





### (Re-Accredited by NAAC at ‘A’ Grade with CGPA 3.61 out of 4)

DEPARTMENT OF HOME SCIENCE

**SYLLABUS AS PER NEP 2020**

(With effect from 2022-23)







### (Re-Accredited by NAAC at ‘A’ Grade with CGPA 3.61 out of 4)

DEPARTMENT OF HOME SCIENCE

***Syllabus of***

**Honor’s Degree in Arts Subject: HOME SCIENCE**

**(AS PER NEP 2020 GUIDELINES)**

**2023– 2024 onwards**

# Approved in BOS meeting on

**10-02-2024**

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**SDM COLLEGE (AUTONOMOUS), UJIRE DEPARTMENT OF HOME SCIENCE**

**SYLLABUS -FOUR YEARS UNDERGRADUATE PROGRAMME**

**PREAMBLE**

The role of education is paramount in nation building. One of the major objectives of UGC is maintenance of standards of higher education. Over the past decades the higher education system of our country has undergone substantial structural and functional changes resulting in both quantitative and qualitative development of the beneficiaries. Such changes have gained momentum with the introduction of Choice Based Credit System (CBCS) which further expects Learning Outcome-Based curriculum to maximize the benefits of the newly designed curriculum. The Learning Outcome-Based Curriculum in Home Science/ Family and Community Sciences will help the teachers of the discipline to visualize the curriculum more specifically in terms of the learning outcomes expected from the students at the end of the instructional process. The commission strives to promote the link of students with the society/industry such that majority of the students engage in socially productive activities during their period of study in the institutions and at least half of the graduate students will secure access to employment/self-employment or engage themselves in pursuit of higher education. The model curriculum envisages to cater to the developmental trends in higher education, incorporating multi-disciplinary skills, professional and soft skills such as team work, communication skills, leadership skills, time management skills and inculcate human values, professional ethics, and the spirit of Innovation /entrepreneurship and critical thinking among students and promote avenues for display of these talents, linking general studies with professional courses. Besides imparting disciplinary knowledge to the learners, curriculum should aim to equip the students with competencies like problem solving, analytical reasoning and moral and ethical awareness. Introduction of internship and appropriate fieldwork/case studies are embedded in the curriculum for providing wider exposure to the students and enhancing their employability.

Learning outcomes specify what exactly the graduates are expected to know after completing a programme of study. The expected learning outcomes are used as reference points to help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes. Keeping the above objectives of higher education in mind the Learning Outcome-Based Curriculum Framework (LOCF) for the discipline of Home Science has been prepared and presented here.

### Programme objectives

By learning Home Science, the students will be capable of

* To introduce the students to the field of Home Science.
* To produce comprehensive knowledge of each approaches.
* Put into practice decision making and problem solving skills to make informed choices, develop sensitivity towards the need of family and society.
* To help and execute need based, multidisciplinary action oriented activities for improving the quality of life.
* Develop lifelong ability to absorb knowledge and apply effectively to meet the challenges to ever changing life.
* promote entrepreneurship skill
* Develop the skills required to opt for higher education and career.

### Programme outcomes

* PO-1-Deliver quality tertiary education through learning while doing.
* PO-2-Reflect universal and domain-specific values in Home Science.
* PO-3-Involve communicate and engage key stakeholders.
* PO-4-Develop the ability to address the complexities and interface among of self, societal and national priorities.
* PO-5-Generate multi-skilled leaders with a holistic perspective that cuts across disciplines.
* PO-6-Instill both generic and subject-specific skills to succeed in the employment market.
* PO-7-Foster a genre of responsible students with a passion for lifelong learning and entrepreneurship.
* PO-8-Develop sensitivity, resourcefulness and competence to render service to families, communities, and the nation at large.
* PO-9-Promote research, innovation and design (product) development favoring all the disciplines in Home Science.
* PO-10-Enhance digital literacy and apply them to engage in real time problem solving and ideation related to all fields of Home Science.
* PO-11-Appreciate and benefit from the symbiotic relationship among the five core disciplines of Home Science.

**Curriculum Structure (Core and Electives) Semesters- I to IV**

|  |  |  |
| --- | --- | --- |
| **SEM** | **DSC** | **Core Papers** |
| **Sem-1** | A1 | Principles of Food and Nutrition |
| **Sem-2** | A2 | Fundamentals of Human Development |
| **Sem-3** | A3 | Early Childhood Care and Education |
| **Sem-4** | A4 | Introduction to Textiles |
| **Sem-5** | A5 | Human Development and family Dynamics |
| A6 | Interior Decoration |
| **Sem-6** | A7 | Nutritional Management |
| A8 | Resource management |

**Open Electives for 1st to 4th Semesters**

|  |  |
| --- | --- |
| **Semester** | **Title of the courses** |
| **Science stream** | **Non- Science stream** |
| First Semester | Food Preservation | Food Preservation |
| Second Semester | Teaching Materials For Early Childhood Education | Teaching Materials For Early Childhood Education |
| Third Semester | Fundamentals of Interior Decoration | Fundamentals of Interior Decoration |
| Fourth Semester | Fashion Designing | Fashion Designing |

**COURSE PATTERN AND SCHEME**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Core/ Elective  | Paper Code | Title of the Paper | Instruc tion Hours | Duration of the Examinati on (Hrs) | Max. Marks | Credits |
| Exam | I A | Total |
| I Semester B.A |
| DSC1 | Theo ry HSCT101 | Principles of Food and Nutrition | 4 | 2 | 60 | 40 | 100 | 4 |
| Practical HSCP101 | Principles of Food and Nutrition | 4 | 4 | 25 | 25 | 50 | 2 |
| OE1 |  HSOE101 | Food Preservation | 3 | 2 | 60 | 40 | 100 | 3 |
| Total number of Credits in I Semester: 09 |
| II Semester B.A |
| DSC2 | Theo ry HSCT151 | Fundamentals of Human Development | 4 | 2 | 60 | 40 | 100 | 4 |
| Practical HSCP151 | Fundamentals of Human Development | 4 | 4 | 25 | 25 | 50 | 2 |
| OE2 | HSOE151  | Teaching Materials For Early Childhood Education | 3 | 2 | 60 | 40 | 100 | 3 |
| Total number of Credits in II Semester: 09 |
| III Semester B.A |
| DSC3 | TheoryHSCT201 | Early Childhood Care and Education | 4 | 2 | 60 | 40 | 100 | 4 |
| Practical HSCP201 | Early Childhood Care and Education | 4 | 4 | 25 | 25 | 50 | 2 |
| OE3 | Theory HSOE201  | Fundamentals of Interior Decoration | 3 | 2 | 60 | 40 | 100 | 3 |

Total number of Credits in III Semester: 09

|  |
| --- |
| IV Semester B.A |
| DSC4 | Theory HSCT251 | Introduction to Textiles | 4 | 2 | 60 | 40 | 100 | 4 |
| Practical HSCP251 | Introduction to Textiles | 4 | 4 | 25 | 25 | 50 | 2 |
| OE4 | Theory HSOE251  | Fashion Designing | 3 | 2 | 60 | 40 | 100 | 3 |

Total number of Credits in IV Semester: 09

|  |
| --- |
| V Semester B.A |
| DSC5 | Theory HSCT301 | Human Development and Family Dynamics | 4 | 2 | 60 | 40 | 100 | 4 |
| Practical HSCP301 | Human Development and Family Dynamics | 4 | 4 | 25 | 25 | 50 | 2 |
| Theory HSCT 302 | Interior Decoration | 4 | 2 | 60 | 40 | 100 | 4 |
| Practical HSCP302 | Interior Decoration | 4 | 4 | 25 | 25 | 50 | 2 |

Total number of Credits in V Semester: 12

|  |
| --- |
| VI Semester B.A |
| DSC6 | Theory HSCT351 | Nutritional Management | 4 | 2 | 60 | 40 | 100 | 4 |
| Practical HSCP351 | Nutritional Management | 4 | 4 | 25 | 25 | 50 | 2 |
| Theory HSCT 352 | Resource Management | 4 | 2 | 60 | 40 | 100 | 4 |
| Practical HSCP352 | Resource Management | 4 | 4 | 25 | 25 | 50 | 2 |

 Total number of Credits in VI Semester: 12

#####  HOME SCIENCE

##### SEMESTER 1

|  |
| --- |
| Course Title: **PRINCIPLES OF FOOD AND NUTRITION**  |
| Total Contact Hours: 60Hrs | Course Credits: 4 |
| Formative Assessment Marks: 40  | Summative Assessment Marks:60 |

 **Objectives:**

* To know about nutrients and its functions in the body.
* To acquire knowledge about methods of cooking.
* To get the idea about meal planning.
* To gain ideas about food preservation.
* To built skills on food handling and storage.
* To understand the concepts of an adequate diet and the importance of meal planning
* To know the factors affecting the nutrient needs during the life cycle and RDA for

various age groups.

* To acquire skill in planning. Preparing diets in health and disease
* To understand the Physiology of Pregnancy and Lactation and how these influence

nutritional requirements.

**Course Learning Outcomes (CO)**

At the end of the course students will be able to:

* CO1: Become a healthy mother/father, care taker and a good guide in bringing up children

In healthy environment

* CO2: Exhibit the skills to work as diet planners and counsellors in hospitals.
* CO3: Take up self-employment in various food production unit.
* CO4: Apply the knowledge to preserve food at household level.
* CO5: Identify the vital link between Nutrition and Health.
* CO6: Reflect the knowledge on functions, requirements and effects of deficiency of

various nutrients.

* CO7: Work as a manager in canteen, service staff, owner of a canteen, restaurant, cabin

crew, assistant community health worker, a good care taker of the self, family and

others.

* CO8: Demonstrate the ability to provide consultancy services.

