



UJIRE – 574 240

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DEPARTMENT OF HOME SCIENCE

Syllabus of
**Bachelor's Degree in
Home Science**

**CHOICE BASED CREDIT SYSTEM
SEMESTER SCHEME
UNDER NEW EDUCATION POLICY 2020
2021-22 ONWARDS**

**BOS meeting held on 10-02-2024
Academic Council meeting, held on 23-03-2024**

HOME SCIENCE AS DISCIPLINE

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

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

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	<i>Introduction to Textiles</i>
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 Examina ti on (Hrs)	Max. Marks			Credits
					Exa m	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	Theory HSCT201	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: HSCT 101- PRINCIPLES OF FOOD AND NUTRITION	
Total Contact Hours: 60Hrs	Course Credits: 4
Formative Assessment Marks: 40	Summative Assessment Marks:60

Objectives:

1. To know about nutrients and its functions in the body.
2. To acquire knowledge about methods of cooking.
3. To get the idea about meal planning.
4. To gain ideas about food preservation.
5. To built skills on food handling and storage.
6. To understand the concepts of an adequate diet and the importance of meal planning
7. To know the factors affecting the nutrient needs during the life cycle and RDA for various age groups.
8. To acquire skill in planning. Preparing diets in health and disease
9. 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:

1. CO1: Become a healthy mother/father, care taker and a good guide in bringing up children In healthy environment
2. CO2: Exhibit the skills to work as diet planners and counsellors in hospitals.
3. CO3: Take up self-employment in various food production unit.
4. CO4: Apply the knowledge to preserve food at household level.
5. CO5: Identify the vital link between Nutrition and Health.
6. CO6: Reflect the knowledge on functions, requirements and effects of deficiency of various nutrients.
7. 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.

8. 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	6 Hrs
Chapter No. 2: Balanced diet - Meal planning – steps in meal planning	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) Fats D) Minerals – Calcium, Iron, Iodine. E) Vitamins – Fat soluble vitamins – A, D, E & K Water soluble vitamins – vitamin C Thiamine, Riboflavin, Niacin	15 Hrs
Chapter No. 4: A) Water – Functions, sources and water balance B) Fibre – Functions and sources, C) Energy – factors affecting BMR	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	4hrs
Chapter No. 6. Nutrition through lifecycle Nutritional requirement, dietary guidelines: Adulthood, Pregnancy, Lactation, Infancy -Complementary feeding, Pre-school, Adolescence, Old age.	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	8 hrs
Chapter No. 8 - Food Handling and storage - freezing thermal and non-thermal methods, Canning	7hrs

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

a) Boiling, steaming

b) Pressure cooking, shallow and deep fat Frying

c) 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

References:

1. Gopalan. C, RamaSastry B.V., and S.C. Balasubramanian (2009), Nutritive value of Indian Foods, NIN.ICM, Hyderabad.
2. Hugher C., Bennion M. (1970): Introductory Foods, 5th Edn., Macmillan Company
3. Mudambi S R and Rajagopal M V, (2008), Fundamentals of Foods, Nutrition & diet therapy by New Age International Publishers, New Delhi.
4. Robinson C H Lawler M R., Chenoweth W L and Garwick A. E. (1986) Normal and Therapeutic Nutrition, 17th Edn, Macmillan Publishing Co.
5. Srilakshmi B, (2007), Dietetics. New Age International publishers. New Delhi
6. Srilakshmi B, (2002), Nutrition Science. New Age International publishers. New Delhi
7. Swaminathan M. (2002), Advanced text book on food and Nutrition. Volume I. Bappco.
8. Swaminathan M S (1985) Essentials of food and nutrition fundamentals Aspects
VII:Applied Aspects
9. 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:

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

Course Learning Outcomes (CO)

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

1. CO1: Know the principles of preservation behind the methods of preservation
2. CO2: Understand the stages of sugar cookery, quality of pectin and acidity in the development of preserved food products
3. CO3: Acquire skills to formulate food based products
4. CO4: Explore the principles of preservation in fruits and vegetables based products
5. 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**

