

Bachelor's
Programme in Home Science

**ST. TERESA'S
COLLEGE ERNAKULAM
(AUTONOMOUS)**

Affiliated to Mahatma Gandhi University



**CURRICULUM FOR
BACHELOR'S PROGRAMME IN
HOME SCIENCE**

Under Choice Based Credit & Semester System

Curriculum and

syllabus 2015 admissions onwards

Bachelor's Programme in Home Science

(2015 Admissions Onwards) *Bachelor's Programme in Home Science*

GRADUATE ATTRIBUTES

- Professional training and skill enhancement in order to provide and widen employment opportunities for women through the curriculum addressing contemporary issues.
- Enable students to acquire life skills that assist in the enhancement of overall personal and professional attributes.
- To become academically qualified and mature, as enlightened individuals assisting in the achievement of family and social goals.
- Orient students to enhance entrepreneurial competencies.
- Strengthening linkages with Government agencies, NGOs, policy makers and the general public with a view to provide employment opportunities for students and enriching the database in research in all fields.
- Influence and develop policies to advocate for individuals, families and communities to achieve empowerment and facilitate sustainable futures.
- Enable the learners to employ acquired knowledge from –lab to land with extension education in the field of nutrition and health, women and child development, apparel and fabric design, consumer education and public awareness with a view to better family and community living.
- Educating the individual for highest quality practical training for life.
- Conducting research to discover the changing needs of the individuals, families and society and the means of satisfying these needs.
- To improve the services and goods used by families.
- Inculcate a sense of social awareness and spirit of service to the society.
- Furthering community, national and world conditions favourable to family and community living.

Objectives:

Curriculum and

syllabus 2015 admissions onwards

By the end of first year (2nd semester)

- The students are introduced to basic concepts in Human Physiology and the functioning of the various systems of the human body.
- To be familiarized with basic concepts in Microbiology and Immunity. Comprehend basic concepts in Food Safety, health and hygiene.
- To understand the basic concepts in Food Science and the role of food components in culinary science.
- Development of practical skills in Food Science with a set of experiments to supplement the theoretical knowledge.

By the end of second year (4th semester)

- To understand ways to apply content about Child Development to the real world and provide a strong basis for further studies in Child Development.
- To gain knowledge regarding the different domains of development during adolescence.
- To make the students aware of the current issues confronting adolescents and measures to be taken to solve and prevent the issues.
- Explain the different domains of development like physical, psychological, cognitive and moral development in adolescence and to create awareness on the issues faced by today's adolescents with emphasis on prevention and remediation.

By the end of third year (6th semester)

- To be familiar with varieties of textile fabrics and their properties.
- To understand the steps in apparel production, basics in fabric designing and sewing.
- To distinguish various disease conditions from each other and their respective dietary requirements.
- To learn diet planning and computation of nutrients.
- To use and understand the elements and principles of design.

- To gain basic knowledge in interior designing.
- Explain the need of extension education and mass communication to disseminate useful and practical information relating to agriculture, including improved seeds, fertilizers, implements, pesticides, improved cultural practices, dairying, poultry nutrition etc. to the rural poor.
- To demonstrate a knowledge and understanding of professional qualities and ethical standards, including the need to report facts fairly and accurately in journalism.
- To have developed a basic understanding of all aspects relating to family and community living.

SYLLABI
OF
CORE COURSES

Curriculum and syllabus

2015 admissions onwards

Semester I

HS1B01TB	HUMAN PHYSIOLOGY AND MICROBIOLOGY <i>(Theory)</i>
Credits	- 2
Total Lecture Hours	- 36 Hrs

Aim of the course

To enable the students to obtain a better understanding of the principles of nutrition through the study of physiology, comprehend the structure and functions of various organs of the human body. Identify the economic importance of microorganisms. Understand the principles of various methods used in the prevention and control of micro – organisms.

Course Overview

Seeks to give a clear understanding about the basic concepts of human physiology and the essentials of microbiology.

Syllabus Content

Human Physiology

Module 1: Basic aspects of Physiology and Blood

Curriculum and syllabus

2015 admissions onwards

Cell as a unit of the body, Cell organelles and their functions, Cell theory, Cell division- mitosis and meiosis, Tissues-types structure and functions, Blood-Composition and functions, Blood groups. (4 hours)

Module 2: Cardiovascular and Respiratory System

Structure of heart and blood vessels, Special functional tissues of the heart, Systemic and pulmonary circulation, Properties of cardiac muscles, cardiac cycle, cardiac output, blood pressure and hypertension, Structure of the respiratory system, Functions of the organs of respiratory system, Physiology of transport and exchange of oxygen and carbon dioxide, regulation of respiration. (6 hours)

Module 3: Digestive, Excretory and Reproductive System

Major organs of the digestive system, functions of the organs of digestive system, digestion and absorption of food. Structure and functions of kidney and nephron, formation of urine, composition of urine, role of kidneys in homeostasis, structure and function of skin. Structure and functions of male and female reproductive system, menarche, physiology of pregnancy and lactation, menopause. (8 hours)

Microbiology

Module 4: Basic concepts of microbiology, factors affecting growth of microbes and culture techniques

Classification of microorganisms, important microorganisms, structure and economic importance of microorganism-bacteria, moulds (Rhizopus nigricans, Yeast, virus {any animal virus})

Definition and methods: Sterilization- heat, light, radiation, desiccation, filtration. Disinfection- acids and alkalies, salts, halogens, phenols, dyes, oxidising agents, alcohols, sulphonamides, antibiotics.

Factors affecting the growth of micro-organisms, growth characteristics, spore formation.

(6 hours)

Module 5: Infection, Resistance and Immunity

Sources of microorganisms, transmission of infection, bacterial infections in man- Typhoid, Pneumonia, Viral infections – Hepatitis, AIDS.

Natural defences of the body—primary and secondary defence mechanisms. Immunity types, immunization followed for various diseases. (6 hours)

Module 6: Food Microbiology, Food Safety and regulations

Contamination of food, factors affecting food spoilage, Food poisoning (bacterial)-Salmonella food poisoning, Staphylococcal food poisoning, Botulism.

Basic concepts of food safety, Food Standards, (PFA, FPO, BIS, Agmark, Consumer Protection Act, FSSAI), HACCP- Food Quality Assurance System.

(6 hours)

Competencies of the course

- C1. Define the fundamental concepts in Physiology and Microbiology
- C2. Recognize the physiological principles of circulatory system
- C3. Describe the functioning of the respiratory system of the human body
- C4. Understand the factors affecting food safety
- C5. Describe the physiological processes of the reproductive system

Learning Resources

1. Best C.H, Taylor. (1989). *The Human Body*. National Book depot. Mumbai, India.
2. Bijlani R.L. (1995). *Understanding Medical Physiology*. Jaypee Brothers Medical (P) Ltd, New Delhi, India.
3. Winwood. (1988). *Sear's Anatomy and Physiology for nurses*. Edward Arnold Publishers. London.
4. Wilson. (1989). *Anatomy and Physiology in Health and Illness*. Churchill Livingstone. Edinburgh.
5. Chatterjee C.C. (1988). *Text book of Medical physiology*. W.B, London.
6. Pearce Evelyn. (1992). *Anatomy and Physiology for Nurse*. Faber & Faber Ltd London.
7. Vidya Ratan. (2004). *Hand book of Human Physiology*. 7thEdition. Jaypee Brothers Medical Publishers (P) Ltd. New Delhi.
8. Joshua A.K.. (1994). *Microbiology*. Popular book Depot Publishers.
9. Anathanarayan R. and Panicker C.K.J. (2009). *Text book of Microbiology*. 8th edition.

Universities Press (India) Pvt. Ltd. New Delhi.

10. James M. Jay. (1986) *Modern Food Microbiology*. 3rd Edition. VanNostrand. New York.

11. Frazier W.C and Westhoff D.C. (2008). *Food Microbiology*. 1st edition. CBS Pub.

HS2B01PB

HUMAN PHYSIOLOGY AND MICROBIOLOGY

(Practical))

Total Lecture Hours - 36 Hrs

Syllabus Content

- Estimating haemoglobin content of blood (Using Haemocytometer)
- Determination of blood pressure using Sphygmomanometer.
- Determination of Blood Group and Rh factor
- Economic importance of microorganisms in traditional foods.
- Identification of spoilage microbes in food.
- Identification of microorganisms by gram staining.
- Market survey for quality Certification of food products.

Curriculum and syllabus

2015 admissions onwards

industries and dietary departments of various institutions.

Syllabus Content

MODULE 1: Food groups and food preparation

Food groups- Functions of foods, food groups (Basic five food group system – (ICMR)

Food preparation- Objectives, Methods of cooking- moist heat, dry heat and fat as media of cooking, merits and demerits of various methods.

Food Preservation- Principles and methods of food preservation.

Developments in the field of food science; Genetically modified foods, organic foods, functional foods

(10 hours)

MODULE 2: chemistry of macronutrients

Carbohydrates- Definition, composition, classification, starch – structure, effect of cooking, stages of sugar cookery and its applications. Role of carbohydrates in food preparation. **Proteins-** Structure, classification- chemical and nutritional (complete, partially complete, incomplete), structure and classification (essential and nonessential), denaturation, food sources of proteins- plant, animal and non-traditional proteins- single cell (yeast), leaf proteins, whey protein, textured vegetable protein, functional properties of proteins in food applications.

Lipids- Definition, composition, classification. Lipids in foods (visible and invisible), fatty acids (saturated, unsaturated, essential, trans, cis), rancidity- types, factors leading to rancidity, prevention, hydrogenation, applications of lipids in food preparations.

(10 hours)

MODULE 3: Study of Foods

Cereals- Basic structure of a cereal grain, nutritive value, common cereals and millets in India, gluten formation, factors affecting, parboiling its merits and demerits, role of cereals in cookery.

Pulses- Nutritive value and health benefits, germination and fermentation, advantages, anti nutritional factors (trypsin inhibitors, lathyrism), Common pulses used in India.

