

Part B
Syllabus Prescribed for Third Year UG Programme
B.Sc. (Home Science)
Semester -V

Code of the Course/Subject HSC 501	Title of the Course/Subject Management of Family Resources	Total Number of Periods (3/W)
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Course Outcomes

After completion of the course students will be able to-

1. Identify the resources and factors influencing the use of tools in time management in day-to-day life.
2. Apply work simplification techniques while planning work.
3. Develop skills to draw a budget within the available income and to maintain accounts

Unit	Content	Periods
Unit I	Time Management- Nature of time , importance, tools in time management. Time Management process, time demand in different stages of the family life cycle, rest periods, Importance and use of leisure time.	08
Unit II	Energy Management- Nature of energy , importance Classification of household tasks, effort Types of fatigue, causes and remedies. Energy Management Process, Factors affecting Energy expenditure, Energy demand in different stages of the family life cycle; Energy Cost of Homemaking Activities.	08
Unit III	Work Simplification- Work simplification – Definition, importance, Principles, formal and informal techniques of studying work simplification. Improvement in job working conditions. Mundell’s Classes of change;.	08
Unit IV	Money Management- Definition , Nature of money , classification & sources of family Income, factors affecting money management, Steps in the money management process Budget- importance, types, steps in making a budget, factors affecting budget	08
Unit V	Savings and Investment- Meaning, Difference between Savings and Investment, , Types and Benefits of saving, Principles and rules of Investment, ways of Investment.	08
	SEM- Arranging an Event Evaluation of time, energy, and money management	

Course Material/Learning Resources

References

1. Gordon Lee (1977) : Economics for consumers, 7th Edn., D’VanNostrand Company
2. Gross Cranall and Knoll (1980) : Management for modern families,3rd Edn. Prpentence Hall Inc., New Delhi
3. Nickell, P. and Dorsey, J. (1986) : Management in Family living, 4thEdn., Wiley Eastern Ltd., New Delhi
4. Kewal Krishnan Dewey and Adarsh Chand (1981) : ModernEconomic Theory, 12th Edn., Samlal Charitable Trust.
5. Fred T., Wilhems and Romon P. Heimeri (1966) :ConsumerEconomics, 2nd Edn., Greg Publishing Division.
6. Lawrence Gitman (1978) : Personal Finance, The Dryden Press.
7. Good year M.K. and Klohr M.C., “Managing for effective livingJohn Wiley and Sons INC, New York 1991.
8. Marvin E. Mundel “Motion and time study principles andpractices” 3rd Edition Prentice Hall Inc 1960.

9. Young Stanely, "Management, A Decision Making Approach,"Disconson publishing Co.
 10. Bharathi V.V., Jacintha M. "Family Resource Management",Discovery publishing house
 New Delhi

Part B
Syllabus Prescribed for Third Year UG Programme
B.Sc. (Home Science)
Semester -V

Code of the Course/Subject HSC 502	Title of the Course/Subject Family Meal Management	Total Number of Periods (3/W)
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Course Outcomes

After completion of the course students will be able to-

1. Understand the basics of recommending the dietary allowances
2. Study nutritional needs at different stages of life span
3. Assess nutritional requirements and nutritional status of an individual

Unit	Contents	Periods
Unit I	Adequate diet and meal planning-Concept, Meaning and importance Factors affecting meal planning –nutritional, socio –cultural, religious, geographic, economic	08
Unit II	Nutrition through life cycle Nutrition and diet during pregnancy- importance, requirements, food selection and menu planning Nutrition and diet during lactation- importance, requirements, food selection and diet	08
Unit III	Nutrition and diet during infancy- importance, requirements, food selection. Breastfeeding, weaning food, artificial feeding Nutrition and diet during pre school age-importance, requirements, food selection and diet	08
Unit I V	Nutrition and diet during childhood-, importance, requirement, food selection. Nutrition and diet during adolescent period- importance, , requirement ,food selection and diet for boys and girls	08
Unit V	Nutrition and diet during adulthood- importance, requirements for different work pattern, food selection and diet according to socio economic level Nutrition during old age- importance, requirements, food selection and diet	08
	SEM-Design Menu plans and assess the adequacy of diet to meet the nutritional needs of humans at various stages of life cycle	
	Co- Students will be able to critically assess nutritional requirements and nutritional health status of an individual.	

Course Material/ Learning Resources

References:

1. Antia F. P.and Philip Abraham(2001) Clinical Nutrition and Dietetics, Oxford Publishing Company.
2. B.Srilakshmi,(2007):Dietetics,publishedbyK.K.GuptaforNewageInternationalPvt.Ltd.New Delhi.
3. Benion M.: Clinical Nutrition, Harper and Row Publishing M.Y.
4. MahanL.K. SylviaEscott-
Stump(2000):Krause’sFoodNutritionandDietTherapy10thEdition,W.B. Saunders Company London.
5. PassmoreP.and M.A. EastWood: Human Nutrition and Dietetics, Churchill Living Stone.
6. Raheena M .Begum (1989): A Text Book of Foods Nutrition and Dietetics, Wiley Eastern Ltd., New Delhi.

