

A. C. 10/2/2012
Item No. 4.13

UNIVERSITY OF MUMBAI



Syllabus for the S.Y.B.Sc.

SEMESTER III & SEMESTER IV

Program: B.Sc.

Course: Home Science

(As per Credit Based Semester and Grading System
with effect from the Academic Year 2012–2013)

SEMESTER III

COURSE CODE	TITLE	WORKLOAD		NO. OF CREDITS	
		L	P	T	P
USHS301	Community Health	2		3	
	Meal Planning	3			
USHS302	Methods of Child, Adolescent & Adult Study	2		3	
	Development in Adulthood	3			
USHS303	Textile Technology	2		3	
	Traditional Indian Textiles & Costumes	3			
USHS304	Principles of Resource Management	3		4	
	Applied Economics & Personal Finance	3			
USHS305	Foundation Course Computer Applications (Value Added)	3		2	
USHSP301	Group I: Nutrition & Meal Planning Developmentally Appropriate Practices		3 2		3
USHSP302	Group II: Textile Science & Women's Clothing		3		2
				15	5

♦ Additional fee will be charged for the Computer classes. Unless a student passes the Computer Examination the student will not get the credits of the said paper

Course Code	Title of Paper		Lectures/week	Marks	Credits
USHS301	Part A	Community Health	2	75	3
	Part B	Meal Planning	3	100	

PART A: COMMUNITY HEALTH

No. of Credits: 1

Objectives

- To enable students to understand basic physiology of vital systems of human body.
- To understand the pathophysiology and risk factors of commonly occurring degenerative diseases.
- To acquire knowledge of the causes, symptoms and prevention of infectious diseases.
- To provide information on the importance of diet in various degenerative and infectious diseases.

Course Content		Lectures
Unit I	Major public health problems a. IDD b. Vitamin A deficiency c. Anaemia d. PEM Causes, Symptoms, Prevention and Control Programme	15
Unit II	Communicable diseases Study of Infectious Diseases a. Water borne b. Air borne c. Vector borne d. Food borne e. AIDS, Cancer Symptoms, Prevention and Control Programmes	15

References

- Frazier. W. C. & Westhoff D. C. (2008) *Food Microbiology*, 4th ed. New Delhi: Tata McGraw Hill Co.
 Tortora, S.P. & Grasowski, S. R. (2006) *Principles of Anatomy and Physiology*, 11th ed. New York: John Wiley & Sons.
 Wadhwa, A. & Sarma, S. (2003) *Nutrition in the Community* New Delhi: Elite Pub. House Pvt. Ltd.

Course Code	Title of Paper		Lectures/week	Marks	Credits
USHS301	Part A	Community Health	2	75	3
	Part B	Meal Planning	3	100	

PART B: MEAL PLANNING

No. of Credits: 2

Objectives

- To understand the concept of balanced diet
- To enable students to understand and learn the RDA and plan meals for individuals during different periods of life cycle and physiological conditions.
- To introduce the concept of adaptations of normal diets.

Course Content	Lectures
Unit I Food Pyramid <ol style="list-style-type: none"> Balanced Diet Factors affecting meal planning Planning meals for individuals in families Concept of RDA – Adulthood Food Exchange List 	15
Unit II Adaptation of Normal Diets <ol style="list-style-type: none"> Texture and Consistency <ul style="list-style-type: none"> Clear fluid Full fluid Soft diet Calorie Density <ul style="list-style-type: none"> High calorie Low calorie Based on protein <ul style="list-style-type: none"> High protein Low protein Based on fat content Introduction to the concept of Enteral and Parenteral Nutrition 	15
Unit III Nutrition in Pregnancy and Lactation <ol style="list-style-type: none"> Physiological changes Nutritional Requirements Complications of pregnancy Lactation physiology Advantages of breast feeding Problems associated with lactation Galactogues 	15

References

- Brown J.E. (2002). *Nutrition through the life cycle*. Wadsworth: Thomas learning.
- E.N. and Rolfe S.R. (2002). *Understanding Nutrition*. Wadsworth: Thomson Learning
- Garrow, J. S. & James, W. P. T. (1993). *Human Nutrition and Dietetics*. New York: Churchill Livingstone.
- Ghosh, S. (1977). *Feeding and Care of Infants and Young Children*. New Delhi: Voluntary Health Association of India.
- Guthrie, H. A. (1986). *Introductory Nutrition*. St. Luis Toronto Times Mirror/ Mosby College Publications
- ICMR (1990), Nutrient requirements and recommended dietary allowances for Indians.
- Insel. P. et al (2004) *Nutrition*. Jones & Bartlett Publishers
- Maney, N. S. & Shadak Sharswamy, M. (1988). *Food Facts and Principles*. New Delhi: New Age International.
- Robinson, G. H. & Lowler, M.R. (1984). *Normal and Therapeutic Nutrition*. N.Y.: Macmillan Publications.
- Roth, R. A. & Townsend C.E. (2003). *Nutrition and Diet Therapy*. Canada: Delmar Learning.
- Thompson J. and Manore M. (2005). *Nutrition: An Applied Approach*. Benjamin Cummings.

Course Code	Title of Paper		Lectures/week	Marks	Credits
USHS302	Part A	Methods of Child, Adolescent and Adult Study	2	75	3
	Part B	Development in Adulthood	3	100	

PART A: METHODS OF CHILD, ADOLESCENT AND ADULT STUDY

No. of Credits: 1

Objectives

1. To help students develop an appreciation of methods of studying individuals across the life span.
2. To help students to understand the observational method of studying individuals.
3. To enable them to apply the method in the study of individuals across the life span.

Course Content		Lectures
Unit I	<p>Introduction</p> <p>a) Value and importance of studying individuals across the life span</p> <p>b) Brief overview of the methods of studying individuals</p> <p>c) Sampling techniques (Probability and Non Probability)</p> <p>d) Relevance of using multi-methods in studying individuals</p> <p>e) Problems/challenges in study of individuals</p>	15
Unit II	<p>Observation Method</p> <p>a) Definition</p> <p>b) Types of observational methods</p> <p> i. Natural / Contrived</p> <p> ii. Participant / Non-Participant</p> <p> iii. Disguised / Non-Disguised</p> <p> iv. Human / Mechanical</p> <p> v. Direct / Indirect</p> <p> vi. Structured / Non-Structured</p> <p>c) Steps in the observational process</p> <p>d) Types of recording</p> <p> i. Anecdotal records</p> <p> ii. Checklist</p> <p> iii. Rating scales</p> <p> iv. Narrative records</p> <p>e) Sampling techniques (time, event, situational)</p> <p>f) Aids in recording</p> <p>g) Analyses and interpretation of observation data</p> <p>h) Advantages and disadvantages</p>	15

References

- Anandalakshmy,S., Chaudhary, N. & Sharma,N. (Eds.). (2008). *Researching Families and Children: Culturally Appropriate Methods*. New Delhi: Sage Publication
- Anastasi, A. & Urbina, S. (1997). *Psychological Testing* (7th ed.). Indian Reprint. Delhi: Pearson Education.
- Billman, T & Sherman, J.(1996). *Observation and Participation in Early Childhood Settings. A Practicum Guide*. Boston: Allyn & Bacon
- Gay, L. R. (1990) *Educational Research: Competencies for Analysis and Application* (3rd ed.) New York: Merrill Publishing Co.
- Jam, G.L. (2003). *Research Methodology. Methods, Tools and Techniques*, Jaipur : Mangaldeep Publications
- Kothari C R (1999) *Research Methodology. Methods and Techniques*, (2nd ed.)
- Rubin, A & Babbie, E. (2002) *Research Methods for Social Work* .California: Brooks/Cole

Course Code	Title of Paper		Lectures/week	Marks	Credits
USHS302	Part A	Methods of Child, Adolescent and Adult Study	2	75	3
	Part B	Development in Adulthood	3	100	

PART B: DEVELOPMENT IN ADULTHOOD

No. of Credits: 2

Objectives

1. To sensitize students to both the challenges and the opportunities of adult life.
2. To help students understand the developmental changes pertinent to family, career, and physical developments across adulthood.
3. To help students have appropriate knowledge and attitudes with regard to the major life events in adulthood including friendship and mate selection and marriage.

