UGC
MODEL
CURRICULUM

HOME SCIENCE
UNDERGRADUATE PROGRAMMES

UNIVERSITY GRANTS COMMISSION
NEW DELHI
2001
HOME SCIENCE
UNDERGRADUATE PROGRAMMES

UNIVERSITY GRANTS COMMISSION
NEW DELHI

2001
FOREWORD

Renewing and updating of the Curriculum is the essential ingredient of any vibrant university academic system. There ought to be a dynamic Curriculum with necessary additions and changes introduced in it from time to time by the respective university with a prime objective to maintain updated Curriculum and also providing therein inputs to take care of fast paced development in the knowledge of the subject concerned. Revising the Curriculum should be a continuous process to provide an updated education to the students at large.

Leaving a few, there have been many universities where this exercise has not been done for years together and it is not uncommon to find universities maintaining, practicing and teaching still on the Curriculum as old as few years or even more than a decade. Not going through the reasons for this inertia, the University Grants Commission, realising the need in this context and in relevance to its mandate of coordinating and maintaining standard of higher education, decided to adopt a pro-active role to facilitate this change and to ensure that the university Curriculum are soon updated to provide a standard education all over the country.

Curriculum Development Committee for each subject was constituted with the respective Convenor as its nodal person. The Committee besides having five subject experts drawn from the university system, was given a wider representation of various sub subject experts attending meetings of the Committee as the esteemed co-opted members which kept on changing from time to time as the need arose. The Committees, therefore, had representations from a large number of experts and had many meetings before final updated Model Curricula were presented to UGC.

The University Grants Commission and I as its Chairman are grateful to the nodal persons, a large number of permanent and co-opted members in different subjects and their sub disciplines for having worked seriously with committed devotion to have produced a UGC Model Curriculum in 32 subjects within a record period of 18 months.

The exercise would not have been possible without the support of our entire academic community. We can only hope that the results will fulfil their expectations and also those of university community and Indian society.

The UGC Model Curriculum has been produced to take care of the lacunae, defects/shortcomings in the existing Curricula in certain universities, to develop a new Model Curriculum aiming to produce the one which is compatible in tune with recent development in the subject, to introduce innovative concepts, to provide a multi disciplinary profile and to allow a flexible cafeteria like approach including initiating new papers to cater to frontier development in the concerned subject.

The recommendations have been compiled by panels of experts drawn from across the country. They have attempted to combine the practical requirements of teaching in the Indian academic context with the need to observe high standards to provide knowledge in the frontier areas of their disciplines. It has also been aimed to combine the goals and parameters of global knowledge with pride in the Indian heritage and Indian contribution in this context.
Today all knowledge is interdisciplinary. This has been duly considered. Flexible and interactive models have been presented for the universities to extend them further as they would like. Each institution may have to work out certain uniform structures for courses at the same level, so that effective interaction between subjects and faculties is possible. The tendency across the country is now to move from the annual to the semester system, and from award of marks to award of credits. There is perceptible growing interest in modular framing as well.

The recommendations while taking all these features into account, have also made provisions for institutions who may not be in a position to undertake radical structural reform immediately. In any country, especially one as large and varied as India, academic institutions must be allowed enough autonomy and freedom of action to frame courses according to specific needs. The recommendations of the Curriculum Development Committees are meant to reinforce this. The purpose of our exercise has been to provide a broad common framework for exchange, mobility and free dialogue across the entire Indian academic community. These recommendations are made in a spirit of openness and continuous improvement.

To meet the need and requirement of the society and in order to enhance the quality and standards of education, updating and restructuring of the curriculum must continue as a perpetual process. Accordingly, the University Grants Commission constituted the Curriculum Development Committees. If you need to seek any clarification, you may contact Dr. (Mrs.) Renu Batra, UGC Deputy Secretary and Coordinator of CDC who shall accordingly respond to you after due consultation with the respective nodal person of the concerned subject.

The University Grants Commission feels immense pleasure in forwarding this Model Curriculum to the Hon'ble Registrars of all Universities with a request to get its copies made to be forwarded also to the concerned Deans and Heads of Departments requesting them to initiate an early action to get their Curriculum updated. The University Grants Commission Model Curricula is being presented to the Registrar of the university with options either to adopt it in toto or adopt it after making necessary amendments or to adopt it after necessary deletion/ addition or to adopt it after making any change whatsoever which the university may consider right. This UGC Model Curriculum has been provided to the universities only to serve as a base and to facilitate the whole exercise of updating the Curriculum soon.

May I request Hon'ble Vice Chancellor and the Hon'ble Registrar including the esteemed Deans, Heads of Departments, Members of the Faculty, Board of Studies and Academic Council of the Universities to kindly update their Curriculum in each of the 32 subjects in consultation with Model Curriculum provided here. This has to be done and must be done soon. May I request the Academic administration of the universities to kindly process it immediately so that an updated Curriculum is adopted by the university latest by July, 2002.

The University Grants Commission requests the Hon'ble Registrars to confirm that this time bound exercise has been done and send a copy of the university's updated Curriculum in each subject to UGC by July 31, 2002. It is a must. It has to be done timely, failing which, the UGC may be forced to take an appropriate unpleasant action against the concerned university.

The UGC looks forward for your active participation in this joint venture to improve the standards to achieve excellence in higher education.

December 2001

HARI GAUTAM
MS (SURGERY) FRCS (EDIN) FRCS (ENG)
FAMS FACS FICS FIACS DSc (HON CAUSA)
CHAIRMAN, UGC
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**UNDER GRADUATE CURRICULUM**

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Introduction
Framework
PREFACE

As per the mandate of the University Grants Commission, updating/framing the curricula in various disciplines is the crux of improving the quality of higher education. A Curriculum Development Committee for Home Science was constituted in September 2000 to review the status and update the curricula as per the developmental trends, incorporating multi-disciplinary skills, linking the general studies with professional courses, modular system, flexibility to the credit based system, allowing both the vertical and horizontal academic mobility etc. while framing/reframing the Curriculum. The Curriculum so prepared is based on the status of the existing Curriculum, the achievements of the disciplines, the identified lacunae and the employment opportunities of an interdisciplinary field like Home Science.

Home Science is an interdisciplinary field of studies comprising of Foods and Nutrition, Human Development, Resource Management, Textiles and Clothing and Extension & Communication. Each of these Departments is also multi-disciplinary in nature dealing with the 'art and science of living'. The individual, the family and the community are the foci of Home Science. The security and development of the family is so much part of the social fabric of individuals and communities which will be reflected in the Curriculum of Home Science which needs to be gender neutral, family focussed with career perspectives and region specific. Specific efforts are made to offer the courses in such a way that both men and women will be attracted to these courses from urban and rural areas. Thus Foods and Nutrition has vast scope ranging from alleviation of malnutrition from the micro to macro level, preventive, promotive and therapeutic care in hospitals, in food industries as well as food service managers in various establishments. Textiles and Clothing can have family and industrial orientation in today's market economy with an entrepreneurial base. India being one of the foremost garment exporting countries and also having a huge domestic market, there is enough scope for academic development and commercial applications. Similarly, women and development and environment are major social and political concerns which need to be addressed in Home Science education to make development gender sensitive, relieve drudgery of women's work by innovating appropriate science and technology. There is need to generate considerable research data for policy development of women in the context of a patriarchal society.

Home Science places considerable emphasis on human development across the life span. Some specific areas of studies are early childhood education, family life education, gender sensitization, child abuse, helpline for children and women, non-formal education, adolescence, environment, etc. Strategies for change have to be initiated for empowering the individual, the family and the community.

Curriculum should have an integrated approach of combining theory and practicals and fieldwork. Competency based courses have sound market value and would lead to social and economic empowerment. Field placement should be incorporated to allow for the integration of skills in the learning processes with transfer of knowledge from laboratory to classroom and from classroom to field.

Dr. Armaity Desai, former Chairperson, UGC stated in her inaugural address at the Biennial Conference of the Home Science Association of India in 1995: "The quality of life of society and the family determines positive functioning... Home Science has a vital role to play in increasing the capacity of the family and the community for a better quality of life through the
competencies they develop as graduates. Not only are they empowered through such competency based career development, but in turn, they can extend it through their work to the community and vulnerable groups, thus leading to social and economic development."

The Home Science curriculum as it exists today is offered in a composite form in many institutions and only in a few institutions, specializations are offered. The Home Science discipline has a socio-economic and socio-political backdrop to meet the challenges in the global context. At the macro level, we have problems of population, violence, gender inequality, problems of the environment, economic issues related to the food production etc. At the micro level, we have the family, the household, the people, and the individuals in the family, particularly women and children. The Home Science discipline, therefore, becomes an integrated body of knowledge from Social, Biological and Physical Sciences, Technology and Management all interwoven to enhance the quality of life.

The Home Science panel constituted by UGC in 1995 under the Convenorship of Dr. Philomina Reddy had developed the base for the Curriculum Development in Home Science. The team included Prof. A. Shukla, Mrs. F.Z. Tarapore, Prof. N. Kamalamma, Prof. B.N. Chaulkar, Prof. M.B. Singh, Dr. Seethalakshmi, Dr. T.S. Saraswathi, Dr. Neerja Sharma, Dr. Ravikala Kamath, Dr. M.A. Varghese, Dr. N. Ogale, Mrs. R.K. Tara Chandrika, Dr. Shobha Udipi, Mrs. Arvind Wadhwa, Dr. Ramesh Puri, Dr. Parvathy Easwaran, Dr. Kumud Khanna, Dr. Lavanya Mazumdar, Dr. Naomi DeSouza, Dr. R. Vatsala, Dr. L. S. Saraswathi, Dr. Ajit Randhawa, Dr. Tej Verma, Dr. Z. Ali, Mrs. Amelia Mullens, Dr. P. Sundaram, Dr. Asha Rane, and Dr. Usha Nayyar.

The present curriculum guidelines have evolved out of the basic framework developed by the Curriculum Development Committee of 1995 and I would like to acknowledge the members of that Committee who have contributed to this arduous task.

In the present context, the resource persons who have contributed to the development of the Curriculum are Dr. Kumud Khanna, Dr. Shobha Udipi, Mrs. Arvind Wadhwa, Dr. Neerja Sharma, Dr. Ravikala Kamath, Dr. Kamalamma, Dr. Veena Mistry, Dr. Philomina Reddy, Dr. N. Bhattacharya, Dr. Ela Dedia, Dr. B. Patwardhan, Dr. B. Tavawalla Dr. T.S. Saraswathi and Dr. M.A. Varghese, who acted as the Nodal Person.

The resource persons had considered various concerns of the present status of Home Science Curriculum, especially in terms of the variety of programmes offered under the Faculty of Arts, Faculty of Science and the Faculty of Home Science. Many of these programs required greater emphasis on career development as well as entrepreneurial competence. Further, the programs have to be developed to be relevant and contextualized to the needs of the society.

A strong need was felt in making the course modular and credit-based. Assessment of learner's needs, societal needs, socio-cultural issues and development, introduction of internship and appropriate fieldwork was required to be introduced. Besides this, consideration was also given to emerging areas of technology with special thrust on Information Technology to make it relevant to the present day needs and career options. Enhancement of competencies and professional skills and the extensive and in-depth coverage in the programs necessitated the semester system to be followed. This will be a valuable document for curriculum planners of Home Science in Colleges and Universities.

I acknowledge the contributions of all resource persons for framing the Curriculum and Dr Hari Gautam, UGC Chairman for the financial support and encouragement and Dr Renu Batra and Dr H.K. Chauhan, Sr. Research Officer, for providing the administrative support.
INTRODUCTION

Home Science, being an interdisciplinary field, need much more focus and integration while preparing young students for studies, research and extension work. The UGC has, therefore, constituted a scheme to have a nodal committee for the preparation of the curriculum in Home Science. Dr. Hari Gautam, Chairman, UGC has been very supportive in getting this complex task completed within six months. Three meetings have been held in New Delhi since September 2000. Different consultative groups have been constituted each time to get inputs from different experts.

The curriculum has been carefully planned to ensure some uniformity in terms of framework, but offers enough flexibility in the different career oriented streams once can choose from. The vocational dimensions have been built into the curriculum to make the programme career oriented. Therefore, no rigid pattern was followed in terms of the number of courses for each discipline; however, care is taken to plan the programme thoroughly to prepare the student for a particular vocation and still be able to pursue postgraduate studies.

The curriculum on the whole is divided into 1. Core Courses which will consist of foundation courses, liberal arts, science courses, related areas and home science courses in general and 2. specialization courses which will be the specific streams one would choose from the department concerned and the vocational programme within the specializations.

Programme structuring is made in the light of recent innovations, interdisciplinary nature of the field of study, future developments and the core competencies required for the specific career development.

Pattern: The undergraduate programme is planned for three years consisting of 6 semesters. 45% of the programme cover the core courses and 55% of the programme consists of specialization courses of each department. The core courses include foundation courses, communication skills related courses, computer and information technology related courses, personal skills, social skills which enhance personality development and empowerment process and social, physical and biological sciences in an integrated form. Specialization courses are the career development courses under each department. Internship or work experience is an integral part of each of the specialization to bridge the world of learning and the world of work.

Time Availability: The time availability amounts to a maximum of 3000 hrs. and 3000 marks. Each semester will have 15 weeks with approximately 30 hrs./week. An average of 20 credit hours have been allotted for each semester.

The format for the undergraduate curriculum is dealt according to the 5 areas of specializations with the complete scheme of instructions.
Course outline for each paper include the title of the paper, code number, marks, hours of instruction, theory and practical, focus of the course, objectives of the course, course content for theory / and practicals, the number of periods required for each unit, and the reference list.

Curriculum in Home Science

The course outlines presented in this document are for 6 departments:

- Extension & Communication
- Foods & Nutrition
- Resource Management
- Human Development
- Textiles & Clothing
- Composite Home Science
ELIGIBILITY FOR ADMISSION

B.Sc. HOME SCIENCE

Duration of course: 3 years

- For the Bachelor of Science in Foods & Nutrition:
  The candidates should have completed junior college (+2) with Science PCB stream.

For the following:
- Bachelor of Science in Human Development
- Bachelor of Science in Textiles & Clothing
- Bachelor of Science in Resource Management
- Bachelor of Science in Extension & Communication
- Bachelor of Science in Composite Home Science

The candidate should have completed Junior College (+2) with any of the three combinations of subjects Physics / Chemistry / Biology / Home Science/Mathematics / Economics / Psychology / Sociology / Fine Arts / Accountancy / Commerce /Computer Science / Geography / Political Science / History.

Remedial courses can be offered according to the needs of the students as per the specializations demand. For example, course in Physics and Chemistry if needed for Textiles and Clothing and Resource Management.

Staff Requirements: based on the prevailing norms of workload qualified staff with NET/SET qualification.
OVERALL FRAMEWORK
OF
B.Sc. HOME SCIENCE CURRICULUM
<table>
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<th>DEPARTMENTS</th>
<th>Core Courses - 45% (54 cr)</th>
<th>Specialization - 55%</th>
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<tr>
<td>Extension &amp; Communication</td>
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Schematic diagram for the overall framework for undergraduate curriculum in home science

100% = 120 credits = 3000 hrs = 3000 marks = 3 years = 6 Semesters
I
Development
Project
Management
55 %

Core
45%
Extension &
Communication

II
Media
Development
55 %

SCHEMATIC DIAGRAM FOR CAREER DEVELOPMENT STREAMS IN EXTENSION AND COMMUNICATION
SCHEMATIC DIAGRAM FOR CAREER DEVELOPMENT STREAMS IN FOOD & NUTRITION
SCHEMATIC DIAGRAM FOR CAREER DEVELOPMENT STREAMS IN RESOURCE MANAGEMENT

- Interior Design 55%
- Hospitality Management 55%
- Consumer Services 55%

RESOURCE MANAGEMENT Core 45%
SCHEMATIC DIAGRAM FOR CAREER DEVELOPMENT STREAMS IN HUMAN DEVELOPMENT
SCHEMATIC DIAGRAM FOR CAREER DEVELOPMENT STREAMS IN TEXTILES AND CLOTHING
SCHEMATIC DIAGRAM FOR CAREER DEVELOPMENT STREAMS IN COMPOSITE HOME SCIENCE
## OVERALL SCHEME OF INSTRUCTION – UNDERGRADUATE HOME SCIENCE

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- Total: Marks 1350, Credits 54
### COURSE CODE UNDER VARIOUS SPECIALISATIONS

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FRAMEWORK FOR
EXTENSION & COMMUNICATION
### CAREER ORIENTED B.SC. HOME SCIENCE - EXTENSION & COMMUNICATION

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FRAMEWORK FOR
SPECIALIZATION : FOOD & NUTRITION
# CAREER ORIENTED B.SC. HOME SCIENCE FOOD & NUTRITION

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# CAREER ORIENTED B.SC. HOME SCIENCE FOOD & NUTRITION

## Stream – IV – Bakery and Confectionery (BC)

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FRAMEWORK FOR

RESOURCE MANAGEMENT
# B.SC. HOME SCIENCE RESOURCE MANAGEMENT (Scheme of Instructions)

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## B.Sc. Home Science Resource Management (Scheme of Instructions)

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FRAMEWORK FOR
HUMAN DEVELOPMENT


## CAREER ORIENTED B.SC. HOME SCIENCE – HUMAN DEVELOPMENT

**Stream - I : Early Childhood Care and Education**

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CAREER ORIENTED B.SC. HOME SCIENCE – HUMAN DEVELOPMENT

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FRAMEWORK FOR
TEXTILE AND CLOTHING
## B.Sc. Home Science – Textile and Clothing

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Total 15 Papers
FRAMEWORK FOR
COMPOSITE HOME SCIENCE

(GENERAL HOME SCIENCE)
COMPOSITE HOME SCIENCE (GENERAL HOME SCIENCE)

Introduction

The programme has been formulated with a focus on intra-disciplinary perspectives. The course offers variety of choices within each area of Home Science specialization with a possibility of cafeteria approach. The Institute and students can choose courses across Home Science disciplines relevant to their local milieu to promote development of entrepreneurship and self-employment skills. However, each area of specialization must be uniformly represented with a minimum of 12 credits and a maximum of 14 credits.

Goals

To develop an integrated programme useful for life and career for students and enable them to develop entrepreneurial skills.

Objectives

To enable the students to acquire the knowledge and skills required for holistic understanding of the field of Home Science discipline.

To enable the students to acquire the knowledge and competence to teach and practice Home Science in relevant setting.
# B.SC. HOME SCIENCE – COMPOSITE HOME SCIENCE

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**Semester IV**

Selected Specialization Courses

Credit – 20  Marks – 500

from all areas

**Semester V**

Selected Specialization Courses

Credit – 20  Marks – 500

from all areas

**Semester VI**

Selected Specialization Courses

Credit – 20  Marks – 450

from all areas

**Total**

Credit 60

Marks 3000
CORE COURSES
ENGLISH LANGUAGE AND COMMUNICATION SKILLS (CORE)

Code: 10001+10002
Cr: T1+P1/Sem
Pd/wk: Sem II 1+2
Marks: Sem II - 50

Sem I 1+2
Sem I - 50

This course will be taught in 1st and 2nd Semester. The examination for the entire course will be conducted at the end of 2nd Semester/First year.

Focus

The new curriculum is designed to focus on the communicative approach to English Language Teaching. Rather than abandoning the teaching of structures, the emphasis shifts to learning grammar through communicative functions.

This course aims at learning how to learn by assuming responsibility for one's own learning leading towards greater autonomy. The curriculum is skills-based and designed to meet the language needs of students with differential competence in English.

There is a need to expose the students to various sources and formats of reading materials selected on the grounds of their communicative usefulness and social appropriacy.

The course materials need to provide for optimum interaction between learners and text, learner and learner and learner and teacher.

This course is effective in small as well as large classes, where the teacher provides opportunities for independent, and group work. More work is allotted to various classroom learner-centred activities rather than the lecture mode. The teacher must be at ease and allow for noise generated from these activities. Seating arrangements should facilitate teacher accessibility leading to closer contact with learners and for feedback.

The teacher should be trained in the methodology of communicative language teaching to attain the goals of the curriculum which include academic skills, interactional skills and skills for professional growth.

The course aims at preparing learners to communicate effectively in English in a variety of roles, situations, contexts and modes.
Objectives

To facilitate learners' ability to use English for -
1. academic and professional purposes
   - note taking, note making, bibliography, writing proposals, projects, reports, research articles.
2. reading and comprehending text books, reference books and journals from other subject areas of Home Science.
   - participating in discussions, seminars, meeting, making presentations, interacting with learners and teachers.
3. social purposes
   - becoming aware of the social conventions of conversation
   - sensitivity to the emotive aspects of communication
   - differentiating between formal and informal, one to one and one to many interactions.

Theory

Unit I: Collecting Information
   a. Questionnaire, bibliography
   b. Identifying sources
   c. Classifying information under fact/opinion
   d. Eliciting information
   e. Identifying sexism and gender bias in language

Unit II: Editing/Evaluating Information
   a. Tabulating information
   b. Identifying topic sentences and summarising a text
   c. Presenting sequence of topics in diagrammatic form

Unit III: Organizing Information
   a. Analyzing relationships between sentences and paragraphs
   b. Identifying strategies for highlighting components
   c. Tracing development of text
   d. Transferring visual to verbal

Unit IV: Presenting Information
   a. Examining formats for presenting information
   b. Evolving strategies for presenting information
   c. Preparing and presenting a report
Unit V: Editing/Evaluating Information

a. Focussing on emotive content of messages
b. Identifying attitudes and point of view
c. Turn-taking skills – stating
d. Fact/opinion, agreeing/disagreeing
e. Suggesting, requesting etc.
f. Identifying gender bias
g. Sensitising to non-verbal aspects of communication

Classroom Activities

Independent, pair and group work, problem solving, peer teaching, interviews, active listening, language games, role play, poster making, slogan writing, visual to verbal transfer, self and peer evaluation.

The curriculum calls for greater distribution of weightage for evaluation of oral and written skills. It is suggested that evaluation include learner profiles of communicative ability based on interaction in the classroom.

Recommended/Reference Course Materials

SOCIO-ECONOMIC ANALYSIS OF COMMUNITIES (CORE)

Code: 11001  Cr: T3+P1  Pd/Wk: 3+2  Marks: 100

Focus

The course focuses on the structure of rural and urban communities, the systems comprising of interacting structures and interlocking of these to form the existing society. It will also indicate the relationship of social change to changes in the structures and systems that exist. It is expected to help students to orient themselves to be part of the development process.

Objectives

To enable the students to -
1. understand the socio-economic structures and systems that make up the rural and urban communities;
2. understand the meaning of social change through development plans and programs in the context of the existing-socio-economic structures and systems;
3. recognise one’s own role in the development process.

Theory

Unit I: Introduction to Social Structures and Systems – Framework for Analysis (3)
   a. Meaning and Systems of Organisation
   b. Relationship between Social Systems
   c. Types of Society – Harmonic – Disharmonic

Unit II: Analysis of Family as a Social Unit (5)

Type(s), average size (Micro/Macro), marriage patterns, distinct social roles and nature of relationships between members of the family; internal distinction in authority based on age and sex roles, gender differences with reference to activities and access to resources. Emerging patterns of familial organisation influenced by broader economic and political forces – female headed households.
Unit III: Analysis of Social Relations of Groups Social Stratification –
Caste System (Micro/Macro)

Differential ranking of groups as superior and inferior caste-groups; changes that have taken place / expected; abolition of untouchability, inter-caste collaboration, fusion of sub-castes; impact of reservations; social inequalities – extent of acceptance or opposition.

Unit IV: Analysis of Social Relations of Economic Life (Micro/Macro)

a. Resources available (land, water, climatic conditions, seeds etc.), type of technology in use (bullocks, ploughs – tractors, pumpsets, means of transport), division of labour among the groups (unemployment, under employment).

b. Ownership pattern – land, livestock, ploughs, tractors, pumpsets, transport etc., according to classes and gender.

c. Access to facilities of credit, irrigation, fertilizers, seeds, storage in relation to class groups and gender.

d. Land cultivation pattern – family labour / herd labour / tenancy or share cropping and consequent relation of different class groups to land; rent or wages paid-profit and loss in relation to the owner, tenant, labourer and gender.

e. Income distribution pattern, income disparities (growing or reducing) among class groups and within each class.

f. The type of economy – subsistence or market surplus according to classes.

g. Market malpractices, access to market at different levels, to transport, to storage facilities.

h. Organisational strengths of producers, traders and consumers; dominant organisations that make market mechanisms work.

i. Consumption pattern of classes and in relation to gender – Quantity and quality of primary, secondary and tertiary goods – Relationship of consumption pattern to distribution pattern, production and market structures.

j. Class(es) that influence and control decisions.

Unit V: Poverty Analysis (Micro / Macro)

The number and proportion of poor (in general and with reference to gender in particular) prevalence of hunger and malnutrition, availability and accessibility to drinking water and sanitation facilities, health facilities, clothing and housing facilities, education facilities. Unemployment pattern and indebtedness; causes of poverty and inequalities; programs for poverty alleviation. Poverty line.
Unit VI: Analysis of Social Relations in Political System (Micro / Macro) (5)
   a. Dominant caste(s)/class(es) that influence and control the decision making process including the role of women.
   b. Panchayat or the local government including gender differentials, electoral system – influence and control of electoral process. Distribution of power – mode of decision-making – democratic or dictatorial, decentralised or bureaucratic.
   c. Democratic decentralisation efforts and their impact.

Unit VII: Social Relations in Religion and Culture (Micro / Macro) (3)
   a. Religions represented – the role of religion in the lives of people.
   b. Popular expressions of beliefs and attitudes that promote fatalism or confidence in themselves.
   c. Religious and cultural customs and organisational patterns that oppose the values of social justice, equality, liberty and solidarity.

Unit VIII: Analysis of Social Relation to Environment (Micro / Macro) (3)
   a. Customs, mores, rules, regulations that are eco-friendly and that are not eco-friendly.
   b. Changing patterns of production and consumption – organic farming, soil and water conservation measures, recycling of wastes, use of bio-degradable articles etc., impact of these in the communities.

Unit IX: Gender Analysis (3)
   a. The concept of Gender as distinct from sex.
   b. The division of labour.
   c. Access and control of resource.
   d. Changes in the means of gaining access to resources.

Unit X: Approaches and Methods of Socio-Economic Analysis (3)
   a. Rapid Rural Appraisal
   b. Participatory Rural Appraisal
   c. Surveys, case studies, observation
   d. Participant observations
Practicals: Field Experience in Village(s) / Urban Slums

a. Practical use of RRA / PRA Methods
b. Reporting on Socio-economic analysis of the rural / urban community

References

Mukherjee, Neel (1992): *Villagers’ Perception of Rural Poverty through the Mapping Methods of Participatory Rural appraisal or participatory Learning Methods: PRA / PALM Series*, No.2, Service Road, Domlur Layout, Bangalore – 560 071. MYRADA.

Journals

*Yojana*, Director, Publications Division, Patiala House, New Delhi – 110 001.

Videos


B.B.C. Series on Development issues in India ‘Wheels on Fire’.

Programme 1  -Society
Programme 2  -Population
Programme 3  -Rajasthan canal
Programme 4  -Operation flood
Programme 5  -Credit
Programme 6  -Urbanisation
Programme 7  -SEWA
Programme 8  -Large Scale /Small Scale Industry
Programme 9  -Entrepreneurs and sub contractors
Programme 10  -Land reforms
INTRODUCTION TO RESOURCE MANAGEMENT

Code: 13001   Cr: T4+P0    Pd/wk: 4+0    Marks: 100

Focus

This course deals with the management of resources in the family with particular reference to mobilising all the resources for achieving the family goals. It also deals with the factors motivating management and management applied to specific resources.

Objectives

1. To create an awareness among the students about management in the family as well as the other systems.
2. To recognize the importance of wise use of resources in order to achieve goals.

Theory

Unit I: Introduction to Management

a. Basic concepts of Management
b. Similarities and differences in business, farm and family resource management

Unit II: Purpose of Management

a. Management and Change
b. Achievement of Goals

Unit III: Obstacles to the Improvement of Management

a. Lack of Awareness of Management
b. Lack of Awareness of resources
c. Failure to Evaluate Results of Management
d. Seeking ready-made answers to problems
e. Lack of information

Unit IV: Family Characteristics Influencing Management

a. Life style
b. Type of family  
c. Family size, stage of family life cycle

Unit V: Factors Motivating Management  
   a. Goals, definition, types and utility  
   b. Values – Importance, sources of values, classification, characteristics, changing values  
   c. Standards – Definition, classification-quantitative, qualitative, conventional and non-conventional  
   d. Decision – Role of decision making in management, resource availability

Unit VI: Management Process  
   a. Meaning and elements of process – planning, controlling the plan and evaluating, decision making  
   b. Planning – Importance, techniques, types of plan  
      i. Controlling the plan in action  
         ii. Phases energizing checking  
            - Factors in success of the control step  
            - Suitability  
            - Promptness  
            - New decisions  
            - Flexibility  
      iii. Supervisions of delegated plan  
            - Types of supervision – direction and guidance  
            - Analysis of supervision  
      iv. Evaluation – Importance, relationship to goals  
            - Types – Informal and formal, overall and detailed  
            - Techniques of self-evaluation  
            - Evaluation of the whole process of management

Unit VII: Resources in the Family  
   a. Types of resources  
   b. Factors affecting the use of resources  
   c. Classification of the family on the basis of resources/income, vocation, activity/profession, quality of human resources in the family, general characteristics of work.

Unit VIII: Management of Specific Resources  
   a. Space, equipment, energy, community resources
References


INTRODUCTION TO HUMAN DEVELOPMENT (CORE)

Code: 14001  Cr: T4+P0  Pd/Wk: 4+0  Marks: 100

Focus

This is an attempt to guide undergraduate students in understanding of the field of Human Development in a basic way.

A conscious deviation is taken from the stage-wise approach to the life span, so as to make the course more meaningful and to allow for flexibility in understanding human development, as a continuous process. All topics are given a cross-cultural orientation.

The major topics covered are: An overview of the field; factors important for growth and development; different dimensions of development across the life-span namely, physical and motor, cognition, language, socio-emotional and personality and finally relevant issues in human development and social change.

Teachers are encouraged to use the points of emphasis mentioned and culturally relevant examples to stimulate thought and participatory discussion. The use of video-films is also recommended to supplement course content and facilitate discussions.

Objectives

1. To introduce the student to the field of human development: concepts, scope, dimensions and interrelations.
2. To sensitize the student to social and cross-cultural contexts in Human Development.
3. To sensitize the student to interventions in the field of Human Development.

Unit I: An Overview of the Field of HD

a. What is Human Development? Why do we need to study it?
   Definition of development and human development with focus on life span, nature and context of development, i.e. family and society, variations across cultures, and individual differences in human development.

b. Human Development is a multidisciplinary science -
   The need to study human development, the process of normative development and recognizing unusual development.
c) Historical perspective of HD

- The Western Perspective
  Focus: The child of ancient times, medieval times, renaissance, republic
  and modern times (focus on influence of scientific developments and
  socio-political influences).

- The Ancient Indian Perspective
  Focus: (i) Beliefs of marka, moksha and dharma which lend purpose,
  a sense of continuity as well as social, moral and spiritual guidance to the
  Indian life. (ii) "Bringing-up" children versus “letting children grow” (cross-
  cultural and social perspectives). (iii) Milestones of human development
  are marked by different ceremonies (naming ceremony, the first taste of
  solid food, readiness for disciplining, readiness to read and write the four
  stages of life).

- The scientific study of children in India
  Focus: 50 years of Child Development (how it began as part of Home
  Science, its growth over the years, shift to life-span development (HD).

(Note: in teaching emphasize the sources of knowledge in the study of HD)

i. Primary sources: Collection of first hand experiences directly from
  individuals; narrative records on life histories.

ii. Secondary sources: Oral or written reports on various aspects of HD from
  mothers, elderly members of a community professionals or academicians in
  the field of Human Development, theories and other related literature.

The above information is useful to- (a) establish and develop theories, (b) apply it
in different settings, (c) make decisions about the worth of a programme, (d)
develop effective programs, (e) solve specific problems.

d. Scope of the field of HDFS

  ● Opportunities for roles and employment
    - researcher: on issues related to HD
    - educationist: ranging from pre-school to University
    - planner of policies or programs related to child and family welfare
    - implementing interventions for different aspects related to HD (include
      special educators, personnel in agencies catering to all age groups i.e.
      from crèches to old age homes).

  ● Settings available:
    i. Early childhood care and education (a) pre-school centres, (b) day-
care centres, (c) hobby centres, (d) early stimulation programs, (e) ICDS anganwadis.

ii. Family and child welfare: (a) family welfare programs, (b) child welfare programs, (c) programs for the care of elderly, (d) organizations catering to advocacy.

iii. Children with special needs: (a) specialized counselling centres (as planner), (b) schools, (c) early intervention, (d) developmental testing.

Unit II: Orientation to Growth and Development

a. Understanding growth and development (definitions)
b. General principles of development.
c. Constraints and facilitators in growth and development (influences of heredity and environment).
   - Genetic inheritance: (i) fertilization (ii) number of chromosomes, (iii) the unique third pair determines sex, (iv) genotype and phenotype, (v) sex-linked genetic effects.
   - Environmental pre-requisites: i) nutrition, (ii) opportunities.
   - Interaction between environment and inheritance: (i) genes provide the predisposition, range and direction of development, (ii) environment determines the extent or limit.
d. The beginnings of a new life
   - Prenatal development and the birth process can be covered by a film OR emphasize major developments during the three stages of inter-uterine development and the stages of the birth process.
   - Prenatal influences on the child: biological risks, age of mother, physical characteristics, illness, diet and nutrition, stress and emotional strains, environmental hazards.
   - Cultural variations in child birth practices.

Unit III: Development of Physical and Motor Abilities Across the Life Span

a. An introduction to the dimensions of development over the life span.
   - Physical and motor
   - Cognitive
   - Language
   - Socio-emotional
   - Personality

(Note: Emphasize – Inter-relatedness and coordination between the dimensions of development.)
b. What is physical and motor development?

*Physical Development*

- The new born physical appearance: size, weight, bodily proportions, sensory capacities i.e. hearing, vision, taste, smell, touch, temperature and position.

- Changes in size, shape, muscles and bones and brain as it continues through: infancy, end of infancy, preschool, middle childhood, adolescent growth spurt (include primary and secondary sexual characteristics and psychological impact of adolescence), plateau in adulthood, decreasing physical abilities in old age.

- Linking physical and motor development.

- Motor development: reflexes in infancy; major milestones through end of infancy, preschool years, middle and late childhood, adolescence; plateau in adulthood, declining co-ordination in middle adulthood and old age.

- Physical and motor development can be influenced through: (i) maturation, (ii) nutrition, (iii) monitoring and health care, (iv) stimulation, (v) practice.

**Unit IV: Cognitive Development Across the Life Span**

a. *What is cognitive development?*

- The concept of intelligence

- A brief introduction to Piaget's theory (introduce stages without much elaboration: sensorimotor stage in infancy concrete operational stage in childhood (changes in remembering the reasoning in middle childhood, formal operations in adolescence, fluid and crystallized intelligence in adulthood, declining cognitive abilities in late adulthood and old age.)

- Every day cognition: perception, creativity, imagination, productive thinking, reasoning.

(Note: The section on cognition is based Piagetian approach. However, it must be taught with emphasis on changing process across life span without using technical terms of the theory.)

**Unit V: The Development of Language Across the Life Span**

Language as a form of communication

- Functions of language: expressing wishes, controlling others, interacting with others, expressing individuality, exploring the world, pretending, using language to communicate/share information, understanding our society and culture, reasoning.
- Communicating before language development i.e. the stages of vocalization: undifferentiated crying, differentiated crying, babbling, imitation of sound, patterned speech.
- Beginning to use language: one or two word utterances; early sentences; telegraphic speech; understanding metaphors, similes, irony, reflecting on superficial and deeper level meanings of sentences.
- Uses of language; conversational acts (non-verbal) conversational conventions, learning to listen.
- Language is refined through middle, late childhood and puberty; language linked to academic skills, cognition and thought.
- Language development can be influenced through: (i) maturation, (ii) stimulation
- Deviations in language development: Possible decline of language in the aged, (speech impairment and disorders to be introduced briefly).

(Note: While teaching this topic emphasize variations in language development – for example, by gender and socio-economic strata etc. Also introduce issues of bilingualism and multilingualism.

Unit VI:  Socio-emotional Development Across the Life Span  (6)

a. Understanding social and emotional development
b. Social development:
   - Introduce socialization as an important part of the process of becoming human.
   - Social milestones: beginning with the emergence of the social smile; attachment, separation, anxiety, acquiring sex roles in childhood, induction into occupational roles by adulthood, social isolation and consequences in late adulthood and in the elderly.
   - Patterns and role of parent-child interactions, interactions with siblings and peers; social and cultural interactions through infancy to old age.

c. Emotional development:
   - Emotions serve two adaptive functions: (i) motivating and (ii) communication.
   - Basic emotional reactions (joy, fear, jealousy, anger, sadness, aggressions)
   - Components of emotion: (i) emotions are elicited by the context, (ii) include bodily activity, (iii) emotional expressions are made through facial expressions, bodily movements, vocalization, (iv) labelling emotions.
   - Emotions may be acquired as a result of / by the influence or – (i) internal and external sources, (ii) cognition, (iii) learning and (iv) social reinforcement.
- Milestones of emotional development through infancy and childhood, emotional confusions and adolescence, stability of emotions in adulthood and old age.
- Emotional problems: (i) depression, (ii) over-activity, (iii) aggression.

Unit VII: Personality Development Across the Life Span (4)

a. What is personality?
c. Personality may be influenced by: (a) heredity, (b) environment (parenting styles, peer groups, social interactions, early childhood experiences, life events, support available in a community etc.)
d. The role of social norms in personality development. Deviant personalities: (juvenile delinquency in childhood and anti-social personalities in adulthood)

Unit VIII: The Context of Social Change and Human Development (3)
(Summary of Current Status and Future Directions)

a. The changing face of the Indian family; moving from joint to nuclear; single parenting as a consequence of temporary occupation related separation, legal separation, divorce, working women.
b. Influence of national level decisions in human development: (i) child and women's rights, (ii) new economic policy liberalization, (iii) media boom.
c. Specific needs for intervention in the Indian context: reaching out to lower economic groups through community based interventions.
d. Need for developing a body of knowledge tuned to the Indian context.

References


PERSONAL EMPOWERMENT (CORE)

Code: 14002  Cr: T3+P0  Pd/wk: 3+0  Marks: 75

Focus

This course is designed to create awareness and understanding of the need for empowerment and motivating the student towards higher goals and challenges of self-improvement. The focus is on the adolescent moving towards making choices, developing competencies and skills for handling responsibilities of self-growth and interpersonal relationships in personal and professional spheres. The thrust of this course must be in the Indian context, creating pride in and respect for cultural heritage and values. The teaching approach should be truly a “facilitator” – convinced and committed to the cause of empowerment of youth.

The purpose of inclusion of this course must be viewed as “offering opportunities, motivation, information and skills” for enhancing the total outlook (perspectives) of the young students particularly girls. Hence the thrust is on development, women and the concept of Home Science education as holistic education with interface (and integration) of professionalism and qualitative development of individuals and families.

The teacher (facilitator) for this course must share such an outlook and be oriented towards the same to be really effective. Also the typical examination oriented approach should be replaced by promoting dynamism, visionary zeal and motivational ethos in the classroom.

Objectives

The student will
1. become aware of the need, competencies and skills to be developed for empowerment and be motivated for self improvement / self-enhancement.
2. become aware of the role of empowerment of women from the perspectives of personal and national development.
3. become aware of the interdisciplinarity of Home Science education and its potential for personal and professional enhancement.
4. become sensitized to some pertinent contemporary issues that affect the quality of life of individuals, families and community.
Note
Practical-based and participatory teaching-learning methodology to be utilized: not conventional lectures. Dynamism on the part of the teacher is essential for successful outcome of the course.

Unit I: Personal Growth and Personality Development (10)
through exercises, role play, discussions

a. The challenge: understanding and managing oneself: being aware of one’s strengths and weaknesses.

b. Personality Development: Factors and influences; emotional and motivational aspects; assertion vs. aggression.

c. Peer pressures: Issues and management; group conformity and individualism as co-existing aspects.

d. Conflicts and stresses, simple coping strategies.

e. Adjustment and realignment to changing needs and conditions of contemporary society (technological changes, social changes, changes in values).

Unit II: Empowerment of Women (12)

a. Women and Development: The personal, familial, societal and national perspectives.

b. Capacity building for women: Education, decision-making abilities and opportunities, awareness and information on legal and political issues.

c. Women’s organizations and collective strength: Women’s action groups, women’s participation in development initiatives.

d. Study and discussion of life histories, case studies of illustrious Indian women from different walks of life (e.g. Indira Gandhi, Jhansi ki Rani, Medha Patkar, Kiran Bedi, Vijayalaxmi Pandit, Sudha Chandran, Anutai Wagh, Ila Bhat, Bhanvari Devi).

Brief sketches/profiles of women’s organization and collective and activist efforts to improve the quality of life or tackle issues of concern (e.g. SEWA, Women’s cooperatives, WIT).

Note
Students must be sensitized and made aware through assignments to identify and study the contributions of women in their own regional areas as also in the context of national perspectives. Cases of individual and collective/organized women’s strengths must be discussed with examples from local/regional/levels. Each student may prepare profiles of one individual and one collective group.
Unit III: Home Science Education as Empowerment

1. The interdisciplinarity of Home Science Education.
2. The role of Home Science Education for personal growth and professional development.
3. Home Science as holistic education with integration of goals for persons, enhancement and community development.

Unit IV: Some Significant Contemporary Issues of Concern

a. Gender issues: inequities and discriminations, biases and stereotypes; myths and facts.
b. Substance abuse: Why and how to say no.
c. Healthy Habits: In relation to physique, to studies, to heterosexual interests.
d. AIDS: Awareness and education.

Note
Teachers /facilitators must be knowledgeable and equip themselves sufficiently; orientations / training sessions for facilitators essential.

References


**Note:**

Suggested References unit-wise are as under:

For Unit I : Ref. 1,3,6,7,8.

For Unit II : Ref. 2,4,9,10,17,18.

For Unit III : Ref. 11,12,5.

For Unit IV : Ref. 2,8,18, Newspapers and Magazines
INTRODUCTION TO CLOTHING (CORE)

Code: 15001  Cr: T1+P3  Pd/wk: 1+6  Marks: 100

Focus

Clothing is important for protection, comfort, personality and growth in relevant age groups. The course should be dealt with, keeping in view the activities of the concerned age group with consideration for safety, ease of care and comfort.

Objectives

1. To acquaint with proper notion regarding choice of fabrics.
2. To develop skills in clothing construction.

Theory

Unit I: Equipment

Equipment and supplies used in clothing construction, their maintenance, problems faced, remedies with specific reference to sewing machine.

Unit II: Selection of Fabrics

Factors influencing selection of fabrics, budget, age, season, occupation, figure, fashion, occasion etc.

