



Andhra Pradesh State Council of Higher Education

B.Sc. – Honours in HOME SCIENCE - MAJOR

w.e.f. AY 2023-24 onwards

COURSE STRUCTURE

SEMESTER	Course Code	Title of the Course	No. of Hours		Credits
			T	P	
I	01	Introduction to Home Science	5	-	4
	02	Health, Hygiene & Wellness	5	-	4
II	03	Essentials of Home Science Extension	3	-	3
		Essentials of Home Science Extension Practical		2	1
	04	Human Development	3	-	3
		Human Development Practical		2	1
III	05	Fundamentals of Food Science & Nutrition	3	-	3
		Fundamentals of Food Science & Nutrition Practical		2	1
	06	Textiles and Clothing	3	-	3
		Textiles and Clothing Practical		2	1
	07	Early Childhood Education	3	-	3
		Early Childhood Education Practical		2	1
	08	Resource Management and Household Economics	3	-	3
		Resource Management and Household Economics Practical		2	1
IV	09	Nutrition during Life Span	3	-	3
		Nutrition during Life Span Practical		2	1
	10	Interior Design and Decoration	3	-	3
		Interior Design and Decoration Practical		2	1
	11	Principles of garment construction	3	-	3
		Principles of garment construction Practical		2	1
V	12	Clinical Nutrition and Diet Therapy	3	-	3
		Clinical Nutrition and Diet Therapy Practical		2	1
	13	Extension Education and Community Development	3	-	3

		Extension Education and Community Development Practical	-	2	1
	14	Marriage, Family and Child Welfare	3	-	3
		Marriage, Family and Child Welfare Practical		2	1
	15	Textile and Apparel Design	3	-	3
		Textile and Apparel Design Practical		2	1
VI		Internship			

****VII & VIII Semester's syllabus will be available in due course of time**

SEMESTER-I

COURSE 1: INTRODUCTION TO HOME SCIENCE

Theory

Credits: 3

3 hrs/week

Learning Objectives:

The course is designed to enable the students to:

1. Understand the concept, scope, and philosophy of Home Science.
2. Create awareness regarding various applied and core specializations of Home Science.
3. Appreciate the role of Home Science and its multidisciplinary approach in career building.
4. Cultivate human values through learning Home Science.

Learning Outcomes:

On completion of the course, the student shall

1. Know the various branches of Home Science
2. Have a clear understanding of the relevance of Home Science
3. Be able to exercise choice towards healthy practices in daily living

Unit: 1 Basics of Home Science

- Meaning, Definition and Branches of Home Science
- Scope of Home Science
- Development of Home Science as a discipline in India, Home Science Association of India- Role and activities in promoting Home Science
- Linkages of Home Science with other related subjects

UNIT 2: Branches of Home Science

- **Human Development:** Meaning, Definition and Scope of Human Development. • Stages of Human Development, Developmental tasks/milestones.
- **Food and Nutrition:** Definition, Importance and Functions of Food. Concept of Nutrition, Basic terms used in the study of Nutrition: Nutrients, Food Groups, Balanced Diet and Food Guide Pyramid.

UNIT 3: Branches of Home Science contd.

- **Textiles and Clothing:** Origin, Importance and Functions of Clothing. • Introduction to textile terms- fiber, yarn, textile, weaving, knitting, Classification of textile fibers.
- **Extension Education and Communication:** Concept, Nature, Scope and principles of Extension and communication.
- Methods and media of community outreach.

• **Resource management & Interior Design:** Concept and scope, Need for management, Classification of resources, Factors affecting use of resources, Importance of housing and functions of housing and interior design.

Unit: 4 Research in Home Science: Research in Home Science- Recent developments in Foods & Nutrition, Human Development & Family Studies, Textiles & Clothing, Resource Management & Interior Design and Extension Education & Community Development.

Unit: 5 Careers & Entrepreneurship in Home Science: Scope of careers and entrepreneurship in
i. Foods & Nutrition – In hospitals, health centres, food industry ii. Human Development-welfare programs of Government/NGOs, preschools iii. Textiles & Clothing- in textile industry, boutiques, research labs iv. Resource Management- construction sector (CAD assistants, interior designer), creative crafts entrepreneur v. Extension education- extension projects of Government/ NGOs, entrepreneur making teaching aids.

References:

1. Chouhan, A. (2015) “Comprehensive Home Science X”, 1.
Yadav, K and Singh, O. S. (2014) “Home Science”, ISBN 9788126919062, Atlantic Publishers and Distributors Private limited.
2. Premlata Mullick, P. “Textbook of Home Science”, Kalyani Publishers

Suggested Activities:

1. Virtual or physical visits to Home Science departments in leading Universities/ Colleges offering Home Science at UG/PG/ Ph. D. levels
2. Virtual interactions with some faculty/students of Home Science from other Colleges in A.P./ outside A.P.

SEMESTER-I

COURSE 1: INTRODUCTION TO HOME SCIENCE

Practical

Credits: 1

2 hrs/week

Practical Syllabus

1. Visits to a Dairy Farm/ Food Industry
2. Visit to a textile unit
3. Visit to a creche/ preschool
4. Visit to or Virtual Interaction with a Design Professional
5. Visiting the HSAI, NIN, ICMR Websites to know their functioning
6. Interaction with a successful entrepreneur from Home Science

SEMESTER-I

COURSE 2: HEALTH, HYGIENE & WELLNESS

Theory

Credits: 3

3 hrs/week

Learning Outcome: On completion of the course a student shall

- Possess an understanding of the concept of good health and means to achieve it.
- Display the ability to identify the morphology, growth and reproductive features of various microorganisms
- Acquire the skills in various sterilization techniques
- Be equipped with skills of balancing stress and anxiety

Theory

Unit I Health & wellness – Definition & meaning

- Dimension/ Elements of health and wellness – Physical, Social, Emotional, Intellectual, and Spiritual.
- Factors affecting Health and Wellness
- Indicators of health- concept of Mortality, Morbidity, Disability

Unit II Classification & Study of Microorganisms- in terms of morphology, growth, Nutrition and Reproduction

- Bacteria, Virus, Yeasts, Algae and Mould
- Beneficial Applications of Microorganisms in Food Industry, Agriculture and other areas.

Unit III Mode of infection

- Infection- sources, mode of transmission.
- Diseases caused by microorganisms-Symptoms, aetiology, mode of transmission of
 - a. Bacterial diseases- Typhoid, Tuberculosis, Jaundice, Dysentery;
 - b. Viral Diseases: Influenza, Measles, Poliomyelitis, AIDS
 - c. Parasite transmitted diseases- Malaria, Dengue, Filariasis.

Unit IV Prevention & Control

- Control of Micro-organisms – Sanitation, Sterilization & Disinfection- Physical and chemical method.
- Immunity- definition & types, Immunization schedule
- Hygiene - Meaning and importance of personal hygiene
- Standard precautions to prevent infections

Unit V Management of Health & Wellness

- Modern lifestyle and hypo-kinetic diseases; prevention and management through Physical exercise
- Stress, anxiety, and depression- Definition and concept
- Role of Yoga, asanas and meditation in maintaining health and wellness.
- Role of sleep-in maintenance of physical and mental health.

SEMESTER-I

COURSE 2: HEALTH, HYGIENE & WELLNESS

Practical

Credits: 1

1 hrs/week

PRACTICAL

1. The use and care of Microscope
2. The Microscopic observation of different Microorganism
3. Visit to Diagnostic Laboratory
4. Slide Preparation & staining of molds.
5. Study of permanent slides of parasites.
6. Visit to Water treatment plant/Milk factories to assess sanitation
7. Hanging drop preparation to observe true motility of bacteria
8. First aid during cut, fractures, burns, accidents, shocks, unconscious, convulsions, Poisoning, foreign bodies in the eyes

References:

1. Frazier, W. Candwestnoff, D.C (1997) Food Microbiology, Tata McGraw Hill
2. A.S. Rao 2001 Introduction to microbiology, Prentice Hall of India
3. Anna k. Joshua, Microbiology, popular book depot, Madras
4. R. Ananthanarayanan, C.K.J. Paniker, 2001, Orient Longman Private Limited.
5. General Microbiology , 1982, power &Daginawala, Himalaya Publishing House
6. Stanier R. Y., Adelberg, E.A. and Ingraham, J.L. (1989) General Microbiology.
7. Atlas R. M. (1988) Microbiology, fundamentals and application. Micmillon N. Y.