Course Content		Lectures
Unit I	<p>Introduction to the study of development in adulthood</p> <p>a) Demography and a changing view of adulthood</p> <ol style="list-style-type: none"> i. Increased life expectancy ii. Ageism iii. Sexism in adulthood <p>b) Why study adult development?</p> <p>c) Life-Span Developmental Perspective</p> <ol style="list-style-type: none"> i. Development is a lifelong process ii. Development includes both gains and losses iii. Development is plastic iv. Development is embedded in historical, cultural and social contexts <p>d) Theories relevant to understanding development in adulthood</p> <ol style="list-style-type: none"> i. Erik Erikson’s psychosocial stages corresponding to adulthood ii. Levinson’s seasons of a man’s life iii. Havighurst’s developmental tasks iv. Stage theory: major criticisms v. Social theories of aging/ adjustment to late adulthood: S-O-C Theories v. Multiple meanings of time and age 	15
Unit II	<p>The Self: Definition and factors influencing self</p> <p>a) Defining the self</p> <p>b) Effect of age on self</p> <ol style="list-style-type: none"> i. Maintaining continuity of the self ii. The impact of subjective age iii. Impact of age on self-esteem iv. Causes of low-self-esteem in late adulthood <p>Cognitive Processes in Adulthood: dimensions and directions</p> <p>a. Evidence of Cognitive Decline: The Decrementalist View: Major findings</p> <p>b. Evidence of Cognitive Growth: The Continued-Potential View: Adult life-span learning, quantitative versus qualitative gains in adult cognition, expertise, wisdom and creativity, successful cognitive aging</p>	15
Unit III	<p>Social Development, Friendship and Mate Selection</p> <p>a) Overview of social relationships</p> <ol style="list-style-type: none"> i. Nature of relationships ii. Benefits of relating iii. Social support iv. Convoy model of social relationships v. Equity theory: a theory of social interaction vi. Ethnic differences <p>b) Friendship</p> <ol style="list-style-type: none"> i. Nature of friendship ii. Functions of friendship iii. Gender differences 	15

	iv. Friendship development over the life span v. The future of friendship c) Leaving home: Transition from the family of origin d) Mate selection <ul style="list-style-type: none"> i. Propinquity ii. Attractiveness iii. Similarity iv. Complementarity v. Timing e) Sexuality	
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References

Berker, L. E. (1998). *Development through the Life Span*. Boston: Allyn and Bacon.
 Craig, G. J. (1996). *Human Development*. New Jersey: Prentice Hall.
 Hoyer, W. J. & Roodin, P. A. (2009) *Adult Development and Ageing*, (6th ed.) Boston: McGraw Hill.
 Kail, R. V. & Cavanaugh, J. C. (2000). *Human Development: A lifespan view*. USA: Woodsworth Thomson Learning.
 Karkar, S. (2002) *Identity and Adulthood*. India: Oxford University Press.
 Lemme, B. H. (2006). *Development in Adulthood*. Boston: Allyn and Bacon.
 Zanden, J. W. V. (1997). *Human Development*. New York: McGraw Hill.

Course Code	Title of Paper		Lectures/week	Marks	Credits
USHS303	Part A	Textile Technology	2	75	3
	Part B	Traditional Indian Textiles and Costumes	3	100	

PART A: TEXTILE TECHNOLOGY

No. of Credits: 1

Objectives

1. To introduce textile processing done on the gray fabric.
2. To understand the dyeing methods for fibers and fabrics.
3. To provide knowledge about the various styles and methods of printing

Course Content	Lectures
Unit I Preparatory processes for gray fabric <ul style="list-style-type: none"> i. Open width, Rope form, Continuous and Batch Finishing ii. De-sizing iii. Scouring iv. Bleaching v. Mercerization Dyeing <ul style="list-style-type: none"> i. Introduction to dyeing ii. Principles of dyeing iii. Methods of dyeing (dope, fiber, yarn, fabric and garment) iv. Study of auxiliaries used for dyeing 	15
Unit II Printing <ul style="list-style-type: none"> i. Introduction to printing ii. Styles of printing iii. Methods of printing iv. Study of auxiliaries used for dyeing and printing Recent developments in dyeing and printing	15

References

Colliner, B. J & Tortora P. G. (2001) *Understanding Textiles*. (6th Ed.) Upper Saddle River, N. J: Prentice Hall Inc.
 Corbman, B. P. (1983). *Textiles: Fibre to Fabric* (6th Ed.) New York: McGraw Hill.
 Joseph, M. L. (1986) *Introductory textile science* (5th Ed.) New York: Holt, Rinehart and Winston.
 Kadolph, Langford, Hollen & Saddler (1993). *Textiles*. New York: Macmillan.
 Rouette, H. K. (2001). *Encyclopedia of Textile Finishing*. Vol I, II & III Berlin: Springer.
 Wynne, A. (1997). *Textiles: Motivate Series*. London: Macmillan Company.

Course Code	Title of Paper		Lectures/week	Marks	Credits
USHS303	Part A	Textile Technology	2	75	3
	Part B	Traditional Indian Textiles and Costumes	3	100	

PART B: TRADITIONAL INDIAN TEXTILES AND COSTUMES

No. of Credits: 2

Objectives

1. To acquaint the student with the rich Indian heritage of woven, dyed, printed, painted and embroidered textiles.
2. To provide knowledge regarding various traditional textiles of the western, southern, central states of India.
3. To acquaint the students to the traditional costumes and jewelry of the western, southern and central of India.