Milk and milk products- Composition and nutritive value, Pasteurisation, and Homogenisation- advantages; Types of milk and milk products

Egg- Structure, composition and nutritive value, deterioration in egg quality, evaluation, egg white

Curriculum and syllabus

2015 admissions onwards

foaming, stages, factors affecting, culinary role of eggs, designer eggs, speciality eggs

Meat- Structure, composition and nutritive value, rigor mortis, effect of cooking on meat, types of meat and products.

Fish- Classification, nutritive value, fish spoilage and preservation

Vegetables and Fruits- Classification, nutritive value, pigments, effects of acid and alkali, enzymatic browning, methods of prevention

Vegetable cookery- purpose, conservation of nutrients, selection and storage

Flavour components, organic acids and enzymes, changes in fruits during ripening, antioxidant role.

Nuts and oil seeds- Nutritive value, types, toxicants, role of nuts and oil seeds in cookery

Spices- Major spices of India

(16 hours)

Competencies of the course

C1. Describe the many ways food is included in the celebration of social occasions

C2. Understand how psychological attitudes and personal preferences influence food choices and nutrition practices

C3. Explain the chemistry underlying the properties and reactions of various food components

C4. Explain the role of food in the body

C5. Identify the functions of nutrients in the body as they relate to health and wellness

C6. Define food preparation terminology

C7. Differentiate the nutritional value of whole grain products from refined grain products

C8. Identify nutrients found in various food groups

C9. Differentiate between nutritive value of different food items

C10. Be able to apply and incorporate the principles of food science in practical, real-world situations and problems

C11. Apply the principles of food science to control and assure the quality of food products C12.

Learn the chemistry underlying the properties and reactions of various food components C13.

Identify the major chemical reactions that limit shelf life of foods

C14. Understand the principles involving food preservation

C15. Identify forms, preparation techniques, and nutritional content of food products

Learning Resources

Curriculum and syllabus

2015 admissions onwards

1. Benion M. (1995) *Introductory Foods-10th Ed.* Prentice Hall. USA.
2. Gopalan. C., Ramasastry. S.V. And Balasubramanium. S.C. (2007). *Nutritive Value Of Indian Foods.* National Institute Of Nutrition. Hyderabad.
3. Shakuntala Manay. N. Shadaksharaswamy M. (2001). *Food Facts and Principles. 2nd Edition.* New Age International.
4. Srilakshmi. B. (2002). *Food Science.* New Age International Pvt. Ltd. New Delhi
5. Swaminathan M. (2003). *Advanced Textbook on Food and Nutrition-2ndEd.* The Bangalore Printing and Publishing Co. Ltd.
6. Usha Chandrasekhar (2002). *Food Science and its Applications in Indian Cookery.* Phoenix Publishing House. New Delhi.

HS2B01PB

FOOD SCIENCE (Practical)

Credits	-	2
Total Lecture Hours	-	36 Hrs

Curriculum and syllabus

2015 admissions onwards

Syllabus Content

- Grouping of foods (2 hrs)
- Gelatinization temperatures of various types of starches (6 hrs)
- Stages of sugar cookery (3 hrs)
- Evaluation of gluten content in a flour (2 hrs)
- Components of an egg (2 hrs)
- Stages of egg white foam formation (3 hrs)
- Changes of meat during cooking (2 hrs)
- Effect of cooking on vegetable pigments (2 hrs)
- Enzymatic browning, Methods to prevent browning in fruits (6 hrs)
- Non enzymatic browning (2 hrs)
- Food preservation techniques (6 hrs)

Semester III

Curriculum and syllabus

2015 admissions onwards

HS3B03TB

CHILD DEVELOPMENT (Theory)

Credits - 3
Total Lecture Hours - 54 Hrs

Aim of the course

To help students understand ways to apply content about Child Development to the real world and provide a strong basis for further studies in Child Development and encourage future applications to doctoral studies in this domain.

Course Overview

Three broad goals guide the study of Child Development: the description, explanation and optimization of development. Child development is an interdisciplinary field devoted to the study of human constancy and change from conception upto late childhood years.

Syllabus Content

MODULE 1: Theoretical Perspective in Child Development

Introduction to Child Development– yesterday and today. Historical views of childhood, Modern study of child development. Overviews of theories - Psychoanalytic Theory (Freud), Psychosocial Theory (Erikson), Cognitive Theory (Piaget), Learning Theories (Pavlov, Skinner, Bandura, Watson), Ecological Theory (Bronfenbrenner), Contextual Theory (Vygotsky), Language theories, early learning theories, attachment theories.

Methods of Child Study -Longitudinal and Cross sectional methods, Observation, Survey, Questionnaire, Interview, Standardized tests, Case study, Physiological– anthropometry, Projective Techniques, Sociometry, Experimental methods. (15 hours)

Curriculum and syllabus

2015 admissions onwards

MODULE 2: Development during Prenatal Period

Stages of Prenatal Development, Prenatal Environment, Prenatal Stimulation (Importance and Impact) – role of parents.

Prenatal Testing and Identification of Abnormalities

Nature and Nurture Interactions.

(12 hours)

MODULE 3: Development during Postnatal Period (Neonate, Infancy and Babyhood)

Brain Development and physiology (Neurons, Synapsis, Pruning)

Assessing the newborn (Apgar Scale, Phenylketonuria Test, Hearing Test, other tests) Pre - term and Low birth weight, at risk babies.

Early stimulation – Importance and impact, role of parents. Neonates-adjustment, Immunization, Basic Survival reflexes.

Attachment and Bonding (Implications of Ethological theory of Bowlby) Physical Development, Motor skill Development,

Cognitive Development (Piaget Sensorimotor Stage)

Language Development.

Emotions and Temperament (Thomas & Chess, Plomin)

Developmental Delay (Autism) and Importance and impact of early detection and intervention.

(12 hours)

MODULE 4: Development during Early Childhood/ Preschool years

Importance of early childhood and early childhood education. Importance of Early Literacy.

Importance of play, types and functions.

Physical Development, Motor skill Development.

Cognitive Development (Pre operational and Concrete operational)

Language, Communication Disorders and Learning Disability.

Emotion and Temperament.

Behaviour Disorders.

(9 hours)

MODULE 5: Development of a Child in a Family and Society Context

Parenting Styles, implication of ecological theory, importance of family environment.

Curriculum and syllabus

2015 admissions onwards

Changing Family- Working Parents, single, lone parenthood, divorced families crisis and its effect on family and children-alcoholism, infidelity, child abuse.

Electronic Media and its influence on Children.

Responsible and Planned Parenthood.

(6 hours)

Competencies of the course

- C1. Develop an understanding of major theories highlighting the facets of child development
- C2. Learn to correlate the implications of theories with the respective stage of development
- C3. Encourage discussion on how theories of child development can be put into practice in varied set up
- C4. Appreciation of research strategies for investigating child development
- C5. Knowledge of both the sequence of child development and the processes that underlie it
- C6. Develop an understanding of the joint contributions of biology and environment to development
- C7. Understand the interdependency of all aspects of development – physical, cognitive, emotional and social
- C8. Explore the interactions in the family system and portray the changing family and its implication to children's development
- C9. Discuss the importance of parenting and its link to favourable academic and social outcomes
- C10. Identify when there is an exception to the normal pattern of development
- C11. Discuss and characterize children with special needs
- C12. Develop an understanding of the importance of early identification and intervention
- C13. Sense the challenges faced in educational and care settings that call for further theoretical and research enquiry

Learning Resources

1. Santrock, J. W. (2013). *Child Development*. McGraw Hill Publications. New York
2. Berk. L. (2006). *Child Development*. Allyn and Bacon. New York.
3. Bee, H. (1995). *The Developing Child*. Harper Collins College Publisher.
4. Berger, J. M. (2010). *Personality*. CA. Thomson/Wadsworth. Belmont.
5. Sigelman C.K and Rider E.A (2006). *Life Span* .Thomson Wadsworth.corporation

6. Mangal, S. K. (2007). *Educating Exceptional Children: An Introduction to Special Education*. Prentice Hall of India. New Delhi.
7. Heward, W. L. (2000). *Exceptional Children: An introduction to special education*. Prentice – Hall of India. New Delhi
8. Sharma, D. (2003). *Infancy and Childhood in India*. Oxford Press. New Delhi.
9. Barnes, C., Mercer, G. Shakespeare. T (2005). *Exploring Disability: A Sociological Introduction*. Cambridge: UK: Polity Press.
10. Grewal, J. S. *Early childhood Education Foundation*. and Practice.
11. *Journal of Child Development*, Wiley publications
12. *Journal of Early Childhood Education*

HS4B02PB

CHILD DEVELOPMENT (Practical)

Credits	-	2
Total Lecture Hours	-	36 Hrs

Syllabus Content

- Document and report various developments or any incident in a preschool child – Physical, motor, intellectual, emotional and social developments.
- Plan and prepare activities to facilitate development during early years.
- Prepare a poster/video displaying (i) the importance of early childhood years.
- Design a prototype of an educational/indigenous toy for preschoolers and evaluate it- (self, peer, teacher evaluation)
- Visit to any one of the following places: (i) Home for the aged (ii) SOS village (iii) Orphanage
(iv) Institutions for children with special needs. Report it in the form of a case study/interview.

- Market survey to identify teaching aids to impart readiness skills (reading, writing, arithmetic).

Semester IV

HS4B04TB

ADOLESCENCE: DEVELOPMENT AND CHALLENGES (*Theory*)

Credits - **3**
Total Lecture Hours - **54 Hrs**

Aim of the course

To gain knowledge regarding the different domains of development during adolescence. To make the students aware of the current issues confronting adolescents and measures to be taken to remedy and prevent the issues.

Course Overview

Explains the different domains of development like physical, psychological, cognitive and moral development in adolescence and creates awareness on the issues faced by today's adolescents with emphasis on prevention and remediation.

