

ST. TERESA'S COLLEGE (AUTONOMOUS)

ERNAKULAM



CURRICULUM FOR BACHELOR'S PROGRAMME IN FAMILY AND COMMUNITY SCIENCE

Under Choice Based Credit & Semester System

(2014 Admissions)

As prescribed by Mahatma Gandhi University, Kottayam

**REGULATIONS FOR UNDER GRADUATE PROGRAMMES UNDER CHOICE
BASED COURSE-CREDIT-SEMESTER SYSTEM AND GRADING, 2014.**

Preamble

The committee of experts constituted by the Kerala State Higher Education Council headed by Prof. B Hridayakumari, to study and make recommendations for the improvement of the working of the Choice Based Credit and Semester System in colleges affiliated to the Universities in the State had submitted a comprehensive report. After reviewing the entire scenario this committee recommended to the Higher Education Council that CBCSS may be maintained with some basic reforms. The old system was lacking in innovativeness and in the capacity to come to grips with fast changing global conditions. A few changes in the course and examination pattern may improve the situation to some extent. The Performance Grading of the learner shall be on the Seven Point Grading System. The absolute grading system of 07 points is the most popular grading system and has been accepted by the UNESCO, the Committee suggested that the overall structure of the 07 point grading system may be considered by all affiliating Universities of the State. It should be a simple and clear method; easy for the teacher to operate and the student to understand. There should be a clear distinction between letter grades so that the assessment is as precise as possible and just to the student. If necessary for the final grading at the end of the programme proper software could be devised to ensure exactitude as well as speed of evaluation. Teachers should use the marking system for each question for each course. Cumulative Grading will be done during the preparation of the final mark list of the programme. It is not claimed that the Seven Point Range Indirect Grading is the last word in grading, but it is a well thought out pattern for all the affiliating Universities to consider, within the limits of the present system. The State Government has accepted the recommendations of the Committee and the Syndicate of the Mahatma Gandhi University has resolved to reform the existing CBCSS regulations. Hence it becomes necessary to modify the existing CBCSS regulation as following.

1. **TITLE** These regulations shall be called “Regulations for Under Graduate Programmes under Choice Based Course Credit Semester System and Grading, **2013**”

2. **SCOPE**

Applicable to all regular non-professional Under Graduate Programmes conducted by the college with effect from 2014 admissions.

The provisions herein supersede all the existing regulations for the regular non-professional undergraduate programmes to the extent herein prescribed.

3. DEFINITIONS

'Academic Week' is a unit of five working days in which distribution of work is organized from day-one to day-five, with five contact hours of one hour duration on each day. A sequence of 18 such academic weeks constitutes a semester.

'Additional Course' is a course registered by a student over and above the minimum required courses.

'Audit Course' is a course for which no credits are awarded.

'College Co-ordinator' is a teacher nominated by the College Council to co-ordinate the continuous evaluation undertaken by various departments within the college. He/she shall be nominated to the college level monitoring committee.

'Common Course I' means a course that comes under the category of courses for English and **'Common Course II'** means additional language, a selection of both is compulsory for all students undergoing undergraduate programmes.

'Complementary Course' means a course which would enrich the study of core courses.

'Core course' means a course in the subject of specialization within a degree programme.

'Course' means a complete unit of learning which will be taught and evaluated within a semester.

'Credit' is the numerical value assigned to a course according to the relative importance of the content of the syllabus of the programme.

'Department' means any teaching department in a college.

'Department Co-ordinator' is a teacher nominated by a Department Council to co-ordinate the continuous evaluation undertaken in that department.

'Department Council' means the body of all teachers of a department in a college.

'Faculty Advisor' means a teacher from the parent department nominated by the Department Council, who will advise the student in the choice of his/her courses and other academic matters.

Grace Marks shall be awarded to candidates as per the University Orders issued from time to time.

'Grade' means a letter symbol (e.g., A, B, C, etc.), which indicates the broad level of performance of a student in a course/ semester/programme.

'Grade point' (GP) is the numerical indicator of the percentage of marks awarded to a student in a course.

'Open course' means a course outside the field of his/her specialization, which can be opted by a student.

'Parent Department' means the department which offers core courses within a degree programme.

'Programme' means a three/four year programme of study and examinations spread over six/eight semesters, according to the regulations of the respective programme, the successful completion of which would lead to the award of a degree

'Semester' means a term consisting of a minimum of **450** contact hours distributed over **90**

working days, inclusive of examination days, within **18** five-day academic weeks.

Words and expressions used and not defined in this regulation shall have the same meaning assigned to them in the Act and Statutes.

4. ELIGIBILITY FOR ADMISSION, AND RESERVATION OF SEATS

4.1 Eligibility of admission, Norms for admission, reservation of seats for various Degree Programmes shall be according to the rules framed by the University from time to time.

5. DURATION

The duration of U.G. programmes shall be **6 semesters** (*the semesters* defined under 3.20, above).

The duration of odd semesters shall be from **June to October** and that of even semesters from **November to March**. There shall be three days *semester break after odd semesters and two months vacation during April and May in every academic year*.

6. REGISTRATION

The strength of students for each course shall remain as per existing regulations, except in case of open courses for which there shall be a minimum of 15 and maximum of 75 students per batch, subject to a marginal increase of 10.

Each student shall register for the courses in the prescribed registration form in consultation with the Faculty Advisor within two weeks from the commencement of each semester. Faculty Adviser shall permit registration on the basis of the preferences of the student and availability of seats.

The number of courses/credits that a student can take in a semester is governed by the provisions in these regulations pertaining to the minimum and maximum number of credits permitted.

A student can opt out of a course/courses registered subject to the minimum credits requirement, within seven days from the commencement of the semester.

The college shall send a list of students registered for each programme in each semester giving the details of courses registered including repeat courses to the University in the prescribed form within **20** days from the commencement of the Semester.

Those students who possess the required minimum attendance and progress during an academic year/semester and could not register for the annual/semester examination are permitted to apply for Notional Registration to the examinations concerned enabling them to get promoted to the next class.

7. SCHEME AND SYLLABUS

The U.G. programmes shall include (a) Common courses I & II, (b) Core courses, (c) Complementary Courses, (d) Open Course. Credit Transfer and Accumulation system can be adopted in the programme. Transfer of Credit consists of acknowledging, recognizing and accepting credits by an institution for programmes or courses completed at another institution. The Credit Transfer Scheme shall allow students pursuing a programme in one University to continue their education in another University without break.

8. PROGRAMME STRUCTURE

There shall be a maximum of three credits for the open course and remaining one credit should be shifted to choice based course or any other core course.

a	Programme Duration	6 Semesters
b	Total Credits required for successful completion of the programme	120
c	Minimum credits required from common	38
d	Minimum credits required from Core + complementary + vocational* courses including Project	79
e	Minimum credits required from Open course	3
f	Minimum attendance required	75%

*The credit distribution for vocational courses is to be decided separately.

9. EXAMINATIONS.

The evaluation of each course shall contain two parts:

- (i) Internal or In-Semester Assessment (ISA)
- (ii) External or End-Semester Assessment (ESA)

The internal to external assessment ratio shall be 1:4, for both courses with or without practical. There shall be a maximum of 80 marks for external evaluation and maximum of **20** marks for internal evaluation. For all courses (theory & practical), grades are given on a 07-point scale based on the total percentage of marks. **(ISA+ESA)** as given below

Percentage of Marks	Grade	Grade Point
90 and above	A+ - Outstanding	10
80-89	A - Excellent	9
70-79	B - Very Good	8
60-69	C - Good	7
50-59	D - Satisfactory	6
40-49	E - Adequate	5
Below 40	F - Failure	4

Note: Decimal are to be rounded to the next whole number

10. CREDIT POINT AND CREDIT POINT AVERAGE

11. Credit Point (CP) of a course is calculated using the formula

$$CP = C \times GP, \text{ where } C = \text{Credit}; GP = \text{Grade point}$$

Credit Point Average (CPA) of a Semester/Programme is calculated using the formula

$$CPA = TCP/TC, \text{ where } TCP = \text{Total Credit Point}; TC = \text{Total Credit}$$

Grades for the different semesters and overall programme are given based on the corresponding CPA as shown below:

CPA	Grade
<i>Above 9</i>	<i>A+ - Outstanding</i>
<i>Above 8, but below or equal to 9</i>	<i>A - Excellent</i>
<i>Above 7, but below or equal to 8</i>	<i>B - Very Good</i>
<i>Above 6, but below or equal to 7</i>	<i>C - Good</i>
<i>Above 5, but below or equal to 6</i>	<i>D - Satisfactory</i>
<i>Above 4, but below or equal to 5</i>	<i>E - Adequate</i>
<i>4 or below</i>	<i>F - Failure</i>

Note: A separate minimum of 30% marks each for internal and external (for both theory and practical) and aggregate minimum of 40% are required for a pass for a course. For a pass in a programme, a separate minimum of Grade E is required for all the individual courses. If a candidate secures F Grade for any one of the courses offered in a Semester/Programme only F grade will be awarded for that Semester/Programme until he/she improves this to E grade or above within the permitted period. Candidate who secures E grade and above will be eligible for higher studies.

12. MARKS DISTRIBUTION FOR EXTERNAL EXAMINATION AND INTERNAL EVALUATION

The external examination of all semesters shall be conducted by the College at the end of each semester. Internal evaluation is to be done by continuous assessment. Marks distribution for external and internal assessments and the components for internal evaluation with their marks are shown below:

Components of the internal evaluation and their marks are as below.

For all courses without practical

- a) Marks of external Examination : 80
- b) Marks of internal evaluation : 20

All the three components of the internal assessment are mandatory. For common course English in I Semester, internal oral examination shall be conducted instead of test paper.

Components of Internal Evaluation	Marks
Attendance	5
Assignment /Seminar/Viva	5
Test paper(s) (2) (2x5=10)	10
Total	20

For all courses with practical

- a) Marks of theory –External Examination : 60
- b) Marks of theory –Internal Evaluation : 10

Components of Theory – Internal Evaluation	Marks
Attendance	3
Assignment/Seminar/Viva	2
Test paper(s) (2) (2x5=10)	5
Total	10

c) Marks of Practical – External Examination: 40 (Only in even semesters)

d) Marks of Practical- Internal Evaluation: 20 (Odd and even semesters combined annually)

Components of Practical- Internal	Marks
Attendance	4
Record*	10
Lab involvement	6
Total	20

*Marks awarded for Record should be related to number of experiments recorded.

Project Evaluation: (Max. marks100)

Components of Project-Evaluation	Marks
Internal Evaluation	20
Dissertation (External)	50
Viva-Voce (External)	30
Total	100

13. Attendance Evaluation

1) For all courses without practical

% of attendance	Marks
90 and above	5
85 – 89	4
80-84	3
76-79	2
75	1

(Decimals are to be rounded to the next higher whole number)

2) For all courses with practical

% of Attendance	Marks for theory
90 and above	3
80--89	2
75--79	1

% of Attendance	Marks for practical
90 and above	4
85--89	3
80--84	2
75--79	1

(Decimals are to be rounded to the next higher whole number)

14. ASSIGNMENTS

Assignments are to be done from 1st to 4th Semesters. At least one assignment should be done in each semester.

15. SEMINAR/VIVA

A student shall present a seminar in the 5th semester and appear for Viva-voce in the 6th semester.

INTERNAL ASSESSMENT TEST PAPERS

The evaluations of all components are to be published and are to be acknowledged by the candidates. All documents of internal assessments are to be kept in the college for two years and shall be made available for verification by the University. The responsibility of evaluating the internal assessment is vested on the teacher(s), who teach the course.

Grievance Redressal Mechanism

Internal assessment shall not be used as a tool for personal or other type of vengeance. A student has all rights to know, how the teacher arrived at the marks. In order to address the grievance of students a two -level Grievance Redressal mechanism is envisaged. A student can approach the upper level only if grievance is not addressed at the lower level.

Level 1: Dept. Level: The department cell chaired by the Head; and Dept. coordinator and teacher in-charge, as members.

Level 2: College level: A committee with the Principal as Chairman, Dept. Coordinator, HOD of concerned Department and a senior teacher nominated by the College council as members. The college council shall nominate a senior teacher as coordinator of internal evaluations. This coordinator shall make arrangements for giving awareness of the internal evaluation components to students immediately after commencement of I semester

16. External examination

The external examination of all semesters shall be conducted by the College at the end of each semester. Students having a minimum of 75% average attendance for all the courses only can register for the examination. Condonation of shortage of attendance to a maximum of 10 days or 50 hours in a semester subject to a maximum of 2 times during the whole period of the programme. This condonation shall not be counted for internal assessment.

Benefit of attendance may be granted to students attending University/College union/Co-curricular activities by treating them as present for the days of absence, on production of participation/attendance certificates, within one week, from competent authorities and endorsed by the Head of the institution. This is limited to a maximum of 10 days per semester and this benefit shall be considered for internal assessment also.

Those students who are not eligible even with condonation of shortage of attendance shall repeat the course along with the next batch.

All students are to do a **project**. This project can be done individually or as a group of 3 students. The projects are to be identified during the II semester of the programme with the help of the supervising teacher. The report of the project in duplicate is to be submitted to the department at the sixth semester and are to be produced before the examiners appointed by the University.

There will be supplementary / improvement exams for Ist to IVth semester. For reappearance and improvement, the students can appear along with the next batch. However for the Vth semester there will be supplementary exams immediately after the publication of the Vth semester results.

A student who registers his/her name for the external exam for a semester will be eligible for promotion to the next semester.

17. All programmes and courses shall have unique alphanumeric code.

18. PATTERN OF QUESTIONS

Questions shall be set to assess knowledge acquired, standard application of knowledge, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge. The question setter shall ensure that questions covering all skills are set. He/She shall also submit a detailed scheme of evaluation along with the question paper. A question paper shall be a judicious mix of objective type, short answer type, short essay type/problem solving type and long essay type questions.

Pattern of questions for external examination for theory paper without practical.

	Total no. of questions	Number of questions to be answered	Marks of each question	Total marks
	10	10	1	10
	12	8	2	16
	9	6	4	24
	4	2	15	30
TOTAL	35	26	22	80

Pattern of questions for external examination for theory papers with practical

	Total no. of questions	Number of questions to be answered	Marks of each question	Total marks
	8	8	1	8
	10	6	2	12
	6	4	4	16
	4	2	12	24
TOTAL	28	20 9	19	60

B.Sc. FAMILY AND COMMUNITY SCIENCE PROGRAMME

Family and Community Science (Home Science) offers a broad-based course that gives students exposure to "real life lessons" and skills to give them confidence to face the world as informed citizens. Today's world demands flexibility and response to change for which many are not prepared. Home Science course is designed to train the learner to meet these changes with confidence. It promotes individual character development, increases one's professional skills, develops insights into home and family living, and prepares its students to enter a wide range of career options. As a profession, Home Science applies the findings of the physical, biological, and social sciences in improving the quality and standards of individual and family life.

Family and Community Science (Home Science) comprises of five branches and are as follows:

1.	Foods, Nutrition and Dietetics
2.	Child Development/Human Development and Family Studies
3.	Home Management/ Family Resource Management
4.	Clothing and textiles
5.	Home Science Extension Education

The subject of family and Community Science offers a wide range of subjects at the UG level and hence it forms the basis for a variety of courses after graduation. During the course of the U G programme, the students would get ample time and oppurtunities to decide on their course of study for post graduation.

Options of higher education

Masters Degree in

- ☐ Food Science & Nutrition
- ☐ Human Development/Child Development
- ☐ Family Resource Management
- ☐ Food Service Management & Dietetics
- ☐ Food Technology
- ☐ Textiles & Clothing
- ☐ Hospital Administration (MHA)
- ☐ Business Administration (MBA)
- ☐ Human Resource Management (MHRM)
- ☐ Social work (MSW)
- ☐ Women's Studies
- ☐ Guidance & Counselling
- ☐ Extension Education
- ☐ Journalism & Mass Communication

PG Diploma in

- ☐ Clinical Nutrition & Dietetics
- ☐ Interior /Landscape Designing
- ☐ Fashion Designing
- ☐ Clinical Child Development
- ☐ Early Childhood Care & Education
- ☐ Computer Aided Textile Designing
- ☐ Consumer Guidance & Protection

The scope of Family and Community Science (Home Science) is not limited to the activities within the home but has a wider perspective that forms the basis of challenging professions in various fields. The following is a list of career a person can opt for after Post Graduation.

Career Options

Technical Research & Development

- Scientists
- Food Quality Controllers
- Research Coordinators/Project Officers/Assistants of health & Nutritional Programmes, Welfare Programmes of government/NGOs, agencies of National & International repute-ICMR, ICAR, NIPCCD, CFTRI, UNICEF, WHO.

Production

Managers/Supervisors in garment/Food Industries, Production units of hotels

Education & Administration

- Teaching faculty in Colleges & Schools
- Administrators
- Special Educators
- Remedial Teachers in Rehabilitation Centres
- Teacher Trainers
- Extension Officers.

Product Design & Development

- Fashion Designers
- Interior /Land Landscape Designers
- Textile Designers.
- Product Developers.

Marketing and Sales

- Apparel Merchandisers
- Sales Promotion Personnel of Food Products, Medical Supplements, Educational Materials, Home appliances.

Guidance and Counselling

Counsellors in Schools/Colleges and Child Guidance Clinics, De-addiction and Child Care Centres, Family Courts.

Service Jobs

- Dietitians in Hospitals
- Diet Consultants in Hotels, Industrial Canteens, Fitness Centers and geriatric Clinics, Health Resorts
- House keeping Personnel
- Consumer Awareness Campaigners
- Front Office Managers.

Entrepreneurship Ventures

- Food Business
- Garment Manufacturing
- Early Childhood Care and Education
- Consultancy Services.

Duration

Three years (Six Semesters) full time graduate course.

Eligibility

Candidates shall be required to have passed the plus two or equivalent examination or an examination recognized by the University as equivalent thereto.