II SEMESTER
Course 03: ESSENTIALS OF HOME SCIENCE EXTENSION
Credits -3

Outcomes of the course

The students will be able to:

A) Remember and explain in a systematic way

- Learn the meaning, scope and concept of Home Science Extension.
- Explain the importance of Extension Education in Home Science

B) Understand and Use

- Understand the role Extension worker in community
- Understand the Principles, steps in Teaching and Learning process

C) Critically explains, judges

- Qualities of an Extension Worker
- Different Teaching Methods and Teaching Aids in Communication Process.

D) Working in out of prescribed areas under co-curricular activity

- Know the importance of Teaching Methods and Teaching Aids in Communication Process.
- Know the barriers of communication and learn how to overcome them.

E) Practical skills

- Learn Practical skills in planning, preparation of Audio-Visual Aids
- Usage of bulletin board in extension education
- Use of different types of Teaching methods and Audio-Visual Aids for different targetgroups.

UNIT I Extension Education -

- Meaning, Concept, Scope and objectives
- Formal and Non formal Education
- Philosophy and principles of Extension Education
- Role and Qualities of an Extension worker

Unit-II Teaching and Learning Process

- Teaching – Meaning, definition, steps in Teaching
- Learning – Meaning, definition, Elements of Learning
- Learning Situation – Definition, Elements of Learning Situation

- Principles of learning and their Implications for Teaching
- Motivation – Principles of Motivation in Extension
- Classification of motives

Unit-III Teaching Methods/Techniques

- Extension Teaching methods – Definition, Functions and Classification of Teaching methods – According to use and form
- Individual methods – Farm and home visits, Telephone calls, Personal letter, Result demonstrations.
- Group methods – Method demonstration, Group meetings/Discussions, Conferences, Field trips etc.
- Mass Methods – Print and electronic media, Internet, Social media and Exhibitions
- Factors to be considered in selection and combination of teaching methods

Unit-IV Audio - Visual Aids:

- Audio Visual Aids – Meaning and Classification
- Factors Influencing selection of Audio-Visual Aids
- Principles of Preparing in Planning, Presentation and evaluating in Audio-Visual Aids
- The cone of Experience

Unit-V Communication

- Communication – Meaning, Definition and scope of Communication
- Key Elements in the process of Communication – 1. Communicator 2. Messages, 3. Channel 4. Treatment of Messages 5. Audience 6. Audience Response.
- Types of Communication – Verbal, Non Verbal, Small group and Mass Communication.
- Barriers to communication.

PRACTICAL

Credits -1

1. Visit to a community/ village to find out the socio- economic needs of the people
2. Preparation of Survey Schedule
3. Preparation and display of teaching aids – Posters, charts, flash cards etc.
4. Display of bulletin board
5. Illustrated Lecture and Method Demonstration to any community on Home Science related Topics.

REFERENCES

1. Adivi Reddy (1985). Extension Education, Sreelakshmi press, Bapla,

2. Dahama.O.P .(1981). Extension and Rural welfare, Ram Prasad and Sons Agra Bhopal.
3. Doshi, S.L. (2007). Rural Sociology. Delhi Rawat Publishers.
4. Dubey,V.K.. (2009). Extension Education & Communication, 1st edition New AgeInternational Ltd
5. Indhubala (1980), Gruhavignasastravistarana , Telugu academy text book publications
6. Sanths Govind, G. Tamliselvi And J. Meenainbigai .(2011). Extension Education and RuralDevelopment .Agroblos (India) Chopasani Road Jodhpur- 342002 (Raj.)
7. Shekar Serene & Santosh Ahlawat . (2013).Text book of Home Science Extension Education,1st edition, Daya Publishing house.
8. Supe, S.V.(1983). An Introduction to Extension Education. Oxford& IBH publishing Co,New Delhi.

CO- CURRICULAR ACTIVITIES

1. Adoption of a village based on the socio-economic background.
2. Visit to an adopted village and conduct
 - Baseline survey regarding demographic, population, Educational and felt needs of thevillagers.
 - Collection of data.
 - Pooling and Analyzing the data.
3. Preparation, use and evaluation of visual aids viz.,
 - Poster
 - Different types of charts.
 - Flash cards
 - Display of Bulletin Board.
4. Presentation of seminars in the class rooms.
5. Blackboard teaching for 15 minutes in the class room.
6. Promoting effective verbal and non- verbal communications among students.

II SEMESTER
Course 04: HUMAN DEVELOPMENT
Credits -3

Outcomes of the course

The students will be able to:

A) Remember and explain in a systematic way

- Scientific knowledge about child-development, and Developmental tasks at various stages of child development.

B) Understand and Use

- Understand the stages of pregnancy and birth process.
- Use basic principles for assessment of various developments during childhood.

C) Critically explains, judges

- Problems of adolescence during each sub stage and coping up strategies.

D) Working in out of prescribed areas under co-curricular activity

- Observation of neonatal characteristics by visiting a maternity hospital.
- Visiting counselling centres and understanding coping up strategies of problems
- Familiarise with problems of elderly through case studies and institutional visits.

E) Practical skills

- Assessment of different developments like physical, social and cognitive development of children belonging to different age groups.
- Case study method to find out the Physical and Psychological problems of elderly

Unit I Introduction to Growth and Development

- Understanding the terms Child, Growth, Development, Child Development, Human Development, and Developmental tasks.
- Principles of Child Development and Factors influencing growth and Development of Children.
- Determinants of Development - Heredity Vs. Environment - Maturation Vs. Learning
- Stages of Development across life span

Unit II Pre-natal and Early Years of Development

- Stages of Pre-natal development - Physical and Psychological care during pregnancy- - Complications during pregnancy.
- Stages of birth and Types of Birth
- Infancy – Characteristics -Physical proportions, Physiological functions, Motor activities.
- Babyhood – Developmental Tasks and Characteristics, Physical-motor development, Cognitive development - Piaget’s Sensory motor stage, Language, Socio-emotional development.

Unit III Development during Early and Late Childhood

- Early Childhood Period –Characteristics -Physical, Emotional, Social and Cognitive development-Piaget’s Pre-operational stage -Social stages in play.
- Late Childhood Period – Characteristics, Physical, Emotional, Social and Cognitive development-Piaget’s Concrete-operational stage.

Unit IV Development during Adolescence

- Adolescence – Definitions by WHO, UNICEF, NCERT- Characteristics of Adolescence
- Physical and physiological Changes during puberty for Boys and girls
- Developments during adolescence – Cognitive-Piaget’s Formal-operational stage, Emotional and Social development

Unit V Development during Adult Hood

- Young Adulthood - Definition, Development tasks, significance of the period, Adjustments during young adulthood period
- Middle adulthood – Definition, physical, physiological and Psychological changes during middle age, preparation for retirement.
- Late adulthood –Sub groups and definitions, Characteristics of old age – Physical and physiological changes during old age, cognitive and memory changes.
Problems of old age and coping up strategies

Practical

Credits -1

1. Observation of characteristics of an infant
2. Observation of different Developments of pre-school children –
-Physical development
-Language development
-Concept development.
3. Assessment of social Development among elementary school children
4. Study of adolescent adjustment problems
5. Case study of man and woman during Middle adulthood
6. Case study of elderly man and woman.