 **B.A. HOME SCIENCE** **SEMESTER- 1**

 **PRINCIPLES OF FOOD AND NUTRITION**

|  |
| --- |
| **Paper code: HSCT 101** |
| **Number of Theory Credits** | **Number of lecture hours/semester** |
| **4** | **60** |

|  |  |
| --- | --- |
| **CONTENT** | **60 Hrs.** |
| **Unit – 1 Introduction to Nutrition** | **12 Hrs** |
| **Chapter No. 1:** Definition of nutrition, Malnutrition and Health, Functions of food, Food groups -Types of food pyramids**Chapter No. 2**: Balanced diet - Meal planning – steps in meal planning | **6 Hrs** |
| **6 Hrs** |
| **Unit – 2 Nutrients** | **18 Hrs** |
| **Chapter No. 3:** Nutrients Macro and Micro nutrients- classification, Sources, functions and deficiency. A) Carbohydrates, B) Proteins C) FatsD) Minerals – Calcium, Iron, Iodine. E) Vitamins – Fat soluble vitamins – A, D, E & K Water soluble vitamins – vitamin C Thiamine, Riboflavin, Niacin**Chapter No. 4:** A) Water – Functions, sources and water balanceB) Fibre – Functions and sources, C) Energy – factors affecting BMR | **15 Hrs** |
| **3 Hrs** |
| **Unit – 3 Methods of Cooking** | **15 Hrs** |
| **Chapter No. 5.** Methods of cooking- Advantages and disadvantages a) Water – Boiling, steaming, pressure cooking b) Oil/Fat – Shallow frying, deep frying c) Air – Baking**Chapter No. 6.** Nutrition through lifecycle Nutritional requirement, dietary guidelines: Adulthood, Pregnancy, Lactation, Infancy -Complementary feeding, Pre-school, Adolescence, Old age.` | **4hrs** |
| **11hrs** |

|  |  |
| --- | --- |
| **Unit – 4 Food Preservation** | **15 Hrs** |
| **Chapter No. 7 -**Food Preservation- Objectives and principles-Methods: dehydration, temperature regulation ,using preservatives like salt and sugar**Chapter No. 8** - Food Handling and storage - freezing thermal and non-thermal methods, Canning | **8 hrs** |
| **7hrs** |

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| --- |
| **Formative Assessment = 100 marks** |
| **Assessment Occasion / type** | **Weightage in Marks** |
| Test 1 | 10 |
| Test 2 | 10 |
| Assignment + Project | 10 +10 |
| **Total** | **60 marks + 40 marks = 100 marks** |

**Practical Course:**

|  |
| --- |
| Paper Code: HSCP 101 |
| Total Contact Hours: 60 Hrs | Course Credits:2 |

**List of Experiments to be conducted**

**Unit 1**: a) Weights and Measures

b) Food pyramids

**Unit 2**: Methods of cooking

* 1. Boiling, steaming
	2. Pressure cooking, shallow and deep fat Frying
	3. Dry heat -baking

**Unit 3**: Identification of nutrient rich foods and preparation of any three nutrient rich foods

**Unit 4**: Food preservation – salt, sugar and dehydration.

|  |
| --- |
| **Formative Assessment = 100 marks** |
| **Assessment Occasion / type** | **Weightage in Marks** |
| Model Exam | 10 |
| Record | 10 |
| Assignment + Project | 5 |
| **Total** | **25 marks + 25 marks = 50 marks** |

#####

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1. Srilakshmi B, (2007), Dietetics. New Age International publishers. New Delhi
2. Srilakshmi B, (2002), Nutrition Science. New Age International publishers. New Delhi
3. Swaminathan M. (2002), Advanced text book on food and Nutrition. Volume I. Bappco.
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Applied Aspects

1. Williams S. R. (1989) : Nutrition and Diet Theory, 4h Edn., Mosley Co.

**FOOD PRESERVATION**

|  |
| --- |
| Paper Code: HSOE 101 |
| Total Contact Hours: 45 Hrs | Course Credits: 3 |
| Formative Assessment Marks:40  | Summative Assessment Marks: 60 |

**Objectives:**

* To Preventing contamination,
* To Reducing microbial numbers.
* To preventing microbial growth and delaying self-decomposition.
* To know about Food storage and Transportation.
* To Turns raw food materials into attractive, marketable products
* To Provide employment to a large population
* To boosts the shelf life of food products

**Course Learning Outcomes (CO)**

At the end of the course students will be able to:

* + CO1: Know the principles of preservation behind the methods of preservation
	+ CO2: Understand the stages of sugar cookery, quality of pectin and acidity in the development of preserved food products
	+ CO3: Acquire skills to formulate food based products
	+ CO4: Explore the principles of preservation in fruits and vegetables based products
	+ CO5: Skills to prepare cereals and pulse based preserved products and develop new products with retention of quality course.

**B.A. HOME SCIENCE** **SEMESTER 1**

 **FOOD PRESERVATION**

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| --- |
| **Course: OE 1** |
| **Number of Theory Credits** | **Number of lecture hours/semester** |
| **3** | **45** |

|  |  |
| --- | --- |
| **CONTENT** | **45 Hrs** |
| **Unit-I Concept of Food Preservation** | **10 Hrs** |
| **Chapter No.1-** Importance of Food Preservation, Types of Food spoilage by Microorganisms and by Enzymes, Basic Principles of Food PreservationFood preservatives- Use of Salt, Acid, Sugar, natural food preservatives and artificial preservatives**Chapter No. 2-** Starting a food preserving unit, Product Promotion strategies and marketing skills | **5 Hrs** |
| **5 Hrs** |
| **Unit-II Preparation of dehydrated products** | **20 Hrs** |
| **Chapter No.3** Methods of drying & dehydration , different types of driers , freeze drying- lyophilization , packing & storage**Chapter No. 4-** Drying methods for the selected products -Rice, Sago, Wheat, Maida, Rice flakes, black gram dhal, green gram dhal, Horse gram dhal Roots and Tubers.Preparation of salted, dehydrated, preserves (Traditional Indian varieties of chips, Papads, Khakharas etc and Masala Powders, onion, garlic, ginger powder etc )**Chapter No. 5-** Hands on experience :Drying of vegetables- peas, potato, carrot, French beans, Reconstitution of dried vegetables, Drying & preparation of powders- garlic, ginger, spices mix etc | **5 Hrs** |
| **7 Hrs** |
| **8 Hrs** |
| **Unit -III Preservation by Using Sugar, Chemicals, Salts and Fermentation** | **15 Hrs** |
| **Chapter No. 7 -** Role of Pectin in Preserved foods, Stages in Sugar Cookery, Sugar Concentrates – Principles of Gel Formation. |  **8 Hrs** |

|  |  |
| --- | --- |
| Hands on Experience: Preparation of Jam, Jelly, Marmalades, Sauce and Squash, Preserves, Candied, Glazed, Crystallized Fruits, Toffee, Evaluation of pH, Acidity and pectin quality, Preparation and Preservation of Fruit Juices, RTSVisit to Fruits and Vegetable processing industry**Chapter No. 8 -** Pickling – Principles Involved and Types of Pickles, Chemical Preservatives – Definition, Role of Preservation, Permitted Preservatives, FSSAI guidelines, Foods fermented by Yeasts and Bacteria, Wine and Cheese Making**Chapter No. 9 -** Hands on experience: Pickle making, Visit to Commercial Pickle Manufacturing/ Food Industry / Wine industry |  |
| **3 Hrs** |
| **4 Hrs** |

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| --- |
| **Formative Assessment = 100 marks** |
| **Assessment Occasion / type** | **Weightage in Marks** |
| Test 1 | 10 |
| Test 2 | 10 |
| Assignment + Project | 10+10 |
| **3 Total** | **60 marks + 40 marks = 100 marks** |

**Reference:**

1. Maney S (2008). Foods, Facts and Principles, 3 rd Edition Published by Wiley Eastern, New Delhi. Usha Chandrasekhar (2002) Food Science and Application in Indian Cookery, Phoenix Publishing House P. Ltd., New Delhi.
2. Raina U, Kashyap S, Narula V, Thomas S Suvira, Vir S, Chopra S (2010) Basic Food Preparation: A Complete Manual, 4th Edition, Orient Black Swan Ltd, Mumbai
3. Srivastava R.P. (2012), Fruit and vegetable preservation – Principles and Practices, International Book Distributing Co., (IBDC), New Delhi.
4. Maria Parloa (2009), canned fruit, preserves and jellies: Household methods of preparation, US Department of Agriculture, Washington. 5
5. Shafiur, Rahman, M. (2007), Handbook of Food Preservation, 2nd edition, CRC press, New Delhi

**SEMESTER 2**

|  |
| --- |
| Course Title: **FUNDAMENTALS OF HUMAN DEVELOPMENT** |
| Paper Code: **HSCT151** | Course Credits: 4 |
| Total Contact Hours: 60Hrs | Duration of ESA/Exam: 2 Hrs |
| Formative Assessment Marks: 40  | Summative Assessment Marks:60 |

**Objectives:**

* + To gain insight into the evolution of the study of Human development.
	+ To understand the theoretical perspectives in Human development.
	+ To understand the methods of studying Human development.
	+ To gain knowledge on the developmental foundations.
	+ To understand the pre-natal period.
	+ To sensitize the students to the importance of early childhood years and preschool education.

**Course Learning Outcomes (CO)**

At the end of the course students will be able to:

* + CO1: Explain the need and the importance of studying human growth and development across life span.
	+ CO2: Identify the biological and environmental factors affecting human development.
	+ CO3: Describe the characteristics, needs and developmental tasks of different stages in the human life cycle
	+ CO4: Discuss the special features characteristic of each stage and its impact on the next stage
	+ CO5: Explain the broad theoretical perspectives of different researchers.

