

**SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE, UJIRE-574240**

**(Autonomous)**

**(Re-Accredited by NAAC at 'A' Grade with CGPA 3.61 out of 4)**



# **DEPARTMENT OF HOME SCIENCE**

**SYLLABUS**

**(With effect from 2019-20)**



**SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE, UJIRE-574240**

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# **DEPARTMENT OF HOME SCIENCE**

*Syllabus of*

**Bachelor's Degree in**

**Home Science**

**(CHOICE BASED CREDIT SYSTEM)**

**2019– 2020 onwards.**

**Approved by the: BOS meeting held on 10-06-2019**

**Academic Council meeting, held on 10-10-2019**



## HOME SCIENCE AS A DISCIPLINE

Home science is the science of a home and it includes all the things that concern the person, home, family members and resources. It is the education for "better living" and the core of this education is the family ecosystem. It also deals with reciprocal relations between the family and its natural and man-made environments. It aims at getting maximum satisfaction for the person and their family members through the efficient and scientific use of your resources. It gives the person all the knowledge of the scientific procedures involved in making a home beautiful. Home science integrates the application of various sciences and humanities to improve human environment, family nutrition, management of resources and child development.

A professional home scientist requires a combination of knowledge from several specializations. This interdisciplinary approach of home science has also increased over the years because not only have the professional roles changed their nature but also few have become possible for professional home scientists. The philosophy of home science has also changed to prepare individuals for professional roles rather than to prepare them only for home making. Today home science is aimed at preparing professional workers like teachers, nurses, dietitians, researchers, social workers, designers, administrators. Etc. Therefore the interdisciplinary approach of home science has taken a new dimension.

### **Preamble:**

The syllabus of Home Science pertaining to both BA/BSc degree is of three academic years comprising six semesters. The curriculum is structured to impart subject knowledge among students. The objective of curriculum is to make subject interesting, relevant and prepare the students for higher education. The syllabus was developed by the faculty members after the discussion with the subject experts, getting the guidance from the faculty members of P.G. department of Home Science, the feedback obtained from alumni and keeping in mind about the Mangalore University and other Universities syllabi.

The Home Science syllabus requires regular changes due to the rapidly changing environment. The board of studies in Home Science decided to modify the existing syllabus to incorporate various modern aspects of Home Science, in order to compete with related professional courses. The practical aspects of Textiles, Food and Nutrition, Interior Decoration, and Resource Management has been given due importance to develop



entrepreneurial skills in the students. This would make the students more competitive in future job market. The number of hours required to complete each unit is also mentioned. A list of reference books for study is also mentioned at the end part of the syllabus copy of each semester.

### **Eligibility:**

- **II year PUC passed in any discipline ( Science, Commerce, Arts)**

### **Course Objectives**

- 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.

### **Learning outcomes**

By learning Home Science, the students will be capable of

- Understanding basic principles and theories in each approaches of Home Science
- Implementing their innovative ideas by taking up self-employment in production of garments, etiquette, and food products such as weaning food, Jam's, Bakeries, and Nutritive Juices etc.
- Doing innovative research studies on various issues related to the fields of Home Science
- Developing good personality and skills to lead successful life
- Propagating the information about Nutrition and Health to the community at large



## PAPER DESCRIPTION

SL.NO	SEMESTER	CODE NO. OF THE PAPER	TITLE OF THE PAPER
1	I	BASHSC 131	INTRODUCTORY TEXTILES-I
2	II	BASHSC 181	APPLIED TEXTILES AND FASHION DESIGN-II
3	III	BASHSC 231	PRINCIPLES OF FOOD AND NUTRITION-III
4	IV	BASHSC 281	NUTRITION THROUGH LIFE CYCLE AND DIETETICS-IV
5	V	BASHSC 331	LIFE SPAN DEVELOPMENT-V
6		BASHSC 332	INTERIOR DECORATION-VI
7	VI	BASHSC 381	HUMAN DEVELOPMENT AND FAMILY RELATIONS-VII
8		BASHSC 382	FAMILY RESOURCE MANAGEMENT-VIII

### SCHEME OF EXAMINATION

#### Paper Title

Max. Marks: 40

Time: 2hr

General Inspections

I

1.