UG PROGRAMME IN FAMILY AND COMMUNITY SCIENCE

The UG programme in **FAMILY AND COMMUNITY SCIENCE(Home Science)** includes (a) **Common Courses**, (b) **Core Courses**, (c) **Complementary Courses**, (d) **Open Courses** and (e) **Project**. No course shall carry more than 4 credits. The student shall select any **Choice Based Course** offered by the Department which **offers the core courses**, depending on the availability of teachers and infrastructure facilities, in the institution. **Open course** will be offered in any subject and the student shall have the option to do courses offered by other Departments in the fifth semester

PROGRAMME STRUCTURE AND CREDIT

TOTAL CREDITS-120

Semester I

Total Credits 20

No	Course Title	Hrs/ Week	Credits
1	Common Course -English - 1	5	4
2	Common Course -English - 2	4	3
3	Common Course 3-Second Language – 1	4	4
4	Core Theory - I Methodology of Home and Food Science	2	2
5	Core Practical -I Methodology of Home and Food Science	2	1
6	1st Complementary Course- Chemistry I	2	2
7	1 st Complementary Course -I Chemistry Practical I	2	1
8	2 nd Complementary Course -Zoology I	2	2
9	2 nd Complementary Course Practical- Zoology I	2	1
	Total	25 hrs	20

Semester 2

Total Credits 20

No	Course Title	Hrs/ Week	Credits
1	Common Course 4- English 3	5	4
2	Common Course 5- English 4	4	3
3	Common Course 6- Second Language -2	4	4
4	Core Theory - 2 -Human Physiology and Microbiology	2	2
5	Core Practical - 2- Human Physiology and Microbiology	2	1
6	1 st Complementary Course Chemistry II	2	2
7	1 st Complementary Course Chemistry Practical II	2	1
8	2 nd Complementary Course -Zoology II	2	2
9	2 nd Complementary Course Practical –Zoology II	2	1
	Total	25 hrs	20

Semester 3

Total Credits 20

No	Course Title	Hrs/ Week	Credits
1	Common Course 7- English 5	5	4
2	Common Course 8- Second Language 3	5	4
3	Core Theory - 3 - Human development and Family Interactions	3	3
4	Core Practical -3 – Human development and Family Interactions	2	1
5	1 st Complementary Course - Chemistry III	3	3
6	1 st Complementary Course Practical -Chemistry III	2	1
7	2 nd Complementary Course -Zoology III	3	3
8	2 nd Complementary Course Practical -Zoology III	2	1
	Total	25 hrs	20

Semester 4

Total Credits 20

No	Course Title	Hrs/ Week	Credits
1	Common Course -9 English -6	5	4
2	Common Course -10 Second language 4	5	4
3	Core Theory - 4- General Psychology	3	3
4	Core Practical - 4- General Psychology	2	1
5	1 st Complementary Course – Chemistry 4	3	3
6	1 st Complementary Course - Chem. Practical-4.	2	1
7	2 nd Complementary Course - Zoology -4	3	3
8	2 nd Complementary Course- Practical.-Zoology -4	2	1
	Total	25 hrs	20

Semester 5

Total Credits 20

No	Course Title	Hrs/ Week	Credits
1	Core Theory 5- Interior Decoration Practical -5	3 3	3 1
2	Core Theory 6- Human Nutrition and Biochemistry Practical -6	3 2	3 1
3	Core Theory- 7 Textile Science Practical -7	3 2	3 1
4	Core Theory 8- Dynamics of Extension Practical -8	3 2	3 1
5	Open Course (For other streams) Elective 1 – Interior Decoration and Related arts Elective 2 –Life Skill Strategies and Techniques. Elective 3 – Nutrition for wellness Elective 4-Self Empowerment Skills.	4	4
	Total	25 hrs	20

Semester 6

Total Credits 20

No	Course Title	Hrs/ Week	Credits
1	Core Course -9- Family Resource Management Practical	3 2	3 1
2	Core Course – 10 Clinical Nutrition and Dietetics Practical-10	3 3	3 1
3	Core Course- 11 Fashion Designing and Apparel Production Practical-11	3 3	3 1
4	Core Course -12 Mass Communication and Journalism Practical-12	3 2	3 1
6	Core Course Choice based (Electives) Elective I – Introduction to Industrial Apparel Manufacturing Techniques. Elective 2 –Food Quality Assurance. Elective 3- Early Childhood Care and Intervention Elective 4-Surface Ornamentation Techniques. Elective-5 –Women studies	3	3
7	Project work	nil	1
Total		25 hrs	20

Semester 6

Total Credits 20

No	Course Title	Hrs/ Week	Credits
1	Core Course -9- Family Resource Management Practical	3 2	3 1
2	Core Course – 10 Clinical Nutrition and Dietetics Practical-10	3 3	3 1
3	Core Course- 11 Fashion Designing and Apparel Production Practical-11	3 3	3 1
4	Core Course -12 Mass Communication and Journalism Practical-12	3 2	3 1
6	Core Course Choice based (Electives) Elective I – Introduction to Industrial Apparel Manufacturing Techniques. Elective 2 –Food Quality Assurance. Elective 3- Early Childhood Care and Intervention Elective 4-Surface Ornamentation Techniques. Elective-5 –Women studies	3	3
7	Project work	nil	1
Total		25 hrs	20

No.	Course	CodeSubject	Title of paper	Course details (Core/ Compe/ Common/ Lang.
SEMESTER 1				
1	English	ENG1CSE	Communication Skills in English	Common Course
2	English	ENG1RLE	Reading Literature in English	Common Course
3	French	FRE1FLCS	French Language & Communication Skills - I	Addl. Lang
4	Hindi	HIN1POAP	Prose And One Act Play	Language
5	Malayalam	MAL1KN	Katha, Novel	Language
6	Home Science Theory	HSC1MHAFS	Methodology of Home Science and Applied Food Sciences	Core Theory
7	*Home Science Practical	HSC2HPM	Human Physiology And Microbiology	Core Practical
8	Chemistry	CHE1BTAC	Basic theoretical and Analytical chemistry	Complementary theory
9	*Chemistry Practical	CHE2VA	Volumetric Analysis	Complementary Practical
10	Zoology	ZOO1ADNC	Animal Diversity – Non Chordata	Complementary theory
11	*Zoology Practical	ZOO2AD	Animal Diversity	Complementary Practical
*Practical exams only in even semesters				
SEMESTER II				
1	English	ENG2CTAWP	Critical Thinking, Academic Writing and Presentation	Common Course
2	English	ENG2MVI	Musings on Vital Issues	Common Course
3	French	FRE2FLCS	French Language & Communicative Skills – II	Addl. Lang
4	Hindi	HIN2TCA	Translation, Communication Skills and Applied Grammar	Language
5	Malayalam	MAL2KAV	Kavitha	Language
6	Home Science Theory	HSC2HPM	Human Physiology and Microbiology	Core Theory
7	Home Science Practical	HSC2HPM	Human Physiology And Microbiology	Core Practical
8	Chemistry	CHE2BOC	Basic Organic Chemistry	Complementary theory
9	Chemistry Practical	CHE2VA	Volumetric Analysis	Complementary Practical

SEMESTER WISE DETAILS OF CORE COURSES OFFERED BY
DEPARTMENT OF HOME SCIENCE

No.	Course	Subject	Title of paper	Course details (Core/ Comple/ Common/ Lang.
SEMESTER I				
1	Home Science core Theory	HSC1MHAFS	Methodology of Home Science and Applied Food Sciences	Core Theory
2	*Home Science Practical	HSC1MHAFS (P)	Methodology of Home Science and Applied Food Sciences	Core Practical
*Practical exams only in even semesters				
SEMESTER II				
1	Home Science core Theory	HSC2HPM	Human Physiology and Microbiology	Core Theory
2	Home Science Practical	HSC2HPM	Human Physiology And Microbiology	Core Practical
SEMESTER III				
1	Home Science core Theory	HSC3HDFI	Human Development and Family Interactions	Core Theory
2	*Home Science Practical	HSC3HDFI (P)	Human Development and Family Interactions	Core Practical
*Practical exams only in even semesters				
SEMESTER IV				
1	Home Science core Theory	HSC4GP	General Psychology	Core Theory
2	Home Science Practical	HSC4GP (P)	General Psychology	Core Practical
SEMESTER V				
1	Home Science Theory	HSC5LST(O)	Life Skill Strategies and Techniques	Open Course
2	Home Science Theory	HSC5ID	Interior Decoration	Core Theory
3	Home Science Theory	HSC5HNB	Human Nutrition and Biochemistry.	Core Theory
4	Home Science Theory	HSC5TS	Textile Science	Core Theory
5	Home Science Theory	HSC5DE	Dynamics of Extension	Elective Theory
6	* Home Science Practical	HSC5ID (P)	Interior Decoration	Core Practical
7	*Home Science Practical	HSC5HNB(P)	Human Nutrition and Biochemistry	Core Practical
8	*Home Science	HSC5TS (P)	Textiles	Core Practical

SEMESTER I

METHODOLOGY OF HOME SCIENCE AND FOOD SCIENCE

Course Code: HSCIMHAFS

**CORE
THEORY- 1**

Teaching hours: 2hrs/week (Hrs./Sem.36)

Credit: 2

Objectives:

- To familiarize with basic areas of Home Science
- To understand the basic methodology of research, principles and techniques
- To understand the composition, chemistry of foods and their applications in food preparations.

Methodology of Home Science

Module I: Home Science – A Multidisciplinary Approach

(2 hrs)

Concept and Scope of Home Science

Areas of Home Science – Human Development, Family Resource Management, Nutrition and Dietetics, Textile Science and Fashion Designing and Extension Education.

Module 2: Thrust Areas of Research

(10hrs)

Definition, Importance, Research Trends in Home Science

Research Methods – Need for research and types (case study, experimentation, survey, observation)

Tools of data collection (Rating scale, Questionnaire, Interview schedule) Sampling

techniques – definition, random sampling, - simple random sampling,

systematic random sampling, non random sampling, -probability sampling (purposive, stratified, convenience, snowball sampling)

Tabulation – definition, parts of a table, presentation (diagram, bar, pie)

Components of a project report

Related experience

Development of an interview schedule/questionnaire related to any area of Home Science.

Core Readings:

- Gupta S.P(2007), Statistical Methods, Sulthan Chand and Sons, New Delhi
- Yadla V. and Jasrai S(2005), Reference Book for UGC National Eligibility test in Home Science, Kalyani Publishing , Ludhiana.
- Khan J.A(2007), Research Methodolgy, Methods and Techniques, New Age International, New Delhi.
- Premlatha, M(2006), Textbook of Home Science, Kalyani Publishers, Ludhiana, 2nd Edition.

- Chandra, A., Shah, A. and Joshi U(1995) Fundamentals of Teaching Home Science, Sterling Publishers Pvt. Ltd., New Delhi.

Food Science

Module 3: Introduction to Food Science (2 hrs)

Food as a source of nutrients, functions of foods, food groups(basic five – ICMR), food preparation – objectives and methods. Genetically Modified Foods, organic foods- basic concepts

Module 4 : Study of macronutrients

Carbohydrates

(5hrs) Definition, composition, classification, starch - structure of starch granules, effect of cooking, gelatinisation, factors affecting, basic concepts of gelation, retrogradation, dextrinisation. Sugar cookery and its applications. Carbohydrates in food preparation.

Proteins (5 hrs)

Structure, classification based on function(complete, partially complete, incomplete), denaturation, food proteins- non traditional proteins- single cell(yeast), leaf proteins (spirulina), textured vegetable protein(soya).

Lipids (5 hrs)

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

Module 5: Studies of Foods

1. Cereals (3 hrs)

Structure, composition and nutritive value, gluten formation, role of cereals in cookery, common cereals and millets in India, role of cereals in cookery.

2. Pulses (3 hrs)

Nutritive value and composition, germination, fermentation, advantages, anti nutritional factors(trypsin inhibitors, lathyrism). Important pulses in india.

3. Milk and milk products (3 hrs)

Composition and nutritive value, pasteurisation, homogenisation, advantages. milk products (whey proteins, skim milk, evaporated , condensed, dry milk, khoa, icecream, toned milk, flavoured milk, fermented milk, butter, cheese, curd).

4. Egg (3 hrs)
Structure, composition and nutritive value, deterioration in egg quality, evaluation of egg quality, egg white foam, factors affecting, culinary role of eggs designer eggs.

5. Meat (2 hrs)
Structure, composition and nutritive value, classes of meat and products.

6. Fish (2 hrs)
Classification, types, composition and nutritive value, fish spoilage and preservation, fish products.

7. Vegetables and fruits (4 hrs)
Classification, composition and nutritive value, pigments, flavour components, organic acids and enzymes, effect of cooking on pigments, changes in fruits during ripening, enzymatic and non-enzymatic browning, methods of prevention, anti-oxidant role.

8. Spices (2 hrs)
Types, functions, culinary role

9. Food Preservation (3 hrs)
Food spoilage, principles and methods of food preservation (low temperature, high temperature, high osmotic pressure, irradiation, dehydration, high concentration of sugar and salt)

Core Readings

- Srilakshmi B (2007), Food Science, New Age International(P) Ltd, New Delhi.
- Benion M (1995) Introductory Foods, 10th Ed, Prentice Hall, USA
- Swaminathan M (1998), Handbook of Food Science and Experimental Foods
- Chandrasekhar U(2002), Food Science and its Applications in Indian Cookery, Phoenix Publishing House, New Delhi
- Manay N.S and Shadaksharaswamy M, Foods, Facts and Principles, New Age International, New Delhi.
- Potter, N.M(1996), Food Science, 5th Ed, CBS Publishers, New Delhi.
- Peckham, G.C(1994), Foundations of food Preparations, McMillan, London
- Roday, S(2007), Food Science and Nutrition, Oxford University, New Delhi.
- Gopalan C, Ramasastry, B.V and Balasubramanian S (2004) Nutritive Value of Indian Foods, NIN, Hyderabad

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HSCIMHAFS - METHODOLOGY OF HOME SCIENCE AND FOOD SCIENCE

Modules	Hours	Section A	Section B	Section C	Section D	Total
		1 mark 8/8	2 marks 6/10	4 marks 4/6	12 marks 2/4	60 marks
Module 1	2	1	1			3
Module 2	10	1	2	1	1	21
Module 3	2	1	1	1		7
Module 4	15	2	2	2	1	26
Module 5	25	3	4	2	2	43

MODEL QUESTION PAPER

First Semester

Core Course I -METHODOLOGY OF HOME SCIENCE AND APPLIED FOOD SCIENCES

Course code: HSCIMHAFS

(2014 Admission)

Time: Three Hours

Maximum Marks: 60 Marks

Part A

Answer **all** questions. Each question carries 1 mark

1. Define Home science.
2. What is the nutritive value of fish?
3. What do you mean by snowball sampling?
4. What is meant by tenderizing meat?
5. Write a note on trypsin Inhibitors
6. What do you mean by Single Cell protein?
7. Define balanced diet
8. What are Essential Fatty Acids?

marks)

(8x1=8

Part B

*Answer any **six** questions. Each question carries of two marks.*

9. List the philosophy of research.
10. Write down the steps in research.
11. What is the role of sugar in preservation.
12. Write a note on nutritive value of meat
13. Write the role of Home science in community.
14. Discuss the changes in fruits during ripening.
15. Write a note on Basic five food groups.
16. How do you classify vegetables?
17. What is rancidity? List out the factors leading to rancidity
18. Describe what happens when starch granules are heated in water?

(6x2=12

marks)

Part C

*Answer any **four** questions Each question carries of 4 marks*

19. Elaborate the role of research in Home Science.
20. List the principles of food preservation.
21. What is rancidity? What are the factors affecting it?
22. Discuss factors affecting egg white foam formation
23. Explain the nutritional classification of protein.
24. What are genetically modified foods? List out their benefits

(4x4=16 marks)

Part D

*Answer any **two** questions. Each question carries of 12 marks*

25. Elaborate fishes under following headings
A. Classification B. Composition C. Nutritive value
26. What are different tools in data collection? Explain giving the advantages and limitations of any two tools.
27. Explain browning of fruits and vegetables. Suggest the methods to prevent it.
28. How are carbohydrates classified? Explain the role of different stages of sugar cookery in food preparations.

(2x12=24 marks)

Methodology of Home Science and Food Science - Practical

Course Code: HSCIMHAFS(P)

Teaching hours: 2hrs/week

(Hrs./Sem.36)

Credit: 1

Course Outline

1. Determination of taste threshold for sweet, salt, sour and bitter
2. Factors influencing the stability of egg white foam
3. Stages of sugar cookery
4. Gelatinization temperatures of various types of starches
5. Effect of cooking on vegetable pigments
6. Enzymatic and Non-enzymatic browning, Methods to prevent browning in fruits
7. Food preservation techniques (jams, squashes, pickles)

A record of practical should be maintained

CORE PRACTICAL-

1

SEMESTER II

HUMAN PHYSIOLOGY AND MICROBIOLOGY

Course Code: HSC2HPM

CORE THEORY- 2

Teaching hours: 2 hrs/week (Hrs./Sem.36)

Credit: 2

Objectives:

- To understand the integrated functions of the various systems of the human body.
- To understand the economic importance of microorganisms.
- To understand the principles of various methods used in the prevention and control of micro-organisms.
- To study the food standards and role of various agencies in maintaining quality control

Course Outline

HUMAN PHYSIOLOGY

Module 1: (2 hours)

Definition of physiology, Structure and functions of a cell, cell division, tissues, organs

Module 2: Digestive System (2 hours)

Structure of digestive tract, Digestion and absorption of carbohydrates, fats and proteins.

Module 3: Respiratory System (3 hours)

Organs of respiratory system, Mechanism of respiration, gaseous exchange in lungs and tissues, pulmonary volumes and capacities.

Module 4: Blood (4 hours)

Composition and Functions of Blood, Plasma Proteins, Haemoglobin, haematopoiesis, coagulation of blood, Blood groups, Erythroblastosis foetalis.

Module 5: Cardiovascular System. (4 hours)

Structure of Heart, Special conducting tissues of the heart, properties of cardiac muscles, Cardiac cycle, Systemic and Pulmonary circulation, heart rate, heart sounds, blood pressure.

Module 6: Excretory System (3 hours)

Structure and function of Kidney, Nephron, Mechanism of Urine formation, Micturition.

Core Readings:

- Jain,A.K., (2003),Textbook of Physiology,Volume I,Avichal Publishing Company,New Delhi.
- Vidya rattan.,(2004),Handbook of Human Physiology,7 th edition,Jaypee Brothers Medical Publishers(p) Ltd,New Delhi.
- Ross and Wilson,(2006, Anatomy and Physiology in Health and Illness,10 th edition, Elsevier limited, London.

Advanced References:

Guyton: Medical Physiology C.C.Chatterjee: Human Physiology,Vol I and II.

MICROBIOLOGY

Module7: Basic concepts of Microbiology(3hours)

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

Module 8: Sterilization and Disinfection (2 hours)

Definition and methods.

Module 9: Culture media and Culture Techniques (2 hours)

Factors affecting the growth of micro organisms, Culture media and culture techniques, isolation and identification, grams staining.

Module10: Infection (4 hours)

Sources of microorganisms, Transmission of infection, bacterial infections in man- typhoid, Pneumonia. Viral infections – Hepatitis, Aids.

Module11: Resistance and Immunity (2 hours)

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

Module 12: Food Microbiology (3 hours) Contamination of food, Factors affecting food spoilage, food poisoning-bacterial and viral-Salmonella food poisoning, Staphylococcal food poisoning, Botulism and viral gastroenteritis.

Module 13: Food Safety and regulations (2hours)

Importance of food safety and factors affecting food safety. Food Standards (PFA,FPO,BIS,Agmark,Consumer Protection Act),HACCP-Food Quality Assurance

System. Food adulteration- definition,common adulterants-Metanil yellow,Rhodamine,chalk powder etc

Core Readings:

- Joshua A.K.,(1994),Microbiology,Popular book Depot Publishers.
- Anathanarayan,R and Panicker C.K.J, Text book of Microbiology,8 th edition 2009 Universities Press (India) pvt. Ltd., New Delhi.
- James.M.Jay (1986) Modern Food Microbiology,3rd edition,Van Nostrand,New York.
- Frazier W.C and Westhoff D.C (2008),Food Microbiology,I st edition,CBS Pub.