Syllabus Content

Curriculum and

syllabus 2015 admissions onwards

MODULE 1: Adolescent Development and the Biology of Puberty

Physical changes: Primary and secondary characteristics, Psychological response to puberty.
(15 hours)

MODULE 2: Social and Emotional Development

Parent-adolescent relationship, Changing social networks: Peers (cliques and crowds), Electronic media; Emotional Competence, Sexual relationships.
(12 hours)

MODULE 3: Cognitive and Moral Development

Reasoning, Moral reasoning and judgement; Piaget's Formal operational period, Changes in moral concepts, religious beliefs and attitudes.
(12 hours)

MODULE 4: Issues and Concerns in Adolescence

Health Issues: Obesity, Underweight, Anaemia in girls, Sexually Transmitted Diseases; Reproductive health issues; Mental Health Issues: Anxiety, Depression, Suicide, Eating disorders (Anorexia Nervosa, Bulimia), Substance abuse; Social Issues: Peer Pressure, Bullying, Sexual abuse, Delinquency; Anti-social Behaviour.
(9 hours)

MODULE 5: Development of Self, Career choice, Education

Identity Crisis, Self-esteem, Self-regulation, Motivation: Maslow's Hierarchy of Needs. Academic pressure, career choice, Government programmes for education of adolescents in India.
(6 hours)

Competencies of the course

- C1. Develop an understanding on the physical and psychological changes during puberty
- C2. Understand the influence of electronic media on the lives of adolescents

- C3. Appreciate the role of parents/teachers in guiding adolescents
- C4. Knowledge on emotional competence and ways to develop emotional competence in adolescents
- C5. Develop an understanding on the role peers play in the lives of adolescents
- C6. Explore the major issues and challenges facing today's adolescents
- C7. Identify areas where problems are encountered in the parent-adolescent relationship
- C8. Examine the Government programmes for education of adolescents in India
- C9. Organise a programme for parents/students/teachers on any adolescent issue focussing remediation and prevention

Learning Resources

1. Berk. L. E. (2000). *Child Development (8th edition)*. PHI learning Pvt ltd. New Delhi.
2. Hetherington and Parke (1999). *Child Psychology: A Contemporary View point (5th edition)*. Tata McGraw Hill. New York.
3. <http://www.educationforallinindia.com/Education-of-Youth-and-Adolescents-in-India.pdf>
4. Novak G. Peláez M. B. (2004). *Child and Adolescent Development: A Behavioural Systems Approach*. Sage Publications. New Delhi.
5. Patterson. C.J. (2009). *Infancy and Childhood (International Ed)*. McGraw Hill. New York.
6. Santrock. J.W. (2010). *Child Development: An Introduction (12th edition International Edition)*. McGraw Hill. New York.
7. Shaffer. D.R. and Kipp. K. (2007). *Developmental Psychology: Childhood and Adolescence (7th edition)*. Thomson Wadsworth. Australia.
8. Sigelman. C.K. and Rider. E.A. (2003). *Human Development*. Cengage Learning Pvt Ltd. New Delhi

HS4B 02PB

ADOLESCENCE: DEVELOPMENT AND CHALLENGES *(Practical)*

Credits

- 2

Curriculum and

syllabus 2015 admissions onwards

Total Lecture Hours - 36 Hrs

Syllabus Content

- Study the main issues facing today's adolescents and document.
- Plan a survey using questionnaire on any issues facing today's adolescents.
- Conduct a survey using the above constructed questionnaire and report.
- Prepare a power point presentation highlighting any issues facing adolescents today.
- Visit any institution catering to the needs of adolescents and evaluate.
- Make a report on the counselling facilities available in schools for adolescents.

Semester V

HS5B 05TB
(Theory)

FAMILY RESOURCE MANAGEMENT

Credits - 3

Total Lecture Hours - 54 Hrs

Aim of the Course

Curriculum and

syllabus 2015 admissions onwards

- Inculcate an understanding in the students about the principles of management and its application in the individual and family context.
- Create awareness among students about management in the family and relationship between other systems in the society.
- Assist students to acquire scientific skills in the management of personal, familial and community resources for successful living.
- Convince them of the significance of resource management to enhance the quality of life of family and society.
- Motivate in actions needed for protection and preservation of resources.

Course Overview

The course focuses on imparting knowledge to the students on resources available to them and training them on its creative and effective use along with motivating them to evolve ingenious uses of the same.

Syllabus Content

MODULE 1: Introduction to Management

Management Basics – Theory of Management, Steps Involved in the Process of Management – Planning, Organising, Controlling and Coordinating the Plan in Action and Evaluating, Qualities of a Good Manager.

Decision Making –Role of Decision Making in Management, Steps in Decision Making and

Methods of Resolving Conflicts in Group Interactions.

(10 hours)

MODULE 2: Concepts and factors influencing Management

Curriculum and

syllabus 2015 admissions onwards

Factors Motivating Management/ Concepts of Management – Values, Goals and Standards, Family Characteristics Influencing Management, Stages of Life Cycle, Types and Composition of Family.

Family Resources: Meaning and Classification, Characteristics of Resources, Factors Influencing Resource Management, Means to Optimize Satisfaction in Resource Management.

(8 hours)

MODULE 3: Management of Human Resources Management of Time: Time as Resource, Significance of Time Management, Tools and Aids in Time Management such as time norm, time cost, peak load, work curve, Time Schedule – Preparation and Evaluation, Leisure time and its utilization.

Management of Energy: Energy as Resource, Significance of Energy Management, Energy Requirements for Various Household Activities, Work Curve or production curve, Fatigue – Classification, Causative Factors and Alleviating Techniques, Work Simplification – Meaning and Techniques, Mundell's Classes Of Changes.

Study of Labour Saving Equipments - Principle, Use and Care of the Equipments Such as Cookers, Mixers and Grinders, Refrigerator, Microwave Oven, Washing Machine and Dish Washers. *(14 hours)*

MODULE 4: Management of Material Resources

Management of Money: Family Income as a Resource – Types of Income, Income Profiles; Methods of handling income, Family Expenditure –Family Budget – Types of Budget, Steps in Making Family Budget, Engel's Laws of Consumption ; Financial Records – Types, Purpose and Advantages ; Savings and Investments – Meaning, Saving Institutions And Schemes, Supplementing Family Income, Family Credit – Types, Sources, Use and Misuse.

Household fuels: Classification- Solid, liquid, gas, electricity and solar energy; Energy conservation-Importance and significance, devices/techniques for conservation of energy, familiarization with Renewable Energy Devices (Solar devices and biogas)

Waste management: Types of domestic waste, principles of waste management, 5 R's of waste management, waste minimization, disposal, recycling and reuse. *(15 hours)*

MODULE 5: Consumer Education

Consumer Education – Meaning, Consumer Problems, Rights and Responsibilities of a

Curriculum and

syllabus 2015 admissions onwards

Consumer, Consumer Aids, Consumer Protection, Consumer Redressal Procedure and Better Buying Practices. (7 hours)

Competencies of the course

- C1. Able to identify and resolve conflicts in group living situations
- C2. Accomplish management skills for organizing events and programmes
- C3. Acquainted with Renewable Energy Devices in order to conserve conventional energy
- C4. Acquire scientific and technical abilities in personal, familial and community resource management
- C5. Adept in keeping systematic records of family finances
- C6. Competent in identifying means of supplementing family income
- C7. Convinced of the significance of resource management and decision making to enhance the quality of life of family and society
- C8. Conversant in devices/ techniques for energy conservation
- C9. Creative and innovative event coordinators
- C10. Develop ability to be resourceful managers and supervisors
- C11. Efficient in planning ergonomic work spaces
- C12. Assured of importance of savings by knowledge imparted on money management
- C13. Enlightened on the relationship between family and other systems in the society
- C14. Equipped with ability to be excellent timekeepers
- C15. Expert decision makers in personal and group situations
- C16. Familiar in applying management principles in the individual and family context
- C17. Imaginative and resourceful in leisure time utilisation
- C18. Inculcate an understanding of the principles of management
- C19. Informed in selection, use and care of labour saving equipments
- C20. Ingenious in identifying means to increase satisfaction from resource utilisation
- C21. Inspired to promote learning and dissemination of information on waste management to publicize sustainable environmental practices
- C22. Gain know how regarding factors influencing resource management
- C23. Knowledgeable regarding saving schemes & institutions
- C25. Motivated to acquire competence in protection and preservation of personal and community resources

- C26. Passionate practitioners of eco-friendly waste management
- C27. Proficient in preparing and evaluating family budget
- C28. Qualified to become consumer educators
- C29. Responsive and vigilant consumers in the market
- C30. Responsible citizen with environmental concern
- C31. Sensitive to the significance of energy conservation
- C32. Skilled in stress management counselling in work situations
- C33. Trained to identify and practice appropriate income supplementation methods and support the family through them
- C34. Well informed on means of personal and family credit for various purposes

Learning Resources

1. Agarwala S.C.(1999) *Interior Decoration*. Dhanpat Rai & Co. (P) Ltd. Delhi.
2. Deacon R.E. and Firebaugh F.M. (1998) *Family Resource Management- Principles and application*. Roy Houghton Mifflin Company. N. Delhi.
3. Gross I.H. and Crandall E.H. (1967) *Management for Modern Families*. Sterling Publishers Ltd. N. Delhi.
4. Moorthy G. (Ed.). (1985) *Home Management*. Arya Publishers. N. Delhi.
5. Mullick P. (2000) *Text book of Home Science*. Kalyani Publishers. Ludhiana.
6. Nambiar R. K. (2007) *Text book of Environmental Studies*. SCITECH Publication. New Delhi.
7. Nickel. P and Dorsey. J. M. (1997) *Management in Family Living*. Wiley Eastern Ltd. Bangalore.
8. Swanson S.S. (1981) *Introduction to Home Management*. McMillan Publishing Company. N. York.
9. Varghese M. A. Ogale. N. N and Srinivasan. K. (2001). *Home Management*. New Age International (P) Ltd. New Delhi.

