

Syllabus for BA Home Science
CHOICE BASED CREDIT SYSTEM (CBCS)
(As per SEP)

Structure of **Home Science paper** as one of the option for **BA (Bachelor of Arts)**
2026-27

Paper Code	Semester	Title of the Paper	Total Credits-04 [L:T:P]	I.A. Marks [C1+C2]	External Theory Exam	Total Marks
Discipline Specific Course [DSC]						
HSC DSC-5	V	Home Science Extension And Communication	5:0:0	10+10	80	100
HSC DSC-6		Interior Decoration	5:0:0	10+10	80	100
HSC DSC-7	VI	Family Dynamics	5:0:0	10+10	80	100
HSC DSC-8		Entrepreneurship Development	5:0:0	10+10	80	100

Abbreviations:

L: Lecture
T: Tutorial
P: Practical

Course Objectives

1. To enable students to understand the concepts, principles, and methods of extension education and community development.
2. To provide knowledge about malnutrition problems, nutrition programmes, and national efforts for combating malnutrition in India.
3. To impart knowledge on communication processes, extension methods, audio-visual aids, and programme planning for community welfare.
4. To develop leadership, organizational, and communication skills for effective work with rural communities, women, and children.

UNIT –I: Introduction to extension education and Community development- (14 Hr.)

Meaning of Extension Education, Philosophy and Principles of extension education. Origin, History, Organization and functions of community development and Extension service in India.

UNIT-II: Home Science Extension – (14 Hr.)

Concept, philosophy, objectives. Home science extension Workers - qualities and activities. Components of extension and dimensions of extension education – meaning, process and principles of learning in extension

UNIT III - (14 Hr.)

A. Principles and methods of extension work- (05 Hr.)

- a. The learning and teaching process – effective teaching through different methods – individual, group and mass approach.
- b. Audio visual aids in extension work – motion pictures, radios, slides, flannel graphs, flash cards, graphs and puppet shows.

B. Program planning – (05 Hr.)

Meaning and importance, steps involved in programme planning. Welfare programmes for women and children: IRDP, ANP, ICDS, TRYSEM, DWCRA, NAEP.

C. Group organization and leadership in rural areas – (4Hr.)

Social groups – classification, leadership – classification, role and training of a good leader.

UNIT- IV: Communication: (14Hr.)

Concepts, Historical background, concept and nature, Functions of Communication, Types of Communication - communication transactions; Formal and informal communication; Verbal and Non-verbal Communication. Scope of Communication - Education, training and learning industry. Corporate Communication, Management of Organizations, Advertising and Public relations Communication and mainstream media - newspaper, radio, television and Cinema, ICTs and web based communication, Communication for social change.

UNIT –V: Understanding Human Communication- (14 Hr.)

Culture and communication - Signs, symbols and codes in communication. Principles of Communication, Elements of Communication and their characteristics, Models of Communication, Barriers to Communication.

Pedagogy – Theory Lecture, demonstration, hands-on learning through Assignment, ICT presentations, Group discussion, case studies, and workshops.

Course Outcomes

After completion of the course, students will be able to:

1. Explain the concepts, philosophy, principles, and functions of extension education and community development.
2. Apply different extension teaching methods, communication techniques, and audio-visual aids in community-based programmes.
3. Analyze welfare programmes and national initiatives related to women, children, nutrition, and rural development.
4. Demonstrate effective leadership, group organization, and communication skills for social and community development activities.

Formative Assessment (Internal)	20 Marks
Assessment Occasion/ type	Weightage in Marks
Test	10
Assignment / GD/Case study/ICT PPT/Project/etc.	10
Summative Assessment (ESE) (External)	80 Marks
Total (Formative+ Summative)	20+80=100 Marks

References

1. Addivi Reddy, "Extension Education" 1st edition, Sree Lakshmi press, Andrapradesh, 1971.
2. Aravinda Chandra, Anupama Shah and Uma Joshi, "Fundamentals of Teaching Home Science", Sterling Publishers Pvt Ltd., New Delhi, 1989.
3. Dahama O.P. and Bhat Nagar.O.P., "Extension and communication for development, Oxford and IBH Publishing company New Delhi, 1985.
4. Devadas .R.P, "Introduction to home science", Saradhalaya Press, Coimbatore - 43.
5. Food and Nutrition Board, Community Food and Nutrition Extension Unit, Rajaji Bhavan, Chennai - 90.
6. Food and Nutrition Board, Department of Women and Child Development Ministry of Human Resources Development, Government of India, Shastri Bhavan, New Delhi..