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HSC2HPM -HUMAN PHYSIOLOGY AMD MICROBIOLOGY

Modules	Hours	Section A	Section B	Section C	Section D	Total
		1 mark 8/8	2 marks 6/10	4 marks 4/6	12 marks 2/4	60 marks
Module1	2	1	2			3
Module 2	2	1		1		5
Module3	3		1	1		6
Module4	4	1	1		1	15
Module 5	4		1		1	14
Module 6	3	1		1		5
Module 7	3		2			4
Module 8	2	1	1			3
Module 9	2	1		1		5
Module10	4	1		1	1	17
Module11	2		1			2
Module12	3			1	1	16
Module13	2	1	1			3

MODEL QUESTION PAPER

SECOND SEMESTER

Core Course II –HUMAN PHYSIOLOGY AND MICROBIOLOGY

COURSE CODE:HSC2HPM

(2014 Admission)

Time: Three Hours

Maximum Marks: 60 Marks

Part A

Answer all questions. Each question carries 1 mark

1. Define Physiology.
2. What is deglutition?
3. What are the functions of plasma proteins?
4. What is micturition?
5. What do you mean by disinfection?
6. Write a note on liquefiable solid media.
7. What is BIS?
8. Define carriers of infection.

(1X8=8 MARKS)

Part B

Answer any six questions. Each question carries of two marks.

9. Differentiate mitotic and meiotic cell division.
10. Write a note on different types of tissues.
11. Define tidal volume.
12. What is erythroblastosis foetalis?
13. Write a note on heart sounds.
14. Explain the characteristics of virus.
15. Mention any six common adulterants in food?
16. Comment on Phagocytosis and Inflammation.
17. What is the significance of Yeast?
18. Discuss on Sedimentation and Filtration.

(6x2=12 marks)

Part C

Answer any four questions. Each question carries of 4 marks

19. Explain the structure of the digestive tract with the aid of a neat figure.
20. Discuss the exchange of respiratory gases in lungs and tissues.
21. Explain the structure of nephron with the aid of a neat figure.
22. Explain Antigen Antibody reaction.
23. What are the types of special media used for the growth of microorganisms?
24. What is food poisoning? Elaborate on any four causative organisms.

(4x4=16 marks)

Part D

Answer any two questions. Each question carries of 12 marks

25. Write an essay on the composition, functions and formed elements of blood.
26. Explain the structure of heart and cardiac cycle.
27. Explain the causative factors, symptoms and preventive measures for AIDS?
28. Discuss the importance of HACCP as a food safety programme?

(2x12=24 marks)

HUMAN PHYSIOLOGY AND MICROBIOLOGY-PRACTICAL

Course Code: HSC2HPM (P)

CORE PRACTICAL-2

Teaching hours: 2hrs/week (Hrs./Sem.36)

Credit: 1

1. Determination of Rh group
2. Determination of Blood group
3. Measurement of blood pressure
4. Estimation of Haemoglobin

II

1. Preparation of wine and curd(economic importance of microorganisms)
2. Identification of microorganisms by gram staining.
3. Detection of metanil yellow in Turmeric
4. Detection of Rhodamine B in red chilly (whole or powdered)
5. Detection of sugar in honey
6. Detection of vanaspathi in ghee/oil.

(A record of the entire practical should be maintained)

MODEL PRACTICAL QUESTION PAPER(1st and 2nd semester combined)

I a. Identify the enzymatic and non enzymatic browning in the given food samples

Chopped Apple

Chopped Potato

Biscuits

Toasted Bread

Chopped Banana

b. List five methods to prevent enzymatic browning in foods. (5+5=10)

II. Identify the pigment present in the following foods

Carrot

Green Leafy Vegetable

Pumpkin

Potato

Beetroot (5 marks)

III. Identify the stage of sugar cookery in the given food sample and report any four stages of sugar cookery with the temperature range and example. (5 marks)

IV. Name the microorganism involved in the production of wine or curd and state the principle and procedure involved in the preparation of the same. (5 marks)

V. Explain the procedure for Gram's staining. Identify the gram positive and gram negative bacteria in the given picture. (5 marks)

VI. State the principle and procedure for the determination of blood groups and draw an inference table for the same. (5 marks)

VII. Test the given food sample for the presence of adulterants and state the procedure the same. (5 marks)

SCHEME OF EVALUATION

I a.

Chopped Apple-Enzymatic

Chopped Potato-Enzymatic

Biscuits-Non Enzymatic

Toasted Bread-Non Enzymatic

Chopped Banana-Enzymatic (1 mark each)

B.Five methods to prevent enzymatic browning in foods

1. Use of sugar solution

2. Use of ascorbic acid

3. Use of lime solution

4. Refrigeration

5. Cut immediately prior to serving

(1 mark each)

II. Carrot-Carotenoids

Green Leafy Vegetable-Chlorophyll

Pumpkin-Carotenoids

Potato-Flavanoids

Beetroot-Beet Pigment/Anthocyanin

(1 mark each)

III.

Gulab Jamun-110 degrees Thread stage

Burfi-115 degrees Soft Ball

Toffee-145-150 Degrees Hard Crack

Puffed Rice ball-125-130 degrees Hard Ball

(1 for identification+4)

V. GRAM STAINING

Principle of Gram stain – 1 mark

Procedure for gram stain 2.5 marks

Identification of gram positive and negative bacteria – 1.5 marks

VI DETERMINATION OF BLOOD GROUP

Principle of Blood grouping 1 mark

Procedure for blood grouping 2.5

Mentioning of result with tabulation-1.5

IV. WINE /CURD FORMATION

Microorganism involved – 1 mark

Principle - 1 mark

Procedure – 3 marks

VII. FOOD ADULTERATION

Identification of the correct adulterant – 2.5 marks

Procedure involved – 2.5 marks

SEMESTER 111

HUMAN DEVELOPMENT AND FAMILY INTERACTIONS

Course Code: HSC3HDFI

Teaching hours: 3hrs/week (Per Sem 54)

Credit: 3

CORE THEORY - 3

Objectives:

- To impart basic knowledge on the principles and pattern of growth and development in children from conception to old age.
- To create awareness on the various factors that stimulates growth and development.
- To orient students on the current issues in Human Development.
- To expose students to the various aspects of adolescents development.
- To help students develop an awareness and concern for Challenged Children, their needs and problems.
- To create an awareness on the important aspects of population Dynamics.

Course outline

Module 1: Introduction to Human Development (4 hours)

Child Development- Significance and scope

Methods of child study- Anthropometry, Observation, Interview, Questionnaire, Case study, Projective techniques Psychological tests, Sociometry, Longitudinal and cross sectional approach.

Growth and development- Definition, Principles, Stages, Areas, factors influencing development Heredity and environment interaction. Needs of children

Module 2: Prenatal development (4 hours)

Prenatal development – Conception, stages factors influencing Complications/ hazards during pregnancy

Prenatal care, child birth, At risk babies, Baby friendly hospitals

Module 3: Neonate (1 hour)

Neonate-Physical characteristics, abilities, adjustments, Apgar test Care of the new born, Immunization

Module 4: Development during childhood and adolescence years (2 hours)

Infancy, Babyhood, early childhood, late childhood and adolescence physical ,motor, Intellectual, emotional, social, language, moral and religious development during above stages. Factors influencing

Module 5: Early childhood care and education (2 hours)

Preschool; education- Objectives and types

Play- Importance, types, selection of toys

Discipline- Essentials techniques and its effect on children Habit formation- definition and principles

Behaviour problems- definition, causes methods of handling

Module 6: Children with special needs (2hours)

Challenged children- Definition, General classification, General causes and prevention.

Module 7: Issues of ageing (2 hours)

Demographic profile, needs and problems of the elderly

Care of the aged

Module 8: Crisis in the family and contemporary issues affecting family (2 hours)

Infidelity, desertion, divorce, alcoholism, death, suicide, disabilities, financial crisis and its effect on family. Need for guidance and counseling.

Urbanization and globalization, maternal employment, single lone parenthood, reconstituted families, Influence of electronic media

Module 9: Population education (1hour)

Definition, problems of overpopulation

Responsible parenthood

Methods of family planning

Sex education

Core Readings

1. Berk, L E (2000) Child Development (8th edition) PHI learning Pvt ltd, New Delhi
2. Devdas ,R and Jaya ,N (2005) A text book on child development
3. Hurlock E.B (2008) Developmental Psychology- A life-span approach 5th edn
4. Marshall J and Stuart S (2001) Child development, GCSE Home economics for OCR .
5. Santrock, J.W. (2010). Child Development: An Introduction (12th edition International Edition). New York: McGraw Hill
6. Shaffer, D.R, and Kipp, K (2007). Developmental Psychology: Childhood and Adolescence (7th edition). Australia: Thomson Wadsworth.
7. Suriakanthi A (1997) Child development - An Introduction 3rd edn

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HSC3HDFI - HUMAN DEVELOPMENT AND FAMILY INTERACTIONS

Module	Hours	Section A	Section B	Section C	Section D	Total
		1 mark 8/8	2 marks 6/10	4 marks 4/6	12 marks 2/4	60 marks
Module1	10	1	1	1		7
Module2	9	1	1	1	1	19
Module3	6	1	1	1		7
Module4	8	1	1		1	15
Module 5	6		1		1	15
Module 6	4	1	1	1	1	19
Module7	3	1	2	1		9
Module 8	6	1	1			3
Module 9	2	1	1	1		7

MODEL QUESTION PAPER

CORE COURSE

COURSE TITLE- HUMAN DEVELOPMENT AND FAMILY INTERACTIONS

COURSE CODE:HSC3HDFI

Time: 3 Hours

Maximum: 60 Marks

Part A

Answer all questions. (Each question carries 1 mark)

1. What is multiple pregnancy
2. Define weaning
3. Who is a gifted child?
4. What is cases study?
5. Define growth.
6. What is birth injury?
7. Name the different types of play.
8. What are the different forms of play behavior seen in preschool children? (1x 8=8 marks)

Part B (Brief Answer Questions)

Answer any six questions. Each question carries of two marks.

9. Differentiate mitotic and meiotic cell division.
10. Write a note on different types of special children

11. Define implantation
12. What is placenta previa?
13. Write a note on the symptoms of pregnancy.
14. Explain the characteristics of a newborn.
15. Mention any six misdemeanors seen in late childhood.
16. Comment on the characteristics of slow learners.
17. What is the significance of preschool education?
18. Discuss on the methods of curtailing over population. (6x2=12 marks)

Part C

*Answer any **four** questions. Each question carries of 4 marks*

19. Explain the hazards of babyhood.
20. Discuss the advantages of breast feeding.
21. Explain the different methods of discipline and habit formation.
22. Explain how special children can be rehabilitated.
23. What are the types of media that influence children and their families.
24. Give the meaning of population education and brief on its significance. (4x4=16 marks)

Part D

*Answer any **two** questions. Each question carries of 12 marks*

25. Write an essay on the critical family situations affecting child development.
26. Explain the importance of heredity and environment and how they are related to each other.
27. Elucidate the needs of children.
28. Discuss the importance of preschool education. Bring out the types and objectives of the same. (2x12=24 marks)

HUMAN DEVELOPMENT AND FAMILY INTERACTIONS- PRACTICAL

Course Code: HSC3HDFI (P)

CORE PRACTICAL - 3

Teaching hours: 2hrs/week (Per Sem 36)

Credit: 1

Practical (To be recorded)

1. Observation and reporting of various developments in a preschool child- Physical motor intellectual emotional and social developments.

(12 hrs)

2. Visit to any one of the following places- Baby friendly Hospital / Anganvadi / SOS village / Orphanage / Home for the aged / Institutions for children with special needs. (3 hrs)

growth chart. (2 hrs)

4. Preparation of an art/ craft activity for preschool children (4 hrs) 5.

Critically evaluate the suitability of any one toy available in the market

(3 hrs)

Related Experience (Not to be recorded)

1. Discuss the common problems of adolescents (2 hrs)

2. Make a list of toys/ gifts/ CDs and DVDs/Video games for children in a shop (2 hrs)

3. Analyze the disciplinary technique used in one's home and its effect on one's behavior. (2 hrs)

4. Prepare charts on :-

Stages of development

Areas of development

Immunization schedule

Changes in body size (0 -3 years)

Motor milestones

(4 hrs)

SEMESTER 1V

General Psychology

Course Code: HSC4GP

CORE
THEORY -

4

Teaching hours: 3hrs/week (Per Sem 54)

Credit: 3

Objectives:

- To understand the physiological basis of human behaviours.
- To study the processes involved in perception and motivation.
- To understand the manifestations of abnormal behaviour patterns and the therapies prescribed.

Module 1: Psychology (1 hour)

Definition, major subfields of psychology

Module 2: Biological basis of behavior (4 hours)

Nervous system – Basic units, Organization, Brain, major parts, association areas, Hemispheric specialization, Endocrine system, Genetic influences on behavior.

Module 3: Sensation, Attention and Perception (4 hours)

Traditional Senses – vision, Hearing, Smell, Taste and Touch Attention – Importance, Factors influencing, Attention span Perceptual development – Space, Depth, Extra sensory Perception Use of Perception, Perceptual Constancy, Perceptual organization, Errors in perception.

Module 4: Learning and Conditioning (2 hours)

Classical and Instrumental Conditioning, Observational Learning Cognitive learning

Module 5: Motivation and Emotion (2 hours)

Motives – Definition, functions, types Maslow's theory of motivation Definition and nature of emotion

Module 6: Memory (1 hour)

Sensory, short term and long term memory Forgetting- curve of forgetting, reasons for forgetting Memory techniques

Module 7: Personality (2 hours)

Personality – definition, Determinants of personality, Types of personality – Introvert, extrovert, Type A. Self concept & self esteem.

Core Readings

- Dennis Coon & John O. Mitterer (2008) Psychology - a Journey International Student Edition, Thomson & Wadsworth Thomson Higher Education, 10 Davis Drive, Belmont, CA 94002 – 3098,

USA.

- L. Dodge Fernald & Peter S. Fernald, 5th Edition (2007)
- Munn's Introduction to Psychology, A.I.T.B.S. Publishers & Distributors (Regd.) J-5/6 Krishnan Nagar, New Delhi – 110 051.
- Edward E. Smith, Susan Nolen (2003) Introduction to Psychology (14th Edition) – Hoeksema, Barbara Fredrickson Geoffrey R. Lottus, Wadsworth, Cengage Learning India Pvt. Ltd. Alps Building, 1st Floor, 56-Janpath, New Delhi – 110 001.
- Shaffer, D.R, and Kipp, K (2007). Developmental Psychology: Childhood and Adolescence (7th edition). Australia: Thomson Wadsworth.
- Santrock J.W. (2005) Psychology, Tata-McGraw Hill ed, New Delhi.
- Mangal SK. Advanced educational Psychology (2004) Prentice-Hall Of India Pvt. Limited, 01-

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HSC4GP - GENERAL PSYCHOLOGY

Modules	Hours	Section A	Section B	Section C	Section D	Total
		1 mark 8/8	2 marks 6/10	4 marks 4/6	12 marks 2/4	60 marks
Module 1	10	1	1	1		7
Module 2	13	2	2	1	1	22
Module 3	10	1	2	1		9
Module 4	8	1	1	1	1	15
Module 5	6	1	1		1	15
Module 6	4	1	1	1	1	19
Module 7	3	1	2	1		9

MODEL QUESTION PAPER

CORE COURSE (FAMILY AND COMMUNITY SCIENCE)

COURSE TITLE: GENERAL PSYCHOLOGY

COURSE CODE: HSC4GP

Time: 3 Hours

Maximum: 60 Marks

Part A

Answer all questions. Each question carries 1 mark.

1. Define endocrine glands and hormones.
2. What is thymectomy?
3. What is vasopressin and what are its functions?
4. What do you mean by chunking?
5. List down the functions of the cochlea.
6. Define perceptual constancy.
7. List down the major parts of the brain.
8. Define Psychology.

(8 x 1 = 8)

Part B

Answer any six questions. Each question carries 2 marks.

9. Highlight the function of the thyroid gland.
10. What are the various branches of Psychology?
11. Name the bones that make up the ossicles of the ear and mention their functions.
12. Explain the forgetting curve.
13. What are the primary taste sensations?
14. What is eidetic memory?
15. Highlight the importance of attention.
16. What are the errors of perception?
17. What is cognitive learning?
18. What is a synapse?

(6 x 2 = 12)

Part C

Answer any four questions. Each question carries 4 marks.

19. What are the different types of memory?
20. Give an account of the structure and function of the neuron.
21. Explain the adrenal gland and its functioning in detail.
22. Explain the functioning of the eye.
23. Brief on the learning principles.
24. Explain in brief about the parasympathetic nervous system.

(4 x 4 = 16)

Part D

Answer any **two** questions. Each question carries 12 marks.

25. Justify why the pituitary gland is called as 'master gland'.
26. Elaborate on the characteristics and types of motives.
27. Explain the various types of perception.
28. Elucidate the scope and importance of Psychology in daily life.