HS6B03PB **FAMILY RESOURCE MANAGEMENT** (*Practical*)

Total Lecture Hours - 54 Hrs

Syllabus Content

- **Management of Time and Energy-**

Time schedule: Preparation of time plan for college girl / homemaker and its evaluation

Work study: Determination of working height in vertical and horizontal planes, study of anthropometry and furniture sizes for various activities. (15 hours)

- **Management of money and material resources**

Budget Preparation - Study of expenditure pattern of your family and preparation of a model family budget considering the income profile suitable for various categories.

Energy Conservation - Visit to an organization involved with Alternate energy programmes / Study of Devices and Techniques for Conservation of Energy or Renewable Energy Devices (Solar Devices and Biogas).

Waste Management- Study of waste management practices in your house and locality / Prepare a report on Integrated Waste Management Projects and organizations providing assistance / Prepare functional and decorative craft items from waste materials. (12 hours)

Curriculum and syllabus

2015 admissions onwards

- **Consumer Education**

Development and evaluation of Labels and Advertisements for consumer products, Report on Organizations / NGO working for consumer education / Preparation of a consumer complaint for any defective consumer product to consumer redressal forum. (12 hours)

- **Event Management**

Planning, organizing, implementing and evaluating a group activity (Party / Exhibition / tour) Or Residence stay for a week incorporating principles of management. (15 hours)

HS5B06TB

HUMAN NUTRITION AND BIOCHEMISTRY

(Theory)

Credits

- **3**

Total Lecture Hours

- **54 Hrs**

Aim of the course

To enable the students-

- Obtain an insight into the metabolism and functions of macro and micronutrients in the human body.
- Understand the role of nutrition in different stages of the life cycle.
- Enable the students to plan menus in accordance with basic concepts for nutrition.

Course Overview and Context

Curriculum and syllabus

2015 admissions onwards

To understand the physiological role of nutrients in the human body, role of nutrition in different stages of life cycle and plan menus following the principles of nutrition.

Syllabus Content

MODULE 1: Introduction to Human Nutrition

The Indian Nutrition Scenario, Food Security Issues, Future challenges for nutrition research, Recommended Dietary Allowances -Definition, Factors affecting RDA, RDA for different nutrients, Indian reference man and woman. Basic five food groups, Balanced diet, food guide pyramid, dietary guidelines for Indians.

(5 hours)

MODULE 2: Nutritional Biochemistry

Energy-Definition of energy requirements, components of energy expenditure. BMR-definition, Measurement of BMR, factors affecting BMR and measurement, thermic effect of food and energy expended in physical activity. Methods of estimating energy expenditure, direct, indirect calorimetry, factorial method, DLW technique, RDA.

(5 hours)

MODULE 3: Macronutrients and their metabolism

Carbohydrates- classification, functions, digestion, absorption and transport, metabolism, types of dietary fibre, physiological and metabolic effects of dietary fibre and potential health benefits.

Proteins- Classification of proteins and amino acids, functions, digestion, absorption and transport, metabolism of protein, methods of evaluating protein quality, improvement of quality of protein in the diet. Requirements.

Lipids- Composition, structure, function, classification, essential fatty acids, trans fatty acids, digestion, absorption and transport, fat metabolism, requirements, choice of cooking medium in the context of n-3, n-6 fatty acid ratio in Indian diets.

Water- Functions, distributions and compartments of body water. Water balance. Requirements of water.

(15 hours)

MODULE 4: Micronutrients

Curriculum and syllabus

2015 admissions onwards

Vitamins- Fat soluble vitamins- A, D, E and K- functions, deficiency, food sources, and requirements, Water soluble vitamins - B complex and C - functions, deficiency, food sources, and requirements.

Minerals: Macrominerals –Functions, food sources, deficiency and requirements of calcium, phosphorus, sodium, potassium, Microminerals – An introduction, functions, food sources, deficiency and requirements of iron, iodine, fluorine and zinc.

Factors affecting bioavailability of minerals.

(15 hours)

MODULE 5: Nutrition through Lifecycle

Principles of Meal Planning.

Nutrition in Infancy - Growth and development, Nutritional requirement, advantages of breast feeding, weaning and supplementary foods.

Nutrition in Preschool Age - Physiological development and food intake, development of food habits, nutritional requirements, diet plan.

Nutrition in School Going Age-Growth pattern, nutritional requirements, packed lunch.

Nutrition in Adolescence-Growth and development, nutritional requirements, factors influencing dietary pattern of the adolescent, Eating disorders.

Nutrition for Adults –Nutritional requirements and dietary guidelines.

Nutrition in Pregnancy -Physiological changes during pregnancy, importance of nutrition in pregnancy, nutritional requirements, diet, complications in pregnancy- gestational diabetes, toxemia, effect of maternal malnutrition on foetus.

Nutrition in Lactation- Nutritional requirements, human milk composition and importance, lactogogues.Nutrition in Old Age - Changes during old age, nutritional requirements, dietary modifications.

(14 hours)

Competencies of the course

C1. Familiarize learners with the current food and nutrition scenario globally and in India

C2. Identify and disseminate knowledge on the future challenges in nutrition research

C3. Understand the recommended dietary allowances for the various age groups in the lifecycle

C4. Study the newer concepts and basis of computing diet guidelines for Indians

Curriculum and syllabus

2015 admissions onwards

- C5. To obtain an insight into the metabolism and functions of macronutrients in the human body
C6. To learn the metabolism and functions of micronutrients in the human body
C7. To understand the role of nutrition in different stages of the life cycle
C8. To enable the students to plan menus in accordance with basic concepts for nutrition

Learning Resources

1. Srilakshmi B. (2008). *Nutrition Science- 3rd Ed.* New Age International (P) Ltd. Publishers. New Delhi.
2. Bamji M.S., Krishnaswamy. K., and Brahmam. (2009). *G.N.V.. Textbook of Human Nutrition- 3rd Ed.* Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.
3. Park. K. (2005). *Park's Textbook of Preventive and Social Medicine 18th Ed.* M/s Banarsidas Bhanot Publishers. Jabalpur. India.
4. Swaminathan. M. (2001). *Principles of Nutrition and Dietetics.* The Bangalore Printing and Pub.Co. Ltd. Bangalore.
5. C. Gopalan. B.V. Ramasastri and S.C. Balasubramanian, (2007) *Nutritive value of Indian Foods.* NIN. ICMR Hyderabad 500007. Nutrient Requirements and Recommended Dietary Allowances for Indians – ICMR Publications.

HS6B04PB

HUMAN NUTRITION AND BIOCHEMISTRY

(Practical)

Curriculum and syllabus

2015 admissions onwards

Total Lecture Hours - 36 Hrs

Aim of the course

- For quantitative and qualitative estimation of selected macro and micronutrients.
- To be familiar with preparation of general recipes.
- To be familiar with menu planning of normal diets for different stages in the lifecycle and preparation of the diets.

Syllabus content

- **Food Analysis**
 - Qualitative tests for carbohydrates, protein, calcium, phosphorus and iron.
 - Quantitative tests for
 - Lactose in milk
 - Vitamin C in food stuffs
 - Calcium in foods (10 hours)

- **Basics of Food Preparation**
 - Record the weight of 1 cup/1 tbsp/1 tsp of different types of food stuffs
 - Record the ratio of raw to cooked volume of cereals, pulses, vegetables
 - Basic Preparations –main dish, side dish, snacks, desserts. (9 hours)

- **Normal Nutrition**

Planning, preparing and serving diets for:

 - Preschool child
 - School going child
 - Adolescents
 - Adults (Sedentary man and woman, labourer)
 - Pregnant woman
 - Lactating woman

- Old age (moderately active man/woman)

(17 hours)

HS5B07TB **TEXTILE SCIENCE (Theory)**

Credits - **3**
Total Lecture Hours - **54 Hrs**

Aim of the course

To gain knowledge about Textile fibres and their uses; To develop an understanding about various kinds of traditional and modern fabrics, their structure and the utility. To impart knowledge about Textile dyeing and printing. To develop skill in understanding textiles available in the market.

Course Overview

Provides knowledge regarding textile fibres, selection and use of textile fabrics.

Syllabus Content

MODULE 1: Study of Fibres

Definition, classification of textile fibres. Manufacture, properties and uses of Textile Fibres: - Cotton, Linen, Wool, Silk, Rayon, Nylon, and Polyester; Methods of identification of textile fibres. (18 hours)

MODULE 2: Study of Yarns and Fabric

Processes of making Fibre into yarn (cotton and woollen systems): - Mechanical (Ring and Open End spinning) and chemical. Classification of yarn: - type, count, twist, number of parts, novelty yarns.

Weaving: -Loom- parts and its operations. Weaves: - Basic weaves- plain, twill, satin and its variations; Fancy weaves- pile, dobby, jacquard, leno, lappet, clip spot, double cloth, and crepe. Other methods of making fabrics:-knitting, felting, braiding, netting, lace making and

bonding.

(15 hours)

MODULE 3: Dyeing , Printing and Finishes

Dyes and dyeing:- classification of dyes- natural, artificial-acid, basic, direct, sulphur, vat naphthol, disperse and mordants, Stages of dyeing- fibre, yarn, fabric.

Printing:-Direct-block, roller and screen, discharge, resist- tie and dyeing and batik.

Finishes-definition, purpose, classification and types-singeing, scouring, bleaching, sanforizing, calendaring, tentering, sizing, weighting, brushing, napping, functional finishes- Stain resistant & antimicrobial.

(15 hours)

MODULE 4: Modern Textiles

New trends in Textiles:-a brief introduction to spandex, geo-textiles, Nano fabrics, medicinal fabrics and eco- friendly textiles-organic cotton, jute, bamboo fibre.