Course Content		Lectures
Unit I	West India: (Rajasthan, Gujarat and Maharashtra) a. Dyed, printed and painted textiles b. Woven textiles c. Embroidery d. Costumes and Jewelry e. Floor coverings	15
Unit II	South India: (Andhra Pradesh, Karnataka, Kerala, Tamil Nadu) a. Dyed, printed and painted textiles b. Woven textiles c. Embroidery d. Costumes and Jewelry e. Floor coverings	15
Unit III	Central India: (Madhya Pradesh) a. Dyed, printed and painted textiles b. Woven textiles c. Embroidery d. Costumes and Jewelry e. Floor coverings	15

References

- Bhandari V. (2004). *Costume, Textiles & Jewellery of India – Traditions in Rajasthan*. New Delhi: Prakash Books India (P)Ltd.
- Biswas. A. (1985). *Indian Costumes*. New Delhi: Publication Division Ministry of Information and Broadcasting.
- Chattopadhyaya K. (1976). *Carpets and Floor coverings of India*. (Revised edition). Bombay: D.B. Taraporewala Sons & Co. Pvt Ltd.
- Chattopadhyaya K. (1985). *Handicrafts of India*. (Revised Edition). New Delhi: Indian Council for Cultural Relations.
- Gillow J and Barnard N. (1991). *Traditional Indian Textiles*. London: Thames and Hudson Ltd.
- Irwin J. and Hall M. (1971). *Indian Painted and Printed Fabrics*. Ahmedabad: Calico Museum of Textiles.
- Kothari G. (1995). *Colourful Textiles of Rajasthan*. Jaipur: Jaipur Printers Pvt. Ltd.
- Lynton L. (1995). *The Sari*. London: Thames and Hudson Ltd.
- Murphy V. and Gill R. (1991). *Tie-dyed Textiles of India*. London: Victoria and Albert Museum.
- Naik S. (1996). *Traditional Embroideries of India*. New Delhi: A.P.H. Publishing Corporation.
- Pathak A. (2005). *Pashmina*. New Delhi: Roli Books.
- Untracht O. (1997). *Traditional Jewellery of India*. London: Thames and Hudson Ltd.

Course Code	Title of Paper		Lectures/week	Marks	Credits
USHS304	Part A	Applied Economics and Personal Finance	3	100	4
	Part B	Principles of Management	3	100	

PART A: APPLIED ECONOMICS AND PERSONAL FINANCE

No. of Credits: 2

Objectives

1. To be aware of basic concepts of economics.
2. To make students aware of economic problems.
3. To help students develop ability to apply knowledge of economics in daily problems.

Course Content	Lectures
Unit I a) Introduction to Economics i. Definition to Economics ii. Micro and Macro Economics b) Utility Analysis i. Concept of Utility ii. Total Utility iii. Marginal Utility iv. Law of Diminishing Marginal Utility v. Law of Equi-marginal Utility	15
Unit II a) Consumer Behaviour & Demand Analysis i. Concept of Demand ii. Types of Demand iii. Determinants of Market Demand iv. Law of Demand v. Demand Curve vi. Price Elasticity of Demand b) Producer Behaviour and Supply Analysis i. Meaning of Supply ii. Market Supply iii. Determinants of Market Supply iv. Law of Supply v. Elasticity of Supply	
Unit III a) Price Mechanism i. Importance and need of Pricing ii. Factors determining Price iii. Pricing based on cost b) Market i. Definition ii. Components of Market iii. Market competitions iv. Price determination under market competition	15

References

- Ahuja, H. L. (1982). *Advanced Economic Theory. Microeconomic analysis*, New Delhi: S. Chand & Co.
 Chopra, P. N. () *Principles of Economics*, Kalyan Publishers.
 Dewett, K. K. and Verma, J. D. (1986). *Elementary economic theory*. New Delhi. S. Chand & Co.
 Giles, G. B. (1988) *Marketing* (3rd ed) London: ELBS and Macdonald
 Hanson, J. L. (1997). *A Textbook of Economics*. London, Macdonalds and Evans Ltd.
 Naik, S. P. (1997). *Lectures in Business Economics*, Vipul Prakashan 8th Ed
 Sundharam, K. P. M. & S. N., Sundharam (1998). *Microeconomics* –Sultan Chand & Sons.

Course Code	Title of Paper		Lectures/week	Marks	Credits
USHS304	Part A	Applied Economics and Personal Finance	3	100	4
	Part B	Principles of Management	3	100	

PART B: PRINCIPLES OF MANAGEMENT

No. of Credits: 2

Objectives

- 1) To understand and study the effective use of Resources
- 2) To develop an understanding of Human Values, Goals and Standards
- 3) To facilitate understanding of concepts such as Motivation, Leadership & Team Work.

Course Content		Lectures
Unit I	Introduction to management a) Definition & Objectives b) Elements of Management c) Fayol's principles Management and change Factors motivating management a) Values – Definition, sources, Classification, characteristics, value system, value hierarchy, value conflict b) Goals – Definition, characteristics, types c) Standards – Definition, classification	15
Unit II	Planning: Definition, Importance, Types of plans, Advantages, Steps of planning Decision Making: Definition, Decision making process, Types of decision, Decision linkages Organizing: Meaning, Steps in organizing, Departmentation, Delegating – Decentralization	15
Unit III	Controlling: Definition, Phases of controlling, Budgetary and non-budgetary controls Leading: Definition, Leadership theories, Leadership styles Evaluation: Definition, Importance, Types of evaluation	15

References

- Koontz, H. & Heinz, (1998). *Essentials of Management*– Tata McGraw Hill
 Stomer J.A. F. & Freeman R. E. & Gilbert, R. (2004). *Management*, Pearson Education (6th ed)
 Joseph & Massie (2003). *Essentials of Management*. Prentice-Hall of India (Pearson) (4th ed)
 Prasad, L. M. Sultan Chand & Sons, (). *Principles and Practice of Management*, New Delhi: Educational Publishers.

Course Code	Title of Paper		Lectures/week	Marks	Credits
USHS305	Part A	Computer Applications	1	50	3
	Part B	Foundation Course	2	100	

PART B FOUNDATION COURSE

No. of Credits: 2

Objectives

1. To help students develop awareness and skills with regard to the production and use of selected media.
2. To facilitate students' oral and written expression in English.
3. To provide students with skills in scientific writing and report writing.
4. To help students reflect on their career goals and put together their curriculum vitae.
5. To encourage personal, familial, community and professional value-grounding in students, enabling them to be better human beings.

Course Content		Lectures
Unit I	Visual communication or basic audio-visual aids Posters, flash cards, flip charts and flannel boards Communicating through puppets and puppetry (importance, uses and basic production related skills) Communicating through theatre, drama and street plays (importance, uses and basic production related skills) Technologically-aided: Transparencies and PowerPoint slides	15
Unit II	Techniques in Presentation (oral & written) Lecture/Speech Symposium Panel Discussion Precis-writing Report writing and its importance: Types of reports, Writing a report (contents: format/style of report writing)	15
Unit III	Writing a Curriculum Vitae/Resume Purpose of resume, How to write a resume? (Parts of a resume; covering letter for the resume; presentation of the resume – layout and typing) Writing a job application.	15

References

- Alder, R. B., & Rodman, G. (2000). *Understanding human communication*. (7th Ed.) New York: Harcourt College
- Block, D. P. (1994). *Writing a resume*. Chicago: NTC Learning Works.
- Charles, E. (1999). *Value education today – A manual for teachers*, Mumbai: St. Xavier's Institute of Education Society.
- Daniel, J. & Selvamony, N. (1990). *Value education today: Explorations in social ethics*, Madras: Madras Christian College.
- Kattikaran, K. & Vettickathadam, C. (1978). *Youth Quest*, Bangalore: K.J.C. Publishers.
- Kumar, K. J. (1997). *Mass communication*, (3rd Ed.). Mumbai: Vipul Prakashan.
- Mani Jacob (Ed.) (2002). *Resource book for Value Education*, New Delhi: Institute of Value Education.
- Nata, V. G., & Kaur, C. (1997). *Business communication*, (5th Ed.), Mumbai: Vipul Prakashan.
- Reader's Digest. (1997). *Write better, speak better*. New York: Reader's Digest Association.
- Sharma, S. R. (1999) *Morality in Indian Education*, Cosmo Publications, New Delhi.