**FUNDAMENTALS OF HUMAN DEVELOPMENT**

|  |
| --- |
| **Paper Code : HSCT151** |
| **Number of Theory Credits** | **Number of lecture hours/semester** |
| **4** | **60** |

|  |  |
| --- | --- |
| **CONTENT** | **60 Hrs** |
| **Unit – 1 Introduction** | **20 Hrs** |
| **Chapter No. 1** Human Development – Definition, needs, and Scope; Domains of Development:**Chapter No. 2** Concept and principles of Growth and development; Factors influencing growth and development.**Chapter No. 3**Methods of studying Human development, Prenatal development**Chapter No. 4** Fertilization, Pregnancy–Signs, Symptoms, Complications, Discomforts; Stages of Prenatal Development**Chapter No. 5** Child Birth - Process and types, Birth complications | **3 Hrs** |
| **5 Hrs** |
| **3 Hrs** |
| **5 Hrs** |
| **4 Hrs** |
| **Unit – 2 Infancy and Early childhood Years** | **20 Hrs** |
| **Chapter No. 6.** Infancy - Definition, Significance, Developmental Tasks, and developmental milestones; Physical growth, reflexes and perceptual abilities, Immunization Schedule;**Chapter No. 7.** Early Childhood Years- Definition, Developmental tasks; physical, motor, intellectual, language, emotional, social developmental milestones. importance of preschool education and Significance of play for all-round development**Chapter No. 8.** Piaget’s cognitive Theory and Erik Erickson’s Personality Theory. | **8 Hrs** |
| **8 Hrs** |
| **4 Hrs** |
| **Unit – 3 Middle Childhood Years** | **20 Hrs** |
| **Chapter No. 9** The Middle Childhood Years - Definition, Developmental tasks. Highlights of Physical, Social, Emotional, Intellectual development. Significance of school and functions; Importance of extra-curricular activities, Peers - Importance and Influence, Interest development | **12 Hrs** |
| **Chapter No. 10** Role of Parents and Disciplinary Techniques; Role of siblings, peers and others in the development; Behavior problems |  **8 Hrs** |

|  |
| --- |
| **Formative Assessment = 100 marks** |
| **Assessment Occasion / type** | **Weightage in Marks** |
| Test 1 | 10 |
| Test 2 | 10 |
| Assignment + Project | 10 + 10 |
| **3 Total** | **60 marks + 40 marks = 100 marks** |

**Practical Course:**

|  |
| --- |
| Paper Code: HSCP 151 |
| Total Contact Hours: 60 Hrs | Course Credits:2 |

**List of Experiments to be conducted**

* + 1. Prepare an album on the stages of prenatal development.
		2. Organize a lecture/workshop for parents on importance of the nutrition/ Needs of preschool children.
		3. Develop an activity to foster cognitive development in school children

|  |
| --- |
| **Formative Assessment 100** |
| **Assessment Occasion/ type** | **Weightage in Marks** |
| Model Test | 10 |
| Record | 10 |
| Assignment /Project | 5 |
| **Total** | 25 marks + 25marks = 50 marks |

##### **References**

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			2. Berk, L.E. (2005). Child development (5th ed.). New Delhi: Prentice Hall.
			3. Bhangaokar, R.,&Kapadia, S. (in press). Human Development Research in India: A historical overview. In G. Misra (Ed.), Hundred years of Psychology in India. New Delhi:Springer.
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			5. Kakar, S. (1998). The inner world. Psychoanalytic study of childhood and society in India Delhi: Oxford University Press.
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			8. Lightfoot, C., Cole, M., & Cole, S. (2012). The development of children

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			4. Hurlock.B.Elizabeth ‘Developmental Psychology – A Life Span Approach’ Tata McGraw Hill Publications, New Delhi Latest Edition. 3.
			5. Suriakanthi. A. (2015) ‘Child Development’ Kavitha Publications, Gandhigram, Tamil Nadu.

**SEMESTER 2**

|  |
| --- |
| **Course Title: TEACHING MATERIALS FOR EARLY CHILDHOOD EDUCATION**  |
| **Paper Code: HSOE 151** | **Total Contact Hours: 45 Hrs** |
| **Course Credits: 3** | **Duration of ESA/Exam: 2 Hrs** |
| **Formative Assessment Marks: 40**  | **Summative Assessment Marks:60**  |

**Objectives:**

* + To understand the classification and characteristics of children with special needs.
	+ To understand the causes and prevalence of children with special needs.
	+ To know the different methods and materials used for teaching young children.
	+ To know the importance of creativity.
	+ To develop interest in teaching aids.
	+ To design and develop digital teaching materials

**Course Learning Outcomes (CO)**

At the end of the course students will be able to:

* + - * + CO1: Understand the importance of teaching.
				+ CO2: Students can invent different teaching methods & materials for early years.
				+ CO3: Understand the importance of special and inclusive education for children with special needs.
				+ CO4: To learn skills, behaviors, and knowledge that a child should demonstrate at each age and stage of his or her development.
				+ CO5:  Framework that outlines what children should know and do in five developmental domains from birth to 5 years old.
				+ CO6: A strong sense of wellbeing
				+ CO7: Effective communicators

**B.A. HOME SCIENCE SEMESTER 2**

**TEACHING MATERIALS FOR EARLY CHILDHOOD EDUCATION**

|  |
| --- |
| **Course: OE**  |
| **Number of Theory Credits** | **Number of lecture hours/semester** |
| **3** | **45** |

|  |  |
| --- | --- |
| **CONTENT** | **45 Hrs** |
| **Unit-I - Concept & need for teaching learning materials** | **15 Hrs** |
| **Chapter No. 1-** Objectives of Teaching-Learning Materials, Orientation on different methods and materials used for teaching young children and studying the techniques of different methods.* The oral communication methods: (stories, songs, Music, description, explanation, etc.) and conversational methods (conversation, heuristic conversation, questioning on a special subject, etc.).
* Exploratory learning methods: direct exploration of objects and phenomena (systematic and independent observation, small experiments, etc.) and indirect exploration (demonstration through pictures, films, etc.).
* Methods based on the pupils’ direct voluntary action (exercises, practical work, etc.) and simulated action (didactic games, learning through drama, etc.).
* Use of natural materials (plants, shells, seeds, insects, rocks, sand, etc.)
* Intuitive materials (cast and clay models, Puppets, blocks, puzzles, mazes, etc)
* Figurative aids (pictures, photographs, atlas books, maps, albums, table games, etc.)
* Printed teaching aids (children’s books, workbooks, etc.). Printed

teaching aids | **15 Hrs** |

|  |  |
| --- | --- |
| * Digital material (audio & video)
 |  |
| **Unit-II – Development of Materials for Early years** | **13 Hrs** |
| **Chapter No. 2**- Design and development of developmentally appropriate play materials to foster all round development in children using indigenous materials, Developing stories, songs with music and rhythm appropriate for infancy through early childhood**Chapter No. 3 -** Creative Activities - importance, Types and values promoted, method of giving instructions. Process of scripting for puppet plays and creative drama.1. Painting – free hand, finger, thread, wax resist &spray
2. Printing -block, leaf, stencil, thumb
3. Pasting – collage, paper mosaic, sand
4. Miscellaneous-etching, marbling, dough modelling
 | **8 Hrs** |
| **5 Hrs** |
| **Unit –III- Development of Materials for developmentally challenged children** | **12 Hrs** |
| **Chapter No. 4-** Creating teaching learning materials for developmentally challenged children ( Blind, Dum& deaf, Learning disabilities, Speech disorders, Mentally retarded, Gifted children, Slow learners)**Chapter No. 5 -** Designing & developing digital play materials like videos, audio aids or audio- Visual aids | **8 Hrs** |
| **4 Hrs** |

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| **Formative Assessment = 100 marks** |
| **Assessment Occasion / type** | **Weightage in Marks** |
| Test 1 | 10 |
| Test 2 | 10 |
| Assignment + Project | 10 + 10 |
| **3 Total** | **60 marks +40 marks = 100 marks** |

**Reference:**

1. Contractor,M., (1984), Creative drama and puppetry in education, National book trust of India, Delhi.
2. Devadas P. Rajammal and N. Jaya (1996), “A Textbook on child development”, Mac Millan India Ltd. New Delhi.
3. Nasim Siddiqi, Suman Bhatia and Suptika Biswas (2007) Early Childhood Care and Education –Book IV, DOABA HOUSE, New Delhi.
4. Sen Gupta, M. (2009). Early Childhood Care and Education. New Delhi: PHI Learning Pvt. Ltd.
5. Soni, R., (2015), Theme based early childhood care and education programme- A Resource Book, NCERT.

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| Program Name | **BA Home Science** | Semester | **Third Sem** |
| Course Title | **EARLY CHILDHOOD CARE AND EDUCATION**  |
| Course No. |  **HSCT201** | No. of Credits | **4+2** |
| Contact hours | **52Hrs** | Duration of SEA/Exam | **2 Hours** |
| Formative Assessment Marks | **40** | Summative Assessment Marks | **60** |

**Objectives:**

* Multiple interacting influences on children's development and learning.
* Creating environments that are healthy, respectful, supportive and challenging for each child.
* Building family and community relationships.
* Develop research and communication.
* contextualization of knowledge

**Course Learning Outcomes (CO)**

At the end of the course students will be able to:

* CO1: Explain the importance of early childhood years and significance of intervention programs for early childhood development.
* CO2: Describe the historical developments – global and Indian including the current programs and policies in ECCE
* CO3: Identify various indigenous (Indian) models of Early Childhood Education and apply it to understand the current early childhood research, theoretical trends, and issues.
* CO4: Analyse curriculum models and pedagogical approaches in early childhood education.