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III Year B.A- V: SEMESTER

Home Science as one option

Paper 6: INTERIOR DECORATION

Total Credits-04

Total Hours: 70

Teaching Hours: 05 h/Week

Course Objectives

1. To provide knowledge on the concepts, principles, and elements of interior design and decoration.
2. To develop understanding of colour systems, colour harmonies, lighting, and their application in interior spaces.
3. To impart skills in selection and arrangement of furniture, furnishings, accessories, and flower arrangements for functional and aesthetic interiors.
4. To enable students to understand housing, kitchen planning, table setting, and modern gardening practices for effective space organization.

UNIT-I: Introduction to Interior Designing- : (14 Hr.)

Definition & Concept, Objectives of Interior Decoration, Design: Types-Structural, Decorative elements of design – line and direction, shape and form, size, colour, texture, space. Principles of design – harmony, proportion, balance, rhythm and emphasis – meaning, types and its application.

UNIT-II: Interior Decoration: (14 Hr.)

Definition, dimensions of colour, prang colour system. Munsell colour System. Contrasting Colour Scheme, Colour harmonies, developing colour schemes for different rooms, principles of design in colour. Colour and emotional effect.

UNIT-III: Furniture: (14 Hr.)

Meaning of Furniture, Types of Furniture, and Factors to be considered in selecting Furniture, Selection and arrangement in various rooms. Furnishing – factors considered in selection of furnishing materials, floor coverings, curtains and draperies, window treatments. Accessories – definition, classification and uses. Sustainable and green interiors: Eco-friendly materials, green building concepts, sustainable furniture and furnishings.

UNIT-IV: Flower arrangement: (14 Hr.)

Importance, Styles, flowers and foliage used in arrangement, types, Care of cut flowers and foliage, steps in making flower arrangement. Lighting: Terminologies, Sources of Light in Buildings, Importance, measurements, types and lighting requirements for various activities and rooms.

UNIT –V: Housing: (14 Hr.)

Importance of housing, functions of a house, site selection and principles of designing living space. Types of house plans for various income groups. Kitchen: Various areas of kitchen, types of kitchen. Table setting – laying the table, general rules for table setting, western styles, buffet style and Indian style. Outdoor gardening – Principles of external space organization, Kitchen garden, Rooftop garden, recent trends in gardening such as Vertical garden, Aquaculture etc.

Pedagogy – Theory Lecture, demonstration, hands-on learning through Assignment, ICT presentations, Group discussion, case studies, and workshops.

Course Outcomes

After completion of the course, students will be able to:

1. Explain the principles, elements, and applications of interior design and decoration in residential spaces.
2. Apply colour schemes, lighting techniques, and furnishing arrangements suitable for different rooms and activities.
3. Demonstrate skills in flower arrangement, table setting, furniture arrangement, and interior space management.
4. Analyze housing designs, kitchen layouts, and outdoor gardening techniques for creating functional, aesthetic, and sustainable living environments.

Formative Assessment (Internal)	20 Marks
Assessment Occasion/ type	Weightage in Marks
Test	10
Assignment / GD/Case study/ICT PPT/Project/etc.	10
Summative Assessment (ESE) (External)	80 Marks
Total (Formative+ Summative)	20+80=100 Marks

References

1. Agarwala, S.C and Agarwala N.C (2015), Interior Decoration, Dhanpat Rai & Co. (Pvt.) Ltd.
2. Dutt, D. R., (2003) How best to plan and Build your Home, Pustak Mahal, Bangalore
3. Kasu, A. (2005) Interior Design, Ashis Book Centre, Mumbai
4. Khanna, G., (2007) Art of Interior Design, Indica Publishers, Delhi
5. Mike Lawrence and Janeaton, (2018) Great Home Decorating Ideas, Anness Publishing Limited, London
6. Pratap Rao M., (2001) Interior Design –Principles and Practice, Standard Publishers and Distributors, N. Delhi.
7. Premavathy S and Parveen P. (2010) Interior Design and Decoration, CBS Publishers, New Delhi.

Course Objectives:

1. To provide knowledge on the concepts, significance, and scope of family dynamics in contemporary society.
2. To develop understanding of marriage, parenthood, parenting practices, and factors influencing family relationships.
3. To impart awareness about family crises, their causes, consequences, and the role of counselling in family adjustment.
4. To enable students to understand the needs, problems, and adjustment of the aged along with the role of national and international organizations related to family welfare.