2.

II

1.

2.

III

1.

2.

IV

1.

2.



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**(CHOICE BASED CREDIT SYSTEM)**

## Bachelor's Degree in Home Science

### I SEMESTER

Group	Course Code	Title of Course	Instruction Hrs/Week	Duration of Exam (hrs)	Max. Marks			Credits
					I A	Exa Mar	Total	
Group I Core Course	BASHSC 131	Introductory textiles-i	4	3	20	80	100	2
	BASHSP 132	Introductory textiles-Practical	3	3	10	40	50	1
Group II Elective	BASHSP 133	Extension Education for Community Development	2	2	10	40	50	1

### II SEMESTER

Group	Course Code	Title of Course	Instruction Hrs/Week	Duration of Exam (hrs)	Max. Marks			Credits
					IA	Exa Mar	Total	
Group I Core Course	BASHSC 181	Applied textiles and fashion design-ii		4	20	80	100	2
	BASHSP 182	Applied textiles and fashion design-Practical	3	3	10	40	50	1
Group II Elective	BASHSP 183	Residential Interior Space Design and Decor	2	2	10	40	50	1



### III SEMESTER

Group	Course Code	Title of Course	Instruction Hrs/Week	Duration of Exam (hrs)	Max. Marks			Credits
					IA	Exa Mar	Total	
Group I Core Course	BASHSC 231	Principles of food and nutrition-III	4	3	20	80	100	2
	BASHSP 232	Principles of food and nutrition-Practical	3	3	10	40	50	1
Group II Elective	BASHSP 233	Child Development	2	2	10	40	50	1

### IV SEMESTER

Group	Course Code	Title of Course	Instruction Hrs/Week	Duration of Exam (hrs)	Max. Marks			Credits
					IA	Exa Mar	Total	
Group I Core Course	BASHSC 281	Nutrition through life cycle and dietetics-IV	4	3	20	80	100	2
	BASHSP 282	Nutrition through life cycle and dietetics-Practical	3	3	10	40	50	1
Group II Elective	BASHSP 283	Food Science	2	2	10	40	50	1



## V SEMESTER

Group	Course Code	Title of Course	Instruction Hrs/Week	Duration of Exam (hrs)	Max. Marks			Credits
					IA	Exa Mar	Total	
Group I Core Course								
	BASHSC 331	Life span development-V	3	3	20	80	100	2
	BASHSP 333	Life span development-Practical	3	3	10	40	50	1
	BASHSC 332	Interior decoration-VI	3	3	20	80	100	2
	BASHSP 334	Interior decoration-Practical	3	3	10	40	50	1

## VI SEMESTER

Group	Course Code	Title of Course	Instruction Hrs/Week	Duration of Exam (hrs)	Max. Marks			Credits
					IA	Exa Mar	Total	
Group I Core Course								
	BASHSC 381	Human development and family relations-VII	3	3	20	80	100	2
	BASHSP 383	Human development and family relations-Practical	3	3	10	40	50	1
	BASHSC 382	Family resource management-VIII	3	3	20	80	100	2
	BASHSP 384	Family resource management-Practical	3	3	10	40	50	1





## **CBCS –ELECTIVE PAPERS**

<b>Paper Code</b>	:	BASHSP 133
<b>Title</b>	:	<b>Paper I- EXTENSION EDUCATION FOR COMMUNITY DEVELOPMENT</b>
<b>Duration</b>	:	24hrs
<b>Marks</b>	:	50- 40 marks semester end Exam + 10 Internal Assessment
<b>Credit</b>	:	1

### **Objective: This course will enable the students to:**

1. To understand the widening concept of extension education and community development.
2. To gain knowledge on role of an extension worker.
3. To develop leadership qualities.