Unit III: Principles of Clothing Construction


Practicals

Unit I: Sewing Techniques

Sewing techniques: Basic stitches, seams and seam finishes, fullness, placket,
neckline, finishes, fasteners, simple collars, patch pockets and their application to the garments given below.

**Unit II: Garment Construction**

Drafting, cutting and stitching of simple garments, such as vest and bib. A-Line Dress and knickers. Bush-shirt and knicker, sun suit / romper, simple frock with yoke.

**References**

COMPUTER BASICS (CORE)

Code: 10003  Cr: T0+P2  Pd/wk: 0+4  Marks: 50

Focus

This course is designed to give basic inputs to students on Computers and their functioning and hands-on experience.

The awareness of the basic applications of computers as the tool for education, information and research is to be created and emphasized. The teaching learning process should include demonstrations and hands-on experience for all the students.

Objectives

To enable the students to -
1. know the basics of computers;
2. to be able to use computers for education, information and research.

Theory

Unit I: Computer Fundamentals (15)

a. Overview about computers
b. Components of a computer
c. Input/output devices
d. Secondary storage devices
e. Number Systems: Decimal, Binary, Octal, Hexadecimal
f. Representation of Information: BCD, EBCDIC, ASCII
g. Representation of Data: Files, Records, Files
h. File organization and access
i. Security and safety of data
j. Introduction to Operating Systems

Unit II: MS-Windows (5)

a. Introduction
b. Exploring the Desktop
c. Running multiple programmes
d. Accessories
e. Control Panel
f. Managing Documents and Folders

Unit III: **MS-WORD** (10)

a. Starting MS-WORD
b. Creating and Formatting a document
c. Changing Fonts and Point Size
d. Table Creation and operations
e. Autocorrect, Auto Text, Spell Check, Thesaurus
f. Word Art, Inserting objects
g. Mail merge, letter, label, envelope
h. Page set-up, Page preview
i. Printing a document

Unit IV: **MS-Excel** (10)

a. Starting Excel
b. Work Sheet, Cell, Inserting Data into Rows/Columns
c. Alignment, Text-wrapping
d. Sorting data, Auto sum
e. Use of functions, referencing formula cells in other formulae
f. Naming cells and ranges, Goal seek
g. Generating graphs
h. Integrating Worksheet data and charts with WORD
i. Creating Hyperlink to a WORD document
j. Page set-up, Print Preview, Printing Worksheets.

Unit V: **MS-Power Point** (5)

a. Starting MS-Power Point
b. Auto Wizard, Creating a presentation using Autocontent Wizard
c. Blank Presentation, Creating, saving and printing a presentation
d. Adding a slide to a presentation
e. Navigating through a presentation, Slide sorter, Slide show, Editing slides
f. Using Clipart, Wordart Gallery
g. Adding Transitions and Animation Effects, Setting timings for slide show, preparing Note pages, Preparing audience handouts, printing presentation documents.
Unit VI: Internet

a. Genesis and use of Internet
b. Software and hardware requirements for Internet
c. Accessing the Internet, Web Page, Using a Search Engine, Accessing the Internet from MS-Office applications

References

COMMUNITY DEVELOPMENT PERSPECTIVES AND APPROACHES (CORE)

Code: 11002  Cr: T2+P0  Pd/wk: 2+0  Marks: 50

Focus

The focus of the course is on the evaluation of approaches to community development in general and in our country in particular.

Objectives

To enable students to -
1. be aware of the approaches to development.
2. develop faith in the capacity of the people to take responsibility for their own development.
3. understand the existing support structures for development efforts.
4. understand the role of Non-Govt. organizations in community development.

Theory

Unit I: Development (3)
   a. Definitions, types – large scale and centrally planned and small scale and locally planned.
   b. Goals, the purpose of development – Processes of development – the input process and social action process.

Unit II: Historical Perspective of Development Approaches (4)
   a. The capitalistic approach
   b. The welfare approach
   c. The Gandhian approach
   d. The modernisation approach
   e. The institutional and social justice approach
   f. The socialist approaches – the conscientization approach – development as liberation – the historical approach of radical social scientists – the Marxist approach.
g. Rethinking and new paradigm of development; sustainable development, human development, sustainable human development, universal human rights.

Unit II: Critical Development Issues

a. Massive poverty  
b. Population growth  
c. Food security  
d. The Environment

Unit IV: Community Development in India  

a. Evolution of community development programme in India since Independence.  
b. Structure and functions of community development at different levels.

Unit V: Support Structures and their Functions

a. Central Social Welfare Board  
b. State Social Welfare Board  
c. National Level Voluntary Agencies such as CAPART, KVIC.  
d. Elected Panchayats

Unit VI: Community Development Programme Approaches

a. Multi-purpose  
b. Target group  
c. Growth centred  
d. Area  
e. Minimum needs  
f. Anuyodaya  
g. Integrated  
h. Critical reflection on these community development efforts

Unit VII: Women and Development

a. 'Welfare' approach – women’s role as wives and mothers emphasized.  
b. ‘Anti-poverty approach – women’s income generation programs – integrating women in development.  
c. ‘Efficiency’ approach – emphasis on women’s key role in production.  
d. ‘Equity’ approach – combating patriarchy and exploitation, subordination and oppression of women.  
e. ‘Empowerment’ approach – process of women discovering the power within themselves to tackle the problems in their life situations.  
f. Critical review of these approaches in practice.
Unit VIII: Home Science and Community Development

Scope of Home Science Extension for meaningful participation in community development in India.

References


FUNDAMENTALS OF FOOD AND NUTRITION (CORE)

Code: 12001  Cr: T2+P2  Pad/wk: 2+4  Marks: 100

Objectives

This course will enable the student to

1. Understand the functions of food and the role of various nutrients, their requirements and the effects of deficiency and excess (in brief).
2. Learn about the structure, composition, nutritional contribution and selection of different foodstuffs.
3. Be familiar with the different methods of cooking, their advantages and disadvantages.
4. Develop an ability to improve the nutritional quality of food.

Theory

Unit I: Concept of Nutrition (1)

Unit II: Functions of Food (2)

Unit III: Nutrients: Macro and Micro-nutrients (20)

Classification, sources, functions
Recommended Dietary Allowances
Deficiency and excess (in brief)

Water
Carbohydrates
Fats
Energy
Fibre
Calcium
Iron
Magnesium
Water soluble Vitamins
Vitamin C, Folic Acid

Zinc
Fluorine
Iodine
Selenium
Copper
Manganese
Fat-soluble vitamins (A, D, E, K)
(Thiamine, Riboflavin, Niacin)
Pyridoxine, Panthothenic acid, B12

Unit IV: Basic Terminology Used in Food Preparation (3)
Unit V: Food Production (in brief), Food Composition Structure

nutritional contribution and selection factors for the following

Cereals and Millets
Pulses
Fruits
Vegetables
Milk and milk products
Nuts and oilseeds
Meat, fish and poultry
Eggs
Sugars
Tea, coffee, cocoa, chocolate and other beverages
Condiments and spices
Processed foods

Unit VI: Methods of Cooking, their Advantages and Disadvantages and Effect on Nutritive Value

Unit VIII: Improving Nutritional Quality of Foods

Germination
Fermentation
Supplementaiton
Substitution
Fortification and enrichment

References


Practicals

Objectives

1. To acquire skills in food preparation techniques
2. To use appropriate methods of cooking for preparation of specific food products.

Unit I: Use and Care of Kitchen Equipment

Unit II: Controlling Techniques

   a. Weights and Measures standard and household measures for raw and cooked food.
   b. Recipe and evaluation of a production.

Unit III: Food preparation and classifying recipes as good, moderate or poor sources of specific nutrients. Amount of ingredients to be used in standard recipe vis-à-vis portion size.

   a. Beverages – Tea, Coffee, Cocoa, Fruit juice, milk, milkshakes
   b. Cereal and flour mixtures – basic preparations
      i. Boiled rice and rice pulao
      ii. Chapati, puri, paratha
      iii. Sandwiches
      iv. Pastas
      v. Pancakes, biscuits, cookies, cakes
   c. Pulses and legumes – using whole dehusked and sprouted

Unit IV: Vegetables

   a. Simple salads
   b. Dry vegetables
   c. Curries

Unit IV: Fruits

Fruit preparations using fresh and dried-stewed fruit, fruit salad

Unit VI: Milk

   a. Porridges
   b. Curds, paneer and their commonly made preparation
c. Milk based simple desserts and puddings – custards, kheer, ice-cream

Unit VII: Meat – cuts of meat
   a. Meat preparations
   b. Poultry
   c. Fish

Unit VIII: Hard and soft cooked poached, scrambled, fried omelette, eggnogs

Unit IX: Soups
   Basic, clear and cream soups

Unit X: Snacks
   Pakoras, cheese toast, upma, pohe

Unit XI: Peanut, chikki, til ladoo

References
ECOLOGY AND ENVIRONMENT (CORE)

Code: 13002  Cr: T2+P1  Pd/Wk: 2+2  Marks: 75

Focus

The course intends to create awareness, appreciation and understanding of environment. The major environmental issues and problems are to be critically analysed for inculcating environmental consciousness among the learners and to help them take individual/household/community level decisions for making the physical environment conducive for family living. The course content has to be taught at an elementary level.

Objectives

To acquaint the students with -
1. The physical environment and its components and the major issues
2. The impact of human activities on environment
3. The action needed for checking environmental threats

Theory

Unit I: Introduction

Meaning and definition of ecology and environment, scope of the subject, dimensions of environment land, air, water, forest, habitat, population.

Unit II: Land

As a resource, energy and mineral resources, land pollution – sources: smelting and mining, industrial waste, agriculture, domestic waste major health hazards – prevention and control.

Unit III: Water

Utility of water
Problems and issues: water pollution and scarcity, pollutants – health hazards and their control
Unit IV: Forests
Utility of forests and forest resources, deforestation and its impact, forest conservation.

Unit V: Air
Composition and its usefulness to plants and animal kingdom, air pollutants – sources, their health hazards, green house effect and agone layer depletion and its impact, control measures.

Unit VI: Energy
Major sources of energy – renewable and non-renewable uncertainties with non-renewable energy sources, alternate energy sources and energy conservation measure.

Unit VII: Habitat and Population
Uncontrolled population growth and its impact, unplanned growth of cities and towns, migration, problems of housing and essential services, control measures.

Unit VIII: Environmental Education
Meaning, need and objectives, highlights, role of government, NGOs and educational institutions, national and international agencies.

Unit IX: Environmental Protection
Policies, programmes and legislations

Practicals
1. Visit to Air Quality Monitoring unit of the Municipal Corporation
2. Visit to water supply station and sewage plant to study the water supply system and the waste water and sewage disposal.
3. Identify the Food Chain in our daily life.
4. Study the water cycle and water distribution on earth.
5. Study the cooling effects of evaporation.
6. Study the uses of solar energy.

References


FAMILY DYNAMICS (CORE)

Code: 14003  Cr: T3+P0  Pd/Wk:3+0  Marks: 75

Focus

This course purports to create awareness and appreciation for the role and functions of marriage and family as basic institutions. The changing trends, the dynamics of adjustment and contemporary problems and issues are to be critically analysed for developing better understanding of needs, adjustment areas and intervention strategies.

Objectives

The student will -

1. Acquire knowledge and insights about the dynamics of contemporary marriage and family systems in India.
2. Become acquainted with the concept, goals and areas of adjustment in marital relationship and within the family.
3. Become aware of the changing roles and relationships within the family.
4. Understand the dynamics of families in distress and crisis
5. Become aware of the interventive and preventive family welfare measures.

Theory

Unit I: The Family

- Definitions, functions, types (with reference to India)
- Family life cycle – stages and sub-stages (beginning, expanding, contracting).
- Changing trends in India and factors influencing (social change, family values and ideologies, family structures).

Unit II: Marriage

- Marriage as an institution: goals, rituals, functions, changes and challenges
- Mate selection: factors influencing, considerations of exogamy and endogamy, changing trends, arranged and personal choice of mates.
c. Preparation for marriage, social emotional issues, financial concerns and exchanges, guidance and counseling.

d. Marital adjustment, areas and factors influencing, planned parenthood.

Unit III: **International Relationships within the Family**

a. Individual roles, rights and responsibilities within the family

b. Family interaction and communication – importance, types and methods of improvement.

c. Areas of adjustment within the family at different stages of family life cycle.

Unit IV: **Families with Problems**

a. Families with marital disharmony and disruption, dimension, casual factors

b. Families in distress, violence and abuse, dowry victimization, violence against women.

Unit V: **Interventions for Families in Trouble**

a. Scope, needs and assessment

b. Counselling: premarital and marital

c. Welfare and rehabilitation policies and programmes

d. Public awareness and education programmes

References


INTRODUCTION TO TEXTILES (CORE)

Code: 15002  Cr: T3+P1  Pd/Wk:3+2  Marks: 100

Focus

Variety in clothing depends on variety in textiles. Though very few textiles were known to man earlier, presently, he is seeing newer textiles each one superseding the other. Their performance is also varying. It is essential for a student to have some basic knowledge of these textiles to select the right kind of fabric for a specific end-use.

Objectives

To enable students to -
1. Acquaint with the different textiles and their performances.
2. Impart knowledge on different textile finishes.

Theory

Unit I: Classification of Textiles  (4)
   a. Introduction to and classification of textiles, terminology in textiles

Unit II: Study of Yarns  (11)
   Methods of spinning, making of spinning, making of sewing thread, simple, novelty, metallic and texturised yarns, stretch, corespun, bi and multi component yarns – characteristics. Yarn numbering systems (Cotton count, Denier, tex-conversion from one to the other).

Unit III: Weaves  (6)
   a. Physical – Singeing, napping, brushing, shearing, sizing, shrinking, tendering, calendarings, etc.
   b. Chemical – bleaching, mercerizing, etc.
Undergraduate Home Science

c. Special purpose finishes – wrinkle resistant, water resistant and repellent, flame retardant, durable press, soil release and resistant, antipilling, dyeing and printing, etc.

Practicals

Unit I: Identification of Textile Fibres
Visual, microscopic, burning and chemical

Unit II: Identification of yarn types

Unit III: Identification of weaves and their variations

Unit IV: Sample collection for weaves and finishes and Identification

References
COMMUNICATION PROCESS IN DEVELOPMENT (CORE)

Code: 21003  Cr: T2+P1  Pd/Wk: 2+2  Marks: 75

Focus
The course focuses on the process of communication, especially in development work in rural and urban areas.

Objectives
To enable students to -
1. Understand the process of communication in development work;
2. Develop skills in the use of methods and media; and
3. Be sensitive to the interests and needs of the people and the power of the media and methods in catering to these needs and interests.

Theory

Unit I: Concept of development communication
- Meaning and importance of communication in development
- The purpose of communication
- Existing patterns of communication
- Factors that help or hinder communication

Unit II: Communication Process
- One-way and two-way or interactive communication
- Gaps in communication or distortions in transmission of message and their causes
- Importance of two-way communication
- Basis for effective, interactive communication. Critical reflection of one-self in communication
- Attitude of ‘respect for others’
● Information Dissemination, Education and Propaganda – distinctions. Communication: an educational process

Unit III: Methods of communication in Development Methods to reach individuals (10)

● Personal conference
● Interviews
● House visits
● Exhibits
● Clinics to solve individual problems of consultations
● Methods to reach small groups:
● Illustrated lecture
● Group discussions
  - Fish Bowl
  - Small group
● Simulation Exercises
● Trust – building in groups
● Co-operation
● Affirmative environment creation
● Role plays
● Demonstrations
● Workshops
● Camps
● Methods to reach masses:
● Radio announcements / programs
● Newspaper stories
● Posters, exhibits in strategic places
● Videos, films
● Television programmes
● Letters, folders or pamphlets
● Public meetings
● Selection and effective use of methods in development education and evaluating the effectiveness of the methods.
Unit IV: Media for development communication

- Folk media
- Songs
- Stories
- Street – theatre
- Games
- Arts
- Riddles, proverbs
- Puppet play
- Print Media
- Posters
- Pamphlets, leaflets
- Newspapers – articles, stories
- Periodicals – articles, stories, songs
- Books
- Cartoons
- Audios/Visuals, Audio-Visual Media
- Audio-tapes, radio broadcasts
- Slides, pictures, drawings, photographs etc.
- Videos, telecasts
- Films – documentary, feature
- Selection, preparation and effective use of media in development education and evaluation of the effectiveness of the media.

Practicals

Application of methods and media for communication in development in development programs in rural/urban communities

a. Problem / need identification of a community
b. Planning an educational programme
c. Selection, preparation and effective use of methods and media
d. Evaluation of the effectiveness of methods and media
References


Parmar, Syam (1976): Traditional Folk Media in India, New Delhi, Geka Books.


Werner, David and Bower, Bill (1982). Helping Health Workers Learn, California 94302, USA, Hesperion Foundation.


Journals

Science for Villages, Centre for Science for Villages, Magan Sangrahalaya, Wardha – 442 001.

Rural Technology Information Service Division, Centre for Development of Rural Technology, Institute of Engineering & Rural Technology, 26, Chatham Lines, Allahabad – 211 002.


NUTRITIONAL MANAGEMENT IN HEALTH AND DISEASE (CORE)

Code: 22002    Cr: T3+P1    Pd/Wk: 3+2    Marks: 100

Focus

The course encompasses the various stages of the lifecycle and how nutrition is critical at various stages. It briefly familiarises students with the role of nutrition in common ailments.

Objectives

This course will enable the student to
1. Understand the concept of an adequate diet and the importance of meal planning
2. Know the factors affecting the nutrient needs during the life cycle and the RDA for various age groups
3. Gain knowledge about dietary management in common ailments.

Theory

Unit I: Definition of health and nutrition

Dimensions of health (physical, psychological, emotional, spiritual) (1)

Unit II: Energy Requirements – Factors affecting energy requirements

BMR, Activity, age, climate, diet – induced thermogenesis (SDA), physiological conditions (3)

Unit III: Concept of nutritionally adequate diet and meal planning

a. Importance of meal planning
b. Factors affecting meal planning –
   - Nutritional, Socio-cultural, Religious, Geographic, Economic, Availability of time and material resources
   - Religious, Geographic, Economic, Availability of time and material resources (3)
Unit IV: Nutrition through the Life Cycle (20)
(at different activity and Socio-economic levels)
requirements, nutritional problems, food selection.
a. Adulthood
b. Pregnancy
c. Lactation
d. Infancy
e. Preschool
f. Adolescence
g. Old age

Unit V: Principles of diet therapy (3)
Modification of normal diet for therapeutic purposes, Full diet, Soft diet, Fluid diet, Bland diet.

Unit VI: Nutritional management in common ailments - (3)
Requirements and diet planning
a. Diarrhoea
b. Constipation
c. Fevers - Weight Management

Practicals

Objectives
This course will enable the students to –
1. Plan and prepare nutritionally adequate diets in relation to age, activity levels, physiological state and socio-economic status
2. Make the therapeutic modifications of normal diet for common disease conditions.

Unit I: Planning and preparation of diets for different age groups at different socio-economic and activity levels in relation to special nutrient requirements. (48)
a. Adult
b. Pregnancy
c. Lactation

d. Infancy

e. Pre-school Child

f. School Child

g. Adolescence

h. Old age

Unit II: Planning and preparation of therapeutic and modified diets

a. Soft diet

b. Fluid diet

c. Bland diet

d. High protein diet

e. High fibre

f. Low fibre diet

g. Calorie – restricted

References


COMMUNITY NUTRITION

Code: 22003  Cr: T2+P0  Pd/Wk: 2+0  Marks: 50

Focus

The course is intended to introduce to students nutritional problems prevailing in the country, their causes, and implications and the Government policies and programmes for control and/or prevention of the same.

Objectives

This course will enable the students to -
1. Understand the factors that determine the availability and consumption of food.
2. Be familiar with the common nutritional problems of the community, their causes, symptoms, treatment and prevention.
3. Get exposed to the schemes, programmes and policies of Government of India to combat malnutrition.
4. Be aware of the health hazards related to food and water.

Theory

Unit I : Concept and scope of community nutrition (2)

Unit II : Food availability and factors affecting food availability and its consumption (10)

- Agricultural production
- Post-harvest handling, marketing and distribution
- Population
- Economic
- Regional
- Socio-cultural
- Industrialization

Unit III : Nutritional problems of the community and implications for public health (12)

- Common problems in India
- Causes (Nutritional and non-nutritional)
- Incidence of nutritional problems, signs and symptoms, treatment
- PEM
- Fluorosis

Unit IV: Schemes and programmes to combat nutritional problems in India

- Prophylaxis programmes
- Midday meal programme
- ICDS

Unit V: Hazards to Community Health and Nutritional Status

- Adulteration in food
- Pollution of water
- Industrial offence sewage
- Pesticide residues in food

Unit VI: Nutrition Policy in India and Plan of Action

References

Thankamma Jacob (1976): Food adulteration.
Prevention of Food Adulteration Act (1994): Govt. of India.
CONSUMER ECONOMICS

Code: 23003  Cr: T4+P0  Pd/Wk: 4+0  Marks: 100

Focus

The main focus is on the understanding of market conditions and their impact on consumer behaviour pattern, and to make the consumer aware of their role and responsibilities as consumers in the economy of the nation.

Objectives

This course will enable the student to
1. Understand the role of consumer in the market.
2. Become aware of marketing conditions and rights and responsibilities of consumers
3. Recognize the problems in buying and know the means of redressal.
4. Know the consumer legislations and their limitations.

Theory

Unit I: Consumption economics

- Meaning and definitions
- Family as a decision making unit of household
- Consumer – definition
- Consumerism, rights and responsibilities of consumers – rights to safety to choose, to be heard, to be informed, to redress, and to healthy environment.

Unit II: Measures of living and consumption

- Place of living
- Level of living
- Standards of living
- Plane of consumption
- Level of consumption
- Standard of consumption
- Price/price level/cost of living

**Unit III : Consumer income**

- Types of income – real, money psychic, relationship of GNP, national income, personal income, disposable income.

**Unit IV : Market**

- Definition
- Types of markets – segmentation and characteristics
- Functions
- Channels of distribution

**Unit V : Business Cycles**

- Monetary theories of business cycle
- Non-monetary theories of business cycle
- Implications for consumption

**Unit VI : Consumer in the Market**

- Consumer buying habits: Convenience goods, specialty goods
- Buying motives: Primary, selective, rational, emotional and patronage
- Consumer product and promotion practices
  - Types of products
  - Advertisement, sales promotion, packaging
  - Public utilities – names and important types, common problems - solutions

**Unit VII : Consumer Buying Problems**

- Adulteration
- Faulty weights and measures
- Other malpractices in market
- Pricing
- Legal – guarantee and warrantee contracts, instalment buying

**Unit VIII : Consumer Decision Making**

- Good buymanship
- Factors affecting consumer decisions

**Unit IX : Consumer protection services**

- Organisations
● Legislation – important laws for consumer protection
● Consumer representation

Unit X: Consumer and the Law

● Types – basic, social, statutory and their implications

References


Sales Management, 5th Edn., Cunitife Bolling, (Unit II, IV).


SPECIALIZATIONS:
EXTENSION AND COMMUNICATION
INTRODUCTION

Extension and Communication emphasizes extending of the cumulative knowledge of various fields of study in Home Science, namely – Foods and Nutrition, Human Development, Resource Management and Textiles and Clothing. The focus is on the Development of the rural community and urban slums through a process of education underlining Communication.

The thrust of the field of study of Home Science is geared to the national needs such as alleviation of malnutrition, promotion of early childhood education, energy / resources conservation etc. In the context of national development efforts, the study of Extension & Communication becomes crucial.

The national development scene demands the services of a cadre of trained Home Science personnel to take up responsible positions. The emerging scene opens up self-employment opportunities in community education and communication, especially in software production. Hence the courses of study in this area are vocationalised.

Goals

To enable students to
1. Take up responsibility in local, state and national efforts towards improving the quality of life of the families and communities; and
2. Develop a sense of readiness to be part of the development process.

Objectives

To enable students to
1. Be aware of the prevailing conditions and status of people in the community with special reference to poverty, gender and environment;
2. Have a perspective of the development efforts in the country, in the state and in local areas; and
3. Develop skills in communication with the people in the community.

Specialisations

Stream I - Development Project Management (DPM)
II - Media Development (MD)
## CAREER ORIENTED B.SC. HOME SCIENCE EXTENSION & COMMUNICATION

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# CAREER ORIENTED B.SC. HOME SCIENCE EXTENSION & COMMUNICATION

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STREAM - I

DEVELOPMENT PROJECT MANAGEMENT (DPM)

Professionalism in developmental project management is the expected outcome of learning this specialization. There is increasing demand for personnel trained in project preparation, both in the public and private sector and specially in the voluntary sector. The course offers opportunities to the trained personnel to take up jobs in this field and further to get self-employed as consultants and service personnel in project preparation, project execution and documentation.

Goals

To develop Professionalism in the students in
1. Development project planning;
2. Execution and evaluation; and
3. Documentation work.
CHANGING TRENDS IN EXTENSION EDUCATION (DPM/MD)

Code: 21104   Cr: T2+P2   Pd/Wk: 2+4   Marks: 100

Focus

The concept of development is changing. It is not merely increase in production and productivity, but it is participation of people in mutual learning experience involving themselves, their local resources, external change agents and outside resources. The act of extension is not merely transference of techniques and knowledge but it involves improving of relationships between human beings. It is enabling of those without power to be partners in development – in productive opportunities and to resist changes that will make them worse off.

Objectives

To enable students to
1. Understand the widening concept of extension;
2. Be aware of the extension models in practice and their scope in facilitating development; and
3. Feel strongly for the people without power and influence them to become partners in development projects and programs.

Theory

Unit I: Concept of extension (3)
- Meaning of Extension
- Origin and wider understanding of the meaning of extension

Unit II: Extension models (5)
- Technology – Innovation – Transfer Model
- Social Education Model
- Indigenization Model
- Social Action / Conscientization Model
- Empowerment / Participation Model
Unit III: Extension Education Process (20)

- Environment for Learning; Role of the Educator; dictator to facilitator; Role of the people (participants) passive, complacent active participants in learning and development.
- Communication process monologue or closed communication.
- Learning experiences imposed, information oriented to experiential meaning a high level of emotional response. Learning initially in the affective domain with later reinforcement in the cognitive domain. Feedback and Evaluation could vary from being terminal, controlled by the educator to on-going joint affair.

Practicals (56)

Observation of Extension Programs and Reporting about the Model(s) represented and the Educational Process and critically examine the programmes.

References


Journals

Changing Villages, PPS Gussain for Consortium on Rural Technology,D-320, Lakmi Nagar, New Delhi 110 092.


Yojana, Director, Publications Division, Patiala House, New Delhi 110 003.


ADULT/ NON-FORMAL EDUCATION (DPM / MD)

Code: 21105          Cr: T3+P3          Pd/Wk: 3+6          Marks: 150

Focus

The need for Adult / non-formal education is underlined in our country where a large number of people have little or no access to formal educational facilities and wherever it is accessible, people are not able to avail it as they live under deprived conditions of life. Organising adult/non-formal education programs is an attitude of mind and it requires special skills. The course intends to focus on these.

Objectives

To enable students to
1. Be sensitive to the educational needs of adults and children from low socio-economic groups in rural and urban settings
2. Organise adult education / non-formal education programs for children

Theory

Unit I: Concept of adult / non-formal education

- Meaning of Education, Adult Education and Non-formal Education.
- Education Scene in India: availability and accessibility to educational facilities – exclusion of vast majority.
- Alternatives supplementary to Formal Education – Non-formal Education for adults and children.
- The purpose of adult education / non-formal education.

Unit II: History of adult education in post independent India

- The Gram Sikshan Mohim
- Farmers' Functional Literacy Projects
- Non-formal Education for Youth
- National Adult Education Programme (NAEP)
- Rural Functional Literacy Project (RFLP)
- State Adult Education Programme (SAEP)
- Adult Education through voluntary agencies
- National Literacy Mission (NLM)

**Unit III: Adult literacy**

- Literacy Scenario of the nation, state, district and local areas
- Goals of literacy
  - Literacy as a tool for modernisation – learning the skill of reading and writing
  - Literacy skill development for modernisation (reading the word)
  - Literacy in its social context implying power relations – literacy as a part of adult education and development (reading the world)
  - Choice of language for literacy, dialect vs. standard
- Literacy Pedagogy
  - Functional orality – Meaningful use of oral language
  - Parallels between oral language acquisition and acquisition of reading and writing
  - Literacy materials and their reflection of oral traditions
  - Kinds of literacy materials available and their impact on literacy learning
  - Role of the teacher and the learner in literacy programs

**Unit IV: Post literacy**

- Continuing education – autonomous learning, consolidation of acquired literacy – understanding of society.
- Processes and activities – content, vocabulary building, increased genuine knowledge and its applications – critical reading.
- Levels of competency standard
- Design and development of materials
- Implementation strategies at National / State / Grass root levels

**Unit V: Planning adult education programme**

- Creating a learning environment – promoting equality of relationships, respect for people, trust in one’s own ability to solve problems, sharing in decision making and responsibility for learning
- Mobilising local/outside resources-material as well as human
- Identifying adult educators. Selection from the local community: criteria, commitment and educational level
Training: Pre-service, In-service and Field Support System – Need; Models of training: Developmental (bottom – up and problem – solving) and deficit (top down, input based) models; content and methods of training

Planning curriculum
- Philosophical frame (ideological base)
- Problems/needs of the learners
- Environment for learning
- Contents and sequencing of contents
- Activities/learning experiences
- Preparation/selection of materials
- Activities for feedback, critical reflection and appraisal

Unit VI: Non-formal education for children (non-starters and school dropouts)

- Universal Primary Education
- Nature of non-formal education – alternative or supplementary to formal education
- Non-formal education for the poor and under privileged – education combined with development – education linked to environment
- Community participation, essential basis of non-formal education
- Distinction between formal and non-formal – single point entry, sequential progression, whole time instruction, insistence on professional teachers, standardized curriculum
- Operationalising non-formal education
- Implementing agencies: Non-government – for innovation, experimentation and resources development; government and semi-government organizations
- Community and parent participation – community mobilization for running the school
- Resource development: curricula, educational materials, training, research
- Field support system – networking of supervisors and teachers, between teachers
- Cost-effectiveness in terms of countering drop-out rate and ensuring self-reliant learning
- Monitoring and evaluation – the mechanism for appraisal, feed back, diagnosis and remedial action.
Practicals

Unit I: Literacy programme planning (24)
- Adult Learners' Profile
- Situation analysis for problem/need identification of adult learners
- Identification of key words

Unit II: Preparation of learning materials (30)
- Preparation of learning materials based on key words: more words and sentences

Unit III: Evaluation (30)
- Use of the prepared materials
- Feedback mechanism
- Evaluation of the programme

References


University of Reading (1989): Agricultural Extension and Rural Development, Department Bulletin.

Directorate of Adult Education, Govt. of India (1978): New Delhi, 50 years of Adult Education in India.


Directorate of Adult Education, Govt. of India (1988): New Delhi, Literacy Digest, National Literacy Mission.

Ministry of Human Resource Development, Govt. of India (1987), New Delhi, Technology Mission for Eradication of Illiteracy.


McGivney, Veronica and Murray, Frances: Adult Education in Development – Methods and Approaches for Changing Societies, 19 B De Montfort Street, Leicester LE 1.7 GE. U.K. National Institute of Adult and Continuing Education.

UNICEF: Reaching the Unreached – non-formal approaches and University Primary Education, Education Cluster Programme.


**Journals**

Indian Journal of Adult Education, Indian Adult Education Association (IAEA), 17-13, Indraprastha Estate, New Delhi – 110 002

PROJECT PLANNING (DPM / MD)

Code: 21106  Cr: T5+P0  Pd./Wk: 5  Marks: 125

Focus

Developing projects that will have an impact on the lives of the poor and improve their living conditions, is a growing concern of government and non-government agencies in India. Often needs are identified and valid ideas are there. These are to be put in a practical framework in the form of a project plan. This course focuses on developing such project plans.

Objectives

To enable students to
1. Understand the project cycle and details of the components that make up the cycle
2. Develop a project plan and a project proposal for funding.

Theory

Unit I: Preparatory work with local people (10)
- Involve people – informal contacts and building rapport
- Collect basic data – general needs and community profile
- Needs assessment – Identification of specific needs, obstacles, solutions
- Community based support – Setting priorities and formation of working group(s).

Unit II: Designing the project (20)
- Defining objectives
- Identifying resources – materials funds, facilities, people’s resources
- Methods/approaches
- Feasibility
- Work plan and budget – objectives, activities, allocation of responsibilities, organizational, structure, regular schedule of monitoring and evaluation, phasing of the project, budget –Items, Cost according to years.
Unit III: Proposal writing and funding

- Title Page – Title of the project, name of the person applying for funds, name of the organisation sponsoring the proposal, duration of the project
- Summary of the proposed project
- Background – justification or need for the project
- Specific Problem(s) to which the project proposes to respond to
- Objectives
- Project information – location, people involved, personnel involved
- Reporting procedure
- Cost estimates in logical categories, voluntary contributions to the project, physical facilities available, existing supplies and equipment, inputs to be used from govt. or from other organisations. Selection of the funding agency.
- Designing one project
- Writing a proposal requesting funds for the project

References


Directory of Aid Agencies, South Pacific Bureau of Economic Co-operation GPO Box 856, SUVA, FIJI.


Journals


Journal of Community Guidance and Research, 14, Ranganathan Gardens, 15th Main Road, Anna Nagar, Madras – 600 040, Tamil Nadu, India.
TRAINING FOR DEVELOPMENT (DPM/MD)

Code: 21107  Cr: T3P3  Pd/Wk: 3+6  Marks: 150

Focus

The goal of development is to enable resource poor people to increasingly control situations that affect their lives. This goal is to be achieved through a participatory educational process, which will have a liberating influence on them. Adult educators need to be trained to acquire simple, clear, manageable skills built on the beliefs that people have the potential to solve their problems and that learning is a shared experience. The course focuses on helping students to be trainers for development work.

Objectives

The students will be able to:
1. Understand the educational process in development;
2. Develop skills to be an effective development worker;
3. Develop skills in training development workers and
4. Develop faith in people and their potential to develop themselves.

Theory

Unit I : Concept of training (10)
- Meaning of training
- Types of training - Institutional, Interactive and Participatory
- Assumptions underlying each of the types.

Unit II : Training approaches (15)
- Creativity Training - stating and solving problems creatively
- Field training
- Group dynamics
Laboratory training
Motivation training
Self-awareness and Self-development
Examples of training activities that use one or a combination of approaches

Unit III: Techniques for training

For understanding problems
Group activities
Perception exercises
Understanding self and other exercises
Serialized posters
Anxiety sharing
For capacity building
Need identification exercises
Problem solving exercises
Intergroup collaboration - planning the programme
Discussing in a group on issues of importance
For attitude and value development
Role playing
The fishbowl
Practice in observation - Empathy
Real life story analysis
For involving people in the Community
RRA/PRA exercises

Practicals

Unit I: Observation of training programmes

Selecting a development project in the area
Identifying an area of training for the project personnel at one level
Developing a training plan according to their needs
Conducting and/or coordinating the training programme
Reporting the entire process
References


Journals


Rural Technology, Information Service Division, Centre for Development of Rural Technology, Institute of Engineering & Rural Technology, 26, Chatham Lines, Allahabad-211002.
MONITORING AND EVALUATION IN DEVELOPMENT (DPM/MD)

Code: 21108  Cr: T3P2  Pd/Wk: 3+4  Marks: 125

Focus

'Monitoring and evaluation' is a management tool for learning from experience. It helps everyone to learn, plan better next time or improve upon existing ways of doing things. It is a system for use by the people in a project or programme. The focus of this paper is to help students to understand the process of monitoring and evaluation and develop some skill in doing the same.

Objectives

To enable students to
1. Gain an understanding of the process of monitoring and evaluation in development work.
2. Develop skills in monitoring and evaluating development projects
3. See monitoring and evaluation as a natural process and also help others see it through 'participatory' monitoring and evaluation.

Theory

Unit I: Concept of monitoring and evaluation
- Meaning of monitoring and evaluation
- Importance of monitoring and evaluation in development projects/programmes
- Project cycle and the place of monitoring and evaluation in the cycle

Unit II: Approaches in monitoring and evaluation
- Programme oriented approach
- People oriented approach
  - Initiative (Whose?)
  - Information (collected or shared)
  - Emphasis (Finance or human development?)
  - One-time or continuous or inbuilt?
- Quantitative or Qualitative
- Techniques and methods (available or to be evolved?)

**Unit III:** Participatory Assessment, Monitoring and Evaluation (PAME)  
(12)

- Evolution to Participatory Assessments, Monitoring and Evaluation
- Importance of PAME
- Strengths and Weaknesses of Insiders and Outsiders in Evaluation Focus of PAME
  - 1. Information needs of the Project
  - 2. Quality of Information
  - 3. Field workers as facilitators of PAME
- Profile of the facilitators

**Unit IV:** Steps in participatory monitoring and evaluation  
(15)

- Feedback system with active involvement of people
- Identify areas, Organise and prioritize
- Develop indicators (economic, social, political, environmental)
- Develop monitoring and evaluation materials and assign responsibilities
- Collect data, analyse and provide feedback
- Report and disseminate

**Practicals**  
(50)

- Study development project in the area in terms of their monitoring and evaluation practices and critically examine the process of monitoring and evaluation.
- Preparation of the report

**References**


Oakley, Peter and David Marsden (1984). Approaches to Participation in Rural Development, Geneva, ILO.


Journals


Rural India, Mukesh Printers, Sheikh- Bagia, Near Shanti Nagar, Gopal Sadan, Hospital Road, Gwalior - 9.

PROJECT MANAGEMENT THEORY (DPM)

Code: 31109  Cr: T3+P0  Pd/Wk: 3  Marks: 75

Focus

This course focuses on the provision of a conceptual framework of development project management as a system, its scope and its major components to students and also introduce project management tools.

Objectives

To enable students to
1. Understand development project management as a system
2. Recognize and relate its major components
3. Weigh its value and recognize its limitations as a strategy for development
4. Understand the use of logical framework as a project planning and management tool.

Theory

Unit I: Project management system - conceptual framework (10)

- Meaning of project
- Tasks of the project manager
- The Components of Project Management System
- Assessment needs / problems - gathering information / feedback, analysis of information
- Planning and Design - Setting objectives, listing activities, scheduling, assessing resources, costing
- Implementing - Organizing, coordinating, controlling, monitoring and reporting
- Evaluating - Ongoing and impact evaluation
- Human Element in Project Management
- Managing Relationships - Communication and Collaboration within the project team and between the Manager and the key people in the environment - Team building, problem solving, conflict management
Motivation - of project team members and project participants - shared decision-making, job preferences and skills, valuing people

Provision of resources - Management of information on funding, expertise, technical resources - availability and accessibility of materials, supplies, transportation - requisitioning and reporting (logistics)

Developing competency - Supportive supervision, on the job training, external training opportunities, job rotation, time and space for reflection and review.

Unit II: Project implementation plan - logical framework

The logframe – uses

Column 1: Ordering and naming objectives, goals, purposes, outputs, inputs.

Column 2: Indicators - Signals of achieving the objectives - Goal indicators, purpose indicators, output indicators and input indicators.

Column 3: Means of verification of indicators - Onsite observation, inquiry, field workers feedback inventories, sales records, bank statements and financial records, research documents, Importance of base-line data - significant features of the situation.

Column 4: Assumptions made about variables that could impact on the implementation of the project - e.g. political upheaval, policy changes, natural disasters, cultural resistance etc.

Column 5: Special considerations - ways the project might impact on its environment other than anticipated objectives - positive / negative.

Unit III: The implementation plan - work breakdown

- Determining the project activities to achieve the objectives
- Listing, grouping and sequencing these activities
- Identifying responsibilities and coordination requirements
- Using tools for the above activities - work breakdown structure, bar charts and responsibility and coordination charts

Unit IV: Budgeting and financial management

- Financial Accountability
- Preparing the budget - types of budgets, estimating costs, identification of donors, preparing the budget, fund raising
- Performance to budget - book keeping, project payments (banking, petty cash), accounting for donated services, performance to budget statements (matching
spending with original budget), revising project schedule and budget, automating budgeting (use of computers and spreadsheets).

**Unit V: Monitoring and management of information**

- Meaning of monitoring
- Skills required in monitoring - collecting needed information, studying deviation, planning for corrective measures
- Aspects to be monitored - schedule of implementation - budget expenditures, physical progress and utilization of resources (people, materials, equipment)
- Report writing
- Social accountability and sharing of report

**References**


**Journals**

Changing Villages, PPS Gussain for Consortium on Rural Technology. D-320, Laxmi Nagar, New Delhi-110 092

Indian Journal of Extension Education. The Indian Society for Extension Education, Division of Agricultural Extension, IARI, New Delhi-110012
PROGRAMMES FOR RURAL AND URBAN DEVELOPMENT (DPM)

Code: 31110          Cr: T5+P0          Pd/Wk: 5          Marks: 125

Focus
In order to reduce the problems of the masses, Government of India has put forth a number of intervention programmes from time to time targeted to the rural and urban people. Several approaches have been tried to reach the benefits of science and technology to the people at the grassroots. This course intends to give a complete orientation to the students on the various developmental programmes initiated over a period of time.

Objectives
To enable students to
1. Understand the national efforts towards rural and urban development
2. Examine the cumulative impact of these developmental efforts in quantitative and qualitative dimensions.

Theory

Unit I : Five year plans
- History of planning in India. Five year plans and their focus.
- Planning at different levels - National to Grassroots

Unit II : Programmes to enhance food production

Unit III : Poverty alleviation efforts
- Programmes for poverty alleviation for rural and urban areas; employment generation and social inputs. Concentration of efforts in the 1980's
- Current programmes for rural and urban poor.
Unit IV: Programmes for women and children

- Women as target groups - specific measures for women and children such as DWCRA, ICDS, IMY; Current programmes for women as initiated and implemented by the different Ministries and Departments.
- Shift from 'welfare' approach to 'development' approach to 'empowerment' approach.

Unit V: Role of NGOs

- Need for participation of Non-Governmental Organisations in developmental efforts. Encouragement given to NGO's - Role of CAPART.

Unit VI: Appraisal of the efforts

- Examining the impact of the developmental efforts in selected rural and urban areas. Quantitative achievements of a programme and qualitative improvement.
- Study of the evaluation reports of the various departments.

References


Journals

Changing Villages, PPS Gussain for Consortium on Rural Technology, D-320, Laxmi Nagar, New Delhi-110029.
Kurukshetra, Director, Publications Division, Ministry of I&B. Government of India, Patiala House, New Delhi 110001.

Yojana, Director, Publications Division, Patiala House, New Delhi-11001.

Rural Technology, Information Service Division, Centre for Development of Rural Technology, Institute of Engineering & Rural Technology, 26, Chatham Lines, Allahabad-211002, India.

