

**UNIVERSITY OF MUMBAI**



**Syllabus**  
**SEMESTER III & SEMESTER IV**  
**Program: B.Sc.**  
**Course: Home Science**

(Credit Based Semester and Grading System  
with effect from the  
Academic Year 2014–2015)

### Preamble

The S.Y.B.Sc (Home Science) Program consisting of two semesters under the Credit Based Semester and Grading System was recommended by the Ad-hoc Board of Studies in Home Science and was resolved by the Academic Council University of Mumbai that was introduced in the year 2012-2013. It comprises of five theory and two practical courses with Part A and Part B offering fifteen and five credits for theory and practical courses totaling to 20 credits. The courses offered prepare and equip the learners with basic knowledge and skills required to be a home scientist. It provides an education that is life-, community-, and career- oriented and builds interest and focus into the home science subjects for further specialization. The specific objectives for each course have been listed in the detailed syllabus.

There were minor typographical errors that have been amended in the given document. These include shifting of “Computer Applications” (Value Added Course) from Semester III to Semester IV and the correction of the title “Principles of Resource Management.

### 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	Applied Economics & Personal Finance	3		4	
	Principles of Resource Management	3			
USHS305	Foundation Course	3		2	
USHSP301	Group I:				
	Nutrition & Meal Planning		3		3
	Developmentally Appropriate Practices		2		
USHSP302	Group II:				
	Textile Science & Women’s Clothing		3		2
				<b>15</b>	<b>5</b>

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

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

Course Content		Lectures
Unit I	<b>Major public health problems</b> a. IDD b. Vitamin A deficiency c. Anaemia d. PEM Causes, Symptoms, Prevention and Control Programme	15
Unit II	<b>Communicable diseases</b> 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*, 4<sup>th</sup> ed. New Delhi: Tata McGraw Hill Co.
- Tortora, S.P. & Grasowski, S. R. (2006) *Principles of Anatomy and Physiology*, 11<sup>th</sup> ed. New York: John Wiley & Sons.
- Wadhwa, A. & Sarma, S. (2003) *Nutrition in the Community* New Delhi: Elite Pub. House Pvt. Ltd.

## PART B: MEAL PLANNING

No. of Credits: 2

### Objectives

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

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

### References

- Brown J.E. (2002). *Nutrition through the life cycle*. Wadsworth: Thomas learning.
- E.N. and Rolfes 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><b>Introduction</b></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>	<b>15</b>
Unit II	<p><b>Observation Method</b></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>	<b>15</b>

**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* (7<sup>th</sup> 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* (3<sup>rd</sup> 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*, (2<sup>nd</sup> ed.)
- Rubin, A & Babbie, E. (2002) *Research Methods for Social Work* .California: Brooks/Cole

**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.

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

	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*, (6<sup>th</sup> 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 <b>Preparatory processes for gray fabric</b> i. Open width, Rope form, Continuous and Batch Finishing ii. De-sizing iii. Scouring iv. Bleaching v. Mercerization <b>Dyeing</b> 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	<b>15</b>
Unit II <b>Printing</b> i. Introduction to printing ii. Styles of printing iii. Methods of printing iv. Study of auxiliaries used for dyeing and printing <b>Recent developments in dyeing and printing</b>	<b>15</b>

**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.



## 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	<b>West India: (Rajasthan, Gujarat and Maharashtra)</b> a. Dyed, printed and painted textiles b. Woven textiles c. Embroidery d. Costumes and Jewelry e. Floor coverings	15
Unit II	<b>South India: (Andhra Pradesh, Karnataka, Kerala, Tamil Nadu)</b> a. Dyed, printed and painted textiles b. Woven textiles c. Embroidery d. Costumes and Jewelry e. Floor coverings	15
Unit III	<b>Central India: ( Madhya Pradesh)</b> 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 Resource 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	<b>a) Introduction to Economics</b> i. Definition to Economics ii. Micro and Macro Economics <b>b) Utility Analysis</b> i. Concept of Utility ii. Total Utility iii. Marginal Utility iv. Law of Diminishing Marginal Utility v. Law of Equi-marginal Utility	<b>15</b>
Unit II	<b>a) Consumer Behaviour &amp; Demand Analysis</b> 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>b) Producer Behaviour and Supply Analysis</b> i. Meaning of Supply ii. Market Supply iii. Determinants of Market Supply iv. Law of Supply v. Elasticity of Supply	<b>15</b>
Unit III	<b>a) Price Mechanism</b> i. Importance and need of Pricing ii. Factors determining Price iii. Pricing based on cost <b>b) Market</b> i. Definition ii. Components of Market iii. Market competitions iv. Price determination under market competition	<b>15</b>