7. Robinson Ch. M.B. Lawlea, W.L., Chenoweth, and A.E., Carwick: Normal and Therapeutic Nutrition, Macmillan Publishing Company.
8. Sue Rodwell Williams, (1993): Nutrition, Diet Therapy, (7th Ed): W.B. Saunders Company London.
9. Wohl Shils and Goodheart: Modern Nutrition in Health and Disease, Mc LA renand Ubrman, Philadelphia.

Part B
Syllabus Prescribed for Third Year UG Programme
BSc (Home Science)
Semester -V

Code of the Course/Subject HSC 503	Title of the Course/Subject Childhood Care and Education	Total Number of Periods (3/W)
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Course Outcomes

After completion of the course students will -

1. Develop an understanding of preschool programmes and its relations to onward formal education
2. Understand meaning of curriculum and various components to be included in the daily programme.
3. To promote all round development of children.

Unit	Content	Periods
Unit I	Principles of early childhood education <ul style="list-style-type: none"> • Importance, need and scope of early childhood education – Formal and Non-formal • Contributions of educational philosophers in the field of early childhood education • Institutions of Early Childhood Care and Education Types of preschool programmes: Balwadi, Anganwadi, Nursery, kindergarten, Montessori Day-care centres / crèches 	08
Unit II	How young children learn <ul style="list-style-type: none"> • Learning and its principles • Effective methods of learning and teaching, learning approach. • Creating an effective learning environment in the class • Role of the teacher • Role of parents-parent –teacher meetings, Guidance programmes for parents, Parental practices 	08
Unit III	Play and its importance <ul style="list-style-type: none"> • Characteristics and Theories of play, Stages and types of play • Role of play in overall development of children and teacher's role • Use of play way approach in the curriculum- Songs & Stories, organized games , dramatizations, creative Activities, field strips, functions and celebrations 	08
Unit IV	Programme for children <ul style="list-style-type: none"> • Importance of planning a programme for children • Project methods, theme based approach and 	08

	development of skills related to reading, writing and arithmetic, Science and social studies <ul style="list-style-type: none"> • Sensitizing teachers about children with special needs • Parent-education programmes for children with special needs 	
Unit V	Recent Developments in the field of Early Childhood Education. <ul style="list-style-type: none"> • Report of National Committees and Contributions of national organizations in the field of ECCE. CSWB, IAPE, NCERT 	08
	SEM: Identify, plan and develop activities and methods of playful interactions to foster development in children	
	CO : Students will be able to understand plan and develop various components to promote all round development of children	

Course Material/Learning Resources

Reference:

1. Aggarwal, J. C. (2007). Early Childhood Care and Education: Principles and Practices. Shipra: New Delhi.
2. Arni, K. and Wolf G. (1999). Child Art with Everyday Materials. TARA Publishing.
3. Mohanty, J. Mohanty, B. (1996). Early childhood care and Education. Deep And Deep Publication, New Delhi.
4. Morrison, G. S. (2003). Fundamentals of early childhood education. Merrill/Prentice Hall: Virginia
5. Singh, A. (1995). Playing to Learn: A training manual for Early Childhood Education. M. S. Swaminathan Research Foundation.
6. Swaminathan, M. (1998). The First five Years. Sage Publications.

Part B

Syllabus Prescribed for Third Year UG Programme

BSc (Home Science)

Semester -V

Code of the Course/Subject
HSC 504

Title of the
Course/Subject
Textile Processing

Total Number of Periods
(3/W)

Course Outcomes:

After completion of the course students will be able to-

1. Student will be able to understand various finishing techniques of fabrics for enhancing the Functional properties
2. Acquaint with the materials, reagents, equipment and process involved in laundering

Unit	Content	Periods
Unit I	Study of Dyes Classification of dyes Application of dyes for different fibers-Direct dyes, Acid dyes, Basic dyes, Mordant dyes, Reactive dyes, Vat dyes, Sulphur dyes, Naphthol dyes, Disperse dyes, Pigment dyes	08
Unit II	Dyeing process <ul style="list-style-type: none"> • Stages of dyeing fibre , yarn, fabric, garment • Styles of dyeing.. resist, discharge, direct etc 	08

	<ul style="list-style-type: none"> ● Methods of printing, Block printing, Screen printing, Stencil printing, Roller, etc 	
Unit III	Water- hard and soft water <ul style="list-style-type: none"> ● Methods of softening water ● Laundry process. principles, methods, consideration by different fibre content, ● Soap and Detergent ● Dry cleaning. 	08
Unit IV	Bleaches stain removers <ul style="list-style-type: none"> ● Stiffening agents ● Additives, ● Optical brightness ● Blueing agents ● Fluorescent whiteners. 	08
Unit V	Finishing process <ul style="list-style-type: none"> ● Definition, classification ● Mechanical and Chemical finishes. ● Mercerization, Sizing, Sanforizing, Tentering, Bleaching, Shearing, Brushing, Sinzing, Beetling, Creping, Waterproof finish, Fire pro of finish, Crease resistant finish, Calendaring 	08
	SEM: Resist dyeing- Application of various styles of Tie and dye, Batik	
	CO : Students will develop design based concepts of dyeing textiles	

