

Part B

Syllabus Prescribed for Second Year UG Program me B.Sc. Home Science (Three year degree course) Semester III

Code of the Course/Subject HSC301	Title of the Course/Subject Housing and Interior Enrichment	Total Number of Periods Theory 40 (3/W)
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Course Outcomes

After completion of the course students will be able to-

- 1 Develop an understanding of the application of art principles
- 2 .Develop skills in creating design.
3. Develop the skill of drawing a house plan

Unit	Content	Periods
Unit I	Meaning of housing Need of housing for family- Protection.Stability,Favorable atmosphereSocial,Prestige,Expression Entertainment, Rest, Development of social qualities Storage Culture, and protection Factors influencing while planning house- selection of site ,selection of land., orientation structure of the house, Proper Ventilation, Arrangement Of water, Arrangement Of Electricity, Sanitation Facility	08
Unit II	House Planning- Types Of house plans Principles Of house Planning- Grouping of rooms.,Orientation,Circulation,Flexibility,Privacy Spaciousness.,Services,Aesthetics Economy, Light and ventilation. Planning different Residential Spaces- Living Room, Dining Room, Bedroom Kitchen, Store Room, Toilet, Passage, Staircase	08
Unit III	basics of design compositions Objective Of Design Types Of Design Structural And Decorative Introduction To Interior Designing Objectives Of Interior Decoration Elements Of Design Line, Shape., Texture, Colour, Pattern, Light, And Space Principles Of Design Proportion, Balance, Harmony,emphasis,Rhythm	08
Unit IV	Important and three dimensions of colour -Hue, Value, And Intensity. Classification of colours colour schemes , and their use in interior decoration color schemes for different rooms	08
Unit V	Flower arrangement Importance And Objective Of Flower Arrangement, Materials And Accessories Required For Flower Arrangement, Types And Kinds Of Arrangement Innovation Of New Style, Artificial Flowers Arrangement	08
SEM	Development of design and construction of any one of the under mentioning items wall painting, picture frame design, crafts out of fibre, fabrics, wire Bamboo, ceramic pots, poster making, decorative pots,etc	
Cos	Students will develop skills in flowers arrangement and drawing house plan	

Course Material/Learning Resources

References

- 1.आधुनिक गृहव्यवस्थापन- वसु, महाजन, किताब महल, नागपूर,
2. गृहार्थशास्त्र भाग-१- मुन्शी, जठार, पिंपळापुरे कंपनी लिनागपूर.
3. कुटुंबनिवास-लिमये, मुन्शी, कोल्हे, तारणेकर, इंदापचार (म.वि.प्र.नि.मंडळनागपूर)
4. आधुनिक गृहकला- डॉ. सौ क्षमा लिमये
- 5 Art in Every day life-Goldstein & Goldstein
6. Home furnishing-Anna Rutt

7. Build your own home R.S.Deshpande United Book Co., Pune
- , 8. Modern Ideal Home for India - R.S.Deshpande United Book Co.,Pune.
9. Foundation of Art & Design- Bhatt P.D. & Goyenka S. Lakhani Book Depo.- Bombay,
10. Inside today's home - Faulkner Rinchart W.
11. Introduction to Home Furnishing - Statet, Mac Millan,
- 13 वास्तुशोभा- अविनाश सोहनी, नितीन प्रकाशन, पुणे.
13. Interior Decoration Satishchandra Agrawal, J.C.Kapoor andDhanpath & Sons, Delhi

**Syllabus Prescribed for 2023-2024 Second Year UG Program me
Home Science (Three year degree course)
Semester III**

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods
HSC 302	Food Science	Theory 40 (3/W)

Course Outcomes

After completion of the course students will be able to-

1. Comprehend the factors to be considered during selection of basic food commodities
2. Explain functions of specific nutrients in maintaining health.
3. Applied study aspects of food science , nutrition and food production