REFERENCES

1. Berk, L. E. (2007). Child Development. Prentice-Hall of India Pvt.Ltd, New Delhi.
2. Feldman, R.S. (2011).Understanding Psychology, Tenth Edition, Tata MC Graw Hill Education Private Limited, McGraw- Hill, New Delhi.
3. Hurlock – E.B. (1990) Child Development, Tata McGraw Hill Company Ltd, New York. McGraw- Hill, New Delhi.
4. Santrock, J. W. (2013). Child Development. Tata McGraw Hill Company Ltd, New Delhi.
5. Singh, A.(2015). Foundations of Human Development: A life span approach, 1st edition Orient Black Swan Pvt. Ltd., New Delhi.

CO-CURRICULAR ACTIVITIES

1. Observation of neonatal characteristics by visiting a maternity hospital.
2. Observation of a pre-school child
3. Visit to Old age home
4. Celebration of Important Days (National and International): -
 - International day of elderly-October 1st
 - Children’s Day (Nov 14th)

III SEMESTER
Course 05: FUNDAMENTALS OF FOOD SCIENCE & NUTRITION
Credits -3

Outcomes of the course

At the end of the course the student will be able to demonstrate the following:

A) Remembers and explains in a systemic way

- Understanding the concepts of nutrition and food and its relation to health.
- Acquiring knowledge about macro and micro nutrients and their functions.
- Knowing the consequences of deficiency of taking nutrients.
- Understanding importance of non-nutrients in human nutrition

B) Understands and Uses

- Planning recipes by selecting appropriate foods based on the macro and micro nutrient composition.
- Selection of foods based on the nutrient composition for healthy and disease people.

C) Critically explains, judges and solves

- Planning and calculating nutritive values for the foods and recipes.
- Identification of signs and symptoms of different nutrient disorders.
- Practical knowledge on availability of seasonal and other foods by doing market survey.
- Listing out the common foods and their names in scientific and local languages.

D) Working in out of prescribed area under a co-curricular activity

- Selection of foods based on seasonal availability and planning recipes on the nutrient composition to healthy and diseased conditions.

E) Practical skills

- Market survey on different foods available and learning local and scientific names.
- Learn to identify different food samples and to know their nutrient composition.
- Planning of recipes according to nutrient components.

UNIT-I Macro Nutrients

- Macro Nutrients – Classification, functions, digestion, absorption, dietary sources, RDA, Clinical manifestations of deficiency and excess and storage of the following in the body.
 - Carbohydrates
 - Lipids
 - Proteins

UNIT – II Micro nutrients- Vitamins & Minerals

- Vitamins – Classification, functions , dietary sources, RDA, clinical manifestations of deficiency and excess of the following
 - Fat soluble vitamins – A, D, E and K
 - Water soluble vitamins – B Complex Vitamins - Thiamine, Riboflavin, Niacin, Pyridoxine, Folic acid, Cyanocobalamin and Vitamin C.
- Minerals – classification, functions ,dietary sources, RDA, clinical manifestations of deficiency and excess of the following
 - Macro minerals – Calcium, Phosphorous, Magnesium, Sodium and Potassium
 - Micro minerals or Trace elements – Iron, Iodine, Fluorine and Zinc

UNIT - III Plant Foods

- Cereals and Millets–Structure, Composition and nutritive value, processing, selection, and use in cookery
- Pulses and Legumes– Composition and nutritive value, processing, selection, and use in cookery, Nuts and oil seeds– Nutritive value , use in cookery
- Vegetables and Fruits– Classification, Selection, Nutritional aspects, Pigments, Enzymatic and non-enzymatic browning.
- Spices and condiments – Nutritive value, use in cookery

UNIT - IV Animal Foods

- Milk and milk Products - nutritive value, use in cookery
- Egg -structure, nutritive value, methods to assess quality of eggs, changes during storage and use in cookery
- Meat, Poultry, Fish – Nutritive value, use in cooker

UNIT – V Food Processing

- Food Preservation – Methods, high temperature, low temperature, removal of moisture, irradiation and preservatives
- Food additives– Types and their role in food processing, Nutrient Enrichment– Germination, fermentation, fortification etc.
- Food Spoilage – Microorganisms causing spoilage – Factors responsible for spoilage and changes brought about in food by microorganisms.

PRACTICAL

Credits -1

1. List out the common foods and to learn their names in Telugu, English, Hindi and Urdu.
2. Learn to identify the different food samples and to know their nutrient composition.
3. Standardization of weights and measures of various food items.
4. Cereals, pulse and vegetable preparations and calculation of nutritive values of recipe.
5. Milk, meat, egg preparations and calculation of nutritive values of recipes.
6. Drying of foods using different methods ,
7. Fermentation process of foods.
8. Germination of cereals and legumes processing techniques.

REFERENCES

1. Bamji MS, Krishnaswamy K, Brahmam, (2016) Textbook of Human Nutrition, 4th edition. Oxford and IBH Publishing Co. Pvt. Ltd.
2. Longvah, T., Ananthan, R., Bhaskarachary, K. and Venkaiah, K. (2017). Indian Food Composition Tables, Published by NIN
3. Raheena Begum, (2013). Textbook of Food, Nutrition and Dietetics, 3rd edition, Sterling Publishers Pvt. Ltd.
4. RavinderChada and PulkitMathur, (2015). Nutrition – A Life Cycle Approach, 1st edition, Orient Black Swan Private Limited
5. Shubhangini A. Joshi, (2002). Nutrition and Dietetics, 2nd edition, Tata McGraw-Hill Publishing Company Ltd.
6. Srilakshmi, B., (2018). Nutrition Science, 6th edition, New Age International Publishers.
7. Swaminadhan S, (2005). Advanced Text book on foods & nutrition, Vol. I&II (2nd revised and enlarged) Bappco.
8. VijayaKhader, (2000). Food, nutrition & health, Kalyani Publishers.

CO-CURRICULAR ACTIVITIES

1. Student seminars on different nutrients.
2. Preparation of posters, charts, flashcards etc. related to different nutrients – Functions, RDA dietary sources, nutrient content of foods and deficiency symptoms.
3. Collections of food samples rich in particular vitamins and minerals like calcium, iron etc.
4. Visit to food stores, vegetable and fruit markets to study locally available foods.
5. Study projects to collect the data from people. Eg. Foods avoided or given in specific conditions.

6. Celebration of Important Days (National and International)
 - World's Breast Feeding Week(August 1st -7th)
 - Nutrition Week – September 1st - 7th
 - Nutrition Month – September month
 - Hand Washing Day – October 15th
 - World Food Day – October 16th

III SEMESTER
Course 06: TEXTILES AND CLOTHING
Credits -3

Outcomes of the course

The students will be able to

A. Remember and explain in a systematic way:

- The importance of the textiles in human life and also the textile terminology and types of fibres.
- Use of Textile fibres in various fields.

B. Understands and Uses

- Identification of different fibres like plant fibres, animal fibres based on properties.
- Gains knowledge on manufacturing of different textile fibers.
- Understands the method of Spinning and process of yarn construction.

C. Critically explains, judges

- Critical differences between cellulose, protein and man-made fibres.
- Judge the differences between simple and novelty yarns.

D. Working in out of prescribed areas under co-curricular activity

- Collection of different fabrics and gain knowledge about their seasonal usage.

E. Practical Skills

- Identification of different textile fibres using microscopic, burning tests.
- Identification of yarns and their use in textiles.

THEORY

Unit-I Introduction to Textiles

- Introduction to textiles - Importance of study of textiles.
- General properties of a Textile Fiber - Primary and Secondary.
- Classification of textile fibers – Natural and manmade; cellulose, protein, synthetic and mineral

Unit-II Natural Fibers

- Cellulose fibres – Cotton and Linen - Production, properties, use and care
- Minor cellulose fibres
- Protein fibers – Silk and wool - Production, properties, use and care.

