

**SRI DHARMASTHALA  
MANJUNATHESHWARA COLLEGE**

[Re-Accredited 'A' Grade with CGPA 3.61 by NAAC]  
(AUTONOMOUS) UJIRE-574240



**SYLLABUS**

**DEPARTMENT OF HOME SCIENCE**

**2018-19**

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## SEMESTER SCHEME SYLLABUS FOR HOME SCIENCE

SL.No		Paper Code	Title of the paper	Instruction/ Week		Duration of Examination		Marks	
				Theory	practical	Theory	practical	Theory	practical
1	S E M I	A 141	Paper I- Introductory Textiles	3	3	3	3	80+20=100	40+10=50
2	II	A 241	Paper II- Applied Textiles & Fashion Design	3	3	3	3	80+20=100	40+10=50
3	III	A 341	Paper III- Principles of Food and Nutrition	3	3	3	3	80+20=100	40+10=50
4	IV	A 441	Paper IV- Nutrition Through Life Cycle and Dietetics	3	3	3	3	80+20=100	40+10=50
5	V	A 541	Paper V-Life Span Development	3	3	3	3	80+20=100	40+10=50
6	V	A 542	Paper VI- Interior Decoration	3	3	3	3	80+20=100	40+10=50
7	VI	A 641	Paper VII- Human Development and Family Relations	3	3	3	3	80+20=100	40+10=50
8	VI	A 642	Paper VIII- Family Resource Management	3	3	3	3	80+20=100	40+10=50

# I SEMESTER

## PAPER I – INTRODUCTORY TEXTILES

3 hours/week

Total 36 hours

### Objectives

1. To gain knowledge about textile fibers, their properties and identification.
2. To acquire knowledge in various methods of Yarn Construction, Fabric Construction.
3. To learn the types of weaves, weaving apparatus and non-woven textiles.

### UNIT I: FIBERS

12 Hrs

1. Identification of fibers
  - a. Physical Method
  - b. Chemical Method
  - c. Microscopic Method
2. Kinds of fibers
  - a. Natural
    - Vegetable fiber(Cellulose fibers)
    - Animal Fiber
    - Mineral Fiber
  - b. Man Made Fivers
    - Thermoplastic
    - Non-Thermoplastic
  - c. General Properties of Fibers
  - d. Manufacturing processes, properties and uses of Cotton, Silk and Nylon

### UNIT II: YARN

12 Hrs

1. Methods of Yarn Construction
  - a. Conventional Ring Spinning
  - b. Blending, opening and cleaning
  - c. Carding
  - d. Combing
  - e. Roving
  - f. Doubling

- g. Drawing
- h. Spinning
- 2. Types of Yarn
  - a. Simple Yarn
  - b. Double Yarn
  - c. Staple Yarn
  - d. Filament Yarn
  - e. Novelty Yarns – Slub yarn, Flake yarn, Spiral yarn, Loop yarn, Knot yarn
- 3. Twists – Types of twists, amount of twists
- 4. Yarn Count

### **UNIT III – FABRIC**

**12 Hrs**

- 1. Construction of fabric
  - Shedding, picking, battening, taking up and letting off
- 2. Loom – Types of looms – Parts and functions
- 3. Thread count, Balance of cloth, Count of cloth
- 4. Types of weaving
  - a. Basic weaves
    - Plain weave
    - Twill weave
    - Satin and sateen weave
- 5. Identification of right side of the weave
- 6. Identifying woven fabric defects
- 7. Novelty weaves – Pile, Jacquard, dobby, Leno
- 8. Non-woven textiles – Knitting, Braiding, Netting, Felting

### **PRACTICALS**

**24 Hrs**

- 1. Identification of fibers
  - a. Microscopic appearance
  - b. Breaking test
  - c. Chemical test
  - d. Burning test of cotton, wool, silk and synthetic fibers
- 2. Weaving
- 3. Basic construction stitches
- 4. Decorative stitches
- 5. Sewing equipment- parts, use and care
- 6. Construction processes

- a. Fastenings
- b. Plackets
- c. Fullness
- d. Seams
- e. Edge finishes

**OUT COME:**

- Students can work along with technical specialists and marketing professionals, as assistant sales representatives and marketing assistant, weavers, embroidery makers and they can also start their own weaving center.
- Students can join textiles industry as weaver and tailor. They can earn by conducting embroidery making classes.