(2 x 12 = 24)

GENERAL PSYCHOLOGY -PRACTICAL

Course Code: HS4BO4U (P)

Teaching hours: 2hrs/week (Per Sem 36)

Credit: 1

CORE PRACTICAL - 4

1. Illustrate a few perceptual illusions and write a brief report on illusions.
2. Select a suitable intelligence test and administer to a class of adolescents, score and evaluate.
4. Illustrate the Hierarchy of Needs according to Maslow. Write a brief explanation of Maslow's theory.
5. Apply what you have learned about memory to your academic studies/explain the methods that help people to remember: audio, visual, mnemonic and repetition, note-taking.
6. Select any one Personality test/Projective technique and administer, score and evaluate the test.
7. Administer a suitable test on self-esteem/ self-concept/self-motivation score and evaluate the test

(A record of the entire practical should be made)

MODEL PRACTICAL QUESTION PAPER (3rd and 4th semester combined)

**ST.TERESAS COLLEGE (AUTONOMOUS)
Second Year B.Sc Family and Community Science**

CBCSS Practical examination (3rd & 4th Semester) June 2015
Core paper

Time: 3 hours

Max.Marks:40

1. Find out the normal height and weight of the children (given age) using the growth charts (4 marks)

Boy	10 months	Girl	1 yr 10 months
Boy	1 yr 6months	Girl	2 yr 6 months
Boy	3 yr 6months	Girl	11 months
Boy	6months	Girl	5 yr
Boy	1 yr 4 months	Girl	4 yr 6 months
Boy	1 yr	Girl	9 months
Boy	3 months	Girl	3 yr 6 months
Boy	2 yr 6months	Girl	9 months
Boy	5 yr	Girl	1 year 3 months

2. Find the developmental status of children (given age)by plotting the weight on the growth chart (4 marks)

Boy	2 year 6 months- 11.5 Kg	Girl	3 yr 5 months-14 Kg
Boy	10 months-8Kg	Girl	3 yr 2 months-10 Kg
Boy	2 months-7Kg	Girl	1year 2 months- 8Kg
Boy	3 year 3months-10 Kg	Girl	1 yr-8.5 Kg
Boy	4 yr 1month-12.2 Kg	Girl	3 yr 2months-15Kg
Boy	1 yr-8.5 Kg	Girl	3 yr 6 months-12 Kg
Boy	5 yr-15Kg	Girl	6 months-4 Kg
Boy	2 yr 8 months-13 Kg	Girl	9 months-10 Kg
Boy	4 year 3 months-10.5 Kg	Girl	1 year 6 months-10 Kg

3. Prepare an art craft suitable for a preschool child. Write four points on suitability. (7Marks)

4. Analyze the suitability (any one) of a given toy for a child of given age (5Marks)

Toy-(A,B,C,D,E)

5 year Boy	3 year girl
2.5 year Boy	2 year Girl
4 year Boy	4.5 year Girl

3.5 Year Boy

2.5 year Girl

Identify and describe four given illusions

(10 marks)

1 2 3 4 5 6 7 8 9 10

5. Calculate the IQ and interpret the results of four children. (10 marks)

1. 11 yr old boy has answered all the questions for 12 yrs.
2. 15 yr old boy has answered all the questions for 19 yrs.
3. 19 yr old boy has a mental age of 15 yrs 6 months
4. 10 yr old girl has a mental age of 15 yrs 6 months
5. 12 yr old boy has a mental age of 9 yrs 6 months
6. 7 yr old girl has a mental age of 5 yrs 6 months
7. 8 yr old boy has a mental age of 10 yrs 6 months
8. 13 yr old girl has answered all the questions of 13 years
9. 15 yr old boy has a mental age of 16 yrs 2 months
10. 6 yr old girl has a mental age of 3 yrs

Scheme for valuation

Human Development, Family interactions & Psychology

1. Find out the normal height and weight of the children (given age) using the WHO reference standards. 4 marks for 4 correct answers
2. Plot the weight for given age, analyze the developmental status. 4 marks for 4 correct answers
3. Preparation -4 marks based on the effort and neatness. For explaining the suitability-3 points, 3 marks for 3 points
4. Five points on suitability of the toy-5 points
5. Identification of 4 illusions 4 marks and description 6 marks (1.5 marks for each).
6. Calculation (1.5 marks each, $4 \times 1.5 = 6$) description of IQ 1 mark for each ($1 \times 4 = 4$)

Instruction to teachers

Questions

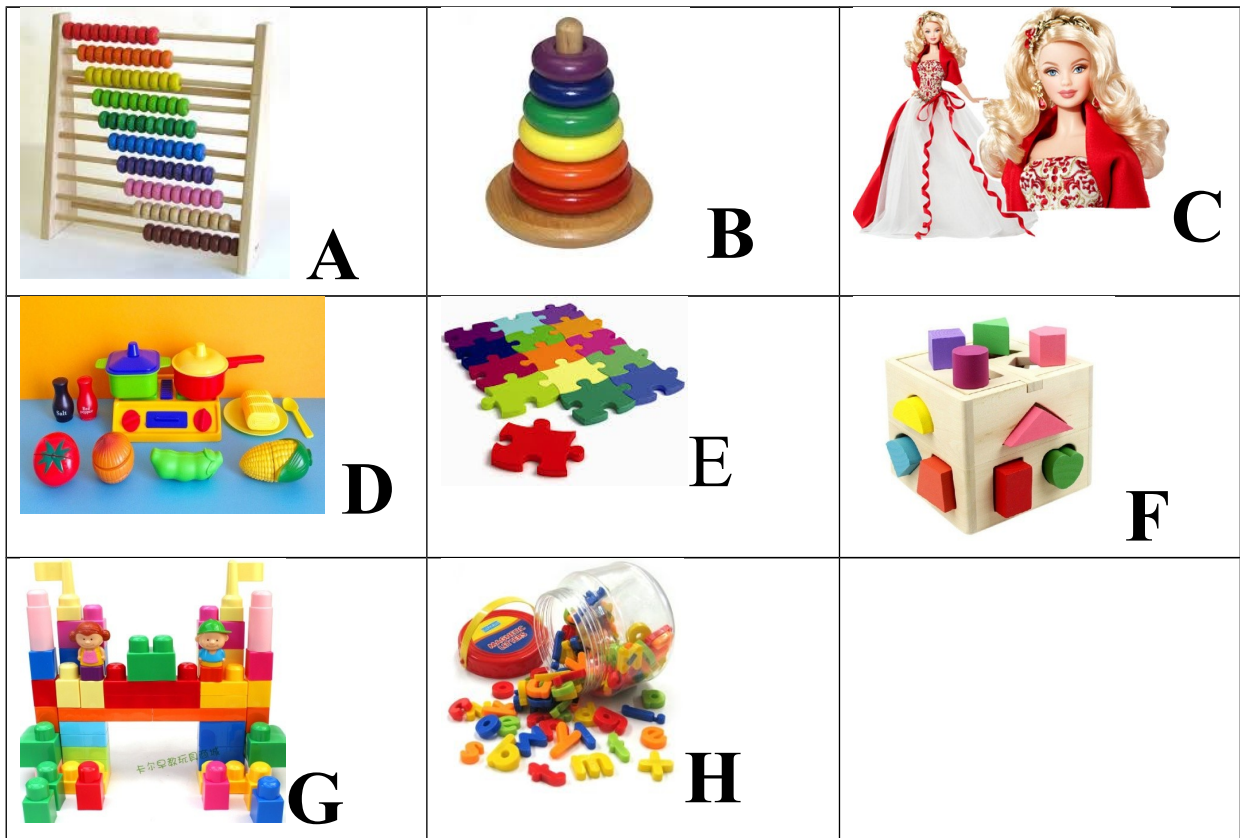
1. Student has to find out the normal height and weight based on the chart provided. Please tick mark 4 options, 4 marks for four correct answers
2. Identify the development status of any four, put tick mark for four
3. Art -Preparation
4. Given five toys, please mark the toy number in question paper and put tick for any one option. Student has to analyze the suitability of the toy for the given age.
5. Put tick mark for four. Identify the 4 illusions (4 marks) and describe (6 marks)

1 Figure ground	2 Muller	3 Motion illusion	4 Poggendorffs
5 Distortion/curvature	6 Proximity	7 Zollner	8 Illusion of area
9 Continuity	10 Closure		

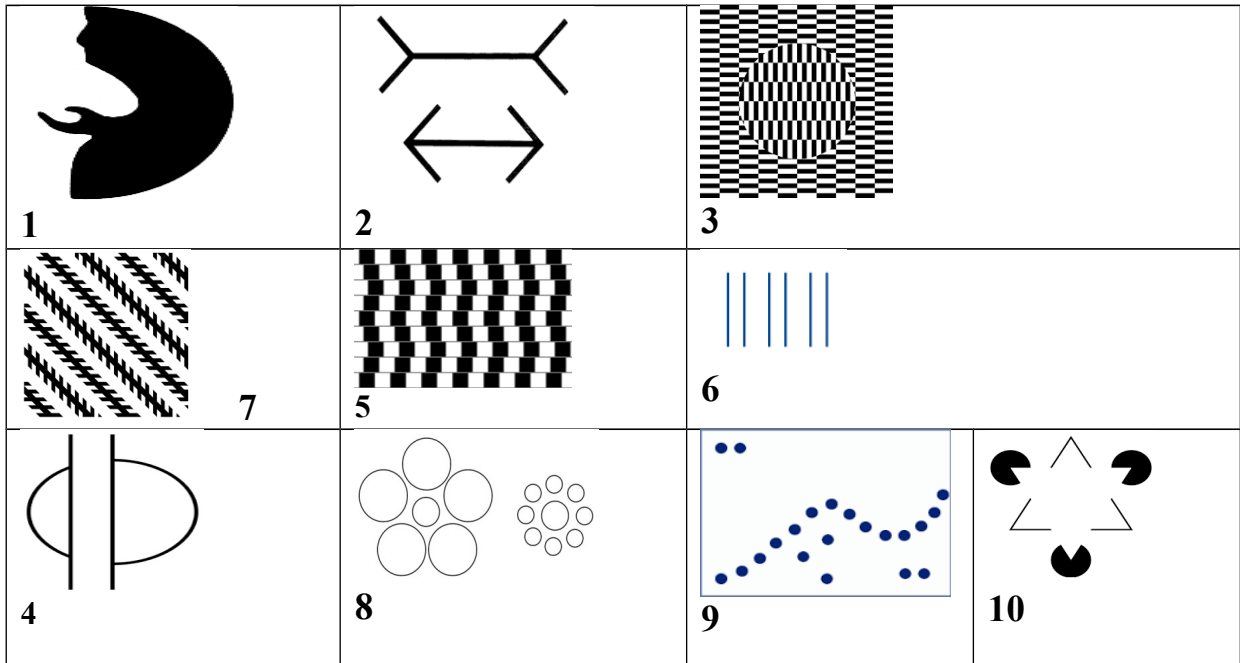
6. Put tick mark for four. Calculate the IQ ($\frac{MA}{CA} \times 100$) and classify on the basis of their IQ
Normal 90-110
Mild retarded 50-70
Moderate retarded 39-45
Severe 20-34

gifted

>125



5. Illusion



INTERIOR DECORATION

Course Code: HSC51D

CORE THEORY - 5

Teaching hours: 3hrs/week (Per sem: 54)

Credit: 3

Objectives:

To enable the students:

- To use and understand the elements and principles of Design
- To develop basic skills for a career option in Interior Design.
- To gain the basic knowledge of furniture arrangement and furnishing the residential space

Unit I: Art in daily living (3 hours)

Introduction to Interior Design, Importance of good taste, Concept and objectives of interior decoration.

Unit 2: Design (9 hours)

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.

Unit 3: Colour (9 hours)

Prang colour system, Qualities of colour, Colour harmonies and schemes; use and effects of various colours

Unit 4: Lighting (6 hours)

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.

Unit 5: Furniture and Furnishing (9 hours)

Furniture requirement for various rooms, guidelines for selection and arrangement of furniture, Classification and selection of soft furnishings, window treatments - curtain styles, selection and care of rugs and carpets.

Unit 6: Accessories (6 hours)

Classification and their role in interiors, flower arrangement-principles, different styles, and basic shapes, drying techniques and dry flower arrangement, indoor gardening and bonsai.

Unit 7 : Interior Space Organisation (6 hours)

Space requirement for various activities in various rooms; Size, layout, finishes, furniture, furnishings, accessories, lighting colour and storage for living, dining and bed rooms, Principles of space planning; Kitchen- types of kitchen, modular kitchen, working areas and work triangle.

Unit 8 : External Space Organisation (6 hours)

Objectives and principles of landscape gardening, Types-formal, informal; Styles Garden components, routine duties in gardening

Core Readings:

- Anna .H. Ruth. – Home Furnishing
- Andes Sally – Enjoy Flower Arranging
- Craig and Rush- Homes With Character
- Goldstein. H & Goldstein V. – Art in Everyday Life
- Faulkner. R. & Faulkner.S- Inside Today’s Home.
- Supriya K.B.- Landscape gardening and designing with plants.

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Modules	Hours	Section A	Section B	Section C	Section D	Total
		1 mark 8/8	2 marks 6/10	4 marks 4/6	12 marks 2/4	60 marks
Module 1	3	1	1			3
Module 2	9	1	2	1	1	21
Module 3	9	1	2	1	1	21
Module 4	6	1		1		5
Module 5	9	1	2		1	17
Module 6	6	1	1	1	1	19
Module 7	6	1	1	1		7
Module 8	6	1	1			3

MODEL QUESTION PAPER

COURSE TITLE – INTERIOR DECORATION
COURSE CODE:HSC5ID

(For B. Sc Home Science- 2014 admissions)

Time: 3 hours

Maximum: 60 marks

PART A

Answer briefly about all questions. Each question carries 1 mark

1. Split complimentary colour harmony
2. Criss-Cross curtains
3. Spot lighting
4. Work triangle
5. Bonsai
6. Topiary
7. Good Taste
8. Motif and Pattern

(8 x1 = 8 marks)

PART B

Answer any **6 out of 10** questions. Each question carries 2 marks

9. State psychological effect of blue colour
10. Enumerate various types of harmonies
11. Define abstract design
12. Explain utility of furniture
13. Differentiate functional and decorative accessories
14. Enumerate qualities of colour
15. Explain care of rugs
16. List out drying techniques suitable for dry flower making
17. Mention the objectives of Interior Decoration
18. Explain Mughal garden

(6 x 2 = 12 marks)

PART C

Answer any **four** out of **six** questions. Each question carries 4 marks

19. Discuss different types of home lighting
20. Classify various kitchen based on lay out
21. Explain the various elements of design
22. Explain Ikebana with proper illustration
23. Discuss the different types of colour harmonies
24. Comment on the routine duties in Gardening

(4 x 4 = 16 marks)

PART D

Answer any **two** questions. Each question carries 12 marks

25. Explain how various principle of design helps in interior decoration
26. Describe Prang's colour theory with a proper figures
27. What is the purpose of window dressings? Elaborate with illustrations six soft window dressings
28. Explain basic types of flower arrangement with sketches

(2x12 = 24 marks)

INTERIOR DECORATION -PRACTICAL

Course Code: HSC5ID (P)

CORE PRACTICAL

Teaching hours: 3hrs/week (Per sem: 54)

5

Credit: 1

Course Outline

Unit 1. Design

(8 hours)

Application of various types of design, elements of design and principles of designs; Application of motif in a design suitable for furnishing and accessories.

Unit 2. Colours (6 hours) Preparation of colour charts and application of colour schemes in a design/ room.

Unit 3. Flower Arrangement (8 hours) Demonstration of basic shapes in flower arrangement, Drying techniques and dry flower arrangement, Artificial flower making and arrangement

Unit 4. Curtain Styles

(4 hours)

Illustration of various curtain styles.

Unit 5. Evaluation of Interiors

(4 hours)

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

Unit 6. Creative arts

(6 hours)

Creative arts – decorative and functional art, creation of art objects.

(A record of the entire practical should be maintained)

HUMAN NUTRITION AND BIOCHEMISTRY

Course Code: HSC5HNB

CORE
THEORY-

6

Teaching hours: 3hrs/week (Per sem: 54)

Credit: 3

Objectives

- To obtain an insight into the chemistry of major nutrients and physiologically important compounds
- To understand the role of nutrition in different stages of life cycle
- To enable the students to plan menus in accordance with basic concepts for nutrition

Course Outline

Module I: Nutritional Biochemistry

Unit I. Introduction to Nutrition Science

(2hours)

The Indian Nutrition Scenario, Food Security Issues, Future challenges for nutrition research

Unit 2. Recommended Dietary Allowances

(2hours)

Definition, Factors affecting RDA, RDA for different nutrients, Indian reference man and woman

Unit 3. Human Energy Requirements

(10hours)

Definition of energy requirements, factors influencing food intake, components of energy expenditure. Measurement of BMR, factors affecting BMR, thermic effect of food and energy expended in physical activity. Methods of estimating energy expenditure, direct, indirect calorimetry, factorial estimation, DLW technique, Energy requirements.

Unit 4. Macronutrients and their metabolism

(10hours)

- a) **Carbohydrates**- classification, functions, metabolism, regulation of blood glucose concentration, types of dietary fibre, physiological and metabolic effects of dietary fibre and potential health benefits, Glycemic index
- b) **Proteins** – Classification of proteins and amino acids, functions, metabolism of protein, protein turnover, methods of evaluating protein quality, improvement of quality of protein in the diet. Requirements
- c) **Lipids** – Composition, structure, function, classification of fats and fatty acids, essential fatty acids, trans fatty acids, fat metabolism, requirements, choice of cooking medium in the context of n-3, n-6 fatty acid ratio in Indian diets.

Unit 5. Water

hours)

(2

Functions, distributions and compartments of body water. Factors influencing water distribution. Regulation of water balance. Requirements of water. Disturbances in balance, Dehydration, Odema.

Unit 6. Fat soluble vitamins A, D, E and K

hours)

(6

Fat soluble vitamins- An overview, food sources, functions, deficiency and requirements

Unit 7. Water soluble vitamins (6
hour s) An Overview, food sources, functions, deficiency, requirements

Unit 8. Minerals
(6hours)

- a) **Macrominerals** – General functions, Functions, food sources, deficiency and requirements of calcium, phosphorus, sodium, potassium.
- b) **Microminerals** – An introduction, factors affecting absorption of minerals, functions, food sources, deficiency and requirements of iron, iodine, fluorine and zinc.

Module 2: Principles of Human Nutrition

Unit 9. Nutrition through Lifecycle (10
hours)

- a) Basic five food groups, Balanced diet, food guide pyramid, dietary guidelines for Indians
- b) **Nutrition in Infancy**
Growth and development, Nutritional requirement, breast feeding, weaning and supplementary foods
- c) **Nutrition in Preschool Age**
Physiological development and food intake, development of food habits, diet plan
- d) **Nutrition in Adolescence**
Growth and development, nutritional requirement, factors influencing dietary pattern of the adolescent
- e) **Nutrition in Pregnancy**
Physiological changes during pregnancy, importance of nutrition in pregnancy, diet for the pregnant mother, complications in pregnancy- gestational diabetes, toxemia, infections, effect of maternal malnutrition on foetus
- f) **Nutrition in Lactation**
Nutritional requirements, human milk composition and importance, lactagogues, diet planning.
- g) **Nutrition in Old Age**
Changes during old age, nutritional requirements, diet planning.

Core Readings

- Srilakshmi, B, Nutrition Science, 3rd edn,2008, New Age International (p) Ltd. Publishers, New Delhi.
- Bamji M.S.,Krishnaswamy,K., and Brahmam G.N.V., Textbook of Human Nutrition, 3rd edn.2009,Oxford and IBH Publishing Co.Pvt.Ltd., New Delhi
- Park, K.,Park's Textbook of Preventive and Social Medicine,18th edn 2005, M/s Banarsidas Bhanot Publishers, Jabalpur, India.
- Swaminathan,M,Principles of Nutrition and Dietetics,2001,The Bangalore Printing and Pub,Co,Ltd,,Bangalore.
- C. Gopalan, B.V. Ramasastry and S.C. Balasubramanian (2007) Nutritive value of Indian Foods. NIN, ICMR Hyderabad 500 007
- Nutrient Requirements and Recommended Dietary Allowances for Indians – I.C.M.R.Publication 1999.

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HSC5HNB - HUMAN NUTRITION AND BIOCHEMISTRY

Modules	Hours	Section A	Section B	Section C	Section D	Total
		1 mark 8/8	2 marks 6/10	4 marks 4/6	12 marks 2/4	60 marks
Module 1	2		1			2
Module 2	2	1	1			3
Module 3	10	1	1		1	16
Module 4	10	1	2	1	1	21
Module 5	2	1	1	1		7
Module 6	6	1	1	1	1	20
Module 7	6	1	1	1		8
Module 8	6	1	1	1		8
Module 9	10	1	1		1	16

MODEL QUESTION PAPER

COURSE TITLE: HUMAN NUTRITION AND BIOCHEMISTRY

COURSE CODE : HSC5HNB

Credits : 3

Time: Three Hours

Maximum Marks: 60

Part A

Answer **all** questions. Each question carries **1 mark**

1. Define RDA.
2. Define thermic effect of foods.
3. What are essential amino acids?

4. Write a short note on edema
5. Give the requirement of protein for a pregnant woman
6. Write a short note on neural tube defects
7. What is fluorosis
8. What are lactogogues?