Create developmentally appropriate programs for young children

**SEMESTER 3**

**EARLY CHILDHOOD CARE AND EDUCATION**

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| **Paper Code : HSCT201** |
| **Number of Theory Credits** | **Number of lecture hours/semester** |
| **4+2** | **52** |

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| **Content** | **52Hrs** |
| **Unit–I Early Childhood Care and Education** | **13 Hrs** |
| **Chapter 1** Meaning, Importance and Need for ECCE, Objectives of ECCE. | 2 Hrs |
| **Chapter 2-** Types of ECCE Programmes – Day care, Montessori, Kindergarten, Balwadi, Anganwadi. Mobile Crèche and Play Group | 4 Hrs |
| **Chapter 3-** Historical overview of Early Childhood Care and Education – Contributions of Western and Indian Educators- Gandhiji, Montessori, Frobel, and John Dewey | 5 Hrs |
| **Chapter 4-** Policies and Contributions of Agencies to ECCE in India | 2 Hrs |
| **Unit -II - Organizational Setup and Material Management** | **13 Hrs** |
| **Chapter 5:** Organizational Setup and Material Management – Place/Building/Space – indoor and outdoor, amenities and facilities for indoor and outdoor, garden, playground, storage | 5 Hrs |
| **Chapter 6:** Equipments and Materials required for Play and Learning – Selection and Care of equipments; Equipments needed for Urban and Rural preschools. | 4 Hrs |
| **Chapter 7:** Curriculum models and Programme Planning – Meaning of curriculum, curriculum models, Programme planning – Principles, Types and Factors influencing Programme planning, Programme evaluation | 4 Hrs |
| **Unit -III** | **13 Hrs** |
| **Chapter 8:** Activities for Young children in ECCE – Age/Developmentally appropriate activities, Art and creative activities, Music and Rhythmic Activities, Mathematic, Language and Communication activities; Nature and Science Activities. | 5 Hrs |
| **Chapter 9:** 3 Rs – Reading readiness, writing readiness and readiness for arithmetic; Literature for Children; Indoor and outdoor Play activities – Role of teacher in planning and implementing the activities. | 4 Hrs |
| **Chapter 10:** Parent Education and Involvement – Needs and Importance, Methods, Planning, Implementing and Evaluation of parent education program. | 4 Hrs |
| **Unit -IV** | **13 Hrs** |
| **Chapter 11:** Personnel Management – Personnel required in ECCE centre – Selection and recruitment, qualities, roles, duties and responsibilities; Supervision and monitoring, Evaluation of personnel – Cooperation and Coordination of personnel | 8Hrs |
| **Chapter 12:** Documentation and Financial Management – Importance and Principles of Record keeping, Types of records; Financial allocations and budgetaryconsiderations, budget making and Resource generation avenues | 5 Hrs |

## Pedagogy-Theory

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| **Formative Assessment :40 MARKS** |
| **Assessment Occasion/ type** | **Weightage in Marks** |
| Test 1 | 10 |
| Test 2 | 10 |
| Assignment / Project | 10+10 |
| **Total** | THEORY 60 MARKS + 40 Marks =100 |

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| Course Title | **EARLY CHILDHOOD CARE AND EDUCATION (Practical)** | Practical Credits | **2** |
| Course No. | **HSCP201** | Contact Hours | **52/13****sessions** |
| **List of Experiments to be conducted** |
| **Unit-I:** Visit to Nursery School, Day Care/ Crèches, Anganwadi/ Balwadi – Observe the early childhood education programme and write a report | **4 Hrs** |
| **Unit-II:** Plan and prepare teaching aids for physical development, storytelling, creative activities, nature and science activities | **15 Hrs** |
| **Unit-III:**1. Develop low cost and indigenous play materials for cognitive development
2. Prepare a Scrap Book/picture book/ resource book for toddlers
 | **6 Hrs** |

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| **Unit-IV:**1. Plan daily schedules on any three themes used in the ECE
2. Design a parent handbook/ brochure to provide information about an early childhood education centre
 | **5 Hrs** |

**Pedagogy-Practical:**

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| **Formative Assessment :25 MARKS** |
| **Assessment Occasion/ type** | **Weightage in Marks** |
| Model Test | 10 |
| Record | 10 |
| Assignment / Project | 5 |
| **Total** | Exam 25 Marks + IA 25 Marks =50 |

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| **References** |
| 1 | Agarwal, J. C. (2007). Early childhood care and education: principles and practices. New Delhi: Shipra |
| 2 | Agarwal, S.P. and Usmani, M. (2000). Children’s education in India: from Vedic times to twenty first century New Delhi: Shipra. |
| 3 | OECD. (2004). Curricula and pedagogies in early childhood education and care. Retrieved from <http://www.oecd.org/education/school/31672150.pd> |
| 4 | Burtonwood, N. (2002). Anthropology, Sociology and the Preparation of Teachers for a culturally Plural Society. Pedagogy, Culture and Society. 10(3), 367-387. |
| 5 | Clarke, P. (2001). Teaching &learning: the culture of pedagogy. New York: Sage |
| 6 | Kress, J.S., Norris, J. A., Schoenholz, D. A., Elias, M.J., and Seigle, P. (Nov., 2004). Bringing Together Educational Standards and Social and Emotional Learning: Making the Case for Educators. American Journal of Education, 111 (1), pp 66-89 |
| 7 | Moyles, J. & Hargreaves, L. (1998). The primary curriculum. Learning from international perspectives. London: Routledge |
| 8 | National association for the education of young children, July 1998. Learning to read and Write: developmentally appropriate practices for young children. 53 (4), 30-46. |
| 9 | NCERT (2007). Handbook of arts in education |
| 10 | Neuman, S., Dwyer, J. & Koh, S. (2007). Child/Home early language and literacy observation. Baltimore: Brookes Publishing House. |

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| Program Name | **B.A/B.Sc Home Science** | Semester | **Third Sem** |
| Course Title | **FUNDAMENTALS OF INTERIOR DECORATION**  |
| Course No. | **HSOE 201** | **OE-3** | No. of Credits | **3** |
| Contact hours | **45 Hrs** | Duration of SEA/Exam | **2Hours** |
| Formative Assessment Marks | **40** | Summative Assessment Marks | **60** |

**Objectives:**

* To focus on Housing in the present day world.
* To provide an insight into the fundamentals of design.
* To develop the skills of drawing house plans, furniture layout.
* To know the principles of design.
* To learn colour concept.

**Course Learning Outcomes (CO)**

At the end of the course students will be able to:

* CO1: Appreciate growth and development of interior design and decoration in India
* CO2: Enabling students distinguish between Interior decoration and Interior design
* CO3: Analyze place of elements and principles in interior designing
* CO4: Use of Accessories in interiors
* CO5: Understand the use of Light in interiors.
* CO6: Acquire skills to formulate colour schemes in interiors.
* CO7: Skills in arranging and placement of accessories.

**SEMESTER 3**

**FUNDAMENTALS OF INTERIOR DECORATION**

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| **Paper Code : HSOE201** |
| **Number of Theory Credits** | **Number of lecture hours/semester** |
| **3** | **45** |

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| **Content** | **45 Hrs** |
| **Unit–I Interior Design vs. Interior Decoration** |
| * 1. Interior Design and Interior Decoration: concept and basic differences
	2. Aims of Interior Design: Beauty, Expressiveness and Functionalism
	3. Interior decoration in India: History
 | 5 Hrs |
| **Unit -II - Fundamentals in Designing** |
| * 1. Design: Definition and classification, Structural and Decorative design – importance and requirements of good structural design. Classification of decorative design- naturalistic, conventional, geometric, and abstract.
	2. Elements of Art- Line- meaning and definition, types; Shape and form; Texture – meaning and classification- tactile and visual textures; Light- types
 | 15 Hrs |
| 2.3 Colour –The Prang Colour System, Dimensions of Colour, Colour schemes (related, contrasting), consideration for the choice of colour in different rooms. | 15 Hrs |
| 2.4 Principles of design - Balance: meaning and definition, classification - Rhythm: meaning and definition, types - Emphasis– meaning and definition, types, and methods of achieving - Proportion: meaning and definition, - Harmony: meaning and definition, methods of achieving. |  |
| **Unit -III Accessories in Interiors** |  |
| * 1. Accessories: Definition and importance Classification – functional, decorative and both
	2. Selection and placement of accessories
	3. Types of accessories
 | 10 Hrs |

## Pedagogy

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| **Formative Assessment :40 MARKS** |
| **Assessment Occasion/ type** | **Weightage in Marks** |
| Test 1 | 15 |
| Test 2 | 15 |
| Assignment / Project | 5+5 |
| **Total** | 60 Marks + 40 Marks =100 |

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| **References** |
| 1 | Gandotra, V., Shukul, M., and Jaiswal, N .(2010-11). Introduction to Interior Design & Decoration. New Delhi: Dominant Publishers and Distributors. (ISBN No.81-7888-295-7) |
| 2 | Goldstein. and Goldstein, V. (1967).Art in Everyday Life. New Delhi: Oxford and IBH Publishing Co. |
| 3 | Kasu, A.A (2005). Interior Design. Delhi: Ashish Book Centre |
| 4 | Mullick, P. (2016).Text Book of Home Science.(4th Ed.).Kalyani Publishers(ISBN13 9789327262766) |
| 5 | Seetharaman P., and Pannu, P .(2010). Interior Design and Decoration .New Delhi : CBS Publishers & Distributors Pvt. Ltd (ISBN No. 81-239-1192-0). |
| 6 | Bhatt,P. (2011). Foundation of Art and Design. Mumbai: The Lakhani Book Depot. |
| 7 | Gandotra, V. Shukul, M., and Jaiswal, N .(2010-11). Introduction to Interior Design & Decoration |

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| Program Name | **B.A Home Science** | Semester | **Fourth Sem** |
| Course Title | **INTRODUCTION TO TEXTILES**  |
| Course No. | **HSCT251** | No. of Credits | **4+2** |
| Contact hours | **52 Hrs** | Duration of SEA/Exam | **2 Hours** |
| Formative Assessment Marks | **40** | Summative Assessment Marks | **60** |

**Objectives:**

* To study the basics of textile.
* To understand the principles of printing & dyeing
* To assess the product properties and predict its performance during use.
* To study on laundering
* To develop skill in care of clothing
* To improve knowledge in manufacturing process of fabric.
* To access ideas on fabric finishes.
* To acquire skills in weaving.