**Books for Reference**

1. Ziffer – clothing construction practicals – Prasaranga Mysore University
2. Hess “Textile’ fibres and their use: 6<sup>th</sup> edition Oxford & IBH publishing Co. Pvt. Ltd., New Delhi, Bombay, Calcutta
3. Mary B. Cowan Martha E. Jungerman introduction to textiles, D. B. Taraporvala Sons & Company Pvt. Ltd.
4. Durga Daulkar “Household Textiles & Laundry Work”
5. Erwin Mabul “Clothing for Moderns N Y Macmillan Publication
6. Wingate “Textile fabrics and their selection” Prentice Hall Eaglewood Cliffs N J
7. Potter and Corbmon “Fibre to Fabric” N.Y. Gregg division and Macran Hill Book Co.
8. Bernard P Corbman, Textiles – Fiber to Fabric VI Edition McGraw Hill International Editions Home Economics Series 1983.

**II SEMESTER**  
**PAPER II – APPLIED TEXTILES & FASHION DESIGN**  
**(3 Hrs/Week Total: 36 Hrs)**

**Objectives**

1. To develop an understanding of the application of art elements and principles of design in clothing
2. To acquire knowledge about the care of clothing, finishes, removal of stains, design for different figures
3. To learn about ready made garments, traditional embroidery and textiles

**UNIT I: FINISHES**

**12 Hrs**

1. Objectives of application of finishes
2. Types of finishes
  - f. Mechanical finishes – Calendaring, Tentering
  - g. Chemical finishes – Bleaching Mercerizing, Weighting, Sizing, Shrinkling
3. Dyeing
  - a. Classification of dyes
    - Pigment dyes
    - Natural dyes
    - Artificial dyes

Techniques of dyeing – Raw stock, Yarn dyeing, Slub dyeing, Piece dyeing.

**UNIT II: LAUNDERING**

**12 Hrs**

1. Laundry equipments
2. Care of clothing
3. Washing of cotton, silk
4. Soaps – types of soap,
5. Detergents
6. Stain removal – methods – dip method, steam method, drop method, sponge method
7. Clothing in relation to season, occasion, size, figure

**UNIT III: DESIGN PROCESS****12 Hrs**

1. Elements of design – Line, Texture, Colour
2. Principles of design – Proportion – Scale
3. Printed and dyed textiles – Techniques of Printing – Block Printing, Discharge Printing, Roller Printing, Screen Printing, Tie and Dye & Batik.
4. Readymade Cloths – Advantages, Disadvantages, Guides for Wise Shopping(advertisement, Brand, labels)
5. Traditional Embroideries
  - Kashida of Kashmir
  - Kantha of Bengal
  - Phulkaries of Punjab
  - Kasuthi of Karnataka
6. Traditional Indian Textiles
  - Dacca Muslin
  - Baluchar Buttedar
  - Chanderi Saries
  - Himrus and Amrus

**PRACTICALS****24 Hrs**

1. Dying – Tie and Dye & Batik
2. Darning, Patch work
3. Construction of Saree Petticoat /Apron
  - a. Drafting
  - b. Tracing
  - c. Construction

**OUT COME:**

- Students can join textile industry, garment shops, chemical industry where clothes are manufactures, dyed and printed. They can secure job in soap industries, can work as laundry worker in hotel and hospitals, and can become a good guide in clothing industry. They can also opt for self employment by manufacturing soap, detergents etc. students can work as assistants under engineers for manufacturing design, colour specialists, consumer educator.
- They can become skilled tailors and start fabric construction of sari petticoat, chudidhar etc... for themselves and others & work as dyeing machine operators.