Course Material/Learning Resources

Reference:

1. Alexander, R.R. (1997): Textile Products Selection, use and care Boston Houghton Mifflin co.
2. Duelkar Durga (1976): Household Textiles and Laundry work, Delhi Atmaram and Sons.
3. Joseph Majority, L (1981): Introductory textile Science, New York, Rinehart and Wiston.
4. Ling, E.M. (1975): Modern Household Science, London Mills and Boon Ltd.
5. Lyle, D.Ss (1977): Performance of Textile-New York –John Wiley and Sons
6. Munn Rankin and Hildreth: Textile in the Home.
7. Tortora Phyllin (1978): Understanding Textile, Macmillan Publishing Co. inc. N.Y.
8. Tortman, E.R. (1984): Dyeing and Chemical Technology of Textile Fibres, London, Griffin and Co. Ltd. D'souza, N., Fabric care. New Age Instrumental Pvt. Ltd. Publishers, 1988

Part B

Syllabus Prescribed for Third Year UG Programme

B.Sc. (Home Science)

Semester -V

Code of the Course/Subject
HSC 505

Title of the Course/Subject
Extension Program
Planning and Evaluation

Total Number of Period
3/W

Course Outcomes

After completion of the course students will be able to-

1. Acquaint with Programme planning process in extension
2. Understand the importance of Programme Planning, implementation and evaluation
3. Design and administer tools for collection of data, Analysis of data,

Unit	Content	Periods
Unit I	Programme Planning <ul style="list-style-type: none"> ● Meaning , Objectives of Programme Planning ● Need and Importance of Programme Planning ● Principles of Programme Planning 	08
Unit II	Data Collection and Analysis <ul style="list-style-type: none"> ● Meaning and important of data collection ● Type of data collection ● Methods and tools of data collection ● Analysis of data 	08
Unit III	Extension Programme <ul style="list-style-type: none"> ● Concept, meaning, Principles, Objectives ● Extension Programme Planning model ● Programme Planning Process 	08
Unit IV	Programme Implementation <ul style="list-style-type: none"> ● Factors responsible for the successful conduct of the programme ● Role of teaching methods in Programme Implementation ● Role of officials and non-officials in programme-planning and Implementation 	08
Unit V	Programme Evaluation <ul style="list-style-type: none"> ● Meaning and Definition ● Nature of evaluation- Use and Limitations ● Types of evaluation ● Extension evaluation process 	08
	SEM. Develop, implement and evaluate any one Extension Programme	
	COs- Students will <ul style="list-style-type: none"> ● List out the programmes in implementation related to women's welfare 	

Course Material/Learning Resources

Reference:

1. Dahama, O.P and Bhatnagar O.P. (1995). Education and Communication for Development. New Delhi: Oxford and IBH Co.
2. Dale R. (2000) Organization and Development Strategies, Structures and processes, Sage Publication New Delhi
3. Gupta, D. (2007). Development Communication in Rural Sector. New Delhi: Mukhopadhyay Abhijeet Publication
4. Nisha, M. (2006). Understanding Extension Education. New Delhi: Kalpay Publications
5. Reddy, A.A. (2001). Extension Education. Bapatla: Sri Lakshmi Press
6. Ray G. L. (1991) Extension communication and Management. Naya Prakash, Calcutta
7. Singh, U.K and Nayak, A.K. (2007). Extension Education. New Delhi: Common Wealth Publisher

PRACTICAL

Part B

Syllabus Prescribed for Third Year UG Programme

BSc (Home Science)

Semester -V

Code of the Course/Subject
HSC 506

Title of the
Course/Subject
Management of Family
Resources (P)

Total Number of
Period
(4/W)

Course Outcomes

After completion of the course students will -

1. Management the Family Resources at household level
2. Understand the use of time, money, and energy management

S. No	Content
1	Budget Planning – Preparation of budget according to Income group.
2	Preparation of time plans for self and family
3	Survey of ten housewives belonging to middle-income group on Energy management; Work simplification; Savings & Investments
4	Experiments related to work simplification techniques – Pathway chart, process chart, operation chart.

Code of the
Course/Subject
HSC 507

Title of the Course/Subject
Family Meal Management
(P)

No. of
Periods/Week
4/W

Course Outcomes

By the end of the Lab/Practical Course, students will-

1. Gain experience in planning adequate diets for different age groups and for different income groups
2. Assess nutrition issues and support to promote the health.

List of Practical/ Laboratory Experiments/ Activities etc.