(1x
8=8marks)

Part B

Answer any **six questions**. Each question carries **2 marks**.

9. Bring out the current areas of nutrition research
10. List the factors that affect RDA.
11. Define BMR.
12. What are the types of dietary fibres?
13. Write a note on essential fatty acids.
14. Describe the distribution of body water
15. What is Xerophthalmia?
16. Explain the effect of deficiency of biotin.
17. Describe the functions of calcium
18. What are the requisites of a packed lunch for a school going child?

(6×2=12 marks)

Part C

Answer any **four** questions. Each question carries **4 marks**

19. Discuss the functions of carbohydrates.
20. Enumerate the functions of water in the human body.
21. Explain the role of Vit. D in maintaining blood calcium levels.
22. Explain thiamine deficiency disorders.
23. Bring out the physiological role of iron.
24. Elaborate on the physiological changes that occur in old age and the associated dietary changes.

(4×4=16

marks)

Part D

Answer any **two** questions. Each question carries **12 marks**.

25. Define BMR. Elaborate on the factors affecting BMR.
26. Explain the TCA cycle.
27. Write a note on the physiological role of Vit A in the human body.
28. Write a note on the nutrient requirements of a lactating woman and mention the dietary modifications.

(2×12=24marks)

HUMAN NUTRITION AND BIOCHEMISTRY-PRACTICAL

Course Code: HSC5HNB(P)

Teaching hours: 2hrs/week (Per sem: 36)

Credit: 1

**CORE
PRACTICAL-**

6

Course Outline

I. Food Analysis

1. Qualitative tests for carbohydrates, protein, calcium, phosphorus and iron
2. Quantitative tests for
 - a. Lactose in milk
 - b. Vitamin C in food stuffs
 - c. Calcium in foods

II. Planning, preparing and serving normal diets for

1. Infants
2. Preschool age
3. School going age
4. Adolescence
5. Adult/Labourer
6. Pregnancy
7. Lactation
8. Old age

TEXTILE SCIENCE

Course Code: HSC5TS

Teaching hours: 3hrs/week (Per sem: 54)

Credit: 3

CORE THEORY - 5

Objectives

- 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 Outline

Module1: Study of Fibres

(8 hrs)

Definition, classification of textile fibres, properties and uses of Textile Fibres: - Cotton, Linen, Wool, Silk, Rayon, Nylon, and Polyester.
Methods of identification of textile fibres.

Module 2: Study of Yarns

(12hrs)

Definition, Processes of making Fibre in to yarn (cotton and woolen systems): - Mechanical (Ring and Open End spinning) and chemical.

Classification of yarn: - type, count, twist, number of parts, novelty yarns, textured yarn and bi-component yarn.

Module3: Fabric Structure

(14 hrs)

Weaving: - Preparation of yarns for weaving, loom- parts and its operations, Modern shuttle less looms- air jet and projectile loom.
Weaves:- Basic weaves- plain, twill, satin and its variations. Fancy weaves- pile, dobby, jacquard, leno, clip spot, lappet, double cloth, and crepe.
Characteristics of woven fabrics: Yarns-warp and weft, grain, thread count, balance and selvages.
Other methods of making fabrics:-knitting, felting, braiding, netting, lace making,and bonding.

Module4: Dyeing and Printing

(8 hrs)

Dyes and dyeing:- classification of dyes- natural, artificial-acid, basic, direct, sulphur, vat naphthol, disperse and mordents.

Stages of dyeing - stock, yarn, piece, cross, and union.

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

Module5: Fabric Finishes

(8 hrs)

Definition, purpose, classification and types-singeing, scouring, bleaching, sanforizing, calendaring, tentering, sizing, weighting, brushing, napping, crepe and crinkled effect, crease

resistance, functional finishes-Stain resistant& antimicrobial .

Module6: Modern Textiles

(4hrs)

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

Core Readings:

- Corbman.B.P (2005). Fibre to Fabric, International student’s edition, Singapore
- Mc. Graw Hills book co: Kadolf. S.J. (2008) Textiles, Anne Langford, Prentice Hall.
- Gokarneshan.U. (2005) Fabric Structure and Design, New Age International Publishers.
- Dantyagi.S. (2008) Fundamentals of Textiles And Their care, Orient Longman.

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HSC5TS –TEXTILE SCIENCE

Modules	Hours	Section A	Section B	Section C	Section D	Total
		1 mark 8/8	2 marks 6/10	4 marks 4/6	12 marks 2/4	60 marks
Module 1	8	1	1		1	15
Module 2	12	1	2	1		9
Module 3	14	1	1	1	1	19
Module 4	8	2	2	1	1	22
Module 5	8	2	3	1	1	24
Module 6	4	1	1	2		11

MODEL QUESTION PAPER

**COURSE TITLE: TEXTILE
SCIENCE**

COURSE CODE: HSC5TS

Time: Three Hours

Maximum

Marks: 60

Part A

**All questions are to be answered. Each question carries
1 mark.**

1. Comment on felting.
2. What do you mean by bicomponent fibres ?
3. What is the burning property of cellulose fibres?
4. Define yarn?

5. What is a natural dye ?
marks)

(5×1 = 5

Part B

Answer any **five** questions. Each question carries **2 marks**.

6. What is a knitted fabric?
7. Write a note on spandex.
8. What do you mean by wet spinning?
9. What is the importance of organic cotton?
10. What is the principle behind Batik dyeing?
11. Comment on yarn twist and direction.
12. Explain anti microbial finish
13. Comment on open end spinning

(5×2 = 10 marks)

Part C

Answer any **five**
questions. Each
question carries **5**
marks.

14. What are the types of Calendering
15. How are yarns textured?
16. Comment on thread count and balance
17. How are medicinal fabrics important.
18. Write a note on any 2 synthetic dyes?
19. Comment on three mechanical finishes on cotton
20. Differentiate pile and dobby weaves.
21. Illustrate twill and rib weaves.
marks)

(5×5 = 25

Part D

Answer any **two**

Each question carries **10 marks**.

22. What are the differences in the structure and properties of wool and polyester?
23. Explain the process of weaving? How are the characteristics of knitted fabric different from that of a woven one.
24. Classify textile fibres. Write the microscopic and burning characteristics of all natural fibres.
25. Define printing. Explain the various methods of printing.

(2× 10 = 20 marks)

TEXTILE SCIENCE -PRACTICAL

Course Code: HSC5TS (P)

Teaching hours: 2 hrs/week (Per sem: 36)

Credit: 1

Course Outline

CORE PRACTICAL- 7

1. Collection of different fibres (Cotton, Silk, Polyester, Nylon, wool and rayon)
Testing of fibers: - Visual Inspection, Burning and Microscopic (10 hrs)
 2. Fabric structure: Basic weaves- Collect samples for all the Basic weaves and their variations. Fancy weaves-Collect samples for (Pile, Dobby, Jacquard, Leno, Clip spot, Lappet and Double cloth) (10 hrs)
 3. Thread count: - Collect samples for low medium and high count fabric. (4 hrs)
 4. Prepare samples for Block, Batik and Tie & Dye (any two variations) (6 hrs)
 5. Visit to Mills / Textile Shops. (6 hrs)
- A record of the entire practical should be maintained.

DYNAMICS OF EXTENSION

Course Code: HSC5DE

Teaching hours: 3hrs/week (Per sem: 54)

Credit: 3

CORE THEORY- 8

Objectives

To enable the students to

- Understand the widening concept of extension
- Appreciate the role of extension, especially home science extension in community development.
- Orient students to the socio cultural and economic environment of rural, urban and tribal communities.
- Develop skill in planning, implementing and evaluating an extension programme.

Course outline Module1:Extension

(8hours)

Meaning and objectives of extension in India

Concept of extension educational process. Role of Extension worker. Qualities of an extension worker.

Module2:Community Development

(15hours)

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 Mahila yojana

Module3: Leadership

(7hours)

Concept and definitions, types of community leaders-Professional leader and lay leaders- autocratic, democratic and lassiez-faire leaders

Methods of identifying community

leaders. Leadership for community development.

Module 4 : Learning and teaching in extension (12hours)

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, exhibitions.

Mass method-Print and electronic media.

Modern methods-Tele conferencing, tele text, net working, satellite communication.

Module5.:Audio-visual aids (8hours)

Meaning.

Classification-audio, visual and audio-visual aids.

Cone of experience. Selection and use.

Module6; Programme planning in extension (4hours)

Objectives, principles, steps involved in extension programme planning.

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HSC5DE - DYNAMICS OF EXTENSION

Modules	Hours	Section A	Section B	Section C	Section D	Total
		1 mark 8/8	2 marks 6/10	4 marks 4/6	12 marks 2/4	60 marks
Module 1	8	1	1			3
Module 2	15	1	2	1	1	21
Module 3	7	1	1	1		7
Module 4	12	2	2	2	1	26
Module 5	8	2	3	1	1	24
Module 6	4	1	1	1	1	19

MODEL QUESTION PAPER

COURSE TITLE: DYNAMICS OF EXTENSION

COURSE CODE: HSC5DE

Time: Three Hours

Maximum Marks:

Part A

Answer **all** questions. Each question carries **1 mark**.

1. Describe Calendar of activities.
2. What are the steps in extension teaching?
3. What do you understand by the term sociogram?
4. List any three community organization.
5. What is visual aid?
6. Define extension education.
7. List any two programmes for women and children.
8. Define mass method.

**(8x 1= 8
marks)**

Part B

Answer any **six** questions Each question carries **2 marks**

9. What is the significance of ICDS as a programme for development of women?
10. Differentiate between Flash cards and Flannel graphs.
11. Write a note on the cone of experience
12. What are the qualities required for an extension worker?
13. Analysis of the situation is necessary before deciding the objectives. Why?
14. What is the role of Home Science extension in community development?
15. Describe plan of action in programme planning.
16. What are the different types of community leaders?
17. What are the elements of extension teaching?
18. Describe the role of reconsideration in extension programme planning.

(6×2= 12 marks)

Part C

Answer any **four** questions. Each question carries **4 marks**

19. Enumerate the role of schools in community development.
20. Explain the significance of satellite communication.
21. What are the principles involved in programme planning?
22. Describe the criteria for effective extension teaching.
23. Bring out the difference formal and non formal education.
24. How will you identify leaders from community?

(4×4= 16 marks)

Part D

Answer any **two** questions. Each question carries **12 marks**

25. How will you conduct an Extension programme in a community?
26. Discuss the audio visual method used in Extension.
27. What are the characteristics and problems of urban communities in India?
28. Justify the statement – Extension education is the means and community development is the end

(12x 2= 24 marks)

DYNAMICS OF EXTENSION -PRACTICAL

Course Code: HSC5DE (P)

Teaching hours: 2hrs/week (Per sem: 36)

Credit: 1

CORE PRACTICAL- 8

Course Outline

1 Extension (8hours)

Interview an extension worker to find out his/her role.

2. Community Development (8 hours)

Conduct a survey to find out the role of any one community organization in community development.

3. Learning and Teaching in Extension (10hours)

1. Collection and evaluation of audio visual aids
2. Preparation and use of visual aids (leaflet, pamphlet, chart and poster)

4 .Programme planning in Extension (10 hours)

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

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

Core Readings:

- Reddy, A. (1987).Extension Education.Sree Lakshmi press,Andra Pradesh.
- Dahama,O.P. and Bhatnagar,O.P.(1988).Education and Communication for

- development.Oxford and IBH Publishing Co.Pvt.Ltd,New Delhi.
- Supe, A.N. (1983).An Introduction to Extension Education. Oxford IBH Publishing Company
 - Devadas, Rajammal, P. (1980): Text book of Home Science,NCERT,New Delhi.
 - The Indian Journal of Extension Education,The Indian Society of Extension Education,Division of Agricultural Extension,IARI., New Delhi-110 012

OPEN COURSE (For students of other programmes)
INTERIOR DECORATION AND RELATED ARTS

Teaching hours: 4hrs/week (Per sem: 72)

Credit: 4

Interior decoration is one area of specialization which focuses attention on the functional and aesthetic aspects of residences, commercial establishments and work spaces. This subject has grown so much in scope and career and is attracting students for pursuing a lifelong career.

Objectives

To enable students to-

- Learn to appreciate art
- Understand elements and principles of art and design
- Develop skill in creating designs and making art objects
- Gain knowledge in principles of planning different residential spaces
- Develop skills in selection of furnishings fabrics, art objects, accessories
- Understand the principles of furniture arrangement and lighting.

Course Outline

1. Concept of interior decoration-introduction to foundation of art, importance of good taste in interior decoration 2 hrs
2. Design-definition and types: structural and decorative 3 hrs
3. Elements of design-line form, shape, texture, space pattern, light. 6 hrs
- 4.Principles of design-proportion, balance, harmony, emphasis, rhythm 8 hrs
- 5.Colour-Importance of colour in interiors, Prang colour system, colour harmonies, application of colour. 8 hrs
- 6.Housing-Family's housing needs, factors influencing selection and purchase of

- site, reading house plans, principles of planning a house. 6 hrs
7. Illumination-Importance of lighting for interiors, Types of lighting-natural and artificial, design of fixtures, arrangement and lighting for various purposes 6 hrs
8. Furniture- Selection and arrangement of furniture, types-dual purpose, built in, furniture requirements for various rooms. 5 hrs
9. Soft furnishings-Selection, classification, curtain styles, hanging of curtains-pelmets, swags, valences and their effect, planning curtain styles for different types of windows. 6 hrs
10. Accessories- Types and their role in interiors. 2 hrs
11. Indoor gardening-Types and suitability of plants, care 4 hrs
12. Flower arrangement-Different styles, principles of flower arrangement, basic shapes. 6 hrs
13. Surface ornamentation-Basic hand stitches-classification, decorative stitches fabric painting 10 hrs

Core Readings

- Anna H Rutt- Home furnishing, John Wiley Eastern Pvt. Ltd New York, 1961
- Faulkner.R and Faulkner.S.- Inside Today's Home, Holt Rinehart and Winston Inc , New York. 1974.
- Goldstein .H. and Goldstein .V. Art in Everyday Life<, Macmillan Company, New York, 1976
- Craig H.T. and Rush.C.D.- Homes with character, Doc. Heath and company Boston 1962
- Premavathy S and Parveen P. Interior design and Decoration, CBS publishers, New delhi,2010
- Premlatha Mulick- text Book of Home Science, Kalyani Publishers, Ludhiana.
- Sally. A. –Enjoy flower arranging, Faber and faber, 24 Runnel square, London.

LIFE SKILL STRATEGIES AND TECHNIQUES

Course Code: HSC5LST(O)

Teaching hours: 4hrs/week (Per sem: 72)

Credit: 4

OPEN COURSE-2

Objectives:

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

Module-1:Communication and Interpersonal Relationships

- Verbal and Non-verbal Communication
- Active Listening
- Negotiation and assertiveness
- Advocacy skills (12 hours)

Module 2: Adolescent Health and Nutrition

- Physiological Aspects of growth and development during adolescence
- Nutrient needs and recommended dietary intakes
- Problems of adolescent nutrition-Obesity, Anorexia Nervosa, Bulimia, Binge eating disorder, under nutrition.
- Food guide pyramid and dietary guidelines for adolescents
- Changing trends in \food habits-Fast foods, junk foods, eating healthy campaign. (12 hours)

Module 3: Enhancing Personality Through Clothing and Grooming

- Essentials in good grooming
- Expressing individuality through costume selection
- Design elements of good costume
- Selection of costumes for various occasions and wardrobe smartness. (12 hours)

Module4: Personal and Community Resource Management

- Time Management for adolescents- Significance and techniques
- Work simplification for energy management
- Income management through supplementation and savings Environmental pollution-causes and consequences
- Waste management techniques
- Rain water harvesting
Role of individuals in conserving environmental resources (12 hours)

Module5: Career Enhancement

- Goal setting
- Job Application process
- Interview and Group discussion
- Presentationskills (12 hours)

Module6: Transition from Adolescence to Responsible Adulthood

- Deterrents to Adolescent Health: Substance abuse, Teenage pregnancy, STD,HIV,AIDS
- Pre-requisites for sound marital relationship
- Managing feelings and coping with stress (12 hours)

Core Readings:

- Varghese, M. A, Ogale, N. N and Srinivasan, K. Home Management (2001). New Age International (P) Ltd. New Delhi.
- Nickel, P and Dorsey, J. M. 1997. management in family living. Wiley Eastern Ltd.
- Nambiar, R. K. Text book of Environmental Studies. SCITECH Publication, New Delhi.
- Newman, H and Newman,R. Development through life. US. Wadsworth Publishing
- Sigelman, C. K and Rider, E. A. Life Span Human Development. US. Thomas

- Wadsworth Publishing Company.
- Krause, M. V and Mahan. (2005). Food Nutrition and Diet Therapy. WS Saunders Co., Philadelphia.
- Srilakshmi, B. (2010) Dietetics. New Age International (P) Ltd, Chennai

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HSC5LST(O) - LIFE SKILL STRATEGIES AND TECHNIQUES

Modules	Hours	Section A	Section B	Section C	Section D	Total
		1 mark 10/10	2 marks 8/12	4 marks 6/9	15 marks 2/4	80 marks
Module 1	12	1	1			3
Module 2	12	1	2	1	1	24
Module 3	12	1	1	1		7
Module 4	12	2	2	2	1	34
Module 5	12	3	4	2	1	34
Module 6	12	2	2		1	21

MODEL QUESTION PAPER

COURSE TITLE: LIFE SKILL STRATEGIES AND TECHNIQUES

COURSE CODE: HSC5LST(O)

Time: 3 hours

Maximum marks: 80

Part A

All questions are to be answered. Each question carries 1 mark.

1. What are food groups?
2. What is assertiveness?
3. What do you mean by wardrobe planning?
4. Importance of good nutrition.
5. What is meant by stress management?
6. Define group discussion.
7. Comment on non verbal communication.
8. What do you understand by the term energy management?
9. What is Goal setting?
10. Define Substance Abuse.

(10×1 = 10marks)

Part B (Brief answer questions)

Answer any **Eight** questions. Each question carries **2 marks**.

11. What is the importance of a balanced diet?
12. What is good design?
13. What is intra personal communication?
14. Comment on the importance of body language.
15. Discuss income management?
16. Explain how you will select a costume for an interview.
17. What do you mean by active listening?
18. Write a note on advocacy
19. Explain the importance of lines in dress.
20. Importance of a good presentation.
21. What are the points to be emphasized during presentation?
22. Describe the deterrents to adolescent health.

(8×2 = 16 marks)

Part C

Answer any **six** questions. Each question carries **4 marks**.

23. How will you coordinate a team successfully?
24. Comment on the various stress management techniques
25. How do you resolve conflicts effectively?
26. What are the elements of a good costume for a stout adolescent?
27. What foods should be avoided to reduce the instances of obesity in an adolescent?

28. What are the points to be considered in being well groomed?
29. What are the various types of savings?
30. Comment on the Food Guide pyramid.
31. What are the pre –requisite for sound marital relationship?