Course Code	Title of the Paper		Periods/ week	Marks	Credits
USHSP301	Part A	Nutrition and Meal Planning	3	50	3
	Part B	Developmentally Appropriate Practice	2	50	

PART A: NUTRITION AND MEAL PLANNING

Objectives

No. of credits: 2

- To help the students understand and utilize advanced techniques of cooking with emphasis on nutrient-rich recipes.
- To enable the students develop well-planned menus-Indian, continental and oriental
- To develop skills in presentation of dishes.

Course Content	Periods
Unit I Bakery: Types of cakes and pastry Confectionary: Indian / Continental	15
Unit II Rice: Pulao, Biryani, Pasta: boiled/ baked Sweets and desserts: Pudding, soufflé, flans, pies	15
Unit III Preparing, cooking and presenting menus accordance with traditional requirements <ul style="list-style-type: none"> • Maharashtrian • Bengali • Gujarati • Punjabi • South Indian 	15

The above cooking techniques will make the use of equipment like Microwave, Tawa / kadhai, Pressure Cooker and Tandoor

References

Bombay, Orient Longman (Ltd.)
 Ceserani, V, Kinton, R. and Foskett, D. (1995). *Practical Cookery*. (8th Ed.) London: ELBS.
 Karla, J. and Dasgupta, P. (1986). Prashad. *Cooking with Indian masters*. Ahmedabad: Allied Publishers.
 Larousse. Gastronomique, (1988). *The world's greatest encyclopedia*. London: Paul Hamlyn.
 Philip. T. E. (1981). *Modern cookery for teaching and the trade*. Vols. I and II, (3rd Ed.).

Course Code	Title of the Paper		Periods/ week	Marks	Credits
USHSP301	Part A	Nutrition and Meal Planning	3	50	3
	Part B	Developmentally Appropriate Practice	2	50	

PART B: DEVELOPMENTALLY APPROPRIATE PRACTICE

Objectives

No. of Credits: 1

- To provide beginning skills and techniques in planning developmentally-appropriate activities for children.
- To provide beginning skills and techniques required for making teaching material for children.

Course content		Practical
Unit I	<p>Introduction and Orientation to the following:</p> <ol style="list-style-type: none"> Developmentally Appropriate Practice: how children learn, how to teach children, curriculum: appropriate and inappropriate Structure of an activity plan: Teaching strategies – appropriate and inappropriate; target group; objective; materials/teaching aid; procedure/method; child’s role; teacher’s role; evaluation/feedback <p>Activities for children: Planning developmentally-appropriate art and craft techniques and activities for children</p> <ol style="list-style-type: none"> Chalk Activities: dry chalk and dry paper; dry paper and wet chalk; wet paper and dry chalk; chalk dust inwards ; chalk dust outwards Crayon Activities: Crayon Dots; Crayon Criss-Cross; Crayon Rains; Crayon Transfer; Crayon Etching; Crayon Doodling; Crayon Tracing; Crayon Melt Crayon and Painting: Crayon Resist; Black Magic; Spray Painting – Inwards, Spray Painting Outwards; Blow Painting; Bead Painting; String Painting 	15
Unit II	<p>Activities for children: Planning developmentally-appropriate art and craft techniques and activities for children</p> <ol style="list-style-type: none"> Printing and Dabbing: Sponge Printing; Cotton Printing; Ear Bud Printing; Leaf and Flower Printing; Vegetable Printing; Foot Printing or Palm Printing; Jute Printing; Block Printing; Finger And Thumb Printing; Crumple Paper Printing; Fork Printing; Scrubber Printing; Corrugated Sheet Printing Paper Activities: Paper Crumpling; Paper Twisting; Paper Tearing; Paper Design; Paper Quilling; Mosaic; Theme Collage; Best out of Waste; Silhouette; Origami; Paper Bead 	15

Methods

- Each of the teacher supervisors would orient the students to the method, technique and usage of art and craft activities for making teaching material.
- All activities will be made by each individual and will be submitted in a journal / spiral bound portfolios

References (books and journals)

Dopyera, M., & Dopyera, J. (1993). *Becoming a Teacher of Young Children*. New York: McGraw Hill.
 Catron, C., & Allen, J. (1993). *Early Childhood Curriculum*. New York: Macmillan.
 Gestwicki, C. (1999). *Developmentally Appropriate Practices Curriculum and Development in Early Education* (2nd Ed.). Clifton Park, NY: Delmar Learning.
 Journals and magazines: *Childhood Education, Parenting, Young Children*

Course Code	Title of the Paper	Periods /week	Marks	Credits
USHSP302	Textile Chemistry and Women's Clothing	3	50	3

Textile Chemistry and Women's Clothing

Objectives

No. of Credits: 3

- To train the students in the fundamentals of clothing to stitch various types of plackets, collars, pockets and corner finishes.
- To train students for women's pattern making and construction of garments using the above fundamentals

Course content		Periods
Unit I	Fundamentals a) Corner Finishes- Mitre corner, Outer and Inner corners, Square neck, Reinforcement b) Pockets-Front pant pocket c) Collars- Chinese collar (with shaped V/Square/round neckline) and Polo collar. d) Plackets-Faced, Kurta Placket	15
Unit II	Pattern Construction a) Adult's Basic Block, Torso and Adult's Basic Sleeve b) Kurta / Top c) Night wear (Top and Pyjama) d) Salwar/ Churidar e) Displacement of darts.(shoulder to side seam, shoulder to center front, French, centralizing shoulder dart, shoulder to big waist dart) & Concealment of darts (armhole and shoulder) f) Sleeves - (any two depending upon the trend) e.g. Leg-O-Mutton, Bell, Puff.	15
Unit III	Garments a) Salwar / Churidar b) Top / Kurta (with displacements/ concealments of darts) c) Night Wear	15

References

- Doongaji, S & Deshpande, R. (1968). *Basic Processes and Clothing Construction*. India: New Raj Book Depot.
 McCall's. (1964). *Sewing in Colour*. London: The Hamlyn Publishing Group Ltd.
 Reader's Digest, (1993). *Step by Step Guide: Sewing and Knitting*, Auckland: Reader's Digest.

SEMESTER IV

COURSE CODE	TITLE	WORKLOAD		NO. OF CREDITS	
		L	P	T	P
USHS401	Community Health	2		3	
	Meal Planning	3			
USHS402	Methods of Child, Adolescent & Adult Study	2		3	
	Development in Adulthood	3			
USHS403	Textile & Fashion Technology II – Textile Technology	2		3	
	Textile & Fashion Technology III – Traditional Indian Textiles & Costumes	3			
USHS404	Principles of Resource Management	3		4	
	Applied Economics & Personal Finance	2			
USHS405	Foundation Course	2		2	
USHSP401	Group I: Nutrition & Meal Planning Developmentally Appropriate Practices		3 2		3
USHSP402	Group II: Textile Science & Women's Clothing		3		2
				15	5

Course Code	Title of Paper		Lectures/week	Marks	Credits
USHS401	Part A	Community Health	2	75	3
	Part B	Meal Planning	3	100	

PART A: COMMUNITY HEALTH

No. of Credits: 1

Objectives

- To enable students to understand basic physiology of vital systems of human body.
- To understand the pathophysiology and risk factors of commonly occurring degenerative diseases.
- To acquire knowledge of the causes, symptoms and prevention of infectious diseases.
- To provide information on the importance of diet in various degenerative and infectious diseases.