UNIT-I: Introduction to family Dynamics: (14 Hr.)

Family Dynamics – Meaning, Scope and objectives, Significance of family dynamics in contemporary society. Types of family dynamics, changing trends in Family Dynamics. Organizations dealing with issues related to Family Dynamics (in brief): International organizations – UNICEF, UNESCO, WHO. National organizations – NIPPCD, NCERT, National commission for Women.

UNIT-II: Marriage: (14 Hr.)

Meaning, preparation, functions and types of marriage. Personality development in relation to marriage. Physical, mental health, emotional maturity in relation to marriage. Factors affecting marriage relationship – religion, socio economic status, careers. Recent trends in marriage. Role of counseling- Pre-marital & marital.

UNIT- III: Family: (14 Hr.)

Meaning, family as the basic social institution, Functions of family, Types, characteristics of family. Family life cycle – stages and substages, changing trends in India regarding family pattern – structural, functional Alternate family life styles Parenthood – duties, styles of parenting, child rearing techniques. Small family norm, single parenting, adoptive, living in relationship & concepts like Lesbians, Gay, bisexual, transgender

UNIT-IV: Family stress, crisis resilience and coping: (14 Hr.)

Meaning, causes, types and consequences – Death, divorce, desertion, suicide, prolonged illness, imprisonment, unemployment, dowry, Alcoholism and Drug Addiction, war separation, economic inflation and deflation, Family stress (sources & effects), Family crisis (characteristics & types of family crisis), Family Resilience (characteristics & importance), Coping (types), Relationship between family stress, crisis, resilience & coping. Digital technology, social media & family relationships

UNIT-V: Old Age: (14 Hr.)

Meaning, physical and physiological changes, needs and adjustment of the aged. Problems of the aged- physical, psychological and social. Institution for the elderly. Place of aged in Indian society.

Pedagogy – Theory Lecture, demonstration, hands-on learning through Assignment, ICT presentations, Group discussion, case studies, and workshops.

Course Outcomes

After completion of the course, students will be able to:

1. Explain the concepts, functions, and importance of family, marriage, and family dynamics in society.
2. Analyze factors affecting marital and family relationships, parenting styles, and child rearing practices.
3. Identify different types of family crises and suggest suitable counselling and coping measures for family adjustment.
4. Evaluate the problems and needs of the elderly and describe the contribution of organizations working for family and social welfare.

Formative Assessment (Internal)	20 Marks
Assessment Occasion/ type	Weightage in Marks
Test	10
Assignment / GD/Case study/ICT PPT/Project/etc.	10
Summative Assessment (ESE) (External)	80 Marks
Total (Formative+ Summative)	20+80=100 Marks

References:

1. Hurlock, E.B., (1995): Developmental Psychology-A life span approach, 5th Edition, McGraw Hill Book Co., New York.
2. Rajammal P.Devadas and Jaya N.Muthu, (1996): A text book of Child Development, Macmillan, Delhi.
3. Suriakanthi A., (1997): Child Development – An Introduction, Kavitha Publishers.
4. Madan, T.N. and Majumdas, D.N. (1986). An Introduction to Social Anthropology, National Pu blishing House
5. Nanda V.K., (1998): Principles of Child Development, Anmol Publications Pvt. Ltd., New Delhi.
6. Berk L.E., (2004): Child Development, Pearson Longman New Delhi.
5. Mussen, P. N Conger,J.J. Kagar, J & Huston, A C(1990) Child Development & Personality(7ed) N. Y Harper Collins
7. Bridget A. W. Lydia D, Melissa M. B, (2017), Introduction to Human Development and Family Studies, Taylor and Francis Ltd.
8. Carol A. Darling, Dawn Cassidy (2014) Family Life Education: Working with Families across the Lifespan, Third Edition
9. Christine A. P., Kevin R. B.and Sharon J. P. (2016), Families & Change: Coping With Stressful Events and Transitions, SAGE Publications, Inc.
10. Naresh Gupta (2019), Human Development in India, Emerald Publisher
11. Pauline E. B., Chalandra M. B. and Jay A. M. (2014) Family Stress Management: A Contextual Approach, SAGE Publications, Inc.
12. Philip A C, E. Mavis H, (2011), Family Transitions (Advances in Family Research Series), Routledge Pvt. Ltd.
13. Radosveta D., Michael B., Fons V., (2016), Global Perspectives on Well-Being in Immigrant Families, Springer Pvt. Ltd.