## REFERENCE

1. Kathryn Mckelvery and Janine Munslow, Fashion Design Process, Innovation and Practice
2. Ziffzer – clothing construction practicals – Prasaranga Mysore University
3. Hess “Textile” fibres and their use: 6<sup>th</sup> Edition Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi, Bombay, Calcutta
4. Mary B. Cowan Martha E. Jungerman “Introduction to Textiles, D.B. Taraporvala Sons & Company Pvt. Ltd.
5. Durga Daular “Household Textiles & Laundry Work”
6. Erwin, Mabul “Clothing for Moderns N. Y. MacMillon Publication
7. Wingate “Textile Fabrics and their Selection” Prentice Hall Eaglewood Cliffs N.J.
8. Potter and Corbmon “Fibre to Fabric” N.Y. Gregg division and Macran Hill Book Co.

**III SEMESTER**  
**PAPER III – PRINCIPLES OF FOOD AND NUTRITION**  
**(3 Hrs/Week Total: 36 Hrs)**

**Objectives**

To enable the students to

1. Understand the vital link between Nutrition and Health
2. Gain knowledge on functions, requirements and effects of deficiency of various nutrients
3. To gain knowledge and practical skills in planning and preparing basic recipes

**UNIT I**

**12 Hrs**

1. Terminology – Nutrition, Health, Food, Nutrient, Malnutrition, RDA
2. The relation of good nutrition to normal physical development and sound health
3. Classifications of nutrients
4. Classification of food
5. Improving nutritional quality of food – Germination, Fermentation  
Fortification
6. Food Preparation
  - a. Basic Terminology – Blanch, beat, blend, broil, caramelize, cream
  - b. Methods – Boiling, steam Cooking, Stewing, Frying, Baking, Pressure Cooking

**UNIT II**

**12 Hrs**

1. Energy
  - Definition

- Gross and Physiological energy value of food using bomb calorimeter.
  - Basal metabolic rate – definition, factors affecting BMR
2. Carbohydrates – Classification, function sources
  3. Protein – Classification, functions, sources, requirements, effects of deficiency
  4. Lipids – Classification, functions, sources

### **UNIT III**

**12 Hrs**

1. Macro minerals – Functions, sources, requirements and effects of deficiency of calcium, potassium
2. Micro minerals – Functions, sources, requirements and effects of deficiency of iron, iodine
3. Vitamins – Classification – Water soluble ‘B’ and ‘C’, Fat Soluble – A, D, E, K – Functions, sources, requirements, effects of deficiency.

### **PRACTICALS**

**24 Hrs**

1. Standardization of weights and measures
2. Plan and prepare recipes rich in (a) Protein (b) (c) Iron (d) Vitamin ‘A’ (e) Thiamine (f) Vitamin ‘C’

### **OUT COME:**

- Students can work as manager in canteen, service staff, owner of a canteen, restaurant etc, as cabin crew, as assistant community health worker and they can be the good care taker of the self, family and others and provide consultancy services
- Students can work in food preservation centre, recipe planners, write recipe books and run home based production units like making jam, squash, pickle, bakery products etc. conduct hobby classes, provide consultancy services.

**REFERENCE**

1. Robinson C H Lawler M R., Chenoweth W L and Gatwick A E (1986) Normal and Therapeutic Nutrition, 17<sup>th</sup> Edn., Macmillan Publishing Co
2. Swaminathan M S (1985) Essentials of food and nutrition fundamentals aspects VII: Applied Aspects
3. Hugher C Bennion M (1970): Introductory Foods, 5<sup>th</sup> Edn., Macmillan Company
4. Williamns S R (1989): Nutrition and Diet Theory, 4<sup>th</sup> Edn., Modly Co., Srilakshmi 'Dietetics'
5. Krause M V and Mohan L K (1986) 'Food' Nutrition and Diet Therapy
6. M. Raheena Begum, Sterling Publications Pvt. Ltd., (1989) a Text Book of Food Nutrition & Dietetics.