Course Content		Lectures
Unit I	Basic physiology <ol style="list-style-type: none"> Blood Heart and circulatory system Gastrointestinal Bone 	15
Unit II	Physiological changes in <ol style="list-style-type: none"> Obesity Diabetes Dental caries Osteoporosis Diarrhoea Constipation Cancer Basics of First Aid in the following conditions: Injuries, Accidents, Burns	15

References

- Frazier, W. C. & Westhoff D. C. (1998) *Food Microbiology* New Delhi: Tata McGraw Hill Co.
 Tatova, S.P. & Grasowski, S. R. (2000) *Principles of Anatomy and Physiology*, New York: John Wiley & Sons.
 Wadhwa, A. & Sarma, S. (2003) *Nutrition in the Community* New Delhi: Elite Pub. House Pvt. Ltd.

Course Code	Title of Paper		Lectures/week	Marks	Credits
USHS401	Part A	Community Health	2	75	3
	Part B	Meal Planning	3	100	

PART B: MEAL PLANNING

No. of Credits: 2

Objectives

- To understand the concept of balanced diet
- To enable students to understand and learn the RDA and plan meals for individuals during different periods of life cycle and physiological conditions.
- To introduce the concept of adaptations of normal diets.

Course Content		Lectures
Unit I	Nutrition during infancy <ol style="list-style-type: none"> Physiological Development Nutritional requirements Complementary feeding Weaning Nutrition during childhood Factors influencing food intake Nutritious packed lunches 	15

	h) Childhood obesity	
Unit II	Nutrition during adolescence a) Physiological changes b) Nutritional requirements c) Food habits, factors influencing them d) Nutritional disorders	15
Unit III	Geriatric nutrition a) Physiological changes b) Factors affecting food intake c) Nutritional requirements	15

References

- Brown J.E. (2002). *Nutrition through the life cycle*. Wadsworth: Thomas learning.
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Garrow, J. S. & James, W. P. T. (1993). *Human Nutrition and Dietetics*. New York: Churchill Livingstone.
Ghosh, S. (1977). *Feeding and Care of Infants and Young Children*. New Delhi: Voluntary Health Association of India.
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ICMR (1990), Nutrient requirements and recommended dietary allowances for Indians.
Insel. P. et al (2004) *Nutrition*. Jones & Bartlett Publishers
Maney, N. S. & Shadak Sharswamy, M. (1988). *Food Facts and Principles*. New Delhi: New Age International.
Robinson, G. H. & Lowler, M.R. (1984). *Normal and Therapeutic Nutrition*. N.Y.: Macmillan Publications.
Roth, R. A. & Townsend C.E. (2003). *Nutrition and Diet Therapy*. Canada: Delmar Learning.
Thompson J. and Manore M. (2005). *Nutrition: An Applied Approach*. Benjamin Cummings.

Course Code	Title of Paper		Lectures/week	Marks	Credits
USHS402	Part A	Methods of Child, Adolescent and Adult Study	2	75	3
	Part B	Development in Adulthood	3	100	

PART A: METHODS OF CHILD, ADOLESCENT AND ADULT STUDY

Objectives

No. of Credits: 1

- To help students develop an appreciation of methods of studying individuals across the life span.
- To help students to understand the observational method of studying individuals
- To enable them to apply the method in the study of individuals across the life span.

Course Content	Lectures
Unit I Interview method a) Definition b) Types of interview i. Standardized/ structured Vs. unstructured /informal/ Free ii. Directive Vs Nondirective iii. Personal Vs Telephonic iv. Focused group interview v. Electronic interview c) Constructing an interview schedule d) Qualities and skills for conducting the interview e) Analyses of interview data f) Advantages and disadvantages of the method	15
Unit II Questionnaire method a) Definition b) Types of questionnaires (face to face, mailed) c) Steps in preparing a questionnaire d) Guidelines for the effective wording and the format of a questionnaire e) Enhancing the response rate of the mailed questionnaire f) Analyses of the questionnaire data g) Advantages and disadvantages of the questionnaire method	15

References

- Anandalakshmy,S., Chaudhary, N. & Sharma,N. (Eds.). (2008). *Researching Families and Children: Culturally Appropriate Methods*. New Delhi: Sage Publication
- Anastasi, A. & Urbina, S. (1997). *Psychological Testing* (7th ed.). Indian Reprint. Delhi: Pearson Education.
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- Gay, L. R. (1990) *Educational Research: Competencies for Analysis and Application* (3rd ed.) New York: Merrill Publishing Co.
- Jam, G.L. (2003). *Research Methodology. Methods, Tools and Techniques*, Jaipur : Mangaldeep Publications
- Kothari C R (1999) *Research Methodology. Methods and Techniques*, (2nd ed.)
- Rubin, A & Babbie, E. (2002) *Research Methods for Social Work* .California: Brooks/Cole

Course Code	Title of Paper		Lectures/week	Marks	Credits
USHS402	Part A	Methods of Child, Adolescent and Adult Study	2	75	3
	Part B	Development in Adulthood	3	100	

PART B: DEVELOPMENT IN ADULTHOOD

No. of Credits: 2

Objectives

4. To sensitize students to both the challenges and the opportunities of adult life.
5. To help students understand the developmental changes pertinent to family, career, and physical developments across adulthood.
6. To help students have appropriate knowledge and attitudes with regard to the major life events in adulthood including marriage, parenthood, work, retirement, death and bereavement.

Course Content	Lectures
Unit I Family Ties, Transitions and Challenges a) Family development i. Family life cycle ii. Family developmental tasks iii. Cycle of generations iv. Limitations of family developmental model v. Changing families, changing times b) Marriage: Establishing a family of one's own i. Components of romantic love ii. Marital roles iii. Alternative unions iv. Marital satisfaction v. Divorce vi. Widowhood c) Parenthood i. A life-span view of parenthood ii. Changing roles iii. Delayed parenthood iv. Transition to parenthood: Changes in lifestyle and family life v. Children and marital satisfaction vi. The middle years of parenthood vii. The later years of parenthood viii. The context of parenthood d) Intergenerational Ties i. Parent-adult child relationships ii. Grandparenthood e) Adult-sibling relationships i. Sibling relationships as attachments	15