Science for Villages, Centre of Science for Villages, Magan, Sangrahalya, Wardha-442001.

Rural India, Mukesh Printers, Sheikh ki Bagia, Near Shanthi Nagar, Gopal Sadan, Hospital Road, Gwalior-9.


COMMUNITY ORGANISATION AND LEADERSHIP (DPM)

Code: 31111  Cr: T3P2  Pd/Wk: 3+4  Marks: 125

Focus

The course focuses on the need for organization of people (weaker in terms of resources, caste, gender), and learning to understand the ways of organizing people and leadership patterns in the community and their relevance in community organization.

Objectives

To enable students to
1. Appreciate collective action of weaker sections of people for their own development.
2. Understand the community dynamics and its influence on different sections of the community.
3. Study the ideology of organizing people in development.
4. Understand the pattern of leadership in the community - traditional and emerging
5. Understanding the process of organizing people for their own development.

Theory

Unit I: Concept of organization in development  
- Collective action as distinct from individual action.
- Need for collective action - Improving production and productivity, improving accessibility to resources, gaining strength.

Unit II: Leadership patterns  
- Traditional leadership - roles and functions - advantages, disadvantages
- Emerging leadership - Shared Leadership
- Leadership and community organisation for development.

Unit III: Ideology of community organisation  
- School dynamics in the village community / urban slums.
- Social structure as basis for social dynamics in operation.
• Social justice and equality of opportunities - empowering the weaker sections.

Unit IV: Process of community organisation

• Initiative from within the community
• Initiative from outside the community
• Role of the community organiser
• Phases in community organisation
• Preparatory - Individual approach to members, initial meetings, relating with each other as group members, evolving a focus for themselves.
• Setting down - Specifying areas of work, preparation of work, support needed, sustaining interest in the group, developing interpersonal relationships.
• Stabilisation - Shared leadership, developing distinctive identity, a vision of present and future work structure, pattern of work and responsibilities stabilised.
• Steps in Group formation / Community Organisations.
• Experience sharing in meetings.
• Identifying commonalties in experiences.
• Spreading the message of the meetings.
• Discussing difficulties in attending meetings and working out solutions.
• Structuring objectives, time, place, frequency of meetings and sharing of responsibilities.
• Introducing development programmes.
• Monitoring the formation of the group - indicators for monitoring and using them e.g. constancy of membership, common understanding of the objectives, shared participation in meetings, consensus in decision making etc.

Practicals

• Case studies of Community Organizations in development - analysis of the formation, functioning and impact.
• Field visits to community organizations for studying, analyzing and reporting.

References

Oakley, Peter and Massden Daving (1984): Approaches to Participation in Rural Development, Geneva, ILO.
Devitt, P. Tension, Planning and the Poor. London. ODI.


Khot, Seemantini, Shantaken, Ginny Shrivastava, Anita Mathur, Rajesh Tandon and Orlando Lugo. How to Organise Women’s Groups? New Delhi, UNICEF and PRIA.

Journals

Changing Villages, PPS Gussain for Consortium on Rural Technology, D-320, Laxmi Nagar, New Delhi-110092.


Khadi Gramodyog, Director (Publicity), Khadi and Village Industries Commission, Gramodaya, Irla Road, Vile Parle (West), Bombay-400056.


Kurukshetra, Director, Publications Division, Ministry of I&B, Government of India, Patiala House, New Delhi 110016.


Yojana, Director, Publications Division, Patiala House, New Delhi-110001.

Rural India, Mukesh Printers, Sheikh ki Bagia, Near Shanthi Nagar, Gopal Sadan, Hospital Road, Gwalior-9.

Indian Journal of Extension Education. The Indian Society of Extension Education, Division of Agricultural Extension, IARI, New Delhi-110012.

Videos

Basti Se Basti Tak (46 Mts.) Eight years history, struggles and action by the women of Shakti Mahila Sangathan, used for mobilizing women of different slum communities. Sanchetana, B-74, Goyal Park Apts. Near Nehru Park, Vastrapur, Ahmedabad-380015.

SEWA Ahmedabad.

Mahila Samakya, UP - A Report.
GENDER AND DEVELOPMENT (DPM)

Code: 31112  Cr: T3+P0  Pd/Wk: 3  Marks: 75

Focus

Women are often marginalised in developmental tasks. Women need to be brought to mainstream of development and involved in the developmental process at all levels.

Objectives

To enable students to
1. Understand the role of women as partners in development.
2. Get sensitised to gender disparities/imbbalances related to developmental issues.

Theory

Unit I: Conceptual analysis


Unit II: Manifestations of gender imbalances

- Sex ratio, Vital statistics, Human Resource Development Index.
- Adverse effects on women and their participation in the development process.
- Barriers to women's access to inputs and services related to credit, legal rights, employment, equal pay and decision making.

Unit III: National efforts

- National Policy on Women.
- Efforts by the different ministers particularly by the Department of Women and Child Development - Impact of international efforts.
- Post Beijing Scenario.
- Legal provisions - Role of the National Commission for Women.
Unit IV: Women at the grassroots

- Factors influencing such changes bridging gender differences to share the benefits of development.
- Need for organizational support - efforts towards this.

References

Status Reports of Govt. of India.
Reports of the different ministries and departments.
Bangkok, Thailand, Food and Agriculture, Organisation of the United Nations Regional Office for Asia and the Pacific. (RAPA).

Journals

Changing Villages, PPS Gussain for Consortium on Rural Technology, D-320, Laxmi Nagar, New Delhi-110092.
CAPART Press Clippings, Documentation and Information Officer, CAPART, C21, Community Centre, Near Janak Cine Hall, Janak puri, New Delhi-110058.
Kurukshetra, Director, Publications Division, Ministry of I&B, Government of India, Patiala House, New Delhi-110016.
Yojana, Director, Publications Division, Patiala House, New Delhi 110001.
Science for Villages, Centre of Science for Villages, Magan Sangrahalaya, Wardha-442001.
Indian Farming, Under Secretary for the Publications and Information Division, Indian Council of Agricultural Research, New Delhi.
Rural India, Mukesh Printers, Sheikh ki Bagia, Near Shanthi Nagar, Gopal Sadan, Hospital Road, Gwalior-9.
MEDIA FOR DEVELOPMENT PROJECTS (DPM)

Code: 31113       Cr: TO+P5       Pd/Wk: 0+10       Marks: 125

Focus

Media play a significant role in Development Communication. This course intends to provide students with the skills to apply media in development communication.

Objectives

To enable students to
1. Explore the use of different media in development projects and
2. Acquire skills in developing and using media in development projects.

Practicals

- Analysing the use of different media at the different stages of planning, implementation and evaluation of a project, particularly for women and children and assess their relevance in terms of their suitability for the message (or content), target/clientele; time/cost factor and cultural context.
- Designing communication strategies as part of the project. Select the media, prepare and apply them in the field.
- Evaluating the outcomes in terms of knowledge gained, attitude developed and practices improved by the target groups.

References


**Journals**

Journal of Educational Research and Extension, Sri Ramakrishna Mission Vidyalaya College of Education, Coimbatore, Tamil Nadu, India.

Rural Technology, Information Service Division, Centre for Development of Rural Technology, Institute of Engineering & Rural Technology, 26, Chatham Lines, Allahabad, 211 002, India.
RESEARCH AND DOCUMENTATION (DPM)

Code: 31118  Cr: T4P1  Pd/Wk: 4+2  Marks: 125

Focus

The course acquaints the students with basic Research methods, for community surveys, data collection and analysis and drawing inferences.

Objectives

To enable students to
1. Understand the fundamental principles and techniques of methodology concerning research;
2. Prepare research tools applicable to development issues; and
3. Develop skills in documentation.

Theory

Unit I: Methods of data collection

- Different types of research and their application
- Quantitative and qualitative research
- Concluding enquiries to collect primary data
- Developing interview schedule, questionnaire, attitude scale, check list etc.

Unit II: Participatory research

- Classical methodology - Participatory approach
- Distinctions between Academic research, Policy / Evaluation research and participatory research
- Steps in Participatory research
- The participants
- Development of knowledge
Unit III: Sample surveys

- Choice of sample - simple random sample, systematic sample
- Sources of bias and methods of reducing

Unit IV: Classification and organisation of data

- Classification by categories and measurement
- Tabulation scheme - preparation of tabular forms
- Editing and coding the data

Unit V: Representation of data

- Diagrammatic and graphic presentation
- Differences between diagrams and graphs
- Types of diagrams - techniques of construction
- Types of graphs - techniques of construction

Unit VI: Reporting

- Techniques of writing reports
- Methods of follow up and feedback

Unit VII: Documentation

- Need for documentation in development projects
- Techniques of documentation

Practicals

Students can be asked to select one topic and given experiences on the following:

1. Collection of data from primary and secondary sources.
2. Developing research tools.
3. Editing, coding, tabulation, representation
4. Documentation and reporting

References


**Journals**


PROJECT MANAGEMENT (DPM)

Code: 31119   Cr: T0+P12   Pd/Wk: 0+24   Marks: 300

Focus

This course focuses on providing practical experience in being part of a project during planning and / or in operation and studying closely the aspects of management planned and practised.

Field placement

- Each student will be requested to identify a development project in the area and spend sufficient time to study the project plan especially their management plan, to take part in the activities of the project to study the aspects of management in practice.
- The University Department / College, the developmental agency (Govt. Non-Govt.) and the students will take joint responsibility for placement of students in the projects. The students will be required to prepare a report on the management of the project in which they were placed.
SEMESTER (DPM)

Code: 31120  Cr: TO+P2  Pd/Wk: 0+4  Marks: 150

Focus

The experience of Seminar presentation by students would enrich them by widening the scope for library use, analysis of available data, collection of relevant data, documentation, preparation of the report and presentation of the same to the fellow students and faculty. This exercise would also facilitate them to develop analytical thinking on key issues.

Details

Since 'Seminar' is incorporated as the last paper in the Career Development Course (Stream I) the students may have a variety of options to select the topic for the Seminar from the different courses they had already completed.
STREAM – II

MEDIA DEVELOPMENT (MD)

This specialization in Extension & Communication provides opportunities to students to get familiarized with the selection and use of various types of media used in extension service/teaching. The thrust given to software development improves the professional caliber and employability of the learners.

GOALS

To help the students to
1. Select and use the right type of media for communication; and
2. Prepare various types of software used in communication.
MEDIA WORKSHOP (MD)

Code: 31117          Cr: T0+P5          Pd/Wk: 0+10          Marks: 125

Focus

Media play an important role in development communication. This practical course underlines the role of students in developing and using the media in the process of enhancing the quality of life of people in rural and urban settings and intends to provide them with the skills to apply media for developmental communication.

Objectives

To enable students to
- Realise the role of media in the process of development communication
- Understand and appreciate the potentials of different media in development communication
- Acquire skills in developing and using media

Courses Content

This paper is completely a practical paper to be offered after the students acquire knowledge on all possible media.

Each student would select an audience and theme relevant to the life situations in rural or urban settings, namely health education, women's issues and so on; identify the needs of the group; develop specific messages to be given; select appropriate methods and teaching aids, prepare the teaching aids and organise the educational programme.

Then they would actually conduct the programme in field situations, undertake audience research for feedback and prepare a detailed report of the work done.

The reports by the different students have to be presented and discussed.
SOFTWARE IN FOLK MEDIA (MD)

Code: 31114  Cr: T2+P2  Pd/Wk: 2+4  Marks: 100

Focus

India has a rich cultural and spiritual background wherein folklore has found its special place as a means of communication. Even today folk media have their relevance with credibility as a powerful means of educating the masses. There is an increasing realisation to sustain and strengthen folk media and this paper envisages to give students exposure to the richness of Indian Folk Media and develop their skills in using them to educate the community.

Objectives

To enable students to
1. Develop an appreciation for folk media as means of education; and
2. develop skills in the use of folk media.

Theory

Unit I: Historical perspective

- Genesis and growth of folk media in India. Folk media as means of transmitting the culture of a society. Current trends in the use of folk media in development.

Unit II: Folk media in developmental communication

- Significance of folk media in development context. Appeal to all senses – Human feelings and emotional touch. Identification with the way of life of the community.

Unit III: Types of folk media

- Forms of folk media – music, dance, theatre
- Folk music – the cultural, physical, intellectual, emotional, moral and spiritual value of music.
- Folk dances – varieties and their value in education
Street theatre and its educational value. Role of puppetry. Different types of puppets.

Unit IV: Messages for folk media

- Developing messages for use in folk media. Integration of the existing messages of the community with the developmental messages. Participatory approach. How to design audience responsive messages. Audience research.

Unit V: Selection of folk media

- Criteria for selection of any one or combination of folk media – types of audiences, message, the context and time and other resources.

Practicals

1. Identify few of the folk forms of different regions with its content, context and origin with the specific cultural background.
2. Select any contemporary issue and evolve a script based on a selected folk format and enact it for community audiences.
3. Develop a software on the same.
4. Interviews with folk artists to understand the history about the folk form practical by the artist.
5. Demonstrate some of the recorded folk forms
   - Nautanki
   - Paudwani
   - Bhavai
6. Discussion on adaptation of folk forms by modern media

References

Research and Reference Division, Ministry of Information and Broadcasting (1984): Mass Media in India, Publication Division, Govt. of India.
Pamar, Sryam, (1976): Traditional Folk Media in India, P.O. Box 6525, New Delhi, Geka Books.
Karunakaran, K. and Handoo, Jawaharlal. (1988): Folklore in India, Coimbatore, Bharathiar University, Coimbatore.
Changing Villages, PPS Gussain for Consortium on Rural Technology, D-320, Laxmi Nagar, New Delhi – 110 092
Khadi Gramodyog, Director (Publicity), Khadi and Village Industries Commission, Gramodaya, Irla Road, Vile Parle (West), Bombay – 400 056.
Kurukshetra, Director, Publications Division, Ministry of I & B, Government of India, Patiala House, New Delhi 110 001.
Rural India, Mukesh Printers, Sheikh ki Bagia, Near Shanti Nagar, Gopal Sadan, Hospital Road, Gwalior – 9.
PRACTICALS IN FOLK MEDIA (MD)

Practicals

1. Giving students the opportunities to get acquainted with different forms of folk media in India.
2. Visit rural areas to get to know the local folk media in use and the efforts to promote them.
3. Provide opportunities to students to take up a development issue as a base to
   a. Compose songs
   b. Write stories for theatre / puppetry
   c. Perform dances

(This exercise may be done for groups and students)
SOFTWARE IN PRINT MEDIA (MD)

Code: 31115  Cr: T4+P3  Pd/Wk: 4+6  Marks: 175

Focus
Print media have their significant role in development communication and their use is increasingly appreciated with efforts to promote literacy. This paper underlines the production and use of print media for developmental tasks.

Objectives
To enable students to
1. understand the role of print media in development communication
2. develop skills in the production of software in print media.

Theory

Unit I: Visual communication
- Meaning and importance of visual communication
- Role of print media

Unit II: Forms of visual communication
- Different visual materials for communication - scope of their use in development communication
- Principles underlying preparation of visual materials
- Techniques of planning and preparing visuals such as posters, pictures, charts, booklets, pamphlets, leaflets, etc.

Unit III: Acquiring skills in visual communication
- Designing visual messages related to the culture of the society. Understanding visual language. Barriers to effective visual communication.

Unit IV: The Press
- Press and public relations
Undergraduate Home Science

- Newspaper – their role as mass media
- Editorials – Principals of editing.

Unit V: Graphic arts

- Basic principles of graphic reproduction
- Types of printing – Design and layouts

Unit VI: Legal issues


References


Journals


PRACTICALS IN PRINT MEDIA (MD)

Cr:P3

Practicals

1. Content analysis of newspapers and periodicals for development messages and types of presentation.
2. Skill training in writing and producing newspaper articles, features, editorials, column etc.
3. Training in designing layouts.
4. Preparing visual aids for specific situations.
5. Visits to printing presses to get exposed to different types of printing.
SOFTWARE IN ELECTRONIC MEDIA (MD)

Code: 31116  Cr: T4+P3  Pd/Wk: 4+6  Marks: 175

Focus

With the advent of science and technology electronic media are increasingly utilised as means of communication and education. This course intends to prepare the students to optimally utilise electronic media in their community outreach and also develop skills in them to prepare software.

Objectives

To enable students to
1. understand the functioning of the electronic media
2. become aware of the agencies involved in the use of electronic media and
3. develop skills in the production of software for electronic media.

Theory

Unit I: Broadcast media

- Radio as the broadcast medium
- Growth of Radio in India – All India Radio and network
- Educational broadcasts
- Rural broadcasting
- Types of programs – News bulletins, radio drama, documentaries, music, talks, interview, discussion, slogans etc.
- Messages imparted through Radio on development issues
- Writing for Radio – Principles and techniques, Interviews for Radio – the art of interviewing
- Tape recorders and audio cassettes
Unit II: Television

- Origin and growth of television in India.
- Television as a mass medium for educational purposes – ETV
- How television works: Doordarshan and private television network
- Types of programs – News cast, drama serials, documentaries, music and dance, talks, discussions, interviews, features and other programs
- Development issue telecast (contents of the programme)
- Writing for television. Interviewing and the art of interviewing
- Feedback and audience research
- Use of recorded programs the value of video for education
- Script writing for video

Unit III: Cinema and film media

- The value of motion pictures
- The development of film industry in India. Films Division of India
- Types of films – feature films, commercial, educational, documentary. Writing for educational films – principles
- Feedback mechanism

Unit IV: Evaluation

- Criteria for assessing the above media – Technical aspects and messages

References


Research and Reference Division, Ministry of Information and Broadcasting (1984): Mass Media in India, Publication Division. Govt. of India.

**Journals**


Indian Journal of Extension Education. The Indian Society of Extension Education. Division of Agricultural Extension, IARI, New Delhi – 110 012.
PRACTICALS IN ELECTRONIC MEDIA (MD)

Practicals

- Content analysis of Radio and T.V. programs
- Visits to Radio / TV stations and interaction with programme producers
- Script writing for Radio
- Preparing features for television
- Interviewing for feature production
- Script writing for videos
- Preparing video clipping on developmental issues
MEDIA WORKSHOP (MD)

Code: 31117  Cr: T0+P5  Pd/Wk: 0+10  Marks: 125

Focus

Media play an important role in development communication. This practical course underlines the role of students in developing and using the media in the process of enhancing the quality of life of people in rural and urban settings and intends to provide them with the skills to apply media for developmental communication.

Objectives

To enable students to
1. Realise the role of media in the process of development communication
2. Understand and appreciate the potentials of different media in development communication
3. Acquire skills in developing and using media

Courses Content

This paper is completely a practical paper to be offered after the students acquire knowledge on all possible media.

Each student would select an audience and theme relevant to the life situations in rural or urban settings, namely health education, women's issues and so on; identify the needs of the group; develop specific messages to be given; select appropriate methods and teaching aids, prepare the teaching aids and organize the educational programme.

Then they would actually conduct the programme in field situations, undertake audience research for feedback and prepare a detailed report of the work done.

The reports by the different students have to be presented and discussed.
ADVERTISEMENT AND VISUAL PUBLICITY (MD)

Code: 31121  Cr: T4+P3  Pd/Wk:4+6  Marks: 175

Focus

Advertising has become an effective tool for communication both in the commercial as well as in the developmental arena. This course underlines the need for students to understand the growing significance of advertising, learn the skills in advertisement and enter the advertisement world for career opportunities.

Objectives

To enable students to

1. Become sensitive to the enormous potentials of advertising for commercial purposes and in development communication;
2. Learn skills for advertisement and visual publicity; and
3. Prepare themselves for careers in the advertisement field.

Theory

Unit I: Advertising Communication (6)

- Need for advertising communication; economic and social effects of advertising. Advertising as a mass communication process.
- Advertising for commercial purposes.
- Advertising for developmental programs.

Unit II: Advertising Media (30)

- Different media for advertising – print media, newspapers and periodicals
- Broadcast media – Television – Films
- Non-media advertising
- Outdoor advertisement – Hoardings, Posters, Billboard, Bulletin boards, Electronic signs, Litter bins, Aerial methods
- Transportation media (Mobile vehicles)
- Exhibition and trade fair
Unit III: Techniques of Advertising

- Media planning - creativity
- Choosing content – appealing
- Layout and design
- Ethics in advertising
- Advertising code
- Advertisement research

Unit IV: Advertisement for developmental communication

- How to use the above advertisement media for developmental communication.

References


Journals

Rural Technology, Information Service Division, Centre for Development of Rural Technology, Institute of Engineering & Rural Technology, 26, Chatham Lines, Allahabad, 211 002, India.
PRACTICALS IN ADVERTISING AND VISUAL PUBLICITY (MD)

Practicals

- Review of different forms of advertisement
- Detailed study of the media for advertisement for content, techniques and appeal
- Visits to advertisement agencies to study their programs
- Preparing software for advertisement – commercial programs / developmental programs
INTERNSHIP (MD)

Code: 31122  Cr: T0+P10  Pd/Wk: 20  Marks: 250

Focus

After a theoretical orientation, if the students are given opportunities to work with organisations, it would provide them first hand experience and help them to relate theory with life situations.

Objectives

To enable students to
1. gain skills in applying theory learnt in class room in actual life
2. prepare themselves for career opportunities available

Field Placement

According to their interests and abilities, the students would be placed in organisations/agencies dealing with different media. For instance, students interested to develop their talents in the use of folk media may be placed with folk theatre. Similarly, students as per their interest may be placed with All India Radio, Television network, advertisement agencies etc. to gain special skills in the particular field.
FOODS AND NUTRITION
This area of specialization in Home Science curriculum comprises various subjects which synergistically play a vital role in promoting the quality of life of individuals and communities. Undoubtedly the quality of life depends upon many factors which include adequate financial resources, purchasing power and good health. Food and nutrition have a key role in all the aspects of health-promotive, preventive and curative.

Traditionally career oriented courses in Dietetics and Institutional Food Service Management have been offered in this specialization. The continuing technological advances keeping pace with economic development have led to an impressive expansion of the labour market. Simultaneously the contemporary life styles have shown a fast changing scenario in the arena of food preferences. There is thus a need to consider and cater to the needs of this workforce in institutions, food service outlets, industrial canteens, hotels and food industry in general. Also in keeping with current trends, more professionals would prefer operating from their home base and hence the need for self-entrepreneurial ventures.

On the other hand, there is also widespread malnutrition, which hampers the pace of national development. Well-trained and committed community nutrition professionals could help in implementing several programmes and interventions aimed at uplifting the quality of life of the malnourished groups.

Goals

This programme has been developed with the following goals in mind:

1. To build a sound contemporary knowledge base for the students and prepare them for appropriate careers in the field.
2. To equip students for possible entrepreneurial ventures in various areas of foods and nutrition
3. To make academic programme socially and technologically relevant.

Keeping these ground realities in mind, the following 4 streams of career-oriented courses in Foods and Nutrition specialization are planned:

1. Dietetics (DT)
2. Institutional Food Service Management (IF)
3. Community Nutrition (CN)
4. Bakery and Confectionery (BC)
CAREER ORIENTED B.SC. HOME SCIENCE
FOOD & NUTRITION SPECIALIZATION

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## CAREER ORIENTED B.SC. HOME SCIENCE
### FOOD & NUTRITION SPECIALIZATION

**Stream – IV Bakery & Confectionery (BC)**

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STREAM I

Dietetics

Nutritional requirements of an individual vary with the status of health, physiological/clinical or stress conditions apart from the age, sex and activity level. Assessment of the nutritional needs in each case and planning of an appropriate nutritional capsule based on sound dietary management is essential in ameliorating the condition. This course is focussed on providing the student with sufficient knowledge base of human nutrition and nutrient function and interactions at the biochemical level. It will also gives the student an exposure to the preparation of foods, the assessment of cost and quality of foods and aspects of food microbiology and sanitation. It will equip the student to plan and prepare appropriate diets for therapeutic purposes in various diseases based on the altered nutrient requirements. The course will also enable them to undertake patient counselling.

Hence the course is planned with the following objectives -

1. To provide trained dieticians for hospital dietary departments, nursing homes and other organisations engaged in health care services.

2. To train professionals who could provide dietary consultancy and counselling in various settings.
APPLIED LIFE SCIENCES (DT/IF/CN)

Code: 22104   Cr: T5+P0   Pd/wk: 5+0   Marks: 125

Focus

This foundation course has been structured to provide information about the functioning of the human body in health. Further, it also proposes to expose the students to some important biological hazards to human health. Some relevant horticultural interventions to improve food and nutrition security are also included.

Objectives

This course will enable the student to –
1. Understand the physiology of human body.
2. Understand the nature and role of micro-organisms.
3. Gain knowledge about household pests, insects and their control.
4. Understand applications of botany and horticulture in agriculture and nutrition.

Unit 1: General principles of Physiology.

Unit 2: Elementary anatomy of various systems.

Unit 3: Cardiovascular System
- Blood and its composition
- Blood groups
- Coagulation of blood
- Structure and functions of heart
- Heart rate, Cardiac output, blood pressure and its regulation
- Circulation of blood.

Unit 4: Gastrointestinal System
- Structure and functions of various organs of the Gl Tract.
- Digestion and absorption of food and the role of enzymes and hormones.
Unit 5: Reproductive System
- Structure and functions of sex glands and organs including hormones.
- Menstrual cycle.
- Physiology of pregnancy, Parturition, Lactation and Menopause.

Unit 6: Excretory System
- Structure and functions of Kidney, bladder, formation of urine, role of kidney in homeostasis.
- Structure and function of skin.
- Regulation of temperature of the body.

Unit 7: Respiratory System
- Structure of lungs.
- Mechanism of respiration and its regulations.
- O$_2$ and CO$_2$ transport in blood.
- Vital capacity and other volumes.
- Muscular exercise.

Unit 8: Nervous System
- Elementary Anatomy of Nervous System.
- Functions of different parts of the brain in brief.
- Automatic, sympathetic and Parasympathetic nervous system.
- Special Senses.

Unit 9: Musculoskeletal System
- Types of muscles, functions.
- Skeletal system - formation of bone and teeth.

Unit 10: Classification of micro-organisms, molds, yeasts and bacteria, characteristics
- Useful and pathogenic organisms.

Unit 11: Laying out of a kitchen Garden
- Principles of planning and cultivation of vegetables and fruits with special reference to nutritionally relevant fruits and vegetables.

Unit 12: Propagation of less commonly used herbs, vegetables and fruits including medicinal herbs

Unit 13: Use of Tissue Culture to improve nutritional quality

Unit 14: Common parasitic infections
- Malaria-parasite, physiology and life history, *E.histolytica*, nematodes, helminths.
Unit 15: Insect pests

- Life history and control of pests of cereals/pulses and stored products - rice weevil, lesser grain borer
  - (Rhizopetha), Copea Weevil, (Gram Dhora). Tribolium, Cockroach,
  - Termites and other non insect pests like Rats, mice and birds.
- Grain storage: Principles and toxicology with reference to home.

Unit 16: Human genetics

- Human Chromosomes, the inheritance and variation in man.
  - Abnormalities of autosomal chromosomes and chromosome structure.
  The genetic basis of human disease sickle cell anaemia, haemophilia, colour blindness and diabetes. Genetic Counselling.

References

HUMAN NUTRITION (DT/IF/CN)

Code: 22106          Cr: T4+P3          Pd/wk: 4+6          Marks: 175

Focus

This course builds upon the foundation course fundamentals of foods and nutrition and provides further information regarding the role of macro and micro nutrients in human nutrition.

Objectives

This course will enable the student to -
1. understand the functions and sources of nutrients.
2. apply the knowledge in maintenance of good health for the individual and the community.
3. be familiar with factors affecting availability and requirements.

Unit 1: Concept and definition of terms Nutrition, Malnutrition and Health
        • Brief History of Nutritional Science. Scope of Nutrition.
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<td>Body Composition and changes through the life cycle</td>
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<td>Proteins - Assessment of Protein quality (BV, PER, NPU), Digestion and Absorption, factors affecting protein bio-availability including antinutritional factors, Requirements, Deficiency.</td>
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<td>Lipids - Digestion and Absorption, Intestinal resynthesis of triglycerides. Types of fatty acids, role and nutritional significance (SFA, MUFA, PUFA, w-3).</td>
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<td>Carbohydrates - Digestion and Absorption, Blood glucose and effect of different carbohydrates on blood glucose, Glycemic Index.</td>
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<td>Unit 8:</td>
<td>Dietary Fibre - Classification, composition, properties and nutritional significance.</td>
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<td>Minerals and Trace Elements - Physiological role, bio-availability and requirements, sources, Deficiency and Excess (Calcium, Phosphorus, Magnesium, Iron, Fluoride, Zinc, Selenium, Iodine, Chromium).</td>
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<td>Vitamins - Physiological role, bio availability and requirements, sources, deficiency and excess (Fat Soluble and Water soluble)</td>
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Practicals

Objectives

This course will enable the student to -

1. estimate energy expenditure and energy requirements.
2. know food sources of various nutrients.
3. plan and prepare recipes rich in various nutrients.

Unit 1: Estimating Energy Requirements using Factorial Method. 6
Unit 2: Demonstration of BMR apparatus. 3
Unit 3: Categorisation of foods as rich, moderate and poor sources of energy and nutrients. 6
Unit 4: Planning and preparation of dishes rich in: Energy, protein, fat, fibre, calcium, iron, vitamin A, vitamin C, thiamine, riboflavin, niacin. 72

References

WHO Technical Reports Series for different Nutrients.
NUTRITIONAL BIOCHEMISTRY (DT/CN)

Code: 22107  Cr: T4+P3  Pd/wk: 4+6  Marks: 175

Focus

The course lays the foundation for understanding the functioning of metabolic processes at cellular level, and the role of various nutrients in these processes.

Objectives

This course will enable the students to -

1. Develop an understanding of the principles of biochemistry (as applicable to human nutrition).
2. Obtain an insight into the chemistry of major nutrients and physiologically important compounds.
3. Understand the biological processes and systems as applicable to human nutrition.
4. Apply the knowledge acquired to human nutrition and dietetics.

Unit 1: Introduction to Biochemistry - Definition, objectives, scope and inter-relationship between biochemistry and other biological sciences.

Unit 2: Carbohydrates - Definition, classification, structure and properties of
- Monosaccharides - glucose, fructose, galactose
- Disaccharides - maltose, lactose, sucrose
- Polysaccharides - Dextrin, starch, glycogen.

Unit 3: Lipids - Definition and classification of lipids, types and properties of
- fatty acids, composition and properties of fats, significance of Acid value, Iodine value and Saponification value,
- Classification and structure of phospholipids, structure of glycolipids, types and structure of sterols.

Unit 4: Proteins - Definition, classification, structure and properties of
- Definition, classification, structure, properties and functions of proteins.

Unit 5: Enzymes - Definition, types and classification of enzymes, definition and types of coenzymes, specificity of enzymes, Isozymes, Enzyme
kinetics including factors affecting velocity of enzyme catalyzed reactions, Enzyme inhibition.

Unit 6: Molecular aspects of transport - Passive diffusion, facilitated diffusion, active transport.

Unit 7: Intermediary metabolism - General consideration.
- Carbohydrates glycolysis, gluconeogenesis, glycogenesis, glycogenolysis, blood sugar regulation.
- Proteins - general reactions of amino acid metabolism, urea cycle.

Unit 8: Biological oxidation - Citric acid cycle, Electron transport chain, oxidative phosphorylation, energy conservation, high energy phosphate bond.

Unit 9: Lipoproteins - Types, composition, role and significance in diseases

Unit 10: Introduction to genetic control of metabolism - Nucleic acids, types, composition, structure, replication, transcription, genetic code elementary knowledge of biosynthesis of proteins.

Unit 11: Fluid, electrolyte and Acid-Base balance.

Unit 12: Vitamins - Chemistry and biochemical role of fat soluble vitamins - A, D, K & E. Water soluble vitamins - B1, B2, B6 niacin and C.

Unit 13: Minerals - Biochemical role of inorganic elements.

Unit 14: Hormones - Biological role of hormones of - Pituitary, Adrenal Cortex and Medulla, Thyroid, Parathyroid, Pancreas.

References


Practicals

Objectives

This course will enable the students to -
1. be familiar with qualitative tests and quantitative determinations.

Unit 1: Carbohydrates
- Reactions of mono, di and polysaccharides and their identification in unknown mixtures.
- Estimation of reducing and total sugars in foods.
- Estimation of lactose in milk.

Unit 2: Fats
- Reactions of fats and oils.
- Determination of Acid value, Saponification and Iodine number of natural fats & oils.
- Estimation of crude fat content of foods by Soxhlet's method.

Unit 3: Proteins
- Reactions of proteins in foods.
- Reactions of amino acids and their identification in unknown mixtures.
- Estimation of total N of foods by Kjeldahl method.

Unit 4: Vitamins
- Estimation of ascorbic acid content of foods by titrimetric method/colorimetric method.

Unit 5: Minerals
- Estimation of calcium in CaCO3 by EDTA titrimetric method.
- Estimation of chloride in table salt by titrimetric method.
- Estimation of phosphorus by Colorimetric method.

Unit 6: Enzymes - Effect of PH and temperature on enzyme activity - amylase on starch, pepsin on proteins and lipase on fats.

References

FOOD COST AND QUALITY CONTROL (DT/IF/BC)

Code: 22108  Cr: T4+P2  Pd/wk: 4+4  Marks: 150

Focus
The course integrates the knowledge regarding food costs and pricing as well as quality control measures which is a necessary prerequisite for the professional functioning in any food service institution.

Objectives
This course will enable the student to –

- Know the importance of cost control and quality control.
- Be familiar with costing and pricing of recipes.
- Be familiar with cost reporting systems.
- Be aware of the Government regulations and Standards of food quality.
- Be familiar with the testing of various quality parameters.

Unit 1: Importance of costing and cost control, methods of costing and costing methodology in Catering business, emphasis on batch costing.

Unit 2: Cost classification into materials, labour and overheads and their percentage analysis on net sales for clear understanding of their relative importance.

Unit 3: Material costing, use of standardised recipes, material's cost control through basic operating activities like purchasing, receiving, storage, issuing, production, sales and accounting; yield analysis from time to time.

Unit 4: Materials costing as an aid to pricing by a suitable mark up policy.

Unit 5: Control of labour costs and overheads, periodical percentage analysis, calculation of overhead allocation rates.
Unit 6: Cost behaviour into variable, fixed and semivariable and its impact on Unit cost.

Unit 7: Cost reporting system - daily, monthly and for special managerial decisions

Unit 8: Management accounting Ratio analysis -
   ● Importance, significance of accounting ratios and its limitations,
   ● Preparation of ratios. Simple workouts. (Simple workout shall be restricted to finding out ratios mentioned from the given final a/c).
   ● Profitability ratios GP, NP, OPERATING - materials consumed, manufacturing expenses, administrative expenses, selling expenses.
   ● Performance or activity ratio INVENTORY TURNOVER, WORKING CAPITAL TURNOVER.
   ● Financial position judgement ratio CURRENT, LIQUIDITY, FIXED ASSETS CURRENT ASSETS, DEBT-EQUITY.

Unit 9: Break-even analysis with simple workouts. (Basic workout mention of p/v ratio only theory knowledge).

Unit 10: Introduction to variance analysis-meaning and uses --- price and quantity variances.

Unit 11: Internal check and Internal control.

Unit 12: Meaning and advantages - factors to be borne in mind while developing internal check/control procedure.

Unit 13: Introduction to Quality Control, Evaluation and Assurance.

Unit 14: Responsibilities and Organization of the Quality Control Department

Unit 15: Samples, Inspection Sampling and Interpretation of data.

Unit 16: Container Evaluation.


References

Practicals

Unit 1: Cost Control - Developing IC/C Procedures for materials -
- Purchasing, receiving, storing, issuing. Developing IC/C procedures for food and beverage department.
- Developing IC/C procedure for front office. Developing IC/C procedure for housekeeping.

Unit 2: Quality Control - Analysis and detection of adulterants in foods.

Unit 3: Detection of Food Additives - Preservatives, Colours, Antioxidants, Pesticides, Flavours.

Unit 4: Shelf life studies (to be spread over a few weeks).

Unit 5: Tests used for Wrapping and Packaging Materials.
FOOD COMMODITIES AND PREPARATION (DT/IF)

Code: 32113  Cr: T3+P3  Pd/wk: 3+6  Marks: 150

Focus

The course is designed to provide the foundation for wise food selection, storage and techniques of food preparation.

Objectives

This course will enable the student to -

1. Understand factors to be considered during selection of basic commodities, raw and processed, and various aspects of their production and distribution.
2. Know the qualities and standards of available commodities and their suitability for different purposes.
3. Understand use of different commodities in various food preparations.

Unit 1: Cereals and Millets, cereal products, breakfast cereals, fast foods
- structure, processing, storage, use in various preparations, variety, selection and cost.

Unit 2: Pulses and Legumes - Production (in brief), structures, selection and variety.
- Storage, processing and use in different preparations.
- Nutritional aspects and cost.


Unit 4: Eggs - production, grade, quality, selection, storage and spoilage.
- Cost, nutritional aspects and use in different preparations.
Unit 5: Meat, Fish and Poultry - Types, selection, purchase, storage, uses, cost. Spoilage of fish, poultry and meat, uses and preparations.

Unit 6: Vegetables and Fruits - Variety, selection, purchase, storage, availability. Cost, use and nutritional aspects of raw and processed products and use in different preparations.

Unit 7: Sugar and Sugar Products - Types of natural sweeteners, manufacture, selection, storage and use as preserves. Stages in sugar cookery.

Unit 8: Fats and Oils - Types and sources (animal and vegetable), processing, uses in different preparations, storage, cost and nutritional aspects.

Unit 9: Raising and Leavening agents - Types, constituents, uses in cookery and bakery, storage.


Unit 11: Convenience Foods - Role, types, advantages, uses, cost and contribution to diet.

Unit 12: Salt - Types and uses.

Unit 13: Beverages - Tea, Coffee, Chocolate and Cocoa powder – Production (including cultivation), processing, cost and nutritional aspects. Other beverages - Aerated beverages, Juices.

Unit 14: Preserved Products - Jams, Jellies, Pickles, Squashes, Syrups.

Unit 15: Food Standards - ISI, Agmark, FPO, MPO, PFA.

Practicals

Objectives

This course will enable the students to -

1. develop skills in preparing various food items.
2. understand the principles underlying changes in food characteristics during cooking.
3. learn proper handling, preparation and service of foods.
4. be familiar with evaluation of food products for their quality characteristics.
5. understand and use various methods of preservation of food.

Unit 1: Introduction to practicals - Weights and measures- their equivalents.

- Use and care of kitchen equipment. Table setting and service.
Unit 2: Preparing, Serving and evaluating food items -

- **Beverages** - Fruit and milk based, punches, juices etc.
- **Pulses** - Khatta Channa, Rajmah, Sambhar etc. Vadas, Dhokla, Khandvi, Kadis.
- **Vegetables** - Vegetable Koftas, Cutlets, Baked Vegetable dishes and Fancy preparations.
- **Soups** - Variations in soups.
- **Stews** - Vegetable and Mutton.
- **Salads & Salad dressings** - Vegetable salads, whole meal salads, Frozen salads.
- **Milk, Paneer, Cheese and Khoa preparations** - Indian sweets: Barfis, Gulab Jamun, Chana murgi, Sandesh, Rasgulla.
- **Meat, fish and poultry** - roasted, baked, fried, curries, kababs and Tandoori preparations.
- **Desserts** - Halwas, variations in ice cream, souffle, baked and steamed desserts, other hot and cold desserts.
- **Cakes** - Variations: Creamed, Sponge-pastries, Swiss rolls etc.
- Biscuits/Cookies and their variations, short crust pastry, Choux pastry, flaky pastry and their preparations.
- **Sandwiches** - Open and Toasted.
- **Snacks** - Savoury: Mathri, Kachoris, Samosa. Sweets: Ladoos, Gujias, Malpuras.

Unit 3: Food Preservation - Preparations of pickles and jams.

Demonstration of various methods like drying, Murabbas, Sauces, Squashes, Freezing, Canning etc.

References

Prevention of Food Adulteration Act (1994): Govt. of India.
INSTITUTIONAL FOOD SERVICE MANAGEMENT (DT/IF)

Code: 32114          Cr: T4+P0          Pd/wk: 4+0          Marks: 100

Focus

By emphasizing the various facets of functioning of food service institutions, this course envisages equipping the student with the necessary knowledge to become an efficient manager.

Objectives

This course will enable the student to -
1. Gain knowledge of the types of food services in India and the factors which have led to their development
2. Understand the special characteristics of food service establishments.
3. Know the types of resources required for managing food outlets.
5. Learn manpower management techniques.
6. Understand human relations and behaviour at work.
7. Know the types of costs involved and how to control them.
8. Maintain and analyse accounting information for decision making.
9. Think of starting a food service.

Unit 1:  Introduction to Food Service Institutions
Development of Food Service Institutions in India. Characteristics of Food Service Establishments. Effects of environmental changes on different types of establishments.

Unit 2:  Food Service Management - Definitions, principles and functions, Tools of Management, Resources.

Unit 3:  Approaches to Management
Traditional management, Systems approach, management by objectives, Total Quality management.

Unit 4:  Management of Resources
Finance, spaces, Equipment and furniture, materials, staff, time and energy, procedures.
Unit 5: **Personnel Management - Definition, development and policies.**  
Human Relations. Trade Union Negotiation and Settlement.

Unit 6: **Cost and Management Accounting**  
Definition and scope, costs and their control, management accounting, profit planning.

References


Moore, C. L. and Jaedicke, R.K.: Managerial Accounting, South Western Publishing Co.


DIET THERAPY I (DT)

Code: 32115  Cr: T3+P3  Pd/wk: 3+6  Marks: 150

Focus
This course emphasizes the importance of diet in therapeutic management and the role of the dietician as a part of the medical team engaged in ensuring patient health and well being.

Objectives
This course will enable the student to -
1. Know the principles of diet therapy.
2. Understand the modifications of normal diet for therapeutic purposes.
3. Understand the role of the dietician.

Unit 1: Basic concepts of diet therapy
Therapeutic adaptations of normal diet, principles and classification of therapeutic diets.

Unit 2: Team approach to health care. Assessment of patient’s needs.

Unit 3: Routine Hospital Diets
Regular, light, soft, fluid, Parenteral and enteral feeding.

Unit 4: Energy Modifications and nutritional care for weight management
Identifying the overweight and obese, etiological factors contributing to obesity, prevention and treatment, low energy diets balanced energy reduction and behavioural modification. Underweight - aetiology and assessment, high energy diets for weight gain, anorexia nervosa and bulimia

Unit 5: Diets for Febrile conditions, Infections and Surgical conditions

Unit 6: Etiological factors, symptoms, diagnostic tests and management of upper GI tract disease - Diseases of Oesophagus and dietary management, Diseases of stomach and dietary management. Gastric and duodenal ulcers and dietary management

Unit 7: Etiology, symptoms, diagnostic tests and management of intestinal diseases - Diarrhoea, Steatorrhoea, Diverticular disease, Inflammatory
Bowel disease, Ulcerative Colitis. Flatulence, Constipation, Irritable Bowel Syndrome, Haemorrhoids.