Unit	Contents	Periods
Unit I	Cereal and millets - cereal products, breakfast cereals, ready to eat food, structure processing, using various preparations Pulses and legumes- structure, processing nutritional aspects use in various preparations	08
Unit II	Milk and milk products-composition ,processing, use in different preparations ,nutritional aspects, shelf life and storage. Eggs- structure, nutritional aspects and use in different preparations	08
Unit III	Meat fish and poultry :-nutritional aspects ,types ,selection and spoilage Vegetable and fruits :-nutritional aspect, use in different preparations and selection	08
Unit IV	Sugar and sugar products- of natural sweeteners, use as preserves stages in sugar cookery Fats and oils:- types, sources processing used in different preparations, nutritional aspects	08
Unit V	Beverages:- hot and cold -processing and nutritional aspects Food adjuncts:- spices condiments extracts herbs essence and colours concentrate use in food preparations Raising and leaving agents:-types used in cookery and bakery	08
	SEM: Prepare any one innovative food items	
	CO: Students develop skills in preparing innovative food items	

Course Material/Learning Resources

References:

- 1.Lavis S 1988 food commodities heinmann limited London
- 2.Hughes,O.& Bennion,M 1970 Introductory Foods,Macmillan & co New York
- 3.Pyke M 1974 : Catering services and technology John mure pube London
- 4.Raheena Begum M,(2009), A Textbook of Foods, Nutrition and Dietetics. Sterling publishers, New Delhi
- 5.Mudambi S. R. and Rajagopal M. V., (2008),Fundamentals of Foods, Nutrition & Diet therapy by New Age International Publishers, New Delhi
- 6.Sri Lakshmi B.(2009),Human Nutrition. New Age International Publishers, New Delhi
- 7.Swaminathan M. (2002), Advanced text book on Food and Nutrition. VolumeII. Bappco.
- 8.Philip T. E. (1988) :Modern cookery for teaching and the trade 4th edition Orient logman Bombay
- 9.Dowell,P,Balley,A. (1980): The book of ingredients, Dorfing Kindersley Ltd. London.
10. Prithi.J.S. (1979): Spices and Condiments,National Book Trust, New Delhi.

**Syllabus Prescribed for Second Year UG Programme
Home Science (Three year degree course)
Semester III**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HSC 303	Life Span Development	Theory- (40) 3/w

Course Outcomes:

Students will

1. Get a broad comprehensive view of child at each stage of development-
2. Developed awareness about important aspects of development during the whole life span.
3. Understand the issues face and adjustment required at each stage across the life span

Unit	Content	Periods
Unit I	Puberty <ul style="list-style-type: none"> • Meaning • Characteristics and Developmental tasks • Age of puberty: Precocious Puberty and Delayed Puberty • Physical Developmental and Emotional changes Parental role in understanding Pubescent.	08
Unit II	Adolescence (till 18 yrs) <ul style="list-style-type: none"> • Characteristics, Development tasks • Physical & psychological changes • Common emotions and emotional maturity • Problems related to adolescence. 	08
Unit III	Early Adulthood (18-40 yrs) <ul style="list-style-type: none"> • Age, Characteristics, Developmental tasks. • Physical Changes. • Problems of early adulthood • Changes in interest • Personal & Social hazards. 	08
Unit IV	Middle Adulthood (40-60 yrs) <ul style="list-style-type: none"> • Age, characteristics, Developmental tasks • Physical & Psychological changes • Vocational adjustment and hazards • Adjustment to changed family pattern • Changes in interest 	08
Unit V	Old Age (60 onwards) <ul style="list-style-type: none"> • Characteristics, Developmental tasks. • Adjustment to physical and mental changes • Problems of old age • Attempts to solve problem by society • Concept of Geriatrics and importance • Need and importance of old age homes in India 	08
	SEM Pictorial module any one age group.(Picture book/ article etc.)	
	COs: Student will realized the issues faced and adjustment required at each stage across the life span	.

References:

1. Planning and administering early childhood programmes, colomus :CharlesE.Merall, Decker C.A. & Decker J,R.
2. Kaul v. (1995)), Early Childhood Education Programme, New Delhi, National Council for Education & Research & Training.
3. Katherine, “ The Nursery School”.
4. Moore S.B., Rochard P.- Teaching in Nursery Education.
5. Muralidharan N. – System of Preschool Education in India
6. National Policy on Education (1986), New Delhi, Ministry of Human Resource Development.
7. Manthei, R. (1997). Counseling: The skills of finding solutions to problems.London: Routledge.
8. Sharma, N. (2009). Understanding Adolescence, New Delhi: National Book Trust.
9. Rice, F. P. (2007). Adolescent: Development, Relationships and Culture.
10. Santrock, J. W. (2010). Life Span Development: A Topical Approach, New Delhi: Tata McGraw Hill