### **Learning Outcomes:**

1. This course enhances the knowledge on extension education and community development for the students and develop a plan of work for an extension education programme and prepare them for appropriate careers in the field.

### **2 hrs/week**

### **Syllabus: (Give in units)**

**Unit: I**-Extension Education-Meaning, Objectives, Scope and Principles.

**Unit: II**-Importance of Extension Education, Qualities and Role of an Extension worker.

**Unit: III**- Community development –Meaning, Objective, Characteristics, and principles.

**Unit: IV**- Leadership in extension, Definition, Qualities, Types, and Functions.

### **Evaluation :**

Continuous Internal Assessment: (10 Marks)

Semester End Exam: 40 Marks

Question Paper Pattern:



## Paper Title

Max. Marks: 40

Time: 2hrs

General inspections

I

- 1)
- 2)

II

- 1)
- 2)

III

- 1)
- 2)

IV

- 1)
- 2)

### **Reference Books:** List (MLA/APA Format)

1. ChauhanJitendra (2005), Communication and extension management, Anjali Prakashan,I-2/81, Kalyanpur, Kanpur.
2. Dahama, O.P. (1973), Extension and Rural Welfare, Ram Prasad and Sons Publications, Agra.
3. S.V. Supe (1983), An Introduction to Extension Education, Mohan Primlani for Oxford and IBH publishing co.pvt.ltd.

### **Suggested Reading:** List (MLA/APA Format)

1. P.M.Khan (2002) Textbook of Extension Education, Himansu Publication, Udaipur.



<b>Paper Code</b>	:	BASHSP 183
<b>Paper</b>	:	II
<b>Title</b>	:	<b>RESIDENTIAL INTERIOR SPACE DESIGN AND DECOR</b>
<b>Duration</b>	:	24hrs
<b>Marks</b>	:	50- 40 marks semester end Exam + 10 Internal Assessment
<b>Credit</b>	:	1

**Objective: This course will enable the students to:**

1. To focus on Housing in the present day world.
2. To provide an insight into the fundamentals of Building Design.
3. To know about accessories for Interior Decoration.

**Learning Outcomes:**

1. Students will acquire the knowledge on Interior Design.
2. They show an interest to plan a design and to decorate their homes.
3. They can also develop their career related to this course.

**Syllabus: (Give in units)**

**Unit: I** - Building design and services.

**Unit: II** - Lights and Lighting Fixtures.

**Unit: III** - Window treatment-types and dressing.

**Unit: IV** - Accessories.

**Evaluation :**

Continuous Internal Assessment: (10 Marks): Specify Methodology.

Semester End Exam: 40 Marks

Question Paper Pattern:



**Paper Title**

Max. Marks: 40

Time: 2hrs

General inspections

I

- 1)
- 2)

II

- 1)
- 2)

III

- 1)
- 2)

IV

- 1)
- 2)

**Reference Books:** List (MLA/APA Format)

1. Ambrose James, (1997), Building Construction, CBS Publishers and Distributors, Bangalore.
2. PratapRao, (2005), Interior Design Principles and Practice, Standards publishers and Distributors, New Delhi.
3. Raja Rao and Subramanyam, (2005), Planning and Designing of Residential Building, Standard Publishers and Distributors, New Delhi.

**Suggested Reading:** List (MLA/APA Format)

1. SeetharamPremavathy, Pannu, Parvin, (2005), Interior Design and Decoration, CBS Publishers and Distributors, Bangalore.



**Paper Code** : BASHSP 233  
**Paper** : III  
**Title** : **CHILD DEVELOPMENT**  
**Duration** : 24hrs  
**Marks** : 50- 40 marks semester end Exam + 10 Internal Assessment  
**Credit** : 1

**Objective: This course will enable the students to:**

1. To know about the child developmental mile stones.
2. To understand the significance of Immunization.
3. To study the children's common ailments.