**IV SEMESTER**  
**Paper IV**  
**NUTRITION THROUGH LIFE CYCLE AND DIETETICS**  
**(3 Hrs/Week Total: 36 Hrs)**

**Objectives**

1. To understand the concepts of an adequate diet and the importance of meal planning
2. To know the factors affecting the nutrient needs during the life cycle and RDA for various age groups.
3. To acquire skill in planning. Preparing diets in health and disease
4. To understand the Physiology of Pregnancy and Lactation and how these influence nutritional requirements.

**UNIT 1**

**12 Hrs**

1. Nutrition during changed Physiological conditions
2. Food guide pyramid
  - a. Pregnancy RDA, RFA – Weight gain, dietary guideline supplementation. Pica during pregnancy. Common problems of pregnancy and their management – nausea, vomiting, food aversion, Toxemia, Obesity, Diabetes
  - b. Lactation – physiological changes, milk output ,factors influencing milk output, Nutritional requirements, Dietary managements, Food Supplements

**UNIT II**

**12 Hrs**

1. Nutrition during infancy
  - a. Breast feeding – duration, advantages, reasons for not giving breast milk
  - b. Bottle feeding – advantages and disadvantages, care and sterilization of bottles
  - c. Weaning and introducing supplementary foods.
2. Nutrition during Pre School Age
3. Nutrition during adolescence

4. Nutrition during old age – Physiological and Psychological changes dietary requirements

### **UNIT III: DIET THERAPY**

**12 Hrs**

1. Principles of diet therapy
2. Routine hospital diets – clear fluid, full fluid, soft and general
3. Causes, symptoms, dietary management of the following diseases
  - a. Peptic Ulcer
  - b. Constipation
  - c. Diarrhoea
  - d. Obesity
  - e. Diabetes Mellitus – Types, Causes, Symptoms, Identification and Treatment.

### **PRACTICALS**

**24 Hrs**

1. Preparation of weaning food
2. Plan and prepare diet for a preschooler, adolescent girl and pregnant woman

### **OUT COME**

- Students can become a healthy mother, care taker and a good guide can bring up children in healthy environment, work as diet planners and counselors in hospitals.
- Students can take up self employment as preparation of food products such as weaning food, work in sales department of food products, nutrition education program assistant along with extension educator in program implementation.

### **REFERENCES**

1. Robinson C H Lawler M R., Chenoweth W L and Garwick A. E. (1986) Normal and Therapeutic Nutrition, 17<sup>th</sup> Edn., Macmillan Publishing Co.
2. Swaminathan M S (1985) Essentials of food and nutrition fundamentals Aspects VII: Applied Aspects
3. Hugher C., Bennion M. (1970): Introductory Foods, 5<sup>th</sup> Edn., Macmillan Company
4. Williams S. R. (1989) : Nutrition and Diet Theory, 4<sup>th</sup> Edn., Mosly Co., Srilakshmi 'Dietetics'
5. Krause M.V. and Mohan L.K.(1986) 'Food' Nutrition and Diet Therapy
6. M. Raheena Begum, Sterling Publications Pvt. Ltd., (1989) A Text Book of Food Nutrition and Dietetics
7. Wincent – Hegary, Houston, Texas (1988) Decision in Nutrition

**V SEMESTER**  
**PAPER V – LIFE SPAN DEVELOPMENT**  
**(3 Hrs/Week Total: 36 Hrs)**

**Objectives:**

To enable the students to:

1. Develop an understanding of the concepts of growth and development of a child
2. Achieve knowledge of the organization of a good nursery school
3. To introduce the student to the field of Human Development, concepts, scope, dimensions and interrelations
4. To understand and prepare teaching aids

**UNIT I**

**12 Hrs**

1. Introduction and objectives
2. Principles of growth and development
3. Methods of child study
4. Needs of children
5. Learning process
6. Heredity and environment

**UNIT II**

**12 Hrs**

1. Pregnancy – Discomfort and Complications  
Care and Hygiene during pregnancy  
Birth process, Types of Birth
2. Prenatal Development  
Stages of prenatal development  
Factors affecting prenatal development
3. Neonate
  - a. Appearance