Syllabus Prescribed for Second Year UG Program me
Home Science (Three year degree course)
 Semester III

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods
HSC 304	Textile science	Theory- (40) 3/w

Course Outcomes

After completion of the course students will be able to-

1. Develop the basic concepts of textile fibers, their characteristics and uses.
2. Be aware of the manufacturing processes of fiber, yarn and fabrics.
3. Acquaint with the different textiles and their performance

Unit	Content	Periods
Unit I	History ,composition ,types production, properties and uses of natural fibre Cotton Linen Silk Wool	08
Unit II	History ,composition ,types production, properties and uses of Manmade fibers Rayon Polyester Acrylic fibers Polyamide Nylon 6 6	08
Unit III	Study of yarns Classification of yarn Staple and Filament yarn Basic and Novelty yarn Yarn count, yarn twist, yarn crimp Yarn numbering system	08
Unit IV	Methods of fabric construction Weaving..parts and function of handloom Basic and Novelty weaves Knitting...Hand knitting, Machine knitting Non woven	08
Unit V	Design analysis Definition, classification Types of design Motif, layout, repeat of design. Textile designing..meaning and process	08
	*SEM Renovation of textile(any two articles)	
	COs: Student will develop skill in reuse of textiles	

References:

1. Zarapkar, 1985, System of cutting, Gala Publishers, Bombay.
2. Thomas A.J, 1994 , The Art of Sewing, UBS Publishers.
3. Strickland G, 1974, A Tailoring Manual, Macmillan.
4. Mauck F, 1970, Modern Sewing Techniques, Macmillan
5. Armstrong J Marie, 1995 "Pattern Making For Fashion Design".FairchildPub.U.K

Syllabus Prescribed for Second Year UG Program me

Home Science (Three year degree course)

Semester III

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods
HSC 305	Dynamic of communication and Extension	Theory40 (3/W)

Course Outcomes

After completion of the course students will be able to-

1. Gain knowledge on the need and importance of communication
2. Get acquainted with extension teaching method and aids
3. Become aware the communication barriers and their solution

S.No	Content	Periods
Unit I	Concept of Communication : Meaning and definition. Need and importance in extension Significance Types of Communication Media of communication	08

Unit II	Communication Process Elements of Communication Process Process of Communication Different models of Communication process. Barriers in Communication process and their solution.	08
Unit III	Feed back in Communication : Need and importance of feed back. Role of feed back. Problems in getting feed back.	08
Unit IV	Extension Teaching Method Introduction of extension teaching method Classification Use and Limitation	08
Unit V	Extension Teaching Aids Introduction and types Use and limitations Preparation of teaching aids	08
	SEM -Demonstration of any skill suited to need and interest of home science student.	
	Cos - Acquire knowledge on the extension method and teaching aids	

Reference:

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. Rogers Everett, M. (2003). Diffusion of Innovations, 5th Ed. New York: The Free Press
6. Singh, U.K and Nayak, A.K. (2007). Extension Education. New Delhi: Common Wealth Publishers
7. Wilson, M.C., and Gallup, G. (1955). Extension Teaching Methods. Washington: US Department of Agriculture

**Home Science (Three year degree course) Practical
Semester III**

Semester III Housing and Interior Enrichment (Pr) -

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HSC 306	Housing and Interior Enrichment (P)	52 (4/W)

Cos- Student will identify
Different Colour Scheme And Draw Different House plans

List of Practical/Laboratory Experiments/Activities etc.

1	Preparation of color wheel
2	Color scheme on paper/ Rangoli, Flower
3	Drawing house plans With Standard Specification
4	Flower Arrangements

Semester III Practical

Code of the course /subject	Title of the course/ subject	Number of periods/ week
HSC 307	Food Science (P)	52(4/w)

Course outcomes:

The students would be able to

- 1 develop skills in preparing various food items
- 2 understand the principles underlying changes in food characteristics during cooking
- 3 understand the use of various methods of preservation of food

List of practical laboratory experiments activities etc.