Unit-III Synthetic Fibers

- Nylon – Production, properties use and care
- Polyester – Production, properties use and care
- Acrylic fibres – Production, properties use and care

Unit – IV Mineral Fibers

- Mineral fibres – Fibre glass and Asbestos Production, properties and Uses
- Mixtures and Blends – Importance and advantages of Blending
- Blends of Natural cellulose fibers, protein fibers and manmade fibers.

Unit – V Yarns

- Yarns – Types of Yarns - Staple and Filament
- Methods of spinning – Mechanical process
- Methods of spinning – Chemical process - Wet , Dry
- Classification of yarns – simple, novelty and textured yarns

PRACTICAL

Credits -1

1. Identification and collection of Textile Fibres
 - Plant Fibres – Cotton, Linen, Jute
 - Animal Fibres – Silk, Wool
 - Synthetic Fibres – Polyester, Nylon, Acrylic
2. Identification and collection of Yarns
 - Simple Yarns
 - Novelty Yarns
3. Tests to identify textile fibers
 - Texture
 - Microscopic examination and
 - Burning test.

REFERENCES

1. DeepaliRastogi and Sheetal Chopra (2017). Textile Science, 1st edition, Orient Black Swan Pvt. Ltd.
2. KanwarVarinder Pal Singh. (2014). Introduction to Textiles, 1st edition, Kalyani Publishers.
3. Seema Sekhri. (2017). Text book of Fabric – Fundamentals to Finishing, 2nd edition, PHI Learning Pvt. Ltd.
4. Sushma Gupta, NeeruGarg, Renu Saini. (2018). Text book of clothing, textiles and laundry, 8th edition, Kalyani publishers.

5. Vastala, R. (2013) .Text book of Textiles and Clothing, 1st edition, Published by ICAR.

CO- CURRICULAR ACTIVITIES

1. Seminar/Assignment/Quiz/Group Discussion
2. Use of ICT in Class reports and Seminars.
3. Project Work
4. Construction of garments and their exhibition.
5. Visit to nearby weaving, dyeing units and printing Centres.

III SEMESTER
Course 07- EARLY CHILDHOOD EDUCATION
Credits -3

Outcomes of the course

At the end of the course the student will be able to demonstrate the following:

A) Remembers and explains in a systemic way

- About the importance of a early childhood education

B) Understands and Uses

- Physical structure and facilities of an ECE centre

C) Critically explains, judges and solves

- The quality of an ideal pre-school teacher.

D) Working in out of prescribed area under a co-curricular activity

- Plan a programme for preschool children

E) Practical skills

- Conduct PTA meetings.

THEORY

UNIT-I Early Childhood Education - Significance

- Significance of pre-school education – Aims and objectives of Pre-school education
- Contributions of Educators to ECE
 - Indian contributors – Mahatma Gandhi, Rabindranath Tagore, Tarabai Modak, Jijubai Badeka
 - International – Friedrich Froebel, Maria Montessori, John Dewey and Pestalozzi.

UNIT – II Stakeholders of ECE

- Growth of ECE in five year plans – Role of Anganwadi in ICDS scheme
- Pre-school staff and other personnel – the teacher, personal and professional qualities
- Functions of other personnel
- Parent Involvement and participation – Home and school interaction – PTA meetings, casual meetings.

UNIT - III Organization of Pre-schools

- Physical facilities – Building, Location, space allotment – indoor and outdoor space
- Pre-school Equipment - Principles underlying in selection of equipment for various development – indoor and outdoor equipment.

UNIT – IV Curriculum

- A days programme in nursery school- Importance of different activities in a day's programme
- Language experiences – Informal talk, Storytelling and Music
- Importance of Science experience, readiness activities and creative activities in ECE.

UNIT – V Records and Supervision

- Records – types of records, purpose and maintenance of records.
- Supervision – Goals, purpose of supervision – qualities of a supervision

PRACTICAL

Credits -1

1. Observation and recording of a day's programme in a pre-school/Anganwadi centre,
2. Observation of qualities of a pre-school teacher in a pre-school/Anganwadi centre
3. Planning a day's programme for pre-school children
4. Preparation of stories for pre-school children
5. Preparation of rhymes for pre-school children
6. Preparation of readiness kit and creative activities for pre-school children

REFERENCES

1. Pankajam, G. 1994, 'PreSchool Education Philosophy and Practice', The Indian publications, Ambala Cantt
2. Aggarwal, J.C. 1983 Methods and materials of nursery education, published by DOABA house, Delhi.
3. MujibulHasanSiddiqui 2004-early childhood education, APH Publishing Corporation, New Delhi.
4. Crosser, S. (2005). What Do We Know About Early Childhood Education?“, Research based Practice (pp. 154-165). U.S.A: THOMSON Delmar Learning.
5. Dorothy, J. S. A., & Dorsey, G.(2003). Developing and Administering”, A child care center, 5th edition (pp. 361-374). U.S.A: Thomson Delmar Learning.
6. Billman., & Sherman, J.A. (1996). Observation and Participation in Early Childhood settings, A Practicum Guide (pp.13-39). U.S.A: Allyn & Bacon.

III SEMESTER

Course 08 –RESOURCE MANAGEMENT & HOUSEHOLD ECONOMICS

Credits -3

Outcomes of the course

At the end of the course the student will be able to demonstrate the following:

A) Remembers and explains in a systemic way

The terms ‘resources’ and ‘management’ & Familiarize with the types of resources, available and their characteristics.

B) Understands and Uses

The Process of Management – Planning, supervising, organizing and evaluation.

C) Critically explains, judges and solves

The Management process of different resources – Time, Money and Energy.

D) Working in out of prescribed area under a co-curricular activity

Acquire Work simplification techniques in family activity management.

E) Practical skills

Observing Budget Plans of families from different income groups-Low, Middle and High income.

THEORY

Unit-I Home Management

- Home management – Meaning, definition and purpose
- Steps in management process – Planning, Organizing , Controlling and Evaluation – their importance
- Home maker –Definition , Qualities of a good home maker

Unit - II Motivating factors of Management

- Values – Meaning, importance and types of values
- Goals – Types and characteristics of goals

- Standards – Classification and factors affecting standard
- Inter relation between values, Goals and standards
- Decision Making – Definition and role of decision making in management
- Steps in decision making – Types of decisions.

Unit-III Family Resource Management

- Family Resources – Classification – Human and Non-human Resources; characteristics
- Factors affecting the management of resources
- Guidelines for the use of resources

Unit-IV Time and Energy Management

- Time – Nature and significance; Tools in time management – peak loads, work curves
- Energy Management – Economic utilization of energy, Work Simplification techniques.
- Fatigue –types and its management.
- Work simplification – principles of work simplification and techniques.

Unit-V Money Management

- Money Management –Family income, Sources and types
- Supplementing the family income
- Budget – meaning and advantages of budgeting; Steps in making budget for a family
- Engel's law of consumption; Factors affecting the budget;
- Household accounts – Importance and account keeping systems.
- Savings – Need and reasons for saving; Types and methods of saving – post office, LIC, Unit Trust, Chit funds, Banks etc.

PRACTICAL

Credits -1

1. Identifying of human and non-human resources
2. Making decision by analyzing the problem by following the decision making process.
3. Time plans
 - i) Students on a working day and holiday
 - ii) Time plan for working women on a working day and holiday
 - iii) Time plan for house wife
 1. Budget Plans for different income groups
 - i) Low income group
 - ii) Middle income group
 - iii) High income group
4. Collect information on savings in different families.

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1. Premavathy Seetharaman and ParveenPannu (2005), “Interior Design and Decoration”, 1st edition, CBS Publishers.
2. Sonia Batra & PreetiMehra An Introduction to Family Resource Management” 1stedition, CBS Publishers & Distributors.
3. PremlataMullick.(2016). Textbook of Home Science, 4th edition, 2016, Kalyani Publishers.
4. Sushma Gupta, Neeru Garg. (2012). Text book of Family Resource Management, Hygiene & Physiology, 9th edition, Kalyani Publishers.
5. Varghese, M.A. and N.N. (2009). Home Management, New Age International Pvt. Ltd.