	<ul style="list-style-type: none"> ii. Unique qualities iii. Pattern over time iv. Functions of sibling relationship 	
Unit II	<p>Work and Retirement</p> <ul style="list-style-type: none"> a) Nature of work <ul style="list-style-type: none"> i. Significance of work in adult life ii. A changing work world: Work, Workers, Workplace b) Career Development <ul style="list-style-type: none"> i. Career Cycle ii. Increasing diversity in career paths iii. Choice of work iv. Age and job satisfaction c) Gender and work: Women's career paths and special career issues <ul style="list-style-type: none"> i. Changing nature of women's work and working women ii. Women's career patterns and work experiences iii. Multiple roles: Combining career and family d) Retirement and Leisure <ul style="list-style-type: none"> i. Retirement as a life stage: A brief social history ii. A life span view of retirement iii. Predictors of retirement iv. Retirement as a developmental process v. Impact of retirement on Individual well-being vi. Work and retirement: Twenty-first century vii. Importance of leisure over the life span <p>Physical Development and Aging</p> <ul style="list-style-type: none"> a) Aging <ul style="list-style-type: none"> i. Primary versus secondary aging ii. Current conceptions of aging b) Overview of physical development in adulthood c) Theories of biological aging <ul style="list-style-type: none"> i. Wear and tear theory ii. Cellular theories iii. Metabolic theories iv. Programmed cell death theories 	15
Unit III	<p>Health, Prevention and Adaptation</p> <ul style="list-style-type: none"> a) Physical health, disease and disability - Incidence/ Prevalence/ Predictors <ul style="list-style-type: none"> i. Defining and measuring health, disease and illness ii. Age and health iii. An overview of preventive behaviors iv. Context of health and illness: An ecological View v. Medication use among older adults vi. Successful aging: A multi-dimensional effort b) Mental health, happiness and mental disorders - Incidence/ Prevalence/ Predictors <ul style="list-style-type: none"> i. Age related trends in psychological health ii. Determinants of happiness iii. Religious involvement and spirituality iv. Major depression v. Alzheimer's disease c) Prevention and adaptation <p>Death, Dying and Bereavement</p> <ul style="list-style-type: none"> a) The changed nature of death b) Attitudes toward death 	15

	<ul style="list-style-type: none"> i. The death-denying society ii. Psychology's approach to death iii. Death anxiety c) The dying person <ul style="list-style-type: none"> i. Contributions of Kubler Ross ii. Dying well iii. Hospice iv. Right-to-die-movement v. Suicide, Assisted suicide and Euthanasia vi. Improving care of the dying d) Grief and Bereavement <ul style="list-style-type: none"> i. Cultural and historical context of grief ii. Contemporary views of bereavement and grief iii. Grief process iv. Unanticipated and anticipated death v. Health and mortality risks of bereavement vi. The funeral and other leave-taking rituals vii. Condolence behavior viii. Bereavement as a transition 	
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References

- Berker, L. E. (1998). *Development through the Life Span*. Boston: Allyn and Bacon.
- Craig, G. J. (1996). *Human Development*. New Jersey: Prentice Hall.
- Hoyer, W. J. & Roodin, P. A. (2009) *Adult Development and Ageing*, (6th ed.) Boston: McGraw Hill.
- Kail, R. V. & Cavanaugh, J. C. (2000). *Human Development: A lifespan view*. USA: Woodsworth Thomson Learning.
- Karkar, S. (2002) *Identity and Adulthood*. India: Oxford University Press.
- Lemme, B. H. (2006). *Development in Adulthood*. Boston: Allyn and Bacon.
- Zanden, J. W. V. (1997). *Human Development*. New York: McGraw Hill.

Course Code	Title of Paper		Lectures/week	Marks	Credits
USHS403	Part A	Textile Technology	2	75	3
	Part B	Traditional Indian Textiles and Costumes	3	100	

PART A: TEXTILE TECHNOLOGY

Objectives

No. of Credits: 1

- To acquaint the students with the concept of textile finishing and the different types of finishes.
- To provide knowledge about the various laundry agents employed for different types of fabrics and garments.
- To introduce the methods involved in the care and maintenance of textiles.

Course Content	Topic	Lectures
Unit I	Finishing <ul style="list-style-type: none"> i. Aims of finishing ii. Classification of finishes (physical and chemical) iii. Recent developments 	15
Unit II	Laundry science <ul style="list-style-type: none"> i. Water and cleansing agents ii. Bleaches, optical brighteners, bluing agents, fluorescent whiteners iii. Starches and stiffeners iv. Dry cleaning process and agents v. Stain removal techniques vi. Household and commercial laundry equipment vii. Care of fabrics and garments Recent developments in textile technology	15

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- Corbman, B. P. (1983). *Textiles: Fibre to Fabric* (6th Ed.) New York: McGraw Hill.
- D'Souza, N. (1998). *Fabric Care*. India: New Age International.
- Deulkar, D. (1976). *Household Textiles and Laundry Work*. Delhi: Atmaram Sons.
- Joseph, M. L. (1986) *Introductory Textile Science* (5th Ed.) New York: Holt, Rinehart and Winston.
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- Marsh, J. T. (1979) *Introduction to Textile Finishing*, Mumbai: BI Publication
- Rouette, H. K. (2001). *Encyclopedia of Textile Finishing*. Vol I, II & III Berlin: Springer.

Course Code	Title of Paper		Lectures/week	Marks	Credits
USHS403	Part A	Textile Technology	2	75	3
	Part B	Traditional Indian Textiles and Costumes	3	100	

PART B: TRADITIONAL INDIAN TEXTILES AND COSTUMES**No. of Credits: 2****Objectives**

- To acquaint the student with the rich Indian heritage of woven, dyed, printed painted and embroidered textiles.
- To provide knowledge regarding various traditional textiles of the North, East and North Eastern states of India.
- To acquaint the students to the traditional costumes and jewelry of the North, East and North Eastern states of India.

Course Content		Lectures
Unit I	North India: (Jammu & Kashmir, Punjab, Himachal Pradesh, Uttar Pradesh) a. Dyed, printed and painted textiles b. Woven textiles c. Embroidery d. Costumes and Jewelry e. Floor coverings f. Shawls	15
Unit II	East: (West Bengal, Bihar, Orissa) a. Dyed, printed and painted textiles b. Woven textiles c. Embroidery d. Costumes and Jewelry e. Floor coverings	15
Unit III	North East India: (Assam, Manipur, Mizoram, Sikkim, Arunachal Pradesh, Meghalaya, Nagaland, Tripura) a. Dyed, printed and painted textiles b. Woven textiles c. Embroidery d. Costumes and Jewelry e. Floor coverings	15

References

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- Books India (P) Ltd.
- Chattopadhyaya K. (1976). *Carpets and Floor coverings of India*. (Revised edition). Bombay: D.B. Taraporewala Sons & Co. Pvt Ltd.

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Irwin J. and Hall M. (1971). *Indian Painted and Printed Fabrics*. Ahmedabad: Calico Museum of Textiles.

Lynton L. (1995). *The Sari*. London: Thames and Hudson Ltd.

Murphy V. and Gill R. (1991). *Tie-dyed Textiles of India*. London: Victoria and Albert Museum.

Naik S. (1996). *Traditional Embroideries of India*. New Delhi: A.P.H. Publishing Corporation.

Pathak A. (2005). *Pashmina*. New Delhi: Roli Books.

Untracht O. (1997). *Traditional Jewellery of India*. London: Thames and Hudson Ltd.