Preparing serving and evaluation of food items

Prepare at least one recipe from the following each group

1	. Cereal cookery
2	Pulse cookery
3	. Egg cookery
4	Milk and milk products
5	Vegetable & Fruits
6	. Spices

Semester III Practical

Code of the course /subject	Title of the course/ subject	Number of periods/ week
HSC 308	Life span Development (P)	52(4/w)

COs:

1. Develop and understand them self
2. Develop social skills
3. Develop a better understanding of adjustment in relationships

List of Practical /Activities etc

<ul style="list-style-type: none"> • Visit to old age home/ geriatric clinic • Anthropometric measurements in Puberty and Adolescence (Minimum 20 observations (10 male &10 Female) for each student) • BMI in Puberty and Adolescence (Comparison between observations (Male & Female)) • Survey on adjustment problems/issues in any one stage <p>Data collection and report writing of survey</p>

.Semester III

Code of the Course/Subject	Title of the course/ subject	Number of periods/ week
HSC 309	Textile science (P)	52(4/w)

Cos-

Students will identify
Different fibers and properties of fiber, fabrics along with weaves and knits.
Adopt skill in knitting

List of Practical/Laboratory Experiments/Activities etc

1	Construction of basic weaves
2	Fabric count
3	Sourcing of yarn and fabrics
4	Knitting samples
5	Knitted articles (any two)

Semester III

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods
HSC 310	Dynamic of Communication and Extension (P)	(52)4/w

Cos-

Student will identify
Acquire knowledge on the extension method and aids
Learn the communication method and skill
Focus on different types of media and its uses in the implementation of programme

List of Practical/Laboratory Experiments/Activities etc.

1	Preparation of non projected visual Aids
2	Group discussion on social problems
3	Apply communication methods in the implementation of programme
4	Identify various issues in development communication through radio scripts, newspaper stories and reports

CBCS Syllabus

B.Sc. Home Science

Semester IV

**Syllabus Prescribed for Second Year UG Programme
B.Sc (Home Science)
Semester IV**

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods
HSC401	Home Appliances	40 (3/w)

Course Outcomes

After completion of the course students will be able to-

1. Recognize base materials, finishes, and insulating materials used in the construction of household equipment
2. Analyze principles underlying the operation, use, care, and storage of household equipment.
3. Choose criteria for the selection and buying of appropriate equipment for the home and suitable material for functionality.

Unit	Content	Periods
Unit I	Materials used for household appliances Importance of learning household appliances and new Trends in it. Material used for household equipment. Base materials: Aluminum, Iron, Steel, Copper, Brass, Glassware, Plastic & Potteries Finishes: Mechanical and Applied Insulating, materials: Mica, Fiberglass, Puff, Mineral, wool, Rock wool, Plastic, foam, Rubber, etc.	08
Unit II	Selection, use, care, and maintenance of various appliances Electrical and non – electrical appliances Classification of household equipment in terms of -Portable and Non-Portable Electrical-Motor driven and heating Food-related-(cooking, cleaning, serving, preparation)	08
Unit III	Kitchen Appliances: Refrigerators – Freezer, Ovens (Electric, Gas, Microwave) Cooktops (Electric, Gas - Dishwashers - Food Processors - Blenders, Coffee Makers Toasters, Rice Cookers, Mixers, Juicers	08
Unit IV	Laundry Appliances: Washing Machine, Dryers, Irons Cleaning Appliances: Vacuum Cleaners, Carpet Cleaners, Air Purifiers	08
Unit V	Heating and Cooling Appliances: Air Conditioners, Ceiling Fans, Space Heaters Entertainment Appliances: - Televisions, Home Theater Systems, DVD, Sound Systems Personal Care Appliances: Hair Dryers, Hair Straighteners/Curlers Miscellaneous Appliances: Water Heaters, Water Purifier, Sewing Machines, Home Security Systems	08
	SEM-- preventive maintenance, regular cleaning, oiling, greasing of household gadgets like fans, cooler, water pump motors etc.	
	Understand to handle minor problems of repairs and maintenance and analyze various equipment with respect to design, cost, and maintenance.	