- b. Size and Proportion
  - c. Physiological functions
  - d. Behavioral pattern
  - e. Care of the neonate
4. Infancy (two week to two years)
- a. Physical development and motor skills
  - b. Emotional development
  - c. Habit formation
  - d. Social development

### **UNIT III**

**12 Hrs**

- 1. Early childhood (2 – 6 years)
  - a. Physical growth and Motor skills
  - b. Social behavior
  - c. Intellectual Development
  - d. Pre-School child's vocabulary
  - e. Discipline and guidance of Pre-School child
- 2. Nursery School
  - a. Essentials of a nursery school – buildings, equipments and personnel
  - b. Programmes in he nursery school
  - c. Play – Types and Values
    - Teaching children to play safely
  - d. Teaching aids
- 3. Adolescence
  - a. Physical changes
  - b. Interests – Personal, recreational, social, religious, educational, money, independence, vocational, sexual
  - c. Problems and adjustments
  - d. Counseling of adolescents



**PRACTICALS****24 Hrs**

1. Observation of different developments
  - a. Physical development
  - b. Motor development
  - c. Emotional development
  - d. Language development
  - e. Intellectual development
2. Teaching Rhyme with teaching aids and actions
3. Story telling – using different techniques – Sand tray, puppets, flash cards, theatre, table top and chart
4. Review of literature
5. Basic activities
  - a. Tearing, cutting and pasting – Tearing with all fingers, tearing with thumb and two fingers as used in holding pencil, tearing on straight line, curved line
  - b. Button – button and unbutton
  - c. Beading the thread, personal hygiene
  - d. Tearing circular rings starting from one corner of the page till centre of page making designs
  - e. Cutting a design, pasting pieces of papers, cloth, sticks, leaves
  - f. Tracing and cutting designs, creating designs

**OUT COME**

- Students can work as child development project officer and supervisor they can work in day care centers as teachers, counselor and own a nursery school, and they can become a good care taker, provide consultancy services.
- It provides wage employment opportunities such as supervisor/ teacher at crèche, play school, day care centre etc... and self employment opportunities such as owner of crèche, play school, day care centre etc..

**REFERENCE**

1. Gordon I J (1975): Human Development, New York: Harper and Row, Unit I PP-2-21
2. Harries A.C. (1986): Child Development St. Paul: West Pub. Unit I, PP 5-17
3. Lerner, R M & Hultsch F (1983) Human Development: A Life Span perspective, New York: Harper and Row, Unit I PP. 75-91, PP 117-140, Unit II OPP. Unit IV PP
4. Lerner & Jultsch (1982): Human Development: A life span perspective (PP 247 – 253) New York: Mccraw Hill Book Co.
5. Saraswathi T S & Kaur, B(1993): Human Development and Family Studies in India, New Delhi: Sage Publications, Unit VIII

## **V SEMESTER**

### **PAPER VI – INTERIOR DECORATION**

**(3 Hrs/Week Total: 36 Hrs)**

#### **Objectives**

##### **To enable the students**

1. To develop an aesthetic appreciation of art and design
2. To learn the importance of basic concepts of design in interior decoration
3. Acquaint students with the basic knowledge on the art of entertainment and etiquette

#### **UNIT I: Fundamentals of Interior Decoration**

1. History of Interior decoration
2. Objectives of interior decoration
3. Types of design – Structural and Decorative design – Type of motifs used in decorative design
4. Elements of Art – (Line, Form, color, texture, Pattern. Light and Space) their application in Interior Decoration.
5. Principles of design – Balance, Proportion, Rhythm. Harmony and Emphasis – their application in interior Decoration.

#### **UNIT II: Color and Flower Arrangement**

- a. Qualities of color. Classification of colors. Color wheel. Color schemes/Harmonies and its application of color schemes in Interior Decoration. Psychological implication of color
- b. Flower arrangements – Mechanics used and cares of flowers. Types of flower arrangement- Line, Mass, Line – Mass, Flower Arrangements for different rooms and occasions.