**References**

- Ahuja, H. L. (1982). *Advanced Economic Theory. Microeconomic analysis*, New Delhi: S. Chand & Co.
- Dewett, K. K. and Verma, J. D. (1986). *Elementary economic theory*. New Delhi. S. Chand & Co.
- Giles, G. B. (1988) *Marketing* (3<sup>rd</sup> 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 8<sup>th</sup> Ed
- Sundharam, K. P. M. & S. N., Sundharam (1998). *Microeconomics* –Sultan Chand & Sons.

**PART B: PRINCIPLES OF RESOURCE 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.

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

**References**

- Joseph & Massie (2003). *Essentials of Management*. Prentice-Hall of India (Pearson) (4<sup>th</sup> ed)
- Koontz, H. & Heinz, (1998). *Essentials of Management*, Tata McGraw Hill.
- Prasad, L. M. (1997). *Principles and Practice of Practice of Management*, New Delhi: Sultan Chand & sons, Educational Publishers.
- Stomer, J. A., Freeman, R. E. & Gilbert, R. (2004). *Management*, Pearson Education (6<sup>th</sup> ed)

Course Code	Title of Paper	Lectures/week	Marks	Credits
USHS305	Foundation Course	2	100	3

### 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 <b>Visual communication or basic audio-visual aids</b> 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 <b>Techniques in Presentation (oral &amp; written)</b> 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 <b>Writing a Curriculum Vitae/Resume</b> 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*, (3<sup>rd</sup> 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*, (5<sup>th</sup> 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
USHSP301	Part A	Nutrition and Meal Planning	3	50	3
	Part B	Developmentally Appropriate Practices	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 <b>Bakery:</b> Types of cakes and pastry <b>Confectionary:</b> Indian / Continental	15
Unit II <b>Rice:</b> Pulao, Biryani, Pasta: boiled/ baked <b>Sweets and desserts:</b> Pudding, soufflé, flans, pies	15
Unit III <b>Preparing, cooking and presenting menus</b> accordance with traditional requirements <ul style="list-style-type: none"> <li>• Maharashtrian</li> <li>• Bengali</li> <li>• Gujarati</li> <li>• Punjabi</li> <li>• South Indian</li> </ul>	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*. (8<sup>th</sup> 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, (3<sup>rd</sup> Ed.). Bombay, Orient Longman (Ltd.)

**PART B: DEVELOPMENTALLY APPROPRIATE PRACTICES**

**No. of Credits: 1**

**Objectives**

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

Course content		Practical
Unit I	<p><b>Introduction and Orientation to the following:</b></p> <ol style="list-style-type: none"> <li>1. Developmentally Appropriate Practice: how children learn, how to teach children, curriculum: appropriate and inappropriate</li> <li>2. 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</li> </ol> <p><b>Activities for children:</b> Planning developmentally-appropriate art and craft techniques and activities for children</p> <ol style="list-style-type: none"> <li>1. <b>Chalk Activities:</b> dry chalk and dry paper; dry paper and wet chalk; wet paper and dry chalk; chalk dust inwards ; chalk dust outwards</li> <li>2. <b>Crayon Activities:</b> Crayon Dots; Crayon Criss-Cross; Crayon Rains; Crayon Transfer; Crayon Etching; Crayon Doodling; Crayon Tracing; Crayon Melt</li> <li>3. <b>Crayon and Painting:</b> Crayon Resist; Black Magic; Spray Painting – Inwards, Spray Painting Outwards; Blow Painting; Bead Painting; String Painting</li> </ol>	<b>15</b>
Unit II	<p><b>Activities for children:</b> Planning developmentally-appropriate art and craft techniques and activities for children</p> <ol style="list-style-type: none"> <li>1. <b>Printing and Dabbing:</b> 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</li> <li>2. <b>Paper Activities:</b> Paper Crumpling; Paper Twisting; Paper Tearing; Paper Design; Paper Quilling; Mosaic; Theme Collage; Best out of Waste; Silhouette; Origami; Paper Bead</li> </ol>	<b>15</b>