(6x4 = 24 marks)

Part D

Answer any **two** questions. Each question carries **15 marks**.

32. Give the importance of including all food groups in a daily diet. Plan a day's menu for an adolescent.
33. Write an essay on Sexually Transmitted Diseases.
34. Discuss the importance of communication in daily living.
35. What are the strategies of managing time? Give a feasible time management schedule for an adolescent.

(2 × 15 = 30 marks)

NUTRITION FOR WELLNESS

OPEN COURSE-3

Teaching hours: 4hrs/week (Per sem: 72)

Credit: 4

Objectives

To enable students to:

- Understand the relationship between nutrition and health
- Modify diets in order to promote health and reduce the risk of deficiency and chronic diseases
- Assess the nutritional status of individuals in different stages of life.

Course Outline

Module1: Introduction to Nutrition: (6 hours)

Introduction, Classification of foods (based on origin, chemical composition predominant function, nutritive value, ICMR Food Groups) Relation of food and health, food and its functions, Digestion, absorption and utilization of food.

Module2: Food Choices and Nourishment (18 hours)

Nutrients and their function: Proteins, fats, carbohydrates, Energy, Vitamins, Minerals and Trace element:-sources, functions, Recommended dietary allowances, deficiency, prevention and treatment

Module3: Non Nutrient Compounds of Foods (4 hours)

Anti nutritional factors, Trypsin inhibitors, phytates, Tannins, Oxalates, goitrogens, other

toxic agents in food, other xenobiotics and dietary fibre.

Module4: Planning a healthy diet

(18 hours)

Factors affecting meal planning, balanced diet, steps in planning balanced diet, Life cycle nutrition :Nutritional requirements and planning pregnancy, lactation ,Infancy, preschool ,school age, adolescents, adults and old age.

Module5: Modified Diets

(16 hours)

Introduction- Purpose of diet therapy, classification of modified diets, Diets for selected disorders: Diabetes Mellitus, Typhoid fever, cardiovascular diseases-Atherosclerosis, hypertension; Peptic ulcer, Cirrhosis of liver, glomerulonephritis.

Module6: Assessment of Nutritional Status:

(4hours)

The methods of assessment of nutritional status

Direct Methods:- - Anthropometry, Biochemical changes,

Clinical examination of signs, Dietary Analysis

Indirect Methods:- Vital health statistics

Module 7: Weight Management: (Obesity and Underweight)

(4 hours)

Introduction, aetiology, assessment, principles of dietary management, dietary guidelines

Module 8: Functional foods and its role.

Module9: Phyto chemicals, sources, benefits and its function

(2 hours)

Core Readings:

- Insel P, Turner E.R and Ross D, Discovering Nutrition, American Dietetic Association, Jones and Bartlett Publishers, London, 2003
- Smolin L.A and Grosvenor M.B, Nutrition Science and its Applications, Second edition, Saunders College Publishing, New York, 1997
- Park K, Park's Textbook of Preventive and Social Medicine, 20th Edition, Banarsidas Bhanot Publishers, Jabalpur, India, 2009
- Joshi S.A, Nutrition and Dietetics, third Edition, Tata McGraw Hill Education Pvt.Ltd, New Delhi, 2010.
- Srilakshmi B, Dietetics , New Age International (p) Ltd, Publishers, New Delhi, 2010
- Gopalan C, Ramasastri, B.V and Balasubramanian S.C, Nutritive value of Indian Foods, NIN, Hyderabad 2007
- Sreelakshmi B. Nutrition Science , New Age International (p) Ltd, Publishers, New Delhi, 2010.

SELF EMPOWERMENT SKILLS

Teaching hours: 4hrs/week (Per sem: 72)

COURSE-4

Credits- 4

Objectives:-

- TO develop Pleasing Personalities and to make them efficient in life.
- To develop Resource Management skills.
- To develop effective communicative skills.
- To enhance self empowerment

- To mould students as sociable persons
- To transform students graceful to the family & society.

Course outline

Module1;Personality Development (10 hrs)

1. Definition, Determinants
2. Values to cherish
3. Steps to build Positive self esteem
4. Tips to develop a positive personality

Module2: Resource Management skills. (10 hrs)

1. Resources – definition, Types
2. Management- definition, Steps in management process, Decision making
3. Time management- Time Schedule, Tools in Time management
4. Money Management – Steps in making Budget . Record keeping.
5. Energy management – Types of fatigue, Causes of fatigue, Work simplification.

Module3: Communication Skills. (12 hrs)

1. Intelligent Listening
2. Effective speaking
3. Impressive writing skills- letters, note taking.
4. Presentation skills – Making word file in computer, preparation of OHP & Power Point Slides
5. Facing Interviews, Participating in group discussions.
6. Importance of interpersonal skills in relationships (Husband- Wife, Parent –Child, Teacher – student & sibling relationships).

Module 4: Learning Skills (10 hrs)

1. Intelligence – definition, areas of intelligence
2. Types of learning
3. Memory techniques
4. Scientific learning
5. Tips for writing examinations

Module 5: Social skills. (10 hrs)

1. Different social skills
2. Steps in fostering right attitudes
3. Qualities that make a person successful.

Module6: Family life skills. (10 hrs)

1. Marriage – definition, Areas of Marital adjustment. Factors influencing .
2. Parenting skills
3. Reproductive health – diet , personal hygiene.
4. Stress management
5. Life skills for psycho – social development

Module 7: Aesthetic & Income generating skills. (10 hrs)

1. Interior decoration- Types, Elements & principles of design , colour combinations
2. Flower Arrangement
3. Meal planning, food preservation
4. Waste management , Wealth from waste

Core Readings:-

- Mitter, S. & Aggarwal ,S.C. (2002). How to develop Your Personality & Potentialities. Sultan Chand & sons , New Delhi
- Khera Shiv (2002). You Can Win .Macmillan Pub. New Delhi.

SEMESTER VI**FAMILY RESOURCE MANAGEMENT**

Course Code: HSC6FRM**CORE
THEORY-****Teaching hours: 3hrs/week (Per sem: 54)****9****Credit: 3****Objectives:**

Help the learners

- To understand the principles of management and their application in the family context
- To acquire scientific skills in the management of resources
- To recognize the significance of resource management to enhance the quality of life of family and society.

Course Outline**Module I: Introduction to management (9 hours)**

Management basics – Theory of Management, steps involved in management, decision making – resolving conflicts, concepts of management – values, goals and standards, family characteristics influencing management – life cycle stages, types and composition of family, qualities of a good manager.

Module 2: Family Resources (3hours)

Meaning and classification, characteristics of resources, factors influencing resource management, means to optimize satisfaction in resource management.

Module 3: Management of time (6 hours) Time as resource, significance of time management, tools and aids in time management, time schedule – preparation and evaluation.

Module 4: Management of energy (6 hours)

Energy as resource, significance of energy management, energy requirements for various household activities, work curve. Fatigue – classification and 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.

Module 5: Management of Money (9 hours)

Family income as a resource – Types of income, income profiles ; 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.

Module 6: Management of household fuel and energy (9 hours)

Household fuels, classification – solid, liquid, gas, electricity and solar energy, familiarization with renewable energy devices (solar devices and biogas). Energy conservation – importance, devices/ techniques for conservation of energy.

Module 7: Waste management (6 hours)

Types of domestic wastes, principles of waste management, 3 Rs of waste management, waste minimization, disposal of wastes, recycling of wastes and reuse of wastes.

Module 8: Consumer education (6 hours)

Consumer education – meaning, consumer problems, rights and responsibilities of a consumer, consumer aids, consumer redressal procedure and better buying practices.

Core Readings:

- Nicklle. P. Dorsey, J. M, Management in family living, Sterling Publishers, New Delhi
- Gross I.M. and Grandall.D, Management for modern families.
- M.A.Varghese, N.Ogale, Home management.
- M.A. Varghese, Household Equipment Manual, S.N.D.T Women’s University.
- Premlata Mullick - Text book of Home science, Kalyani Publishers, Ludhiana.

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HSC6FRM - FAMILY RESOURCE MANAGEMENT

Modules	Hours	Section A	Section B	Section C	Section D	Total
		1 mark 8/8	2 marks 6/10	4 marks 4/6	12 marks 2/4	60 marks
Module 1	3	1	1			3
Module 2	9	1	2	1	1	21
Module 3	9	1	2	1	1	21

Module 4	6	1		1		5
Module 5	9	1	2		1	17
Module 6	6	1	1	1	1	19
Module 7	6	1	1	1		7
Module 8	6	1	1	1		7

MODEL QUESTION PAPER
Semester VI
COURSE TITLE: FAMILY RESOURCE MANAGEMENT
COURSE CODE:HSC6FRM

Time: 3 hours

Maximum: 60 marks

Part A

Answer **all eight** questions. Each question carries **1** mark

1. List the three stages and sub stages of family life cycle
2. Enlist the different types of fatigue
3. Classification of Resources
4. Importance of Solar Energy at home
5. Write about warrantee and guarantee
6. Define Time cost, time norm and peak load
7. What is family savings? Give two examples
8. Give the classification of waste

(8 X 1 = 8 marks)

Part B

Answer **any six** questions. Each question carries **2** marks

9. What is COPRA? What is its importance to the consumer?
10. Discuss about work simplification?
11. Enumerate the characteristics of resources
12. State the importance of supplementing income with a few examples suitable for low income families
13. Define Decision making, enlisting the steps involved.
14. Illustrate a typical work curve and explain the sections
15. Comment on the significance of Energy Conservation
16. Illustrate the interrelationship between Values, Goals and Standards
17. What are your suggestions for environment friendly domestic waste disposal?
18. Describe the operation of Microwave Oven

(6 X 2 = 12 marks)

Part C

Answer any **four** questions. Each question carries **4** marks.

19. Enumerate the methods of resolving conflict?
20. List out the steps in preparation of time schedule. Prepare a time schedule suitable for an employed homemaker.
21. Classify Household fuels and briefly state the advantages and disadvantages of each fuel
22. Explain with diagrams the various methods of handling money income in families.
23. 'Consumer Aids are a boon to the consumer in the market'. Justify with adequate examples
24. Elaborate on various methods of domestic waste disposal

(4 X 4= 16 marks)

Part D: Answer any **two** questions. Each question carries **12** marks

25. Explain the Mundell's classes of change for work simplification
26. Explain the steps in preparing family budget. Prepare a model budget for a middle income family.
27. Describe the major steps in management process starting with a diagrammatic definition of home management
28. Enumerate on the rights and responsibilities of Indian consumer

(2 X 12= 24 marks)

FAMILY RESOURCE MANAGEMENT -PRACTICAL

Course Code: HSC6FRM(P)

Teaching hours: 2hrs/week (Per sem: 36)

Credit: 1

CORE PRACTICAL 9

Course Outline

- I: Management of time** (4 hours)
Preparation of time plan for college girl/homemaker and its evaluation.
- II: Work study** (8 hours)
Determination of working height in vertical and horizontal planes, study of anthropometry and furniture sizes.
- III: Management of money** (4 hours)
Study of expenditure pattern of your family and preparation of a model family budget/budget suitable for various categories
- IV: Waste Management** (6 hours)
Study of waste management practices in your house/locality ; Development an object from household waste materials.
- V: Consumer Education** (4 hours) Development and evaluation of labels and advertisements for consumer products, Preparation of a consumer complaint for any consumer product.
- VI: Event Management** (10 hours)
Planning, organizing, implementing and evaluating a group activity (Party/Exhibition/ tour)

Or

Residence stay for a week incorporating principles of management.

(A record of the entire practical should be maintained)

MODEL PRACTICAL QUESTION PAPER

**INTERIOR DECORATION AND FAMILY RESOURCE MANAGEMENT
PRACTICAL – MODEL QUESTION PAPER**

TIME: 3 HOURS

TOTAL: 40 MARKS

PART A - 20 MARKS

1. Develop a traditional motif and apply it on any furnishing material

OR

2. Illustrate a curtain style suitable for a **drawing room / dining room / bedroom / kitchen / children's room** (5 marks)

3. Illustrate a flower arrangement suitable for a **dining table / corner table of a room / centre table of a drawing room.**

OR

4. Apply **monochromatic / direct / double / split complementary** colour harmony in a room design (5 marks)

5. Demonstrate an **L-shape / Crescent / triangle / inverted T / Mass flower arrangement** using fresh flowers or artificial flowers

OR

6. Make a flower using artificial materials and provide detailed procedure with illustrations. (10 marks)
-

PART B - 20 MARKS

7. Prepare a monthly budget for ✓ marked family

- **Low/ Middle / High income family**
- **with 1 / 2 / 3 - School going / College going children -**
- **both husband and wife employed / husband only employed**

OR

8. Plan a time schedule for **a working woman / full time homemaker / college going girl** and evaluate it (✓ marked) (10 marks)

9. Develop a label for the ✓ marked food product

- a) **Jam** b) **Ice cream** c) **Fruit juice** d) **Chocolate** e) **Cakes** f) **Biscuits**

OR

10. Create an advertisement for the ✓ marked consumer product

- a) **Refrigerator**, b) **Microwave oven**, c) **Mixie**, d) **Grinder**, e) **Juicer**, f) **Thermal cooker**, g) **Washing machine**, h) **TV** (10 marks)

N.B.: students can use only pictures of photos of products without printed matter

SCHEME OF EVALUATION

PART A - 20 MARKS

11. Develop a traditional motif and apply it on any furnishing material

Prepare a traditional motif (2.5 marks) and apply it on the drawing of any furnishing material such as Pillows, cushion, bed sheet etc. (2.5 marks)

OR

12. Illustrate a curtain style suitable for a drawing room / dining room / bedroom / kitchen / children's room

Draw the curtain style suitable for the marked room. Points to consider- suitability to room (1 mark) Neatness of drawing (3 marks) style and colour application (1 mark)

(5 marks)

13. Illustrate a flower arrangement suitable for a dining table / corner table of a room / centre table of a drawing room.

Draw the flower arrangement suitable for the room marked. Suitability (2 marks), Beauty and finish (3 marks)

OR

14. Apply monochromatic / direct / double / split complementary colour harmony in a room design

Draw a design and apply the marked colour harmony. Design (2 marks) Perfection of drawing (3 marks)

(5

marks)

15. Demonstrate an L-shape / Crescent / triangle / inverted T / Mass flower arrangement using fresh flowers or artificial flowers

Arrangement of selected flower arrangement with a sketch (5 marks) (selection of plant materials and vase (3 marks), Perfection / completion (2 marks)

OR

16. Make a flower using artificial materials and provide detailed procedure with illustrations.

Preparation of artificial flower with materials such as paper, cloth, sola wood etc. Number and presentation (4 marks) Finish and Beauty (3 marks) Perfection Procedure (3 marks)

(10

marks)

PART B - 20 MARKS

17. Prepare a monthly budget for ✓ marked family

- **Low/ Middle / High income family**
- **with 1 / 2 / 3 - School going / College going children -**
- **both husband and wife employed / husband only employed**

Prepare monthly budget for tick marked group. Preparation under different headings (5 marks), Balancing both income and expenditure (2 marks) Realistic nature of budget (2 marks)

OR

18. Plan a time schedule for a working woman / full time homemaker / college going girl and evaluate it (✓ marked) (10 marks)

Prepare time schedule for tick marked person. Completeness and realistic nature (5marks), Balancing time between work and related activities/ sustenance / leisure and rest (approx. 8 hours) , and totaling to 24 hours (3marks) Realistic nature (2 marks)

19. Develop a label for the ✓ marked food product

a) Jam b) Ice cream c) Fruit juice d) Chocolate e) Cakes f) Biscuits

Preparation of the label for tick marked product (Contents- 6 marks) , Design appeal and perfection (4 marks)

OR

20. Create an advertisement for the ✓ marked consumer product

a) Refrigerator, b) Microwave oven, c) Mixie, d) Grinder, e) Juicer, f) Thermal cooker, g) Washing machine, h) TV

Preparation of the advt. for tick marked product (Contents according to rules of advt.-- 6 marks) , Beauty and perfection (4 marks)

(10 marks)

N.B.: students can use only pictures of photos of products without printed matter

CLINICAL NUTRITION AND DIETETICS

Course Code: HSC6CND

Teaching hours: 3hrs/week

(PerSem: 54) Credit: 3

Objectives:

- To impart knowledge in the field of clinical nutrition
- Be able to make appropriate dietary modifications for various disease conditions based on the pathophysiology
- To develop capacity and aptitude for taking up dietetics as a profession
- Understand the consequences of nutritional problems in the society and have awareness on

community nutrition based programmes.

Course Outline

Module 1: Introduction to Dietetics and Types of Diets (6hours) Meaning and scope of dietetics, Role of Dietitian, Nutrition care process (NCP), Types of dietary adaptations for therapeutic needs. Types of Diets – Normal / General, soft and liquid diets Mode of feeding – Oral , Enteral and Parenteral feeding

Module2:Nutritional Management of infections and fevers (4hours)

Classification and etiology of fever / Infection

Medical Nutrition therapy in: Typhoid, Tuberculosis, HIV/AIDS

Module 3: Nutrition, Diet and Cancer (4hours)

Stages in the development of cancer, etiological risk factors for cancer - Dietary and non-dietary factors, Genetic factors, Environmental factors; Nutritional requirements for cancer patients, dietary management in cancer

Module 4: Nutritional Management of Diabetes Mellitus (4hours)

Prevalence, classification and etiology of diabetes mellitus, symptoms, diagnosis and complications .Management of Diabetes:-Dietary management – Glycemic Index, beneficial effects of some foods, supportive therapy, prevention.

Module 5: Nutrition and Coronary Heart Diseases (CHD) (6hours)

Common disorders and complications of CHD, Prevalence, etiology and symptoms, Dietary management, Prevention of CHD.