**Course Learning Outcomes (CO)**

At the end of the course students will be able to:

* CO1: Understand the structure and production techniques of various natural and manmade fibers and their physical properties.
* CO2: Understand the various conventional and non-conventional techniques of yarn spinning.
* CO3: Demonstrate an understanding of various types of fabric forming methods.
* CO4: Gain understanding of quality parameters for fiber, yarn and fabrics.
* CO5: To introduce the basic scientific concepts related to processing and production of textiles.

**SEMESTER 4**

**INTRODUCTION TO TEXTILES**

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| **Paper Code : HSCT251** |
| **Number of Theory Credits** | **Number of lecture hours/semester** |
| **4+2** | **52** |

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| **Content** | **52Hrs** |
| **Unit–I Textile, Yarn and Fabric Construction** | **16 Hrs** |
| **Chapter 1** Meaning, Importance and Scope of Textiles, Classification of Natural and Manmade fiber. | 2 Hrs |
| **Chapter 2-** Manufacturing process and properties of Cotton, Silk, Wool, Nylon, Polyester, Classification of Yarns, Yarn Twists and Counts | 8 Hrs |
| **Chapter 3-** Parts of a Basic Loom – Shuttle, Heddle, Reed, Warp beam & Cloth Beam Basic; Weaving operation – Shedding, Picking, Beating, taking in and Letting off | 2 Hrs |
| **Chapter 4-** Basic Weaves – Plain Weave, Basket Weave, Rib, Twill, Satin, Fancy weaves –Leno, Pile and Jacquard. | 4 Hrs |
| **Unit -II - Finishing** | **12 Hrs** |
| **Chapter 5:** Objectives, Classification Finishes - Aesthetic Finishes (Singing, Bleaching, Mercerization, Tentering, Shrinking, Weighting, Calendaring, Sizing, Embossing and Napping). | 7 Hrs |
| **Chapter 6:** Finishes for enhancing special character-Functional Finishes (Fireproof, Waterproof, proof, and Mildew proof | 5 Hrs |
| **Unit -III Care of Clothing** | **6 Hrs** |
| **Chapter 7:** Laundering of Cotton, Silk and Wool and Storage | 4 Hrs |
| **Chapter 8:** Dry Cleaning – Meaning, Methods and Advantages & Disadvantages. | 2 Hrs |
| **Unit -IV Processing of Fabric** | **18 Hrs** |
| **(a) DYEING****Chapter 9:** Introduction, Principles of dyeing, Methods of dyeing (dope, fiber, yarn, fabric and garment) | 4 Hrs |
| **Chapter 10:** Synthetic Dyes: (Direct, Azoic, Basic, Vat, Solubilized vat dyes, Sulphur, Acid, Mordant, Natural, Reactive and Disperse) | 5 Hrs |
| **Chapter 11:** Natural Dyes: (Classification, their application and ecological concern) | 4 Hrs |
| **(b) PRINTING****Chapter 12:** Introduction to printing and Various methods of Printing | 4 Hrs |
| **Chapter 13:** Difference between Dyeing and Printing. | 1 Hrs |

##  Pedagogy-Theory

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| **Formative Assessment :40 MARKS** |
| **Assessment Occasion/ type** | **Weightage in Marks** |
| Test 1 | 10 |
| Test 2 | 10 |
| Assignment / Project | 10+10 |
| **Total** | THEORY 60 MARKS + 40 Marks =100 |

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| Course Title | **INTRODUCTION TO TEXTILES**  | Practical Credits | **2** |
| Course No. | **HSCP251** | Contact hours | **52 hrs / 13 Sessions** |
| **List of Experiments to be conducted** |
| 1. Fiber Identification Test-
	1. Visual test.
	2. Solubility test.
	3. Burning test and
	4. Microscopic test

(Cotton, Silk, Wool, Rayon, Polyester & Nylon fibers)1. Yarn Identification- Single, Ply, Cord, elastic, Monofilament, Multifilament and Spun Yarn
2. Identification of fiber, yarn, weave, print & dyeing
3. Weaving- Making samples of the following:
	1. Plain- Basket Ribbed.
	2. Twill- Even and Uneven
	3. Sateen Warp and Weft Face
4. Dyeing & Printing –Block/spray/stencil/tie &dye/batik

Visit to spinning/weaving/dyeing/printing unit |

**Pedagogy-Practical:**

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| **Formative Assessment : 25 MARKS** |
| **Assessment Occasion/ type** | **Weightage in Marks** |
| Model Test | 10 |
| Record | 10 |
| Assignment / Project | 5 |
| **Total** | Exam 25 Marks + IA 25 Marks =50 |

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| **References** |
| 1 | Hollen and Saddler J (1995): Textiles latest Ed., Mac Millan and Co., New York. |
| 2 | Mullick P.,(2012), “Text Book of Home Science ”Kalyani Publishers. New Delhi. |
| 3 | Potter and Cob man “Fiber to Fabric”. |
| 4 | Dorothy Burhan “A Textile Terminology” |
| 5 | Hert K.P.” Textiles fibers and their use”, IBH Publishing co. |
| 6 | Durga.Denikar “Household Textiles and Laundry” Abnaram L Sons Delhi. |
| 7 | Corbman. B. P (2001): Textile Fiber to Fabric, McGraw Hill, New York |
| 8 | Peter. R. Lord, (2003). Handbook of Yarn Production, Wood head Publishing Ltd, England. |
| 9 | Kothari, V. K, (2010). Progress in Textile Science, Vol I, II and III, IAFL Publications, New Delhi. |
| 10 | Seema Sekhri, (2011). Textbook of Fabric Science, Fundamentals to finishing, PHI Learning Private limited, New Delhi. |

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| Program Name | **B.A Home Science** | Semester | **Fourth Sem** |
| Course Title | **FASHION DESIGNING**  |
| Course No. | **HSOE 251** | No. of Credits | **3** |
| Contact hours | **45 Hrs** | Duration of SEA/Exam | **2 Hours** |
| Formative Assessment Marks | **40** | Summative Assessment Marks | **60** |

**Objectives:**

* Anticipating Consumer Trends.
* To know about fashion and fashion cycle
* To learn basics of textiles
* To identify textile fibers
* To learn fashion illustration

**Course Learning Outcomes (CO)**

At the end of the course students will be able to:

* CO1: To obtain basic knowledge on Fashion and Fashion terminology
* CO2: To acquire conceptual knowledge of elements and principles of design.
* CO3: To enable students to gain knowledge of design, textile design and fashion.
* CO4: To understand the fashion design concept and process.
* CO5: To obtain knowledge on fashion designers

**SEMESTER 4**

**FASHION DESIGNING**

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| **Paper Code : HSOE 251** |
| **Number of Theory Credits** | **Number of lecture hours/semester** |
| **3** | **45** |

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| **Content** | **45 Hrs** |
| **Unit–I- Introduction to Fashion** |
| * 1. Fashion – Definition, Classification, terminologies,
	2. Fashion cycle, Factor influencing the fashion trends,
	3. Fashion psychology and forecasting
 | 5 Hrs |
| **Unit -II- Elements and Principles of Design** |
| * 1. Introduction to textile, Textile terminology
	2. Textile fibres and their classification, physical and chemical properties of fibres.
	3. Elements of Design and colour– Definition, Types, Elements, Principles and its application in dress design in dress design.
	4. Selection of suitable clothing and design, factors affecting selection of clothing, Clothing of different age groups.
 | 25 Hrs |
| **Unit -III- Fashion Design** | 15 Hrs |
| * 1. Fashion illustration: - Definition, terminology, importance and theories, tools for fashion drawing, sketching principles, Human anatomy: - Basic human proportion of male and female.
	2. Illustration for apparels using the themes- Casual, formal, ethnic, office wear, winter, summer, and spring
	3. Fashion Designer – meaning, classification, Male and Female Designers of National repute.
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**Pedagogy**

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| **Formative Assessment : 40 MARKS** |
| **Assessment Occasion/ type** | **Weightage in Marks** |
| Test 1 | 10 |
| Test 2 | 10 |
| Assignment / Project | 10+10 |
| **Total** | 60 Marks + 40 Marks =100 |

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| --- |
| **References** |
| 1 | Derrick, L. (2018) Fashion Sketchbook: Fashion Sketchbook with figure templates (Fashion Croquis), Create Space Independent Publishing Platform |
| 2 | Elaine, S. (2013) The Dynamics of Fashion. 4th Ed. New York: Bloomsbury publication. |
| 3 | Patrick, J. I. (2003) Introduction to Fashion Design, London: B.T. Batsford |
| 4 | Sharon L. T. and Glazer, S.S. (2017), Illustrating Fashion, 4th Ed. New York: Fairchild Books. The Snap Fashion Sketch Book, Prentice Hall, New Jersey. |
| 5 | Stipelman, S. (2017) Illustrating Fashion, 4th Ed. New York: Fairchild Books. |
| 6 | Booth, J.E. (1996). Principles of Textile Testing. New Delhi: CBS Publishers & Distributors Pvt. Ltd. |
| 7 | Corbman, P.B. (1983). Textiles: Fibre to Fabric. McGraw-Hill Publishers. |
| 8 | Tyagi, A. (2016). Handbook of Fashion and Textile Design .New Delhi: Sonali publication |
| 9 | Wynne. A. (1997).Textiles, The Motivate Series Mcmillain Education Ltd. London. |

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| Program Name | **BA Home Science** | Semester | **Fifth Sem** |
| Course Title | **Human Development and Family Dynamics (Theory)** |
| Course No. | **HSCT 301** | **DSC** | No. of Credits | **4+2** |
| Contact hours | **60 Hrs** | Duration of SEA/Exam | **2 Hours** |
| Formative Assessment Marks | **40** | Summative Assessment Marks | **60** |