Unit 8: Etiology, symptoms, diagnostic tests and management of
Malabsorption Syndrome, Celiac sprue, Tropical sprue. Intestinal brush border deficiencies (Acquired Disaccharide Intolerance), Protein losing enteropathy.

Unit 9: Anemias
Pathogenesis and Dietary Management: Nutritional Anemias, Sickle cell Anemias, Thalassemia, resulting from Acute Haemorrhage.

Unit 10: Diseases of the Liver, Exocrine Pancreas and Biliary System.

References

Practicals

Objectives

To enable students to –
1. Know the normal routine diets served in hospitals and for whom these would be served
2. To be able to plan diets for therapeutic purposes.
Unit 1: Standardization of common food preparations for portion size
Unit 2: Planning and preparation of Normal diet.
Unit 4: Planning and preparation of Recipes for soft/semi-solid diet, mechanical, pureed. Planning and Preparation of soft diet.
Unit 5: Planning and preparation of recipes using protein concentrates
Unit 6: Planning and preparation of recipes using sugar substitutes
Unit 7: Planning and preparation of low fat and low calorie recipes.
Unit 8: Planning and preparation of high fibre recipes.
Unit 9: Planning and preparation of low fibre and low residue recipes.
Unit 10: Planning and preparation of bland diet recipes.
Unit 11: Planning and preparation of diets for the following conditions: overweight and obesity, underweight, fevers, ulcers, diarrhoea, constipation, malabsorption syndrome, viral hepatitis, liver cirrhosis, cholecystitis, nutritional anaemias.
FOOD MICROBIOLOGY, HYGIENE AND SANITATION (DT/IF)

Code: 32116       Cr: T3+P2       Pd/wk: 3+4       Marks: 125

Focus

The role of micro-organisms in food spoilage and the methods used for prevention and control are the main highlights of this course.

Objectives

This course will enable the student to -

1. Understand the nature of microorganisms involved in food-spoilage, food-infections and intoxications.
2. Understand the importance of microorganisms in food biotechnology.
3. Understand the principles of various methods used in the prevention and control of the microorganisms in foods.
4. Understand the criteria for microbiological safety in various food operations to avoid public health hazards due to contaminated foods.

Unit 1: Brief history of food microbiology and introduction to important microorganisms in foods. 2
Unit 2: Cultivation of microorganisms - Nutritional requirements of microorganisms, types of media used, methods of isolation. 3
Unit 3: Primary sources of microorganisms in foods, physical and chemical methods used in the destruction of microorganisms (Sterilisation and Disinfection). 3
Unit 4: Fundamentals of control of microorganism in foods
Extrinsic and intrinsic parameters affecting growth and survival of microbes, use of high and low temp., dehydration, freezing, freeze-drying, irradiation and preservatives in food preservation. 5
Unit 5: Food Spoilage
Contamination and microorganisms in the spoilage of different kinds of foods and their prevention. Cereal and cereal products, vegetable and fruits, fish and other sea 12
foods, meat and meat products, eggs and poultry, milk and milk products, canned foods.

Unit 6: Public health hazards due to contaminated foods
food borne infections and intoxications - symptoms, mode and sources of transmission and methods of prevention. Investigation and detection of food borne disease out-break.

Unit 7: Microbes used in food biotechnology. Fermented foods and their benefits.

Unit 8: Importance of sanitation and hygiene in foods, kitchen hygiene, employee health, food plant hygiene. Food laws.

Unit 9: Indices of food, milk and water sanitary quality. Microbiological criteria of foods, water and milk testing (Bacteriological analysis).

Practicals

Unit 1: Demonstration of the different parts of the microscope, their use and care of the microscope including oil immersion lens.

Unit 2: Preparation of bacterial smears, simple staining, differential staining, spore staining, staining of molds and yeasts.

Unit 3: Preparation of common laboratory media for cultivation of bacteria, yeast and molds.

Unit 4: Isolation of micro-organisms by pour plate method (Dilution), spread plate and streak plate method.

Unit 5: Morphological identification of important molds and yeast in foods (slides & cultures)

Rhizopus, Mucor, Aspergillus, Penicillium, Saccharomyces, Fusarium, Ciaosporium, Alternaria, Helminthosporium.

Unit 6: Sampling of air, water, dust, soil, food handlers to study the various sources of transmission of microorganism in foods.

Unit 7: Demonstration of microbiological analysis of water, milk and food for enumeration of standard plate count and coliform count.

Unit 8: Assessment of surface sanitation of kitchens by swab rinse methods

References


QUANTITY FOOD PRODUCTION AND SERVICE (DT/IF)

Code: 32125  Cr: T3+P4  Pd/wk: 3+8  Marks: 175

Focus
The course aims to provide basic information about quantity food production and service.

Objectives
This course will enable the student to -
1. Know the types and variety of foods available in the markets.
2. Learn to purchase, receive and store different foods.
3. Plan menus.
4. Learn various quantity cooking and presentation techniques.
5. Understand the importance of hygiene, sanitation and safety in kitchens.
6. Learn about laws which affect the functioning of food services.

Unit 1: Food production 21
Kitchen management, characteristics of food, food quality, menu planning, purchasing and storage, receiving and storage, cooking and presentation techniques, production cycle, hygiene, sanitation and safety.

Unit 2: Food service 7
service areas, methods and styles, table setting, food presentation, clearing and winding up, customer relations.

Unit 3: Starting a food service outlet - feasibility study, strategic planning 12
acquisition of resources, organisation for efficient use, financial management and accounting.

Unit 4: Laws Governing Food Service Institutions 5
Food laws, Labour laws, laws concerning hygiene and safety, implementation.

References

Practicals

Unit 1: Kitchen production and service - Quantity food production project.
Planning, Organisation, Presentation and service of Meals for different occasions and age groups. Table setting and Service Techniques for different types of establishments.

Unit 2: Work experience through placement in
Hotel, Restaurant, Canteen (3 months) Nursery school, Hostel (1 month). Hospital, Orphanage or other social Institution (1 month).

Unit 3: Research paper on any topic of IFA.
DIET THERAPY II (DT)

Code: 32126          Cr: T4 +P2          Pd/wk: 4+4          Marks: 150

Focus

Based on the inputs given in Diet Therapy I, this course aims to build a more extensive knowledge base and skills regarding the nutritional and dietary management in various pathophysiological situations.

Objectives

This course will enable the student to:

1. Understand the role of the dietician in preventive, promotive and curative health care.
2. Be able to make appropriate dietary modifications for various disease conditions based on the pathophysiology.

Unit 1: Diet in disease of the endocrine pancreas - Diabetes Mellitus-
        classification, symptoms, diagnosis, management of diabetes mellitus-clinical
        Vs. chemical control. Insulin therapy, Oral hypoglycemic agents, Glucose
        monitoring at home. Dietary care and nutritional therapy, meal plan (with and
        without insulin). Special dietetic foods, Sweeteners and sugar substitutes.
        Diabetes in pregnancy, elderly, surgery, illness, Diabetic coma, Insulin reaction.
        Juvenile Diabetes. Patient education.

Unit 2: Hypoglycemia
        Classification, symptoms, postprandial or reactive hypoglycemia, early
        alimentary and late reactive hypoglycemia, idiopathic hypoglycemia, dietary
        treatment.

Unit 3: Diseases of the cardiovascualr system
        Atherosclerosis: Etiology and risk factors.
        Hyperlipidemias: Brief review of Lipoproteins and their metabolism, classification
        of Hyperlipidemias. Clinical and nutritional aspects of hyperlipidemias. Dietary
        care. Ischemic Heart Disease - nutritional management. Congestive heart disease and nutritional management.
Hypertension - etiology, prevalence, nutritional management and prevention. Cerebrovascualr disease and diet.

**Unit 4:** Renal diseases - Review of physiology and function of normal kidney

**Unit 5:** Allergies
Definition, symptoms, diagnosis and dietary management. Food selection. Food allergy in infancy.

**Unit 6:** Diseases of Musculoskeletal System
Dietary management of rheumatoid arthritis, osteoarthritis, osteoporosis.

**Unit 7:** Cancer - Nutritional and non-nutritional etiological factors
Management of cancer patients in relation to the clinical treatment and cachexia.

**Unit 8:** Surgery, trauma and burns - Physiological changes in relation to trauma. Assessment of the nutritional status in surgical and burns patients. Pre-operative and post-operative nutritional care. Nutritional care in trauma. Nutritional management of burns patients.

**Unit 9:** Inborn errors of metabolism - Biochemical basis and nutritional management of PKU and Maple Syrup Urine Disease.

**Unit 10:** Metabolic disorders - Dietary care in diseases of the Adrenal Cortex, Thyroid and parathyroid glands. Gout.

**Unit 11:** Interactions between drugs, nutrients and nutritional status (in brief).

**References**


Practicals

Objectives

To enable students to apply the principles of planning therapeutic diets for various disease conditions.

Unit 1: **High-Risk Management (hospital based) - Nutrition assessment.**

Unit 2: **Diabetes Mellitus**
Planning and preparation of diets. Without Insulin, With insulin, adult and juvenile, diabetes in pregnancy, diabetes and illness.

Unit 3: **Managing, patients with hypoglycemic conditions.**

Unit 4: **Diseases of Cardiovascular system**
Formulation of low cholesterol and low sodium recipes, planning and preparation of diets for hypertension, CHD, congestive heart failure during acute, chronic and convalescent conditions. Progressive dietary management for cardiac transplantation and cardiac surgery.

Unit 5: **Protein and mineral modifications for patients with renal disease**
Planning and preparation of diet for glomerulonephritis - acute and chronic, nephrotic syndrome, nephrolithiasis, renal failure - acute and chronic, dialysis.

Unit 6: **Diet for patients with Neoplasia**

Unit 7: **Elimination diets for allergy.**

Unit 8: **Low purine diet.**
Dietetic Techniques and Patient Counselling (DT)

Code: 32127  Cr: T1 + P2  Pd/wk: 1+4  Marks: 75

Focus

This course aims to facilitate the translation of knowledge regarding diet therapy into effective patient counselling and support.

Objectives

This course will enable the student to -
1. Critically appraise, plan and organize/supervise preparation and service of different kinds of therapeutic diets in hospital dietary service.
2. Develop skills for patient counselling.
3. Interact effectively with patients and their families and to give dietary advice in the context of the patients' socio-cultural and economic milieu.

Unit 1: Dieticians as part of the medical team and outreach services.
Unit 2: Medical history assessment- techniques of obtaining relevant information for patient profiles.
Unit 3: Dietary diagnosis and tests for nutritional status - Correlating clinical and dietary information.
Unit 4: Patient education and counselling - assessment of patient needs, establishing rapport, counselling relationship, resources and aids to counselling.
Unit 5: Aesthetic attributes of diets.
Unit 6: Follow up visits and patients' education.

References


Practicals

Note: Practicals should be based in hospitals and done on the basis of case studies observation and evaluation.

Unit 1: Appraisal of routine hospital diets and dietary Units
(Survey and discussion)
Organizational structure and staffing pattern, number of patients, departments and types of diets, cost and nutritional adequacy, time schedule, service protocol, equipment.

Unit 2: Case studies and counselling for - special diets and feeding methods:
dialysis patients, renal transplant patients, tube feeds, jejunostomy, burns, TPN, post surgical, cardiac bypass surgery, hypertension, CHD, post heart attack, liver cirrhosis.

Unit 3: Children's diets - management of sick child- case studies, juvenile -
diabetes. Children's diseases- cleft palate, etc. Integrating special and specific needs of a sick child with management of routine hospital diets.

Unit 4: Metabolic disorders including inborn errors of metabolism,
IDDM, NIDDM.
PROJECT CUM INTERNSHIP (DT)

Code: 32134  Cr: T1+P3  Pd/wk: 1+6  Marks: 100

Objectives

This course will enable the student to -
1. Make use of all the knowledge and skills acquired during the entire course in the practical applications of dietetics.
2. Undertake situational analysis of nutrition and health problems of the patients.
3. Devise ways and means to bring about possible improvements in the existing system.

Theory

Unit 1: Meaning of scientific research and its methods. Formulation of project design.  2
Unit 2: Types of project design- exploratory, descriptive, experimental, cross sectional or longitudinal.  4
Unit 3: Methods - survey, case study, anthropological or experimental.  4
Unit 4: Tools and Techniques - observation, interviewing, questionnaire schedules or rating scales.  3
Unit 5: Tabulation and Interpretations - Elementary statistical procedures. Tabular and graphic representation of data and its interpretations.  4
INTERNERSHIP

Objectives

To enable students to -
1. Assess nutritional status and dietary pattern of patients.
2. Plan and prepare therapeutic diets.
3. Develop skills in feeding patients and supervise food service.
4. Develop skills in diet counselling.
5. Take up dietetics as a profession.

Internship - Aspects to be covered

Unit 1: Placement in hospital dietary departments and diet clinics to gain knowledge to
- Establish rapport with patients - assess the nutritional status and diet history of patients
- Plan diet sheets after careful study of the patients' case sheets - prepare and provide guidance in the production of therapeutic diets.
- Supervise preparation of diets - assist and guide in tray setting with special emphasis on portion control and therapeutic modifications.
- Supervise delivery of trays to the patients.
- Get feedback from patients regarding diets.
- Discuss/consult with doctors for modifications.
  - Undertake case study at hospital situations.
  - Visits to different dietary departments of various hospitals.
  - Updating knowledge by presentations and participation through seminars and projects.
  - Gain experience in the administrative set up of a dietary department.

Unit 2: Project formulation - setting the objectives, steps in execution.
STREAM - II

Institutional Food Service Management

Keeping in line with the changing global economic scenario, the Indian industry is showing rapid growth. The technological advancement and its absorption by the industry has led to an increase in the industrial and institutional work force which is growing further. There is, thus, a need to consider and cater to the needs of this workforce in institutions, food service outlets, industrial canteens, hotels and food industry in general. This course is prepared with a view to cater to the requirement of professional manpower for this sector.

The programme orients the student with the basic understanding of human nutrition, and provides fundamentals of food commodities and their preparation, bakery products and confectionery. Importance of microbiology, hygiene, sanitation and sensory evaluation of foods is highlighted. The student is also exposed to mass cooking kitchen equipments, accountancy, costing and quality control of materials and prepared foods. The focus is on quantity food production and management of the institutional food service. The course would also equip the student with sufficient knowledge to set up self entrepreneurial ventures.

Objectives

1. To provide competent professionals to handle institutional food service.
2. To develop competence for setting up self entrepreneurial ventures.
FUNDAMENTALS OF BAKERY AND CONFECTIONERY - I (IF/BC)

Code: 22109  Cr: T3+P4  Pd/wk: 3+8  Marks: 175

Focus

This is the first of three modular courses which provides the basic knowledge and skills necessary for bakery and confectionery.

Objectives

This course will enable the students to –
1. Understand basic concepts of baking.
2. Acquaint with the role of various major and minor ingredients in bakery products
3. Familiarize with baking process and operations.
4. Learn the quality parameters of bakery products.

Unit 1: Introduction to bakery and confectionery - aims and objectives, historical perspective. 2

Unit 2: Wheat flour and its role in bakery and confectionery products - 4
a. Wheat - type, grading, varieties, structure, composition, principles of flour milling, air classification.
   b. Flour- Types of flour (bakers, biscuits, cake, pastry, self mixing flour, whole wheat flour) - Composition, role of constituents, quality assessment.

Unit 3: Other ingredients and their function in baking 2
a. Yeast - types, function, uses, effects of over and under fermentation.
   - Eggs - composition, function in bakery and confectionery.
   - Sugar - types, different forms, uses..
   - Fats - composition, classification, function, effect of cooking.
   b. Milk products, emulsifiers, dried fruits, enzymes, cream, other leavening agents.
Unit 4: Variety of baked products - bread, biscuit, cake, cookies, pastries.  
Unit 5: Baking process - basic concepts, batch/continuous, dough mixing,  
        dividing, moulding, panning, proofing, baking.  
Unit 6: Qualitative changes during different Unit operations.  
Unit 7: Methods of preparing bread and bread rolls.  
Unit 8: Evaluation of bread and quality control.  
Unit 9: Bakery machinery and equipment - bulk handling, mixers, forming,  
        moulding, wire cut and deposit equipment, luminating, cutting, embossing,  
        ovens, packaging, auxiliary equipments.

References

France, W.J.: The student Technology of Bread making and flour confectionery, Routledge and Kegan Paul Ltd.,  
        London, UK.
Sultan, W.J. (1976): Practical baking manual - for students and instructors, AVI Publishing Co. INC, West Port,  
        Connecticut.
        Science Publisher Ltd., New York, USA.
        Research Institute, New Delhi, India.
        Paul Minnesota, USA.

Practicals

Objectives

This course will enable student to -

1. Acquire ability to prepare different types of bread.
2. Learn quality characteristics and evaluation of major and minor ingredients and that of the products.
3. Get an exposure to the preparation of cakes.

Unit 1: Evaluation of flour quality - moisture, ash, gluten, water absorption,  
        maltose value, dough raising capacity, test baking.
Unit 2: Evaluation of bakery ingredients other than flour - fats, sugar, salt,  
        liquid leavening agents.
| Unit 3:        | Weights and measures - quantity and volume equivalence of household measures. | 2 |
| Unit 4:       | Preparation of bread using straight dough and sponge dough methods - quality characteristics. | 12 |
| Unit 5:       | Breads of varying processing conditions and ingredients - quality characteristics. | 18 |
| Unit 6:       | Preparation of various types of bread rolls and their quality characteristics. | 16 |
| Unit 7:       | Preparation of pan cakes, fritters. | 9 |
| Unit 8:       | Preparation of sponge cakes, pizza. | 15 |
| Unit 9:       | Sensory evaluation of bakery products. | 8 |
| Unit 10:      | Visit to local bakery Units. | 8 |
SENSORY EVALUATION (IF/BC)

Code: 32117  Cr: T1+P3  Pd/wk: 1+6  Marks: 100

Focus

This course aims to emphasize the importance of sensory analysis as a basic tool in developing and evaluating food products in institutions and food industry.

Objectives

This course will enable the students to -
1. Apply sensory analysis as a basic tool in food product development and quality control.
2. Test and evaluate various food products.
3. Design evaluation of food products.

Unit 1: Sensory Analysis 1

Unit 2: Sensory characteristics of food 2
Sense of Taste- classification, taste qualities, taste thresholds, interaction of taste. Effect of temperature, chemical configuration, taste medium.

Unit 3: Olfaction 2
Odour classification, chemical specificity, testing techniques, threshold and intensity.

Unit 4: Visual, auditory, tactile and other senses. 1

Unit 5: Factors influencing sensory measurements-attitude, motivation, psychological errors, adaptation. 1

Unit 6: Types of tests (Laboratory) - difference, directional difference 3
Quantity-quality evaluation, analysis of results. (Threshold, Difference ranking Scoring, Hedonic scales, Acceptance and Preference tests)

Unit 7: Consumer studies. 1

Unit 8: Taste Panels 2
Selecting panelists, environment for sensory evaluation, sample preparation and presentation, score cards, and recording and reporting.
Unit 9: Objective methods of evaluation (in brief)
physical and chemical methods.

References


Practicals

Objectives

To enable students to -
1. Carry out sensory assessment of foods and food products by applying principles of sensory science.
2. Analyse sensory data and draw inferences.

Unit 1: General introduction to sensory analysis
Sensory terminology, general testing conditions, selection of test subjects, planning the experiment.

Unit 2: Recognition tests for aroma/odour, taste, flavour and other senses

Unit 3: Individual tests for sensory evaluation
Threshold tests for the four basic tastes, difference tests, ranking tests, scoring tests, descriptive tests, single quality and multiple quality.

Unit 4: Design of experiments
Training of panel, types of panels, organizing sensory evaluation, development of score cards, data analysis, interpretation of results.
KITCHEN PLANNING AND EQUIPMENT (IF)

Code: 32118  Cr: T2+P0  Pd/wk: 2+0  Marks: 50

Focus

The course is designed to enable a dietician as a food service manager/entrepreneur to design and equip an appropriate kitchen to suit different situations.

Objectives

This course will enable the student to -
1. Understand the importance of layout in a food service Unit.
2. Determine the factors that affect the kitchen plan.
3. Understand the principle of planning layout.
4. Establish the work centre, flow of work and space relationship between centres
5. Design a kitchen keeping the principles of planning.
6. Give details to plan by establishing the work centre and equipment.
7. Decide the architectural features necessary.

Unit 1:  Factors affecting kitchen planning  2
Type of business, type of customer, type of service, location and area available, scope of expansion.

Unit 2:  Determining kitchen layout on menu pattern  6
Principles of layout, establishment of work centre - sequence of work from receiving to service, auxiliary activities, determining equipment needed, developing space relationship, physical planning and staffing.

Unit 3:  Formulating plan  6
Determining space allowance on actual equipment and manpower needed. Schematic plan. Establish flow of work, work and method study.

Unit 4:  Designing kitchen  10
Determining material to be used at work centres, architectural features, floor, walls, lighting, plumbing, ventilation, acoustical measures.
Unit 5: **Determination of equipment**

Factors affecting the selection, criteria for selection, types of equipment (discuss each equipment), installation of equipment, care of equipment.

**References**


FOOD PRODUCT DEVELOPMENT (IF/CN/BC)

Code: 32128    Cr: T2+P2    Pd/wk: 2+4    Marks:100

Focus
The purpose of this course is to impart the necessary knowledge and skills to develop nutritionally appropriate food products and to strengthen the student's ability to undertake R and D activities.

Objectives
This course will enable the students to -
1. Understand the process of development of food products.
2. Understand the role of research and development in food product development and food manufacture.
3. Apply the knowledge gained in various situations.
4. Develop new food products which are nutritious, cost effective and marketable.

Unit 1: Food needs and consumer preferences 3
Needs and types of foods consumption trends. Economic, psychological, anthropological and sociological dimensions of food consumption.

Unit 2: Trends in social change and its role in diet pattern 3
Consumer research and the market. Identifying the need for new products.

Unit 3: Designing new products 5
Using the need based perspective, and applications in various situations. The R and D process.

Unit 4: Developing standard products 4
Types of products and logistics. Processing- primary and secondary, various food ingredients used, use of food additives.

Unit 5: Standardization and large scale preparation. 4

Unit 6: Safety and regulatory aspects, sanitation and waste disposal. 3
Unit 7: Chemical and physical properties of foods
Shelf life studies and shelf life prediction.

Unit 8: Packaging - suitability, development of the package, management.
Design and package graphics. Labelling, research and testing.

Unit 9: Storage and transportation
Types and mode of transportation, optimization of transport taking into account the type of product, distance, storage facilities.

Unit 10: Product costing

Unit 11: Advertising and marketing

Unit 12: Entrepreneurship, plant location, investment and financing of project

Unit 13: Equipment and space

References


Practicals

Objectives

This course will enable students to-

1. Be familiar with various steps involved in food product development.
2. Develop skills to standardise a food product.
3. Be able to plan for foods and products to meet varied nutritional and other consumer needs.
4. Develop new food products which are marketable and economically viable.
Unit 1: Need for new products
Identifying areas/subgroups/programmes where new food products are required or can be useful through - market survey, visit to a community nutrition programme.

Unit 2: Listing variety of possible food products
Establishing selection criteria and target group. Selecting a food product for development.

Unit 3: Planning for the food product to be developed
Processing steps, ingredients required, equipment required, standardization, evaluation, large scale preparation, packaging and shelf life studies. Drawing up a working plan and time schedule.

Unit 4: Standardization of the food product and conducting sensory evaluation

Unit 5: Estimating cost and market price, storage and transportation considerations

Unit 6: Tests that can be used to test quality and shelf life of the product

Unit 7: Packaging the food product, Labelling.

Unit 8: Visits to commercial food manufacturing, packaging as well as R & D Units where food products are developed and tested.
ENTREPRENEURSHIP MANAGEMENT

Code: 33115 Cr: T3+P0 Pd/wk: 3+0 Marks: 75

Theory

Objectives

To enable students to –
1. Develop entrepreneurship skills.
2. Analyze the environment related to small scale industry and business.
3. Understand the process and procedures of setting up small food enterprises.
4. Develop management skills for entrepreneurship development.

Unit 1: Entrepreneurship 6
Definitions, need, scope and characteristics of entrepreneurship, entrepreneurship development and employment promotion. Identification of opportunities in food enterprises.

Unit 2: Business, environment for the entrepreneurs for food enterprises 14
Government of India's policy towards promotion of entrepreneurship. Exposure to demand based, resource based, service based, import substitute and export promotion industries.

Unit 3: Need, scope and approaches for project formulation 10
Market survey techniques, criteria for principles of product selection and development, choice of technology, quality control. Major steps involved in setting up a Small Scale Unit-Project identification, project formulation, resources mobilization. Institutions, financing procedure and financial incentives. Financial ratios and their significance. Books of accounts, financial statements, funds flow analysis.
Unit 4: Techno-economic feasibility of the project of food enterprise. 6
Unit 5: Critical path method - Project evaluation review techniques as planning tools for establishing SSI. 2
Unit 6: Plan lay out and process planning for the food product establishing the Unit. 4
Unit 7: Creativity and innovation 4
Problem solving, personnel management, salaries, wages and incentives, performance appraisal, quality control.
Unit 8: Food marketing and Sales Management 4
Marketing strategy, packaging, advertising, label intervention, pricing, after sales service.
Unit 9: Legislations 4
Licensing, registration, municipal laws, business ethics, income tax, labour law application, consumer complaint redressal.

References
BOOK KEEPING AND ACCOUNTANCY (IF/BC)

Code: 32129  Cr: T2+P0  Pd/wk: 2+0  Marks: 50

Focus

The course aims at providing basic knowledge in the principles of Accounting, Book Keeping and Banking.

Objectives

This course will enable the student to -
1. Write principal and subsidiary books of account.
2. Summarize information from the account books and prepared trial balance.
3. Analyse a trial balance and prepare a profit and loss account, balance sheet.
4. Analyse the balance sheet to judge the financial position of the establishment.

Unit 1:  Principles of Accounting - introduction to accounting systems, 12
Concepts of double entry systems, applications and advantages of double entry systems, practice session.

Unit 2:  Book keeping  18

Unit 3:  Banking  6
Banking transaction, bank reconciliation statements, practice session.

References

PROJECT CUM INTERNSHIP (IF)

Code: 32135                  Cr: T1+P3                  Pd/wk: 1+6                  Marks: 100

Focus

Project and Internship aims to give practical experience and apply the knowledge of principles of food service management.

Objectives

This course will enable the student to –

1. Make use of all the knowledge and skills acquired during the entire course in the practical application of food service management.
2. Undertake situational analysis of different types of Food Service Management Institutions.
3. Devise ways and means to bring about possible improvements in the existing system.

Internship

Objectives

1. Understand the principles of planning, organizing and controlling in food service institutions.
2. Develop skills in meal planning and service in catering institutions.
3. Gain knowledge to manage manpower and establish good human relations.
4. Gain experience in financial management.
5. Understand the principles of sanitation and hygiene.

Internship - Aspects to be covered

1. Visit to different types of catering institutions.
2. Market survey to study the availability and cost of equipment.
3. Meal planning and costing menus in institutional food service management.
4. Quantity production of cereals, pulses, vegetables, milk, fruits and fleshy foods and their quality assurance.
5. Practical experience in layout planning, work simplification methods, time and motion study.
6. Project based on: Fuel economy, waste disposal
STREAM - III

Community Nutrition

The process and pace of development of the country depends ultimately on the health, nutritional status and quality of life of its individual members who form the community. In order to alleviate the widespread problems of malnutrition, various schemes and programmes are conceived and operationalized. Effective and efficient implementation of these programmes requires trained professionals who can comprehend the desired objectives of appropriate nutritional interventions for the benefit of the community at large. There is a growing realization that the current training offered in Home Science colleges needs to be reoriented to create a separate cadre of professional community nutritionists to meet the national demand.

It is envisaged that this specialization will train and equip students to understand the nutritional problems of the community and provide them competence for the task of alleviating malnutrition and promoting the nutritional status and health of the community through the various courses offered.

Objectives

1. To provide competent community nutritionists for implementation of various nutrition intervention programmes.
2. To develop competence in providing consultancy and counselling in the field of nutrition.
MATERNAL AND CHILD NUTRITION (CN)

Code: 22110  
Cr: T3+P3  
Pd/wk: 3+6  
Marks: 150

Focus

The course focuses on understanding the physiological changes, management of nutritional needs and associated problems during pregnancy, lactation, infancy and childhood.

Objectives

This course should enable the students to -

1. Understand the physiology of pregnancy and lactation and how these influence nutritional requirements.
2. Learn the benefits of breast feeding.
3. Be aware of the problems encountered in pregnancy and during breast feeding and how to cope with these problems.
4. Understand the process of growth and development from birth until adulthood.
5. Get familiar with the nutritional needs at different stages of growth.
6. Understand the concept of growth promotion.

Unit 1: Nutrition during Pregnancy


Unit 2: Nutrition during lactation - physiology of lactation

Nutritional requirements during lactation and dietary management, food supplements, Galactogogues, preparation for lactation. Care and preparation of nipples during breast hygiene.
Unit 3: Nutrition during infancy

Unit 4: Immunisation schedule for infants and children

Unit 5: Growth and development from infancy to adulthood
Somatic, physical, brain and mental development, puberty, menarche, prepubertal and pubertal changes. Importance of nutrition for ensuring adequate growth and development.

Unit 6: Growth monitoring and promotion
Use of growth charts and Standards Prevention of growth faltering.

Unit 7: Nutritional needs of toddlers, preschool, school going children and adolescents - Dietary management.

Unit 8: Management of preterm and low birth weight children.

Unit 9: Feeding children with special needs.

Unit 10: Dietary management of children during diarrhoea and fever
Use of ORT and prevention of dehydration, home based fluids.

Unit 11: Dietary management of children with inborn errors of metabolism
(PKU, Glycogen storage disease, Wilson's disease), Malabsorption (Lactose Intolerance, Celiac disease), Food Allergies.

Unit 12: Nutrition and health care programmes for the mother and child
ICDS and role of primary health centres.

References
Indian Council of Medical Research (1989): Recommended Dietary Intakes for Indians.

Ebrahim, G.J. (1983). Nutrition in Mother and Child Health, ELBS.

Practicals

Objectives

This course should enable the students to -
1. Apply the knowledge regarding nutritional requirements of mothers and children in various circumstances.
2. Plan appropriate diets to fulfil nutritional needs in pregnancy, lactation, and for children of different ages.
4. Counsel mothers to take appropriate action to prevent growth faltering and to rehabilitate malnourished children.
5. Give appropriate counselling for children with special needs.
6. Train health workers for growth monitoring and promotion.

Unit 1: Preparation of high energy, high protein recipes for pregnant and lactating women (home level). Preparation of high energy, iron-rich recipes for use by pregnant women. Preparation of high energy, protein-rich and iron-rich recipes to be used in supplementary feeding for pregnant and lactating women. Assessment of existing diets- pregnancy, lactation. Improvement of the existing diets.

Unit 2: Visit to antenatal clinic and counselling mothers at ANC.

Unit 3: Preparation of bottles for feeding - sterilization and preparation of formula milks.

Unit 4: Preparation of nutrient dense, complementary foods for infants.

Unit 5: Planning and preparation of dietary schedule for infants.
Unit 6: Use of Amylase rich foods in diets of infants and toddlers.  
Unit 7: Preparation of nutritious snacks for children, rich in energy, protein and important micro-nutrients.  
Unit 8: Preparation of packed lunch for primary school age, school age-children and adolescent.  
Unit 9: Preparation of various recipes for use in diarrhoea.  
Unit 10: Planning diets for children with special needs.  
Unit 11: Monitoring growth of children - weighing and charting growth.  
Unit 12: Counselling mothers for growth promotion.
NUTRITIONAL ASSESSMENT AND SURVEILLANCE (CN)

Code: 32119  Cr: T4+P4  Pd/wk: 4+8  Marks: 200

Focus

The course focuses on gaining knowledge in methods of nutritional assessment, to identify people at risk of developing malnutrition and factors contributory to malnutrition.

Objectives

This course should enable the students to -
1. Understand the concept of nutritional status and its relationship to health.
2. Know the aims and objectives for assessing the nutritional status of an individual and the community.
3. Know the methods used for assessment of nutritional status.
4. Know the extent and types of malnutrition prevalent in the country and region
5. Identify the factors responsible for the malnutrition.

Unit 1: Nutritional status assessment and surveillance  Meaning, need, objectives and importance.  2

Unit 2: Direct nutritional assessment of human groups  Clinical signs, nutritional anthropometry, biochemical tests, biophysical methods.  16

Unit 3: Diet surveys  Need and importance, methods of dietary survey. Interpretation - concept of consumption unit, intra and inter individual distribution in family. Adequacy of diet with respect to RDA, concept of family food security.  10

Unit 4: Clinical signs  Need and importance, identifying signs of PEM, vitamin A deficiency and iodine deficiency. Interpretation of descriptive list of clinical signs.  8

Unit 5: Nutritional anthropometry  Need and importance, standards for reference, techniques of measuring height, weight, head, chest and arm circumference, interpretation of these measurements and use of growth charts.  10
Unit 6: Rapid Assessment Procedures - need and importance, technique, interpretation

Unit 7: Secondary sources of community health data
Sources of relevant vital statistics. Importance of infant, child and maternal mortality rates. Epidemiology of nutritionally related diseases.

Unit 8: Sociological factors in the etiology and prevention of malnutrition
Food production and availability, cultural influences, socio-economic factors, food consumption, conditioning infections, medical and educational services, psychosocial, emergency/disaster conditions eg. famine, floods, war.

Unit 9: Surveillance systems
International, national, regional and community

References

Practicals

Objectives

This course should enable students to-

1. Take various anthropometric measurements for individuals of different ages.
2. Assess the nutritional status of individuals and the communities.
3. Know the merits and limitations of various parameters used to assess nutritional status.
4. Collect data on food and nutrient intake.
5. Know the significance and importance of various biochemical parameters.

Note: Each student should be given the opportunity to do the measurements individually such that they develop the necessary skills.

Unit 1: Anthropometry
Measurement of infant length, height, weight, circumference measurements, head,
chest, mid-upper arm, waist, hip, precautions to be taken. Accuracy, precision and reliability of measurements. Intra and inter observer variability and errors. Tools used and sensitivity.

Unit 2: Comparison with norms and interpretation to assess nutritional status (weight for age, height for age, weight for height, MUAC, Z-scores, standard deviation, BMI, waist to hip ratio) and significance.


Unit 4: Growth charts - plotting of growth charts. Growth monitoring and promotion

Unit 5: Clinical assessment and signs of nutrient deficiency for the following - PEM (Kwashiorkor, Marasmus), Vitamin A, Anaemia, Rickets, B - Complex deficiencies.

Unit 6: Biochemical parameters commonly used for assessing nutritional status.
- Norms and cut-off points for desirable, at risk/deficiency.
- Proteins - Total protein, albumin, transferrin. Haemoglobin, ferritin,
- TIBC, UIBC, plasma iron. Vitamins - Fat soluble and water soluble.
- Minerals, Lipids.

Unit 7: Estimating food and nutrient in take - Household food consumption data, per consumption Unit, 24 hours dietary recall, 24 hour record, weightment method, food diaries, food frequency data. Use of each of the above, information available through each and situations in which each can be used. Merits and limitations of each - Formulation of the tool, collection of data, estimation of intakes.

Unit 8: Field visits for surveillance systems used in nutrition and health programmes.
FOOD BEHAVIOUR (CN)

Code: 32120  Cr: T3+P0  Pd/wk: 3+0  Marks: 75

Focus
To understand the various factors which affect food choices and food behaviour.

Objectives
This course should enable students to –
1. Understand formation of food habits.
2. Know how various factors influence dietary practices of individuals.
3. Understand food fads and fallacies and their impact on food habits.
4. Understand forces operating in modifying food behaviour.

Unit 1:  Food behaviour concept
Factors affecting food behaviour agricultural, economic, environmental, socio-cultural, psychological, religious. Role of industrialization, urbanization, work patterns and mass media. Food behaviour and linkages with health.

Unit 2:  Food habits:
Knowledge, attitudes, practice. Food habits and dietary patterns in different regions and communities in India. Factors affecting food habits - family size, composition, structure, economic status, working status of mother, education.

Unit 3:  Relation of knowledge, attitudes, beliefs and practices in food behaviour.

Unit 4:  Food
Facts, fallacies and beliefs - Identifying positive neutral and negative implications.

Unit 5:  Dietary patterns
Factors affecting food intake, food waste, prejudices and aversions, KAP of individuals and families - regional variations and nutritional implications.

Unit 6:  Studying food behaviour
Identifying opportunities and points of resistance, Planning and conducting food behaviour studies-evaluating food behaviour.
Unit 7: Modifying food behaviour
Changing attitudes, changing knowledge, changing behaviour.

Unit 8: Modifying food behaviour in different age groups
Intervention strategies and implementation - case studies.

Unit 9: Role of different members of family and community in changing food behaviour
Parents, siblings, role models.

Unit 10: Indigenous systems of medicine - Home remedies.

Unit 11: Legislation, health and nutrition education
Role of media in changing food behaviour.

References
POST HARVEST TECHNOLOGY (CN)

Code: 32121  Cr: T2+P2  Pd/wk: 2+4  Marks: 100

Focus
To gain knowledge on principles and methods of storage, processing and preservation of various foods.

Objectives
This course should enable students to:

1. Know the importance of food processing and the various methods used.
2. Understand the basic principles and other procedures used in food processing and reservation as well as storage of various foodstuffs.
2. Be familiar with the technological developments in the field.

Unit 1: Main food crops grown in the country  3
Production trends, economic and nutritional importance - cereals, pulses and legumes, nuts and oilseeds, fruits, vegetables, milk, meat, poultry, fish.

Unit 2: Food and its preservation (home and community level including commercial  3 operations)- nature of the harvested crops, source of food problems and deterioration, its relation to the composition of foods, needs and benefits of food processing and technology for food preservation.

Unit 3: Fresh food storage  5
Principles - plant product storage, animal product storage, storage of grains. Effect of storage conditions on quality.

Unit 4: Traditional methods of processing cereals and pulses  1
Products such as parboiled rice, rice flakes, puffed rice, chana etc.

Unit 5: Use of heat for food processing and preservation  5
Canning - Principles and methodology, factors influencing heat resistance of spores, heat penetration into containers and contents, Enzymes - chemical index of efficacy, calculating process time for canned foods, influence of canning on food quality, storage of canned foods.
Unit 6: **Pasteurisation and applications**
Effect on food quality, storage of pasteurised foods, UHT - methodology and applications.

Unit 7: **Drying and dehydration**
Types of foods - traditional and new food products, home, community and commercial operations. Methods used and effect on food quality. Solar driers - applications and potential for community. Storage and deterioration of dehydrated food products.

Unit 8: **Use of low temperatures**

Unit 9: **Food irradiation - technology and application.**

Unit 10: **Food concentrates and semi moist foods**
Types, principles and manufacture, use of various substances to preserve foods, applications at community level.

Unit 11: **Pickling, curing and fermentations**
Pickles, chutneys, ketchups sauces. Principles and methods used for various products. Fermentation - types, products and methods used. Home and commercial operations.

Unit 12: **Use of chemical preservatives.**

Unit 13: **Processing of oilseeds -**
Oil extraction methods. Refining and Hydrogenation.

Unit 14: **Manufacture of Fruit Juices, Squashes, Fruit Syrups, Cordials**
High acid and high sugar products - common defects. Preservation of crystallized and glazed fruits.

Unit 15: **Nutritional implications of food processing**
Causes for loss of vitamins and minerals. Enrichment, Restoration and Fortification.

References
Encyclopaedia of Food Technology, AVI Publication.
Practicals

Objectives

This course should enable the students to –
1. Understand the basic principles underlying food preservation.
2. Develop skills in handling and processing of foods to increase shelf life.
3. Be familiar with processes/methods/techniques used in commercial operations.

Unit 1: Aseptic handling and its importance
Sources of contamination. Principles of Food Preservation

Unit 2: Use of heat for food processing and preservation
Visit to canning plant to understand process, commercial techniques, equipment used, packaging, storage and transportation. Visit to a dairy to understand all aspects of pasteurisation, if possible UHT.

Unit 3: Drying and dehydration
Preparation of various dehydrated products in laboratory. Visit to commercial operations where dehydration is used to increase shelf life. Use of Solar drier.

Unit 4: Use of low temperatures
Freezing of fruits and vegetables. Visit to commercial plants where frozen foods/products are prepared (animal and plant origin) and cold storage plants.

Unit 5: Food Concentrates
Preparation of squashes, syrups, preparation of sauces, pickling, curing, fermentation.

Unit 6: Preparation of pickles
Using salt as a preservative, sugar as a preservative, acid/fermentation to prepare preserved, food products, preparation of chutneys.

Note: Any 3 preparations should be prepared in bulk.

For all field visits reports should be prepared and submitted.
NUTRITION AND HEALTH COMMUNICATION (CN)

Code: 32122  Cr: T2+P3  Pd/wk: 2+6  Marks: 125

Focus
To acquaint the students with techniques of effective communication in the area of Nutrition and Health for rural and urban communities.

Objectives
This course should enable the students to -
1. Understand thought diffusion processes of the individual and the community.
2. Know effective communication techniques/methods.
3. Be able to plan and develop health/nutrition education communication messages and strategies.
4. Be able to communicate on various issues related to health and nutritional status of individuals and the community.

Unit 1: Objectives, principles and scope of nutrition and health education and promotion
2
Unit 2: The diffusion process - limitation and utility
Two step rate of diffusion and exposure. Models at communication. Behaviouristic and cognitive theories.
2
Unit 3: Attitudes and opinions
Attitude change and principles of congruity, communication, public opinion and propaganda. Role of opinion leaders.
2
Unit 4: Determinants of communication effectiveness
Age, sex, power/status, educational levels of source and receiver, credibility, group norms, referent value, affiliation.
2
Unit 5: Development in India - rural and urban
4 (i) Philosophy, strategies, achievements and problems with reference to 5-year plans and various Governmental and Non-Governmental schemes.
(ii) Diversity in India's population. Concept of rural communication-role in rural development, relationship with development and development support communication.

(iii) Communication in urban areas.

Unit 6: Teaching methods formal and non formal
Individual, group and mass approach. Expository, discovery, participatory, evaluative Simulation Games, Brain storming. Selection, use advantages and limitations.

Unit 7: Communication media used/useful in Nutrition and Health Education -
Role and relative importance of spoken word, interpersonal communication, visual and audiovisual aids. Mass media - print media, radio and recording, television, films, video, advertising, social marketing, folk media, satellite, multimedia.

Unit 8: Acceptability and credibility of communication in rural and urban environment
Role of opinion builders and opinion leaders. Barriers and accelerators in effective communication with reference to different communication media. Selection, use, advantages and limitations.

Unit 9: Communication and Social Development

Unit 10: Market Research
Targeting audience for health messages, role of advertising.