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 Preservation Food preservatives- Use of Salt, Acid, Sugar, natural food preservatives and artificial preservatives	5 Hrs
Chapter No. 2- Starting a food preserving unit, Product Promotion strategies and marketing skills	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	5 Hrs
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)	7 Hrs
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	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, RTS	
Visit 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	3 Hrs
Chapter No. 9 - Hands on experience: Pickle making, Visit to Commercial Pickle Manufacturing/ Food Industry / Wine industry	4 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

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:

1. To gain insight into the evolution of the study of Human development.
2. To understand the theoretical perspectives in Human development.
3. To understand the methods of studying Human development.
4. To gain knowledge on the developmental foundations.
5. To understand the pre-natal period.
6. 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:	3 Hrs
Chapter No. 2 Concept and principles of Growth and development; Factors influencing growth and development.	5 Hrs
Chapter No. 3 Methods of studying Human development, Prenatal development	3 Hrs
Chapter No. 4 Fertilization, Pregnancy–Signs, Symptoms, Complications, Discomforts; Stages of Prenatal Development	5 Hrs
Chapter No. 5 Child Birth - Process and types, Birth complications	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;	8 Hrs
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	8 Hrs
Chapter No. 8. Piaget’s cognitive Theory and Erik Erickson’s Personality Theory.	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

1. Baradha G, (2007) “Basics of Human Development” Sarvodalaya Press, Avinashilingam Education Trust Institutions, Coimbatore.
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.
4. Feldman, R., & Babu, N. (2009). Discovering the life span. New Delhi: Pearson
5. Kakar, S. (1998). The inner world. Psychoanalytic study of childhood and society in India Delhi: Oxford University Press.
6. Kapadia, S. (2011). Psychology and human development in India. Country paper. International Society for the Study of Behavioral Development Bulletin Number 2, Serial No. 60, pp.37-42.
7. Keenan, T., Evans, S., & Crowley, K. (2016). An introduction to child development. Sage.
8. Lightfoot, C., Cole, M., & Cole, S. (2012). The development of children (7th edition.). New York: Worth Publishers.
9. Santrock, J. (2017). A topical approach to life span development (9th ed.). New York, McGraw-Hill Higher Education.
10. Singh, A. (2015). Foundations of Human Development: A life span approach. ND: Orient Black Swan.
11. Walsh, B.A., DeFlorio, L., Burnham, M.M., & Weiser, D.A. (2017). Introduction to Human

Development and Family Studies. NY: Routledge

12. Hurlock.B.Elizabeth 'Developmental Psychology – A Life Span Approach' Tata McGraw Hill Publications, New Delhi Latest Edition. 3.
13. 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:

1. To understand the classification and characteristics of children with special needs.
2. To understand the causes and prevalence of children with special needs.
3. To know the different methods and materials used for teaching young children.
4. To know the importance of creativity.
5. To develop interest in teaching aids.
6. To design and develop digital teaching materials

Course Learning Outcomes (CO)

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

1. CO1: Understand the importance of teaching.
2. CO2: Students can invent different teaching methods & materials for early years.
3. CO3: Understand the importance of special and inclusive education for children with special needs.
4. CO4: To learn skills, behaviors, and knowledge that a child should demonstrate at each age and stage of his or her development.
5. CO5: Framework that outlines what children should know and do in five developmental domains from birth to 5 years old.
6. CO6: A strong sense of wellbeing
7. 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
<p>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.</p> <ul style="list-style-type: none">• 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	8 Hrs
Chapter No. 3 - Creative Activities - importance, Types and values promoted, method of giving instructions. Process of scripting for puppet plays and creative drama. a) Painting – free hand, finger, thread, wax resist & spray b) Printing -block, leaf, stencil, thumb c) Pasting – collage, paper mosaic, sand d) Miscellaneous-etching, marbling, dough modelling	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)	8 Hrs
Chapter No. 5 - Designing & developing digital play materials like videos, audio aids or audio- Visual aids	4 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

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.