Course Material/Learning Resources

Reference:

- 1) Household Electricity and Appliances-S.C. Bhargava, BS Publications / BSP Books
- 2) Home Appliances: Selection, Use and Repair Hardcover Jeanette T. Adams – Import, 1 June 1980
- 3) Electrical Home Appliances with Electric Wiring (in HINDI)- S.Kumar Jain .Amit Aggarwal Bhartiya Technical Publications (India)
- 4) B.L.Theraja- A Text book on Electrical Technology, S.Chand & Co.,
- 5) A.K.Theraja.-A Text book on Electrical Technology,
- 6) , M.G.Say, ELBSEdn- Performance and design of AC machines
- 7) Handbook of Repair & Maintenance of domestic electronics appliances; BPB Publications
- 8) S.P.Bali Pearson- Consumer Electronics,
- 9) K.P.Anwer-Domestic Appliances Servicing, Scholar Institute Publication

**Syllabus Prescribed for Second Year UG Programme
BSc (Home Science)
SemesterIV**

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods
HSC 402	Assessment of Nutritional Status	40 (3/w)

Course Outcomes

After completion of the course students will be able to-

- 1 student the scientific knowledge to assess the nutritional status of the community
- 2 Students will gain an understanding of dietary pattern
- 3.Students will gain anthropometric determinants used in the assessment of individuals and groups

Unit	Content	Periods
Unit I	Introduction Defination,needs, Aims, Importance of Nutritional Assessment	08
Unit II	Dietary assessment Standards for nutrient intake Food Label Measuring food consumption of individuals Food composition tables and databases Measuring food consumption at the national and household levels	08
Unit III	Anthropometric assessment Weight,Height ,Circumferenc eses breadths ,skin fold thickness Anthropometric assessment of infants and children Introduction of Growth charts Anthropometric measurements of children Age calculation Interpretation of growth	08
Unit IV	Anthropometric assessment of boys and girls (16-18 years) Introduction of Growth charts Anthropometric measurements of boys and girls (16-18) calculation Interpretation of growth charts	08
Unit V	Biochemical assessment Assessment of nutrient status Clinical assessment Bio physical or radiological measurement Protein energy malnutrition	08
	SEM-- Distinguish between nutritional assessment and nutritional screening	
	Cos -Express different methods both direct and indirect that are used in the assessment of nutritional status	

Course Material/Learning Resources

Reference:

- 1.Gibson RS. Principles of Nutritional Assessment. 2nd edition, Oxford: Oxford University Press, 2005
- 2.Mahan K, EscottStump S. Krause's food, nutrition, and diet therapy. 13th edition.
3. Swaminathan M. Essential of food and nutrition vol. I& II
- 4 Mudambi S. R. and Rajgopal M. V. fundamental of food and nutrition wiley eastern limited New Delhi 1983
5. ICMR recommended dietary allowances
- 6 .ICMR nutritive value of Indian food
7. Pk Shukla nutritional problems of India prentice hall pub
- 8 Sri Lakshmi B 1993 Diabetics wiley eastern limited Pune
Philadelphia, WB saunders, 2012.
9. Sri Lakshmi B. 2002 Food Science ,New age International limited New Delhi

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods
HSC 403	Children with special needs	40 (3/w)

Course Outcomes

After completion of the course students will be able to-

- 1 Students will Integrate knowledge about children with special needs.
2. Know the various areas and requirements of children with special needs

Unit	Content	Periods
Unit I	<ul style="list-style-type: none"> ● Meaning of children with special needs. ● Classification ● Causes ● Need of providing education and rehabilitation ● Identification and Assessment 	08
Unit II	Types of children with special need <ul style="list-style-type: none"> ● Physical – muscular dystrophy, multiple sclerosis, chronic asthma, epilepsy, etc. ● Developmental – down syndrome, autism, dyslexia ● Behavioral/Emotional – ADHD, bi-polar, etc. ● Sensory Impaired – Blind, visually impaired, deaf, limited hearing 	08
Unit III	Exceptional Children: (Characteristics, Problems, Education, Rehabilitation) <ul style="list-style-type: none"> ● Mentally Retarded ● Gifted children ● Juvenile Delinquents ● Addicted Children ● Orphans and street children 	08
Unit IV	Behavior Problems: Definition, Causes, Treatment, Prevention <ul style="list-style-type: none"> ● Temper tantrums ● Enuresis/ Encopresis ● Thumb sucking ● Oppositional Defiant Disorder (ODD) ● Conduct Disorder (CD) 	08
Unit V	Children with Disabilities and society <ul style="list-style-type: none"> ● Family support in handling the children with special needs ● Government role in providing care and facilities ● Policies and laws ● Need of special education and training 	08
	*SEM :- Pictorial Module on Problems / Preventive aspects/ Remedial approaches of Children with special needs and/or exceptional children.	
	COs: <ol style="list-style-type: none"> 1. The student will get knowledge about children with special needs. 2.They will be able to deal with the children with empathy and compassion. 	