#### **UNIT III Furniture and furnishings**

- a. Style in furniture
- b. Factors to be considered in selecting furniture and furnishing
- c. Principles of furniture arrangement
- d. Furnishing – Curtains, Draperies, Upholstery, Carpet.

## **PRACTICALS**

### **Elements and Principles of Design**

- a. Types of Design
- b. Elements of Art
- c. Principals of design
- d. Colors – qualities of color, Prang color wheel and standard color schemes.

### **Furniture Arrangements**

- a. Drawing Furniture Templates
- b. Furniture arrangement for Living room, Bed room and Dining room
- c. Survey on Furniture's for – Store, Work, Rest and Purpose

### **Flower Arrangement**

- a. Drawing basic shapes and Demonstration and practice of traditional style.
- b. Demonstration and practice of oriental and Modern style.

### **OUT COME**

- Students can work along with interior designers, flower decorators as assistants and also become good home decorator and also become good home decorator by making different styles of flower arrangements. Students can take up flower arrangement, planning and organizing events like birthday party, naming ceremony etc...as self employment.

### **REFERENCE**

1. Ann Hong Rutt (1961), Home Furnishing, John Wiley Eastern PVT. LTD., New Commerce.
2. Goldstein and Goldstein (“Art in everyday Life”), The Maemillan.co.
3. Dorothy Sara; the Collier quick and easy guide to Etiquette, New York Collier Books.
4. Sarah, Faulkner, (1979), Planning a House, Rinehart and Winsten.
5. Premavathy Seetharaman and Praveen Pannu (2007), Interior Design and Decoration, CBS publishers and Distributors, New Delhi.

**VI SEMESTER**  
**PAPER VII**  
**HUMAN DEVELOPMENT AND FAMILY RELATIONS**  
**(3 Hrs/Week Total: 36 Hrs)**

**Objectives (Refer Book)**

1. To study family relationship during different stages in the family life cycle
2. To sensitize the students to intervention in the field of Human Development
3. To understand the significance of various creative activities and to develop skills

**UNIT I: MARRIAGE**

**12 Hrs**

1. Definition
2. Purpose of marriage
3. Factors – Religious and economic
4. Adjustmental problems – Environmental, Relational, Personal Areas of adjustments – Husband-Wife, In-Laws and others, Religious, Financial and Cultural
5. Types of marriage
6. Personality characteristics associated with marital failure
7. The need for marriage counseling

**UNIT II: THE FAMILY**

**12 Hrs**

1. Definition
2. Characteristics of the family
3. The family as a basic institution
4. Types of family
5. Functions of the family

## 6. Role of different members in the family

### **UNIT III**

**12 hrs**

1. Family Planning
  - a. Definition
  - b. Population Education
  - c. Temporary and permanent methods of family planning ‘
  - d. Importance of small family in India
  
2. Family in the later years
  - a. Characteristics of old ageProblems – Health Problem, Relationship Problem Decreased Income, Leisure Time Activities
3. Crisis in the family
  - a. Death
  - b. Infidelity
  - c. Separation
  - d. Alcoholism
  - e. Divorce

### **PRACTICALS**

**24 Hrs**

1. Visits to rural nursery schools and primary health centre
2. Participation with visual aids
  - a. Nature experience
  - b. Science experience through experiment
  - c. Dramatization – Using simple costumes and make ups
3. Creative Activities
  - a. Painting and Graphics
  - b. Painting with brush, drawing with crayon, chalk, finger painting, collage work, spray painting, stencil painting, easel painting, sand mosaic, paper mosaic

## OUT COME

- Students can provide consultancy services, become marriage and family counselors and they are prepared to manage day to day family affairs which help them to lead a healthier and purposeful life
- It provides wage employment opportunities such as supervisor/ teacher at crèche, play school, day care centre etc. and self employment opportunities such as owner of crèche, play school, day care centre etc.