S. No	Content
1	Introduction to practical outline use of food value
2	Planning and preparation of diet for pregnant women and lactating women
3	Planning and preparation of diet for infancy - 0to3 months, 3to 6 months and 6 to 12 months
4	Planning and preparation of diet for childhood and adolescent
5	Planning and preparation of diet for adulthood- sedentary ;middle and heavy activity and old age

Part B
Syllabus Prescribed for Third Year UG Programme
B.Sc. (Home Science) Semester -V

Code of the Course/Subject HSC 508	Title of the Course/Subject Childhood Care and Education (P)	No .of Periods/Week (4/W)
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Course Outcomes

By the end of the Lab/Practical Course, generally students will be able to

1. Use play way approach to teach the curriculum
2. Plan a programme for children to develop skills

List of Practical/Laboratory Experiments/Activities etc.

1	Visit to preschool programmes-at least two
2	Use play way approach to teach any one module of curriculum- (Songs & Stories, games , dramatizations, creative Activities, field strips, functions and celebrations)
3	Plan a programme for children to develop skills in any one of the following- Reading, Writing, Arithmetic,
4	Plan a programme for children to develop skills in any one of the following - Science and social studies

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B.Sc. (Home Science)
Semester -V

Code of the Course/Subject HSC 509	Title of the Course/Subject Textile Processing (P)	No .of Periods/Week (4/W)
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Course Outcomes

By the end of the Lab/Practical Course, students will-

1. Get acquaint with dyeing and printing techniques.
2. Apply laundering processes for different fabrics

List of Practical/Laboratory Experiments/Activities etc.

1	Techniques and methods of stain removal
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2	Printing methods -screen, stencil, block and other
3	Laundering of different clothes
4	Visit to commercial laundry set up
5	Soap making

Part B

Syllabus Prescribed for Third Year UG Programme

B.Sc. (Home Science)

Semester -V

Code of the course/ Subject Title of the course/Subject **No .of Periods/Week**

HSC 510 Extension Program Planning and Evaluation (4/W)

Course Outcomes

At the end of the Lab/Practical Course, students will

1. Acquire knowledge of programme planning
2. Understand designing; implementation and evaluation techniques of programme planning

List of Practical/ Laboratory Experiments/ Activities etc.

1	Plan a programme for local community
2	Preparation of questionnaire/ schedule to collect data
3	Implementation of an extension programme for women
4	Evaluate the programme on various levels of evaluation

Part B

Syllabus Prescribed for Third Year UG Programme

B.Sc. (Home Science)

Semester -V

MINI PROJECT/ DIY

Code of the course/ Subject Title of the course/Subject **No .of Periods/Week**

HSC 511 Mini Project/ DIY (6/W)

Course Objectives:

1. To enhance skill in different areas
2. Develop creativity and learning opportunities for the total development.
3. To enable student analytical and practical exposure.
4. To give hands on experience with learned knowledge
5. To prepare the student to efficiently handle the main project

Guideline for Mini Project / DIY:

1	The mini project can be related to any core subject of home science.
2	The project can be a case study, survey, product design and development (experimental, exploratory, observational, descriptive, etc.)
3	Mini project report should be written scientifically..(Title, Preliminary pages, Table contents, Introduction (scope of the work and its importance), Review of literature, Design/ Implementation, Testing / Result and Analysis, Conclusions and References, Appendices (if any)
	Course Outcomes- By undergoing this project ,the students will try to integrate and apply the knowledge gained into practical application

Code of the Course/Subject HSC A 512	Title of the Course/Subject Event Management	Total Number of Periods (3/W)
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Course Outcomes:

After completion of the course students will -

1. Plan and organize various events
2. Be sensitized about various responsibilities and steps in organizing an event

Unit	Content	Periods
Unit I	Event management Meaning; definitions; importance and need Event management concepts -corporate companies; industry; private; public and corporate companies.	08
Unit II	Social events -wedding ; birthday parties; anniversary; get together, social gathering, fund raising for large clubs Educational events- educational fair; education projects; college events ; educational tour, important days celebration, farewell party; workshops; competitions Corporate events- meetings; seminars; conferences; training programs; award functions, handicrafts & textile exhibitions, food festivals Entertainment events- movie promotions; celebrity night, award nights, sports; fashion shows, drama,etc Marketing and promotions- ad campaign, product launches, promotion activities, shopping festivals	08
Unit III	Event designing organizing; staffing; leading coordinating; controlling and evaluation	08
Unit IV	Event planning Pre event activities, during event activities, post even activities, Event management information system Opportunities and resource analysis for event management	08
Unit V	Event marketing Objectives of event marketing, need of event marketing,	08

	advertising, concept, types of advertisement	
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Course Material/Learning Resources

Reference:

1. Principles of Management by T.Ramaswamy publishing house
- 2 Human Resource Management by A.M.Sarma Himalaya publishing house
3. Business Communication by Dr V.K Jain and Dr Om Prakash Biyani ,S. Chand and company
4. Project Management by S. Chaudhary
5. Project Management by Kunal Ghosh
6. Organization Behavior by Robin S. P. Prentice Hall of India, New Delhi

Code of the Course/Subject
HSC B 512

Title of the
Course/Subject
Geriatric Care

Total Number of
Periods
(3/W)

Course Outcomes:

After completion of the course students will be able.