**Learning Outcomes:**

1. Students can understand the pattern of child development.
2. It enhances the knowledge on importance of immunization and its schedule.
3. They gain information regarding children's First aid.

**Syllabus: (Give in units)**

Unit: I- Child development- meaning and importance.

Unit: II-Immunization system.

Unit: III- First aid for children's.

Unit: IV- Children's common ailments.

**Evaluation :**

Continuous Internal Assessment: (10 Marks): Specify Methodology.

Semester End Exam: 40 Marks

Question Paper Pattern:

**Paper Title**

Max. Marks: 40

Time: 2hrs

General inspections

I

1)

2)

II

1)

2)

III

1)



2)

IV

1)

2)

**Reference Books:** List (MLA/APA Format)

1. Hurlock B. Elizabeth, “Development Psychology-A Life Span Approach”, Tata McGraw Hill Publications, New Delhi latest edition.

2. Santrock W Jhon (2007), “A topical approach to life span development”, Tata McGraw Hill Publications, New Delhi.

**Suggested Reading:** List (MLA/APA Format)



## CBCS – Open Elective Papers

**Paper Code** :BASHSP 283

**Paper** : IV

**Title** : **FOOD SCIENCE**

**Duration** : 24hrs

**Marks** : 50- 40 marks semester end Exam + 10 Internal Assessment

**Credit** : 1

### **Objective: This course will enable the students to:**

1. To study the components of Food.
2. To understand the basic principles of family meal management.
3. To gain knowledge regarding food safety standards act.
4. To become aware on Food toxicants and Kitchen safety.

### **Learning Outcomes:**

1. Students develop awareness on different food related issues.
2. They can practice healthy food habits and food safety.
3. They can also assess a diet of their family members and can improve their nutritional status with the balanced diet.
4. Students enhance their knowledge regarding food toxicants and their effects on health.

### **Syllabus: (Give in units)**

Unit: I- Introduction to Food Science, properties of food, food groups, food guide pyramid and balanced diet.

Unit: II –Family meal management- principles, objectives, and steps.

Unit: III –Food sanitation, food additives, food adulteration, naturally occurring toxicants in food, and food safety standards act.

Unit: IV–Physical fitness-definition, benefits, components, and kitchen safety.

### **Evaluation :**

Continuous Internal Assessment: (10 Marks): Specify Methodology.

Semester End Exam: 40 Marks

Question Paper Pattern:



**Paper Title**

Max. Marks: 40

Time: 2hrs

General inspections

I

- 1)
- 2)

II

- 1)
- 2)

III

- 1)
- 2)

IV

- 1)
- 2)

**Reference Books:** List (MLA/APA Format)

1. Roday.S, 1999, Food Hygiene and Sanitation, Tata McGraw-Hill Publishing Company Ltd, New Delhi.
2. Srilakshmi. B, 2006, Nutrition Science, Revised Second Edition, New Age International Publishers, Bangalore.
3. ShakunthalaManay, (2000), Food Facts and Principles, New age international publishers, Bangalore.

**Suggested Reading:** List (MLA/APA Format)

1. Bora P.MM. 1982, Food administration in India, A Study of an Indian State, 1982





# 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

### UNIT II:

**12 Hrs**

- a. Manufacturing processes, properties and uses of Cotton, Silk and Nylon

### UNIT III: 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 IV – 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 Corbman “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)

### **UNIT IV: TEXTILE EMBROIDERIES**

**12 Hrs**

1. Traditional Embroideries
  - Kashida of Kashmir
  - Kantha of Bengal
  - Phulkaries of Punjab
  - Kasuthi of Karnataka
2. 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 Peticcoat /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 dying machine operators.