Total Credits-04

Total Hours: 70

Teaching Hours: 05 hr/Week

Course Objectives

1. To provide knowledge on the concepts, characteristics, and importance of entrepreneurship and entrepreneurial development.
2. To develop understanding of entrepreneurial motivation, leadership theories, risk-taking behaviour, and factors influencing entrepreneurial growth.
3. To impart knowledge about institutional support systems, financial assistance, and government initiatives for entrepreneurs and start-ups.
4. To enable students to understand business planning, legal formalities, incentives, subsidies, and management of small-scale enterprises.

UNIT - I: Introduction to Entrepreneurship: (14 Hr.)

Entrepreneurship Meaning- Characteristics- Functions- Traits- Types Entrepreneur- Women Entrepreneurship- Rural Entrepreneurship- Role of Entrepreneurship in Economic Development – Factors affecting entrepreneurial growth.

UNIT - II: Institutional Support to Entrepreneurs : (14 Hr.)

Entrepreneurship Development Programme- Need- Objectives- Course Contents Phases- Evaluation - DIC, NSIC, SIDO, KVIC, SIDC, Industrial Estates, NIESBUD, SIDBI, EDII- - Angel Investors- Incubators- STEP- Venture Capital.

UNIT- III: Entrepreneurial Motivation : (14 Hr.)

Motivating factors for Entrepreneurs and Motivation theories for Entrepreneurship -Maslow's theory, Herzberg's-two-factor theory, Hagen's Theory, McClelland Need for Achievement theory, McGregor's Theory- Culture and society- Risk taking behavior.

UNIT -IV: Business Plan and Legal Aspects : (14 Hr.)

Development of Business Plan and starting venture- Registration Formalities- IPR Incentives and Subsidies- Need for Incentives and Subsidies- Tax benefits for SSI Units- Sickness in Small Industries- Causes and Remedies and Revival.

UNIT -V: Government Initiatives for Startups : (14 Hr.)

SAMRIDH Scheme, MSME Market Development Assistance (MDA), NIDHI Scheme (National Initiative for Development and Harnessing Innovations), Credit Linked Subsidy Scheme (CLCSS), Digital India GENESIS, MSME Sustainable (ZED) Certification, The Multiplier Grants Scheme (MGS), Startup Leadership Program (SLP), ASPIRE (A Scheme for Promotion of Innovation, Rural Industries and Entrepreneurship), Startup India Initiative, Startup India Seed Fund Scheme, Pradhan Mantri Mudhra Yojana, Atal Innovation Mission, Credit Guarantee Trust Fund, Venture Capital Assistance Scheme, The Standup India Scheme, Raw Material Assistance Scheme, Single Point Registration Scheme.

Pedagogy – Theory Lecture, demonstration, hands-on learning through Assignment, ICT presentations, Group discussion, case studies, and workshops.

Course Outcomes

After completion of the course, students will be able to:

1. Explain the concepts, functions, and types of entrepreneurship and their role in economic development.
2. Analyze entrepreneurial motivation, leadership theories, and factors influencing entrepreneurial success.
3. Prepare a basic business plan and identify legal procedures, incentives, and support systems for establishing enterprises.
4. Evaluate various government schemes, start-up initiatives, and institutional support available for entrepreneurs and small-scale industries.

Formative Assessment (Internal)	20 Marks
Assessment Occasion/ type	Weightage in Marks
Test	10
Assignment / GD/Case study/ICT PPT/Project/etc.	10
Summative Assessment (ESE) (External)	80 Marks
Total (Formative+ Summative)	20+80=100 Marks

References

1. Khanka S.S., Entrepreneurial Development, S.Chand & Co. Ltd., New Delhi, 2001.
2. Sangeeta Sharma, Entrepreneurship Development, PHI Learning Pvt. Ltd., 2016.
3. Nagendra and Manjunath, V.S., Entrepreneurship and Management, Pearson, 2010.
4. Reddy, N., Entrepreneurship: Text and Cases, Cengage Learning, 2010.
5. Roy, R., Entrepreneurship, 2nd Edition, Oxford University Press, 2011.
6. Robert D Hisrich et al - Entrepreneurship Development - Tata McGraw- Hill publishing company Ltd 2007.
7. Prasanna Chandra - Projects- Planning, Analysis, Financing, Implementation & Review - Tata McGraw- Hill publishing company Ltd 2006.