Atherosclerosis-Phases, Etiology, Symptoms, Complications, Nutritional Management

Hypertension- Classification of BP, Hypertension - stages, etiology,dietary management, DASH diet

Module 6: Gastro Intestinal Disorders (4hours)

Etiology, symptoms and dietary Management of :Peptic ulcer, Constipation, Diarrhoea

Module 7: Liver Diseases (4hours)

Etiology, symptoms and dietary Management of: Hepatitis, Cirrhosis, Hepatic Coma

Module 8:Nutritional Management of Renal Disorders (4hours)

Common Renal Diseases, General Principals of dietary Management in Renal diseases, Etiology, Clinical symptoms and Dietary Management of Acute and chronic Nephritis, Nephrotic Syndrome

Module 9: Nutritional care in weight Management (4hours)

Weight imbalance, prevalence and classification; Guidelines for calculating ideal body weight. Etiology, Clinical manifestations, consequences and Dietary Management of Obesity, Underweight

Module 10: Nutritional Problems of the Community (8hours)

Prevalence, causes, consequences prevention and control of

- Protein Energy Malnutrition (PEM)

Vitamin A deficiency

- Iodine Deficiency Disorders
- Iron Deficiency Anemia

Core Readings:

- Whitney,E.N, Cataldo, C.B.,and Rolfes,S.R.(2002), Understanding Normal and Clinical Nutrition, Sixth Edn.Thomson Learning Inc.USA.
- Srilakshmi (2009) Dietetics IVth Edition , New age International (P) Ltd, Publishers, New Delhi
- Clinical Nutrition (2005) Blackwell Science Service, Nutrition Society UK.
- Public Health nutrition (2005), Edited by Nutrition society, Black well Science Service U.K.
- Bamji,M.S.,Krishnaswamy,K and Brahmam(Eds.)(2009), Text book of Human Nutrition Third Edition Oxford & IBH publishing Co.Pvt.Ltd., New Delhi.
- L. Kathleen Mahan and Sylvia Escott- Stump, Krause’s Food Nutrition and Diet therapy, 11th Edition, 2005, Saunders, USA.
- Subhangini. A. Joshy (2010), Nutrition and dietetics, Third edition. Tata Mc. Graw. Hill Education Pvt.Ltd, New Delhi
- Paul Insel, Elaine Turner, Don Ross (2004) Nutrition second edition American Dietetic Association, Jones and Barlett publishers, London

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HSC6CND-CLINICAL NUTRITION AND DIETETICS

	Hours	Section A	Section B	Section C	Section D	Total
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Modules		1 mark 8/8	2 marks 6/10	4 marks 4/6	12 marks 2/4	60 marks
Module 1	6	2	1	1		8
Module 2	4		1	1		6
Module 3	4				1	12
Module 4	4				1	12
Module 5	6			1	1	16
Module 6	4	1	2	1		9
Module 7	4	1	2	1		9
Module 8	4	1	2	1		9
Module 9	4	2	1			4
Module 10	8	1	1		1	15

QUESTION PAPER
COURSE TITLE: CLINICAL NUTRITION AND DIETETICS
COUSE CODE:HSC6CND

Time: Three Hours

Maximum Marks:

60

Part A

All questions are to be answered. Each question carries **1 mark**.

1. What is Parenteral feeding
2. Nutrition Care Process
3. Marasmic Kwashirkor
4. What is Glycemic Index
5. H.Pylori
6. Hepatitis
7. BMI
8. High Sodium foods

(8×1 = 8 marks)

Part B (Brief answer questions)

Answer any **six** questions. Each question carries **2 marks**.

9. Clinical symptoms of Iron deficiency Anemia
10. What is AIDS malnutrition syndrome?
11. Brief on enteral feeding
12. Enlist the foods rich in dietary fiber
13. What is bland diet?
14. Comment on DASH diet
15. BMI classification for adults
16. What is Nephritis
17. What is Cirrhosis
18. Enlist the complications of obesity

(6×2 = 12 marks)

Part C

Answer any **four** questions. Each question carries **4 marks**.

19. What are the types of routine hospital diets?
20. Brief on dietary management of Typhoid
21. Comment on nutritional care for an infant with diarrhoea
22. Explain nutritional care for a hepatitis patient
23. Give a brief account of dietary management in CRF
24. Classify stages of hypertension

(4x4 = 16 marks)

Part D

Answer any two

Each question carries **12 marks**.

25. Explain the symptoms and management of type II Diabetes.
26. Enumerate the possible risk factors and dietary management of cancer
27. Plan a day's meal for a patient suffering from cardiovascular disease and comment on the diet therapy.
28. Discuss PEM under the following headings. a) etiology b) consequences c) management.

(2× 12= 24 marks)

CLINICAL NUTRITION AND DIETETICS -PRACTICAL

Course Code: HSC6CND (P)

Teaching hours: 3hrs/week (Per sem: 54)

Credit: 1

Course Outline

CORE

PRACTICAL-10

1. Calculation of BMI using height-weight measurements
2. Preparation of Therapeutic Recipes (4 Hours)
 - Types of Therapeutic Diet (2 hours)
 - Normal
 - Soft
 - Fluid – Full Fluid and Clear Fluid Diets
3. Diet plan for (26 Hours) Fevers)
 - Cancer- breast cancer
 - Diabetes Mellitus

- CHD
- Peptic Ulcer
- Hepatitis
- Cirrhosis
- Nephritis
- Obesity
- Under weight
- PEM
- Iron Deficiency Anaemia

4. Visit to a feeding programme / Diet clinic. (4 Hours)

(A record of the entire practical should be maintained)

**MODEL PRACTICAL QUESTION PAPER
HUMAN NUTRITION AND BIOCHEMISTRY (V SEM) AND CLINICAL NUTRITION AND
DIETETICS (VI SEM) PRACTICAL –**

TIME: 3 HOURS

MAXIMUM MARKS: 40

PART A

(20 MARKS)

1. Identify the constituents in the given solutions (...A andB)

OR

2. Estimate the amount of (Vitamin C / Calcium / Lactose) in (100 g of food sample (.....) / 100 ml of solution / 100 ml of milk)

PART B

(20 MARKS)

3. a) Plan a day's menu for

<p>Infants , Preschool age, School going age, Adolescent –girl / boy, Adult men / Adult women , Labourer men / labourer women , Pregnant women, Lactating women, Old age</p>

<p>☐Typhoid ☐Tuberculosis, ☐breast cancer, ☐atherosclerosis , ☐hypertension ☐Peptic Ulcer ☐Hepatitis ☐Cirrhosis ☐Nephritis ☐Obesity ☐Underweight ☐PEM ☐Iron Deficiency Anaemia-for pregnant lady ☐Iron Deficiency Anaemia- adolescent girl</p>

- b) Prepare..... (**Lunch / dinner / breakfast**) Any One put ✓ mark
- c) Give two principles of the diet
- d) Calculate any 3 important nutrients of the prepared meal

OR

- 5. a) Plan a diabetic diet for a patient of Height.....cm and weight.....kg
doing (**sedentary / moderate / heavy work**) Any One put ✓ mark
- b) Prepare..... (**Lunch / dinner / breakfast**) Any One put ✓ mark
- c) Give two principles of the diet
- d) Give the diet prescription for the diabetes patient.

SCHEME OF VALUATION

1. Identify the constituents in the given solutions (...A and ...B)

a) Solution A(CHO)-10 marks
(5 tests; 5 x 2=10 marks.)

b) Solution B(protein or minerals)-10 marks
(Protein 3 tests x 2=6 marks, report nil for CHO and minerals 4 marks)

(Minerals 3 tests x 2 =6 marks, report nil for CHO and proteins 4 marks)

2. Estimate the amount of (Specify Vitamin .C / Calcium / Lactose)in
.....(100 g of food sample(.....)/100 ml of solution or 100 ml of milk as the
case may be)

Principle 5 marks

Procedure 5 marks

Calculation 5 marks

Skill (Concordant titre values)-3 marks

Result-2 marks

3 or 4.)

a) Menu Planning-5 marks (Consider nutritional adequacy for the condition, adaptations made, Variety as far as possible, whether units and quantities are specified)

b) Preparation-10 marks (Consider Selection, adequacy of quantity, sensory evaluation of items, Serving, Time management)

c)Principles-2 marks

d)Calculation of nutrients/diet prescription calculation for diabetes patient-3 marks

FASHION DESIGNING AND APPAREL PRODUCTION

Course Code: HSC6FDAP

Teaching hours: 3hrs/week (Per sem: 54)

Credit: 3

Objectives:

- 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.

CORE THEORY - 11

Course Outline:

Module1:Fashion Introduction and interpretation (24 hrs)

Fashion:-Definition, terminologies- style, fad, classic, fashion trend, haute couture, fashion life cycle, fashion fore- casting 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-Basic 8- head theory, unusual figures (problems and remedies) - for tall figure, short figure, stout figure, thin figure.

Module2: Introduction to Body measurements and pattern making

(10 hrs)

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.

Module3:GarmentConstruction

(12 hrs)

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.

Module4:Apparel marketing and merchandising.

(8 hrs)

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.

Core Readings;

- | | |
|--|---|
| Armstrong, H. J (1997) | Pattern making for Fashion
Design, Harper& Row publication |
| Mary Mathews (1998) | Practical Clothing Construction, Part II,
Bhattaram's Reprographics (p Ltd, Chennai. |
| Riter. J. (1998) | Hand book for Fashion Designing, Best
Drafting Techniques, Mital publication. |
| <input type="checkbox"/> Cooklin .G.!(1988) | Introduction to Clothing
Manufacture, Blackwell Science, New Delhi |
| <input type="checkbox"/> Ireland P.J. (2007) | New fashion Figure Templates, Anova Books
Co. Ltd, London |
| <input type="checkbox"/> Mullick .P.(2002) | Garment Construction Skills, Kalyani
Publishers, New Delhi. |
| <input type="checkbox"/> Sumathy, G.H (2002) | Elements of fashion and Apparel Design New
Age International (p) Ltd, New Delhi |
| <input type="checkbox"/> Narang. M(2007). | Fashion Technology Hand Book, Asia Pacific |

Business Press, New Delhi

□ Ireland P.J.(2004)

Fashion Design Drawing and Presentation

Kyodo printing co. Ltd., Singapore.

□ Zarpkar K.R.(2008)

Zarpkar System of Cutting, Navaneet

Publications India Ltd., Gujarat.

□ Dickerson. K.G ((2009)

Inside the fashion Business.

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HSC6FDAP - FASHION DESIGNING AND APPAREL PRODUCTION

Modules	Hours	Section A	Section B	Section C	Section D	Total
		1 mark 8/8	2 marks 6/10	4 marks 4/6	12 marks 2/4	60 marks
Module 1	24	3	3	2	2	41
Module 2	10	1	2	1		9
Module 3	12	2	2	1	1	22
Module 4	8	2	3	2	1	28

MODEL QUESTION PAPER

**COURSE TITLE: FASHION DESIGNING AND APPAREL
PRODUCTION**

COURSE CODE:HSC6FDAP

Time: Three Hours

Maximum Marks: 60

Part A

All questions are to be answered. Each question carries **1 mark**.

1. Comment on Fad
2. What are the different types of sleeves?
3. What are the marking tools?
4. Define Haute Couture?
5. What is a Classic ?
6. Uses of a Thimble and a Bodkin?
7. Define drafting?
8. Importance of Fashion Forecasting?

(8×1 = 8 marks)

Part B

Answer any **six** questions. Each question carries **2 marks**.

9. What are the current Fashion Trends?
10. Write a note on layouts
11. What do you mean Fashion life cycle?
12. What are the body measurements required for a child's frock?
13. What is the method of shortening a bodice block?
14. Comment on Pattern making.
15. Explain Marketing mix
16. Comment on retail outlets.
17. How do you prepare fabric for stitching?
18. Write a note on Pattern making?

(6×2 = 12 marks)

Part C

Answer any **four** questions. Each question carries **4 marks**.

19. What are the basic shapes of human figure?
20. Comment on suitable designs for a stout figure?
21. How is plain sleeve converted into puff sleeve.
22. Comment on Visual merchandising.
23. Explain two problems and remedies of a sewing machine.
24. Explain the role of a merchandiser.

(4×4 = 16 marks)

Part D

Answer any two

Each question carries **12 marks**.

25. What is the Eight head theory. Illustrate to support your answer?
26. Explain the elements and principles of design as related to apparel.
27. What are parts of a sewing machine. Explain the functions of each.
28. Discuss in detail about the 4 P's of marketing.

(2× 12= 24 marks)

FASHION DESIGNING AND APPAREL PRODUCTION -PRACTICAL

Course Code: HSC6FDAP (P)

PRACTICAL -

11

Teaching hours: 3 hrs/week (Per sem: 54)

Credit: 1

Course Outline

1. Fashion Illustration and Sketching

Development of 8-head croquis. Sketching
Of child frock and salwar kameez or churidar
templates (two styles)

kurtha using croquis or figure

2. Basic Construction Processes.

8 hr

Hand Stitches – Basting-, overcasting, hemming

Embroideries- Decorative stitches (min 5 no)

Seams and seam finishes: Plain seam- French seam, flat fell seam, top stitched 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 button hole, press button, hooks and eyes, Preparation of Paper pattern: Prepare paper pattern for child's frock, churidar/salwar and kameez.

12 hrs

Construction of garments: child's frock with any collar and any type of sleeve. 16 hrs
(A record of the entire practical should be maintained.)

MODEL PRACTICAL QUESTION PAPER

**TEXTILE SCIENCE AND FASHION DESIGNING & APPAREL
PRODUCTION PRACTICAL- MODEL QUESTION PAPER**

TIME 3 HOURS

TOTAL – 40

MARKS

SET 1

1. Identify the given Fibres (2 nos).....
4 marks
2. Identify the given Weaves (3 Nos).....
6 marks
3. Constructed
Garment..... **10 marks**
4. Draft , Cut and Stitch a **Frock with any collar**..... **15 marks**
5. Design and sketch a dress for a teenager/ School girl / Pre-School girl – **5 marks**

SET 2

1. Identify the given Fibres (2 nos).....
4 marks
2. Identify the given Weaves (3 Nos)
.....**6 marks**
3. Constructed
Garment..... **10 marks**
4. Draft , Cut and Stitch a **Frock with any sleeve**..... **15 marks**
5. Design and sketch a dress for a teenager/ School girl /Pre-School girl - **5 marks**

SET 3

1. Identify the given Fibres (2 nos).....
4 marks
2. Identify the given Weaves (3 Nos)
.....**6 marks**

3. Constructed

Garment.....**10 marks**

4. Draft , Cut and Stitch a Frock with placket and embroidery**15 marks**

5. Design and sketch a dress for a teenager/ School girl / Pre-School girl - **5 marks**

SCHEME – total 40 marks

6. 1. Keep 2 types of fibres, Marks 2 each.....*Total – 4 marks*

7. 2. Keep 3 weaves, 1 simple and 2 decorative weaves. Marks 2 each.....*Total -6 marks*

8. 3. Evaluate the constructed garment of the VI semester. *5 marks*

9. 4. No designing required

10. Drafting ----- *6 marks*

11. Cutting ----- *3 marks*

12. Stitching ----- *9 marks*

13. Finishing----- *2 marks.*

14. (Total-----*20 marks*)

15. 5. Designing a suitable dress on a croqui..... *5 marks*

.....

MASS COMMUNICATION AND JOURNALISM

Course Code: HSC6MCJ

Teaching hours: 3hrs/week (Per sem: 54)

Credit: 3

Objectives:

To enable the students to

- Understand the concept, scope and significance of mass communication and its techniques.
 - Sensitize students towards identifying materials and methods for effective communication.
- 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.

Module1: Communication 10hours

Definition, Functions, elements and process of communication

Four levels of communication- Intrapersonal, inter personal level, Group level and communication with mass audiences.

Functions of mass communication and its relevance to society.

Module2: Modes of mass communication 18 hours

A. Print media- news paper, books, magazines, leaflets and pamphlets.

Characteristics and use.

B. Electronic media- Radio, television, video, films, computer based technologies- e-mail, 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.)

C. Out door mass media- exhibitions, fairs, street drama

Characteristics and use.

D. Folk media (Traditional)- puppet show, folk songs, folk dances, drama etc.

Characteristics and use

E. Advertising and public relations- concepts and its role in modern society.

Module3: Writing for the media. 12 hours

Fundamentals of good writing.

Principles of writing news article for a news paper and other print media.

Script writing for TV and radio programme and its presentation. Techniques for preparation of effective advertisements.

Module4: Public speech 5 hours

Understanding the audience
 Planning and preparation of public speech
 Presentation of public speech

Module5: Journalism

9 hours

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

Core Readings

- Mody,Bella(1991):Designing messages for development Communication, New Delhi, Sage Publications.
- Kuppaswamy,B(1989):Communication and Social Development in India,Bombay,Media Promoters and publishers Private Ltd.
- Dahama ,O.P.and Bhatnagar,O.P(1988):Education and Communication for Development, New Delhi,Oxford and IBH Publishing Co.Pvt.Ltd.
- Pamar,Sryam(1976):Traditional folk media in India, New Delhi,Geka books.
- MMehta,D.S.(1992)Mass Communication and Journalism in India, New Delhi, Allied Publishers.
- RRayulu,C.S(1993):Media and Communication Management,Bombay,Himalaya Publishing.
- AAhuja.B.N,The Theory and Practice of Journalism.
- DDuglas Parker, Basic public speaking,2nd edition. The roadmap to confident communication.
- MMahavir Mohnot,Art of speaking in public.
- Journal of Educational Research and Extension,Sri Ramakrishna Mission Vidyalaya College of Education,Coimbatore,Tamil Nadu,India.

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HSC6MCJ - MASS COMMUNICATION AND JOURNALISM

Modules	Hours	Section A	Section B	Section C	Section D	Total
		1 mark 8/8	2 marks 6/10	4 marks 4/6	12 marks 2/4	60 marks
Module1	2	1	1			3
Module 2	10	1	2	1	1	21
Module 3	2	1	1	1		7
Module 4	15	2	2	2	1	26
Module 5	25	3	4	2	2	43

MODEL QUESTION PAPER
COURSE TITLE: MASS COMMUNICATION AND JOURNALISM
COURSE CODE: HSC6MCJ

Time: Three Hours
60

Maximum Marks:

Part A (one word questions)

Answer **all** questions. Each question carries **1 mark**.

1. List the different levels of communication.
2. Define public relation.
3. Define mass communication.
4. What is the difference between article in a journal and a magazine?
5. What is the main aim of a public speech?
6. Define periodicals.
7. What is Folk media?
8. Define online journalism

(8x 1= 8 marks)

Part B

Answer any **Six** questions Each question carries **2 marks**

9. What do you understand by the term communication?
10. Differentiate between e-mail and blogs.
11. Describe the principles of journalism.
12. Write briefly on the significance of video conferencing.
13. List the functions of mass communication.
14. Describe the difference in writing script for radio and Television.
15. How will you write a short news article in a news paper?
16. Factors to be considered while presenting a public speech.
17. Write a short note on the different kinds of journalism.
18. Understanding the audience is very important before giving a public speech. Why?

**(6×2= 12
marks)**

**Par
t C**

Answer any **four** questions. Each question carries **4 marks**

19. List the advantages and limitations of mass communication.
20. What are the principles of script writing for radio?
21. What are the characteristics of photo journalism?
22. Why a story board, a significant element in advertisement script writing?
23. Write briefly on pod cast.
24. What is the role of folk media in communication?

marks)

(4×4= 16

Part D

Answer any **two** questions. Each question carries **12 marks**

25. Discuss the elements of communication in relation to teaching learning process.
26. Explain the role of information technology in communication.
27. What are the techniques involved in the preparation of effective advertisements?
28. Explain the importance of print journalism. Give its characteristics and use.

(12x 2= 24 marks)

MASS COMMUNICATION AND JOURNALISM -PRACTICAL

Course Code: HSC6MCJ (P)

Teaching hours: 2hrs/week (Per sem: 36)

Credit: 1

Course Outline:

1. Modes of Mass Communication

(20 hours)

(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)
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.

11. Writing for The Media

(10hours)

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.

111. Public Speech

(6hours)

Select a topic, prepare and present a speech.

(A record of the entire practical should be maintained.)

MODEL PRACTICAL QUESTION PAPER

DYNAMICS OF EXTENSION & MASS COMMUNICATION AND JOURNALISM - PRACTICAL- MODEL QUESTION PAPER

TIME 3 HOURS

Total – 40

marks

1. a. Prepare a questionnaire to find out the activities of Panchayath/

Cooperatives/school.