(6 hours)

Competencies of the course

- C1. Classify fibres and identify them by their characteristics
- C2. Differentiate various types of fibre manufacturing process
- C3. Interpret different types of fibres and weaves
- C4. Examine various methods of fabric construction
- C5. Classify dyeing and finishing methods
- C6. Recognize types of printing methods
- C7. Understand the various types of modern fabrics

Learning Resources

1. Corbman. B.P (2005). *Fibre to Fabric*. International student's edition. Mc. Graw Hills book co. Singapore
2. Kadolf. S.J. (2008). *Textiles*. Anne Langford. Prentice Hall
3. Gokarneshan.U. (2005). *Fabric Structure and Design*. New Age International Publishers
4. Wells. K (2002). *Fabric Dyeing and Printing*. Conran Octopus
5. Smith J.L. (2006). *Textile Processing*. Abhishek Publications. Chandigarh

Curriculum and syllabus

2015 admissions onwards

6. Wingate (1978). *Textile Science and their selection*. Prentice Hall
7. Dantyagi. S. (2008). *Fundamentals of Textiles and Their care*. Orient Longman

HS6B05PB

TEXTILE SCIENCE (Practical)

Total Lecture Hours - 36 Hrs

Syllabus Content

- Collection of different fibres (Cotton, Silk, Polyester, Nylon, wool and rayon). Testing of fibres: - Visual Inspection, Burning and Microscopic (10 hours)
- Fabric structure: Basic weaves- Collect samples for all the Basic weaves and their variations. Fancy weaves-Collect samples for (Pile, Dobby, Jacquard, Clip spot and Double cloth) (10 hours)
- Prepare samples for Block, Batik / Tie & Dye (any two variations) (16 hours)

HS5B08TB

DYNAMICS OF EXTENSION (Theory)

Credits - 3

Total Lecture Hours - 54 Hrs

Aim of the course

To understand the dynamics of extension and the role of extension in the overall development of the community.

Course Overview

The course focuses on educating the students on extension education and the methods to extend Home Science to the community and to the family which is the basic unit of community.

Curriculum and syllabus

2015 admissions onwards

Syllabus Content

MODULE 1: Extension and Community Development

Meaning and objectives. Special features of rural, urban and tribal communities in India. Role of extension in community development with special emphasis to home science extension. Role of community organizations (panchayats, cooperatives and schools) in community development. Community development programmes for women and children in rural areas. - DWCRA, ICDS and Indira Mahilayojana. (15 hours)

MODULE 2 : Leadership

Concept and definitions, types of community leaders-Professional leader and lay leaders autocratic, democratic and laissez-faire leaders, Methods of identifying community leaders, Leadership for community development. (15 hours)

MODULE 3: Learning and teaching in extension

Criteria for effective extension teaching. Steps in extension teaching.

Extension teaching methods (methods of community contact)- Individual, group and mass methods-

- Individual method-personal visits, letters, discussions.
- Group method-meetings, discussions, demonstrations, folk songs, drama, role play, seminar, field trips, and exhibitions.
- Mass method-Print and electronic media.
- Modern methods-Tele conferencing, tele text, networking, satellite communication.

(12 hours)

MODULE 4: Audio-visual aids

Meaning, Classification-audio, visual and audio-visual aids. Cone of experience. Selection and use. (8 hours)

MODULE 5: Programme planning in extension

Objectives, principles, steps involved in extension programme planning. (4 hours)

Competencies of the course

- C1. Differentiate between formal and extension education
- C2. Familiarize on community development and community organization like schools, Panchayath and Cooperatives
- C3. Know the role of leaders and different types of leadership
- C4. Understand the role of audio-visual aids in extension
- C5. Plan extension programmes for the community

Learning Resources

1. Reddy. A. (1987). *Extension Education*. Sree Lakshmi Press. Andhra Pradesh.
2. Dahama. O.P. and Bhatnagar. O.P.(1988). *Education and Communication for Development*. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.
3. Supe. A.N. (1983). *An Introduction to Extension Education*. Oxford IBH Publishing Company.
4. Devadas. Rajammal. P. (1980). *Text book of Home Science*. NCERT. New Delhi.
5. The Indian Journal of Extension Education. The Indian Society of Extension Education. Division of Agricultural Extension. IARI.. New Delhi-110 012

HS6B06PB

DYNAMICS OF EXTENSION (*Practical*)

Total Lecture Hours - 36 Hrs

Syllabus Content

- **Extension**
Interview an extension worker to find out his/her role. (8hours)
- **Community Development**
Conduct a survey to find out the role of any one community organization (panchayats,

Curriculum and syllabus

2015 admissions onwards

cooperatives and schools) on in community development.

(8 hours)

• **Project writing skills**

Based on the survey done prepare a report on the role of any one community organization

(4 hours)

• **Learning and Teaching in Extension**

○ Collection and evaluation of audio visual aids

○ Preparation and use of visual aids (leaflet, pamphlet, chart and poster)

(6 hours)

• **Programme planning in Extension**

• Planning, implementing and evaluating an extension programme related to home science.

(10 hours)

(All the topics should be related to Family and Community Science. A record of the entire practical should be maintained.)

Semester VI

HS6B09TB

INTERIOR DECORATION (Theory)

Total Lecture Hours - 54 Hrs

Credits - 3

Aim of the course

To enable the students to use and understand the elements and principles of design, to develop basic skills for a career option in Interior Designing, to gain the basic knowledge of furniture arrangement and furnishing the residential interior and exterior space.

Course Overview

The course seeks to cover the basics of art and design, use of colour and its impact in interior, principles of design, home lighting, arrangement of furniture, furnishings and accessories in residential interior and interior and exterior space organization.

Curriculum and syllabus

2015 admissions onwards

Syllabus Content

MODULE 1: Art and Design

Introduction to Interior Designing, Importance of good taste, Concept and objectives of interior decoration. Definition, Types of design, Characteristics and sources of design ; Elements of design-line, shape, texture, colour, pattern, light and space ; Principles of design- proportion, balance, rhythm, emphasis, harmony. (12 hours)

MODULE 2: Colour

Qualities of colour, Prang colour system, Colour harmonies and schemes; Use and effects of various colours, Colour psychology. Application of colour in various rooms. (9 hours)

MODULE 3: Home Lighting

Importance of home lighting, types of lighting- natural and artificial - Importance of Natural Lighting for healthy environment ; types of lamps and lighting fixtures for artificial lighting; Physical and Psychological aspects of lighting, illusion. (6 hours)

MODULE 4: Furniture, Furnishing and Accessories

Furniture requirement for various rooms, guidelines for selection and arrangement of furniture, Classification and selection of soft furnishings, Types of windows, window treatments - curtain styles and top dressing, selection and care of rugs and carpets. Accessories - Classification and their role in interiors, flower arrangement - principles, different styles, and basic shapes, drying techniques and dry flower arrangement, indoor gardening and bonsai. (15 hours)

MODULE 5: Interior and Exterior Space Organisation

Space requirement for various activities in various rooms; Size, layout, finishes, storage for living, dining and bed rooms, Principles of space planning; space saving techniques; Kitchen- types of kitchen, modular kitchen, working areas and work triangle. Objectives and principles of landscape gardening, Types-formal, informal; Styles, Garden components and routine duties in gardening. (12 hours)

Competencies of the course

- C1. Understand basics of Interior Designing
- C2. Realize the importance of good taste
- C3. Understand the connection between art and design
- C4. Develop awareness and understanding of art as it relates to design
- C5. Defines concepts of interior designing
- C6. Recognize objectives of interior decoration.
- C7. Defines types of design
- C8. Understands characteristics of design
- C8. Identify and sources of design, various elements of design-line, shape, texture, colour, pattern, light and space
- C9. Understands principles of design- proportion, balance, rhythm, emphasis, harmony
- C10. Differentiate structural and decorative design
- C11. Distinguish various types of design such as naturalistic, stylized, geometrical, historical, traditional and abstract design
- C12. Understand qualities of colour
- C13. Explain Prang colour system, Colour harmonies and schemes
- C14. Able to use various colours in various rooms properly
- C15. Understand colour psychology
- C16. Understand importance of home lighting
- C17. Identify types of lighting- natural and artificial
- C18. Understand the importance of natural lighting for healthy environment
- C19. Identify types of lamps and lighting fixtures for artificial lighting, physical and psychological aspects of lighting and illusion.
- C20. Realize furniture requirement for various rooms, guidelines for selection and arrangement of furniture, classification and selection of soft furnishings
- C21. Classify types of windows, window treatments
- C22. Understand curtain styles and top dressing, selection and care of rugs and carpets.
- C23. Classify accessories according to their role in interior,
- C24. Understands flower arrangement - principles, different styles, and basic shapes, drying

- techniques and dry flower arrangement
- C25. Understand basics of indoor gardening and bonsai.
- C26. Understands space requirement for various activities in various rooms; Principles of space planning; space saving techniques
- C27. Classify kitchen, understand modular kitchen, working areas and work triangle.
- C28. Understand objectives and principles of landscape gardening, various styles, Garden components and routine duties in gardening.

Learning Resources

1. Craig H.T and Rush C.D. (1974). *Homes with Character*. DC Health and Company. Boston.
2. Goldstein H and Goldstein V. (1982). *Art In Every Day Life*. Macmillan Company New York
3. Kasu. A. (2005). *Interior design*. Ashis Book Centre. Mumbai.
4. Khanna G.(2007). *Art of Interior Design*. Indica Publishers. Delhi.
5. Mike Lawrence and Janeaton. (1998). *Great Home Decorating Ideas*. Anness Publishing Limited. London.
6. Pratap Rao M. . (2001). *Interior Design –Principles and Practice*. Standard Publishers and Distributors. N. Delhi.
7. Faulkner. R. & Faulkner. S. (1975). *Inside Today's Home*. Holt. Rinehart and Winston. London
8. Swarup. V. (1997). *Ornamental Horticulture*. Macmilan India Ltd. Chennai.