Unit 11: Participatory Training

References


Eapen, K.E.: The Media and Development.

Rao, Y.V.L.: Communication and Development.


Practicals

Objectives

This course should enable the students to -

1. Develop insight into planning and organization of nutrition and health education
2. Develop ability to give nutrition and health education to specific target groups.
3. Be able to select appropriate communication media and strategies which are situation specific, need based and target group oriented.

Unit 1: Use of visual media
Development of charts and posters for health and nutrition communication, flash cards and flip charts.

Unit 2: Demonstration as a technique of communication

Unit 3: Use of other methods
Street play, role play, puppet show in nutrition and health communication.

Unit 4: Use of print media
Development of leaflets/booklets, Newspaper/Magazine articles.

Unit 5: Use of media in Social Marketing
Campaign planning, writing of appropriate messages, use of appropriate media, writing and production of Jingles.

Unit 6: Training of grassroot level workers
Identifying issue/area which requires interventions using participatory training. Setting learner objectives, teaching objectives. Developing a Training Module, conducting the training, evaluating the training.
Unit 7: Visit to at least 3 programmes where nutrition and health communication form a major part of programme inputs. Analysis and appraisal of each and presentation before the class.

Unit 8: Analysis and critical appraisal of a TV/Video film Presentation before the class.

Unit 9: Field visits for exposure to AIR, Doordarshan, TV/Video studio and advertising agency dealing with health/nutrition communication.
POLICIES, PROGRAMMES AND INTERVENTIONS (CN)

Code: 32130       Cr. T3+P4       Pd/wk: 3+8       Marks: 175

Focus
To give information on existing nutritional and health problems in the country and policies and programmes to improve the situation.

Objectives
This course should enable the students to -
1. Know the policies concerning health and nutrition.
2. Understand the mechanism and factors related to formulation of policies for food, health, nutrition as well as welfare and development policies.
3. Be familiar with the nutritional and health problems in the country and various regions.
4. Know about ongoing schemes and programmes for improving nutrition and health.
5. Be familiar with various interventions currently in use in the country and elsewhere.

Unit 1: Current situation in India with regard to (national and regional - level, rural - urban)
Food availability, mortality, morbidity and illness, nutritional problems, economic status, population and infrastructure available, environmental sanitation, women and children- their situation in India. Poverty line - its significance.

Unit 2: Need for policies
Factors leading to current problems/situation (cultural, economic, commercial/market forces, laws and regulations)

Unit 3: Policies existing in the country
Agriculture, food, health, nutrition, development policies which have in their perspectives and goals - improvement of health and nutritional status. Factors taken into consideration when formulating policies.

Unit 4: Nodal Ministries and Departments at Central and state level responsible for formulation and implementation of policies.
Unit 5: Programs and Schemes available in various sectors with the aim of improving health and nutritional status of the population

Agriculture, food, nutrition, health, economic, water and environment and its relation to health.


Unit 7: Legislations
Role in improving health and nutritional status.

Unit 8: National plan of action
State plan of action, goals to improve health and nutritional status.

Unit 9: Case studies of interventions used in other countries or within country to improve health and nutritional status.

References


Nutrition issues in developing countries for the 1980s and 1990s, National Academy Press, Washington DC.

NNMB Reports.

DGHS, Reports.

Census Reports.


All official reports and statistics for the areas covered in the syllabus.

Documents from respective Ministries implementing various schemes, programmes.
Practicals

Objectives
This course should enable the students to –

1. Be familiar with the types of interventions which are used.
2. Appraise and report on current on-going programmes using different strategies to improve health and nutritional status.
3. Be familiar with various criteria used for identifying target groups/individuals for interventions.
4. Plan and implement an intervention.

Unit 1: Study of any 3 different types of programmes/schemes being implemented in a community.
Report to be prepared on – Implementing authority, objectives, beneficiaries/participants, planning process used, criteria used for selection and inclusion, coverage – proportion of target population covered, interventions, mode of implementation, duration of benefits (number of days per year), role of community/community participation, records and monitoring systems, appraisal of intervention – positive points, gaps and lacunae, evaluation and impact data available, financial and administrative aspects (cost effectiveness and qualitative appraisal), suggestions for improvement.
Examples of programmes that can be covered – ICDS, Vitamin A prophylaxis, Public Distribution System, Anaemia prophylaxis programme, Midday meal scheme, Food for work programmes, Nutrition/Health education programme.

Unit 2: Planning and implementation of one intervention in a selected group of a community
The intervention is to be implemented for 4 weeks followed by assessment of impact. Reporting on impact and possible improvements.
PROJECT MANAGEMENT THEORY (CN)

Code: 32131  Cr: T3+P0 Pd/wk: 3+0  Marks: 75

Focus
To enable students to develop skills in identifying needs, planning, execution, monitoring and evaluating programmes.

Objectives
This course will enable students to –
1. Understand the principles of project management for improving health and nutritional status of target groups.
2. Now the cyclic process of assessment planning, intervention, monitoring, evaluation and reassessment.
3. Be able to apply their knowledge to field situations.

Unit 1: Development, services and health  4
Goals and aspects of development and their interrelationship. Health and nutrition as a component of socio-economic development.

Unit 2: Nature and scope of nutrition and health care  4
Objectives and principles, nature and scope of programmes and health administration.

Unit 3: Programme Planning  6

Unit 4: Community analysis and needs assessment  6
Use of indicators. Use of Epidemiology, Community Participation.

Unit 5: Focussing programme development  5
Establishing goals. Defining target group behaviour, determining programme focus. Procedures to produce necessary changes.

Unit 6: Developing Programme Plans  5
Planning process - Integrating at community, centre, district and national level. Resources and support services.
Unit 7: Programme implementation
Phases of implementation, top down and bottom up approach, commUnity participation.

Unit 8: Programme evaluation
Scope, focus, sources and criteria of evaluation, built in evaluation, role of surveillance.

Unit 9: Cost analysis, cost benefit, cost effectiveness, cost efficiency.

Unit 10: Management Information Systems.

Unit 11: Intersectoral Coordination
Need for convergence to maximize coverage and optimise benefits.

Unit 12: Training and its needs.
Adult Learning and participatory training.

References


Nutrition issues in Developing Countries for the 1980s and 1990, National Academy Press, Washington DC.


PUBLIC HEALTH AND EPIDEMIOLOGY (CN)

Code: 32132          Cr: T3+P0          Pd/wk: 3+0          Marks: 75

Focus
To enable students to understand various aspects of public health and importance of epidemiology and demography in assessing and improving community health.

Objectives
This course should enable the students to -
1. Understand the concept of health from the individual and community perspective.
2. Know the importance of epidemiology and demography in health.
3. Assess the health and nutritional status, and analyse the situation.
4. Know the factors affecting health and nutritional status of individuals and community.

Unit 1: Health and dimensions of health 2
Positive health versus absence of disease.

Unit 2: Community and its organization 6
Concept of community, types of community, factors affecting health of the community- environmental, social, cultural, dietary, organizational, economic, political. Vulnerable groups/ needs of special populations.

Unit 3: Public Health, Demography and Epidemiology 6

Unit 4: Epidemiological methods 4
descriptive, analytical, experimental, serological, clinical.

Unit 5: Communicable and Infectious Disease Control 6
Nature of communicable and infectious diseases, infection, contamination, disinfections, decontamination, Transmission - direct and indirect, vector borne disease, epidemiology of infection, infecting organisms, and causative agents- their
microbiology, environmental measures and epidemiologic principles of disease control.

Unit 6: Community Water and Waste Management
Importance of water to the community, etiology and effects of toxic agents, water borne infectious agents, sources of water, safe drinking water/potability and tests for potability. CommUnity wastes and waste disposal- sewage disposal and treatment, solid waste and disposal, liquid waste disposal.

Unit 7: Community Food Protection
- Epidemiology of food borne diseases
- Modes of transmission, control measures and prevention. Food
- Protection and safety- objectives, process and outcome. Vector
- Control, rodent control.

Unit 8: Food Adulteration
Laws governing food standards. Significance - PFA, FPO, ISI, Agmark, Meat Products Order, Codex Alimentarius. Common adulterants in food and their effects on health, common household methods to detect adulterants in food.

Unit 9: Life style and community health
Preventive and promotive aspects, public education and action, alcohol, cigarette smoking, drugs, AIDS, STD, diet and chronic diseases.

Unit 10: Immunisation
Importance and schedule for children, adults and for foreign travel, problems encountered-importance of cold chain, role of individual, family and community in promoting health.

References
PROJECT CUM INTERNSHIP (CN)

Code: 32136  Cr: T1+P3  Pd/wk: 1+6  Marks: 100

Focus
To develop skills in designing research and intervention projects in order to assess, analyse and improve nutrition and health problems.

Objectives
This course will enable the student to:

1. Make use of all the knowledge and skills acquired during the entire course to deal with the community.
2. Undertake situational analysis of nutrition and health problems of the community.
3. Devise ways and means to bring about possible improvements in the quality of life of the community.

Unit 1:  Meaning of scientific research and its methods  3
Formulation of project design.

Unit 2:  Types of project design  5
Exploratory, descriptive, experimental, cross-sectional or longitudinal.

Unit 3:  Methods  7
Survey, case study, anthropological or experimental.

Unit 4:  Tools and techniques  4
Observation, interviewing, questionnaire schedules or rating scales.

Unit 5:  Tabulation and interpretations  8
Elementary statistical procedures, tabular and graphic representation of data and its interpretation.
Practicals

A project of relevance to situations where student is taking this course, so she can utilize knowledge gained/acquired through different courses and operate in the field, thus acquiring realistic competence about the existing situation and make use of appropriate tools and communication techniques and bring about improvements. To write the project report.

References
STREAM IV

BAKERY AND CONFECTIONERY

This area of career development, though not a traditional stronghold of the Home Science Curriculum so far, offers tremendous scope for employment opportunities. With the fast changing contemporary life style scenario, the demand for ready to eat foods is constantly on the rise. As a consequence of this development, there is likely to be expansion of the commercial units catering to such needs which will generate more jobs for people trained in this area. Also, in keeping with the current trends, more professionals would prefer operating from their home base. This course will equip the graduates to fulfil the needs of the industry as well as make them competent to set up self entrepreneurial ventures. The basic infrastructural facilities for conducting this programme, including personnel and equipment, may be available in most of the existing Home Science institutions. However, these will require considerable strengthening. It will entail extensive reorientation of the teaching faculty. Linkages with other institutions offering similar programmes and the industry will be necessary to offer this programme.

Objectives

1. To provide trained professionals in commercial Units.
2. To provide avenues for self employment.
FOOD SCIENCE AND CHEMISTRY (BC)

Code: 22105  Cr: T3+P2  Pd/wk: 3+4  Marks: 125

Focus
To enable the students to understand the composition and chemistry of Foods and Food systems in relation to food processing and quality.

Objectives

This course will enable the student to –

1. Get acquainted with the composition of different foodstuffs.
2. Understand the chemistry of foods and food systems.
3. Apply the theoretical aspects in ensuring food quality.

Unit 1: Introduction to Food Science and Chemistry 1
Approach to the study of Food Science and Chemistry - quality and safety attributes, chemical and biochemical reactions, effect of reactions on quality and safety of food.

Unit 2: Physical foundation of food science 3
Solids and amorphous foods, liquids and role in food products, gases and role in food products, true solutions, dispersion is and suspensions, sols, gels, foams & emulsions.

Unit 3: Water and Ice 4
Structure and states of water, structure of ice, free and bound water, factors influencing freezing point and boiling point, water solute interactions, water activity and food stability, solute mobility and food stability, role of ice in stability of foods at subfreezing temperatures.

Unit 4: Carbohydrates 4
Classes, type, structure and food sources. Chemical reactions in foods - hydrolysis, thermal degradation, dehydration, caramelization, Maillard Reaction, Structure function relations of carbohydrates. Applications in food industry.
Unit 5: Cereals and Cereal Products

Unit 6: Lipids (Fats and Oils)
Classification, Sources and chemistry of lipids-physical properties and chemical reaction in foods. Steps in manufacture of food fats, Role of fat and applications in food preparation. Shortenings-shortening value and factors affecting it. Selection of fats and oils, Fat substitutes. Deterioration of fats/oils - rancidity, reversion and polymerisation.

Unit 7: Emulsions

Unit 8: Proteins

Unit 9: Milk and Milk Products
Composition of milk, milk products and processes used for production (in brief). Uses in cookery, effect of heat, enzymes, acid and salts on milk and milk products.

Unit 10: Eggs
Structure, composition and quality of eggs. Functional properties and uses in cooking. Foams - (Yolk, White) and uses/applications.

Unit 11: Meat, Fish, Poultry and Gelatin

Unit 12: Sugar and Sugar Cookery
Physical and functional properties. Applications in food preparation. Selection of sweetening agents, artificial sweeteners.

Unit 13: Food additives
Antispoilage agents, antioxidants, nutrients, surface active agents, leavening agents, colorants, gums, starches and enzymes, polyhydric alcohols, sequestrants, acidulants and alkaline compounds. Permitted substances, types and use in food industry.
Unit 14: Fruits and Vegetables

Unit 15: Flavour
Influence of chemical constituents and other factors on flavour, type of flavour, flavouring extracts - natural and synthetic, flavour intensifier, control of flavour in cooking and processing.

Practicals

Objectives

To enable students to -

1. Be familiar with tests used for various food components.
2. Know the tests used for detection and/or estimation of various substances naturally present/added to foods.
3. Understand the effect of cooking and processing on foods in terms of colour, flavour, texture, consistency and overall acceptability.
4. Apply this knowledge for ensuring quality of food products and minimizing or eliminating adverse effects associated with cooking and processing.

Unit 1: Introduction to instruments and analytical methods and applications –

Unit 2: Water
- Boiling point, freezing point, influence of solutes, water activity and perishability of foods.

Unit 3: Carbohydrates

Unit 4: Proteins, peptides and amino acids
- Qualitative tests for identification, quantitative estimation of Nitrogen by Kjeldahl method.
### Unit 5: Lipids
Estimation of fat content in milk (Gerber's) and other foods (Soxhlet). Estimation of free fatty acids (acid value in fats). Estimation of rancidity. Estimation of iodine value.

### Unit 6: Sugar cookery
Sugar syrups, temperature and concentration. Inversion of sugar. Prevention of crystal formation.

### Unit 7: Starch Cookery
Gelatinisation of starch and thickening abilities, temperature and types of starch, effect of sugar (monosaccharides vs. disaccharides), effect of fat, effect of acid, effect of proteins, Gelation and effect of factors, type and concentration of starch, Extent of heating, Agitation, Effect of ingredients, Dextrinization.

### Unit 8: Egg Cookery - changes in egg with storage and deterioration.
Preferred methods for cooking eggs in the shell. Relationship of time and temperature in denaturation of egg proteins, effect of salt, acid, dilution (Conc. of protein, sugar, freezing). Functional role of egg in cookery, Egg white foams - factors contributing to volume and stability of egg white foams.

### Unit 9: Milk and Milk Products
Coagulation of milk (Isoelectric point, role of salt), ways of minimizing or preventing coagulation, methods of coagulation and applications (Rennin-enzyme, acid and heat).

### Unit 10: Fruits and Vegetables
Pigment - identification of pigment categories, factors influencing colour - pH, time, cooking medium, factors influencing flavour-cookery method, time, amount of water used, factors influencing texture - control of osmotic pressure, control of salt, time.

### Unit 11: Fats and Oils
Demonstration of Compositional differences, range in melting point and plasticity. Functional roles of fat - Melting point of different fats/oils, Smoke and Flash point, plasticity, Frying - Role of temperature, moisture, surface area.

### Unit 12: Cereals
Development of gluten in batters and doughs. Differences in behaviour between proteins of various cereal flours. Factors influencing gluten development.

### References
## HYGIENE AND SANITATION (BC)

**Code:** 22111  
**Cr:** T3+P0  
**Pd/wk:** 3+0  
**Marks:** 75

### Focus
To enable the students to understand the principles and application hygiene and sanitation in Food Processing.

### Objectives
This course will enable the student to -
1. Develop correct habits of personal and environmental hygiene.  
2. Learn safe handling of food and ensure complete safety of raw and processed foods.

### Unit 1:  
**Definition of hygiene - its application to everyday life.**  
2

### Unit 2:  
**Personal hygiene**
Care of skin, hair, hands, feet, teeth; use of cosmetics and jewellery.  
3

### Unit 3:  
**Safe handling of food**
Personal hygiene including uniform, medical check-up, good food handling habits and training. Control and eradication of flies, cockroaches rodents and other pests.  
6

### Unit 4:  
**Disinfections**
6

### Unit 5:  
**Care of premises and equipment**
Impervious washable floors and walls. Table tops, floor etc. Good ventilation and lighting. Care of dark corner, crevices and cracks. Garbage disposal - collection, storage and proper disposal from the premises.  
6

### Unit 6:  
**Storage of food**
Techniques of correct storage. Storage temperatures of different commodities to prevent bacterial contamination and spoilage or growth. Pasteurisation of milk butter, cream, cheese, fruit juices, LST and HTST method. Sterilization of milk, water etc.  
8
Unit 7: Food borne diseases

Unit 8: Food adulteration
Food adulteration and public health hazards. Prevailing food standards in India P.F.A., F.P.O., Agmark and B.I.S.

Unit 9: Legal administration and quality control - laws relating to food hygiene.

References
EQUIPMENT MAINTENANCE AND SERVICES (BC)

Code: 22112  Cr: T3+P1  Pd/wk: 3+2  Marks: 100

Focus
To enable the students to select, maintain and operate various equipments in Food Processing Units.

Objectives
This course will enable the student to -
1. Learn about different types of equipment used in the home.
2. Identify which equipment is best for which use, and how to buy it.
3. Use equipment in the best possible manner.
4. Learn ways of maintaining equipment in good working condition.
5. Be able to make minor repairs when necessary.
6. Take care of waste disposal resulting from equipment use.
7. Take suitable preventive measures to safeguard the home or workplace from accidents.

Unit 1:   Equipment  10
Classification of equipment and types, equipment purchasing, equipment design and maintenance requirements, types of maintenance, formulation of maintenance schedules for various types of equipment.

Unit 2:   Maintenance Department  8
Goals, organisation, staff structure, procedures, cost effectiveness with relevance to each type of equipment.

Unit 3:   Operation of Equipment  6
Fuels and their suitability for different equipment, effectiveness in operation, safety in use, precautions necessary.

Unit 4:   Waste Disposal Systems  12
Types of Systems, methods of disposal, treatment plants for water, sewage and solid wastes. Pollution control systems.
Unit 5: **Heat and Cold Systems**

Refrigeration and air conditioning. Fire Fighting Systems.

Unit 6: **Safety**

Laws regarding safety, standards of safety for equipment and maintenance procedures, safety devices, possible accidents with different equipment, dealing with accidents.

**References**


Gambhir, R.S. et.al. (1980): Electricity, Magnetism and Modern physics, Vol, 3rd Ed.2.


**Practical Demonstrations**

**Unit 1:** **Toolbox** - tools required, preparation of handy toolkit.

**Unit 2:** **Accessories** - Switch pockets, plug pins, holders etc., fuses, wires, thermostats

**Unit 3:** **Plumbing system** - pipes, connectors, stop cocks etc., taps and matching the equipment.

**Unit 4:** **Materials** - basic materials- Iron, Aluminium etc. Synthetic materials, films.

**Unit 5:** **Wiring** - plug and socket wiring, testing supply, installation of equipment, cleaning and servicing, replacing taps or assemblies, fire equipment use-demonstration. Servicing an air conditioner.
FOOD PACKAGING AND MARKETING (BC)

Code: 32123  Cr: T2+P0  Pd/wk: 2+0  Marks: 50

Focus
To gain knowledge on various packaging materials, food and packaging interactions and methods of packaging in food industry

Objectives
This course will enable the students to -
1. Know different packaging materials available.
2. Be aware of new advances and State-of the art' in food packaging
3. Select appropriate packaging materials for varied food products.

Unit 1: Importance of packaging
Functions of packaging. Primary elements of package forms, material and decoration.

Unit 2: Various package forms
Products, tubes, tetra packs, cans, bottles

Unit 3: Packaging materials
Their properties, advantages and limitations - (aluminium, glass, tinned steel plate, carton board, paper, flexible, films, laminates and others)

Unit 4: Packaging methods and performances
Including restorable plastic packaging, aseptic packaging, modified atmosphere packaging.

Unit 5: Decoration, graphic designs, suitable printing methods.

Unit 6: Storage, distribution and transportation. Shipping containers.
Secondary containers (boxes, crates, baskets etc.)

Unit 7: Packaging specifications and control of packaging quality

Unit 8: Food and food packaging interaction.

Unit 9: Food packaging and laws
Unit 10: Shelf life testing  
Unit 11: Consumer behaviour, purchase habits and motives  
Unit 12: Markets and prices - types, functions of marketing pricing.  
Unit 13: Channels of distribution.  
Unit 14: Advertising - types, media and its role.  
Unit 15: Sales promotion, legislation, consumer protection acts.  

References  
Briston and Neil: Packaging Management, Gower Press.  
Hotchikess Food and packaging interaction, American Chemical Society.  
Cairns, Oswin, Paine, Newness: Packaging for climatic protection, Butterworth.  
BAKERY AND CONFECTIONERY - II (BC)

Focus
To develop skills in commercial methods of making bread, cakes and Indian confectioneries.

Objectives
This course will enable the student to -
1. Familiarize with the commercial methods of baking bread and recent advances.
2. Acquaint with the preparation of cakes and pastries.
3. Learn microbiological aspects of bakery products, sanitation and hygiene of baking industries.

Unit 1: Commercial bread making methods - recent advances, chemical dough development, mechanical dough development, sheeting extrusion, other rapid methods.

Unit 2: Bread faults - causes and remedies.

Unit 3: Bread staling - theory, manifestation, retardation measures.

Unit 4: Bakery fats/oils - (margarines/shortenings), production, types, applications.

Unit 5: Storage of bakery products.

Unit 6: Microbiological aspects of different bakery products – prevention of bacterial rope and mold infection.

Unit 7: Bakery hygiene and sanitation including control of rodents and pests.

Unit 8: Costing and economics of the processes and products, including energy requirement and auditing.

Unit 9: Project preparation for baking Unit and layout.

Unit 10: Bakery management and marketing.

Unit 11: Basic methods of cake preparation, variety cakes, doughnuts.

Unit 12: Icings, glazers, creams, fondants, frostings.

Unit 13: Cake recipe balancing, faults and remedies.

Unit 14: Preparation of basic custards, pudding Mousse, Baferose
Unit 15: Indian Confectionery - Types, role of sugar in preparation, other ingredients and their role in preparation.

References


Practicals

Objectives

This course will enable the student to -

1. Acquire skills in the preparation of different types of cakes and pastries and other bakery products.
2. Be familiarised with the quality evaluation of ingredients and the baked products.

Unit 1: Preparation of cakes - plain cake, sponge cake, cup cake - quality characteristics.

Unit 2: Preparation of special variety cakes, icings, creams, fondants, decoration - quality characteristics.

Unit 3: Preparation of custard, puddings, mousse, flan, pie, tarts, doughnuts.

Unit 4: Preparation of cakes and their evaluation - varying ingredients - emulsifiers, fat, sugar gums and processing conditions.

Unit 5: Evaluation of batters, cakes, puddings, pies - physical, chemical and sensory.

Unit 6: Cake formula balancing.

Unit 7: Microbiological quality of cakes puddings and other products.

Unit 8: Shelf life of bakery products.
Unit 9:  Sugar Cookery: Hard Ball stage for Brittles (e.g. Peanut Chikki) 20
soft ball stage (e.g. til laddoos), recrystallisation of sugar from syrup (e.g.
Channamurgi, sugar - coated sweets).

Unit 10:  Visit to bakery Units with emphasis on cakes. 8
BAKERY AND CONFECTIONERY III (BC)

Code: 32133    Cr: T3+P5    Pd/wk: 3+10    Marks: 200

Focus
To develop skills in various commercial methods of making biscuits, cookies, crackers and other bakery products.

Objectives
This course will enable the student to –
1. Acquire knowledge and skill in the preparation of biscuits, crackers, cookies, speciality breads and other bakery products.
2. Be familiarised with the nutritional and quality assurance aspects of the bakery products.

Unit 1: Preparation and production of biscuits and crackers - short dough 8
biscuits, semi-sweet hard dough biscuits, crackers, savoury crackers, chocolate
biscuits, deposit and wire cut cookies.
Unit 2: Role of ingredients in biscuits, crackers and cookies - flour, sugar 8
(crystal and powdered, invert, honey, glucose syrup, high fructose corn syrup),
shortening, water, cocoa, chocolate milk powder. Additives-acidulates, emulsifiers,
antioxidants, reducing agents, sodium metabisulphite, lystein hydrochloride,
protease.
Unit 3: Effect of processing conditions/Unit operation on the quality of biscuits 4
and cookies.
Unit 4: Variety breads, rolls and sticks. 4
Unit 5: Leavening agents and their role during different Unit operations. 3
Unit 6: Nutritional aspects of bakery products. 2
Unit 7: Health/dietary bakery products and speciality breads. 3
Unit 8: Standards and statutory regulations for bakery products. 3
Unit 9: Pastries - puffs, Danish, Flaky - varieties. 4
Undergraduate Home Science

Unit 10: Icing, frosting, glazes and paste-preparation, types, functions and uses 4
Unit 11: Frozen desserts - ice cream and sorbets. 4
Unit 12: Application of the concept of refrigeration, dough retarding and freezing. 2

Unit 13: Indian Sweets - types, preparation, ingredients role their role. 3
Unit 14: Selection of packaging materials and packaging design. 2

References

Practicals

Objectives

This course will enable the student to -

1. Acquire practical knowledge and skill in the preparation of various types of biscuits, crackers, cookies, speciality breads and cakes.
2. To learn the role of various ingredients, additives and adjuncts in the preparations of bakery products.
3. Be familiar with the quality characteristics of bakery products.

Unit 1: Preparation of biscuits and their quality 16
Short dough, hard dough, semi hard dough
Unit 2: Preparation of cookies - deposit and wire cut cookies, quality characteristics. 16
Unit 3: Preparation of health/speciality breads, variety breads and their evaluation - 24 whole meal bread, brown bread, milk bread, fruit bread/bun, sweet bread/bun, Vienna bread, French bread, high fibre bread, bread rolls, sticks.
Unit 4: Preparation of ice creams, sorbets, frozen desserts and their quality assessment. 20
Unit 5: Chocolates, pastes, marzipans and their evaluation. 12
Unit 6: Preparation of pastries, puffs, Danish and Flaky and their quality parameters. 16
Unit 7: Indian Sweets - Milk/khoa based burfis, gulabjamun, paneer based rasgulla and variations, Flour based - jalebi, Pulse based - Besan laddo, Boondi laddoo, Mysore Pak.
Unit 8: Speciality Cakes - wedding cake, birthday cake, plum cake, fruit cake chocolate cake. 16
Unit 9: Finer decorations, designs and shapes for cakes and Swiss rolls. 16
Unit 10: Packaging and shelf-life of biscuits, crackers, cookies, cakes, pastries and bread. 8
Unit 11: Assessment of nutritional value of bakery products. 12
Unit 12: Visit to bakeries producing variety of biscuits, confections cakes and pastries. 8
PROJECT CUM INTERNSHIP (BC)

Code: 31137  Cr: T1+P3  Pd/wk: 1+6  Marks: 100

Focus
To give practical experience and apply knowledge in the management of bakery and confectionery Units.

Objectives
This course will enable the student to –
1. Make use of all the knowledge and skills acquired during the entire programme in the practical application of bakery and confectionery.
2. Undertake situational analysis of different types of bakery and confectionery Units
3. Devise ways and means to bring about possible improvements in the existing system.

INTERNSHIP

Objectives
1. Understand the principles of planning, organizing and controlling in bakery and confectionery Units
2. Develop skills in bakery and confectionery.
3. Gain knowledge to manage manpower and establish good human relations.
4. Gain experience in financial management.
5. Understand the principles of sanitation and hygiene.

Internship
Aspects to be covered.
- Visit to different types of bakery and confectionery establishments.
- Market survey to study the availability and cost of equipment.
- Costing of bakery and confectionery items.
- Quantity production of baked goods and confectionery.
• Practical experience in layout planning work simplification methods time and motion study
• Project based on
• Fuel economy
• Waste disposal
RESOURCE MANAGEMENT
RESOURCE MANAGEMENT

Introduction

Resource Management focuses on the integrated resource management in the family and community development through the interaction with the environment.

Resources are conceptualized as the means to satisfy the demands of the economy – the demands of business, industry and agriculture and families and communities. It is important to emphasize that families are the source of all human resources and the source of labour within each nation. However, resource development begins and continues at home. Human potential cannot be developed without the support of family and community. Families require access to education but also to material and environmental resources for human survival. A global perspective for families and that a perceived output, such as a better quality of life be enlarged to go beyond self to a better life for all people. Families are living systems capable of building and using their own knowledge and management processes for shaping daily life and environmental conditions for the better. The course is meant to examine a management perspective and an approach, which has the potential for improving professional practice.

The Sub-Committee of Resource Management of the UGC Curriculum Development Committee has suggested the following guidelines for core, specialization and three streams of Career Development Courses in Resource Management.

The core courses consist of the following courses for all the career-oriented courses, which are offered during the first three semesters:
# B.SC. HOME SCIENCE RESOURCE MANAGEMENT (Scheme of Instructions)

## Stream – I – Interior Design (ID)

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B.SC. HOME SCIENCE RESOURCE MANAGEMENT (Scheme of Instructions)

Stream – II – Hospitality Management (HM)

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STREAM I: INTERIOR DESIGN

The major objective of Resource Management as a discipline is to optimize the use of resources to achieve the goals and improve the quality of life of the families and individuals.

The Curriculum in Resource Management has grown so much in scope and career that it has come to a stage to offer more and more options in terms of managing the various resources. The knowledge content has expanded exponentially and the technology applications also have become more and more relevant.

Interior design is one area of sub-specialization, which attracts many students for pursuing a life long career. The theory and applications of this discipline stimulate interest in Resource Management as a subject for teaching, research and practice. The interior design course particularly focus attention on the functional and aesthetic aspects of residences, commercial establishments and workspaces. The foundation courses for this specialized course include ergonomics, art and design, drawing, applied physics and equipment etc. Besides the core courses in interior and architecture, managerial and financial aspects are also included in the course structure along with work experiences during the course period under the guidance of the teacher as well as the head of the organization.

The strong foundation in art, science and liberal education enables them to contribute effectively to the field.
STREAM II: HOSPITALITY ADMINISTRATION

Hospitality Administration is an important area of Resource Management, which merged out of the earlier Home Economics course focussing on house keeping and hospitality. In recent times, the commercial applications of this area of studies have attracted a large number of personnel in hospitality business in hotels and commercial establishments. Courses in front office and personnel management, management of space, food, beverage, tourism etc. deal in a systematic and professional way the areas to be covered under the programme. The relevant technologies in terms of communication technology and information technology are incorporated in the course structure appropriately along with work experience.
STREAM III: CONSUMER STUDIES

Consumer Studies is the domain of Resource Management. Therefore, it is becoming a focus in the restructuring process of the curriculum. The course basically makes students aware of the rights and responsibilities of the consumers and the consumer legislations. All the core competencies required for bridging the gap between the manufacturers and the consumers are dealt with appropriately in the course. They are also able to understand the standards and how different products and services conform with the standards which all will be helpful in meaningful intervention and redressal of complaints.

The core courses consist of the following courses for all the career-oriented courses, which are offered during the first three semesters:

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<td>• Computer Basics in Health and Disease Community Development</td>
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The specialization courses for Resource Management are as follows:

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18 Core Courses
12 Specialization Courses
6 CDE Courses

• Internship
WORK PHYSIOLOGY (ID/HM/CS)

Code: 23104                Cr: T2+P1                Pd/wk: 2+2                Marks: 75

Focus

This course focuses on different physiological systems in the human body, and their effect on work. It is aimed to impart practical knowledge on physical cost of work and its assessment.

Objectives

To enable students to
1. Understand the change in the human body at work
2. Acquire skill in handling tools and equipment used for ergonomics study.

Theory

Unit I: Introduction: Definition and Scope

Unit II: Types of muscular work

Static and dynamic sources of energy for muscular work: ATP, CP, and food energy.

Unit III: Major systems involved in muscular work and their functions
- Musculo-skeletal system
- Respiratory system
- Circulatory system
- Thermo-regulatory system
- Nervous system

Unit IV: Physiological functions modified during muscular work
- \(O_2\) Consumption
- Energy expenditure
- Lactic acid level in blood
- Pulmonary ventilation
- Cardiac output, stroke, volume and heart rate
Body temperature and rate of perspiration

Unit V: Factors influencing physiological reactions during work
- Age
- Sex
- Body build
- Posture
- Nutrition
- Physical fitness
- Nervous system
- Training and adaptation
- Intensity and duration of work
- Attitude
- Climate
- Clothing

Unit VI: Evaluation of physiological workload, and its importance
- Energy expenditure and pulse rate technique
- Rating of perceived Exertion (RPE)

Unit VII: Muscular fatigue
- Causes and remedial measures
- Importance of rest pause in improving work efficiency

Unit VIII: Work study
- Its application in work physiology

Practicals

1. Familiarizing with the equipment used in Work Physiology Laboratory.
2. Measure of cardio-vascular function (heart rate and blood pressure) during static and dynamic muscular work.
3. Determination of body composition and body build and stature.
5. Apparatus required for work measurement – Bicycle Ergometer, Tread mill, Douglas bag, Gas meter, Respirometer, Respiratory gas analyzer, and Benedict – Roth Respirometer.
References


FOUNDATION OF ART AND DESIGN (ID / HM / CS)

Code: 23105  Cr: T1+P1  Pd/Wk: 1+2  Marks: 50

Focus

This course focuses on basic principles of art elements of design and appreciation of regional traditional and contemporary art in all aspects of living. It further emphasizes on developing skills in drawing and rendering and creating designs of art objects.

Objectives

To enable the students to –
1. Understand elements and principles of art and design
2. Learn to appreciate art
3. Develop an understanding to the application of art principles in design composition of traditional and contemporary art, architecture and textiles and interior design
4. Develop skill in creating designs and making art objects

Theory

Unit I: Introduction to foundation of art

- Design, Definition and types: Structural and Decorative
- Elements of design:
  - Line
  - Size
  - Form
  - Structure
  - Space
  - Pattern
  - Shape
  - Light: characteristics and classification
  - Study of colours – classification, dimensions, colour schemes and effect
Principles of design-definition and their characteristics and types:

- Balance
- Harmony
- Scale
- Proportion
- Rhythm
- Emphasis

Unit II: Indian, regional, traditional and contemporary arts and their use in

- Floor decoration
- Home decoration
- Accessories

Unit III: Appreciation of art

- In terms of principles of art and design
- In terms of composition and aesthetic appeal

Practicals

1. Freehand drawing: memory drawing and sketching.
2. Scale drawing, solid geometry, orthographic.
3. Preparation of colour wheel and colour scheme.
4. Elements of design laws of field, size, proportion, types of shadows.
5. Residential space planning – scale, lines, abbreviations, metric projections, defining space by shades, shadows.
6. Lettering
7. Use of colour for wall/floor decorations and making accessories.
8. Application of design principles in flower arrangement – demonstration. Appreciation of Art from the point of view of principles of design composition.
9. Gift wrapping and preparing decorative articles.

References

Rutt Anna Hong (1961): Home furnishing, Wiley Eastern Pvt. Ltd.
Bhat Pranav and Goenka Shanita (1990): The foundation of art and design, Bombay: Lakhani Book Depot.
APPLIED PHYSICS (ID / HM / CS)

Code: 23106    Cr: T1+P1    Pd/wk: 1+2    Marks: 50

Focus

This course identifies the principles of physics and their application with reference to household equipment and the appropriate technology. It focuses on the underlying laws and theories, which determine the performance standards and maintenance of equipment for ensuring product safety in use of household appliances.

Objectives

To enable the students to -
1. Understand principles of Physics and their application in household equipments
2. Develop an understanding for selecting suitable household equipment
3. Develop special skills in using and maintaining household equipments effectively.

Theory

Unit I: Mechanics

- Introduction to properties of matter, solids, liquids and gases.
- Simple machine. A brief introduction to mechanical advantage, and efficiency.
- Application of properties of matter to various household equipments
- Lever: Scissors, holding tongs, nutcracker, rollers and gears, egg beater.
- Screw and pulleys: ‘Savasancha’ Cork opener, Onion cutter, Egg beater (spring type), movable pulleys for pulsates.

Unit II: Forces

- Centripetal and centrifugal forces, spin-dryer in (washing in) washing machine.

Unit III: Friction

Unit IV: Heat

- Introduction to heat – sources and properties of heat, heat and temperature heat transfer, humidity, relative humidity and dew point.
- Application of heat transfer: Household thermometers, Pressure cooker, Vacuum coffee maker.
- Refrigeration: Refrigerator, Compressor and absorption type, cold storage plants.

Unit V: Light

- Introduction to light, properties of light, velocity of light.
- Theories of light: Quantum theory, Wave theory.
- Colour: Source of colour, physical properties of material, responses of eye to colour, methods of producing colours.

Unit VI: Electricity and Magnetism

- Static and current electricity.
- Basic electric circuits, units of electrical measurement, Ohm's law, series and parallel circuits.
- Sources of electricity: Dry cell, storage battery, grouping of cells, generator, thermocouple.
- Induced current: Transformer
- House Wiring: Transfer of energy from the power plant to the home, kilowatt-hour meter, distribution of current to the house, circuits – number of circuits in a house, methods of installing the wiring circuits and switches.
- Choice and care of motor driven appliances. Mixer, blender, hair dryer, washing machine and dryer.
- Sound-frequency, amplitude, noise, application of sound – Musical instrument. Sound insulation.

Reference

Allison Anee: Running Your Home / Management Equipment. (Unit II, VI).
Avery Madelyn (1957): Household Physics, Macmillan Company. (Unit I – VI).
Narcys Abraham: Physics for Modern Times. (Unit V, VI).
Bellani and Bellani: Practical Physical. (Unit V, VI).


HOUSEHOLD EQUIPMENT I (ID / HM /CS)

Code: 23107                Cr: T2+P1                Pd/wk: 2+2                Marks: 75

Focus

The course on household equipment – It is basically designed to introduce the student to domestic utility and services such as electricity, water supply and drainage systems and their availability to the homes for better family living. It is aimed to impart practical knowledge regarding lay out of electrical water and drainage plans for residential use for operation of household equipment.

Objectives

To enable the students to -
1. Understand domestic utilities and their availability
2. Understand design principles for various domestic layouts
3. Draw service layouts
4. Learn to project from market surveys about equipment trends

Theory

Unit I: Introduction to Domestic Services

- Water Supply – Source (catchment areas, reservoirs and their locations).
- Water storage tanks and supply pipe system in buildings.
- Materials for pipe lines, fittings and fixtures such as stop cocks, bib-taps, push-taps, overflow pipes, float valves, flushing cisterns etc.

Unit II: Household Drainage

- Site planning-principles for drainage.
- Drainage systems – drain or sewer and septic tank, cess pool etc. Soil and waster water drains in compound – Storm water drain – Rain water drain – Drain traps.
- Sanitary pipes and fittings, sanitary fixtures, their selection, cost and care.
Unit III: Electricity
- Generation, distribution and supply.
- Supply undertakings, connections, meter boards, individual units, wiring systems, distribution – boards, light and power points, electrical accessories – sockets, switches etc. earthings.

Unit IV: Fire fighting – By-laws, Materials, operation

Practicals/Project

1. Plan and draw water supply (pipes layout) for a plot with a house.
2. Plan drainage layout with pipes layout of a flat.
3. Plan electrical layouts with wiring lines of a flat.
4. Draw different sanitary fittings, traps, inspection chambers, taps, electrical fixtures and fittings.
5. Conduct market survey of non-electrical and electrical equipment for projecting trends in equipment.
6. Practical handling and use of different fire fighting devices at household levels.

References


THEORY OF MANAGEMENT (ID / HM / CS)

Code: 23108                Cr: T2+P0                Pd / Wk: 2+0                Marks: 50

Focus

The focus is on getting acquainted with theoretical aspects of management and to understand its application and function in day to day life at the micro and macro environmental situations in organizations.

Objectives

To help the students to -
1. Understand the significance of management in the micro and macro organizations;
2. Know the conceptual, human and scientific aspects of management functions;
3. Develop the ability to evaluate the managerial efficiency and effectiveness in the family and other organizations.

Theory

Unit I: Management as a discipline
- Management as Science
- Interdisciplinary nature of management
- Stages of development -
- Classical Organization theory
- Behavioural theory
- Qualitative theory
- Systems and contingency theory
- Relevance to family resource management

Unit II: Management as a system
- Definition
- Elements
- Types
Undergraduate Home Science

- Advantages and limitations of systems approach
- Applications in family resource management

Unit III: Modern approaches to Management
  - Management Theory
  - Application of Management Theory

Unit IV: Management abilities
  - Technical
  - Conceptual
  - Human

Unit V: Decision Making
  - Meaning
  - Types of decisions
  - Modes of decision making
  - Techniques and tools for decision making
  - Cost benefit analysis
  - Decision tree

References


CONSUMER IN THE MARKET (ID / HM / CS)

Code: 23109  Cr: T3+P1  Pd/wk: 3+2  Marks: 100

Focus

The main focus of this course is the identification of consumer's roles in the market and problems consumer faces in the market. The rights and responsibilities of consumer are also dealt with in this course, which help students to become wise consumers.

Objectives

To help the students -
1. To become aware of the consumers problems in the market;
2. To realize the importance of the effective role of consumer in the market;
3. To develop good buymanship skills in the selection of goods in the market.

Theory

Unit I: Consumer and Consumer Problems (12)
- Definition of Consumers
- Choice and buying problems of consumers -
- Faulty weights and measures
- Adulteration and other malpractices
- Causes and consequences

Unit II: Consumer Decision Making (12)
- Consumer decision making
- Factors affecting consumer decisions in the market
- Good buymanship
- Consumer aids for decision making

Unit III: Consumer rights and responsibilities (4)

Unit IV: Consumer protective services (20)
- Indian Standard Institution
Undergraduate Home Science

- Consumer Guidance Society, Bombay
- Consumer Cooperatives
- Educational Institutions
- Consumer Education and Research Centre – Ahmedabad
- Government Agencies, Municipality
- Council for Fair Business Practices

Unit V: Consumer Protection Law

- Definition of Laws: Types of laws, importance of laws.

Practicals – Project in any area/unit

References


Consumer Reports, CERC, Thakurbhai Desai Smarak Bhavan, Ahmedabad. (Unit I-V).

Consumer Conformation, CERC, Thakurbhai Desai Smarak Bhavan, Ahmedabad (Unit I –IV).