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

No. of Credits: 2

#### Objectives

- 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	<b>Fundamentals</b> 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	<b>Pattern Construction</b> 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	<b>Garments</b> 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	Applied Economics & Personal Finance	3		4	
	Principles of Resource Management	3			
USHS405	Foundation Course Computer Applications	2		2	
USHSP401	Group I: Nutrition & Meal Planning		3		
	Developmentally Appropriate Practices		2		3
USHSP402	Group II: Textile Science & Women's Clothing		3		2
				<b>15</b>	<b>5</b>

♦ 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
USHS401	Part A	Community Health	2	75	3
	Part B	Meal Planning	3	100	

### PART A: COMMUNITY HEALTH

No. of Credits: 1

#### Objectives

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

Course Content	Lectures
Unit I <b>Basic physiology</b> i. Blood ii. Heart and circulatory system iii. Gastrointestinal iv. Bone	15
Unit II <b>Physiological changes in</b> i. Obesity ii. Diabetes iii. Dental caries iv. Osteoporosis v. Diarrhoea vi. Constipation vii. Cancer <b>Basics of First Aid</b> 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.

## PART B: MEAL PLANNING

No. of Credits: 2

### Objectives

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

Course Content		Lectures
Unit I	<b>Nutrition during infancy</b> a) Physiological Development b) Nutritional requirements c) Complementary feeding d) Weaning e) Nutrition during childhood f) Factors influencing food intake g) Nutritious packed lunches h) Childhood obesity	15
Unit II	<b>Nutrition during adolescence</b> a) Physiological changes b) Nutritional requirements c) Food habits, factors influencing them d) Nutritional disorders	15
Unit III	<b>Geriatric nutrition</b> 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.
- E.N. and Rolfes 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
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**

**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 <b>Interview method</b> 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	<b>15</b>
Unit II <b>Questionnaire method</b> 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	<b>15</b>

**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* (7<sup>th</sup> 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* (3<sup>rd</sup> 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*, (2<sup>nd</sup> ed.)
- Rubin, A & Babbie, E. (2002) *Research Methods for Social Work*. California: Brooks/Cole