HS6B03PB

Family Resource Management and INTERIOR
DECORATION (*Practical*)

Credit - 2

Curriculum and syllabus

2015 admissions onwards

Total Lecture Hours - 36 Hrs

Syllabus Content

- **Design and colour**

Application of various types of design, elements of design and principles of designs; Application of motif in a design suitable for furnishing / accessories. Preparation of colour charts and application of colour schemes in a design/ room. (12 hours)

- **Flower Arrangement**

Demonstration of basic shapes in flower arrangement, Dry flower arrangement, Ikebana, Artificial flower making and arrangement, Bouquet making. (8 hours)

- **Furnishings**

Curtain Styles : Illustration of various curtain styles, Table setting, Napkin folding . (6 hours)

- **Evaluation of Interiors**

Living room, dining room, bed room, bath room, kitchen etc. (Any 2 rooms) (2 hours)

- **Creative arts**

Creative arts – decorative and functional art, creation of art objects and making wealth out of waste. (8 hours)

(A record of the entire practical should be maintained)

HS6B10TB

CLINICAL NUTRITION AND DIETETICS (Theory)

Credits	-	3
Total Lecture Hours	-	54 Hrs

Aim of the course

- To impart knowledge regarding pathophysiology of selected diseases.
- Be able to make appropriate dietary modifications for disease conditions.
- Develop capacity and aptitude for taking up dietetics as a profession.
- Build awareness on Public Health nutrition problems

Course overview

The course seeks to cover major diseases, their pathophysiology, clinical symptoms and signs and equip the student to formulate diet for these conditions and enable them to be competent to pursue higher studies in the field of dietetics.

Syllabus content

MODULE 1: Introduction to Dietetics

Meaning and scope of dietetics, Role of dietitian, Diet therapy: a) Routine hospital diet, soft diet, liquid diet. b) Mode of feeding-oral, enteral and parenteral feeding.

(5 hours)

MODULE 2: Fevers, GI disorders and Weight management

- Fevers -Classification and etiology of acute and chronic fevers.
Medical Nutrition therapy in Typhoid, Tuberculosis, HIV/AIDS
- Gastro intestinal disorders-Diarrhoea, Constipation, Peptic Ulcer.

Curriculum and syllabus

2015 admissions onwards

- Weight imbalance: Classification, Etiology, Clinical manifestations, Consequences—
Dietary Management of Obesity, Underweight (14 hours)

MODULE 3: Non Communicable Diseases

- Diabetes Mellitus- Prevalence, classification and etiology of diabetes mellitus, symptoms, diagnosis and complications. Glycemic Index. Dietary Management of Diabetes.
- Coronary Heart Diseases
Atherosclerosis- Phases, Etiology, Symptoms, Complications, Nutritional Management

Hypertension- Classification of BP, Hypertension Stages, etiology, dietary management, DASH diet.
- Cancer - Aetiology, Risk factors- Dietary and Non dietary, Nutritional requirements for Cancer patients . Dietary management in cancer. (15 hours)

MODULE 4: Kidney and Liver disorders

- Etiology, Clinical symptoms and Dietary Management of Nephritis and Nephrotic Syndrome, Urolithiasis. (8 hours)

MODULE 5: Public Health Problems

Assessment of Nutritional Status.

Prevalence, causes, consequences, prevention and control -

- Protein Energy Malnutrition (PEM)
- Anemia
- Vitamin A deficiency
- Iodine Deficiency Disorders (12 hours)

Competencies of the course

- C1. To understand the relevance of Nutrition Care in the hospital setting
C2. To comprehend the role of Nutrition support in critically ill patients

- C3.To list the etiological factors for the development of disease conditions
- C4.To understand the principles of dietary management for different disease conditions
- C5.To describe the role of diet in the prevention of cardiovascular diseases and cancer
- C6.To illustrate the role of diet in the maintenance of optimal body weight

Learning Resources

1. L. Kathleen Mahan and Sylvia Escott-Stump.(2007). *Krause's Food Nutrition and Diet therapy- 11th Edition*. Saunders. USA
2. Whitney.E.N. Cataldo. C.B..and Rolfes.S.R.(2002). *Understanding Normal and Clinical Nutrition*. Sixth Edn.Thomson Learning Inc.USA.
3. Srilakshmi. (2009). *Dietetics IVth Edition* . New age International (P) Ltd. Publishers. New Delhi
4. Bamji.M.S..Krishnaswamy.K and Brahmam(Eds.).(2009). *Text book of Human Nutrition Third Edition*. Oxford & IBH publishing Co.Pvt.Ltd.. New Delhi.
5. Subhangini. A. Joshy (2010). *Nutrition and dietetics*. Third edition. Tata Mc. Graw. Hill Education Pvt.Ltd. New Delhi
6. Paul Insel. Elaine Turner. Don Ross. (2004) *Nutrition second edition*. American Dietetic Association. Jones and Barlett publishers. London

HS6B04PB

CLINICAL NUTRITION AND DIETETICS (Practical)

Total Lecture Hours - 54 Hrs

Aim of the course

To gain practical experience in menu planning and preparation of diets for various disease conditions.

Syllabus content

1. Calculation of BMI using height-weight measurements (2 hours)

Curriculum and syllabus

2015 admissions onwards

2. Preparation of Therapeutic Recipes

(4 hours)

Types of Therapeutic Diet

Normal, Soft, Fluid – Full Fluid and Clear Fluid Diets

3. Diet plan for

- Diabetes Mellitus
- Atherosclerosis
- Cancer
- Fevers-Typhoid or Tuberculosis
- Peptic Ulcer
- Constipation
- Hepatitis
- Cirrhosis
- Nephritis
- Obesity
- Under weight
- PEM
- Iron Deficiency Anaemia

(46 Hours)

3. Visit to a feeding programme / Diet clinic

(2 hours)

HS6B11TB

**FASHION DESIGNING AND APPAREL
PRODUCTION (Theory)**

Credits	-	3
Total Lecture Hours	-	54 Hrs

Curriculum and syllabus

2015 admissions onwards

Bachelor's Programme in Home Science

Aim of the course

- To gain knowledge in fundamentals of fashion designing.
- To get practical experience in apparel illustration;
- To impart knowledge in apparel production, marketing and merchandising;
- To enable the students to develop skills in pattern making and garment construction.

Course Overview w

Seeks to give a clear understanding of the methods of fashion designing and apparel production

Syllabus Content

MODULE 1: Fashion Introduction and Interpretation

Fashion:-Definition, terminologies- style, fad, classic, fashion trend, haute couture, fashion life cycle, fashion forecasting and present day fashion.

Principles and factors influencing Fashion; Elements and principles of design as applied to apparel designing.

Garment designing: - factors considered, basic shapes, the proportion of figures- Basic8- head theory, unusual figures (problems and remedies) - for tall figure, short figure, stout figure, and thin figure.

(14 hours)

Curriculum and

syllabus 2015 admissions onwards

Bachelor's Programme in Home Science

MODULE 2: Introduction to Body measurements and pattern making

Body measurements:-Importance and methods of taking body measurements. Pattern making: - Methods of pattern making- Drafting.

Pattern Alteration- lengthening and shortening bodice block and skirt, sleeve variations- puff and $\frac{3}{4}$ sleeve.

(14 hours)

MODULE 3: Garment Construction

Tools and equipments used for garment construction.

Sewing machine-parts, functions, care, maintenance common problems, reasons and remedies, Steps in preparing fabric for construction, layouts, marking, cutting, stitching and finishing of garments.

(14 hours)

MODULE 4: Apparel marketing and merchandising.

Marketing- definition, marketing mix- 4 P's (product, promotion, prices and place)

Merchandising- definition, role and responsibilities of merchandiser—brief outline of various departments in an apparel industry, retail outlet and visual merchandising. *(12 hours)*

Competencies of the course

- C1. To interpret the fashion terms and terminologies
- C2. Identify factors influencing fashion
- C3. Plan and design using elements and principles of design

Curriculum and

syllabus 2015 admissions onwards

Bachelor's Programme in Home Science

C4. Understand the basics of illustration with the eight head theory
C5. Understand aspects of figure proportions and designs suitable for various figure types
C6. Examine various methods of pattern making and techniques of garment construction
C7. Clarify the basic techniques of marketing and merchandising of apparel

Learning Resources

1. Armstrong. H. J. (1997). *Pattern making for Fashion Design*. Harper & Row publication
2. Mary Mathews. (1998). *Practical Clothing Construction*. Part II. Bhattaram's Reprographics Pvt. Ltd. Chennai.
3. Riter. J. (1998). *Hand book for Fashion Designing*. Best Drafting Techniques. Mital publication.
4. Cooklin .G. (1988). *Introduction to Clothing Manufacture*. Blackwell Science. New Delhi
5. Ireland P.J. (2007). *New fashion Figure Templates*. Anova Books Co. Ltd. London
6. Mullick .P. (2002). *Garment Construction Skills*. Kalyani Publishers. New Delhi.
7. Sumathy. G.H. (2002). *Elements of fashion and Apparel Design*. New Age International (p) Ltd. New Delhi
8. Narang. M. (2007). *Fashion Technology Hand Book*. Asia Pacific Business Press. New Delhi
9. Ireland P.J. (2004). *Fashion Design Drawing and Presentation*. Kyodo printing co. Ltd.. Singapore.
10. Zarapkar K.R. (2008). *Zarapkar System of Cutting*. Navaneet Publications India Ltd.. Gujarat.

Curriculum and

syllabus 2015 admissions onwards

Bachelor's
Programme in Home Science

HS6B05PB **TEXTILE**
SCIENCE, FASHION DESIGNING AND APPAREL
PRODUCTION (*Practical*)

Credit - 2
Total Lecture Hours - **36 Hrs**

Syllabus Content

1. Fashion Illustration and Sketching

Development of 8-head croquis. Basic sketching of child's frock and Salwar kameez, with collection of various designs.
(4 hours)

2. Basic Construction Processes.

Hand Stitches – Basting-,
overcasting, hemming.

Embroideries- Decorative stitches
(min. 5 no)

Seams and seam finishes: Plain seam- French seam, flat fell seam, topstitched seam, and piped seam, seam finishes – double stitched seam finish.

Fullness: gathers- gathering by hand, gathering by machine, gathering by elastic, Pleats-knife, box, and inverted -pin tuck, darts-standard dart and double pointed dart. Plackets: one piece placket and two piece placket.