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

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

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, Froebel, 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 budgetary considerations, budget making and Resource generation avenues	5 Hrs

Pedagogy-Theory

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

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: a) Develop low cost and indigenous play materials for cognitive development b) Prepare a Scrap Book/picture book/ resource book for toddlers	6 Hrs

Unit-IV: a) Plan daily schedules on any three themes used in the ECE b) Design a parent handbook/ brochure to provide information about an early childhood education centre	5 Hrs
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Pedagogy-Practical:

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

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.pdf
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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.

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

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

Content	45 Hrs
Unit-I Interior Design vs. Interior Decoration	
1.1 Interior Design and Interior Decoration: concept and basic differences 1.2 Aims of Interior Design: Beauty, Expressiveness and Functionalism 1.3 Interior decoration in India: History	5 Hrs
Unit -II - Fundamentals in Designing	
2.1 Design: Definition and classification, Structural and Decorative design – importance and requirements of good structural design. Classification of decorative design- naturalistic, conventional, geometric, and abstract. 2.2 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	
3.1 Accessories: Definition and importance Classification – functional, decorative and both 3.2 Selection and placement of accessories 3.3 Types of accessories	10 Hrs

Pedagogy

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

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

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

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

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 (Singeing, 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	4 Hrs
Chapter 9: Introduction, Principles of dyeing, Methods of dyeing (dope, fiber, yarn, fabric and garment)	

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

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

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-				
A) Visual test.				
B) Solubility test.				
C) Burning test and				
D) Microscopic test				
(Cotton, Silk, Wool, Rayon, Polyester & Nylon fibers)				
2. Yarn Identification- Single, Ply, Cord, elastic, Monofilament, Multifilament and Spun Yarn				
3. Identification of fiber, yarn, weave, print & dyeing				
4. Weaving- Making samples of the following:				
A) Plain- Basket Ribbed.				
B) Twill- Even and Uneven				
C) Sateen Warp and Weft Face				
5. Dyeing & Printing –Block/spray/stencil/tie &dye/batik				
Visit to spinning/weaving/dyeing/printing unit				

Pedagogy-Practical:

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

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.

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

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

Content	45 Hrs
Unit-I- Introduction to Fashion	
1.1 Fashion – Definition, Classification, terminologies, 1.2 Fashion cycle, Factor influencing the fashion trends, 1.3 Fashion psychology and forecasting	5 Hrs
Unit -II- Elements and Principles of Design	
2.1 Introduction to textile, Textile terminology 2.2 Textile fibres and their classification, physical and chemical properties of fibres. 2.3 Elements of Design and colour– Definition, Types, Elements, Principles and its application in dress design in dress design. 2.4 Selection of suitable clothing and design, factors affecting selection of clothing, Clothing of different age groups.	25 Hrs
Unit -III- Fashion Design	
3.1 Fashion illustration: - Definition, terminology, importance and theories, tools for fashion drawing, sketching principles, Human anatomy: - Basic human proportion of male and female. 3.2 Illustration for apparels using the themes- Casual, formal, ethnic, office wear, winter, summer, and spring 3.3 Fashion Designer – meaning, classification, Male and Female Designers of National repute.	15 Hrs

Pedagogy

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

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.

Program Name	BA Home Science		Semester	Fifth Sem
Course Title	Human Development and Family Dynamics (Theory)			
Course No.	HSCP 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

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, primary and secondary sexual characteristics among adolescents.	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 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.	5 Hrs
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 - Characteristics and developmental tasks. Physical, physiological and socio-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

<p>Chapter No. 12</p> <p>Late Adulthood - Characteristics and developmental tasks. Physical, physiological, psychological and social changes. Health care and health problems, Adjustments to retirement. successful ageing</p>	<p>7 Hrs</p>
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Pedagogy - Theory

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

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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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

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

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

Program Name	BA. Home Science		Semester	Fifth Sem
Course Title	Interior Decoration (Theory)			
Course No.	HSCP 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

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, Criss	5 Hrs

Cross, Glass, Pleated	
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

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

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

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

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 - Standard Publishers 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.