VI. Co-curricular Activities:

a). Mandatory: (Training of students by teacher on field related skills: 15 hrs)

For Teacher: Training of students by teacher in laboratory and field for a total of 15 hours on visit to Bank or Post Office or private saving companies.

For Student:

1. Observing & knowing the management of different resources.
2. Making a graph to identify the management of various resources by different income groups.
3. Max marks for Field Work Report: 05.
4. Suggested Format for Field work: *Title page, student details, content page, introduction, work done, findings, conclusions and acknowledgements.*
5. Unit tests (IE).

b) Suggested Co-Curricular Activities

1. Training of students regarding Time, Energy & Money management.
2. Assignments, Seminars, Group discussions, Quiz, Debates etc. (on related topics).
3. Drawing graphs and collecting data about various saving schemes.
4. Video show and films on effective management of resources.
5. Preparation of resource files by collecting new and innovative ideas for management of resources.
7. Invited lectures and presentations on related topics by subject experts.

IV SEMESTER
Course 09 - NUTRITION DURING LIFE SPAN
Credits -3

Outcomes of the course

The students will be able to:

A) Remembers and explain in a systematic way

- Understanding the nutritional problems and nutrition requirements of the community.
- Acquiring knowledge about RDA, food groups, steps in planning a diet.

B) Understanding and Uses

- Planning of nutrition diets according to RDA for different age groups-Infancy to old age and physiological conditions -Pregnancy and lactation
- Different methods of assessing nutritional status –Anthropometry, biochemical, clinical examination and diet survey etc.,

C) Critically explains, judges & Solves

- Preparation of nutritious diets for different age groups meeting the RDA.
- ABCD-techniques for nutritional status assessment.

D) Working in out of prescribed areas

- Planning programs to combat nutritional problems in community.

E) Practical skills

- Planning & Preparation of diets for different age groups
- Calculations of nutritive values of the diets and RDA for different age groups.
- Nutrition education techniques.
- Assessment of nutritional status using ABCD techniques.

THEORY

Unit-I Meal Planning – Nutrition during Adulthood,

- Principles of meal Planning, Balanced Diet. Dietary guidelines for Indians
- Nutrition for Adults – Reference man and Reference women – Nutritional requirements for adult man and woman of different physical activities (Sedentary, Moderate and Heavy work).

Unit-II Nutrition during Pregnancy and Lactation

- Pregnancy – Nutritional and Food requirements, Physiological changes and complications.
- Lactation – Physiology, Nutritional and Food requirements

Unit-III Nutrition during Childhood

- Infancy – Nutritional requirements – Breast feeding and its advantages; Artificial/bottle feeding; Weaning Practices, Supplementary foods.
- Early and Late childhood –Nutritional requirements – RDA, Inculcating healthy eating habits among pre-schoolers –importance of packed lunch and snacks

Unit-IV Nutrition during Adolescence and Old age

- **Adolescence**-Nutritional requirements –RDA, Food habits
 - Nutritional problems and Eating Disorders- Anorexia and Bulimia.
- **Geriatric Nutrition**- Physiological changes in elderly
 - Factors affecting food intake
 - Nutrient needs and Requirements
 - Nutrition related problems and their diet management

Unit-V Nutritional Status Assessment

- Assessment of the Nutritional Status of the Community – Need and objectives
- Direct methods – Anthropometry, Biochemical Analysis, Clinical Examination, Diet Surveys, Functional assessment and Biophysical or Radiological examination.
- Indirect methods – Ecological factors and Vital Health Statistics

PRACTICAL

Credits -1

1. Planning and preparation of a balanced diet for Adult man and women.
2. Planning and preparation of a balanced diet for Pregnant and Nursing mother.
3. Planning and preparation of a balanced diet for a Pre School Child.
4. Planning and preparation of a balanced diet for School child and an Adolescent
5. Planning and preparation of low cost Nutritious recipes
6. Use of Anthropometric measurements in assessing the Nutritional Status.

REFERENCES

1. Bamji MS, Krishnaswamy K, BrahmamGNV (2016). “Textbook of Human Nutrition”, 4th edition, Oxford and IBH Publishing Co. Pvt. Ltd.
2. Dietary Guidelines for Indians – A Manual (2011), published by NIN.
3. Food Composition Tables, (2017, published by NIN.
4. PrabhaBisht, Community Nutrition in India, Star Publications, Agra.

5. Raina U, Kashyap S, Narula V, Thomas S, Suvira, Vir S, Chopra S (2010). Basic Food Preparation: A Complete Manual, Fourth Edition. Orient Black Swan Ltd.
6. RavinderChada and PulkitMathur, (2015). Nutrition – A Life Cycle Approach, 1st edition, Orient Black Swan.
7. Sara Abraham (2016). Nutrition through life cycle, 1st edition, New Age International Publishers.
8. Srilakahsmi, B. (2018). Food Science, 7th edition, New Age International (P) Ltd.
9. Srilakahsmi, B. (2018). Nutrition Science, 6th edition, New Age International (P) Ltd.
10. Srilakahsmi, B. (2019). Dietetics, 8th edition, New Age International (P) Ltd.
11. Suryatapa Das (2018). Textbook of Community Nutrition” 3rd edition, Academic Publishers.
12. Swaminadhan, M. (1985). Essentials of Food and Nutrition Volume I and II ”, 2nd edition, The Bangalore Printing and Publishing Co. Ltd., Bangalore

CO- CURRICULAR ACTIVITIES

1. Academic based: -

- Preparation of charts and posters for Nutrition education
- Essay writing competitions
- Group discussions on topics relevant to community nutrition
- Exhibition on low cost nutritious foods and balanced diet

2. Lab/Research based: -

- Visit to Anganwadi centre
- Visit to school lunch programs
- Visit to village and urban slum area for assessing the nutritional status of rural and urban slum population

3. Value based: -

- Nutrition and Health awareness camp
- Poster and puppet show regarding nutrition education and importance of community participation

4. Celebration of Important Days (National and International): -

- Breast feeding week-August 1to7th
- International Women’s day-March 8th
- World Health day-April 7th
- International day of elderly-October 1st

IV SEMESTER
Course 10 - INTERIOR DESIGN AND DECORATION
Credits -3

Outcomes of the course

At the end of the course, the students will be able to learn

A) Remember and explain in a systematic way

- Explain design, types of design, elements, Principles of design and colour harmonies.
- Understands colour concept, lighting methods and arts to decorate the interiors based on aesthetic performance.
- Acquire knowledge on selecting appropriate building materials, equipment and finishes with regard to safety and eco-friendly construction.

B) Understands and Uses

- Apply the elements and principles of design and colour harmonies in the arrangement of furniture, accessories in different rooms, flower arrangement and table setting

C) Critically explains, judges and solves

- Factors affecting the purchase of furniture; colour harmonies in different rooms

D) Working in out of prescribed areas under co-curricular activity

- Learn elements and principles of design by drawing, painting by collecting pictures from magazines
- Preparation of Chart , Posters and albums using principles of art and design
- Observation of Flower Arrangements at different places.

E) Practical skills

- Learn elements and principles of design by drawing, painting by collecting pictures from magazines
- Learn to arrange furniture in different rooms by applying elements and principles of design
- Learn to arrange Flower Arrangements by applying elements and principles of design
- Learn to lay the table formal and informal parties.

THEORY

Unit-I Interior Design & Decoration – Elements & Principles

- Interior Decoration – Meaning, objectives of Interior decoration.

- Good taste – Meaning, development of good taste
- Design – Definition, Classification of design – structural and decorative designs, Types of Decorative Design.