Bias and its applications- joining of bias pieces – bias facing, bias binding, shaped facing. Hems- narrow machine stitched hem, stitched and turned hem

Fasteners- button and buttonhole, press button, hooks and eye

Preparation of Paper pattern: Prepare paper pattern for child's frock, churidhar / salwar and

Curriculum and

syllabus 2015 admissions onwards

Bachelor's Programme in Home Science

kameez.
(14 hours)

Construction of garments: child's frock with any collar and any type of sleeve.
Construction of a
Kameez – A line.
(16 hours)

(A record of the entire practical should be maintained)

HS6B12TB MASS COMMUNICATION AND JOURNALISM (Theory)

Credits	-	3
Total Lecture Hours	-	54 Hrs

Aim of the course

To emphasize the concept and significance of mass communication as the most effective form of communication.

Course Overview

The course focuses on developing competencies in Mass communication and Journalism which is a fast growing need of Development communication.

Syllabus Content

MODULE 1: Communication

Definition, Functions, elements and process of communication, Four levels of communication- Intrapersonal, inter personal level, Group level and

Curriculum and

syllabus 2015 admissions onwards

Bachelor's Programme in Home Science

Communication with mass audiences. Functions of mass communication and its relevance to society. (10 hours)

MODULE 2: Modes of mass communication

- Print media-newspaper, books, magazines, leaflets and pamphlets- Characteristics and use.
- Electronic media-Radio, television, video, films, computer based technologies-email, internet, blogs, message boards (Basic or electronic), pod casts, video sharing, mobiles. - Characteristics and use. Role of information technology in communication (internet, video conferencing, e-mail etc.)
- Outdoor mass media-exhibitions, fairs, street drama. Characteristics and use.
- Folk media (Traditional)-puppet show, folk songs, folk dances, drama etc., Characteristics and use. Advertising and public relations-concepts and its role in modern society. (18 hours)

MODULE 3: Writing for the media

Fundamentals of good writing, Principles of writing news article for a newspaper and other print media, Script writing for TV and radio programme and its presentation, Techniques for preparation of effective advertisements. (12 hours)

MODULE 4: Public speech

Understanding the audience, Planning and preparation of public speech, Presentation of public speech (5 hours)

MODU LE 5: Journali

Curriculum and

syllabus 2015 admissions onwards

Bachelor's Programme in Home Science

sm

Definitions, functions, principles and importance, Kinds of journalism-print (newspaper and periodicals), Electronic (radio and television), Online (web journalism), Film journalism, Photo journalism, Characteristics and use.
(9 hours)

Competencies of the course

- C1. Understand the concept, scope and significance of mass communication and its techniques.
- C2. Sensitize students towards identifying materials and methods for effective communication.
- C3. Familiarize undergraduate students with media studies by affording them an Exposure to contemporary media and to provide an opportunity for them to pursue their areas of interest.
- C4. Understand various mass communication methods for advertising and role of public relation in mass communication.
- C5. Develop the ability to analytical criticism of various printed mass communication contents
- C6. Creatively develop advertisements
- C7. Develop article writing skill in newspapers, magazines ,journals etc
- C8. Programme development skills for radio and television
- C10. Develop script writing skills for drama, street play, puppet shows
- C11. Organise and implement mass media information's through television and internet.
- C12. Acquire soft skills on planning, preparing and delivering public speech
- C13. Understand techniques of utilising various mass media to deliver information's to the community
- C14. ICT related awareness and skills to utilize like video conferencing, podcast etc

Curriculum and

syllabus 2015 admissions onwards

Bachelor's Programme in Home Science

Learning Resources

1. Mody. Bella. (1991). *Designing messages for development Communication*. Sage Publications. New Delhi
2. Kuppuswamy. B. (1989). *Communication and Social Development in India*. Media Promoters and publishers Private Ltd. Bombay.
3. Dahama .O.P. and Bhatnagar. O.P. (1988). *Education and Communication for Development..* Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.
4. Pamar. Sryam. (1976). *Traditional folk media in India*. Geka books.56. New Delhi.
5. Mehta. D.S. (1992). *Mass Communication and Journalism in India..* Allied Publishers. NewDelhi.
6. Rayulu. C.S. (1993). *Media and Communication Management*. Himalaya Publishing. Bombay
7. Duglas Parker. *Basic public speaking*. 2nd edition.
8. The roadmap to confident communication.
9. Mahavir Mohnot. *Art of speaking in public*.
10. Journal of Educational Research and Extension. Sri Ramakrishna Mission Vidyalaya College of Education. Coimbatore. Tamil Nadu. India.

HS6B06PB Dynamics of Extension , MASS COMMUNICATION AND JOURNALISM (Practicals)

Credit – 2

Total Lecture Hours - 36 Hrs

Syllabus Content

- **Modes of Mass Communication**

(All topics should be related to Family and Community Science)

1. Create an e-mail id and send a message through e-mail.
2. Create a message board. (Basic or electronic)

Curriculum and

syllabus 2015 admissions onwards

Bachelor's Programme in Home Science

3. Write a report of an exhibition /fairs/street drama you observed.
4. Select a theme based on the content of home science and write a folk song.
5. Prepare an advertisement to be published in a news paper.
(20 hours)

- **Writing for The Media**

1. Write a news article for a news paper.
2. Write a script for a Radio programme.
3. Write a script for a TV programme.
(10 hours)

- **Public Speech**

1. Select a topic, prepare and present a speech.
(6hours)
2. A record of the entire practical should be maintained.

Curriculum and

syllabus 2015 admissions onwards

Bachelor's
Programme in Home Science

SYLLABI
OF
CHOICE BASED COURSES

SYLLABI OF
COURSES

CHOICE BASED COURSES
(Elective)

Curriculum and

syllabus 2015 admissions onwards

Bachelor's
Programme in Home Science

HS6B13aTB

WOMEN EMPOWERMENT

Credits - **4**
Total Lecture Hours - **54 Hrs**

**Aim of
the
course**

To give better insight into the issues and problems of women and impart legal awareness to students. It also motivates students to be empowered in all walks of their life and equip them by enhancing the entrepreneurial spirit in students.

**Course
Overview**

The course focuses on women empowerment and equipping the students to be an entrepreneur after graduation. The course enable students to understand the skills and the intricacies involved in starting an entrepreneurial venture.

**Syllabus
Content**

**MODULE 1- Women in India- Demography, Issues
and Problems**

Demography, Concept significance and need for Women empowerment, Social aspects of Women empowerment. Transition of women towards new millennium, National Committees and Commissions for Women, Organizations for Women, Department of Women and Child Development. Multiple Roles of Women- Role

Curriculum and

syllabus 2015 admissions onwards

Bachelor's Programme in Home Science

conflict, Role changes, Issues Related to Female children-Female foeticide, Female Infanticide, child marriage. Issues Related to Women-Dowry, Divorce, Widowhood, Domestic violence, problems of elderly and single women. (10 hours)

MODULE 2: Women and Law

Indian constitution and provisions relating to women, Need for legal literacy, Laws pertaining to Marriage, Divorce, Dowry, Succession/Property rights, Sexual abuse, Immoral Traffic, and Abortion, Indecent Representation of Women Act 1986, Family courts, Enforcement machinery

– Police and Judiciary. Human Rights as Women's Rights.
(12 hours)

MODULE 3: Women in workforce

Concept of work-productive and non-productive work, Women in organized and unorganized sectors, Special problems and needs of women in workforce, Gender division of work, NGOs and women development. Globalization and impact on women's employment, role of SHGs.

(10 hours)

MODULE 4: Entrepreneurship –

Definition, concept and characteristics. Role of entrepreneur, Personal Effectiveness - factors affecting entrepreneur's role, effective communication skill, interpersonal skills, factors affecting entrepreneur skill,

Achievement motivation, goal orientation, creativity, assertiveness and quick response, psychological barriers to self-employment.

(10 hours)

Curriculum and

syllabus 2015 admissions onwards

Bachelor's Programme in Home Science

MODULE 5: Procedures to be an entrepreneur

Product identification, generation of new product ideas, sources of ideas. Product formulation, feasibility analysis, Project planning, Project proposal for fund from bank/other funding agencies, significance, cost analysis. List of documents to be submitted for registration and license Principles of marketing and basics of accounting. Agencies for development of entrepreneurship (SSI, KITCO, KIED, KSWDC .Banks and other voluntary organizations, Institutions assisting entrepreneurs)
(12 hours)

Course competen cies

- C1. To create an awareness among the students about the status of women in India.
- C2. To familiarize with the issues and problems of women
- C3. To motivate students to work for the betterment of women
- C4. To enable students to understand the relevance of entrepreneurship and to develop effective entrepreneurship skills among students
- C5. To impart information on the various sources of finance and also on the process of setting up small enterprise
- C6. To assist students in project proposal preparation
- C7. To equip students on Basics of marketing and accounting

Related Experiences

- a) Visits

Curriculum and

syllabus 2015 admissions onwards

Bachelor's Programme in Home Science

Visit to small scale industries.

Visit to Agencies that finance SSI.

b) Preparation of Articles based on following-

Bakery/confectionary/bouquet-making/flowerarrangement/Dyeing/
printing/embroidery/Garment manufacturing.

Minimum two articles from the above are to be prepared and organize an
exhibition-cum-sale of the prepared products.

Learning Resources

1. Ashok S Kolaskaer and Motilal Dash (2012). *Women and Society ;The road to change*. Oxford University press.
2. Charu Gupta. (2012). *Gendering Colonial India.Reforms .Print. Caste and Communalism*. Orientblackswan
3. Mary E. John ed.(2008). *Women's Studies in India: A Reader*. New Delhi: Penguin Books India.
4. Akhauri. M.M.P. (1990). *Entrepreneurship for Women in India*. NIESBUD. New Delhi.
5. Patel. V.C. (1987). *Women Entrepreneurship - Developing New Entrepreneurs*. Ahmedabad EB
6. Hisrich. R.D. and Peters M.P. (1995). *Entrepreneurship - Starting. developing and managing a new enterprise*. INC USA.
7. Gupta. Srinivasan, (2004). *Entrepreneurship Development in India*. Sultan Chand. New Delhi.
8. J. S. Saini. B.S. Rathore. (2001). *Entrepreneurship Theory and Practice*. Wheeler. New Delhi.