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

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 planning balance 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 and Complication	5 Hrs

Chapter No. 5 Physiology and Hormones involved in Lactation. Food supplements and galactagogues. Factors Affecting the Volume and Composition of Breast Milk. Nutritional Requirements during 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 Feeding Foods. 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 Adults doing 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

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

Course Title:	Nutritional Management (Practical)	Practical Credits	2
Course No.	HSCP 351	Contact Hours:	60
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: 5. Planning, Preparing and Evaluating Menu for School Going Children 6. Planning, Preparing and Evaluating Menu for Adolescents			15 Hrs
Unit IV: 7. Planning, Preparing and Evaluating Menu for Adults 8. Planning, Preparing and Evaluating Menu for Elderly			15Hrs

Assessment

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

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 Composition Tables (IFCT), Indian Council of Medical Research, National Institute of Nutrition, Hyderabad.
5.	ShakuntalaManay, Shadaksharaswamy. M (2013) Foods, Facts and Principles, New Age International 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.

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

Course Outcomes (COs): At the end of the course the student should be able to	
<ul style="list-style-type: none"> 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 Management: Definition, Motivating factors, Managerial Process, Decision making and Problem Solving.	5 Hrs
Unit-II Management of Time, Money, and Energy	15 Hrs
Chapter No. 4 Time Management Time plan, Tools, Process and practices.	5 Hrs
Chapter No. 5 Money Management Budget 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
	5 Hrs

Chapter No. 7 Fundamentals of Human Resource Management Concepts, Roles and Responsibilities, HR policies, Principles and Practices, Managerial Decisions and Problem Solving, Manpower planning and Resourcing, Organization Structure, and behaviour	
Chapter No. 8 Recruitment and Selection Concepts, Factors Affecting Recruitment, Types of Recruitment, Process of Selection, Selection Tests, Barriers in Selection	5 Hrs
Chapter No. 9 Performance and Compensation Management Objectives 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 Development Employee 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, International Labor Standards, Approaches to International Compensation	5 Hrs

Pedagogy - Theory

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

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

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

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 for Change, 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 Journal of 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). <i>Family Resource Management and Interior Decoration</i> , Jaipur: Apple Printer and V. R. Printers
8.	Varghese, M. A., Ogale. N. and Srinivasan K. (1985). <i>Home Management</i> . 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

I. Answer any TEN of the following questions

10x2=20

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.
- i.
- j.
- k.
- l.

II. Answer the following question

4x10=40

1. a.
- b.

6

4

OR

2. a.
- b.

6

4

3. a.
- b.

6

4

OR

4.	a.	6
	b.	4
	b.	4

OR

5.	a.	6
	b.	4
6.	a.	6
	b.	4

OR

7.	a.	6
	b.	4
8.	a.	6

XXXXXXXXXX

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

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

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.
- i.
- j.
- k.
- l.

PART-B

II. Answer the following question

4x10=40

- | | | |
|-------|--|---|
| 1. a. | | 5 |
| b. | | 5 |
| OR | | |
| 2. a. | | 5 |
| b. | | 5 |
| 3. a. | | 5 |
| b. | | 5 |
| OR | | |
| 4. a. | | 5 |
| b. | | 5 |
| 5. a. | | 5 |
| b. | | 5 |
| OR | | |
| 6. a. | | 5 |

b.
7. a.
b.

5
5
5

OR

8. a.
b.

5
5

S.D.M. COLLEGE (AUTONOMOUS), UJIRE
CORE SUBJECT-INTERNAL EXAMINATIONS
HOME SCIENCE

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.

XXXXXXXXXX

S.D.M. COLLEGE (AUTONOMOUS), UJIRE
OPEN ELECTIVES-INTERNAL EXAMINATIONS
HOME SCIENCE

CODE NUMBER

PAPER -

SEMESTER- I/II /III/IV

Time::1hr

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

- | | |
|-----|---------|
| 2a) | 5Marks |
| b) | 5 Marks |
| | |
| 3a) | 5Marks |
| b) | 5 Marks |

OR

- | | |
|-----|---------|
| 4a) | 5Marks |
| b) | 5 Marks |