## REFERENCE

1. Kathryn Mckelvery and Janine Munslow, Fashion Design Process, Innovation and Practice
2. Ziffzer – clothing construction practicals – Prasaraanga 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

**UNIT II** **12 Hrs**

1. Improving nutritional quality of food – Germination, Fermentation Fortification
2. Food Preparation
  - a. Basic Terminology – Blanch, beat, blend, broil, caramelize, cream
  - b. Methods – Boiling, steam Cooking, Stewing, Frying, Baking, Pressure Cooking

**UNIT III** **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, functions and sources
3. Protein – Classification, functions, sources, requirements and effects of deficiency
4. Lipids – Classification, functions and sources
5. Water – Biological importance, water balance and dehydration.



**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. Food guide pyramid
2. Nutrition during changed Physiological conditions
  - 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 –Nutritional requirements, Dietary managements, management of lactation failure, & Food Supplements.

**UNIT II**

**12 Hrs**

1. Nutrition during infancy
  - a. Breast feeding – duration, advantages, reasons for not giving breast milk, & importance of colostrum.
  - b. Bottle feeding – advantages and disadvantages, care and sterilization of bottles
  - c. Weaning and introducing supplementary foods.

**UNIT III**

**12 Hrs**

1. Nutrition during Pre School Age
2. Nutrition during adolescence
3. 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

**UNIT III** **12 Hrs**

1. Neonate
  - a. Appearance
  - b. Size and Proportion
  - c. Physiological functions
  - d. Behavioral pattern
  - e. Care of the neonate



2. Infancy (two week to two years)
  - f. Physical development and motor skills
  - g. Emotional development
  - h. Habit formation
  - i. Social development

#### **UNIT IV**

**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. 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. 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

12 Hrs

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

12 Hrs

1. Qualities of color. Classification of colors. Color wheel. Color schemes/Harmonies and its application of color schemes in Interior Decoration. Psychological implication of color

#### UNIT III: Flower Arrangement

12 Hrs

2. Flower arrangements – Mechanics used and cares of flowers. Types of flower arrangement- Line, Mass, Line – Mass, Flower Arrangements for different rooms and occasions.

#### UNIT IV: Furniture and furnishings

12 Hrs

- 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, Mate selection
3. Factors – Religious and economic
4. Adjustmental problems – Environmental, Relational, Personal Areas of adjustments – Husband-Wife, In-Laws and others, Religious, Financial, Cultural and work adjustment.
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



## UNIT IV

12 hrs

1. Family in the later years
  - a. Characteristics of old age
  - b. Problems of elderly – failing health, economic insecurity, isolation, neglect, abuse, boredom, lowered self-esteem, lack of preparedness for old age.
  - c. Health changes of aging- obesity, arthritis, osteoporosis, cancer, cardiovascular, vision & hearing loss, mental health, depression.
  - d. Elderly abuse- types-physical, psychological, financial, sexual, neglect, unknown.
  - e. Nutritional care during old age- causes of poor nutrition-decrease in sensitivity, side effects of medicine, poor dental health, financial burden, lack of transportation, physical difficulty, forgetfulness & depression, strategies to improve nutrition in elderly people.
2. 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
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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**

**I. Resource Management:**

Meaning & processes of family resource management,

Decision making – steps in decision making,

Resources – classification, characteristics & factors affecting use of resources

**II. 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 II**

**12 Hrs**

**Money:**

1. Income – Types and ways of supplementing family income
2. Family budget – Definition, limitation, advantages and steps in making a budget, maintenance of accounts
3. Savings – need, saving institutions, & investments
4. Consumer economics

**Unit III**

**12 Hrs**

**Kitchen Planning, Landscaping & Home Gardening**

**I. Kitchen planning**

1. Functions performed in kitchen
2. Principles of planning kitchen-orientation & location, ventilation, storage needs, work triangle, colour, light and safety.
3. Types of kitchen plans-a) one wall, b) two wall, c) L shape, c) U shape.



II. Importance and principles of landscaping

III. Home gardening & indoor plants

#### **Unit IV**

**12 Hrs**

I. Etiquette- Planning & Organizing parties, Selection of table wares, Table setting, meal service introduction of guests, & art of conversation.

II. House hold equipment- Use and Care.

#### **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