1. Students aware and sensitized to issues related to care of the elderly.
2. To understand the theoretical perspective of the aging process

Unit	Content	Periods
Unit I	Geriatric Care Importance and meaning emergence and scope of geriatric care	08
Unit II	Concept of aging Problems of aging- social; mental; psychological; occupational etc	08
Unit III	Theoretical perspectives the engagement theory activity theory human development theory	08
Unit IV	Aging process Biological and Physiological aspects	08
Unit V	Ageing process Psychological, Social Economic and Spiritual aspects	08

Course Material/Learning Resources

References

1. Aiken I.R. (1978) The Psychology of latter life, Philadelphia WB Saunders company
2. Chaudhary Paul D. (1992) Aging and the aged New Delhi: Inter India pub.
3. Cox Herold (1984)Llater life: The reality of aging, New Jersey prentice hall Enc.

Code of the Course/Subject
HSC C 512

Title of the
Course/Subject
Audio Visual Aids

Total Number of
Periods
(3/W)

Course Outcomes: After completion of the course students will be able

1. To gain knowledge of production of various audio visuals.
2. To develop the skill in preparing audio visual aids.

Unit	Content	Periods
Unit I	Audio visuals: concept and importance of audio visual aids role of audio visual aids in extension communication	08
Unit II	Approaches in use of audio visual aids individual approach, group approach ,mass approach	08
Unit III	Production of audio aids Principles of production of audio aids, preparation of audio aids for communication	08
Unit IV	Production of visual aids Principles of production of visual aids, preparation of visual aids	08
Unit V	Production of audio visual aids, principles of audio visual aids. Preparation of audio visual aids	08

Course Material/Learning Resources

References

1. Dharma O.P.,Bhatnagar O. P.: Education and communication for development .Oxford and IBH publishing co pvtLtd.New Delhi
- 2 Dale Edgar : Audio visual methods and materials
- 3rd Randy Thom: Audio Craft :An Introduction to the tools and techniques of audio productivity ,National federation of community broadcaster Washington
4. AdidiVyo : Mass media messages in Nutrition shell, civilefis, International New York
- 5 Luppu Nicholas V : Practical guide to interactive video designs Croom Helm,London

Part B

Syllabus Prescribed for Third Year UG Programme

B.Sc. (Home Science) Semester – VI

Code of the Course/Subject	Title of the Course/Subject	No. of Periods/Week
HSC 601	Kitchen Ergonomics	3 /w

Course Outcomes

After completion of the course students will able be to-

1. Understand the role of ergonomics in improving work efficiency.
2. Illustrate the environmental factors contributing to productivity, Safety, Control and well-being of individuals performing the work.
3. Realize the importance of adopting a good work posture

Unit	Content	Periods
Unit I	The kitchen- an important unit of a house- Functions performed Types of Kitchen – L-shape, U-shape, one wall, broken U-shape, parallel wall kitchen, etc. Principles of Kitchen Planning - Orientation and location of a kitchen, size, shape, Ventilation and light, Socio-economic status of a family, Type of a family, Culture and food habits of a family, Cost and Aesthetics, Colour and Safety	08
Unit II	Introduction to Ergonomics Meaning, Definition, Principles of Ergonomics, Scope of Ergonomics in modern society Nature of work in household and other occupations, man-machine-environment system	08
Unit III	Ergonomic Consideration for Planning Kitchen:- Principles of kitchen storage, Storage needs – Work height of different work centers and work areas. Work centers and work height – Space, dimensions of different work centers and work areas. Kitchen Layout- Designing and Anthropometric consideration Consideration of work habits, work posture, equipment and clearance space. Problems faced by workers-fatigue, stress, muscular skeletal problems Physiology of the human body with respect to bones, joints, and muscles, use of rest-pause to overcome problems	08
Unit IV	Workplace Design:-Design criteria for the workplace, work surface Design consideration, psychological aspect, ergonomics approach of workplace design, development criteria, ergonomic consideration for the design of physical facilities, ergonomic criteria for designing the product.	08
Unit V	Environmental Factors Influencing Work- temperature and humidity, Measuring the thermal environment, vision, light and lighting, lighting design consideration, physiological aspects of indoor lighting, hearing noise and sound. Ergonomics and furniture -Design of furniture for elderly and physically challenged people, anthropometric measurements of the aged people, furniture and work surfaces for handicapped people, Ergonomic recommendations for appliances, anthropometric measurements required for furniture design and their definitions, techniques of ergonomic	08

	research on furniture.	
	SEM -Survey of five Kitchen Layouts and Work Triangle.	08
	CO-Students will be able to 1) Measure the Work Triangle of different Kitchen Layouts.	