Reference:

1. Chopra, G., (2012). Early Detection of Disabilities and persons with disabilities in the community. New Delhi: Engage publications
2. Chopra, G., (2012). Stimulating Development of Young Children with Disabilities at Anganwadi and at Home: A Practical Guide. New Delhi: Engage publications.
3. Sharma, N. (Ed)(2010). The Social Ecology of Disability-Technical Series -3 Lady Irwin College. Delhi: Academic Excellence
4. Mangal, S. K. (2007). Exceptional children: An introduction to special education. New Delhi: Prentice Hall of India
5. Jangira, N.K.(1997) "Special Educational Needs of Children and Young Adults: An Unfinished Agenda," Education and Children with Special Needs: From Segregation to Inclusion, Ed. Seamus Hegarty, Mithu Alur, Thousand Oaks: Sage Publications Inc.
6. Karna, G. N. (1999). United Nations and rights of disabled persons: A study in Indian perspective. New Delhi: A.P.H. Publishing Corporation.
7. Mani, R. (1988). Physically handicapped in India. Delhi: Ashish Publishing House.
8. Mastropieri, M. A., & Scruggs, T. E. (2004). The inclusive classroom: Strategies for effective instruction

Syllabus Prescribed for Second Year UG Programme**BSc (Home Science)****Semester IV**

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods
HSC404	Apparel Designing	40 (3/w)

Course Outcomes**After completion of the course students will be able to-**

1. Improve the skills in garment making.
2. Impart more elaborate skills.
3. Understand construction details

Unit	Content	Periods
Unit I	Essentials of Apparel design. Elements of Apparel design..line,shape,color,texture,light,space,pattern,idea Principles of Apparel design..balance,rhythm,proportion,harmony,emphasis Selection of garment on the basis of essentials of design Basic silhouettes	08
Unit II	Pattern making Meaning ,need and importance Methods of pattern making drafting,draping,flat pattern method Darts: types, functions, darts manipulation	08
Unit III	Wardrobe planning Meaning, importance, advantages Considerations of wardrobe planning for different age groups Wardrobe planning for different occasion	08
Unit IV	Construction details Introduction and types of- Seams Tucks and Pleats Neck line Collars Sleeves Plackets Pockets	08
Unit V	Design and fit Designing for different figure types. Fit area, fitting guideline fitting procedure	08
	SEM- Product development using any one innovative surface ornamentation technique	
	CO,s-.Students will develop skill in latest surface ornamentation techniques	

Course Material/Learning Resources**Reference:**

1. Sumathi, G. J. "Elements of Fashion and Apparel Design" New Age International Publishers, New Delhi.
2. Kathryn Mckelvey "Fashion Source Book" Black well Publication New Delhi.
3. Jane Mills and Janet K. Smith "Design Concept" Fairchild Publications, New York
4. Judith Rasband "Wardrobe strategies for women", Delmar publishers, London.

5. Jeannette A. Jarnow, Miriam Fuerror & Beatrice Judelle, "Inside Fashion business" 4th edition Mac 6. Millan Publishing Company, New York, NY: Pearson

**Syllabus Prescribed for Second Year UG Programme
BSc (Home Science)
Semester IV**

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods
HSC405	Community Development	40(3/w)

Course Outcomes
After completion of the course students will be able to-

Unit	Content	Periods
Unit I	Concept of Community Development Meaning and Definition of community development Principles and objectives Elements of community development	08
Unit II	Community Organization Concept, Meaning and definition Type of community Comparison between Tribal, Rural and Urban Communities Social problem of community	08
Unit III	Role of Community Based Organizations Community based organizations Structure and functions of community organizations Role of community organizations for community development	08
Unit IV	Sustainability and Community Development Concept of sustainable community development SDGs – Sustainable Development Goals Significance of SDGs to community development Need for sustainable community development	08
Unit V	Leadership Meaning, Definition and Importance Type Qualities of leader Role of leaders in Home Science Extension	08
	*SEM -Organize community development programmes in a selected rural area	
	Acquire the knowledge of leadership in the community development Understand community development programme Understand the basic concept of SD	