- Elements of design – Line, Form, Texture, Colour, Value
- Principles of art – Harmony, Proportion, Balance, Emphasis and Rhythm

Unit- II Interior Design- Colour

- Colour – its importance and effect; Prang’s colour system – Primary, Secondary, tertiary and quaternary colours, characteristics of colour- Hue, Value and Intensity
- Colour schemes, classification of colour schemes and their use in interior decoration;
- Factors affecting choice of colour schemes for different rooms and different areas in the house.

Unit-III Interior Decoration- Flower Arrangement

- Flower Arrangement -Elements and principles of art in flower arrangement.
- Types of flower arrangement – Line, mass, line & mass, miniature etc.
- Styles of flower arrangement – Traditional, oriental (Japanese) and modern.
- Materials and equipment used in flower arrangement.
- Points to be considered while selecting, storing and making of flower arrangements.

Unit-IV Interior Decoration - Furniture & Furnishings

- Furniture Arrangement – Selection of furniture and considerations in arranging the furniture, Furniture arrangement in different rooms.
- Furnishings – Classification, Factors in Selection.
- Lighting – Natural and Artificial Fittings – Types and their use in Interior Decoration

Unit-V Interior Decoration -Accessories

- Accessories – Functions, classification, selection and care of accessories
- Window Treatments – Types of windows and window treatments; Factors to be considered in the selection of curtains and draperies
- Table setting – General rules for setting and laying the table; Types – Formal and Informal table setting

PRACTICAL

Credits -1

1. Interior Design – A) Elements of Design, B) Types of Design – Natural,

Decorative, Types of Decorative Design - Naturalistic, Stylized, Geometric and Abstract – Drawing/ Sketching

2. Application of Principles of art in different rooms- a) Harmony b) Balance c) Rhythm d) Emphasis and e) Proportion – Drawing/ painting/sketching/clippings from magazines.
3. Colour – Value chart, Prang’s colour chart and six standard colours, Application of colour harmonies.
4. Different types of flowers arrangement.
5. Furniture arrangement in different rooms – Sketching/ Drawing Room plans and pasting.
6. Table setting – Formal and informal table setting.
7. Window treatments – Types

REFERENCES

1. Bela Bhargava (2016). Family resource Management & Interior Decoration, 1st edition reprint, University Book House Pvt Ltd. Jaipur.
2. Parimalam, Andal, & Premlatha (2015). A Textbook of Interior Decoration, 1st edition reprint, Satish Serial Publishing Home.
3. Premavathy Seetharaman & ParveenPannu (2014). Interior Design and Decoration, CBS Publishers.
4. Premlata Mullick (2016). Textbook of Home Science, 4th edition , Kalyani Publishers
5. Stella Soundara raj (2009). A Text book of Household Arts, 4th edition, Orient Black SwanLtd.
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CO- CURRICULAR ACTIVITES

1. Drawing, colouring, and painting using principles of art, Interior designing & Decoration
2. Modelling- clay, chart, cardboard etc.
3. Quiz, Seminars , debates and Group discussion
4. Chart and Poster Presentations
5. Organizing exhibitions
6. Flower Arrangements
7. Table Settings
8. Furniture arrangement

9. Album making

IV SEMESTER
Course 11 - PRINCIPLES OF GARMENT CONSTRUCTION
Credits -3

Outcomes of the course

The students will be able to

A) Remember and explain in a systematic way

- Explain the different sewing equipment used in garment construction.
- Recall the different parts of sewing machine and its function.

B) Understands and Uses

- Understand the use of sewing machine and ways to stitch fabrics.
- Learn to identify the defects and to know the adjustments of sewing machine.
- To know the different body measurements to stitch a garment.

C) Critically explains, judges

- Analyse the estimation of fabric for different garments.
- Evaluate the stitching and fitting of the garments.

D) Working in out of prescribed areas under co-curricular activity

- Visiting nearby tailoring units and observing different garment components.
- Visiting nearby Ready-made clothing shops and observing different garment components

E) Practical skills

- Adjustments and care of using a sewing machine
- Method of taking perfect body measurements and pattern making.
- Using drafting equipment and Systematic method of Drafting
- Stitching different basic stitches
- Stitching necklines, collars , plackets and sleeves,
- Drafting and construction of saree petti coat and frock

THEORY

Unit-I Equipment in Garment Construction

- Equipment- Measuring, Drafting, marking, sewing and finishing equipment.
- Sewing Machine – Parts of sewing machine, Defects and causes, adjustments in sewing machine and care of sewing machine.
- Types of sewing machine- Mechanical , Electronic , Computerized or Automated , Embroidery Machine , Over lock Sewing Machine

Unit – II Body Measurements and Pattern Making

- Recording of body measurements- Importance- Types of measurements – vertical, Horizontal and Girth measurements. Care to be taken in body measurements.
- Pattern making- Methods of pattern making -Drafting, draping and flat pattern making,
- Drafting – Tools for drafting-- Points to be kept in mind while drafting.

Unit – III Estimation and Preparation of the Fabric and Pattern Layout

- Estimation of fabric for different garments-saree-petticoat, salwar and kameez.
- Importance of grain in fabric for cutting and garment construction.
- Steps in Preparation of fabric for cutting
- Pattern Layout – Importance, guidelines and care to be taken in pattern lay out
- Fabric Cutting – Guidelines to cut out pattern pieces,

UNIT –IV Garment Components

- Necklines – Types of necklines.
- Collars-Factors in designing collar styles, shapes and kinds of collars.
- Sleeves – Categories and styles of sleeves.
- Yokes – Factors for selection of yokes design and types of yokes.

Unit-V Garment Fitting

- Elements of fit – grain, set, line, balance and ease
- Readymade garments –Selection and examination for quality, fitting and shape
- Tailor made and Homemade garments – examination for fitting and shape
- Comparison of readymade, tailor and homemade garments

PRACTICAL

Credits -1

1. Basic Stitches – Temporary, permanent and neat ending finishes.
2. Seam and seam finishes.

3. Neckline finishes – Bias, Binding and shaped finishing.
4. Plackets – Continuous bound and two piece plackets.
5. Sleeves – Plain, Puff and bell sleeve.
6. Introducing fullness - Darts, tucks, gathers and pleats.
7. Fasteners – Hook and Eye, press buttons, button and button hole.
8. Drafting and construction of saree petti coat

REFERENCES

1. Mary Mathews (2001). Practical clothing construction part I &II esigning drafting& tailoring, Cosmic Press, chennai.
2. ManmeetSodhia. (2005). Dress Designing, 1st edition, Kalyani Publishers.
3. Pooja Khurana& Monika Sethi (2017). Introduction to Fashion Technology, 2nd edition, 2017, Fire Well Media.
4. PremalataMullick. (2019).Garment Fabrication and Designing, 1st edition,Kalyani Publishers.
5. PremlataMullick(2010). Garment Construction Skills,1st edition, Kalyani Publisher
6. Sumathi, G.J.(2002) . Elements of Fashion & Apparel Design, 1st edition New Age International (P) Ltd.
7. Sushma Gupta, NeeruGarg, Renu Saini. (2018). Text book of clothing, textiles and laundry, 8th edition, Kalyani publishers.

CO- CURRICULAR ACTIVITES

1. Seminar/ Assignment / Quiz /Group Discussion
2. Use of ICT in Class reports and Seminars.
3. Visiting nearby tailoring units and observing different garment components.
4. Visiting nearby Ready-made clothing shops and observing different garment component

V SEMESTER
Course 12- CLINICAL NUTRITION AND DIET THERAPY
Credits -3

Outcomes of the course

The students will be able to:

A) Remember and explain in a systematic way

- Understands the meaning, objectives and purpose of therapeutic nutrition.
- Understands about modification of normal diets to therapeutic diets.

B) Understands and Uses

- Planning and preparation of diets for different diseases like Obesity, Cardiovascular, Renal, Diabetes mellitus etc,

C) Critically explains, judges

- Calculation of Nutrient Requirements and modification of the diets for complications in different disease conditions.