Course Material/Learning Resources

References:

1. Veena Gandetra ,Krishna Oberoi ,Pramila Sharma (2005) Essentials of Ergonomics, Dominant Publisher , Delhi
2. Steidle and Braton Work in Home
3. Gran jeans Ettiens (1978) Ergonomics of the home tylor and franci's, London
4. Mureli KF.H (1985). Ergonomics, Champmam hall, London.
5. Grandjean F. (1968): Fitting the task of the man. A test books of accupational Ergonomics Taylor and Franci's London.
6. PheasanStephans Body space, Anthropometry,ergonomics, and the Designs at work Tyfor& Francis London.
7. Wilson JR. and CorlettN ;Evaluation of human work a practical ergonomics methodology, Tylor and Francis Londen.
8. A Stramd P. O and Radahi K. Text book of Work Physiology. McGraw Hill, New York.
9. Davies D.R. and Shakleton V J. Physiology of work, motunen and Co. Ltd
10. Osborne David: : Ergonomics at work John Wiley and Sons, New York

Syllabus Prescribed for Third Year UG Programme

B.Sc (Home Science)

Semester – VI

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods
HSC 602	Dietetics	3/w

Course Outcomes

After completion of the course students will be able to-

1. Understand the role of dietitian in maintaining good nutritional status.
2. Gain knowledge of the principles of diet therapy
3. Design or formulate different therapeutic diets for various disease conditions

Unit	Content	Periods
Unit I	Concepts in diet therapy: Growth and scope of Dietetics, Purposes and Principles of Therapeutic Diets, Role of Dieticians, Characteristics of Dieticians Hospital Dietary Food Service, Diet counseling, Principles of Food Prescription	08
Unit II	Diet therapy: objectives of diet therapy, modification of normal diet through consistency : clear liquid diet, full liquid diet and soft diet Nutrients: high protein and low protein, high calorie and low calorie Texture: high fibre, low fibre diet	08
Unit III	Nutritional management in common nutritional problems Protein calorie malnutrition, Nutritional anemia, Goitre, vitamin A deficiency and vitamin D deficiency	08
Unit IV	Nutritional management in common ailments requirement and diet planning - diarrhea, gastritis ,constipation, typhoid and tuberculosis	08
Unit V	Nutritional management in common disorders Requirement and diet planning- Diabetes, Peptic ulcer. Arthrosclerosis, Jaundice.	08

	SEM : Develop skill to plan and prepare therapeutic diets for prevention of disease conditions	
	CO: Independently plan and execute a Diet plan regarding nutrition and dietetics practice.	

Course Material/Learning Resources

References:

1. Antia F.P. and Philip Abraham (2001) Clinical Nutrition and Dietetics, Oxford Publishing Company.
2. B. Srilakshmi, (2007): Dietetics, published by K. K. Gupta for Newage International Pvt. Ltd. New Delhi.
3. Benion M.: Clinical Nutrition, Harper and Row Publishing M. Y.
4. Mahan L. K., Sylvia Escott Stump (2000): Krause's Food Nutrition and Diet Therapy 10th Edition, W. B. Saunders Company London.
5. Passmore P. and M. A. East Wood: Human Nutrition and Dietetics, Churchill Living Stone.
6. Raheena M. Begum (1989): A Text Book of Foods Nutrition and Dietetics, Wiley Eastern Ltd., New Delhi.
7. Robinson Ch., M. B. Lawlea, W. L. Chenoweth and A. E., Carwick: Normal and Therapeutic Nutrition, Macmillan Publishing Company.
8. Sue Rodwell Williams, (1993): Nutrition, Diet Therapy, (7th Ed): W. B. Saunders Company London.
9. Wohl Shils and Goodheart: Modern Nutrition in Health and Disease, Mc L. Aren and Ubrman, Philadelphia
10. Dietary guidelines of Indians- A manual, National Institute of Nutrition, Hyderabad 2015

Part B

Syllabus Prescribed for Third Year UG Programme

B.Sc. (Home Science)

Semester - VI

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods
HSC 603	Family and Communities	3/w

Course Outcomes

After completion of the course students will

1. Be aware about the contemporary issues in family studies
2. Understand the various forces that interact in family dynamics
3. Be enabled to see the family as a primary social institution and its role in the all-round development of the individual

Unit	Content	Periods
Unit I	<ul style="list-style-type: none"> • Various dimensions of family, society and culture, cultural stereotypes • Customs, belief and folklore in everyday life • Role of media. 	08
Unit II	Family <ul style="list-style-type: none"> • Definition, functions, Types,, common features of family • Family structure in India, its advantages & disadvantages 	08
Unit III	Family Life Cycle <ul style="list-style-type: none"> • Stages of Family life cycle • Developmental tasks of each stage 	08
Unit IV	Social changes in Family <ul style="list-style-type: none"> • Industrialization, Urbanization and Modernization • Social mobility and social change • Contemporary issues- Family Violence, Child maltreatment, Divorce 	08

Unit V	Emergence of New Ideological Orientations <ul style="list-style-type: none"> • Legal aspects of Marriage and Family • Changing gender spaces in family, work and its implication on the individual and society across cultures 	08
	SEM: Develop skill in administration of Psychological Test	08

Course Material/Learning Resources

References:

1. Abraham, M. F. (2006). Contemporary Sociology: An introduction to concepts and theories: New York: Oxford University Press.
2. Beattie, J. (1964). Other cultures. Cohen and West.
3. Das, V. (Ed.) (2003) The Oxford companion to sociology and social anthropology: volume 1 and 2. New Delhi: Oxford University Press.
4. Johnson, M.H. (2001). Sociology: A systematic introduction. New Delhi: Allied Publishers Limited. Rawat, H.K. (2007). Sociology: Basic concepts. New Delhi: Rawat Publications.