Course Material/Learning Resources
Reference:

1. Banta Sharma Nidaugmayum (2015). Community organization and social registration. New Delhi: Janadaprakashan
2. Indra Godara (2013). Committee and community organization. New Delhi : Black Prints publishing
3. Kunal Bhatia (2012). Social Work and Community Development. New Delhi: Sonali publications
4. Reddy A.S.A (2001). Extension Education. Bapatla :Sree Lakshmi Press
5. Thomas William,A.J. (2015). Rural Development Concept and Recent approaches. New Delhi, RAWAT publication

Semester IV practical

Code of the course/ subject	Title of the course /subject	Number of periods/ week
HSC 406	Home Appliances (P)	52 (4/w)

Cos-

Students will use computers for education, information, and self-employment

1. Repair, and maintenance of the basic electrical appliances.
2. Identification of protective devices.
3. Able to do domestic wiring and maintenance

.List of Practical/Laboratory Experiments/Activities etc.

1	Do a market survey and identify and list down various base The material used for household equipment and writes merits and Demerits
2	Do a Community survey and list down various household equipment used in terms of design, selection, cost, usage, care and maintenance, time and energy saving value, storage, quality and their brands or manufacturers
3	Replacement of damaged switches, MCB, regulator, and lighting points i.e. holder, choke, starters, water coolers, and their pump & motor
4	Basic Maintenance and repair of Sewing Machine
5	Maintenance of electrical equipment like- iron, induction plate & cooker

Semester IV practical

Code of the course/ subject	Title of the course /subject	Number of periods/ week
HSC 407	Assessment of Nutritional Status (P)	52 (4/w)

Course outcomes

Students would be able to

1. Take various anthropometric measures
2. Students will develop ability to give nutrition and health education to specific target groups

List of practical laboratory experiments activities etc

1	. Measurement of infant length, height ,weight, circumferences head ,chest ,mid upper arm and waist
2	. Comparison with norms and interpretation to assess nutritional status (weight for age,height for age,weight for height and BMI)
3	. Clinical assessment and nutrient deficiency for the following protein energy malnutrition ,anaemia, vitamin A, vitamin D ,rickets and B complex deficiencies
4	. Estimating food and nutrient intake household food consumption data per consumption unit 24 hours dietary recall method
5	Visit to outgoing programmes where nutrition and health communication form a major part of programme inputs.

Semester IV practical

Code of the course/ subject	Title of the course /subject	Number of periods/ week
HSC 408	Children with Special Needs (P)	52 (4/w)

COs:

Students will able to

1. The student will get an opportunity to understand the problems of children with special needs
2. Relate the theoretical concepts with direct observation and interaction

List of Practical/Activities s etc.

1	Visit to deaf and dumb / blind schools	} Report Writing
2	Visit to schools of mentally retarded children	
3	. Visit to Observation Homes	
4	Seminar and discussion	
	Internal Assessment	
1	Survey on behavior problems among children	
2	Data collection and report writing of survey	

Semester IV practical

Code of the course/ subject	Title of the course /subject	Number of periods/ week
HSC 409	Apparel Designing (P)	52 (4/w)

Cos- Student will develop skills in Apparel designing and garment construction

List of Practical/Laboratory Experiments/Activities etc

1	Preparation of Seams Tucks Pleats Neckline (any 2) Collars (any 2) Sleeves (any 2)
2	Child's basic block- Adaptation of basic block for construction of frock
3	Adult basic block- Adaptation of basic block for Construction of women's wear (anyone silhouette)

Semester IV

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods
HSC 410	Community Development	52 (4/w)

Cos- Student will identify
Acquire knowledge community activities
Understand community developmental programmes
Develop abilities of leadership

List of Practical/Laboratory Experiments/Activities etc.

1	Assessment of selected community development programmes
2	Visit to villages to observe community activities
3	Visit to any organization
4	Organising role play for community development