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| **Course Outcomes :**CO1: Understand the period of Adolescence and its developmental changes.CO2: Study the need of counselling for adolescents.CO3: Understand the physical, Physiological cognitive and socio-emotional development during adulthood stages.CO4: Sensitized about interpersonal relationships, Marriage, functions of marriage, changing trends in marriage and Family and family dynamics.CO5: Prepare for outreach activities with varied groups of adults and elderly. |
| **Content** | **60 Hrs** |
| **Unit-I. Adolescence** | **15 Hrs** |
| **Chapter No. 1**Definition, characteristics, developmental tasks of Adolescence. | **4 Hrs** |
| **Chapter No. 2**Physical changes, puberty, primaryadolescents. | and | secondary | sexual | characteristics | among | **4 Hrs** |
| **Chapter No. 3**Identity formation, social, emotional, cognitive and moral development. Interests and problems of adolescents | **5 Hrs** |
| **Chapter No. 4**Need for adolescent counseling. Techniques and methods of adolescent counseling. Education and Career guidance | **2 Hrs** |
| **Unit-II. Adulthood- Early Adulthood and Marriage** | **15 Hrs** |
| **Chapter No. 5**Historical perspectives on adulthood, Contemporary changes, increase in life expectancy | **5 Hrs** |

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| and decrease in death rate, classification of Adulthood.Early Adulthood- Characteristics and developmental tasks, physical, social, cognitive, emotional and moral development. Roles, responsibilities and adjustments. |  |
| **Chapter No. 6****Marriage** – definition, functions, areas of marital adjustments, essentials of successful marriage | 5 Hrs |
| **Chapter No. 7****Changing trends in marriage**: cohabitation, remarriage, LGBT (Lesbian, Gay, Bisexual, and Transgender) marriages | 5 hrs |
| **Unit-III. Family, Family Dynamics and Middle Adulthood** | **15 Hrs** |
| **Chapter No. 8****Family** – Definition functions and types. Changing trends in family: causes for change, single parent families, separated families, nuclear families cross-generational families,adoptive/foster families, blended families, same-sex parent families | 5 Hrs |
| **Chapter No. 9****Family Dynamics-** Definition, function and scope. Gender norms and roles in family dynamics | 5 Hrs |
| **Chapter No. 10****Middle Adulthood** - **C**haracteristics and developmental tasks. Physical, physiological andsocio-emotional changes, changes in cognitive abilities, Adjustments and hazards of middle age, preparation for retirement | 5 Hrs |
| **Unit-IV. Family crisis and Late Adulthood** | **15 Hrs** |
| **Chapter No. 11****Forms of family crisis**: Marriage, divorce/separation, remarriage, financial instability, poor work-family balance, illness, death, childlessness, child abuse/neglect, family violence, peer pressure, addiction, rape, suicide, unemployment, natural disasters, epidemics and wars.**Family cohesion**- the role of effective communication, compassion, perspective-taking, role distribution, positive conflict resolution, and teamwork.**Agencies offering support**: Marriage and family therapists, Family courts, Child guidance clinics, counseling and rehabilitation centers | 8 Hrs |
| **Chapter No. 12****Late Adulthood -** Characteristics and developmental tasks. Physical, physiological,psychological and social changes. Health care and health problems, Adjustments to retirement. successful ageing | 7 Hrs |

**Pedagogy - Theory**

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| **Formative Assessment + Summative assessment = 40+60=100 marks** |
| **Formative Assessment** | **Weightage in Marks** |
| Test 1 | 15 |
| Test 2 | 15 |
| Assignment + Project | 5 + 5 |
| **Summative Assessment** | 60 |
| **Total** | **40 marks + 60 marks = 100 marks** |

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| Course Title: | **Human development and Family Dynamics (Practical)** | Practical Credits | **2** |
| Course No. | **HSCP 301** | Contact Hours: |  **60 Hours** |
| **Practical Topics - 2 credits**  |
| **Unit I*** Conduct a study on selection of life partner/ changing trends in marriage//adjustments/ problems in marriage **OR** Plan an interaction with a counselor or therapists working in the area of interpersonal conflicts (in the family family/peer group/parent-child/ Adolescent).
 | **15Hrs** |
| **Unit II*** Conduct a role play to create awareness among college students on family values / family relationship /stability in marriage. OR Select a form of family crisis or stress. Develop an educational aid to prevent and manage the crisis.
* Visit to an Adolescent/ family counselling center and write a report
 | **15 Hrs** |
| **Unit III*** Organize a workshop for adolescents on -physical changes/health issues/ menstrual hygiene/behaviour during adolescence. OR Conduct a workshop on enhancing family cohesion and conflict resolution
 | **15 Hrs** |
| **Unit IV*** Plan, prepare and conduct activities to foster cognitive abilities / health/ nutrition/ recreational activities for the aged. **OR** Create posters about ways to improve interpersonal communication skills and patters of relating to enhance resiliency in relationships
 | **15 Hrs** |

**Assessment**

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| **Formative +Summative Assessment = 25+25=50 marks** |
| **Formative Assessment** | **Weightage in Marks** |
| Test 1 | 15 |
| Test 2 | 15 |
| Assignment / project | 5 + 5 |
| **Total** | **25 marks + 25 marks = 50 marks** |

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| **References:** |
| 1. | Arnett, J. J., & Jensen, L. A. (2019). *Human Development: A cultural approach (3rded.)*. NewYork: Pearson. |
| 2. | Berk, L.E. (2005). Child development (5th ed.). New Delhi: Prentice Hall |
| 3. | Baradha.G ‘Basics of Human Development’ Saradalaya Press, Sri Avinashilingam EducationTrust Institutions, Coimbatore 2008. |
| 4. | Cavanaugh, J., & Blanchard-Fields, F. (2011). *Adult development and aging (7thed)*. Stamford,CT: Cengage Learning. |
| 5. | Hurlock.B.Elizabeth ‘Developmental Psychology – A Life Span Approach’ Tata McGraw HillPublications, New Delhi Latest Edition. 3. |
| 6. | Kapadia, S. (2011). Psychology and human development in India. Country paper. InternationalSociety for the Study of Behavioural Development Bulletin Number 2, Serial No. 60, pp.37-42. |
| 7. | Santrock, J. (2017). A topical approach to life span development (9th ed.). New NY.:Mcgraw-HillHigher Education. |
| 8. | Singh, A. (2015). Foundations of Human Development: A life span approach. ND: Orient BlackSwan |
| 9. | Suriakanthi. A. (2015) ‘Child Development’ Kavitha Publications, Gandhigram, Tamil Nadu. |
| 10. | Walsh, B.A., Deflorio, L., Burnham, M.M., & Weiser, D.A. (2017). Introduction to HumanDevelopment and Family Studies. NY: Routledge |

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| Program Name | **BA. Home Science** | Semester | **Fifth Sem** |
| Course Title | **Interior Decoration (Theory)** |
| Course No. | **HSCT 302** | **DSC** | No. of Credits | **4+2** |
| Contact hours | **60 Hrs** | Duration of SEA/Exam | **2 Hours** |
| Formative Assessment Marks | **40** | Summative Assessment Marks | **60** |

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| **Course Outcomes (COs): At the end of the course the student should be able to*** To Learn about housing and its principles
* To understand about color and its application in interiors
* To apply elements and principles of design in interior decoration
* To know about furniture, window treatment and accessories in interiors
 |
| **Content** | **60 Hrs** |
| **Unit-I. Design Fundamentals** | **15 Hrs** |
| **Chapter No. 1**Types of design- Structural and Decorative, Naturalistic, Stylized, Geometric, Abstract. | **3 Hrs** |
| **Chapter No. 2**Elements of Art- Line, form, color, space, texture, Pattern, light. | **7 Hrs** |
| **Chapter No. 3**Principles of design- Harmony, Proportion, Balance, Rhythm, Emphasis | **5 Hrs** |
| **Unit-II. Dimension of color** | **15 Hrs** |
| **Chapter No. 4**Dimension of color- Hue, Value, Intensity, Advancing and receding colors, cool and warm colors. Characteristics of colors | **5 Hrs** |
| **Chapter No. 5**Prang color system- Primary, secondary, and Tertiary colors, color wheel.  | **5 Hrs** |
| **Chapter No. 6**Color Harmonies- Related and Non-Related Color Harmonies, Psychological implications of colors | **5 Hrs** |
| **Unit-III. Furniture and Window treatment** | **15 Hrs** |
| **Chapter No. 7**Factors to be considered in Selection, Principles of Furniture Arrangement, Furniture Arrangement for different rooms. Styles of Furniture and materials used to make furniture | 5 hrs |
| **Chapter No. 8**Windows- Types of windows- casement, bay window, sliding window, awing window, picture window. Window treatment- Modes of Hanging Curtains- Cafe, Tier, Priiilla, CrissCross, Glass, Pleated | 5 Hrs |
| **Chapter No. 9**Accessories – classification and types Flower decoration -styles and shapes | 5 Hrs |
| **Unit-IV Housing and Building Materials** | **15** |
| **Chapter No.10**Principles of Housing, Building materials | 5 |
| **Chapter No.11**Flooring and flooring materials | 5 |
| **Chapter No.12**Wall finishes | 5 |

**Pedagogy - Theory**

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| **Formative Assessment + Summative assessment = 40+60=100 marks** |
| **Formative Assessment** | **Weightage in Marks** |
| Test 1 | 15 |
| Test 2 | 15 |
| Assignment + Project | 5 + 5 |
| **Summative Assessment** | 60 |
| **Total** | **40 marks + 60 marks = 100 marks** |