Syllabus Prescribed for Third Year UG Programme B.Sc. (Home Science) Semester - VI

Code of the Course/Subject HSC 604	Title of the Course/Subject Traditional Indian Textiles and Costume	Total Number of Period 3/w
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Course Outcomes

After completion of the course students will

1. Impart the techniques of embellishing house hold and clothing articles.
2. Identify the special features in the traditional costumes of various states in India

Unit	Content	Periods
Unit I	Indian traditional textiles <ul style="list-style-type: none"> • Origin and importance • Dyed textiles-Tie and dye of Gujarat ,Rajasthan, Tamilnadu • Ikkat of Gujrat, Orissa, Pochampalli • Painted and printed textiles- kalamkari, dabu printing, Madhubani painting, Pichhvai, Ajrak printing 	08
Unit II	Woven textiles- <ul style="list-style-type: none"> • Dacca Mulmul, • Chanderi • Paithani,pitambari • Banarasi brocade, • Hemru,amru, • Balucharbuttedar, etc. 	08
Unit III	Regional embroidery- <ul style="list-style-type: none"> • Punjab, • Kashmir • Uttar Pradesh 	08

	<ul style="list-style-type: none"> ● Karnataka ● Gujarat ● Rajasthan ● Himachal Pradesh ● West Bengal, Bihar 	
Unit IV	Regional traditional Costumes of men of and women <ul style="list-style-type: none"> ● Kashmir ● Uttar Pradesh ● Rajasthan ● Haryana ● Punjab ● Gujarat ● Himachal Pradesh. ● North east states 	08
Unit V	Regional traditional costumes of men and women of <ul style="list-style-type: none"> ● Maharashtra ● Karnataka ● Andhra Pradesh, Kerala ● Tamilnadu 	08
	SEM - Preparation of samples of any one printed or painted traditional fabric for value addition.	
	Students will develop skills in traditional painting and printing.	

Course Material/Learning Resources

Reference Books:

1. Armstrong, Helen Joseph: Patternmaking for fashion design, Harper Collins Publi., New York, 1987, VIII 712p.
2. BrijBhushan, Jamila: The Crafts and Weavers, the Costumes and Textiles of India, D.E. Tarapore Villa Sons and Co. Pvt. Ltd., Bombay, 1958.
3. Gurey, G.SL Indian Costumes, The popular Book Dept., Mumbai
4. Roshan Alkaji: Costumes of India.
5. Dar. Costumes of India and Pakistan
6. Koher, C.: A History of Costume, Dover Pub. Inc., N. York 1963.
7. Lester Katherine: Historic Costumes, 1956.
8. Gazettes of india.
9. Census of India, India Census Commissioner.
10. PanditSavitri(1975): Indian Embroidery it's Variegated Charm, Baroda, Faculty of Home Science.
11. Chattopadhyay and Kamala Devo(1975): Handicrafts of India, New Delhi, Indian Council of Cultural Relations.
12. Dongerkery. S (1951): The Romance of Indian Embroidery, Bombay, Thacker Company Ltd.

Syllabus Prescribed for Third Year UG Programme

B.Sc (Home Science)

Semester - VI

**Code of the
Course/Subject
HSC605**

**Title of the
Course/Subject
Extension Management**

**Total Number of
Periods
3/W**

Course Outcomes

After completion of the course students will be able to-

1. Acquaint with the concepts and importance of management in extension organizations
2. Understand the principles of management as applicable to extension
3. Realize the role of volunteerism in social service

Unit	Content	Periods
Unit I	Management <ul style="list-style-type: none"> ● Concept, Meaning of Management ● Characteristics, Function of Management ● Significance of Management 	08
Unit II	Extension Management <ul style="list-style-type: none"> ● Concept, Nature of Extension management ● Basic Elements in Extension Management ● Characteristics of Extension Management 	08
Unit III	Steps in Extension Management <ul style="list-style-type: none"> ● Planning ● Organising ● Co-ordination ● Staffing ● Directing ● Controlling ● Strategic planning and management 	08
Unit IV	Criteria for designing an appropriate organization for extension <ul style="list-style-type: none"> ● Government, non-government, private and public organizations in extension ● Role of volunteerism in social service 	08
Unit V	<ul style="list-style-type: none"> ● Qualities of Extension personnel ● Functions of Extension personnel ● Problems and issues of Extension management in India 	08
	SEM – Enlist the various organisations working for community welfare Study of the organizational and administrative structure of selected organizations	
	CO-The students will Understand the administration and structure of organizations	

Course Material/Learning Resources

References:

1. Dahama, O.P and Bhatnagar O.P. (1995). Education and Communication for Development. New Delhi: Oxford and IBH Co.
 2. Gupta, D. (2007). Development Communication in Rural Sector. New Delhi: Mukhopadhyay Abhijeet Publication
 3. Nisha, M. (2006). Understanding Extension Education. New Delhi: Kalpay Publications
 4. Reddy, A.A. (2001). Extension Education. Bapatla: Sri Lakshmi Press
 5. Singh, U.K and Nayak, A.K. (2007). Extension Education. New Delhi: Common Wealth Publisher
 6. Dale R. (2000) Organisation and Development Strategies, Structures and processes, Sage Publication New Delhi ISBN Number: 4786 76 149 4305
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PRACTICAL**Syllabus Prescribed for Third Year UG Programme****B.Sc. (Home Science) Semester - VI**

Code of the Course/Subject	Title of the Course/Subject	No. of Periods/Week
HSC 606	Kitchen Ergonomics (P)	4 /w

Course Outcomes

After completion of the course students will be able to-

1. Plan different kitchen layouts
2. Get an exposure to the vast range of materials used for kitchen

List of Practical/Laboratory Experiments/Activities, etc

1	Planning of different kitchen layouts considering various kitchen sizes
2	A survey of materials used for kitchen finishes, storage trollies and modular kitchen.
3	Taking Anthropometric Measurements of Ten Students and Calculating Average Measurements for the requirement of kitchen designing

Code of the Course/Subject	Title of the Course/Subject	No. of Periods/Week
HSC 607	Dietetics (P)	4/w

Course Outcomes

After completion of the course students will be able to

1. Develop skill to plan and prepare therapeutic diets for prevention of disease conditions
2. Design or formulate different therapeutic diets for various disease conditions

List of Practical /Laboratory Experiments/Activities etc.

1	Planning and preparation of therapeutic modified diets- fluid diet, high protein diet, low protein diet, high fibre diet, low fibre diet, calorie restricted diet
2	Modification of diets in obesity
3	Modification of diets in underweight
4	Planning and preparation of diet in following conditions protein calorie malnutrition, anemia, goiter, vitamin A deficiency
5	Planning and preparation of diet in following ailments diarrhea- low fibre diet ,constipation -high fibre diet, typhoid and tuberculosis

Syllabus Prescribed for Third Year UG Programme**B.Sc (Home Science)****Semester - VI**

Code of the Course/Subject HSC 608	Title of the Course/Subject Families and Communities (P)	No. of Periods/Week 4/w
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Course Outcomes

After completion of the course students will be able to

1. Understand the dimensions of Family and social relationship

List of Practical/Laboratory Experiments/Activities etc.

1	Seminar and Discussion. on various topics related to theory units
2	Administering the Psychological Test related to Family issues
3	Visit to Welfare organizations
4	Visit to Family court
5	Resource file to be maintained related to marriage and family relationship

Code of the Course/Subject HSC 609	Title of the Course/Subject Traditional Indian textiles and costume (P)	No. of Periods/Week 4/W
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Course Outcomes

After completion of the course students will

1. Develop the skill of surface ornamentation with embroidery dying & printing.
2. Design the traditional costume

List of Practical/Laboratory Experiments/Activities etc.

1	Portfolio development of traditional textiles of India <ul style="list-style-type: none"> • Woven textiles • Painted textiles • Printed textiles • embroidered textiles
2	Preparation of samples of any two traditional embroideries and its application for value added product

Syllabus Prescribed for Third Year UG Programme

B.Sc. (Home Science)

Semester - VI

Code of the Course/Subject HSC 610	Title of the Course/Subject Extension Management (P)	No. of Periods/Week 4/W
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Course Outcomes-

After completion of the course students will

1. Understand the organizational structure
2. To know about Conducting and reporting of programme

List of Practical/Laboratory Experiments/Activities etc.

1	Planning, Conducting and reporting of Extension programme.
2	Identifying and visiting local human service organizations
3	Study of the organizational structure of a selected organization

Part B**Syllabus Prescribed for Third Year UG Programme****B.Sc. (Home Science)****Semester -V**

Code of the course/ Subject	Title of the course/Subject	No .of Periods/Week
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HSC 611**Mini Project/ DIY****6/W****Course Objectives:**

1. To enhance skill in different areas
2. Develop creativity and learning opportunities for the total development.
3. To enable student analytical and practical exposure.
4. To give hands on experience with learned knowledge
5. To prepare the student to efficiently handle the main project

Guideline for Mini Project / DIY:

1	The mini project can be related to any core subject of home science.
2	The project can be a case study, survey, product design and development (experimental, exploratory, observational, descriptive, etc.)
3	Mini project report should be written scientifically..(Title, Preliminary pages, Table contents, Introduction (scope of the work and its importance), Review of literature, Design/ Implementation, Testing / Result and Analysis, Conclusions and References, Appendices (if any)
	Course Outcomes- By undergoing this project ,the students will try to integrate and apply the knowledge gained into practical application