D) Working in out of prescribed areas under co-curricular activity

- Preparation of diets for the patients in acceptable manner by applying their own choice of foods through observing the family members, elderly, friends, neighbours and patients.

E) Practical skills

- Planning and preparation of diets for different disease conditions.
- Diet counselling and patient education

THEORY

Unit -I Introduction to Therapeutic Nutrition

- Therapeutic Nutrition – Purpose of Diet Therapy, Therapeutic adaptation of normal diets – liquid- semi solid diet -Soft Diet
- Special feeding methods, pre- and post-operative diets.
- IDA – Indian Dietetic Association
- Role and Responsibilities of Dietician – interpersonal relationship – planning and implementing dietary care.

Unit -II Malnutrition and Fevers

- Nutrition problems– Under nutrition – PEM and deficiencies of Vitamin A, Iron and Iodine
- Fevers – Acute and Chronic fevers – Typhoid, T.B. – Causes, symptoms and dietary management
- Recurrent Malaria, Dengue, Covid-19– causes, symptoms and dietary management

Unit -III Nutrition for Metabolic disorders

- Overweight and Obesity – Causes, assessment, classification, symptoms and dietary management and complications.
- Diabetes mellitus –classification, causes, symptoms, tests for detection of Diabetes Mellitus, Dietary management- and complications.

Unit -IV Gastrointestinal and Liver Diseases

- Gastrointestinal Diseases –Peptic ulcer, Diarrhoea, Constipation, Malabsorption Syndrome– Causes, symptoms and dietary management
- Hepatitis, Liver Cirrhosis

Unit -V Cardiovascular and Renal diseases:

- Cardio-Vascular Diseases- Role of fat in the development of Atherosclerosis, Hypertension- Causes, symptoms and dietary management.
- Kidney disease- Nephritis, Nephrosis, Renal Failure and Renal calculi- Causes, symptoms and dietary management.

PRACTICAL Credits -1

Planning and preparation of the following diets

1. Preparation of modified diets-Liquid and Soft diets.
2. Planning and preparation of diet in fevers – Typhoid and T.B.
3. Planning and preparation of diets for Underweight and Obesity.
4. Planning and preparation of diets for Aneamia.
5. Planning and preparation of diet in diseases of Gastrointestinal System – Peptic Ulcer, Diarrhoea, **Constipation**

REFERENCES

1. MS, Krishnaswamy K, Brahmam GNV. (2016). Textbook of Human Nutrition, 4th edition, Oxford and IBH Publishing Co. Pvt. Ltd.

2. Khanna K, Gupta S, Seth R, Mahna R, Rekhi T (2004). “The Art and Science of Cooking: A Practical Manual, Revised Edition. Elite Publishing House Pvt. Ltd.
3. NIN. (2017). Food Composition Tables, National Institute of Nutrition, Hyderabad.
4. Srilakahsmi, B. (2019).Dietetics, 8th edition, New Age International Publishers.
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6. Sumati R. Mudambi,.Rajagopal, M.V.(2012). Fundamentals of Foods, Nutrition and Diet Therapy, 6th edition, New Age International Publishers.
7. Swaminadhan, M., (1988). Essentials of Food and Nutrition, Volume I and II, the Bangalore Printing and Publishing Co. Ltd., Bangalore.
8. Wardlaw MG&Insel PM. (2004). Perspectives in Nutrition, Sixth Edition.

CO-CURRICULAR ACTIVITIES

1. Academic based: -
 - Visit to dietetics Dept. and diet counselling centre
 - Exhibition on therapeutic diets
 - Diet plans and laboratory reports
2. Research based: -
 - Case studies
 - Project work on assessment of obesity among staff members and students of the college
3. Value based: -
 - Clean and green, nutrition games
 - Drama, dance, and music to propagate and promote nutrition education
4. Celebration of Important Days (National and International): -
 - World Diabetes day -November 14th
 - World Cancer day -February 4th
 - World Health day -April 7th
 - National Cancer Awareness Day-Nov 7th

V SEMESTER

Course 13-EXTENSION EDUCATION AND COMMUNITY DEVELOPMENT

Credits -3

Outcomes of the course

At the end of the course, the students are able to learn:

A) Remember and explain in a systematic way

- Features of rural, urban and tribal communities
- Meaning of community development

B) Understands and Uses

- Importance of Programme Planning in organising community development programmes
- Planning lessons for specific groups

C) Critically explains

- Role of various Governmental and Non-Governmental agencies in Community development
- Objectives and services rendered by Governmental and Non-Governmental agencies to the community.

D) Working in out of prescribed areas under co-curricular activity

- Learn about Panchayat Raj set-up at different levels, by visiting and exploring with Government officials and village heads.

E) Practical skills

- Planning, Preparation and execution of lessons in the classrooms and community.
- Conducting project work on community development programmes.

THEORY

Unit 1 Program Planning

- Definition, Objectives and Principles of Program Planning in Extension
- Steps in Program Planning
- Evaluation – Principles, methods of evaluating individual and group performances.
- Methods to find out felt and unfelt needs of the community.

Unit-II Lesson Planning

- Characteristics of good lesson plan – Pre-requisites and components of lesson planning.
- Planning lessons for specific groups – Women, adolescents and Children
- Different topics for lesson plans – Swatcha Bharath, Swaasthya Bhaarat, Energy Conservation, Stress Management, Millets for Health, health education (Any FOUR).

Unit-III Community Types and Their Characteristics

- Features of Rural community
- Features of Urban community
- Features of Tribal community

Unit-IV Community Development

- Community Development – Definition , Scope, objectives – Role of Functionaries
- Panchayat Raj Systems in India (brief) – Meaning, Definition, Democratic Decentralization
- Five tier system of Panchayat Raj – Village Panchayath –Functions
- Mandal Parishath – Seven Committees (Planning, Production etc.,) Functions
- ZillaParishath – Commitees, Functions- District, State and central level
- Extension organization in Panchayath raj set-up
 - Concept of Welfare State, Directive Principles

Unit- V Government and Non-Governmental Organizations

- Government and Non- Governmental Organizations-Meaning and definition
- Role of organizations (Government and Voluntary) for the development of people
- International Agencies – WHO, CARE, UNICEF,
- National and Voluntary Agencies – ICDS, RASS, KVK, DWCRA, MEPMA
- Local Level Voluntary Agencies, people’s organizations at grass roots – PASS

PRACTICAL

Credits -1

1. Plan an activity to create awareness among women and children of community surveyed according to their needs and interests - Lecture cum group discussion
2. Field Visits – Mandal Office, ICDS, Mahila Pranganam, PASS organization
3. Community development – Need based group project work.
4. Field Visit to Voluntary Organizations to know functioning
5. Interaction with village level functionaries to understand issues at grassroot level.
6. Interaction with women self- helps group leaders/ members to know the impact of welfare programmes.
7. Field visit to a tribal area to know their issues(optional)

REFERENCES

1. A guide book for Anganwadi workers. Published by the department of

women & child development. Ministry of Human resource development.
Government of India.

2. Doshi, S.L. (2007). Rural Sociology. Delhi Rawat Publishers
3. Dahama.O.P. (1981). Extension and Rural welfare, Ram Prasad and Sons Agra Bhopal.
4. Indhubala (1980), Gruhavignasastravistarana , Telugu academy text book publications
5. Adivi Reddy (1985). Extension Education, Sreelakshmi press, Bapatla,
6. Dubey, V.K.. (2009). Extension Education & Communication, New Age International Ltd
7. Sanths Govind, G. Tamliselvi And J. Meenainbigai. (2011). Extension Education and Rural Development .Agroblos (India) Chopasani Road Jodhpur-342002 (Raj.)