SEMIMAR (ID / HM / CS)

Code: 23110  Cr: T0+P1  Pd/wk: 0+2  Marks: 25

1. Selection of relevant topics
2. Written matter (typed 20 pages, double space, A-4 size paper)
3. Oral presentation of 20 minutes by the student
4. Audio-visual aids to be used in presentation
5. Q-A session of 10 minutes
6. File presentation by the student
7. List of reference/source to be written in the report.
RESIDENTIAL SPACE DESIGN AND FURNISHING (ID / HM / CS)

Code: 23111 Cr: T2+P2 Pd/wk: 2+4 Marks: 100

Focus

This course intends to develop an understanding of planning residential space such as multi-purpose room, various sizes of flats, independent houses etc. and furnish the same.

Objectives

To help the students to -
1. Gain knowledge in principles of planning various types of residential space
2. Be able to choose furnishing material keeping the financial consideration in mind
3. Gain knowledge on furnishing
4. Develop the skill of drawing house plans, and furniture layouts, creating designs for furnishing items.

Theory

Unit I: Family’s Housing Needs
- Protective, economic, affectional, social standard of living housing goals, style, function, occupation.

Unit II: Factors influencing selection and purchase of site for house building.
- Legal aspects, location, physical features, soil conditions, cost, services.

Unit III: House Planning
- Reading house plans
- Grouping of rooms, orientation, circulation, flexibility, privacy, spaciousness, services, aesthetics, economy light and ventilation.
- Planning different rooms: Living room, dining room, bedrooms, kitchen, store room, toilet, passage, staircase.
- Landscape planning – principles and application.

Unit IV: Financial Considerations
- Availability of funds for housing
• Housing Development Finance Corporation
• Cooperative Housing Society
• Life Insurance Corporation
• Cooperative Banks
• Loan from Provident Fund
• Finance Corporation of India
• Disability of owning versus renting

Unit V: State and Central Housing Scheme  (6)
• Housing problems, causes and remedial measures.

Unit VI: Furniture  (10)
• Furniture design based on anthropometric dimensions.
• Styles of furniture – traditional, contemporary and modern.
• Selection of furniture for comfort, rest and relaxation for work, for storage.
• Arrangement of furniture for living, sleeping, dining and multipurpose rooms.
• Upholstered furniture materials, techniques and designs.

Unit VII: Furnishing fabrics  (8)
• Types of curtains, draperies, floor coverings, rugs and carpets, cushion covers, slip covers, bed linen and table linen.
• Selection and use.

Unit VIII: Accessories and their role in interiors  (4)

Practicals
1. Drawing houseplans with standard specifications
3. Development of designs and construction of any five of the under mentioned items –
4. Cushions, curtains, carpets, door mats, rugs, table mats
5. Conventionalizing historic motifs
6. Wall paintings, Picture frame designs
7. Crafts out of fibre, fabric, coir, bamboo, clay metal etc.
8. Graphic designs
References


Chudley, R. (1973): Construction Technology (I), English Language Book Society and Longman Group (Ltd.).


WORK PLACE ENVIRONMENT (ID / HM / CS)

Code: 33112  Cr: T2+P2  Pd/wk: 2+4  Marks: 100

Focus
The course deals with work and environment for different occupational groups. The human costs of work and its relation to the work environment facilitate better performance of the tasks in a safe, functional and comfortable setting.

Objective
To familiarize the students with the effects of work place environment on health and efficiency.

Theory
Unit I: Introduction
- Concept of work place environment, heat, cold, noise, lighting, vibration, atmospheric pollution.

Unit II: Heat
- Sources of heat-metabolic and environmental
- Thermo-circulatory adjustment and sweating mechanism
- Factors affecting heat exchange between body and the environment climatic and non-climatic
- Thermal comfort
- Macro climate and micro climate
- Health problems – heat cramps, heat exhaustion, heat stroke, transient heat fatigues
- Measurement of temperature conditions at work place, thermal standards for day to day work.
- Control measures – thermal barrier and personnel management

Unit III: Cold
- Effect of cold on health and control measures
Unit IV: Noise

- Definition
- Source (indoor and outdoor)
- Types of noise
- Intermittent and impact effect of noise auditory (loss of hearing) and non-auditory (hypertension, hyper-acidity etc.)
- Permissible limit of noise, instruments for measuring level of noise.
- Protection from ill-effects of noise, measures for reducing noise levels in houses.
- Hearing conservation programmes.

Unit V: Illumination

- Purpose
- Types of lighting – natural and artificial
- Glare
- Reflection and inadequate lighting
- Lighting standards for various tasks
- Measurement
- Health problems and remedial measures

Unit VI: Vibration

- Definition
- Types of vibration
- Effect of vibration on health
- Control measures

Unit VII: Atmospheric pollution

- Definition
- Source
- Modes of entry-absorption inhalation and ingestion
- Effect on health and control measures
- Threshold limit values for the major atmospheric pollutants

Practicals

1. Measurement of heat in the work place and its effects on circulatory responses.
2. Measure of noise levels in different environments producing noise.
4. Measurement of illumination level in different work places.

References

Leithead and Lind: Heat stress and heat disorders. (Unit I, II).
Bedford, T.: Measurement of Environmental Warmth, Gradjean, E., Fitting the task to the man, Taylor and Francis. (Unit I-VII).
INTERIOR SPACE DESIGN (ID / HM / CS)

Code: 33113   Cr: T2+P3   Pd/wk: 2+6   Marks: 125

Focus

This course deals with the study of Interior Designing and the factors influencing furnishing, history of furniture, space organization, various materials and their uses, constructional details etc. for the residential interiors.

Objectives

To enable students to -
1. Gain better understanding of the principles of interior designing
2. Provide adequate facility for work, relaxation, rest, comfort, privacy, maintenance and aesthetics etc. through interiors
3. Gain better understanding of joinery, workmanship, etc.
4. Understand the application of Anthropometric measurements in space designing for various activities

Theory

Unit I: Introduction to Interior Designing

Unit II: Factors influencing Furnishing decisions
- Climatic condition
- Family needs and preferences
- Availability of materials in the market
- Principles of design
- Financial limits

Unit III: Structure system with relation to
- Interior space
- Renovation
- Improvement with special reference to circulation
Unit IV: Alternative means of improving furnishing conditions (6)
- Elimination
- Rearrangement
- Concealment
- Supplementation

Unit V: Application of elements of art (10)
- Colour
- Texture
- Pattern and their psychological effects

Unit VI: Different types of materials available and their uses in interior (6)
- Building materials: Stone, Brick, Lime, Cement-Concrete, Plaster, Wood, Artificial wood, Laminates, Glass, Aluminum
- Rubber
- Rexine
- Carpet
- Plastic
- Cane
- Paints

Unit VII: Surface Treatment in Interiors (6)
- On walls
- Floors
- Ceilings

Unit VIII: Constructional details of furniture (8)
- Joinery
- Carpentry
- Hardware fittings
- Fixtures
- Fastenings etc.

Unit IX: Application of colour, texture, pattern and their psychological effects (8)

Unit X: Windows and window treatment (6)
- Joinery

Unit XI: Lighting in Interior (Brief Introduction) (4)
- Types
Selection
Arrangement
Design of fixture
Cost and care

Unit XII: Accessories

Types
Selection
Arrangement

Practicals

1. Anthropometric data and its relation to furniture size, movement and furniture design.
2. Space organization in residential interiors.
3. Interior design for small flat with multi-purpose uses.
4. Interior design of a larger residential space.

References

All you need to know about design & decorating, Marshall Carendish Books Ltd., 1985. (Unit-XII).
FINANCIAL MANAGEMENT (ID / HM / CS)

Code: 33114  Cr: T3+P0  Pd/wk: 3+0  Marks: 75

Focus

The course on financial management is designed to understand the function of a family as an economic unit. The income, expenditure, credit, savings and investments are the other aspects, the course deals with.

Objectives

To enable students to -
1. Understand the internal and external factors affecting financial decision
2. Be able to use to make wise use of money
3. Develop an appreciation of role of successful financial management in satisfying family living.

Theory

Unit I: Family as an economic unit
- Family types
- Functions of family
- Economic goals of family

Unit II:
- Definition
- Sources of money income - wages, salaries, rent, profits, interests, transfer of payments
- Contributors to family income
- Sources of real income: free goods and services, money spent in exchange economy, household production.
- Regular and irregular income.
Unit III:

- Factors influencing variation in family expenditure
- Types of expenditure
- Income allocation

Unit IV: Financial Management

- Record keeping
- Budget – definition
- Types of budget
- Estimates of income and expenditure
- Balance of budget

Unit V: Savings and Investments

- Meaning of savings
- Objectives of savings
- Types of savings: banks, insurance, private and public sector schemes, provident fund-pension
- Characteristics of a good saving plan
- Investment – meaning and its objectives
- Types of investments – investment in family and in jewellery – interest bearing investments – shares, debentures – rent bearing investments – property, houses etc.
- Criteria for judging good investment

Unit VI: Methods of buying movable property

- Installment buying
- Hire purchase
- Approval buying
- Auction purchasing
- Contract buying – requirements of a good contract

Unit VII: Credit Buying

- Meaning of credit, sources of credit
- Types of credit: charge account – installment sales contact – mortgage
- Wise use of credit
- Resources for credit
Unit VIII: Taxation

- Need for taxation
- Types – direct, indirect
- Filing of income tax return

References


ENTREPRENEURSHIP MANAGEMENT (ID / HM / CS)

Code: 33115  Cr: T3+P1  Pd/wk: 3+2  Marks: 100

Focus

This course intends to develop entrepreneurship skills in students by understanding the process and procedure of setting up small enterprises and managing them effectively. Since there are not enough job opportunities in the organised sector for all graduates, it is essential to vocationalise the course and develop management skills for entrepreneurship development.

Objectives

To enable students to –
1. Develop entrepreneurship skills
2. Analyze the environment related to small scale industry and business
3. Understand the process and procedures of setting up small enterprises
4. Develop management skills for entrepreneurship development

Theory

Unit I:   Entrepreneurship  (2)
- Definitions, need, scope and characteristics of entrepreneurship, entrepreneurship development and employment promotion.
- Identification of opportunities.

Unit II:  Business environment for the entrepreneur  (6)
- Government of India policy towards promotion of entrepreneurship. Exposure to demand based, resource based, service based, import substitute and export promotion industries.

Unit III:  (14)
- Need, scope and approaches for project formulation. Market survey techniques, criteria for principles of product selection and development, choice of technology.
• Major steps involved in setting up a small scale unit – project identification, project formulation, resources mobilization.
• Institutions, financing procedure and financial incentives.
• Financial ratios and their significance. Books of accounts, financial statements, funds flow analysis.

Unit IV:  Techno-economic feasibility of the project  
Unit V:  Critical path method, Project Evaluation, Review Techniques  as planning tools for establishing SSI.
Unit VI:  Plan layout & process planning for the product establishing the unit  
Unit VII:  Creativity and innovation problem solving, personnel management, salaries, wages and incentives, performance appraisal, Quality Control.
Unit VIII:  Marketing and Sales Management  
  • Marketing strategy, packaging, advertising, label intervention, pricing, after sales services.
Unit IX:  Legislations  
  • Licensing, registration, Municipal laws, business ethics, income tax, labour law application. Consumer complaint redressal.

Practicals
1. Developing a proposal for establishing an enterprise and the techno-economic feasibility of the project.

References
HOUSEHOLD EQUIPMENT II (ID/HM/CS)

Code: 33116  Cr: T2+P2  Pd/wk: 2+4  Marks: 100

Focus

This course intends to impart knowledge and understanding of construction of household equipment, the material used, selection criteria, their operations, maintenance and care. To make them aware of new trends and handle minor problems of repair.

Objectives

To enable students to –
1. Recognize base materials, finishes and insulating materials used in the construction of household equipment
2. Understand the principles underlying the operation, use, care and storage of household equipment
3. Understand the criteria for the selection for appropriate equipment for home and suitable material for functionality
4. Be aware of new trends in equipment in market
5. Analyze various equipment with respect to design, cost and maintenance
6. Understand handle minor problems of repairs and maintenance

Theory

Unit I: Materials used for household equipment
- Base materials – aluminum, iron, steel, stainless steel, copper, brass, glass, plastic.
- Finishes – mechanical and applied.
- Insulating materials – mica, Fiberglass, mineral wool, rock wool, puff, plastic, foams, rubber etc.

Unit II: Methods of forming and assembling equipment
- Structural designing of the equipment and different joints used in assembling parts of the equipment.
Unit III: Selection, use, care and store of household equipment

- Resource conservation.

Unit IV: Classification of household equipment in terms of

- Portable and non-portable.
- Electrical – Motor driven and heating
- Food related (cooking devices, cookers)
- Laundry
- Cleaning
- Personal care and
- Recreation
- Non-electrical
- Food related (cooking devices, cookers)
- Laundry
- Cleaning (brooms, brushes, mops)
- Personal care
- Recreation
- Small kitchen tools – knives, peelers, graters, strainers, ladles, spoons

Unit V: Equipment design and their effect on work and body postures

Unit VI: Certification and guarantee – their meaning, importance and implication

Practicals

1. Identification of different
   - Base material used in making household equipment
   - Finishes used – mechanical and applied
   - Insulating materials – mica, fibreglass, mineral wool, rock wool, puff, plastic foams, rubber etc.
   - Methods of firming and assembling equipment – Structural designing and joins – soldering, welding, riveting etc.

2. Conservation of time and energy through use of ball bearing devices in chakki beater etc.

3. Demonstration of meter reading, fixing fuse, different circuits – series and parallel, estimate electrical utilization and operative cost.

4. Operative principle of working to be shown as live demonstration and individual assignment on different household equipment – as many different varieties to be exposed in each type of equipment.
I. Motor Driven:
   - Food related – Refrigerator, freezer, grinder, mixer, blender.
   - Laundry – Washing and drying machine.
   - Cleaning – Vacuum cleaner, dish washer, garbage disposer, fans exhaust, A.C.
   - Personal Care – Hair dryers, hair remover.
   - Recreation – Tape recorder, slide projector, video cassette player.

II. Heat Appliances
   - Food Related – Surface heating units, toasters, percolators, cookers, ovens.
   - Laundry – Cloth dryers.
INTERNERSHIP

Code: 33117  Cr: T0+P5  Pd/wk: 0+10  Marks: 125

Internship/project will be organized with different organizations to place the students according to their area of interest. The staff in charge has to work out the details of operation and evaluation with the officers of the organization concerned.
COMPUTER AIDED INTERIOR DESIGNING (ID)

Code: 33118  Cr: T2+P3  Pd /wk: 2+6  Marks: 125

Focus

This course deals with interior designing with Computer CAD systems’ new techniques in rendering and presentation by using CAD systems will be emphasized.

Objectives

Application of Computers to Interior Design as -
1. A draughting tool
2. A thinking device for designing interiors and exteriors of buildings
3. Mode of visualization in three dimensions so as to make the process of designing and planning complete.

Theory: 2 lectures per week - Total = 28 lectures

- Introduction to CAD
- Auto CAD 3D commands, Third dimension, Z co-ordinate, View point, Elevations.
- Meshes, 3D Blocks, X-ref, Shade, Hide, 3D Face
- To save your file, copy a file, Back-up, Import, Export, Operating system commands.
- DOS operating system. Directories, sub-directories, Files, Hard disk, Floppy disk, CD-ROM, Disk Maintenance in DOS, Brief outline of hardware and software.
- Introduction to advanced Auto CAD Programming for personal use.

Practicals: 8 lectures per week – Total = 112 lectures

- To set paper size, limits, units, name the file including directory. Practice
- Getting accustomed to the mouse. Use of third button 'Osnap', Pick button & Return. Practice
- Begin with 'line' command. To erase, undo, redo, save, cancel, and delete. Practice
- Keyboard shortcuts, Ctrl. Keys, Function keys F1 to F10, Return or Enter. Practice
- Draw commands – Line, Arc, Pline, Circle, Ellipse, Polygon, Point, Solid, Trace (Thick line). Practice
- Test I – Simple diagrams using Draw commands
- Co-ordinate systems, System of Angle measure, to work in metric and imperial units. Practice
- Test II – Drawing simple diagrams in imperial and metric units with given dimensions.
- Edit commands – Erase, cancel, undo, redo, Trim, Extend, Offset, Fillet, Chamfer, Divide, Measure, Pedit. Practice Selection Set.
- Test III – To begin a simple floor plan, which will be developed further to make 3-D model.
- Zoom commands – Detail and general views, Redraw, Rigen. Practice
- Layers – Use of layers. To make different layers with colour & linetype settings & Freeze, Thaw, ON, OFF. Practice
- Dimensions. Practice
- Test IV – To make floor plan with settings, layers, Dimensions etc. to given scale.
- Text fonts, Hatch, Solid Fill – Special effects, Filters. Practice
- Polyedit, To make curved lines, Furniture blocks.
- Insert, Wblock, Attributes, Xref.
- To draw 2D Sections & elevations from plan
- Test V – To make a simple working drawing of plan, elevations, section complete in given time.
- Introduction to 3D, Thickness (Height), 'Z' co-ordinate, view point
- Co-ordinates of different views, surfaces, 3D rotate, 3D rotate, 3Dmirror, Hide, Shade
- Test VI – to make a table in 3D
- D-view – Camera, Target
- Slides, VCS, Drawing in different planes.
Test VII – to make 3D of House drawing
- Meshes, contours, 3D objects
- Project – to make interior and exterior views of building designed for project.
- Plotting and hard copy.

References

DOS – Ready reference
Inside Auto CAD
KITCHEN MODULAR DESIGN (SEMESTER VI)

Code: 33119  Cr: T2+P2  Pd/wk: 2+4  Marks: 100

Focus

Provide practical experience in actual designing and fabrication of various models of kitchen.

Objectives

To enable the students to -

1. To understand the factors influencing kitchen design of a family
2. To gain knowledge of different materials used for various surfaces in a kitchen
3. To acquire knowledge about the principles of kitchen planning, dimensions of work centres and storage
4. To develop skill in planning different kitchen layouts considering different work centres of a kitchen
5. To learn construction details of kitchen platforms and storage units
6. To understand lighting requirements of kitchen.
   (1, 2, 3 theory, 4, 5, 6 practical)

Theory

Unit I: Kitchen as an important unit of a house (2)
- Functions performed in a kitchen
- Types of kitchen

Unit II: Principles of kitchen planning (6)
- Orientation & location of a kitchen
- Size & shape of a kitchen
- Ventilation & light
- Socio-economic status of a family
- Type of a family
- Culture and food habits of a family
- Cost and aesthetics
• Storage needs
• Work centres and work triangle
• Colour and safety

Unit III: Kitchen Geometry
• Work heights of different work areas and storage areas
• Space dimensions of different work centres & work areas
• Anthropometric measurements of an individual worker and its application to kitchen layout designing.

Unit IV: Material specifications
• Materials – floor, walls, sink, ceiling, and its characteristics, platforms, storage etc.
• Types of finishes.

Unit V: Essential services needed in a kitchen
• Water supply – hot & cold, tap fittings, water purifiers.
• Electricity services – electrical current, air purifier, MCB fuses, exhaust
• Drainage services – waste water drainage system, types of traps, etc
• Waste disposal

Unit VI: Kitchen tools and Equipments
• Hand operated tools and their locations
• Electrical equipments and their locations

Unit VII: Kitchen Storage
• Principles of kitchen storage
• Storage areas in kitchen and its dimensions

Practicals
1. Planning of different kitchen layouts considering various kitchen sizes.
2. Designing and drawing constructional details of the kitchen platforms and storage units.
3. Drawing sectional evaluations and perspective views of the layouts.

References
Deshpande, R.S.: "Modern Ideal Home for India", United Book Corporation, Poona.
Faulkner & Faulkner, Richart & Winston: "Inside today's Home".
Dauglab Peter: "Kitchen Planning & Design"
Walley Joan: "The Kitchen"
Hall Dorothea: "Dressing up your "Kitchen & Dining room".
Harmon, A.J.: "Kitchen"
Prizeman John: "Kitchen's"
Varghese, M.A. and others: "Ergonomics in Kitchen Design"
INTERIOR DESIGN II (ID)

Code: 33120  Cr: T1+P1  Pd/wk: 1+2  Marks: 50

Focus

This course deals with further studies in space Organization of bigger residential area, furniture finishes, furnishing materials, lighting in interiors, hardware, joinery, indoor gardening, estimates, tender formalities and code of professional conduct, contract etc.

Objectives

To enable the students to -
1. To study the materials and services involved along with fittings and fixtures to be used in interior designing
2. To make the students understand the requirements of preparation of schemes
3. To study the maintenance and cost aspects and also code of professional conduct.

Theory

Unit I: Points to be considered while designing commercial interior spaces (2)
Unit II: Furnishing materials – Natural and Synthetic (4)
  • Purpose, design, selection, cost, care
Unit III: Furniture finishes (4)
  • Types – Natural and Synthetic Varnishes, French-polish, paints, synthetic finishes.
  • Maintenance and preservation.
Unit IV: Floors, walls and False Ceilings (4)
  • Types, materials, finishes, selection, cost and care
Unit V: Furnishing detailing (2)
Unit VI: Indoor gardening (4)
  • Types and suitability of plants, care.
Unit VII: Estimating (6)
  • Ways of estimating
• Units and mode of measurement  
• Quantity take-off  
• Analysis of rates  
• Schedule of item  
• Schedule of rates and Schedule of quantities

**Unit VIII: Tenders**

• Types, contracts, etc.  
• Contracts

**Unit IX:**

• Importance of lighting for interiors  
• Unit of measurement  
• Quantity surveying  
• Composition of rates and analysis of rates

**Practicals**

1. Working details of partitions panelling and false ceiling.  
2. Furniture detailing.  
3. Furniture Layout of Commercial area (limited to 60m²) such as restaurants, office, shop, clinic, parlour, etc. Presented with rendered layout sectional elevations, views, etc.  
4. Introduction of model making and preparing a model of interior scheme.  
5. Taking of quantities and preparation of abstracts for one of the interior schemes.  
6. Analysis of rates of certain items such as stool, table, etc.  
7. Lighting treatment and Electrical layout.  
8. Presentation of complete scheme rendered drawing and model.

**References**

DESIGN DEVELOPMENT AND RESTORATION (ID)

Code: 33121  Cr: T2+P2  Pd / wk: 2+4  Marks: 100

Focus
The course is on developing skills in designing of interiors and improving the aesthetic appeal of the designed interiors, and providing practical experience in restoration and repairs, maintaining the structural stability of the building.

Objectives
To enable students to -
1. Have adequate knowledge in designing
2. Develop skills in integrating aesthetics dimensions with functional dimensions in interiors designing
3. Develop skills in selection of appropriate materials for various interior decorations
4. Create awareness about need for repairs and restoration problems and to learn to prepare proposals for repairs.

Theory
Unit I: Introduction to commercial interior space designing and decoration (4)
Unit II: Study of factors influencing furnishing of residential and commercial space (8)
Unit III: Study of different materials in interior design (8)
Unit IV: Estimation and quantity calculations (6)
Unit V: Importance of restoration (12)
  ● Historical heritage
  ● Economical significance
  ● Ergonomical significance
  ● Ergonomical consideration
  ● Design Trends
Unit VI: Considerations of additions and alterations

- Evaluation of existing conditions, structural stability
- Study of prevalent rules and regulations of local authorities
- New work to blend with old structure
- Sketching

Unit VII: Existing building plans

- Preparing Repairs Proposal: The blending of repair work with old work giving consideration to purpose, stability and aesthetics.

Practicals

Objectives

To enable student to:

1. Know different types and styles in furniture designing
2. Acquire knowledge of various furnishing materials suitable for residential spaces.

Unit I:

1. Living room furniture and its different styles (8)
   Draw few designs and collect pictures of various styles, i.e. plan, Elevation, isometric view

2. Bedroom furniture and its different styles (12)
   Children's bedroom
   Master's bedroom
   Guest's bedroom

3. Dining room. Draw various types of dining tables suitable for 4, 6, 8, 10 people i.e. plan, elevation, isometric view (10)

4. Garden furniture. Project presentation (6)

5. Furnishing materials (4)
   - Principles of choosing furnishing materials
   - Presentation on Market survey of furnishing fabrics

6. Drawing of various joinery techniques (6)
   - Types of joints used in wood work and its application

7. Project on Hardware and its application (6)
Hinges

Locks

Handles and Knobs

Bolts

References

Chudley, R.: Building technology, (Vol. I to IV)
Ruth Anna How: Home Furnishing
Faulkner & Faulkner: Inside today’s Home
Craig & Rush: Home with character
RESIDENTIAL ARCHITECTURE AND LANDSCAPING

Code: 33122  Cr: T2+P3  Pd/wk: 2+6  Marks: 125

Focus

This course deals with introduction to Residential Architecture and social, economic and geographical factors under consideration. It also deals with building technology and services, Architectural composition, environment, building standards, planning and landscaping, Architectural plans for various types of buildings and landscaping.

Objectives

To help the students to –
1. Understand residential architectural composition;
2. Know building standards
3. Understand structural elements of residential architecture.

Theory

Unit I: Introduction to architecture (6)
  - History of architecture
  - Principles of architectural design
  - Types of architecture

Unit II: Types of structural system (8)
  - Load bearing wall structure system
  - Reinforced cement concrete framed structure system

Unit III: Residential structural features of architecture (8)
  - (Foundations, footing, plinth, beams, columns, walls, slabs, floor, ceiling, window, doors, staircase, ramp, etc.)

Unit IV: Residential architecture and its relation to environment (3)
  - Types of environment and its relation to different architectural designs
Unit V: Urban design and town planning
  • Principles of town planning
  • Importance of town planning

Unit VI: Building materials
  • Types of building materials and its characteristics and uses

Unit VII: Residential landscape planning
  • Principles of landscape planning
  • Types of landscape designs in relation to residential areas

Practicals (84 periods – 14x6)

1. Learning and drawing
   • Load bearing wall structure system
   • Reinforced cement concrete framed structure system
   • Room keys

2. Drawing plan, elevation and perspective/isometric view of -
   • Types of foundations
   • Footing
   • Plinth
   • Beams and columns
   • Walls
   • Slabs
   • Floors
   • Ceiling
   • Windows and Doors
   • Types of stair cases and ramp

3. Drawing of Towns which are planned and having discussions on it as project

4. Project on building materials

5. Landscape designing of various residential spaces

References
FRONT OFFICE AND PERSONNEL MANAGEMENT

Code: 33123          Cr: T3+P1          Pd/wk: 3+2          Marks: 100

Focus
The focus is to help students develop skills in dealing with people and acquainting them with the procedures of Front Office Management for effective functioning.

Objectives
To enable the students to
1. Understand the organizational procedures of the front office
2. Comprehend the principle of front office operation
3. Acquire skills in personnel management
4. Develop effective communication skills and the art of dealing with people

Theory

Front Office Management

Unit I: Introduction
- Importance of the hospitality industry and its relationship to tourism
- Classification of Hotels (Types)
- Major Departments in a Hotel
- Numbering of rooms and food plans
- Management structure of a Hotel
- Room rates, tariff structure and basis of charging

Unit II: Hotel Guests
- Types of hotel guests and selection of a Hotel
- Guests and their needs
- The guest cycle
- Interaction between guests and Front Office Personnel
Undergraduate Home Science

Unit III: Front Office Operations (6)
- Front office salesmanship
- Duties of front office personnel
- Qualities and attributes of front office personnel
- Basic terminology used in the front office
- Co-ordination and communication between front office and other departments

Unit IV: Front Office Organization (6)
- Lay out of a front office (plan)
- Planning Equipment and furniture for the front office
- Organizational structure of the front office

Unit V: Reservations (4)
- Sources of hotel booking
- Modes of room reservation
- Systems of room reservation – conventional, whitney, computerized
- Recording room reservations – charts, records, diaries, forms etc.
- Filing system
- Advance bookings

Unit VI: Reception (4)
- Expected arrival and departure list
- Contractual terms between hotel and guest
- VIP procedure
- Functions of all room rack and mail rack
- Change of guest room
- Key handling and control
- Room status report, occupancy percentage
- Preparing room report, night clerks report

Unit VII: Information (4)
- About the hotel and city
- Postal regulations
- Transportation, travel agents, package tours
- Shopping centres, monuments
- Local festivals
- Rules and regulations regarding foreign currency
Unit VIII: Personnel Management: Introduction
  • Importance
  • Organization of department

Unit IX: Planning and functioning
  • Manpower planning
  • Recruitment procedures and selection
  • Placement and training
  • Job selection and job evaluation
  • Promotion and transfer
  • Personnel appraisal

Unit X: Functions
  • Provisions relating to employees welfare – PF, bonus, minimum wages, gratuity, other benefits
  • Contract work for different jobs

Practicals

1. Handling of Reception
   • Room keys
   • Telephone manners and conversation
   • Mail and guest messages, paging

2. Reservation
   • Accepting reservation with the use of Conventional Chart, Density Chart,
   • Diary forms, etc.

3. Handling complaints and unusual events

4. Receiving guests in various situations

5. Receiving guests in various situations
   • Confirmed booking without reservation
   • Group booking
   • VIP procedure

6. Handling change of room procedure, wake up calls, guest requests

References


HOUSE KEEPING – I: THEORY

Code: 33124  Cr: T2+P2  Pd/Wk: 2+4  Marks: 100

Focus

The focus is to make students aware of the activities in the house keeping department, help them acquire knowledge of housekeeping procedures and develop skills in housekeeping activities.

Objectives

To enable students -
1. To become aware of the different areas and functions of Housekeeping Department
2. To develop and acquire skills in Housekeeping activities
3. To be aware of the importance of proper sanitation and hygiene in rooms
4. To acquire knowledge regarding procedure / processes for maintenance of rooms

Theory

Unit I: Introduction to Hotels as a service industry (4)
- Types of services offered in hotels
- Types of operations (plans)

Unit II: Housekeeping (8)
- Introduction and importance of hospitality
- Organization of housekeeping department
- Duties and responsibilities of housekeeping staff
- Job descriptions and job specifications
- Co-ordination of housekeeping department with other departments
- Job procedures, calculation of standard time, types of shifts

Unit III: Cleaning Activity (8)
- Cleaning agents – selection and use for different surfaces
- Cleaning equipments – selection, care and maintenance
• Types of cleaning – Daily, weekly, yearly – procedure for cleaning of guest room and public area
• Cleaning techniques – sweeping, dry and wet mopping, impregnated mopping, vacuum cleaning, spray cleaning, dry and wet dusting.

Unit IV: Linen Room (8)
• Layout/plan and physical features of a linen room
• Types of linen and their selection
• Stock determination, control and distribution, record keeping
• Condemnation and reuse procedure
• Linen room staff and their duties
• Storage procedure for linen

Unit V: Laundry (6)
• Layout plan and physical features of a laundry
• Fabrics used, their identification
• Finishing process during manufacturing
• Laundry procedure

Unit VI: Uniform (2)
• Types of uniforms
• Selection of uniforms
• Distribution and control

Unit VII: Maintenance (2)
• Identification and preparation for repair
• Maintenance Procedure

Unit VIII: Pest Control (1)
Practicals

Focus
Importance of house keeping in hotel industry where service is the significant factor in ensuring client satisfaction.

Objectives
To enable the students to –
1. Acquire skills in different house keeping activities
2. Gain experience in handling different cleaning agents and equipments
3. Gain knowledge and experience in handling different materials and their maintenance

Unit I: Cleaning and Care of different material (8)
- Metal, glass, wood, paints and upholstery
- Floor, floor coverings, sinks, wash basins
- Fans, lighting, fixtures, lampshades and decorative articles

Unit II: Types of Cleaning (4)
- Room cleaning – daily, weekly and years
- Equipment handling – Care and cleaning
- Sweeping – maids - trolley
- Bed making, Room inspection check-list

Unit III: Table setting and decoration (4)
- Formal, Informal and Buffet
- Decoration – Flower arrangement for dining table, Fruit display

Unit IV: Arranging flowers for different areas in guest rooms (4)

Unit V: Stain removal (2)
- Tea, coffee, ink, grease, fruit, iodine, lipstick, blood, rust, turmeric, oil paint

Unit VI: First aid (4)
- Shock, fainting, stroke, convulsion, asthma, burns, diabetic fit, heart attack

References
Hurst Rosemary: Accommodation Management for Hotels and Residential establishment.
HOUSE KEEPING – II

Code: 33125  Cr: T1+P1  Pd/Wk: 1+2  Marks: 50

Focus

To develop aesthetic considerations of decor for different occasions through suitable selection of furniture, furnishings and accessories.

Objectives

To enable students to -

1. Understand suitable hotel room arrangement and décor
2. Gain knowledge of different furniture, furnishings and accessories
3. Understand effects of lighting
4. Develop skills in selection of furnishings fabrics, art objects, accessories etc.
5. Understand the principles of furniture arrangement, lighting and window treatment.

Theory

Unit I:  Furniture

- Selection points – joints, grains, suitability and finish
- Scale and proportion
- Types of furniture – built-in, dual purpose etc.
- Furniture arrangement

Unit II:  Soft Furnishings

- Selection, care and maintenance of beds, mattresses and pillows, Linen (Bed, bath and table) blankets, slip-covers, bed covers
- Refurnishing a room

Unit III:  Window Treatment

- Basic window treatment
- Draping fabrics – selection and care, Guidelines for measuring and tailoring
- Hanging of curtains – pelmets, swagi, valances and their effect
Unit IV: Carpets
  - Types of carpets and their selection
  - Care and cleanings
  - Treatment of stains
  - Installation of carpets

Unit V: Lighting
  - Types of lighting suitable for various activities
  - Effects created through lighting
  - Lighting for different areas

Unit VI: Accessories
  - Various types and their place in interior decoration
  - Paintings, sculpture and pots

Practicals

1. Furniture arrangement –
   - Visit hotels and get ideas of furniture arrangement in different rooms
   - Study of lighting fixtures in different rooms and public areas of a hotel

2. Study of lighting fixtures in different rooms and public areas of a hotel

3. Reports on window treatment
   - Reports on market surveys on furnishing fabrics, bedcovers, upholstery covers, carpets, etc.

References

TRAVEL AND TOURISM (HM)

Code: 33126           Cr: T1+P1           Pd/Wk: 1+2           Marks: 50

Focus

The focus is on providing exposure to travelling and tourism industry and give training for handling various jobs involved in this field.

Objectives

To enable students to -
1. Develop an awareness about tourism and its scope in India.
2. Understand about various aspects of tourism and to develop various skills required for this trade.

Theory

Unit I: Introduction
- Meaning and nature of Tourism
- Basic components of Tourism

Unit II: Growth and development of Tourism
- Growth of travel through ages
- Post second world war phenomenon
- Causes of rapid growth
- Basic travel motivations
- The evolution of demand
- Factors influencing growth of tourism

Unit III: The Organization of Tourism
- Need for Organization, factors influencing type of Organization.
- The National Tourist Organization, Tourist Organization in India.
Unit IV: The Measurement of Tourism
- Need for measuring tourism phenomenon, Importance of tourist statistics, Domestic tourism, General problems of Measurement, Types of tourist statistics, Methods of measurement.

Unit V: Tourism Planning and Development
- Planning and co-ordination in planning, Assessment of tourist demand and supply, Basic infrastructure, Financial and Human Resource Planning, Administrative Structure, Monitoring progress.

Unit VI: Tourism Marketing and Promotion

Unit VII: Economic and Social Significance of Tourism
- Economic benefits, Development of Infrastructure, Effects of employment, Tourism and Economic Value of cultural resources, Tourism and International Understanding.

Unit VIII: Practical Aspects of Tourism
- Travel Agency: International and Domestic passage books, Tour operations.
- Transport: Rail service, Air service and other modes of transport.
- Accommodation: Different types of accommodation,
- Tourist guide.
- Money exchange procedures.

Unit IX: International and National Organizations in Tourism
IUOTO, WTO, PATA, ITDC, RTDC, etc.

References
FOOD SERVICE MANAGEMENT (HM)

Code: 32127  Cr: T1+P1  Pd/wk: 1+2  Marks: 50

Focus

To provide an exposure to the food service requirements of a catering institution in terms of menu planning for different meals, preparation of variety dishes, laying out of table, maintenance, use and care of equipment and financial management etc.

Objectives

To enable the students to -
1. Familiarize with different needs and jobs of food service department and their management
2. Give exposure to different aspects of each job to be performed through demonstration of jobs.
3. Learn details of management of each job.

Theory

Unit I: Quality Food Production. Demonstration of (4)
  - Rice preparation
  - Wheat preparation
  - Pulse preparation
  - Vegetables preparation
  - Salad preparation
  - Meat preparation
  - Snacks preparation
  - Sweets preparation
  - Western cookery
  - Soups
  - Sauces
• Entrees
• Vegetables
• Sweets
• Bakery Products: short crust pastries, pastry, cakes and cookies, breads and icing.

Unit II: Aims and objectives of service
• Scope of catering (R.C.S.) in the hotel industry

Unit III: Care and use of special equipment for the service
• Introduction to the basic equipments for service

Unit IV: Arrangement and preparation for tables
• Laying of table cloth and changing

Unit V: Preparation of menus, taking orders and presentation of bills

Unit VI: Different food and beverage outlets

Unit VII: Staff organization of different outlets

Unit VIII: Arrangement of Silver according to the menu
• Care of silver, Cutlery, glass
• Laying up for numbers

Unit IX: Methods of service of food and beverage

Unit X: Personnel Departments

Unit XI: Beverages
Alcoholic and non-alcoholic, hot and cold

Unit XII: Use of bills and cheques

Unit XIII: Types of meal

Unit XIV: Definition of a Menu History and Origin of Menu

Unit XV: Types of Menus
• Table d'bote-ala-carte
• Static and cyclic
• Banquets and Buffets

Unit XVI: Courses of Menu
• Breakfast, lunch, dinner
• Different between lunch and dinner menus

Unit XVII: Important factors to be considered while planning various menus
Unit XVIII: Financial Management

- Cost – identifying elements of cost
- Food cost control – cost analysis of dishes portions and menus
- Labour cost control
- Energy cost control
- Budget systems and accounting
- Budget preparation
- Relationship of costs profits and sales in commercial and non-commercial establishments.

Practicals

1. Setting up the restaurant, laying of table cloth, changing, setting up the silver and other table appointments
2. Folding of serviettes, correct use of waiters cloth
3. Serving and clearing practice
4. Service of beverages etc, coffee, juices and alcoholic beverages
5. Laying the table for breakfast
6. French service and English service
7. Tray service
8. Writing of menu cards and laying the table
9. Preparing for customers (Restaurant nus-en-place)
10. Order taking, making out check bills, presentation of bills
11. Upkeep and cleaning of cutlery crockery, other equipments
12. Field visits to different hotels.

Note: Since it is a practical oriented course, theory and practicals will be done sometimes together and hence allotment of periods for theory and practicals separately is not possible. It is left to the teachers to make the course flexible to accommodate theory and practicals.

References

Management Accounting for Hotels and Restaurants by Richard Kotar Hayden Book Co. Inc.


INSTITUTIONAL ACCOUNTANCY (HM)

Code: 33128   Cr: T2+P2   Pd/wk: 2+4   Marks: 100

Focus
To develop knowledge and experience in accounts for Hotel Management.

Objectives
To enable the students to -
1. Become aware of the needs of accounts keeping.
2. Get practical and theoretical training required for accounting required in hotel industry.

Theory

Unit I: Introduction on institutional accountancy
- Purpose
- Objectives
- Scope

Unit II: Double entry system of book-keeping
- Fundamental principles
- Advantages
- Elements of transactions

Unit III: Nature and type of accounts
- Capital and recurring expenditure
- Debit and credit aspects
- Sources of journal entry
  - Journalizing
  - Subsidiary journals
  - Bank reconciliation
- Trial balance
- Balance trading accounts
- Profit and loss account
- Balance Sheet
- Adjustment and rectification of errors

Unit IV: Unified system of accounts

- Elementary idea of preparation of budgets
- Credit and cash control
- Hotel bills
- Hotel credit – credit cards, travel agency coupons
- Bank drafts – cheques
- Foreign currencies – rules and regulations
- Guest ledger
- Front office cash sheets
- Audit inspection checklist
- Night audit
- Daily revenue reports

Unit V: Statistical analysis and processing in relation to occupancy, food, guest and service

Unit VI: Computerized accounts – use of software

Practicals

1. Double entry book keeping
   - Journalizing
   - Ledgerising

2. Trial Balance
   - Rectification of errors
   - Errors of Principles
   - Errors of Commission
   - Errors of Compensation
   - Errors of Omission

3. Purchase Book
   - Goods return inward book

4. Credit Note
   - Debit Note
5. Cash book

References


D'Cunha Ozi: Accounting and cost control in hotel and catering industry, Dicky Enterprise, Bombay – 92.
CONSUMER PRODUCT, SAFETY AND LEGISLATION

Code: 33129  Cr: T3+P1  Pd/wk: 3+2  Marks: 100

Focus
To understand the need for consumer product safety and develop awareness and responsibilities of consumer in the market by making them aware of the consumer legislations which protects them. Application of these legislation in appropriate situations for redressal of consumer problems.

Objectives
To enable the students to -
1. Develop awareness of different types of products available in the market and to evaluate their safety aspect.
2. Make students understand the rights and responsibilities as a consumer and in the market.
3. Know the consumer legislations and their limitations.
4. Become aware of consumer problems and the means of redressals.
5. Study the role of different organizations/agencies working towards Consumer Protection.

Theory

Unit I: Type of Products
- Consumer Durables and Non-durables
- Consumer Items

Unit II: Services
- Types of services available to Consumers like -
  - (Transportation, Health, Education, Communication, Gas distribution, Electricity, Supply, Telephones, etc.)
  - Qualitative assessments of these services

Unit III: Role of Standards in Consumer Protections
- Meaning of Standards
• Benefit of Standards to Consumers
• Benefit of Standards to Manufacturers
• (Advantages/disadvantages, if any)
• Product Certification
• Role of Certifications
• Its advantages to consumers

Unit IV: Quality Control and Standardization

• Introduction to Quality Control
• Advantages/Disadvantages of Quality Control
• Application of Quality Control and standardization for products like (Food, Textiles, Consumer durables, Materials and Consumer items)

Unit V: Identification of hazards and accidents

• Features of Product safety
• Liabilities with reference to instances

Unit VI: Consumer Protections

• Consumer Protection movements
• Importance and Scope of law in consumer protections
• Consumer Legislations

Unit VII: Legal Problems in buying and paying for goods and services

• Guarantees
• Warrantees
• Contracts
• Installment sales contract
• Approval buying
• Cash buying, credit buying
• (Define, Advantage, Disadvantage of each aspect to consumers)

Unit VIII: Law Protecting Consumers

• Indian Penal Code 1860
• Indian Contract Act 1872
• Law of Protection of Consumers under the Code of Civil Procedures 1908
• The sale of goods act 1930. The agricultural produce (grading + marketing) 1937.
• Drugs and Cosmetics Act 1940
Drugs and Magic Remedies Act 1954
Prevention of Food Adulteration Act 1954
The Essential Commodities Act 1955
The Protection of Civil Rights Act 1963
The Monopolies and Restrictive Trade Practice Act 1969
Protection of Law to Consumer under the Code of Criminal Procedure 1973
Water Prevention and Control of Pollution Act 1974
The Standards of Weights and Measures Act 1976
Prevention of Black Marketing and Maintenance of Supplies of Essential Commodities Act 1980
The Prevention and Control of Pollution Act 1981
The Bureau of Indian Standards Act 1986
The Environment Protection Act 1986
Railway Claim Tribunal Act 1987
Advertising Regulation and Consumer Protection under the Law of Courts 1986
Textile Regulation Act 1988

Unit IX: Role of different Organizations/Agencies towards Consumers (3)

Ministry of Law and Justice
Consumer Guidance Society of India
Consumer Co-operatives
Government and Municipal Agencies
Grahak Panchayats
Practicals

Focus

To enable students to identify different products available in the markets. Consumer behaviour which influences buying identifying the problems the Consumer experiences and application of Consumer Legislations to protect the Consumers.