**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.

<b>Course Content</b>		<b>Lectures</b>
Unit I	<p><b>Family Ties, Transitions and Challenges</b></p> <p>a) Family development</p> <ol style="list-style-type: none"> <li>i. Family life cycle</li> <li>ii. Family developmental tasks</li> <li>iii. Cycle of generations</li> <li>iv. Limitations of family developmental model</li> <li>v. Changing families, changing times</li> </ol> <p>b) Marriage: Establishing a family of one's own</p> <ol style="list-style-type: none"> <li>i. Components of romantic love</li> <li>ii. Marital roles</li> <li>iii. Alternative unions</li> <li>iv. Marital satisfaction</li> <li>v. Divorce</li> <li>vi. Widowhood</li> </ol> <p>c) Parenthood</p> <ol style="list-style-type: none"> <li>i. A life-span view of parenthood</li> <li>ii. Changing roles</li> <li>iii. Delayed parenthood</li> <li>iv. Transition to parenthood: Changes in lifestyle and family life</li> <li>v. Children and marital satisfaction</li> <li>vi. The middle years of parenthood</li> <li>vii. The later years of parenthood</li> <li>viii. The context of parenthood</li> </ol> <p>d) Intergenerational Ties</p> <ol style="list-style-type: none"> <li>i. Parent-adult child relationships</li> <li>ii. Grandparenthood</li> </ol> <p>e) Adult-sibling relationships</p> <ol style="list-style-type: none"> <li>i. Sibling relationships as attachments</li> <li>ii. Unique qualities</li> <li>iii. Pattern over time</li> <li>iv. Functions of sibling relationship</li> </ol>	15
Unit II	<p><b>Work and Retirement</b></p> <p>a) Nature of work</p> <ol style="list-style-type: none"> <li>i. Significance of work in adult life</li> <li>ii. A changing work world: Work, Workers, Workplace</li> </ol> <p>b) Career Development</p> <ol style="list-style-type: none"> <li>i. Career Cycle</li> <li>ii. Increasing diversity in career paths</li> <li>iii. Choice of work</li> <li>iv. Age and job satisfaction</li> </ol> <p>c) Gender and work: Women's career paths and special career issues</p> <ol style="list-style-type: none"> <li>i. Changing nature of women's work and working women</li> <li>ii. Women's career patterns and work experiences</li> <li>iii. Multiple roles: Combining career and family</li> </ol> <p>d) Retirement and Leisure</p> <ol style="list-style-type: none"> <li>i. Retirement as a life stage: A brief social history</li> <li>ii. A life span view of retirement</li> <li>iii. Predictors of retirement</li> <li>iv. Retirement as a developmental process</li> <li>v. Impact of retirement on Individual well-being</li> </ol>	15

	<ul style="list-style-type: none"> <li>vi. Work and retirement: Twenty-first century</li> <li>vii. Importance of leisure over the life span</li> </ul> <p><b>Physical Development and Aging</b></p> <ul style="list-style-type: none"> <li>a) Aging <ul style="list-style-type: none"> <li>i. Primary versus secondary aging</li> <li>ii. Current conceptions of aging</li> </ul> </li> <li>b) Overview of physical development in adulthood</li> <li>c) Theories of biological aging <ul style="list-style-type: none"> <li>i. Wear and tear theory</li> <li>ii. Cellular theories</li> <li>iii. Metabolic theories</li> <li>iv. Programmed cell death theories</li> </ul> </li> </ul>	
Unit III	<p><b>Health, Prevention and Adaptation</b></p> <ul style="list-style-type: none"> <li>a) Physical health, disease and disability - Incidence/ Prevalence/ Predictors <ul style="list-style-type: none"> <li>i. Defining and measuring health, disease and illness</li> <li>ii. Age and health</li> <li>iii. An overview of preventive behaviors</li> <li>iv. Context of health and illness: An ecological View</li> <li>v. Medication use among older adults</li> <li>vi. Successful aging: A multi-dimensional effort</li> </ul> </li> <li>b) Mental health, happiness and mental disorders - Incidence/ Prevalence/ Predictors <ul style="list-style-type: none"> <li>i. Age related trends in psychological health</li> <li>ii. Determinants of happiness</li> <li>iii. Religious involvement and spirituality</li> <li>iv. Major depression</li> <li>v. Alzheimer's disease</li> </ul> </li> <li>c) Prevention and adaptation</li> </ul> <p><b>Death, Dying and Bereavement</b></p> <ul style="list-style-type: none"> <li>a) The changed nature of death</li> <li>b) Attitudes toward death <ul style="list-style-type: none"> <li>i. The death-denying society</li> <li>ii. Psychology's approach to death</li> <li>iii. Death anxiety</li> </ul> </li> <li>c) The dying person <ul style="list-style-type: none"> <li>i. Contributions of Kubler Ross</li> <li>ii. Dying well</li> <li>iii. Hospice</li> <li>iv. Right-to-die-movement</li> <li>v. Suicide, Assisted suicide and Euthanasia</li> <li>vi. Improving care of the dying</li> </ul> </li> <li>d) Grief and Bereavement <ul style="list-style-type: none"> <li>i. Cultural and historical context of grief</li> <li>ii. Contemporary views of bereavement and grief</li> <li>iii. Grief process</li> <li>iv. Unanticipated and anticipated death</li> <li>v. Health and mortality risks of bereavement</li> <li>vi. The funeral and other leave-taking rituals</li> <li>vii. Condolence behavior</li> <li>viii. Bereavement as a transition</li> </ul> </li> </ul>	15