Curriculum and

syllabus 2015 admissions onwards

Bachelor's
Programme in Home Science

**HS6B13bTB
TECHNIQUES**

SURFACE ORNAMENTATION

Credits	-	4
Total Lecture Hours	-	54 Hrs

Aim

To familiarize students with basic surface ornamentation techniques.

Course overview

The course aims to teach the variations of basic hand embroidery techniques, surface designing and other ornamentation techniques.

Syllabus Content

MODULE 1: Embroidery

Embroidery tools and techniques, embroidery threads and their classification, selection of threads, needle and cloth, tracing techniques, ironing and finishing of embroidered articles.

(8 Hours)

MODULE 2: Basic Hand Embroidery:-

Two variations of running stitch, back stitch, stem stitch, chain stitch, lazy daisy stitch, buttonhole stitch, feather stitch, herringbone stitch, knot stitch, satin stitch and cross stitch.

(12 Hours)

MODULE 3: Traditional Embroidery

Origin, application & colours. Kantha, Chikan, Kasuti, Zardosi (Four variations), Kutch and

Mirror work (Two variations).
Hours)

(8

Curriculum and

syllabus 2015 admissions onwards

Bachelor's *Programme in Home Science*

MODULE 4: Special embellishment techniques:

Ribbon work (2 methods), Applique (2 methods), quilting (2 methods), Patch work (2 methods) Smocking - Chinese smocking (2 methods), honey comb, gathered with embroidery, Fabric painting (4 methods), hand, Stencil- dabbing and spraying.
(10 Hours)

MODULE 5: Dyeing and printing

Advanced tie and dye techniques, batik and block printing. (2 methods each) (4 Hours)

MODULE 6: Trimmings and decorations 7 Hours

Laces, tassels, tucks (4 methods), show buttons, eyelet and cord, bead work, cut work and crocheting.
(12 Hours)

Competencies of the course

- C1. Understand the variations of basic hand embroidery techniques, surface designing and other ornamentation techniques.
- C2. introduce them to various traditional embroidery techniques of India.
- C3. Acquaint with special embellishment techniques and their applications
- C4. Understand basic techniques of dyeing and printing
- C5. Familiarize with different forms of trimmings and decoration

Related Experiences

- Basic Hand Embroidery:-Prepare samples for running stitch, back stitch, stem stitch, chain stitch
 , lazy daisy stitch, buttonhole stitch, feather stitch, herringbone stitch, knot stitch, satin stitch and cross stitch. (Two variations each)
- Traditional Embroidery- Prepare samples for Kantha, Chikan, Kasuti, Zardosi (Four variations),

Curriculum and

syllabus 2015 admissions onwards

Bachelor's Programme in Home Science

- Kutch and Mirror work (Two variations).
- Special embellishment techniques:-Prepare samples for Ribbon work (2methods),Applique (2 methods), quilting (2 methods), Patch work (2 methods) Smocking -Chinese smocking (2 methods), honey comb, gathered with embroidery, Fabricpainting (4 methods), hand, Stencil- dabbing and spraying.
 - Dyeing and printing:-Prepare samples for advanced tie and dye techniques, batik and block printing. (2methods each)
 - Trimmings and decorations:-Prepare samples for tassels, tucks (4methods), eyelet and cord, bead work, cut work and crocheting.

Learning Resources

1. Richard M Proctor/Jennifer F Lew. (1998). *Surface design for fabric*. University of Washington Press.
2. Lanto Synge. (1995). *Art of embroidery : History of style and technique*. Woodridge
3. Helen M. David & Charles. (1986.) *The Timeless Embroidery*.
4. Readers Digest. (1993). *Complete guide to Sewing..* Pleasant ville-Nu Gail L.Search Press Ltd.
5. Barbara .S. (1998). *Creative Art of Embroidery*. Lundon. Numbly Pub.group Ltd.
6. Shailaja N.(2001). *Traditional Embroideries of India*. APH Publishing. Mumbai

HS6B13cTB

EARLY CHILDHOOD CARE AND

INTERVENTION

Credits

- 4

Curriculum and

syllabus 2015 admissions onwards

Bachelor's Programme in Home Science

Total Lecture Hours - 54 Hrs

Aim of the course

To develop skills and techniques to plan activities in early childhood center and deal with challenged children in the optimum level possible.

Course Overview

Identification of developmental delays, mode and importance of early stimulation. The methods of assessment would be instilled through the subject content enlisted.

Syllabus Content

MODULE 1: Developmental milestones

- Definition,
- Different developmental milestones of children from 0 to 6 year
(6 hours)

MODULE 2: Developmental delay

Definition , Child development & Home environment
(4 hours)

MODULE 3: Developmental assessment

- Definition, purpose of assessment.
- Assessment below two years.
- Tools & techniques used for assessment- TDSC, DASII, DDST, DOC,
- Neurological evaluation.
 - Assessment of visual & hearing impairment.
(12 hours)

MODULE 4: Early Developmental Stimulation

- Definition, aims, importance.

Curriculum and

syllabus 2015 admissions onwards

Bachelor's Programme in Home Science

- Role of parents.
 - Newborn stimulation in NICU & at Home.
 - Sensory training, early stimulation programmes,
 - Early intervention for the developmental delay.
- (12 hours)

Module 5: Pre- School programme

- Definition, principles of programme planning.
 - Short & long term planning. Daily programme.
 - Pre – school organisation- physical arrangement, equipment needed, maintenance of records , pre school personnel, home – school relationships.
- (10 hours)

Module 6: Intervention programmes for Children with challenges

- Visual & Hearing Impairment- Signs & Symptoms, Intervention programmes
 - Characteristics, identification & intervention programmes for the Gifted, Learning disabled, Autistic & Attention Deficit Hyperactivity Disorder (ADHD) children
- (10 hours)

Competencies of the course

- C1. To know about the milestones
C2. Equipped to identify the developmental delay
C3. Awareness about the tools & techniques for developmental assessment
C4. Understand about early stimulation programmes and its significance
C5. To become aware about the early stimulation programmes
C6. Equipped to deal with challenged children

Related Experience

1. Observation of milestones in a child (0 to 6 Yrs) and the identification of

Curriculum and

syllabus 2015 admissions onwards

Bachelor's Programme in Home Science

developmental status.

2. Visit to a centre for developmental assessment OR to a Centre to know about the Intervention programmes for Gifted/ Learning disabled/ Autistic / ADHD children (Any One)
3. Organisation of an awareness programme for the community / parents/ Adolescents on any related topic.
4. Prepare visual aids on a related topic for the parents having children from 0 to 6 years.
5. Prepare a Case study report of a Gifted/ Learning disabled/ Autistic /ADHD child. (Any One).

Learning Resources

1. Guide book- mother & child protection card . Ministry of Human Resource Development. Govt. of India.
2. Hurlock (2008). *Developmental psychology* - 4th Ed.
3. Hurlock (2004) . *Personality development*
4. M.K. C. Nair (2004) . *Module on early stimulation*.
5. Marshall & Stuart (2001). *Child development*.
6. Suriakanthi .A (2009) . *Child development* - 4th ed.

Curriculum and

syllabus 2015 admissions onwards

Bachelor's
Programme in Home Science

SYLLABI
OF
OPEN COURSES

Curriculum and

syllabus 2015 admissions onwards

SYLLABI OF COURSES

OPEN COURSE

(For students of other programmes)

HS5D01B LIFE SKILL STRATEGIES AND TECHNIQUES

Credits	-	3
Total Lecture Hours	-	72 Hrs

Aim of the course

To empower young people to effectively meet the challenges of everyday life, enable them to acquire knowledge and to develop attitudes and skills which lead to healthy behaviour patterns and to lay the foundation for a responsible lifestyle, sound relationships and safe habits.

Course Overview

Provides required skills and strategies required for successful living.

Syllabus Content

MODULE 1: Health and Nutrition Strategies

Curriculum and syllabus

2015 admissions onwards

Importance of Food groups, Balanced diet, Food Guide pyramid, Dietary Guidelines.

(15 hours)

MODULE 2: Resource Management

Time Management - Significance and techniques, Work simplification for Energy management

Income management through supplementation and savings.

(15 hours)

MODULE 3: Enhancing Personality through Clothing and Grooming

Essentials in good grooming, Design elements of good costume, Selection of suitable costume for different figure types, for various occasions and wardrobe planning.

(14 hours)

MODULE 4: Communication and Interpersonal Relationships

Intra personal communication, Identifying one's strength and weakness, Importance and enhancement of self-esteem, Inter personal Communication and Relationships -Improving Communication Skills, Non-verbal communication,-Body language, postures and gestures.

Barriers to communication, Conflict resolution and stress management techniques. (14 hours)

MODULE 5: Career Enhancement

Goal setting, Job Application process, Interview and Group discussion, Presentation skills

Leadership Skills, advocacy and team building.

(14 hours)

Competencies of the course

C1.Enable students to make healthy choices regarding food and healthy living

C2.Make students efficient in managing their time, energy, finance and clothing needs

C3.Prepare students to evolve mental models for intra-personal and inter-personal transactions

C4.Enhance career prospects of students

Learning Resources

1. Varghese. M. A. Ogale. N. N and Srinivasan. K. (2001). *Home Management*. New Age International (P) Ltd. New Delhi.
2. Nickell. P and Dorsey. J. M. (1997). *Management in family living*. Wiley Eastern Ltd.
3. Nambiar. R. K. *Text book of Environmental Studies*. SCITECH Publication. New Delhi.
4. Newman. H and Newman. R. *Development through life*. US. Wadsworth Publishing Company.

5. Sigelman. C. K and Rider. E. A.(2003). *Life Span Human Development*. US. Thomas Wadsworth Publishing Company.
6. Krause. M. V and Mahan. (2005). *Food Nutrition and Diet Therapy*. WS Saunders Co.. Philadelphia.
7. Srilakshmi. B. (2010) *Dietetics*. New Age International (P) Ltd. Chennai
8. Mile. D.J (2004). *Power of positive thinking*. Delhi: Rohan Book Company.