Course Code	Title of Paper		Lectures/week	Marks	Credits
USHS404	Part A	Applied Economics and Personal Finance	3	100	4
	Part B	Principles of management	3	100	

PART A: APPLIED ECONOMICS AND PERSONAL FINANCE

No. of Credits: 2

Objectives

- To acquire knowledge on savings and investments in order to achieve financial security.
- To acquire knowledge on banks and banking systems.

Course Content	Lectures
Unit I a) Income management i. Types of income – money income, real income, psychic income, personal disposal income b) Personal Budget i. Definition, terms and concept ii. Planning the budget iii. Controlling budget iv. Checking v. Evaluation of Budget c) Savings i. Definition and meaning ii. Need of savings iii. Types of savings – Compulsory Saving – Provident fund – Voluntary Saving – Government Scheme, Life Insurance, Banks iv. Basic considerations for selecting a saving plan	15
Unit II Investment i. Meaning and concept ii. Importance of investment iii. Investment avenues iv. Basic consideration for selecting investments	15
Unit III Credit i. Meaning of credit ii. Types of credit iii. Credit instruments Taxes i. Definition and meaning ii. Types of taxes: Direct and Indirect Tax iii. Implications on personal finance Wills i. Definition ii. Terms commonly used in making a will iii. Guidelines for making a will	15

References

Dutt A. (2001) *The Penguin guide to Personal Finance*. New Delhi: Penguin Books India Pvt. Ltd.

Kale, N. G. and Bandgar, P. K. (1996) *Investment analysis and Portfolio Management*, Mumbai: Vipul Prakashan.
 Seetharaman P., Batra S., Mehra P. (2005) *Family Resource Management*, New Delhi: CBS Publisher and Distributor.
 Shanbagh A. N. (2007) *In the Wonderland of Investment* (26th ed) Mumbai: Popular Prakashan.
 Shukul M. and Gandotra (2006) *Home Management and Family Finance*, New Delhi: Dominant Publishers and Distributors.

Course Code	Title of Paper		Lectures/week	Marks	Credits
USHS404	Part A	Applied Economics and Personal Finance	3	100	4
	Part B	Principles of management	3	100	

PART B: PRINCIPLES OF MANAGEMENT

No. of Credits: 2

Objectives

- To understand and study the effective use of resources
- To develop an understanding of human values, goals and standards
- To facilitate understanding of concepts such as motivation, leadership and team work.

Course Content	Lectures
Unit I a) Resources i. Definition ii. Characteristics iii. Classification iv. Guidelines for effective use of resources b) Management of Time i. Types of Time ii. Philosophy and attitude towards time iii. Time plans: Types of time plans and Steps involved in preparing time plans iv. Tools of time management	15
Unit II a) Human energy as a resource i. Energy demands for different activities ii. Fatigue: Meaning, Types of fatigue, Remedies iii. Energy Expenditure iv. Work simplification: definition, importance, techniques b) Communication i. Meaning and nature of communication ii. Communication structures iii. Barriers to effective communication iv. Achieving effective communication c) Group Dynamics i. Concept of group dynamics ii. Managerial model of work groups d) Motivating i. Definition ii. Theories of motivation: Maslow's need hierarchy, Herzberg's theory motivation, David McClelland's theory iii. Incentives and Recognition iv. Benefits of motivation	15
Unit III a) Other resources: Money, Human Resources, Materials and Information Technology and their use in management b) Concepts of Quality Management i. Meaning and importance of Quality management ii. Fundamentals iii. TQM, JIT, quality assurance, quality circles iv. Current trends in Quality management	15

References

- Bank, J. (1996). *The essence of Total Quality Management*, New Delhi: Practice Hall of India Pvt. Ltd.
 Bother, D. (1994). *Communicate with confidence*, McGraw Hill Inc, New York
 Drucker, P. (1975). *The practice of Management*. Allied Publishers Pvt. Ltd. Bombay
 Mundel, M. E. (1990). *Motion & Time Study, Principles & Practice*, Prentice Hall Inc., New Delhi
 Pike, J. & Barheo, R. (2001) *TQM in Action*, Clespur and Hall
 Mukherjee P.N. (2009) *Total Quality management*, PHI Learning Pvt. Ltd

Course Code	Title of Paper	Lectures/week	Marks	Credits
USHS405	Foundation Course	3	100	3

FOUNDATION COURSE

No. of Credits: 2

Objectives

- To help students develop awareness and skills with regard to the production and use of selected media.
- To facilitate students' oral and written expression in English.
- To provide students with skills in scientific writing and report writing.
- To help students reflect on their career goals and put together their curriculum vitae.
- To encourage personal, familial, community and professional value-grounding in students, enabling them to be better human beings.

Course Content		Lectures
Unit I	a. Constitution and Positive Values b. Values of Human Rights and Animal Rights c. Gender Equality d. Interreligious and Communal Harmony	15
Unit II	e. Science and faith f. Education and Values g. Culture and Values a. Need for Integration of Educational and Cultural Values b. Media Influence on values	15
Unit III	a. Integrating values b. Acknowledging dilemmas between meeting different types of values c. Resolving dilemmas in ways that honor well-being	15

References

- Alder, R. B., & Rodman, G. (2000). *Understanding Human Communication*. (7th Ed.) New York: Harcourt College
 Block, D.P. (1994). *Writing a Resume*, Chicago: NTC Learning Works.
 Charles, E. (1999). *Value Education Today –A manual for teachers*. Mumbai: St. Xavier's Institute of Education Society.
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 Mani Jacob (Ed.) (2002) *Resource Book for Value Education*, New Delhi: Institute of Value Education,
 Nata, V.G., & Kaur, C. (1997). *Business communication*. (5th Ed.) Mumbai: Vipul Prakashan.
 Reader's Digest. (1997). *Write better, speak better*, New York: Reader's Digest Association.
 Sharma, S.R. (1999). *Morality in Indian Education*. New Delhi: Cosmo Publications,

Course Code	Title of the Paper		Periods/week	Marks	Credits
USHSP401	Part A	Nutrition and Meal Planning	3	50	3
	Part B	Developmentally Appropriate Practice	2	50	

PART A: NUTRITION AND MEAL PLANNING

No. of credits: 2

Objectives

1. To help the students understand and utilize advanced techniques of cooking with emphasis on nutrient-rich recipes.
2. To enable the students develop well-planned menus-Indian, continental and oriental
3. To develop skills in presentation of dishes.

Course Content		Periods
Unit I	Preparation of nutrient rich recipes e.g. Vitamin A, Vitamin C, Iron, Calcium and fiber	15
Unit II	Pickles and preservatives: Indian pickles (veg), relishes Salads: Raw/cooked salads with different salad dressings Garnishing techniques used for presentation of food	15
Unit III	Preparing, cooking and presenting menus accordance with traditional requirements <ul style="list-style-type: none"> • Continental • Christian • Parsi • Moghlai 	15

The above cooking techniques will make the use of equipment like Microwave, Tawa / kadhai, Pressure Cooker and Tandoor

References

- Ceserani, V, Kinton, R. and Foskett, D. (1995). *Practical Cookery*. (8th Ed.) London: ELBS.
 Larousse. Gastronomique, (1988). *The world's greatest encyclopedia*. London: Paul Hamlyn.
 Karla, J. and Dasgupta, P. (1986). Prashad. *Cooking with Indian masters*. Ahmedabad: Allied Publishers.
 Philip. T. E. (1981). *Modern cookery for teaching and the trade*. Vols. I and II, (3rd Ed.).
 Bombay, Orient Longman (Ltd.)