Objectives

To enable Consumers to –
1. Identify different products and their problems of Consumers
2. Redressal mechanisms to solve Consumer problems

Unit I: Market Survey on Products (any two)

- With regards to advertisement, labels, packaging, material used, safety and pricing. (10)
- Survey of Consumer using the above Product with regard to problems they experience (9)
- To get acquainted with the various laws and their applications through case studies in relation to the laws (9)
- (Two case studies – with any organizations/agencies).
- Report writing

References

Publications “Consumer Confrontation”. Consumer Education and Research Centre, Ahmedabad.


The Essential commodities act 1955 with short notes.


MARKETING (CS)

Code: 33130    Cr: T2+P2    Pd/wk: 2+4    Marks: 100

Focus

The focus is on creating awareness of consumer about market functioning as a part of consumer responsibility.

Objectives

To enable the students to -
1. Become aware of different market organizations prevalent in the present day economy.
2. Understand the different marketing functions.
3. Understand the distribution system in our economy.

Theory

Unit I: Market Economy (6)
- Present system in India
- Advantages
- Limitations

Unit II: Product and Pricing policies (32)
- Types of products
- Social relevance of products and services
- Needs and priorities of the society
- Assessment of the Needs and Interest of the society
- Cultural patterns affecting product use
- Value system in product use
- Implications for marketing practices
- Labels
- Label Information
- Indications Contra-indications, Warning and side effects
- Consumer education
- Trade Marks, Brand names and Patents
- Pricing practices and consumer interest
- Pricing and public utilities
- Pricing, stamping in packages
- Over pricing
- Price and discount
- False claims
- Consumer representations for fair price
- M.R.T.P. Act in pricing policies

**Unit III: Sales Promotion Practices**

- Advertising
- Functions, cost, benefits, limitations
- Advertising claims and consumer education
- Code of conduct for advertisers
- Costs of sales promotions
- Ethics of sale promotion techniques and advertising
- Self regulation
- Restrictive trade practices
- After sales services
- Monopoly and unfair practices
- Conduct of traders and representatives of suppliers
- Institution of trademarks and spurious goods

**Unit IV: Institutional Support**

- Corporate accountability
- Corporate responsibility and business practices
- Non-disclosure of information on demand
- Corporate responsibility and social audit
- Structure and policy
- Complaint processing machinery

**Unit V: Professional Responsibility**

- Code of Ethics
References

FOOD ANALYSIS (CS)

Code: 33131                   Cr: T1+P3                   Pd/wk: 1+6                   Marks: 100

Focus

Deals with quality of food and analysis of foods to detect adulteration. It also deals with health hazards resulting from food adulteration and food contamination.

Objectives

To help students to -
1. Gain an insight into quality of food.
2. Know the adulterants added to foods
3. Understand the health risks resulting from consumption of bad quality food.
4. Familiarize the international and national food laws and regulations and standards.

Theory

Unit I: What is quality food? What is food adulteration? Why, how and when is food adulterated? Types of adulterants added to foods (Gross and Specific).

Unit II: Objective and subjective methods of detection of adulterants in foods.

Unit III: Ill-effects of consuming contaminated and adulterated goods
- Food poisoning, food infections, generalized and systemic health problems

Unit IV: Prevailing food standards, laws and regulations laid internationally and nationally to ensure safety of food.
- Food Laws standards and regulations (their amendments)
- Codex Alimentarius
- Prevention of Food adulteration Act 1954
- Essential Commodities Act 1955
- Fruit Product Order 1946
- Directorate of Grading, Marketing and Inspection of Agricultural Products
- Water Prevention and Pollution Act 1974
- The Prevention of Black Marketing & main
- Supplies of Essential Commodities Act 1980
- Environmental Protection Act 1986
- Bureau of Indian Standards 1952
- Standards Weights and Measures Act 1976

Practicals

Objectives

1. To know the techniques of analyzing food to detect food adulterants.

Unit I: Organoletic examinations of different food products

Unit II: Simple qualitative tests to detect common adulterants in the following food items

- Spices/condiments/Asafetida/Saffron, etc.
- Tests: test for starch, chromate, metanil yellow, copper acetate, colour and foreign matter.
- Oils and fats:
  - Tests: tests for rancidity, detection tests for cheaper, non-edible oil, mineral oils.
- Milk and Milk Products:
- Tests: test for starch, cane sugar, neutralizes, formaldehyde, specific gravity and colours
- Sweets and Sweeteners:
- Beverages:
  - Tests: tests for colour chicory.

Unit III: Simple quantitative tests to assess the quality of different foods

- Tests for:
  - Moisture
  - Total Ash
  - Acid Insoluble Ash
  - Fat Content
Unit IV: Demonstration practicals

- Common food analysis instruments used in the laboratory
- Stained microscopic slides of common bacteria contaminating foods
- Cultured petri dishes showing growth of different spoilage causing and pathogenic micro-organisms.

References

TEXTILE TESTING (CS)

Code: 33132  Cr: T0+P2  Pd/wk: 0+4  Marks: 50

Focus

It emphasizes on methods of textile testing for all types of yarns for quality.

Objectives

To enable students to become familiar with the testing procedures for Textiles.

Practicals

Unit I: Determination of yarns count (10)
- Yarn diameter
- Yarn length
- Yarn strength
- Crimp rigidity
- Post factor

Unit II: Measurement of fabric dimension, weight thickness, cover factor (10)

Unit III: Serviceability, Wear and abrasion (10)

Unit IV: Colour fastness (10)

Unit VI: Tensile strength, pulling, moisture regain (10)

References

ADVERTISING AND LABELLING INFORMATION

Code: 33133  Cr: T2+P2  Pd/wk: 2+4  Marks: 100

Focus

Role of labels and advertisement in consumer decisions and purchase.

Objectives

To enable to students to -
1. Understand the consumer aids for consumer decisions.
2. Analyse the advertising and label information contents and assess its influence on consumers.
3. Become aware of the need for adequate cognitive data in advertising and label information which will help the consumers in decision making.

Theory

Unit I: Introduction to advertisement
- Advertising and Demand
- Advertising and Profits
- Advertising and Goals
- Role of Advertising in Consumer decision.

Unit II: Organizations of Advertising
- Organization of an Advertising Agency
- Modern Advertising Agency
- Agency Compensation
- Corporate Advertising Department

Unit III: Types of Advertising
- Newspaper, Magazines, Direct Advertising, Radio and Television, Outdoor Advertising, (Direct Mail etc.), Introduction – Advantages and Disadvantage of each.
Unit IV: Advertising legislations

Unit V: Consumer aids
   - Label Information
   - Indications, Contra-indications, Warning and side effects
   - Consumer education
   - Trade Marks, Brand names and Patents

Unit VI: Packaging: Package materials, mode and safety

Unit VII: Legislation: Rules laid down for advertising and Labelling, and their relevance to consumers.

Practicals
1. Collection of various advertisements and classification by identifying intended consumer appeal.
2. Impact of advertising on consumer buying on children and women
3. Collection, Classification and redesigning of labels
4. Identifying unethical characteristics of advertising
5. Studying the appeals of advertising on the psychology of consumers

References
EQUIPMENT TEACHING (CS)

Code: 33134  Cr: T0+P2  Pd/wk: 0+4  Marks: 50

Focus
The focus is on assessing the quality of equipment by teaching them as per the norms laid down by bureau of Indian standards.

Objectives
To enable the students to -
1. Know the types of household equipment available in the market and know the testing methods.
2. Assess the equipment according to B.S.I. Standards and other performance criteria.

Practicals
Unit I: Electrical Appliance testing
- Input test
- Insulation test
- High Voltage test
- Leakage current test

Unit II: Testing of Pressure Cooker
- Capacity test
- Cooking time
- Operating test
- Safety test

Unit III: Testing of mixers and blenders – Demonstration
- Input test
- Insulation test
- High voltage test
- Leakage test
- Starting test
- Performance test

Unit IV: Toaster

Unit V: Immersion Heater

Unit VI: Electric Kettles and Coffee Percolators: Heating up time and thermal efficiency

Unit VII: Ovens: Appliance testing and thermal efficiency

Unit VIII: Boilers and Geysers – Demonstration
- Insulation resistance test
- High voltage test
- Leakage current test
- Capacity test
- Time required to heat up water

Unit IX: Irons
- Input test (students practicals)
- High voltage test (demonstration)
- Leakage current test
- Insulation test
- Heat up time (students practicals)
- Temperature at different settings (students practicals)
- Heat distribution test (demonstration)
- Performance test (students practicals)
- Initial overswing temperature (demonstration)

Unit X: Washing Machine – Demonstration
- Input test
- High voltage test
- Leakage current test
- Performance test (students practicals)

Unit XI: Vacuum Cleaner (Students Practicals)

Unit XII: Hair dryer and shaver (students Practicals)

Unit XIII: Students to conduct Market Survey of at least 3 equipments
- Students to conduct Consumer Survey regarding the views of consumers in relation to equipment use.
- Report writing

Note: Performance Test for all equipment can be done by students according to BIS standards. Comparison of at least 2 different brands should be done.
References


HUMAN DEVELOPMENT
INTRODUCTION

The field of Human Development is interdisciplinary in nature and encompasses the areas of Human Development, family Studies, Early Childhood Education, Family and Child Welfare and Special Education.

The programme needs to be contextualized and embedded in the broader perspective of life span development. The increasing thrust on development programmes for women and children demands trained personnel to ensure 'quality intervention programmes'. This challenge can be met by strengthening the career – orientation.

Goals

The programme aims:

1. To develop an understanding of Human Development and family studies with a life span perspective.

2. To create competent and skilled professionals to work in the areas of Early Childhood Care and Education, Family and Child Welfare, and Education of Children with Special Needs.

Thus the programme of specialization evolved and presented below is three tiered with the holistic perspective of Home Science as the base.

The Curriculum on Human Development is organised in three streams:

- **Specialization subjects in**
  - **Stream I** : Early Childhood Care and Education (ECCE)
  - **Stream II** : Education of child with special needs (ECSN)
  - **Stream III** : Family and Child Welfare (FCW)
## CAREER ORIENTED B.SC. HOME SCIENCE – HUMAN DEVELOPMENT

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## CAREER ORIENTED B.SC. HOME SCIENCE – HUMAN DEVELOPMENT

**Stream - II : Education of Child with Special Needs**

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# CAREER ORIENTED B.SC. HOME SCIENCE – HUMAN DEVELOPMENT

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| **Total**      | **100**   | **120** |     |       |         |       |}

**UGC**
STREAM I

EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

Introduction

The National Policy on Education recognized the need and recommended inclusion of ECCE programs to provide opportunities for proper growth and development in children. Yash Pal Committee’s report on Learning without Burden emphasizes on making learning as a joyful experience and process. The present approach to education in first standard is formal and rigid. Educationists have suggested use of pre-school methods, flexibility and learning by doing in first standard which will result in smooth transition from pre-school and formal schools years.

With large number of mothers joining the work force outside the home and older children shouldering the responsibility of looking after the younger sibling(s) there is need to establish ECCE centres which are managed by qualified professionals.

Needs of infants, pre-schoolers and children in First Standard of Primary Schools vary and therefore activities and curriculum require special attention. Each group of children requires different kinds and levels of activities and experiences, which are carefully integrated in a daily curriculum to promote all round development of children.

Objectives:

The present course in ECCE is designed 1) to meet large demand for trained manpower to plan and execute meaningful programmes for various groups with emphasis on integration and application of knowledge to provide stimulating environment to young children, 2) to provide practical experiences of working with children which will enable students to develop necessary skills to work effectively with infants and preschoolers in various settings.
LIFE SPAN DEVELOPMENT

Code: 24104  Cr: T4+P0  Pd/wk: 4+0  Marks: 100

Focus

This course covers the entire life span and traces the various developmental stages. Its encompasses in scope development in utero, infancy up to senescence identifying critical concerns in the socio-cultural perspectives.

Objectives

To become acquainted with developmental stages from birth to old age.
1. To develop awareness of important aspects of development during the whole life span.
2. To understand the issues faced and adjustments required at each stage across the life span.

Note: For each of the following stages of development, the influence and interaction of socio-cultural and environmental factors need to be discussed/explained).

Unit I: Introduction

- The life span development perspective and the need to study development through the life cycle.
- Inter-relationship between the aspects of development.

Unit II: Prenatal Period

- Course of prenatal development, overview of birth process and complications
- Conditions affecting prenatal development.
- Hazards during prenatal development.

Unit III: Infancy (0 – 2 years)

- Definition, Physical growth and development in infancy
- (Reflexes, emotional states, Physical growth and motor development, brain).
- Sensory and perceptual development during Infancy –
- Definition
- Development of different senses
• Developmental tasks of Infancy, milestones and highlights of development
• Factors influencing development

Unit IV: Importance of Social Relationships
• Role of parents, siblings, peers and others during the various stages of the life span.

Unit V: Early Childhood (2 to 6 years)
• Definition
• Overview of early childhood years – Highlights, developmental tasks, Milestones
• Pre-school – Orientation to pre school education and significance
• Importance of play for all round development

Unit VI: Middle Childhood (6 to 12 years)
• Definition
• Developmental tasks
• School – significance and functions. Effects of success and failure
• Peer group – Importance, functions in the life of children.

Unit VII: Adolescence (13 to 18 years)
• Definition, different views regarding the period
• Physical development – puberty, growth spurt, primary and secondary sex - Characteristics, early and late maturing adolescents
• Identify – Definition, body image, positive and negative outcomes (role confusion, ego-identity)
• Choosing a career – stages, factors affecting selection.
• Peers and Heterosexual relationship – Importance, age of occurrence, patterns of friendship (to be discussed).
• Heightened emotionality – meaning, causes, expression, characteristics of emotional maturity. Conflict with authority.

Unit VIII: Young Adulthood (19 to 40 years)
• Definition of an “Adult”, need to study.
• Developmental tasks of a young adult, significance of the period, responsibilities and adjustment: New family, work place, parenthood, independence, financial matters.
- Sex role issues and implications for young adults.

**Unit IX: Middle Adulthood (41 to 60 years)**

- Definition, Physical changes (senses, diseases)
- Menopause, Health Issues
- Stresses in middle age, coping with stress at family, workplace
- Occupation and Job satisfaction
- Pre-retirement and leisure – preparation for retirement

**Unit X: Late Adulthood and Ageing**

- Definition, Physiological changes, health problems and cognitive and memory changes
- Retirement – effect of retirement on self, family, society, financial problems faced.
- Personality characteristics of old age factors in ageing.
- Social family factors, attitudes towards the aged, old age and friendship.
- Interests – recreational interest of the aged.
- Issues – old age homes, loneliness, coping with loneliness, living in joint family, prolonged illness (Plan visit to old age homes)
- Death – Preparation and coping strategies.

**References**


METHODS AND MATERIALS FOR WORKING WITH YOUNG CHILDREN – I (ECCE/ECSN/FCW)

Code: 24105  Cr : T2+P2  Pd/wk: 2+4  Marks: 100

Focus

The course is designed to develop understanding of various methods and materials, which can be used while working with children. The emphasis is on promoting creativity and use of different materials to allow for optimum development.

Objectives

1. To know the requirements of infants and toddlers and develop skills to create play materials and designing learning experiences.
2. To understand the significance of various creative activities and teacher’s role in implementing them.

Unit I: Infancy and Toddlerhood

Development during the first two years is rapid and hence the topic is subdivided in four parts. Each part focuses on a particular age group that would enable caregivers to understand the specific needs of growing children. Knowledge of needs would help them to plan appropriate activities.

Introduction

a) Characteristics of human childhood.
   (from state of helplessness to gradual control over body and development of understanding of immediate environment.)

b) Development through interaction of maturation and stimulation from environment, exploration.

c) Importance and ways of meeting child’s psychological needs to promote feelings of security, trust and acceptance.
   Activities according to developments for various age groups.

a) 0 – 6 months
   Activities for stimulation and sensory motor experiences with emphasis on seeing, hearing, touching, feeling sensation and movements.
b) 7 – 12 months
Integration of experiences involving more than one sense to deepen sensory-motor experiences. Promote manipulation, concept formation, communication and perceptual discrimination.

c) 13 – 24 months
Promotion of co-ordination and control of body movements, gross and fine motor skills. Strengthening concept formation, imagination and communication through language. Promotion of problem solving, environment to explore and satisfy curiosity and develop confidence.

d) 25 – 36 months
Improvement in body movement and communication skills, social skills and concept formation.

Unit II: Creativity

- Concept of creativity and highlights of the role of creative expressions in overall development of children.
- Creative expressions, Meaning and definition of creativity expressions
- Role of teacher in planning and fostering creative expressions
- Creative expressions through a variety of media i.e. painting, printings, modelling, cutting, pasting, blocks puppetry, music movement, drama and language.

Unit III: Art Activities

- Painting and graphics
  a) Painting with brush, drawing with crayons, chalk, rangoli on floor, finger painting. (Some special characteristics of this medium)
  b) Values, materials required, use of substitutes from indigenous materials.
  c) Teacher's role in conducting activities.
  d) Stages in child art.
- Tearing, cutting, pasting and collage, mural
  a) Values, materials required and Teacher’s role in conducting activities.
  b) Development stages.
- Modelling
  a) Values, special characteristics or this medium
  b) Techniques used, rolling, pressing, pinching, pasting, folding.
c) Materials required i.e. clay, dough, plasticine, thick paper folding, stocking paper on hollow objects i.e. balloon cardboard cartons, paper machine, wire, rope.

d) Teacher’s role.

• Printing
  a) Types of printing i.e. block, vegetable, string, leaf stencils, spray, crumpled paper, different textured surfaces
  b) Values, materials required techniques
  c) Teacher’s role stages in printing.
  • Blocks
    a) Some special features of this medium.
    b) Types of blocks: hollow large blocks, unit blocks and small blocks.
    c) Stages in block play
    d) Values, materials and accessories for block play.
    e) Teacher’s role

Unit IV: Other materials

• Sand
  a) Characteristics of the medium.
  b) Values, materials required and teacher’s role.

• Water
  a) Characteristics of the medium
  b) Values, materials required and teacher’s role.

Unit V: Music and Rhythm

• Importance of music in child’s life and teacher’s role in providing appropriate experiences
  a) Criteria for selection of songs.
  b) Creating environment for musical growth.
  c) Developmental stages in musical activities.
  d) Rhythmic movements body and with simple musical instruments.

Unit VI: Puppetry and Creative Drama

• Puppetry
  a) Characteristics of puppetry as a medium
  b) Values of puppetry
  c) Kinds of puppets: finger, glove, stick, and string puppets.
d) Basic staging techniques, use of lights, and simple sound effects in puppetry.
   • Creative drama
   a) Meaning and values
   b) Techniques involved in creative drama e.g. rhythmic movements, pantomime, characterization, improvisation story building.
   c) Process of scripting for puppet plays and creative drama.

Practicals

1. Infancy and Toddlerhood
   • A file to be prepared to list activities appropriate for age groups – 0 – 6 months, 7 – 12 months, 13 to 20 months and 25 – 36 months.
   • Students be encouraged to observe materials available in the locality.
   • Develop play materials suitable for each age group.
   • List activities, which can be used for working with different age groups:
     a) 0 – 6 months
        • Prepare materials and design activities for seeing, hearing, touching and feeling
        • Sensation and movement for soothing movements and exercises.
     b) 7 – 12 months
        • Prepare materials and design activities for touching and feeling sensation and movement, and manipulation.
     c) 13 – 14 months
        • Identify activities for gross motor development and prepare play materials available in the locality.
        • Prepare play materials and list activities promote manipulation sensory experiences, concepts and language.

Art Activities

a) A few suggestions are given under each category as guideline students be encouraged to explore experiment with each media and understand the characteristics of each medium.

b) Samples of each be included in the resource file which each student is expected to maintain along with description of values materials and technique used.

c) Difficulty level of each activity be considered and decide its suitability for different age groups.
   • Painting and graphics:
• Prepare a variety of brushes from different types of brooms, cotton, wool, strips of cloth, feather etc.

d) Where necessary demonstration of preparation of materials required for conducting activity be included, i.e. paint with starch, paste etc.

• Painting with different brushes, crayon design given a paint wash, etching, blow painting, block painting, finger painting. Painting on wet paper, painting masks.

• Drawing with crayons, dry and wet chalk

• 6 to 8 years

• Wet paints, painting masks, brush music

Tearing cutting and pasting

• 3 – 5 years
  Tearing with all fingers, tearing with thump and two fingers as used in holding pencil, tearing on straight line, curved line.

• 6 – 8 years
  Tearing circular rings starting from one corner of the page till centre of page. Making designs.

• 3 – 5 cutting and pasting
  Cutting a design, pasting, please of paper, cloth, sticks leaves college, mosaic.

• 6 – 8 years
  Tracing and cutting designs, creating designs. Pasting mosaic, paper balls, glass pieces etc.

Modeling

• 3 – 5 years
  Modeling with clay, dough, plastacine, saw dust, providing accessories.

• 6 – 8 years
  Besides above medium. Modeling with straw, match sticks rope, wire, thick paper fold and slot sculpture
  Pasting papers on a balloon, when dry remove air and colour to create accessories for clay sculpture/crumbled paper pasting designs.
Printing
- Printing with strings, leaf, vegetable blocks, stencil printing, thumb, finger, spray painting.
- Keeping coins, leaves with veins below paper and gently colouring with crayon.
- Older children to make their own stencils.
- Printing on large pieces of paper (group activity)

Decorating empty plastic bottles, boxes masks etc.

III. Music and movements
- Learning to sign rhymes songs with actions
- Folk songs
- Making simple musical instruments
- Rhythmic body movements according to different beats and sounds
- Dancing according to rhythm
- Musical instruments from waste like old pots, tins, sticks
- Older children to form an orchestra.

IV. Puppetry and Creative Drama
- Puppetry stick, singer, table top, rhythm, puppets glove and cock puppets.
- Learning basic manipulation skills
- Use of music, voice modulation and sound effects,
- Making sets and backgrounds
- Scripting for short puppet plarp
- Creative drama
- Body movements and co-ordination
- Games like mirroring, blind fold and moving etc.
- Theme based dramatization
- Use of simple costumes and make-up to enhance characterization e.g. use of eye make-up to show different emptions or making simple caps’ and paper clothes for characters)
- Scripting simple dramatic presentation.
References

METHODS AND MATERIALS FOR WORKING WITH
YOUNG CHILDREN – II (ECCE / ECSN / FCW)

Code: 24106  Cr: T2+P2  Pd/wk: 2+4  Marks: 100

Focus

The course provides understanding of methods and materials to be used for promoting various
concepts in mathematics and environment studies. Students would become aware of
appropriate literature to be provided to children and teacher’s role in promoting communicative
skills.

Objectives

1. To become aware of suitable literature for children.
2. To understand the role of adults to promote communication skills and development of
   concepts in mathematics and environment.

Unit I: Communication – Language, Arts

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<td>The unit emphasises role of communication and experiences to be provided for</td>
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<tr>
<td>language development.</td>
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<td>Importance of communication.</td>
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<tr>
<td>Promotion of language skills: listening, speaking, reading and writing.</td>
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<tr>
<td>Experiences for language development:</td>
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<tr>
<td>a) Infants and toddlers: sound games, talking, picture books, simple instructions,</td>
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<tr>
<td>singing, finger plays and experiences.</td>
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<td>b) Children from 3 – 8 years</td>
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<tr>
<td>Listening: information, appreciative and critical or analytical</td>
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<td>Conversation in group</td>
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<td>Picture, object discussion</td>
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<tr>
<td>Reading and story telling</td>
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<td>Narration of stories, events in proper sequence</td>
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<td>Describing observations</td>
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• Poems, riddles
• Following teacher's instructions
• Opportunities for interaction with peer group

Unit II: Literature for Children (6)
• Understanding need for literature for children.
• Types of literature, appropriateness and criteria for selection.
• Toddlers: picture books
• Books for preschoolers: picture books, story books, information and concept books, number and alphabet books, poems.
• Books for 6 – 8 years: Story books – fables, folks tales, fairy tales and modern fantasy. Information and concept books, i.e. how it works, tell me why, encyclopaedias, poems
• Physical characteristics of good books
• Characteristics of good story.
• Values of story telling
• Techniques of story telling: reading of story books, narration without aids but with help of modulation of voice and gestures, flash cards, flannel board, puppets.
• Dramatization, sand trays and slides.
• Criteria for selection poems

Unit III: Mathematics (8)
• Material to promote mathematical concepts:
  a) Infancy and toddlerhood
     Use of number vocabulary in informal, incidental learning situations e.g. more, less, big small, less more, many etc. singing rhymes and action songs.
  b) 3-5 years
  • Counting: concept of cardinality, use of number rhymes, action songs and number readiness vocabulary.
  • Concept of relative location
  • Concept of relative sizes
  • Concept of classification: formation of sets: objects pictures or according to other characteristics.
  • Duplicating pattern, series
  • Concept of seriation – ordering objects, on any criterion, size,
- weight, volume etc.
- Comparison of sets of one Vs many, more Vs few or more Vs less etc. as well as equal sets.
- Identification and description of shapes.
- Using ordinals to name position in a series.
- Introducing numbers through concrete materials, oral work activities and worksheets, 1 – 9 only.
- Understand additions and subtraction using manipulative and concrete objects to illustrate simple stories.

c) 6 – 8 years

i) Recognising and reading numerals 1 – 9
   - Matching numerals 1 – 9 with relevant sets, concept of empty set and association with zero.
   - Sequencing numbers 1 – 9 state missing, before, after, between Comparisons of two numbers using >=< symbols.
   - Extending counting gradually to 999 accompanied by activities of matching, sequencing, ascending, descending order equality and inequality.

ii) Place value formation of tens, hundreds using manipulatives.

iii) Ordinals 1st to 20th.

iv) Operations
   - Addition gradually upto 3 digits, numbers 999
   - Introducing symbols + =
   - Addition tables up to 9 + 9 = 18 formulation, recording, memorisation
   - Adding multiples of 10, 100
   - Adding with carrying

v) Subtraction
   - Gradually introducing concept with borrowing introduce minus sign.

vi) Addition and subtraction horizontal recording of numbers to be followed by vertical presentation
   - Cumulative property of addition: two numbers added in either order give the same sum.
   - Understanding of addition and subtraction are inverse operations.
● Solving of verbal problems

vii) Multiplication
● Understanding of multiplication as repeated addition skip counting 2's 5's 10's
● Cumulative property of multiplication: two numbers multiplied in either order give the same product.
● Multiplicative property of one and zero.
● Measurement
● Rupees, paisa, addition and subtraction in same unit.
● Time
● Days, week and month
● Length, weight and liquids

Unit IV: Environmental studies
● Social structures – Family – School – Community
● Social Relationships within family and in the community with special emphasis on gender equality.
● Importance of conservation – pollution - water, food, air
● Various communities – their traditions and festivals – significance of celebrating festivals
● Role of transport in modern living – brief history of transportation – use of animals for transport – means of transport on land, water, and air
● Role of communication in modern living.
● Communication systems – from bird and messengers to post, telegraph, telephone, radios and television to computers.
● Role of teacher in sensitizing the children in becoming ware of the world around. Understand inter dependence and develop appreciation of various sections and occupations of all members and communities.

Unit V: Games
● Types of Games – indoor, outdoor, organised games etc.
● Values of games and play

Practicals
1. Compile songs for finger play and lullabies suitable for infants and toddlers.
2. Prepare picture books for infants and toddlers.
   Note: Micro teaching technique i.e. peer group teaching be used to develop teaching skills. One student will play role of teacher and others as children. At the end of the activity, the peer group will evaluate. Class can be divided in groups of 5 to 6 students.

3. Microteaching for conducting group conversation.
   - Display of bulletin board for picture talk.
   - Development of questioning skills involving what, who, when, where, why questions as well as questions to give scope to children for imagination and creative expression.

4. Develop riddles for language and concepts.
5. Recite poems with expression and actions.
6. Evaluate a few stories
7. Micro teaching for story telling with and without teaching aid
   Teaching aids for story telling
8. Preparation of materials and games to promote various mathematical concepts.
9. Plan field trips to various places, institutions, parks, Zoo, Dams, Television station, post office, etc.
10. Write stories and songs reinforcing messages of hygiene and cleanliness.
11. Collect traditional stories – folk songs from different parts of the country and different communities.
12. Prepare a file of activities that can be conducted in the area of science, maths and language using materials available from nature.

References


Krishna Kumar (1986): The child’s language and the teacher, New Delhi: UNICEF.


THE CHILD WITH SPECIAL NEEDS (ECCE/ECSN/FCW)

Code: 24107  Cr: T5+P0  Pd/wk: 5+0  Marks: 125

Focus

In this paper the students are introduced to the nature of childhood disability and its effect on children at different stages in development. The attempt in teaching should be to help students realize that all disabled children are children first and that environmental factors play a major role in causing as well as treating the conditions of disabled children.

Objectives

1. To appreciate the special needs of children with different disabilities and disorders;
2. To gain insights into the causes of disability and disorders in children, and into their prevention and treatment;
3. To be sensitized to the similarities and differences between disabled and non-disabled children; and
4. To perceive the importance of the family and the community in the development of the child with special needs.

Unit I: Introduction

- Definition and terminology, relationship of delayed development and disability
- Incidence and prevalence in India
- The child at risk: poverty and gender issues
- Rights of the disabled child
- Issues in classification and labeling
- Genetic and environmental factors in disability
- Prevention of disability
- Early detection, screening, identification and assessment in the community and at Centre-based programmes
- Need for intervention, education and rehabilitation
Undergraduate Home Science

- Normalization and mainstreaming
- Understanding the family with a special child

Unit II: The Child with Mental Retardation

- Definition of intelligence, adaptive behaviour and mental retardation. Approaches to measurement.
- Mental illness as different from retardation
- Current classification and terms: mild, moderate, severe and profound retardation
- Genetic and environmental causes; prevention
- Characteristics of children with mental retardation from infancy to adolescence – physical-motor, cognitive, language, personal-social and emotional. Effect on the family.
- Family and Community: mutual support, role in development, attitudes, acceptance and integration of child.

Unit III: The Child with Sensory Deficits

**Auditory impairment:**

- Definitions – deaf and hard-of-hearing children
- Classification – mild, moderate, severe and profound loss
- Conductive and sensorineural loss
- Genetic, prenatal and perinatal causes of deafness. Approaches to measurement – simple and clinical methods
- Cognitive, language, social and emotional development of children with hearing loss. Importance of age of onset of loss for language development.
- Communication in children with hearing loss.
- Prevention, early treatment and stimulation.
- Family – its role in detection and child’s language development. Supports and counselling for family.
- Community – effect of attitudes, services for rehabilitation, integration of child and family.

**Visual impairment:**

- Definitions/blindness and partial sight. Legal and educational implications of definition
- Genetic and environmental causes – with special reference to nutrition
- Prevention and treatment of impairment
Development of concepts in children from infancy to adolescence – significance of onset, early stimulation and mobility training

Motor, language and socio-emotional development. Sensitivity of other senses.

Family: role in detection and early stimulation. Support and counselling for family

Community: role in prevention and awareness

Services for rehabilitation. Integration of child and family.

Unit IV: **The Child with Learning Difficulties and Disability** (10)


Profile of the learning disabled child at school and in the family. Parents’ dilemma in socializing the child.

Role of culture’s expectations and family norms in seeking solutions.

Unit V: **The Child with Cerebral Palsy and Orthopaedic Disability** (10)

Definitions, classification and prevalence.

Causes and associated conditions. Prevention and treatment approaches.

Role of family and community. Stress in family and support mechanisms. Integration of children.

Unit VI: **The Child with Communication Disorders** (6)

Significance of speech and language in communication.

Definition of communication disorders

Classification of disorders of speech and language. Multiple disorders.

Causes of organic and functional disorders.

Psychological and behavioural characteristics of children.

Family support and community services in treatment and management.

Unit VII: **The Child with Behavioural Disorders** (10)

Definitions and characteristics of behaviour disorders. Contextual and cultural differences.

Ecological and clinical classification.
• Behaviour problems associated with autism, schizophrenia, attention deficit hyperactivity disorder, enuresis and encopresis.

• Behaviour problems of children showing excessive anxiety school refusal, phobia, temper-tantrums and delinquency.

• Biophysical and environmental correlates of disorders.

• Role of family in treatment and therapy.

References


FAMILY AND CHILD WELFARE

Code : 24108      Cr : T5+P0      Pd/wk: 5+0      Marks: 125

Focus

The course is designed to give students an insight into the family as a social system and create awareness among them about the family disharmony due to changing socio-economic conditions in the country. It will help the students to gain an understanding of the needs and problems of children, youth, women, the aged and the family as a whole.

Objectives

1. Students will gain knowledge about the family in the context of changing socio-economic scenario in the country.
2. Students will gain knowledge about the causes of family disharmony and the effects of disharmony on the family.
3. Students will be sensitized about the problems and needs of families in specific situations.
4. Students will be sensitized about the problems and needs of children youth, women and the aged.

Unit I: Family in India
- Concept of family, institution of marriage and family, family composition and structure.

Unit II: Social changes affecting the family
- Changing pattern of family in India. Structural and functional changes in the joint family system. Crises situations and exploitation as contributory factors for problems of the family and children.

Unit III: Causes and effects of family disharmony
- Urban family, rural family and tribal family.

Unit IV: Implications of family changes
- Female headed households, single-parent families, families with working women.

Unit V: Problems and needs of families in specific situations
- Families affected by natural calamities – earthquake, flood, famine.
- Families affected by war, riots and terrorism.
- Families with chronically ill patients like cancer, AIDS and with disabilities or even diseases like leprosy and T.B.
- Families in extreme poverty conditions, e.g. families in urban slums, homeless families, pavement dwellers.
- Families with marital discord.

Unit VI: Situation analysis of children

- Demographic features of child population, issues related to child population, issues related to child health and nutrition, girl child – issues relating to gender discrimination, literacy and educational status of children, problems of school drop-outs (focus on rural/tribal and urban slum child, girl child), recreation, vocational training.

Unit VII: Situation of women

- Overview of the status of women in India, health, reproductive health and sexuality, education, employment, issues relating to dowry, domestic violence, role conflicts in women, traditional and modern roles. Marginalisation of women – widows, divorced and deserted women, women with young dependent children, sexual harassment of women, - unwed mothers.

Unit VIII: Youth

- Unique and specific needs of adolescents problems – youth, early marriages, teenage pregnancy, substance use and abuse (smoking, alcohol and other intoxicants), AIDS/HIV among youth, problems of unemployment, anti-social activities and youth crime. Youth involved in terrorism.

Unit IX: Aged

- Specific problems of the aged and ageing (60+) in the Indian cultural context, and specifically in relation to their physical, emotional and general needs, like health and medical care, housing, family support and financial assistance. Problems of elderly living alone and growing threat to their security and freedom, exploitation by domestic servants.

Unit X: Overview of family and child welfare and future perspective

- Alternate Family Styles: single parent families, migrant families, Dink families (Double income no kid), latch key children, impact of westernization, modernization and mass media on family and children, families with adopted children, inter-caste/inter-religious families.
References


UNICEF (1990): Children and Women in India: A Situation Analysis. Unit VI, VII.

PLACEMENT IN THE AREA OF SPECIALISATION (ECCE)

Code: 24109  Cr: T0+P6  Pd/wk: 0+12  Marks: 150

Focus

The placement experience is to enable the students to develop the competencies for observations, drawing inferences therefrom, and learning about growth and development of children. The focus of this course is on learning to handle children in groups. Preparation for and arrangement of play situations and materials is another thrust area of focus in this course.

Objectives

1. The students will be able to observe and report on programmes for infants, pre-schoolers and early primary school years.
2. The students will become aware of the developmental stages of young children.
3. The students will prepare play materials of various age groups.

Unit I: The students will visit, observe and submit report of various programs conducted in crèches, balwadis, anganwadis, nursery schools and primary schools.

Unit II: They will conduct activities under the guidance and supervision of teachers.

Unit III: They will prepare materials required for promoting various developments in children such as sensory-motor, language for infants.

Unit IV: They will also participate in providing infant care and stimulation.

Note: A record file be maintained to document the assignments completed
CHILD PSYCHOLOGY (ECCE/ECSN/FCW)

Code: 34112          Cr: T4+P0          Pd/wk: 4+0          Marks: 100

Focus

This course provides a broad and contemporary understanding of the processes and changes in human behaviour and development. It emphasizes the life span and cultural context perspectives in development. An attempt is made to integrate theoretical, research and practical orientations.

The foundation for this course is laid in the first year course on Introduction to HD. The focus of the course is on the concepts and processes that are most salient for understanding human behaviour and development. The dimensions of social, cognitive and language development are included. Each dimension is discussed in relation to the life span perspective and the cultural context. Gender issues are touched upon as and when applicable. The student is also informed about the key issues pertaining to different aspects of development in so far as to develop an appreciation that Human Development is a dynamic field of study, and that theoretical and research contribution in the field is of relative and not absolute merit.

Objectives

1. To develop an understanding of the major concepts and process of human behaviour and development.
2. To develop an understanding of the major theoretical and research contributions in the study of human development.
3. To develop sensitivity to the socio-cultural contexts of human behaviour and development.

Unit I: Historical and Theoretical Perspectives in Human Development (14-16)

- The unit provides an understanding of the historical trends (international and national) in the development of the discipline, as well as the emerging alternate theoretical viewpoints.
- Historical perspectives in Developmental Psychology - International and Indian
  a. Evolution of Child / Human Development as a scientific field of study.
  b. Child/Human Development as an area of study within “Home Science”
c. Indigenization of (Developmental) Psychology in India.
   • Goals and scope of the HDFS discipline in the contemporary context
a. Alternate views of Human Development: An overview
b. Psychological view
c. Developmental view
d. Life span view
e. Contextual worldview – the changing organism in the changing world
f. Role of chronological age, cohort, and life transitions in understanding human behaviour and development
g. Multi-disciplinary emphasis
   • Sources of Development
a. Role of biology – maturation
b. Role of environment – Learning
c. Reciprocal/Interactionist role of biology and environment
d. The universal – constructivist framework
   • Role of the cultural context
   • Key theoretical issues in Human Development
a. Continuity and discontinuity in development
b. Relative contribution of genetic or external environment factors in development
c. Critical periods in development
   • An overview of major theoretical viewpoints that have evolved in the discipline
a. Nature theories
b. Nurture theories
c. Interactionist theories
   (The basic assumptions of each viewpoint will be discussed)

Unit II: Social and Emotional Development (14-16)
• The unit focuses on understanding the contents and processes of social development. Both, theoretical as well as empirical explanations are provided to understand the different aspects of social development.
• Introduction to socialization as a process of integration of the individual in the larger social community.
• Context of socialization – Bronfenbrenner and Sinha’s ecological systems frameworks
- Cultural variations in goals of/views on socialization (for example, in Indian context, enculturation may be a more appropriate term wherein an ethos ('mahol') is created and one learns what one is supposed to).
- Gender variations in socialization.
- Major theories that contribute to understanding social development
  - Freud’s psychoanalytic theory
  - Erikson’s psychosocial theory
  - Social learning theory of Bandura
  - Kohlberg’s moral judgement theory
  - Critique of the theories in terms of their cultural and androcentric/gender bias
  - An overview of Carol Gilligan’s viewpoint on the distinctive psychology of women (that evolves in a context of attachment and affiliation).
- Alternate indigenous views on socialization.
  - The traditional Hindu view of the concept of “Sanskar”, Palan, Poshan, Interplay between child and adults, bringing up children versus letting children grow.
- Stages of childhood in the Indian (Hindu) context and the changing mode of social relationships at each stage: Garbha, Ksheerd, Ksheermad, Bala, Kumara.
- Hindu system of the four ashramas.
  (Discuss the applicability in the contemporary context of social change)
- Dimensions of Social Development: Theoretical explanations and development changes
- Over and above the ‘standard’ (read western) understanding of the dimensions, each concept will be discussed in terms of
  - its interpretation and operation in the cross-cultural and Indian context, and the gender differences in interpretation and manifestation.
  - (For example, in the Indian context, the parameters of achievement include doing one’s duty, proving useful to others, showing concern for others – the relative emphasis on this being more for females than males).
● Emotional development
  - (Begin with a recapitulation of the adaptive functions of emotions, primitive emotions of fear, anger, and love).
● Primary and secondary emotions.
● Universal aspects of emotions.
● Relations between culture and emotion
● Dominance of certain emotional themes in different cultures and within Indian context.
● Emotional expression (facial expression of emotion), Cultural similarities and differences.

**Unit III: Language and Cognitive Development**

(14-16)

● The unit provides a basic understanding of the major theoretical explanations of language and cognitive developments. It also focuses on the key concepts involved in each of the developments, and the developmental changes that occur.

*Language development*

● Theoretical contributions to understanding language acquisition
● Language theory approach
● Classical and operant conditioning
● Imitation
● The nativist explanation

*Noam Chomsky’s work*

● Interactionist explanations

*Language development linked to cognitive development and cultural context.*

*Biological contributions to language acquisition.*

*Prelinguistic communication*

● The social smile and social feedback
● Co-ordinated turn taking and emotional sharing between infant and caregiver (primary and secondary inter subjectivity) a’la Trevarthen (1980).
● Subsystems of language: Sounds, Words, Methods of combining words, Communal use of language (Focus on the specific elements of each system and the developmental changes).

*Environment of language development*

● Partial deprivation (from normal interaction with speakers)
Role of interaction
Role of deliberate instruction
Language acquisition in multilingual environments (e.g., Indian context)

Relationship between language and through
- Environmental learning perspective
- Piagetian interactionist perspective
- Cultural context perspective

Cognitive development
- Approaches to view and studying cognitive development in childhood.

Piaget's theory of cognitive development
- Neo-Piagetian theories of cognitive development.
- Flavell's work on levels in adopting another's point of view
- Idea of distinct levels of development corresponding to specific domains of activity
- Cultural context view of cognitive development

Cultural variations in cognitive change
- Intelligence: Definition, Myths about IQ, Nature of intelligence, Origins of Intelligence testing, Concepts of crystallized and fluid intelligence

Achievement
- Everyday cognition: Perception, creativity, imagination, productive thinking.