**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*, (6<sup>th</sup> 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**

**No. of Credits: 1**

**Objectives**

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

Course Content	Topic	Lectures
Unit I	<b>Finishing</b> i. Aims of finishing ii. Classification of finishes (physical and chemical) iii. Recent developments	<b>15</b>
Unit II	<b>Laundry science</b> 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 <b>Recent developments</b> in textile technology	<b>15</b>

**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.
- 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.
- Kadolph, Langford, Hollen & Saddler (1993). *Textiles*. New York: Macmillan.
- 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.

**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 North, East and North Eastern states of India.
3. 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	<b>North India: (Jammu &amp; Kashmir, Punjab, Himachal Pradesh, Uttar Pradesh)</b> a. Dyed, printed and painted textiles b. Woven textiles c. Embroidery d. Costumes and Jewelry e. Floor coverings f. Shawls	15
Unit II	<b>East: (West Bengal, Bihar, Orissa)</b> a. Dyed, printed and painted textiles b. Woven textiles c. Embroidery d. Costumes and Jewelry e. Floor coverings	15
Unit III	<b>North East India: (Assam, Manipur, Mizoram, Sikkim, Arunachal Pradesh, Meghalaya, Nagaland, Tripura)</b> a. Dyed, printed and painted textiles b. Woven textiles c. Embroidery d. Costumes and Jewelry e. Floor coverings	15

**References**

- Biswas. A. (1985). *Indian Costumes*. New Delhi: Publication Division Ministry of Information and Broadcasting.
- Books India (P) Ltd.
- 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.
- 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 Resource 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 <b>a) Income management</b> i. Types of income – money income, real income, psychic income, personal disposal income <b>b) Personal Budget</b> i. Definition, terms and concept ii. Planning the budget iii. Controlling budget iv. Checking v. Evaluation of Budget <b>c) Savings</b> 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 <b>Investment</b> i. Meaning and concept ii. Importance of investment iii. Investment avenues iv. Basic consideration for selecting investments	15
Unit III <b>Credit</b> i. Meaning of credit ii. Types of credit iii. Credit instruments <b>Taxes</b> i. Definition and meaning ii. Types of taxes: Direct and Indirect Tax iii. Implications on personal finance <b>Wills</b> 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* (26<sup>th</sup> ed) Mumbai: Popular Prakashan.
- Shukul M. and Gandotra (2006) *Home Management and Family Finance*, New Delhi: Dominant Publishers and Distributors.



**PART B: PRINCIPLES OF RESOURCE 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 and team work.

<b>Course Content</b>		<b>Lectures</b>
Unit I	<b>a) Resources</b> <ol style="list-style-type: none"> <li>i. Definition</li> <li>ii. Characteristics</li> <li>iii. Classification</li> <li>iv. Guidelines for effective use of resources</li> </ol> <b>b) Management of Time</b> <ol style="list-style-type: none"> <li>i. Types of Time</li> <li>ii. Philosophy and attitude towards time</li> <li>iii. Time plans: Types of time plans and Steps involved in preparing time plans</li> <li>iv. Tools of time management</li> </ol>	<b>15</b>
Unit II	<b>a) Human energy as a resource</b> <ol style="list-style-type: none"> <li>i. Energy demands for different activities</li> <li>ii. Fatigue: Meaning, Types of fatigue, Remedies</li> <li>iii. Energy Expenditure</li> <li>iv. Work simplification: definition, importance, techniques</li> </ol> <b>b) Communication</b> <ol style="list-style-type: none"> <li>i. Meaning and nature of communication</li> <li>ii. Communication structures</li> <li>iii. Barriers to effective communication</li> <li>iv. Achieving effective communication</li> </ol> <b>c) Group Dynamics</b> <ol style="list-style-type: none"> <li>i. Concept of group dynamics</li> <li>ii. Managerial model of work groups</li> </ol> <b>d) Motivating</b> <ol style="list-style-type: none"> <li>i. Definition</li> <li>ii. Theories of motivation: Maslow's need hierarchy, Herzberg's theory motivation, David McClelland's theory</li> <li>iii. Incentives and Recognition</li> <li>iv. Benefits of motivation</li> </ol>	<b>15</b>
Unit III	<b>a) Other resources:</b> Money, Human Resources, Materials and Information Technology and their use in management <b>b) Concepts of Quality Management</b> <ol style="list-style-type: none"> <li>i. Meaning and importance of Quality management</li> <li>ii. Fundamentals</li> <li>iii. TQM, JIT, quality assurance, quality circles</li> <li>iv. Current trends in Quality management</li> </ol>	<b>15</b>