Course Code	Title of the Paper		Periods/ week	Marks	Credits
USHSP401	Part A	Nutrition and Meal Planning	3	50	3
	Part B	Developmentally Appropriate Practice	2	50	

PART B: DEVELOPMENTALLY APPROPRIATE PRACTICE

No. of Credits: 1

Objectives

1. To provide beginning skills and techniques required for making teaching materials for developmentally-appropriate activities for adolescents and adults.

Course Content	Periods
Unit I Activities for Adolescents and Adults: a) Charts and Posters: orientation to purpose, types, usage and methods of making charts and posters; making of a recipe/article; information based; socially relevant issues; slogans b) Puppet Making: Masks and Body puppets; Stick puppets; Paper bag puppets; Box puppets; Glove and socks puppets; Finger puppets	15
Unit II Activities for Adolescents/Adults: a) Flash Cards: Orientation to purpose, types, usage and methods of making flash cards; Flash Cards (6-8) based on an existing story and concept	15

Methods

Each group of 20+ students will be divided into six /seven groups; some activities will be individual and others will be in subgroups of 3-5 individuals per group.

Each of the teacher supervisors would orient the students to the method, technique and usage of teaching material.

A subgroup will make teaching materials for adolescents/adults. These will vary across the year such that each individual has the experience of working with each of the types of teaching materials.

References (books and journals)

Dopyera, M., & Dopyera, J. (1993). *Becoming a Teacher of Young Children*. New York: McGraw Hill.

Catron, C. & Allen, J. (1993). *Early Childhood Curriculum*. New York: Macmillan.

Gestwicki, C. (1999). *Developmentally Appropriate Practices Curriculum and Development in Early Education* (2nd Ed.). Clifton Park, NY: Delmar Learning.

Journals and magazines: *Childhood Education, Parenting, Young Children*

Course Code	Title of the Paper	Periods/ week	Marks	Credits
USHSP402	Textile Chemistry And Women's Clothing	2	50	3

TEXTILE CHEMISTRY AND WOMEN'S CLOTHING

No. of Credits: 3

Objectives

1. To train the students to analyze fibers and their blends
2. To introduce the students to laundering procedures
3. to train the students in the techniques of stain removal
4. To introduce students to preparatory wet processes and dyeing techniques

Course Content	Topics	Periods
Unit I	Qualitative analysis of fibers: Identification of fibers by the following tests i. Microscopic test ii. Burning test iii. Chemical solubility tests Blend Analysis	15
Unit II	a) Scouring and bleaching of grey fabric b) Tie - Dye samples (any two techniques)	15
Unit III	a) Laundry procedures b) Stain Removal	15

*Journal

References

Clarke, W. (1977). *Introduction to Textile Printing*. London: Newness Butterworth

**S.Y.B.Sc. (Home Science)
Scheme of Examination**

SEMESTER III

COURSE CODE	TITLE	Internal Examination Marks	Semester End Examination Marks	Credits	Total Marks	Semester End Examination Time (Hours)
USHS301	Community Health	30	45	3	75	1 ½
	Meal Planning	40	60		100	2
USHS302	Methods of Child, Adolescent and Adult Study	30	45	3	75	1 ½
	Development in Adulthood	40	60		100	2
USHS303	Textile and Fashion Technology II- Textile Technology	40	60	3	75	2
	Textile and Fashion Technology III- Traditional Indian Textiles and Costumes	40	60		100	2
USHS304	Principles of Resource Management	40	60	4	100	2
	Applied Economics and Personal Finance	30	45		75	1 ½
USHS305	- Foundation Course	40	60	2	100	2
	- Computer Application (Value Added)	20	30		50	—
USHSP301	Group I: - Nutrition and Meal Planning	20	30	3	50	3
	- Developmentally Appropriate Practices	20	30		50	
USHSP302	Group II: - Textile Chemistry and Women's Clothing	20	30	2	50	3

**S.Y.B.Sc. (Home Science)
Scheme of Examination**

SEMESTER IV

COURSE CODE	TITLE	Internal Examination Marks	Semester End Examination Marks	Credits	Total Marks	Semester End Examination Time (Hours)
USHS401	Community Health	30	45	3	75	1 ½
	Meal Planning	40	60		100	2
USHS402	Methods of Child, Adolescent and Adult Study	30	45	3	75	1 ½
	Development in Adulthood	40	60		100	2
USHS403	Textile and Fashion Technology II- Textile Technology	40	60	3	75	2
	Textile and Fashion Technology III- Traditional Indian Textiles and Costumes	40	60		100	2
USHS404	Principles of Resource Management	40	60	4	100	2
	Applied Economics and Personal Finance	30	45		75	1 ½
USHS405	Foundation Course	40	60	2	100	2
USHSP401	Group I: - Nutrition and Meal Planning - Developmentally Appropriate Practices	20	30	3	50	3
		20	30		50	
USHSP402	Group II: - Textile Chemistry and Women's Clothing	20	30	2	50	3

Examinations to be conducted by the College

Scheme of Examination

The performance of the learners shall be evaluated into two parts. The learner's performance shall be assessed by Internal Assessment with 40% marks in the first part by conducting the Semester End Examinations with 60% marks in the second part. The allocation of marks for the Internal Assessment and Semester End Examinations are as shown below:-

(a) Internal assessment

Theory 40 %

Sr. No	Evaluation type	Marks
1	Two Assignments / Case study / Project	20
2	One class Test (multiple choice questions objective)	10
3	Active participation in routine class instructional deliveries (case studies / seminars / presentation)	05
4	Overall conduct as a responsible student, mannerism and articulation and exhibit of leadership qualities in organizing related academic actives	05

Practicals 40%

Sr. No	Evaluation type	Marks
1	Two best practical based on practical skill/demo experiments, error calculations, graph plotting.	10
2	Journal	05
3	Viva	05

(b) Semester End Theory Examination 60 %**i) Duration –**

- The examinations for two unit courses (with semester end examination of 45 marks) shall be of 1½ hours duration for each paper.
- The examinations for three unit courses (with semester end examination of 60 marks) shall be of 2 hours duration for each paper.

ii) Theory Question Paper Pattern:-**Semester End Examination of 45 marks (two unit courses)**

- There shall be three questions each of 15 marks. On each unit there will be one question and the third question will be based on the entire syllabus.
- All questions shall be compulsory with internal choice within the questions.
(Each question will be of 20 to 23 marks with options.)
- Questions may be subdivided into sub-questions a, b, c... and the allocation of marks depend on the weightage of the topic.

Semester End Examination of 60 marks (three unit courses)

- There shall be four questions each of 15 marks. On each unit there will be one question and the fourth question will be based on the entire syllabus.
- All questions shall be compulsory with internal choice within the questions.
(Each question will be of 20 to 23 marks with options.)
- Question may be subdivided into sub-questions a, b, c... and the allocation of marks depend on the weightage of the topic.

Practical

Each practical examination can be conducted out of 50 marks, 20 internal and 30 semester end examination. The semester end practical examination will be conducted for duration of three to six hours depending on the nature of experiment/task to be assessed during the examination.