## REFERENCE

1. Gorden I.J. (1975): Human Development, New York: Harper and Row, Unit I PP 2-21
2. Harries, A.C. (1986): Child Development st. Paul: West Pub. Unit I, PP 5-17
3. Lemer, R.M. & Hultsch F (1983) Human Development: A Life span perspective, New York: Harper AND Row, Unit I PP. 75-91, PP 117-140, Unit II OPP. Unit IV PP
4. Lemer & Jultsech (1982): Human Development: A life span perspective (PP 247-253) New York: Mccraw Hill Book Co.
5. Saraswathi, T.S. & Kaur, B (1993): Human Development and family studies in India, New Delhi: Sage Publications, Unit VIII
6. Craig G. (1999): Human Development N.J. Prentice Hall
7. Rice F. P. (1965) Human Development - A Life span approach, N.J. Prentice Hall
8. A text book on child development  
Rajammal P Devdas and Dr. Jaya N Published by S.G. Wasami for Macmillan India Limited - 1984
9. Social and Preventive Medicine – Park and Park

**VI SEMESTER**  
**PAPER VIII - FAMILY RESOURCE MANAGEMENT**  
**(3 Hrs/Week Total: 36 Hrs)**

**Objectives**

1. Develop an understanding of the principles of home management
2. Help students develop experience and technique in the field of household equipment and purchase

**Unit I**

**12 hrs**

**Family resource management:**

Meaning & processes of family resource management,  
 Decision making – steps in decision making,  
 Resources – classification, characteristics & factors affecting use of resources

**Unit II**

**12 Hrs**

**Time as a resource:**

Its importance, tools in time management,  
 Energy – Fatigue and types of fatigue  
 Work simplification – definition, importance, techniques and  
 Mundell's classes of change

**Unit III**

**12 Hrs**

**Money:**

- a. Income – Types and ways of supplementing family income
- b. Family budget – Definition, limitation, advantages and steps in making a budget, maintenance of accounts
- c. Savings – need, saving institutions
- d. Consumer economics



**PRACTICALS**

24 Hrs

1. Preparation of time and activity chart
2. Drawing and evaluating kitchen plans – four (standard)
3. Use and care of house hold equipments – mixer, oven, refrigerator, washing machine and iron
4. Analysis of household budgets and accounts, budget plan for 3 income groups
5. Illustrating, selecting, and evaluating consumer aids.
6. Project work

**OUTCOME**

- Employment opportunities in the field of hotel industry, human resource development and management, provide consultancy services in consumer education, investments and budget planning, they can become a good home maker and acquired the skill of wise use of resources and home management.
- Students can run their own nursery, and become assistant kitchen planner, budget planner, and a good home maker.

**REFERENCE**

1. Deshpande R.S. (1980), Modern Ideal Homes for India, Education Deshpande Publications, India
2. Nickel and Dorsey (1986) Management in family living 3<sup>rd</sup> edition, John Wiley & Sons Inc., New York
3. Gross, Crandall & Kroll (1980) Management for Modern Families Prentier Hall, New Jersey
4. Varghese, Ogale and Srinivasan “Home Management” Wiley eastern Ltd., New Delhi

**Question Paper Pattern**  
**Credit Based I Semester Examination**  
**B. A. Home Science**

Time: 3 Hrs

Max. Marks: 80

**Paper I Introductory Textiles**

**Note:**

1. Write the question number clearly
2. Use diagrams wherever necessary

**PART A**

1. Answer any TEN of the following:

10x 2 = 20

- (a)
- (b)
- (c)
- (d)
- (e)
- (f)
- (g)
- (i)
- (j)
- (k)
- (l)
- (m)

**PART B**

Answer any ***three*** of the following questions choosing one from each unit.

3x20=60

2. (a) 6  
(b) 4  
(c) 5  
(d) 5

OR

3. (a) 6  
(b) 4  
(c) 5  
(d) 5

OR

4. (a) 6  
(b) 4  
(c) 5  
(d) 5

OR

5. (a) 6  
(b) 4  
(c) 5  
(d) 5

OR

6. (a) 6  
(b) 4  
(c) 5  
(d) 5

OR

7. (a) 6  
(b) 4  
(c) 5  
(d) 5