CO- CURRICULAR ACTIVITIES

1. Prepare a model lesson plan to create awareness among women and children in the community surveyed.
2. Execute the lessons in the community.
3. Prepare a model/ method demonstration to educate the women on nutritious locally available foods and demonstrate in the community.
4. Visit to the ICDS office to acquaint with the services rendered and submit the report.
5. Visit to local NGO (Eg: PASS) organization to know the functions.
6. Visit to KVK, Mahila praganam to have awareness on different training programs given by the Government to the needy women.
7. Plan, organize and execute awareness program in the community at the end of the SEMESTER on nutrition, environment, energy conservation and health education.

V SEMESTER

Course 14 -MARRIAGE, FAMILY AND CHILD WELFARE

Credits -3

Outcomes of the course

The students will be able to:

A) Remember and explain in a systematic way

- Factors essential for harmonious and wholesome family living.
- Knowledge on pubertal changes, adolescence and appreciate value of marriage in Indian families
- Meaning of Pre-marital counselling and Post -marital counselling

B) Understand and Use

- Understand the need for planning and preparation of parenthood.
- Understand the importance of adjustments to strengthen marital and family relationships

C) Critically explains, judges

- Adjustment in marriage.

D) Working in out of prescribed areas under co-curricular activity

- Visiting counselling centres and understanding coping up strategies of problems

E) Practical skills

- Visiting different governmental and nongovernmental organizations working for the welfare of children.

THEORY

Unit I- Marriage

- Marriage –Definition and Functions, needs and goals. Criteria for successful marriage.
- Values and goals of marriage – Indian context. Different Marriage practices- Advantages and disadvantages.

- Preparation for Marriage – Factors to be considered in the choice of marriage partner. Modes of mate selection, Self-choice marriage and arranged marriage – Advantages and disadvantages.

Unit II Marital Adjustments and Family

- Adjustments in marriage – In laws, sex adjustment to mate, adjustment to parenthood, and financial adjustments.
- Family– Meaning, Definition, functions of family, sociological significance of family.
- Types of Family–Definitions of Joint, Extended, Nuclear Families, Alternate family styles- Modern trends in family –Advantages and disadvantages.
- Changing Indian family structure –Changing family functions.

Unit III Parenting

- Parenting -definition-Transition to Parenthood – Factors that influence Planned Parenthood.
- Parenting Styles –Authoritarian, Authoritative and Permissive styles, Influence of child rearing practices on child’s Behaviour.
- Role of father in child rearing

Unit IV Child and Family Welfare

- Child Welfare Programmes- Concept of Child welfare, principles. Programmes and services for children, crèches, day care centres.
- Children in difficult situations – Child Abuse, Street Children, Child Labour – National and International Child Welfare Programmes - Government and Non-Governmental Programmes –Adoption – Foster care – Institutional Care –SOS.
- Family Welfare – Objectives of family Welfare ; Family Welfare Programmes and agencies -Government and Non-Government organizations-

Unit V Legislation relating to Marriage, Family and Divorce

- Legislation related to Marriage: Hindu Marriage Act, Special marriage Act, Dowry Prohibition Act.
- Legislation related to Family: Need for family Counselling centres and family court
- Marital disharmony-Divorce -Reasons for Divorce-Stages of divorce process, Laws related to divorce

PRACTICAL

Credits -1

1. Case study of Married couple-Marital adjustment
2. Case study of marital disharmony
3. Visit to family counselling centres
4. Visit to Day care centres
5. Visit to Orphanage/ NGO s for Child welfare
6. Visit to SOS village

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1. Paul Choudary, D. (1995). *Child welfare and development*, Atmaram and Co. New Delhi.
2. Alfred D. Souja. (1973). *Children in India, critical issues in human development*, Indian Social Science Research Institute, Delhi.
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5. Rajammal P Devadasand and Jaya, N..(1984). *A Text Book on Child Development*, MacMillan India ltd.

CO-CURRICULAR ACTIVITIES

1. Analysing the reasons for suicides among adolescents reported in mass media
2. Identification of Mate selection criteria depicted in Mass media
3. Visiting counselling centres and understanding coping up strategies of problems
4. Familiarise with problems of elderly through case studies and institutional visits.

V SEMESTER
Course 15- TEXTILE & APPAREL DESIGN
Credits -3

Outcomes of the course

The students will be able to:

- A) **Remember and explain in a systematic way**
About the Principles of design, elements, classification and its importance in textile design.
- B) **Understand and Use**
Different types of fibers and fabrics.
- C) **Critically explains, judge**
Analyse the structure of loom and classification of weaves.
The estimation of designs suitable for dyeing and printing, dye paste requirement, and also estimation of suitability of material.
- D) **Working in out of prescribed areas under co-curricular activity**
Identify the types of weaves (Basic weaves and decorative weaves).
- E) **Practical skills**

Stitching of children, women garments and practicing of surface Ornamentation of the fabric

THEORY

UNIT - I: Introduction to Textile design,

classification of methods by which design is obtained in fabrics

UNIT - II: Structural Design in fabrics-

(a) Weaving: Basic weaves, Decorative weaves

(b) Knitting, braiding, felting, bonding, crochet and tatting.

UNIT - III: Surface design on fabrics. Preparation of fabric for dyeing and printing

a) Dyeing: i) classification of dyes. ii) mode of action and application for various fibers and fabrics.

b) Printing: Block, Roller, Screen, Stencil, Tie and Dye and Batik.

c) Finishes: Scouring, Bleaching, singeing, weighing, tentering, mercerising, starching, calendaring, embossing, moireing, napping, crepe effect.

UNIT - IV: Costumes and Jewellery of men and women of India.

a) Northern states: Kashmir, Punjab

b) Southern states: Tamil Nadu, Kerala, Karnataka and Andhra Pradesh

c) East: Assam, West Bengal d) West: Maharashtra

UNIT V: Traditional Textiles- Dacca Muslin, Banarasi brocade, Chanderi, Bandhini, Patola, Pochampalli, Kalamkari.

PRACTICAL

Credits -1

1. Preparation of material for stitching. 2. Recording of body measurements.
- a. Construction of A-line frock.
- b. Construction of Salwar and kameez
- c. Construction of House-coat. (optional)
- d. Construction of Sari blouse- Demonstration(optional)
- e. Construction and identification of various weaves
- f. Different methods of printing (Preparation of fabric samples)
 - i). Block
 - ii) Stencil
 - iii) Spray
 - iv) Vegetable
 - v). Fabric painting
 - vi) Tie and dye

REFERENCES:

1. Jwekar.M.D&Jwekar.V.B, (1962), "Easy Knitting Instruction", Ball Co, Bombay.
2. Mathew.M, (1979), "Practical clothing construction", Reliance Printers, Madras.
3. Greiser.H.E&Stroom.M.M, (1962), "Guide to modern clothing", Mc Graw Hill, New York.
4. Daniel.H, (1974), "Printing", Hawlin Publishers Ltd, London.

Co-curricular Activities: a). Mandatory: (Training of students by teacher on field related skills: 15 hrs)

For Teacher: Training of students by teacher in laboratory and field for a total of 15 hours on visit to dyeing, printing and embroidery units etc. to demonstrate the process.

For Student:

1. Visiting nearby hand embroidery units and observing different traditional embroidery techniques.
2. Visiting nearby textile emporiums and observing the fabrics of different states.

3. Preparing/Making of Hand and Traditional embroidery samples.
4. Preparing/Making of Dyed, printed and painted textile samples.
5. Max marks for Field Work Report: 05.

Suggested Format for Field work: Title page, student details, content page, introduction, work done, findings, conclusions and acknowledgements.

Suggested Co-Curricular Activities

1. Training of students in Dyeing, Painting and Printing various fabrics.
2. Assignments, Seminars, Group discussions, Quiz, Debates etc. (on related topics).
3. Drawing sketches, Paintings using various colour harmonies.
4. Video show and films on Interior design works and decoration of Interiors.
5. Preparation of resource files by collecting the history, process, application and typical designs of different states.
6. Invited lectures and presentations on related topics by Textiles experts