** | **2** | **3** | **3** | **3** | **2** | **3** | **3** |
| **Average** | **2.5** | **2** | **1.83** | **2.0** | **2.5** | **2.16** | **2.0** | **2.66** | **2.66** | **2.66** | **2.5** | **2.66** | **2.83** |