**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
	Computer Applications	--	50	-

### 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 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*. (7<sup>th</sup> 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*. K.J.C. Publishers, Bangalore.
- Kumar, K.J. (1997). *Mass Communication*. (3<sup>rd</sup> 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*. (5<sup>th</sup> 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,

### COMPUTER APPLICATIONS (Value-added Course) CORELDRAW (VECTOR BASED GRAPHIC PROGRAMME)

Course Code
Unit I <b>Introduction to Corel Draw graphic interface</b> i. The Corel Draw screen ii. The title bar iii. Menubar iv. Standard tool bar v. Work area and printable page vi. Page Counter bar vii. Docker windows viii. Colour palette ix. Tool box x. Status bar

	<p><b>Drawing basic geometric figures</b></p> <ol style="list-style-type: none"> <li>i. Drawing freehand lines</li> <li>ii. Drawing ellipse and circles</li> <li>iii. Drawing rectangle and squares</li> <li>iv. Drawing polygons</li> </ol>
Unit II	<p><b>Open save and close drawings</b></p> <ol style="list-style-type: none"> <li>i. Format conversion</li> <li>ii. Basic editing</li> <li>iii. Colour correction</li> <li>iv. Import and export options</li> </ol> <p><b>Views</b></p> <ol style="list-style-type: none"> <li>i. Normal view</li> <li>ii. Full screen view</li> <li>iii. Simple wireframe view</li> <li>iv. Draft view</li> <li>v. Page sorter</li> <li>vi. Zoom view</li> <li>vii. The view manager</li> </ol>
Unit III	<p><b>Undoing and redoing a series of actions: drawing and selecting with tool box:</b></p> <p><b>Selecting an object</b></p> <ol style="list-style-type: none"> <li>i. Resizing an object and Moving an object</li> <li>ii. Change the shape of an object</li> <li>iii. Combining two objects</li> <li>iv. Skewing an object</li> <li>v. Drawing a curve line</li> <li>vi. Drawing straight lines</li> <li>vii. Artistic media tool</li> <li>viii. Rotating an object</li> <li>ix. Grouping objects</li> <li>x. The post script fill dialogue box</li> </ol> <p><b>Adding effects to objects</b></p> <ol style="list-style-type: none"> <li>i. Perspective effects</li> <li>ii. Extrusion</li> <li>iii. Drop shadow</li> <li>iv. Distortion</li> <li>v. Transparency of objects</li> <li>vi. Importing, editing and exporting images 7 clip arts</li> </ol>
Unit IV	<p><b>Working with text</b></p> <ol style="list-style-type: none"> <li>i. Artistic media</li> <li>ii. Paragraph text</li> <li>iii. Changing text and text attributes</li> <li>iv. Arranging and ordering the objects</li> <li>v. Apply text to a path</li> <li>vi. Applying bullets and webdings</li> </ol> <p><b>Working with images</b></p> <ol style="list-style-type: none"> <li>i. Bitmap images</li> <li>ii. Vector images</li> <li>iii. Resizing, moving, rotating &amp; Skewing an image</li> <li>iv. Cropping and importing images from CDs</li> <li>v. Converting to bitmap and adding special effects</li> </ol>
Unit V	<p><b>Page layouts and backgrounds</b></p> <ol style="list-style-type: none"> <li>i. Changing page orientation</li> <li>ii. Changing paper type</li> <li>iii. Changing the width and height of paper</li> <li>iv. Applying layout styles</li> <li>v. Applying bitmaps to the background</li> </ol> <p><b>Editing layouts and page formats</b></p> <ol style="list-style-type: none"> <li>i. Adding page formats</li> <li>ii. Hiding page frames</li> </ol>