OR

1. b. Prepare an interview schedule to find out the role of an extension worker.

5

marks

2. a. Prepare a leaflet on Waste management / Immunisation / Nutrition for pre-school.

OR

2. b. Prepare a poster on Violence against women / legal literacy/Anaemia /energy conservation

10

marks

3. a. Prepare an advertisement on innovative equipments / Solar cooker / Breastfeeding.

OR

3. b. Prepare a folk song based on any home science theme.

10 marks

4. a. Prepare a public speech on awareness of healthy food habits among adolescents.

OR

4. b. Write a newspaper article related to any socially relevant issue.

5 marks

5. Plan an extension programme for Pregnant women/ Adolescent girl /Elderly

10

marks

**DYNAMICS OF EXTENSION & MASS COMMUNICATION AND
JOURNALISM - PRACTICAL- MODEL QUESTION PAPER**

SCHEME OF EVALUATION

TIME 3 HOURS
marks

Total – 40

-
1. a. Prepare a questionnaire to find out the activities of Panchayath/
Cooperatives/school.
- Three parts (Part A-General information, Part B-Main questions related to activities, Part C- Suggestions by the informants) - 1 marks
 - Minimum 20 questions – 2 marks
 - Relevance and Closed questions in part B and open question in Part C – 2 marks

OR

- b. Prepare an interview schedule to find out the role of an extension worker.
- Three parts (Part A-General information, Part B-Main questions related to activities, Part C- Suggestions by the interviewee) - 1 marks
 - Minimum 20 questions – 2 marks
 - Relevance of the questions to topic in part B and open question in Part C – 2 marks
- (5 marks)

2. a. Prepare a leaflet on Waste management / Immunisation / Nutrition for pre-school.
- Two sides of the paper should be used – 2 mark
 - Clarity/border line should be given. Contents in points. No elaborate writings -2mark
 - Socially relevance and offer for immediate implementation -2mark
 - Contact address – 2 mark
 - Attractiveness – 2marks

OR

3. b. Prepare a poster on Violence against women / legal literacy/Anaemia /energy conservation
- One sides of the paper should be used – 2 mark
 - Clarity/border line should be given. Contents in points. No elaborate writings -2mark
 - Brevity -2mark

- theme message clarity – 2 mark
- Attractiveness – 2marks

(10 marks)

4. a. Prepare an advertisement on innovative equipments / Solar cooker / Breastfeeding.

- Clarity/border line should be given. Contents in points. No elaborate writings -2mark
- Socially relevance and offer for immediate implementation -2mark
- Contact address – 2 mark
- Attractiveness – 2marks
- General depiction of the theme topic – 2marks

OR

3. b. Prepare a folk song based on any home science theme.

- Traditional theme – 2 marks
- Meaningful and Home science subject relevance - 2marks
- Language and clarity – 2 marks
- General depiction of the theme topic – 2marks
- Use of traditional rhythm-2marks

(10 marks)

5. a. Prepare a public speech on awareness of healthy food habits among adolescents

- Introduction – 1 mark
- Body – 1 mark
- Conclusion - 1mark
- General handling of the topic – 1 mark
- Empahsis and action expected by the audience – 1mark

OR

4. b. Write a newspaper article related to any socially relevant issue.

- Introduction ,Body& Conclusion - 1mark
- General handling of the topic. Inverted triangle approach – 1 mark
- Newspaper column format – 1mark
- Heading and date- I mark
- General handling of the news article – 1 mark

(5 marks)

6. Plan an extension programme for Pregnant women/ Adolescent girl /Elderly
- Aim, objective of the programme – 2 marks
 - Method of analyses of problem – 2 marks
 - Plan of action – 2 marks
 - Evaluation method – 2 marks
 - All steps covered , aids and methods suggested – 2 marks

(10 marks)

CHOICE BASED COURSES (ELECTIVE)

WOMEN'S STUDIES

Teaching hours: 3hrs/week (Per sem: 54)

Objectives

Course Code: HSC6WS

- To create awareness among the students about the status of women in India.
- To sensitize the students about the problems /disparities/issues concerning women.
- To make the students acquainted with the laws pertaining to women and the services available to them.
- To motivate students to work for the betterment of women.

Module I: Meaning and significance of women's studies

Women's rights.

Module 2: Demographic profile of women with reference to (4 hrs)

Health, education, employment, socio-economic and political aspects

Module 3: Special issues and problems concerning women (10 hrs)

Infanticide, foeticide, dowry, domestic violence, sexual harassment, gender discrimination, child marriage and media projection.

Module 4: Women in distress (8 hrs)

Problems of single, widowed, divorced women. Unmarried mothers. Problems confronting elderly women

Module 5: Women and law (5 hrs)

Need for legal literacy for women.

Laws pertaining to marriage, divorce, dowry, succession and property inheritance, sexual harassment, domestic violence and abortion.

Module6: National efforts for women empowerment (6 hrs)

National policy on women

Role of National and State commissions for women.

Women Empowerment and the Role of Women Self Help Groups.

Related Experience

1. Undertake a visit to any one institution that caters to women in distress and prepare a report.

Core Readings

- Women and Sustainable Development: an international dimension
- Krishna Ahooja-Patel, Ashish Publishing House, New Delhi.1995.
- Introducing Women's Studies Feminist theory and Practice,Edited by Diane Richardson and Victoria Robinson,Macmillan,1993
- Empowerment of Women (in 3 volumes) Editor-Prof Meenakshi Malhotra,Isha Books,Delhi.
- Issues on empowerment of Women. Utpal Kumar De and Bhola Nath Ghosh, Mohit Publication,New Delhi,2004
- 50 Key Concepts in Gender StudiesJane Pilcher and Imelda Whelehan ,Sage Publications,Delhi 2004
- Dimensions of Women Exploitation Editor-Meenakshi Malhotra,Isha Books,Delhi.2004
- Women in law and Politics Edited by Raj Kumar Pruthi,Rameshwari Devi,Romila Pruthi, Mangal Deep Publications,Jaipur,India 2001
- Status of Indian Women Crisis and Conflict in Gender Issues-Volume 2 ,Edited by Uma Shankar Jha,

- Arathi Mehta, Latika Menon, Kanishka Publishers,Distributors,New Delhi,1998
- Women,Environment and HealthDhanalaxmi Dash, MAnjal Deep Publications, Jaipur.2005
- The Status Of Women in India –from Anyiquity to Modernity Edited by Manjari Biswas(Bhaumik),Abhijeet Publications,New Delhi,2010.

Journals

1. Social Welfare,Central Social Welfare Board,Qutb Institutional Area, New Delhi.
2. Yojana, published by Ministry of Information and Broadcasting,Yojana Bhavan,New Delhi
3. Indian Journal of Gender Studies,copyright of Centre for Women’s Development Studies,New Delhi,Sage Publications,New Delhi.
4. Indian Journal of Social Development-an international journal
Serial Publication, New Delhi editor-Vijay Kumar.S

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HSC6WS- WOMEN’S STUDIES

Modules	Hours	Section A	Section B	Section C	Section D	Total
		1 mark 10/10	2 marks 8/12	4 marks 6/9	15 marks 2/4	80 marks
Module 1	2	1	2	1		9
Module 2	10	2	2	1	1	22
Module 3	2	2	2	2	1	14
Module 4	15	2	2	3	1	30
Module 5	25	3	4	2	1	31

MODEL QUESTION PAPER

COURSE TOITLE: WOMEN'S STUDIES

COURSE CODE:HSC6WS

Time: Three Hours

Maximum Marks: 60

PART A

I. Answer all questions. Each question carries 1 mark.

1. What is the sex ratio of India as per 2011 census?
2. Define Foeticide
3. Women Empowerment
4. Expand SHG
5. National Population policy
6. 'Mahr'
7. Gender gap
8. MTP Act
9. Define gender discrimination
10. Name of the first women's University

(10 x 1 = 10 Marks)

PART B

II. Answer any 6 questions. Each question carries 2 marks.

11. Need and significance of Women's Studies
12. Give a short account on "honour Killing"
13. What is the need for functional literacy for women
14. Bring out women's rights.
15. Give the demographic profile of women in education
16. Discuss the functions of SHG
17. Enumerate the need for economic independence
18. Give a short account on female headed families
19. List any two grounds of divorce as per Hindu Marriage Act
20. What is domestic violence
21. Suggest some self entrepreneurial activities suitable for rural women
22. Comment on any two empowered women of India

(8 x 2 = 16 Marks)

PART C

II. Answer any 4 questions. Each question carries 4 marks.

23. Explain the Status of women in India
24. What are the problems of women due to media projection?
25. List the Functions of National Women's Commission
26. What are the problems faced by divorced women.
27. What are the implications of child marriage?
28. Give a short account on Dowry Prohibition Act.
29. Suggest strategies to empower adolescent girls in school years
30. Elaborate on some local agencies working for women.

31. Comment on child labour with special reference girl child

(4 x 6 = 24 Marks)

PART D

II. Answer any 2 questions. Each question carries 12 marks.

32. Discuss how Self Help Groups helps to empower rural women.
33. Bring out the laws pertaining to women.
34. Write a note on the protection, care and rehabilitation of women in distress.
35. Suggest any five strategies to impart legal literacy to adolescent girls.

(2 x 15 = 30 Marks)

CHOICE BASED COURSES OFFERED (ELECTIVE)

INTRODUCTION TO INDUSTRIAL APPAREL MANUFACTURING TECHNIQUES

Teaching hours: 3hrs/week (Per sem: 54)

Credit: 3

Objectives

- To understand the need and importance of apparel manufacturing techniques in industries.
- To study the processes involved in apparel manufacturing techniques in industries.
- To understand the importance of bulk production and reduction in production waste
- To study various techniques to maximize production with minimum investment

Module 1: Pattern Engineering

Introduction (6 hrs) Pattern alteration-methods and need

Grading - Principles of Grading – Types of grading- Pattern layouts-open-closed-marshedhen.

Module 2: Marker and other preparations for cutting bulk in apparel industry

(6 hrs)

Planning, Drawing and Reproduction of the Marker-Marker planning-Methods of marker planning-

Module 3 : Spreading and cutting (10hrs)

Definition, Function and Scope of cutting. Types of Spreads, Spreading Equipments and Tools-Spreading methods-Fabric packages.

Module 4: Garment assembly

(10 hrs)

Industrial sewing machines: types, uses and working-straight stitch-button hole-button sewing- over locking.

Stitches: Definition, stitch classes, factors to be considered in the selection of stitches. Seams: Definition, Types of seams, seam quality, seam performance, factors to be considered in the selection of seam, seam finishes, seam defects

Sewing Thread: Types, construction, sewing thread quality, sewing thread packages. Sewing machine needles: Types, uses, selection

Other methods of assembling the garment-fusing-welding etc

Module 5: Garment finishing and packing

(4 hrs)

Garmentfinishing-accessories-decoration-Ironing-pressing-folding-packing-equipments and method

Core Readings

- Harold Carr and Barbara latham, The Technology of Clothing Manufacture, Om Book Service, 2006
- Laing R.M., and Webster J, Stitches & Seams, The Textile Institute, India, 1998.
- Gerry Cooklin, Master Patterns and Grading for Men's Outsize, Blackwell Scientific Publications 1992.
- Gillian Holman - Pattern Cutting Made Easy, Blackwell Scientific Publications 1997. ISBN:

- Natalie Bray, More Dress Pattern Designing, Blackwell Scientific Publications .1986
ISBN: 0-632-1883-

Related Experience:

1. Pattern alteration and Grading- grading of pattern in different sizes using different grading techniques
2. Final pattern, Marker making and spreading and Pattern lay (Any one garment)
3. Study of Cutting Techniques and machineries used in garment Industries (Round knife-straight knife-band knife-notcher-driller)
4. Garment assembly-study on machines, stitches in singer, usha and juki machine and seams for different Purposes {Lock stitch-(manual, industrial) over locking (stitches-type 301, 504)seams, class-2 welt seam-lapped fell seam(class-6-edge neatening. (6 hrs)
5. Garment finishing (surface embellishments(appliqué work-sequence-beading), ironing, folding and packing of shirt and trouser/salwar/churidar with top/sari/T-shirt/baba suits or any 2 garments in garment industries.
6. Visit to a garment unit.

FOOD QUALITY ASSURANCE

Credit: 3

Objectives:-

The course will enable the students to:

- know the importance of quality assurance in food industries
- know the various tests and standards for quality assessment and food safety
- Know various tests used to detect food adulterants
- Be familiar with the fundamentals that should be considered for successful quality control programme developments in food safety and quality systems

Course Outline

Module 1: Introduction to quality assurance and food safety assurance (6 hours)

current concepts of quality control Food quality, Quality control- parameters followed in quality control, important considerations, principles of quality control

Module 2: Food safety: (20 hours)

1. Food Sanitation and Hygiene-

- Water- potable water, sources of contamination, treatment of water
- Food – Food handling and the sources of contamination
- Practical rules for food sanitation

2. Food additives:

Definition, Need for food additives, classification, Intentional additives, incidental additives

Module 3: Food Toxins/Contamination of food

Main Groups of Food Toxins – prevention/control

- Classification of toxic chemicals in foods-
- A. Natural toxicants in foods – (i) Toxic amino acids , (ii) Toxic alkaloids, (iii) Cyanogenic glycosides, (iv) Trypsin inhibitors, (v) Haemagglutinins, (vi) Flatulence factors

- B. Natural toxicants entering through contaminants:- (i) Plant origin, (ii) Microbial Origin, (iii) Biological origin
- C. Chemical toxicants of external origin;- (i) Toxic metals, (ii) Residues of pesticides and Agrochemicals, (iii) Contamination from processing practices, (iv) Contamination from packaging materials (v) Accidental contaminants, (vi) Contaminants from Environment.

3. Food borne diseases /illness : Causes, symptoms and control

HACCP - Principles

- 4. Food borne infections:-** (i) Bacterial Diseases- Typhoid fever, Salmonellosis
(ii) Viral diseases:- Viral hepatitis, Gastroenteritis and
(iii) Infections due to parasites;- Taeniasis, Amoebiasis

Module 4:-Food Laws and Food standards: (6 hours)

- (i) International food laws and standards:- Codex Alimentarius, Food, Drug and Cosmetic Act
- (ii) Indian Food laws and standards: - (a) Compulsory standards-Prevention of Food Adulteration Act, 1954 (PFA), Essential commodities Act, 1954 – brief listing of the Control Orders under this Act Viz. The Fruit Products Order, 1955(FPO), Meat Products Control Order, 1973, Milk and Milk Products Order, 1992, Solvent extracted oils, De-l oiled meal and Edible Flour Control Order 1967 and Vegetables Products Control Order, 1976; and Standards on weights and measures (Packaged Commodities) Rules, 1977.
- (b) Voluntary Standards- Bureau of Indian Standards (BIS) ,The Agricultural Products (Grading and marking) Act, 1937

Module 5: Food Adulteration and Labelling: - (4 hours)

Common Adulterants, Effects of Food Adulteration, simple tests to detect adulterants in foods, prevention of food adulteration, Nutritional Labelling.

Related Experiences

1. Introduction to laboratory equipment and apparatus.
2. Testing the water quality for the following parameters:
(i) Colour (ii) odour (iii) Taste (iv) P^H
3. Survey your neighboring areas and find out the commonly used class I and class II food additives
4. Detect the common adulterants found in the following food samples using simple physical and simple laboratory chemical tests:
(i) Chilli Powder, (ii) Coffee powder (iii) Ghee (IV) pepper corns (v) pulses (split and dehusked) (vi) Turmeric powder (vii) Milk and butter (viii) Honey
5. Find out the acidity and sugar content in Jam/squash and compare with FPO specifications

Core Readings

- Kalia M. (2002), Food Analysis and Quality Control, Kalyani Publishers, New Delhi.
- Frazier, W.C. and Westhoff, D.C., (2008), Food Microbiology, Fourth Edn., Tata McGraw-Hill Publishing Co.Ltd, New Delhi
- Joshi, S.A. (2010), Nutrition and Dietetics, Third Edn, Tata McGraw-Hill Publishing Co.Ltd, New Delhi
- Potter, N.N and Hotchkiss, J.H., (1996), Food Science, Fifth Edn, CBS Publishers, New Delhi.
- Mudambi, S.R and Rajagopal, M.V. (2001), Fundamentals of Foods and Nutrition, New Age International Publishers, New Delhi
- Srilakshmi B. (2008), Food Science, New Age International Publishers, New Delhi
- Marwaha, K (2007), Food Hygiene, Gene-Tech Books, New Delhi.

- Journal of Food Science and Technology, Association of Food Scientists and Technologists CFTRI, Mysore.

EARLY CHILDHOOD CARE AND INTERVENTION

Teaching hours: 3hrs/week

(Per sem: 54) Credit:

Objectives:-

- To know about the developmental milestones
- To Equip them to identify the developmental delay
- To aware about the tools & techniques for developmental assessment
- To become aware about the early stimulation programmes
- To equip them to deal with challenged children

Course Outline

Module 1: Developmental milestones (3 hrs).

1. Definition,
2. Different developmental milestones of children from 0 to 6 year

Module 2 : Developmental delay

1. Definition ,
2. Risk factors – types. (2 hrs).

3. Child development & Home environment (7 hrs).

1. Definition, purpose of assessment.
2. Assessment below two years.
3. Tools & techniques used for assessment- TDSC, DASII, DDST, DOC,
4. Neurological evaluation,
5. Assessment of visual & hearing impairment

Module 4: Early Developmental Stimulation (8 hrs).

1. Definition, aims, importance,
2. Role of parents.
3. Newborn stimulation in NICU & at Home.
4. Sensory training, early stimulation programmes,
5. Early intervention for the developmental delay.

Module 5: Pre- School programme (6 hrs)

1. Definition, principles of programme planning ,
2. Short & long term planning. Daily programme .
3. Pre – school organisation- physical arrangement, equipment needed, maintenance of records, pre school personnel, home – school relationships.

Module 6: Intervention programmes for Children with challenges (10

hrs).

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

Related Experience

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

Core Readings

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

SURFACE ORNAMENTATION TECHNIQUES

Objectives

- To teach the variations of basic hand embroidery techniques, surface designing and other ornamentation techniques.
- To introduce them to various traditional embroidery techniques of India.

Module1: Embroidery

2 Hours

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

Module2: Basic Hand Embroidery:-

5 Hours

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.

Module3: Traditional Embroidery

10 Hours

- Origin, application & colours. Kantha, Chikan, Kasuti, Zardosi (Four

Module4: Special embellishment techniques: 8 Hours

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.

Module5: Dyeing and printing 4 Hours

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

Module6: Trimmings and decorations 7 Hours

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

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), 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, Fabric painting (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.

Core Readings:

- Art of embroidery : History of style and technique,1995, Lanto Synge, oodridge Helen M, David & Charles, The Timeless Embroidery, 1986.
- Readers Digest, Complete guide to Sewing, 1993, Pleasant ville-Nu Gai,Search Press Ltd.
- Barbara .S, Creative Art of Embroidery,1998 Lundon, Numbly Pub.group Ltd.
- Shailaja N, Traditional Ebroideries of India.,2001 Mumbai APH Publishin