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| Course Title: | **Interior Decoration (Practical)** | Practical Credits | **2** |
| Course No. | **HSCP 302** | Contact Hours: | **60 Hours** |
| **Practical Topics - 2 credits**  |
| **Unit I**Design- Structural and Decorative design. Elements of Arts and Principles of design. | **15 Hrs** |
| **Unit II**Color wheels, color harmonies. | **15 Hrs** |
| **Unit III**Furniture arrangement and Window treatment | **15 Hrs** |
| **Unit IV**Flower arrangement | **15 Hrs** |

**Assessment**

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| **Formative +Summative Assessment = 25+25=50 marks** |
| **Formative Assessment** | **Weightage in Marks** |
| Test 1 | 10 |
| Test 2 | 10 |
| Assignment / project | 5 |
| **Total** | **25 marks + 25 marks = 50 marks** |

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| **References:** |
| 1. | Prathap Rao (2003) Interior design Principles - Standard Publishers and Distributors, New Delhi. |
| 2. | Raja Rao and Subramanya (2003) Planning and Designing Residential Buildings - StandardPublishers and Distributors, New Delhi. |
| 3. | Sita Ram Premavathy Pannuparveen (2005) Interior Design and Decoration - CBS Publishers, ,New Delhi. |
| 4. | Premlatha Mullick (2015) Textbook Of Home Science - Kalyani Publishers, New Delhi. |

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| Program Name | **BA. Home Science** | Semester | **Sixth Sem** |
| Course Title | **Nutritional Management (Theory)** |
| Course No. | **HSCT 351** | **DSC** | No. of Credits | **4+2** |
| Contact hours | **60 Hrs** | Duration of SEA/Exam | **2 Hours** |
| Formative Assessment Marks | **40** | Summative Assessment Marks | **60** |

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| **Course Outcomes (COs): At the end of the course the student should be able to*** Design food plans and assess the adequacy of diets to meet the nutritional needs of humans at various stages of life cycle.
* Assess nutrition issues and conditions and recommend nutrition intervention and support to promote the health and wellbeing.
* Have the knowledge, both to develop and critique nutritional interventions designed to improve human health and well-being at specific age associated time points.
* On completion of the course students will be able to critically assess nutritional requirements and nutritional health status of an individual
 |
| **Content** | **60 Hrs** |
| **Unit-I. Introduction to RDA (Recommended Dietary Allowances /EAR (Estimated****Average Requirements) and Balanced Diet** | **15 Hrs** |
| **Chapter No. 1**Basic concept and purposes of Recommending the Dietary Allowances and Factors Affecting RDA/EAR. | **5 Hrs** |
| **Chapter No. 2**Requirements RDA/ EAR for various age groups. Uses of ICMR- RDA/EAR in planningbalance diet. | **5 Hrs** |
| **Chapter No. 3**Exchange system and Dietary Diversity | **5 Hrs** |
| **Unit-II. Nutrition in Pregnancy, Lactation, and Infancy** | **15 Hrs** |
| **Chapter No. 4**Physiological Changes occurring during Pregnancy. Importance of Food and Nutritional Care and Requirement during pregnancy. General Dietary and nutritional Problems andComplication | **5 Hrs** |

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| **Chapter No. 5**Physiology and Hormones involved in Lactation. Food supplements and galactagogues. Factors Affecting the Volume and Composition of Breast Milk. Nutritional Requirementsduring lactation | **5 Hrs** |
| **Chapter No. 6**Growth and Development of Infants. Composition of Human Milk and Human Milk Substitute. Bottle Feeding and related Problems. Weaning and Supplementary FeedingFoods. Feeding Problems and Complications. Use of growth charts and standards and prevention of growth faltering | **5 Hrs** |
| **Unit-III. Nutrition during Childhood and Adolescence** | **15 Hrs** |
| **Chapter No. 7**Growth and Development of Pre School, School Going Children. Food and Nutritional Requirements. Factors to be considered while Planning Diet for Children | **5 Hrs** |
| **Chapter No. 8**Growth Spurt during Adolescence. Food Habits, Dietary Guidelines, planning Food and Nutritional Requirements.  | **5 Hrs** |
| **Chapter No. 9**Nutritional and Behavioural Problems and Eating Disorders of adolescents.  | **5 Hrs** |
| **Unit-IV Nutrition during Adulthood and Elderly** | **15 Hrs** |
| **Chapter No. 10**Reference Man and Reference Woman. Food and Nutritional Requirements for Adultsdoing Different Activities. | **5 Hrs** |
| **Chapter No. 11**Role of exercise and Diet. Onset of Non communicable diseases/lifestyle disorders – Prevention and management | **5 Hrs** |
| **Chapter No. 12**Processes of Aging. Food and Nutritional Requirements of Elders. Nutrition Related Problems of Old Age. Dietary Guidelines and diet Modifications | **5 Hrs** |

**Pedagogy - Theory**

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| **Formative Assessment + Summative assessment = 40+60=100 marks** |
| **Formative Assessment** | **Weightage in Marks** |
| Test 1 | 15 |
| Test 2 | 15 |
| Assignment + Project | 5 + 5 |
| **Summative Assessment** | 60 |
| **Total** | **40 marks + 60 marks = 100 marks** |

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| Course Title: | **Nutritional Management (Practical)** | Practical Credits | **2** |
| Course No. | **HSCP 351** | Contact Hours: | **60** |
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| **Unit I:**1. Planning, Preparing and Evaluating Menu during Pregnancy Planning,
2. Preparing and Evaluating Menu during Lactation
 | **15 Hrs** |
| **Unit II:**1. Planning, Preparing and Evaluating Menu during Pregnancy Planning,
2. Preparing and Evaluating Menu during Lactation
 | **15 Hrs** |
| **Unit III:**1. Planning, Preparing and Evaluating Menu for School Going Children
2. Planning, Preparing and Evaluating Menu for Adolescents
 | **15 Hrs** |
| **Unit IV:**1. Planning, Preparing and Evaluating Menu for Adults
2. Planning, Preparing and Evaluating Menu for Elderly
 | **15Hrs** |

**Assessment**

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| **Formative +Summative Assessment = 25+25=50 marks** |
| **Formative Assessment** | **Weightage in Marks** |
| Record | 10 |
| Test 2 | 10 |
| Assignment / project | 5 |
| **Total** | **25 marks + 25 marks = 50 marks** |

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| **References:** |
| 1. | Mahtab, S, Bamji, Kamala Krishnasamy, Brahmam, G.N.V. (2012) Text Book of Human Nutrition, Third Edition, Oxford and IBH Publishing Co. P. Ltd., New Delhi |
| 2. | Srilakshmi, B. (2013), Dietetics, New Age International (P) Ltd., New Delhi. |
| 3. | SunetraRoday (2017). Food Science and Nutrition, Oxford University Press, New Delhi |
| 4. | Longvah, T, Ananthan, R, Bhaskarachary, K, Venkaiah, K. (2017). Indian Food CompositionTables (IFCT), Indian Council of Medical Research, National Institute of Nutrition, Hyderabad. |
| 5. | ShakuntalaManay, Shadaksharaswamy. M (2013) Foods, Facts and Principles, New AgeInternational Pvt Ltd Publishers, 2nd Edition) Ltd., New Delhi. |
| 6. | Swaminathan, M. (2012), Advanced Textbook on Food and Nutrition, Vol. 1, Second Edition,Bangalore Printing and Publishing Co. Ltd., Bangalore. |

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| Program Name | **BA. Home Science** | Semester | **Sixth Sem** |
| Course Title | **Resource Management (Theory)** |
| Course No. | **HSCT 352** | **DSC** | No. of Credits | **4+2** |
| Contact hours | **60 Hrs** | Duration of SEA/Exam | **2 Hours** |
| Formative Assessment Marks | **40** | Summative Assessment Marks | **60** |

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| **Course Outcomes (COs): At the end of the course the student should be able to*** Understand the available resources and develop the ability to evaluate the managerial efficiency and effectiveness in the family and other organization.
* Acquire an understanding of real-world challenges in HRM and identify measures to ensure a stable work environment efficiently through proper coordination, employee empowerment and training practices
* Critical thinking skills by developing a data-driven approach to improve business productivity and performance.
* Understand International Human Resource Management
 |
| **Content** | **60Hrs** |
| **Unit-I. Introduction to Resource Management** | **15 Hrs** |
| **Chapter No. 1**Resources: Definition and Classification – Human and Non-Human Resources,  | **5 Hrs** |
| **Chapter No. 2**Renewable and Non-Renewable resources, Energy conservation and sustainability | **5 Hrs** |
| **Chapter No. 3** | **5 Hrs** |
| Management: Definition, Motivating factors, Managerial Process, Decision making and Problem Solving. |  |
| **Unit-II Management of Time, Money, and Energy** | **15 Hrs** |
| **Chapter No. 4**Time ManagementTime plan, Tools, Process and practices. | **5 Hrs** |
| **Chapter No. 5**Money ManagementBudget plan, Account Keeping, Saving Process and Practice | **5 Hrs** |
| **Chapter No. 6**Energy Management Fatigue, Work simplification, Workspace management | **5 Hrs** |
| **Unit-III. Human Resource Management** | **15 Hrs** |
| **Chapter No. 7**Fundamentals of Human Resource ManagementConcepts, Roles and Responsibilities, HR policies, Principles and Practices, Managerial Decisions and Problem Solving, Manpower planning and Resourcing, OrganizationStructure, and behaviour | **5 Hrs** |
| **Chapter No. 8**Recruitment and SelectionConcepts, Factors Affecting Recruitment, Types of Recruitment, Process of Selection, Selection Tests, Barriers in Selection | **5 Hrs** |
| **Chapter No. 9**Performance and Compensation ManagementObjectives and methods of Performance and Appraisal, Appraisal Forms and Formats, Competency Mapping, Forms and bases for compensation, job evaluation and compensation/evaluation systems, Rewards, Promotion and Transfer | **5 Hrs** |
| **Unit-IV. Human Resource Development** | **15 Hrs** |
| **Chapter No. 10**Managerial Communication and Skill DevelopmentEmployee training and development, Managerial Accounting and Business statistics | **5 Hrs** |
| **Chapter No. 11**, HR Audit, Corporate Social Responsibility and Business Ethics, Government regulations and Labor Laws. | **5 Hrs** |
| **Chapter No. 12**International Human Resource Management Human Resources in a Comparative Perspective, International Recruitment and Selection, Challenges of IHRM, InternationalLabor Standards, Approaches to International Compensation | **5 Hrs** |