	<ul style="list-style-type: none"> <li>iii. Inserting pages</li> <li>iv. Toggle pages &amp; renaming them</li> <li>vi. Converting bitmaps to vector</li> </ul>
Unit VI	<p><b>Templates</b></p> <ul style="list-style-type: none"> <li>i. Editing templates</li> <li>ii. Loading styles from another templates</li> <li>iii. Ruler and options</li> </ul> <p><b>Corel trace skills</b></p> <ul style="list-style-type: none"> <li>i. Adding special effects to bitmaps</li> <li>ii. 3D effects</li> <li>iii. At strokes</li> <li>iv. Blurr</li> <li>v. Colour Transform</li> <li>vi. Creative effects</li> <li>vii. Distort</li> <li>viii. Noise</li> <li>ix. Plug-ins</li> </ul>

**Note:**

Computer Applications is a value added course to be conducted by the college computer center.

Duration: Computer training sessions of 24 hours in Semester I.

Computer professionals will be invited to conduct the sessions as visiting faculty.

Course Code	Title of the Paper		Periods/ week	Marks	Credits
USHSP401	Part A	Nutrition and Meal Planning	3	50	3
	Part B	Developmentally Appropriate Practices	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	15
Unit II	15
Unit III	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*. (8<sup>th</sup> Ed.) London: ELBS.  
 Larousse. Gastronomie, (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, (3<sup>rd</sup> Ed.).  
 Bombay, Orient Longman (Ltd.)

**PART B: DEVELOPMENTALLY APPROPRIATE PRACTICES**

**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.

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

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	3	50	2

### TEXTILE CHEMISTRY AND WOMEN'S CLOTHING

No. of Credits: 2

#### 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	<b>Qualitative analysis of fibers:</b> Identification of fibers by the following tests i. Microscopic test ii. Burning test iii. Chemical solubility tests <b>Blend Analysis</b>	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**

<b>COURSE CODE</b>	<b>TITLE</b>	<b>Internal Examination Marks</b>	<b>Semester End Examination Marks</b>	<b>Credits</b>	<b>Total Marks</b>	<b>Semester End Examination Time (Hours)</b>
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	30	45	3	75	1 ½
	Textile and Fashion Technology III- Traditional Indian Textiles and Costumes	40	60		100	2
USHS304	Applied Economics and Personal Finance	40	60	4	100	2
	Principles of Resource Management	40	60		100	2
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	3
USHSP302	Group II: - Textile Chemistry and Women's Clothing	20	30	2	50	3

**Examinations to be conducted by the College**



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

**SEMESTER IV**

<b>COURSE CODE</b>	<b>TITLE</b>	<b>Internal Examination Marks</b>	<b>Semester End Examination Marks</b>	<b>Credits</b>	<b>Total Marks</b>	<b>Semester End Examination Time (Hours)</b>
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	30	45	3	75	1 ½
	Textile and Fashion Technology III- Traditional Indian Textiles and Costumes	40	60		100	2
USHS404	Applied Economics and Personal Finance	40	60	4	100	2
	Principles of Resource Management	40	60		100	2
USHS405	Foundation Course	40 20	60 30	2	100 50	2
USHSP401	Group I: - Nutrition and Meal Planning - Developmentally Appropriate Practices	20	30	3	50	3
		20	30		50	3
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 %**

<b>Sr. No</b>	<b>Evaluation type</b>	<b>Marks</b>
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 hours.