 **Pedagogy - Theory**

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| **Formative Assessment + Summative assessment = 40+60=100 marks** |
| **Formative Assessment** | **Weightage in Marks** |
| Test 1 | 15 |
| Test 2 | 15 |
| Assignment + Project | 5 + 5 |
| **Summative Assessment** | 60 |
| **Total** | **40 marks + 60 marks = 100 marks** |

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| Course Title: | **Resource Management (Practical)** | Practical Credits | **2** |
| Course No. | **HSCP 352** | Contact Hours: | **60** |
| Unit I:Preparation of time plans for self | **15 Hrs** |
| Unit II:Time and Motion Studies for simplifying work- Flow process chart etc., Kitchen Planning.  | **15 Hrs** |
| Unit III:Money Management, Planning budget, and maintenance of accounts | **15 Hrs** |
| Unit IV:Organize a panel discussion on International Labor laws/ International Compensation | **15 Hrs** |

**Assessment**

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| **Formative +Summative Assessment = 25+25=50 marks** |
| **Formative Assessment** | **Weightage in Marks** |
| Record | 10 |
| Test 2 | 10 |
| Assignment / project | 5 |
| **Total** | **25 marks + 25 marks = 50 marks** |

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| --- |
| **References:** |
| 1. | Armstrong, M. (2003). A Handbook of Human Resource Management Practice. Kogan Page, London, UK |
| 2. | Gratton, L. (1994). Implementing Strategic Intent: Human Resource Processes as a Force forChange, Business Strategy Review. 5(1):47-66. |
| 3. | Heneman, H. G. and Judge, T. A. (2003). Staffing Organizations, McGraw-Hill, London, UK. |
| 4. | Sharma, I. J. 1984. The Culture Context of Indian Managers, Management and Labour Studies, 9:72- 80 |
| 5. | Singh, K. (2003). Strategic HR Orientation and Firm Performance in India, International Journalof Human Resource Management, 14(4): 530-4 |
| 6. | Gross. I. H.,Crandall,E.W.andKnoll,M.M.(1980).*Management for Modern Families.*New Jersey: Prentice Hall Inc |
| 7. | Bhargava, B. (2005). *Family Resource Management and Interior Decoration*, Jaipur: Apple Printer and V. R. Printers |
| 8. | Varghese, M. A., Ogale. N. and Srinivasan K. (1985). *Home Management*. New Delhi: New Age International (P) Limited, Publishers (ISBN 13: 9780852269046 |

## Question paper Pattern for I-IV Semester end examinations

CODE NO: Reg No:

**SDM COLLEGE (AUTONOMOUS), UJIRE**

**CORE SUBJECT-SEMESTER END EXAMINATION**

### B.A-HOME SCIENCE

**PAPER-SEMESTER I/II/III/IV/V/VI**

### TOPIC-

TIME: 2HRS Max Marks 60

### Note: Answer all Parts PART- A

**PART-A**

1. **Answer any TEN of the following questions 10x2=20**

**a.**

**b.**

**c.**

**d.**

**e.**

**f.**

**g.**

**h.**

**i.**

**j.**

**k.**

**l.**

1. **Answer the following question 4x10=40**
2. a. 6

 b. 4

OR

1. a. 6

 b. 4

1. a. 6

 b. 4

OR

1. a. 6

 b. 4

1. a. 6

 b. 4

OR

1. a. 6

 b. 4

1. a. 6

 b. 4

OR

1. a. 6

 b. 4

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**S.D.M. COLLEGE (AUTONOMOUS), UJIRE**

**(NEP) ALL SEMESTER OPEN ELECTIVE EXAMINATION, MONTH**

**BA- HOME SCIENCE**

**PAPER II –**

Time: 2 Hour Max Marks: 60

**PART-A**

1. **Answer any TEN of the following questions 10x2=20**

**a.**

**b.**

**c.**

**d.**

**e.**

**f.**

**g.**

**h.**

**i.**

**j.**

**k.**

**l.**

 **PART-B**

1. **Answer the following question 4x10=40**
2. a. 5

 b. 5

OR

1. a. 5

 b. 5

1. a. 5

 b. 5

OR

1. a. 5

 b. 5

1. a. 5

 b. 5

OR

1. a. 5

 b. 5

1. a. 5

 b. 5

OR

1. a. 5

 b. 5

**S.D.M. COLLEGE (AUTONOMOUS), UJIRE**

**S.D.M. COLLEGE (AUTONOMOUS), UJIRE**

**CORE SUBJECT-INTERNAL EXAMINATIONS**

**HOME SCIENCE**

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| --- | --- | --- |
| **CODE NUMBER** | **PAPER -** | **SEMESTER- 1/II /III/IV** |
| **TOPIC-****Time::1 hr** |  |  **Max marks: 25** |
| **I Answer any FIVE of the following** | **5X2=10** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |
| 6. |  |  |
| **II Answer any THREE of the following 3X5=15** |
| 1.2.3.4.5. |  |  |
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 **S.D.M. COLLEGE (AUTONOMOUS), UJIRE**

**OPEN ELECTIVES-INTERNAL EXAMINATIONS**

**HOME SCIENCE**

**CODE NUMBER PAPER - SEMESTER- I/II /III/IV**

**Time::1 hr Max marks: 25**

## I Answer any FIVE of the following 1X5=5

1.

2.

3.

4.

5.

6.

## II Answer the following

1a) 5Marks

b) 5 Marks

  **OR**

**2**a) 5Marks

b) 5 Marks

**3**a) 5Marks

b) 5 Marks

**OR**

**4**a) 5Marks

b) 5 Marks

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**SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE (AUTONOMOUS), UJIRE – 574240**

**VALUE ADDED COURSE ON**

**HOME MANAGEMENT FOR HAPPY LIVING**

**TOTAL HOURS: 40**

**Preamble:**

Home management is the vital factor in every members contributing to the overall health, happiness and wellbeing of the family. Management today is an important factor in every sphere of activity. The concept of management deals with achieving desired goals through planned activity. It is an essential component of family living. Home management for happy living is the natural outcome of human relationship in the home environment. When the family is established, management becomes one of the major responsibilities of the family living.

**Learning objectives:**

* To identify the application and principles of management.
* To study the values, standards and goals which give meaning to the lives, thoughts, feelings and experiences of the members of the family
* To identify the family desired goals.
* To understand the management of resources in our day to day life.

**Learning Outcomes:**

* Students will be able to plan, control and evaluate the use of resources of family for the purpose of attaining family goals.
* Effective management enhances the chances of achieving goals by making wise decisions and proper utilization of resources.
* Students will be able to develop creative and innovative skills
* Students will be able to manage family income and its proper distribution.

**Unit-I Home Management Hours: 8**

1. Meaning, Process, Classification and Characteristics
2. Money Management- Family Income, Budgeting, Savings, Investment
3. Consumer Education – Needs for education, Responsibility, Problems faced by the consumer, and Rights

 **Unit-II Textiles and Clothing Hours: 8**

1. Fibres- Meaning and Classification
2. Care of Clothing (Cotton, Silk, Wool)
3. Stains and stain removal methods- Dip, Drop, Steam, Sponge
4. Traditional Indian Textiles and Embroidery

**Unit-III Principles of Food and Nutrition Hours: 8**

1. Meaning of Food, Nutrition, Nutrients, Health, and Malnutrition
2. Classification of Food, Classification of Nutrients, and Food guide pyramid
3. Scientific and safe cooking, Methods of cooking and kitchen safety

**Unit-IV House Keeping and Interior Decoration Hours: 8**

1. Care and maintenance of household equipment’s (Mixer, Oven, Refrigerator, Washing machine, and Geyser)
2. Flower Arrangement- Types, Care and maintenance, Materials and Flowers
3. Etiquette- Planning and organizing a party, Table setting, and Role of Hostess

**Practical: Hours: 8**

1. Basic Embroidery making- Chain stitch, Cross, Herringbone, Blanket, and French knot
2. Napkin Folding
3. Cards making- Greeting card, Thank you card, Get well card and Book mark card
4. Preparing one nutritious recipes without fire.

**Reference books:**

1. Bermard P Corbman, (2001), Textiles-Fiber to Fabric, 6th edition, Mc Graw Hill International Editions, New Delhi.
2. Nickel and Dorsey, (1986), Management in Family Living, 3rd Edition, John Wiley & Sons Inc Publication, New York.
3. Premavathy Seetharaman, Praveen Pannu, (2005), Interior Design and Decoration, CBS Publishers and Distributors, Bangalore
4. Swaminathan M S, (1985), Essentials of Food and Nutrition Fundamentals Aspects, 7th Edition, New age International Publishers, Bangalore.
5. Varghese, Ogle and Srinivasan, (1980), Home Management, Wiley Eastern Ltd., New Delhi.
6. Wingate I. B, (1976), Textile Fabrics and their selection, Englewood Cliffs Prentice Publication, New Jersey.

**Scheme of Examination**

**Internal Assessment 10 marks**

Marks based on

a) Assignments on the topic or

 b) Survey report or

c) Minor project

**Term End Examination 40 marks**

**Duration of Examination 02 Hours**

I Answer any four of the following **4x5=20**

1.

2.

3.

4.

5.

II Practical **4x5=20**

1.

2.

3.

4.