Unit IV: Overview of the course
- This unit recapitulates the major trends and issues covered in the course, and reiterate the need for an integrated, holistic perspective in understanding human development.
- Integration of theoretical, research, and practical orientations for a holistic understanding of human behaviour and development.
- Life span perspective
- Cultural context perspective
- Social change perspective
- Gender perspective
- Major 'gaps' in understanding various dimensions of human development.
References


CURRICULUM FOR YOUNG CHILDREN (ECCE/ECSN)

Code: 34113  Cr: T2+P2  Pd/wk: 2+4  Marks: 100

Focus

The course introduces students to the concept of curriculum for all round development of children. The main emphasis is on various components of curriculum to be included in the daily programme through medium of play. Method of learning by doing which forms the basis for understanding and knowledge is extended to the first two years of primary school.

Objectives

1. To understand meaning of curriculum and various components to be included in the daily programme to promote all round development of children.
2. To recognise role of play in children's development and its use as a medium for working with children.
3. To understand goals, principles, factors and approaches used in programme planning.
4. To recognise the advantages of project method and learn to use integrated approach in the development of daily programme.

Unit I: Introduction

- Meaning of curriculum.
- Foundation of curriculum development.
  a) Children's background and experiences.
  b) Children's need for movement, exploration, discovery, expression, achievement, success and recognition
  c) Developmental norms and developmental tasks, cultural expectations
- Curriculum prescribed by government for primary school.

Unit II: Play

- Play as means of development and learning.
- Overview of theory of play.
- Classical theories: surplus energy theory, relaxation theory, pre-exercise theory, and recapitulation theory.
• Dynamic theories: psychoanalytical and Piaget.
• Developmental stages of play.
• Social dimension as play, unoccupied behaviour, onlooker behaviour, solitary play, parallel play, associative play, and co-operative play. Content dimension.
• Content dimension of play
• Sensory motor play and simple muscular activity from 0 – 2 years;
  a) symbolic play: increased skill in using plays materials, substition and dramatic play from 2-5 years;
  b) Games with rules: co-operation and planning toward group oriented goals from 5 years onwards.
• Function of play in language and cognitive development, adaptive and social behaviour
• Play as a means of assessing children’s development.
• Teacher’s role in creating environment and promoting play.
• Organising games for fostering development.

Unit III: Programme Planning

• Approaches to learning: incidental and planned learning.
• Principles of programme planning:
  - from known to unknown, simple to complex, concrete to abstract.
• Balance between individual and group activity, indoor and outdoor play, quiet and active plays, guided and free activities.
• Factors influencing programme planning.
• Formal versus non-formal approach in education: advantages and disadvantages.
• Integrated learning approach or project method that is covering various components of curriculum that is focussing on one topic / theme at a time.
• Short and long term planning.
• Organisation, structure and function of programme.
• Programme’s goals and objectives.
• Selection and organisation of instructional and learning materials and activities.
• Organising the classroom space for development and learning and evaluation.
Unit IV: Languages

- Goals of language teaching.
- Readiness for reading and writing. Meaning of readiness.
- Factors to be considered for readiness: Age, vision, hearing, physical, emotional, social, experiential background, attention span, finer motor co-ordination, eye, hand co-ordination, reading from left to right had and top to bottom.
- Promotion of various skills required for reading.
- Visual skills: Visual discrimination, visual memory.
- Aural skills: auditory discrimination, auditory memory.
- Kinaesthetic – tactile skills.
- Approaches to begin reading.
  a) Informal and structured approaches.
     - Prewriting activities.
     - Writing of alphabets according to similarity in shapes.
     - Writing of words and sentences.

Unit V: Mathematics

- Introduction
- Importance of number and mathematics.
- Number as a language and history of its development.
- Abstract nature of number.
- Mathematical readiness.
- Analysis of pre-requisite skills for number classification, comparing, seriation, patterning, counting, shape and space, measurement, fractions, vocabulary, numeral operations.
- Piaget's theory of children's understanding of quantities, measures etc.
- Decimal system of numeration (base 10)
- Number line-position and relevance of zero.
- Operations and relevant rules and properties: addition, subtraction, multiplication and division.
- Graphical representation: simple block graphs, used to record grouping, classification.
- Two and three dimension shapes, properties, characteristics.
Basic principles of measurements – time, distance, weight, capacity and money.

Unit VI: Environmental studies
- Scope of environmental studies.
- Importance and goals of environmental studies.
- Content: to conclude understanding from biological, physical and social environment.

Unit VII: Project method
- Introduction
- Meaning and advantages of using project method
- Planning
- Resource unit

Unit VIII: Alternative to Home Work
- Disadvantages of learning by rote.
- Suitable alternatives such as observations, exploration, experimentation and reporting orally, picture or at. Something related to the concepts covered in class.

Unit IX: Evaluation
- Need for evaluation
- Formative and summative evaluation
- Methods of evaluation: Observations
- Evaluation of daily work, tools for evaluation
- Reporting to parents

Practicals
1. Plan three activities for children: list objectives, analyse tasks to achieve goals, select and organise instructional and learning materials, teacher’s role, preparation of evaluation sheets i.e. chick list, rating scale.
2. Reading readiness materials for
   a. Visual discrimination, visual memory.
3. Prewriting activities
4. a) Mathematics
   b) Readiness
c) Materials for classifying, comparing, seriations, patterning, counting shapes, fractions, list vocabulary related to mathematical concepts.

d) Material for addition, subtraction, multiplication and divisions.

e) Graphs

f) Experiences for understanding time distance weight, capacity and money.

5. Plan science experiences

6. Plan a project based on lessons of first and second standard, plan activities which children can do at home.

References


PRINCIPLES OF EARLY CHILDHOOD AND EDUCATION (ECCE)

Code: 34114  Cr: T4+P0  Pd/wk: 4+0  Marks: 100

Focus

The course focuses on need to provide various early childhood care and educational facilities through different programs, for early child development. It overviews historical developments globally as well as in India in the field of early childhood education. Types and present status of ECCE programs are covered in this course. The recent policies affecting young children are also included.

Objectives

1. To know importance of early childhood years and significance of intervention programs for early child development.
2. To develop insight into historical developments - both globally and in India.
3. To understand major theoretical approaches and implications for early child development.
4. To become acquainted with current policies and programs in ECCE.

Unit I: Significance and objectives of Early Childhood Care and Education (14)

- Present status of young children in India: Rural, Tribal, Urban with reference to mortality rate, availability of health services, socio-economic status of family, nutrition, education, housing, sanitation, drinking water and play materials.
- Significance of early childhood years in individual’s development.
- Meaning and need for intervention programs for better growth and development.
- Objectives of ECCE and worker’s role in achieving each of the objectives.
- Different types of programs currently offered: objective of the programme, routine and target group covered by each of the following:
  - ECE programme: Balwadi, anganwadi, nursery school, kinder-garten, Montessori, laboratory nursery school.
  - ECCE programme: ICDS and mobile crèche.
  - Play group.
Crèche and day care.

Unit II: **Current Status and Expansion of Scope of ECE to ECCE**  
- Expansion from ECE to ECCE.
- Current status of ECCE programme.
- Objectives: staff qualifications, teacher-children ratio, indoor and outdoor play space and play facilities, equipment, curriculum and evaluation.
- Admission tests and effects on children.
- Effects of pressures on young children due to formal education.
- Need for ECCE programs to provide quality care where mothers are at work.
- Available child care: practices and services.
- Advantages and drawbacks of each and measures to be taken for improvements where required.
- Extra familial care in the Indian context.
- Family day care.
- Creches.
- Day care centres.

Unit III: **Historical overview of ECCE**  
- Major theoretical approaches in ECCE.
  - Psychoanalytical: recognition of effects of experiences in early childhood years, opportunities for expression of anger, tensions through creative activities and dramatic play for proper mental hygiene.
  - Cognitive approach. Piaget's contribution to curriculum for cognitive development.
- ECE in India: Overview of pre and post independence period.
  - Contributions of Ravindranath Tagore, Mohandas Gandhi, Gijubhai Badheka, Tarabai Modak, Anutai Wagh
  - Recommendations of committees and commissions.

Unit IV: **Recent Developments: Policies, institutions and contributions of NGOs**  
- National policy on children.
- National policy on education 1986.
- Adoption of Ram Joshi Committee Report on Child Education by Government of Maharashtra.

References


Indian Association for Preschool Education (1976): New approaches to child education: Children in rural and tribal settings. Twelfth annual conference of IAPE. Unit I.


SEMESTER (ECCE/ECSN)

Code: 34118   Cr: T0+P3   Pd/wk: 0+6   Marks: 75

Focus

The seminar should provide an opportunity to students to be both intelligent consumers and develop understanding of and insight into various issues related to ECCE, FCW and ECSN.

It aims at facilitating teamwork, library search, collection, analysis and presentation of small-scale data in a group setting.

Individual and small group exercises include –
1. Identification of topics of interest.
2. Using the library to locate 4-5 articles on the topic.
3. Summarizing, integrating and presenting major ideas.
4. Developing a problem / topic / theme that needs investigation.
5. Setting about search for empirical data through a case study of an institution or individual; through surveys; through testing or experimentation.
6. Tabulating and assembling the data.
7. Elementary statistical analysis, graphic presentation.
8. Summarizing the findings and making and oral and written presentation.
9. The entire exercise may be in the form of a mini-project in the area of Early Childhood Care and Education (ECCE); Education of Children with Special Needs (ECSN) and Family and Child Welfare (FCW) depending on the area of specialization. It is recommended that:
10. The course be guided and conducted by more than one teacher representing the areas of sub-specialization, wherever feasible.
11. The emphasis should be on the process of knowledge construction i.e. how do we go about understanding reality in a systematic way.
12. Co-operative endeavour and teamwork is the focus.
Seminars in ECEE

The seminar projects will be various types such as review of articles, from periodicals, newspapers; surveys, case studies and / or reports of observations. Some of the suggested areas are listed below:

- Developmental differences in children from different socio-economic groups and suggest programs for enhancing their development.
- Effects of different approaches and programs on children.
- Effects of pressures on children.
- Under-stimulation, over-stimulation of children.
- Behaviour problems
- Working mothers.
- First generation learners.
- Girl child.
- Children in institutional care.

Students will be required to make presentation followed by group discussion.

Seminar in ECSN

The seminar presentations can be based on review articles from journals, case studies, newspaper and magazine reports, or / and interviews and observations. Some of the examples of topics are:

- The life experiences of a family with a child having special needs.
- An innovative/child-friendly approach used by an institution / individual for education and rehabilitation.
- Findings on how certain methods of work optimize learning in children.
- Play in the lives of disabled children.
- Regular school children's acceptance of special children in their classrooms.
- Building positive teacher attitudes and practices.
- Government schemes and policies for the disabled child – strengths and gaps.
- Advocacy for the child with special needs.

The format of the presentations should include a presentation of about ½ hour followed by discussion. A small group of teacher evaluators could do the assessment on the sport.
Seminar / Project in FCW

The students can undertake any specific project based on their fieldwork placement. The project can be of various types, such as case study of children under institutional care, street children, working children, girl child, women in shelter homes, dowry victims, etc. The students are required to make presentations of their projects in the classroom to be followed by discussion.
PLACEMENT IN INSTITUTIONS (ECCE)

Code: 34120 Cr: T0+P5 Pd/wk: 0+10 Marks: 125

Objectives

1. The students will develop skills of working with children in preschools, day care centres and balwadis etc.
2. The students will develop skills to plan programs and to execute them.

The experiences for the students should be in sequential manner as indicated below:

- Assisting teachers in routine tasks
- Planning and conducting specific activity
- Conducting several activities in a week
- Planning and conducting the week’s programme
- Writing reports and maintaining a file
ORGANISATION AND MANAGEMENT OF ECCE CENTRE (ECCE)

Code: 34123  Cr: T4+P0  Pd/wk: 4+0  Marks: 100

Focus

The need for proper planning, preparation and execution of ECCE programs presupposes sound training inputs both at the conceptual theoretical level as well as the practical skills level. The present course attempts to make the students aware of the concepts needs and measures of effective and efficient management in the aspects of materials, space, personnel and routines.

Objectives

1. To understand the concept of management and need for organization and management;
2. To know the different aspects of management;
3. To acquire the skills for organization and management of ECCE centres.

Unit I: Need and Concept of Management (10)
- Need – effective and efficient utilization of resources
- Concept – Goal orientation, resource identification/generation, organization, coordination of activities, record keeping, supervision, monitoring and evaluation, reporting.

Unit II: Material Management (12)
- Place/Building/Space – indoor and outdoor, amenities and facilities for indoors and outdoors, garden, play ground, storage requirements, maintenance aspects.
- Exercises – Planning of blue prints for ECCE centres in rural, urban and slum areas.
- Exercises – Preparing equipment lists for indoor and outdoor activities in different settings.
Unit III: Programme Management

- Planning programs for long term and short term (Annual plans, term plans, monthly plans, weekly and daily plans)
- Considerations in planning programmes for young children.
- Time table, daily diary, lessons preparing: preparing samples for practice.
- Planning and preparation, for activities/programmes for children catering to all round development of the child – make journal/files of activities.
- Individual vs. group needs.

Unit IV: Personnel Management

- Organisation and administration of ECCE centre
- Personnel selection and recruitment, qualities, roles, duties and responsibilities.
- Co-operation and co-ordination or personnel.
- Parent-teacher co-operation
- Supervision and monitoring, evaluation of personnel and programme
- Stresses (Organisation and Personnel)

Unit V: Documentation

- Admission / Intake policy, procedures
- Record keeping; accounts, registers, reports, progress
- Publicity, advocacy, public relations

Unit VI: Financial Management and resource generation

- Financial allocation, budgetary considerations
- Income – expenditure balance – spending statements, budget making
- Resource generation avenues: community participation and public utility resources, parental co-operation, welfare services and schemes.

References

WORKING WITH PARENTS AND COMMUNITY (ECCE/ECSN/FCW)

Code: 34124  Cr: T3+P1  Pd/wk: 3+2  Marks: 100

Focus

This course aims at enabling students to work with parents and the community in various situations, such as the parents of the special child (gifted, disabled, etc.) child in difficult circumstances, or even the parents of the normal child. It helps students to identify strengths of the parents and within the community as resource to meet the specific needs of children. Students will be thus better equipped to work with children in various categories by involving the parents and the community.

Objectives

1. Students will appreciate the importance of parent and community involvement for overall development of young children.
2. Students will be able to use effective methods and techniques for parent and community involvement.
3. Students will be enabled to develop appropriate skills to work with parents and the community.
4. Students will be able to plan programmes of parent education and involvement in school related activities and the community mobilisation as well.

Unit I: Need and Importance of Parent Education and Involvement (10)

- Understanding the concepts – parenting, parent – child relationship, parent education, parent involvement community education, community involvement and community mobilization.
- Need and importance of parent education for building better home-school relationships for overall development of children, for smooth functioning of school programme.
- Understanding different kinds of parent education programmes and roles parents can play as -
- participators and planners of programmes, parents' as advisors, volunteers and resource persons, scope of parent education programmes.
- Constraints in parent involvement and factors influencing a successful parent involvement programme.

Unit II: Parenthood: Its importance in Child Rearing Practices (8)
- Importance of parenthood and understanding parents as people.
- Understanding parental concerns in relation to -
  - Child rearing practices
  - Needs of parents
  - Issues emerging from the complexities of modern life.

Unit III: Community Education (10)
- Understanding the concept of community and community education with reference to -
  - types of community (rural, tribal, urban slums, etc.)
  - Characteristics and needs of community.
  - Different community agencies and services, their role in providing supportive services to parents.
- Child guidance clinics, day care centres, medical and referral services, community development centres.

Unit IV: Ways and Means of Parents Contact (10)
- Providing support for effective parenting through guidance and partnership with parents for overall child development.
- Importance and conduct of - parent-teacher conferences, parents meetings, news letters and resource centres for parents.

Unit V: Planning, Implementing and Evaluation of Parent Education programmes (10)
- Ways and methods of planning programmes, and understanding the processes involved in implementing programmes.
- Criteria for evaluation of parent programmes and parent involvement.
- General guidelines and ethical issues in working with parents.

Unit VI: Communication Strategies (10)
- Importance of communication.
- Factors determining the selection of appropriate methods and techniques of communication.
● Different approaches for communication: e.g. individual, group, and mass media.

● Preparing, using and evaluating the techniques and media, e.g. (i) pictorial aids, (ii) slides movie video films, (iii) posters, (iv) pamphlets, (v) puppets, (iv) radio talks, etc.

**Suggested Evaluation**

● Developing techniques for parent education.

● Planning, conducting and evaluating a parent’s programmes.

● Setting up/running a resource centre for parents.

● Preparing booklets, articles for parents.

● Maintaining and sharing children’s progress report with parents.

**References**


Sharma, V.P. (1981): Indian urban families: Child rearing practices and child growth, New Delhi: NCERT.


Werner, D., and Bowerk, B. (1983): Helping health workers learn (First Indian Ed.), New Delhi, Voluntary Health Association of India.
PLACEMENT IN COMMUNITY (ECCE)

Code: 34127  Cr: T0+P6  Pd/Wk: T0+P12  Marks: 150

Objectives

1. The students will develop skills to work independently with groups of children in the community.

2. The students will be able to plan programs to meet the needs of children.

3. The students will be able to work with young children.
   - The students will be placed in communities and they will conduct programs for children (3-8 years age group). Part of the placement may be in the primary schools, particularly standard I and II.
   - The students will conduct community interaction programs such as melas, campaigns.
INTERNSHIP (ECCE)

Code: 34128  Cr: T0+P4  Pd/Wk: T0+P8  Marks: 100

Objectives

1. The students will be able to work with specific target groups.
2. The students will be able to identify the needs, plan and execute suitable programs in an organisation conducting ECCE programme or primary school or community.
   - The internee will work for the entire period of internship in any one setting.

Placement Agencies

Preschools, day care centres, ICDS centres, Classes I & II of Primary schools, balwadis and creches.

Procedure for Evaluation

The evaluation of the student should be done both by the supervisor from the University/College as well as the agency. The criteria should be:
- Regularity and punctuality
- Ability to understand agency setting
- Ability to work in a team
- Initiative to organize a specific program
- Ability to raise fund
- Ability to handle difficult situations

Expected Outcome

The students will develop an insight into the organisational structure and administration of the agency / institution. They will learn to identify strengths and weaknesses of the program.
EDUCATION OF THE CHILD WITH SPECIAL NEEDS

Introduction

In our country a vast majority of children who are born with impairments or who acquire disability as they grow up are not able to receive formal education due to limited resources. The course Education of the Child with Special Needs is designed to prepare educators for children with special needs who can work in educational institutions and in the community. The focus is both on the needs of the child and on pedagogy. Although this course integrates input from the fields of special education and clinical psychology, an attempt must be made to focus on the child's development through education, giving only the essential emphasis to diagnosis and classification.

The objective of this course is to equip students to work with and teach children who have disabilities, disorders and difficulties so that educational opportunity can be made available to all children as guaranteed in our constitution.
PLACEMENT IN THE AREA OF SPECIALIZATION (ECSN)

Code: 24110  Cr: T0+P6  Pd/wk: 0+12  Marks: 150

Focus

For a thorough understanding of concepts and principles in an applied area of study, it is important to provide practical experience to students. Through the experience of placement, the students will be able to observe and interact with children who have special needs.

Objectives

1. To enable the students to integrate knowledge about children with special needs through observations and other practices in programmes.
2. To help students acquire familiarity with tools of assessment, to learn to prepare play and learning materials for children and to develop communication skills.
3. The students should be placed, if feasible, both in special programmes and in integrated programmes of care and education.

Unit I: The students are expected to learn the use of the following methods for understanding special children:
   - Observations at the programme and at home
   - Interview of parents and other family members
   - Checklists for describing children

Unit II: Familiarity with tools of assessment of children’s behaviour and development through their use:
   - Screening inventories
   - Developmental assessment scales
   - Standardized psychological tests (adapted and Indian)

Unit III: Visits to institutions and integrated programmes providing services to children with:
   - Mental retardation
   - Auditory impairment
- visual impairment
- cerebral palsy and orthopaedic disabilities
- learning disabilities
- mixed disabilities

**Unit IV:** Preparation of play and learning materials, toys and teaching aids to work with children.

**Unit V:** Developing communication materials for awareness, education and advocacy about disabilities and disorders (posters, pamphlets, leaflets). Using creative approaches for communication such as theatre, puppetry and music.

**Unit VI:** Meeting parents to:
- use listening skills and hear their points of view about the child's disability
- discuss child's development and education
- educate them about relevant issues
- provide moral and emotional support

Note: A record file should be maintained to document the assignments completed.
PRINCIPLES AND METHODS IN THE EDUCATION OF CHILDREN WITH SPECIAL NEEDS (ECSN)

Code: 34115          Cr: T4+P0          Pd/wk: 4+0          Marks: 100

Focus

In this paper the students are provided insights into important issues and processes with regard to intervention with and education of children who have disability and disorder, and therefore, have educational needs different from those of non-disabled children. The students must acquire knowledge about the various processes in the context of resources in India and the cultural ethos of the Indian society.

Objectives

To enable the students to:
1. Understand and practice the important principles of education of children with special needs;
2. Identify children who need special services for their education in special or integrated programmes;

Unit I: Introduction

- Need for special education with special needs
- Integrated education – its meaning and significance for child development
- Convergence of services of specialists
- Education policy, schemes and services for special and integrated education
- Legislation and implementation

Unit II: General Principles and Methods

- Identification of children for special education services
- Individualised education programme approach
- Preparation of non-disabled children and adults for main-streaming
- Role of technology in special education

(6) (10)
- Methods in home, centre, and community-based intervention
- Gender equity in education
- Adaptation in teaching and facilities

**Unit III: Early Childhood Intervention and Education**
- Significance of early childhood intervention (birth to 8 years).
- Methods of early stimulation – at home, at the centre and in the community.
- Classification to facilitate appropriate intervention.
- Assessment procedures for diagnosis – familiarity with observation checklists and standardized scales. Involving and empowering family in care, stimulation and education.
- Experiences in normalization – role of community.
- Counselling and therapy for the child and the family.
- Referral services.

**Unit IV: Children with Mental Retardation, Sensory Deficits, Learning Disability, Cerebral Palsy, Orthopaedic Disability and Communication Disorders**
- Objectives of education of children with different degrees of disability
- Use of IEP to impart instruction
- Methods of education at primary and secondary levels – special and integrated education
- Institution-based and community-based education
- Identification of training for pre-vocational skills
- Vocational avenues and preparation for vocations
- Guiding and strengthening family resources
- Methods of evaluating children in educational settings.

**Unit V: Children with Behaviour Difficulties and Disorders**
- Organizing classroom arrangements for children with temporary behaviour problems
- Behaviour modification techniques
- Educational provisions for children with ADHD, Autism, and other severe disorders
- Management techniques for children with high anxiety and maladjusted behaviours
- Counselling and therapy for the child and the family
Methods of evaluating children’s progress

References


PLACEMENT IN INSTITUTIONS (ECSN)

Code: 34121 Cr: T0+P5 Pd/wk: 0+10 Marks: 125

Focus

During this practical course, the students will work intensively with children having special needs in educational settings, both in group as well as one-to-one situations at different age levels. Since this would be their second practical in the area, by the end of this term, they should be competent educators.

Objectives

To enable the students to -

1. Acquire the skills of applying the principles and methods of educating children with special needs in institutions.
2. Develop the skills of participating in programmes of integrated education.
3. Develop an understanding of the role of the family in the child’s education.

Unit I: Use of survey methods to detect and screen for disability in childhood

Unit II: Procedures and methods in early stimulation of children (birth – 6 years) language and speech development
  ● sensory – motor activities
  ● social interaction

Unit III: Implementing educational practices in an institution (a special school/an integrated programme/a regular school)

Working with children who may have –
  ● mental retardation
  ● learning disability
  ● auditory impairment
  ● visual impairment
  ● behaviour disorders
  ● communication disorders
• mixed disabilities

• Practicing methods to enhance sensori-motor development, cognitive abilities, language skills, mathematical concepts and interpersonal competence at different levels in the programme.

• In an integrated programme, observing and participating in processes in the inclusion of children with disability, peer and teacher-child interactions, administrative arrangements.

**Unit IV: Meeting families to:**

• plan intervention programme

• discuss child’s progress and problems

• involve parents and siblings in socialization and education

• provide basic counselling and referrals to other allied services

**Unit V: Case-study of a child with special needs**
ORGANIZATION AND MANAGEMENT OF EDUCATIONAL PROGRAMMES FOR CHILDREN WITH SPECIAL EEDS (ECSN)

Code: 34125  Cr: T4+P0  Pd/wk: 4+0  Marks: 100

Focus

As the title suggests, in this paper the students will be introduced to the skills of being in-charge of programmes for children with exceptional needs, including both special and integrated programmes. While models of institution-based programmes are more easily available, the students must gain knowledge about strategies of working in communities where prevalence of childhood disability is high and resources are limited.

Objectives

To enable students to -
1. Become familiar with the significance of programming for children with special needs;
2. Have the skills to design and supervise small-scale centre-based and community-based programmes;
3. Develop skills to generate, mobilize and manage resources for conducting the programmes;
4. Acquire skills to provide integrated education for disabled children;
5. Have knowledge of methods of involving families and the community in the rehabilitation of disabled children.

Unit I: Introduction

- Significance of programming for disabled children in ‘least restrictive environment’. Historical review of services for disabled in India.
- Government and non-Government systems in education of the disabled.
- Large vs. small programmes.
- Integrated and segregated programmes.

Unit II: Resources in Programming

- Determining objectives and criteria for selecting nature and severity of disability. Concept of mixed education of children with different disabilities.
• Centre-based programming, community-based programming.
• Special considerations in providing infrastructure and resources.
• Physical arrangements: Suitability of building design, layout of indoor and outdoor spaces, design of rooms, toilets and playground. (4)
• Material resources: Equipment, furniture, teaching-learning materials, prosthetic equipment, and materials for creative expression, e.g. sand, clay, paints, printing blocks. (4)
• Human resources: (12)
• Special educators, administrators, assistants and support staff.
• Parents as resources.
• Roles, skills and qualities of special educators.
• Other team members – speech therapist, physiotherapist, clinical psychologist, paediatrician and social worker.
• Sensitization and refresher training of staff. Developing positive attitudes and accountability. Supporting, sustaining and strengthening staff.
• Budget and funds (4)
• Generating funds through Government and non-Government grants and donations
• Preparing a budget
• Managing the funds – income and expenditure
• Management of time in programming
• Records and reports (2)
• Maintaining stock registers, attendance records of staff and children.

Unit III: Models of Integrated Programmes (4)
• Special class in regular school
• Part-time placement in regular class
• Regular class placement with special facilities
• Regular class placement with no special facility

Unit IV: Resource Room (2)
• Its significance in education
• Special equipments, materials for play, creative expression and drama, indoor games, miniature museum for learning, VCR and Video films for education and recreation.
Unit V: Involving parents and volunteers in educational programmes (2)
  • Advocacy for community awareness and public support

Unit VI: Monitoring and Evaluation of Programmes (6)
  • Definition and objectives
  • Monitoring: weekly, monthly, term and annual records of programme elements. Staff meetings, meetings with parents and community, sue of observation notes, checklists and rating scales for monitoring children’s progress.
  • Evaluation: by the educator, of the educator, self-assessment, IEP records. Parents’ assessment and community perceptions of programme efficiency.
  • External evaluation

Unit VII: Case Studies (4)
  • of an institute of the government
  • of an NGO running a community based programme

References


PLACEMENT IN COMMUNITY (ECSN)

Code: 34129  Cr: T0+P6  Pd/wk: 0+12  Marks: 150

Focus
During this practical course, the students will work intensively with children having special needs in institutional settings as well as in the community. In order to strengthen community-based rehabilitation ventures, the students in this course should become competent in providing education to children who are not able to attend school. The students should be encouraged to try new approaches and use innovative, child-friendly methods.

Objectives
To enable the students to -
1. To enable students acquire the skills of applying the principles and methods of educating children with special needs in institutions and the community.
2. To develop in students the skills of participating in programmes of integrated education.
3. To develop in students the skills of integrating with families and the community in providing education to children with special needs.

Unit I: Use of survey methods to detect and screen for disability in childhood
Unit II: Procedures and methods in early stimulation of children (birth – 6 years)
   ● language and speech development
   ● sensory–motor activities
   ● social interaction
Unit III: Implementing educational practices in an institution (a special school/ an integrated programme/ a regular school)
   Working with children who may have –
      mental retardation
   ● learning disability
   ● auditory impairment
   ● visual impairment
• behaviour disorders
• communication disorders
• mixed disabilities
• Practicing methods to enhance sensori-motor developments, cognitive abilities, language skills, mathematical concepts and interpersonal competence at different levels in the programme.
• In an integrated programme, observing and participating in processes in inclusion of children with disability, peer and teacher-child interactions, administrative arrangements.

Meeting families to:
• plan intervention programme
• discuss child's progress and problems
• involve parents and siblings in socialization and education
• provide basic counselling and referrals to other allied services

Case study of a child with special needs

Unit IV: Implementing intervention and education in the community

Placement in a community-based initiative or programme to:
• Practice methods in home-based initiatives for stimulation, education and counselling.
• Provide education to disabled children using one-to-one teaching, child-to-child approach and existing schemes in education, such as Education For All, ICDS, Universal Primary Education, Non-formal Education.
• Interact with families to give support, seek support and provide guidance.
• Study the functioning of a programme in a community to note its –
• Objectives and philosophy
• Infrastructure
• Material and human resources
• Budget and funding
• Management strategies
• Acceptance by community
• Effectiveness in meeting goals
• Write Case-study of a community-based programme or organization.

Note: A practical file to record the assignments conducted should be maintained.
INTERNSHIP (ECSN)

Code: 34130  Cr: T0+P4  Pd/wk: 0+8  Marks: 100

Focus

During internship the students would be expected to understudy a professional worker such as a teacher of special children or a special educationist at a child guidance centre or a community worker dealing with special children. An attempt should be made to work with more than one category of professional. At the end of the internship tenure, the student should be able to understand and practice the principles and methods of working in contexts where children with special needs receive education, both in schools and the community.

Objectives

1. To provide first hand experience to students to undertake educational activities with children having special needs.
2. To enable students to observe and handle the tasks and responsibilities of being a child development worker involved in educating children with special needs.

Unit I: Types of placement agencies

- Schools that provide education to children with special needs in their regular programme
- Special schools for children with mental retardation, hearing impairment, visual impairment, learning disability, cerebral palsy, and orthopaedic disability.
- Anganwadis and balwadis that have children with special needs.
- Community-based programmes for families that may be involved in development and welfare work, and thereby deal with prevention, detection, and treatment of disabling conditions in children, and their education.
- Child guidance centres that employ special educators or child development specialists for guiding children and their parents to meet their educational needs.
Procedure for evaluation

- The evaluation of the students under internship should be done both by the supervisor from the University/College as well as the placement agency.

The criteria:

- Regularity and punctuality
- Ability to deal with children effectively
- Ability to deal with families effectively
- Ability to handle difficult situations
- Potential as an educator of children with special needs

Expected outcome:

- The students will develop an insight into the organizational structure and administration of the agency/institution. They will learn to identify strengths and weaknesses of the programmes.
STREAM III

FAMILY AND CHILD WELFARE

Preamble

This specialization course on Family and Child Welfare is designed to help students gain an insight into the life situation and the problems of the family in India and of the specific target groups like children, youth, women and the aged in the context of the family and the community. It also covers marginalized groups of children like street children, orphans and working children. It focuses on sensitizing the students to a developmental perspective and approach rather than emphasizing on welfare towards these target groups. In the light of the National goals of the human resource development, the course emphasizes the growth, development and well-being of the family and children by harnessing available resources within the family and the community. The course provides knowledge on governmental and non-governmental programmes and services for the family and child welfare. It attempts to equip students to work with families and children in difficult circumstances and help them identify the role of child development worker as a team member in the agency.

The course offers the following four papers.
3. Organisation of services for children and youth.

Family and Child Welfare

This course will enable students to gain an insight into the family as a social system and create awareness among them about the family disharmony due to various changes in the socio-economic scenario of the country. This will also help them to understand the developmental needs and problems of children, youth, women, the aged and the family as a whole due to family disharmony. The course will have the credit of 5 points. It will be offered as a basic course of specialization during the IV semester.
Legislation and the Policy Issues in Family and Child Welfare

The course will orient students on appropriate laws and policies pertaining to the family in general and children, youth, women and the aged in particular. This will help students to understand and critically examine legal and policy issues, which have implications for the family and child welfare.

The course will be offered during the V semester. It will have the credit of 4 points.

Organisation of Services for Children and Youth

The major thrust of this course is helping students to identify special target groups of children in difficulty circumstance and vulnerable group of youth who would require services for their growth and development. It will help them to get the historical perspective of various types of services for children and youth in the country. The course will have the credit of 4 points. It will be offered during the V semester.

Schemes and Programmes for Family and Child Welfare

The major focus of this course is to give knowledge about existing Govt. schemes and NGO programs in the field of family and child welfare. It will give relevant information of various services and programmes for women, aged and the families in crisis. The students will be encouraged to make use of family and child welfare services to meet needs of specific target groups. The course will have the credit of 4 points and it will be offered during the VI semester.

Field Placement

The students will be placed for work in appropriate agencies in the filed of family and child welfare during the third year. The major purpose of this placement is to help students to integrate classroom teaching to the filed practice. Their exposure to the field situation will facilitate the sensitization process and enable them to work with specific target groups like children, youth and women. The field placement provides and opportunity for developing self-awareness and for enabling the target group to make the best use of available resources. The placement in the Institutions will be in the V semester and the placement in the community will be in the VI semester. Each type of placement will carry the credit of 6 points.
Seminar/Project

The students will have to undertake any specific project based on their fieldwork placement. The purpose of this assignment is to get acquainted with the process of working in a team towards action oriented project. The projects will be of various types, such as case study of children under institutional care, street children, working children, girl child, women in shelter homes and dowry victims, or the critical analysis of the agency working for specific target groups. The students will make presentations of their projects in the classroom, which will be followed by discussions. This exercise will help students to work in a small group towards several tasks such as collection and compilation of data, formulating the project and suggesting suitable action for the specific target groups. This will carry the credit of 4 points.

Internship/Block Field Work

Fieldwork placement is an integral part of total curriculum of this specialisation course. In addition to the concurrent field placement, students need a job training. They will be provided an opportunity for job training through the internship in appropriate welfare agencies in the VI semester. This programme of internship will enable students to acquire practical skills to work with specific target groups like children, youth, women and the aged. The internship will be for 3 to 4 credit points.
PLACEMENT IN THE AREA OF SPECIALISATION (FCW)

Code: 24111  Cr: T0+P6  Pd/wk: 0+12  Marks: 150

Focus

The placement experience is to enable the students to develop the competencies for observations, draw inferences therefrom, and learning about the needs of children and youth and families in difficult circumstances in institutions on community settings.

Objectives

To enable the students to -

1. Observe and report programme in varied family and welfare settings both in institutions and in the community.
2. Learn to prepare play and learning resource materials appropriate of the setting and the group.
3. Develop communication skills for interacting with agency personnel and community members.

Unit I: The students will visit, observe and submit reports of varied programme related to family and child welfare.

Unit II: They will conduct activities under the guidance and supervision of teachers.

Unit III: They will develop and prepare materials and programme modules appropriate for specific agency activities.

Unit IV: Students will conduct ethnographic observations and focus group as well as individual interviews on selected welfare themes to develop sensitivity and communication skills.

Note: A record file be maintained to document experiences provided and assignments completed by each student.
LEGISLATION AND THE POLICY ISSUES IN FAMILY AND CHILD WELFARE (FCW)

Code: 34116 Cr: T4+P0 Pd/wk: 4+0 Marks: 100

Focus

The course focuses on selected and relevant laws and policies pertaining to the family in general and children, youth, women and the aged in particular. The major thrust of the course is on the orientation and critical appreciation of the legal and policy issues, which have implications for the family and child welfare.

Objectives

To enable the students to -
1. Gain knowledge about the laws relating to family and children.
2. Gain perspectives on various policies relating to children, youth, women and the aged.
3. Help to identify gaps in the existing policies on family and child welfare.
4. Get awareness about measures required to implement the policies effectively.

Unit 1: Historical perspective (3)
- Background leading to the development of legislation and policies in family and child welfare.
- Constitutional provisions for protection and welfare of children.

Unit II: Laws relating to children. (8)
- Child Labour (Prohibition and Regulation) Act, 1986.
- Hindu Law of Adoption.
- Guardianship-and Wards Act.

Unit III: National Policy for Children (3)
- salient features
- priority area
- gaps
Unit IV: United National Declaration of the Rights of Children
- U.N. Convention 1989
- National Plan for Children 1992
- International Perspective on Children’s Issues

Unit V: National Policy for Youth
- Salient features
- Gaps
- Need for comprehensive policy.

Unit VI: Laws relating to marriage
- Personal laws (Hindu, Christian and Parsee)
- Special Marriage Act, Child Marriage Restrain Act.
- Issues relating to child marriage.
- Widow marriage.

Unit VII: Laws relating to family.
- Divorce, maintenance, custody of children, succession, Family Courts Act.
- Implications for family and child welfare.
- Legal provisions against rapist, implications for victims of rape.
- Laws relating to dowry and implications for women.

Unit VIII: Policy on Women.
- National Perspective plan for women development.
- National Commission on women.
- International perspective on women development.

Unit IX: National Policy for the Ageing
- Rationale
- Implications for family welfare

Unit X: Overview of family and child welfare in the legal and policy Framework
- NGO forums.
- Networking.
- Role of social activists.
- Need for developing comprehensive family policy.
References


SEMinar/Project (FCW)

Code: 34119  Cr: T0+P3  Pd/wk: 0+6  Marks: 75

Focus

Students will be provided an opportunity to take up any specific project in the field of family and child welfare. The main purpose of this assignment is to facilitate teamwork for library search, collection, analysis and presentation of small-scale data in a group setting.

Objectives

1. Students will gain an experience to work in a team for a specific assignment.
2. Students will get knowledge and practical experience of project formulation on a small scale.
3. Students will get an experience to present their work in the seminar.
4. Students will carry out the following tasks in the individual or small group exercise.

Individual and Group Exercises

1. Identification of the topic of interest for the project.
2. Identification of relevant information and research work through library work.
3. Collection of data by interviewing clients/agency workers/other key persons.
4. Collection of secondary data through agency reports/records.
5. Compilation of data (analysis, tabulation, assembling data).
6. Report writing/writing case study (summarising the findings)
7. Presentation of the project report in the seminar.
SCHEMES AND PROGRAMMES FOR FAMILY AND CHILD WELFARE (FCW)

Code: 34117  Cr: T4+P0  Pd/wk: 4+0  Marks: 100

Focus

Students need to have knowledge about existing Government Schemes and NGO programmes in the field of family and child welfare. The major focus of the course is on disseminating information on various schemes of Central/State Government and programmes offered by NGOs for women, aged and interventions for the families in crisis.

Objectives

To enable the students to -
1. Gain knowledge on the schemes of the Central and State Government for family and child welfare.
2. Get relevant information about services for women aged and the family provided by Non-governmental Organizations at the state, national and international level.
3. Encourage and stimulate to be innovative in the use of existing services and to enable them organize qualitative services relevant to the target groups.

Unit I: Central and State Government Schemes for Women (4)
- Maternal and child health services, Antenatal and post-natal care, Family Planning Services.

Unit II: Literacy Programmes for Women (4)
- Adult literacy programmes, functional literacy, Condensed Courses (CSWB Programme), Vocational Training Programme

Unit III: Socio-economic Programmes for Women (8)
- CSWB Schemes, Programmes of the Ministry of HRD, Department of Women and Child Development, programme of Rural Development Department.

Unit IV: Services for Women in Distress (8)
- Rescue Homes
- Short Stay Homes
• Special Cell for Women in distress in the Police Stations
• Mahila Dakshta Samiti
• Government Reception Centres and State Homes for Women under Moral and Social Hygiene Programme.
• Protective Homes for Women and girls under the prevention of Immoral Traffic Act

Unit V: Agencies working for women
• SEWA, CHETNA, Ahmedabad, SWAADHAR, Bombay, Saheli, Delhi, Stree-Adhar, Pune, Stree-Muktí Sanghatana, Bombay, S.N.D.T. Women’s University, Mumbai, All India Women’s Council and its state branches, Women’s co-operatives, activists groups.

Unit VI: Services for the Aged
• Day Care Centres
• Old Age Homes
• Old age pension schemes

Unit VII: Agencies working for the Aged
• Help Age India
• Senior Citizens’ Association in Major cities
• Grant-in-aid programmes of the Central and State Government.

Unit VIII: Family Welfare Service
• Family counselling
• Legal aid
• Voluntary Action Bureau and Counselling Centres under CSWB programme.
• Family Courts
• Economic and other supportive services for families in distress.

Unit IX: Agencies working for the family
• Family Planning Association of India
• Family Service Centres/Family Welfare Agencies in major cities
• Foster Family project of CCF
• CASP PLAN projects

Unit X: Overview of family and child welfare services
• Five year plans, allocation of funds, thrust areas
• Gaps in the existing services and programmes
• Need for development of innovative programmes
References


PLACEMENT IN INSTITUTIONS (FCW)

Code: 34122  Cr: T0+P5  Pd/Wk: 0+10  Marks: 125

Focus

A distinctive feature of the teaching programme in family and child welfare is the emphasis laid on fieldwork placement as an integral part of the total curriculum. Field placement enables the student to integrate and reinforce the knowledge acquired in the classroom with actual practice under supervision of the teachers or the agency personnel. The field placement in institutions is organized in the V Semester.

Objectives

To enable the students to -
1. Get an understanding of the structure of Institutions and the programmes for specific target groups offered in the institutions.
2. Get an opportunity to plan and conduct some activities assigned by the institutional authorities.
3. Organize programmes for inmates in the institutions within available resources and raise funds, if required.

Agencies for field placement

Students will be placed in the institutions for orphan, destitute and neglected children, Observation Homes, Approved Schools, under J.J. Act, Institutions for blind/deaf, orthopaedically handicapped, Rescue homes for girls, short stay homes for women. Government institutions for women in distress and old age homes. Depending on the availability of such institutions in the area students will be placed for the fieldwork. If no such institution is available in the vicinity, students may be placed in Ashram schools or Municipal schools where they will get an opportunity to understand the problems and needs of the underprivileged children, and they will be able to plan and implement services like health, nutrition and sponsorship.
Some of the tasks of students during the placement in Institutions, include organizing children's camp to promote their self-esteem and self-expression, collection of clients' productions like jokes, stories, songs and putting them together in a newsletter and fund raising.

**Criteria for Evaluation**

1. Regularity and punctuality in attendance
2. Ability to understand the agency structure and programmes
3. Ability to understanding the needs of clients and sensitivity to their problems
4. Ability to work as a member of the agency team
5. Initiative to organize any specific programme
6. Involvement in the fund collection drive
7. Proper record maintenance
8. Understanding the role of child development worker as a team member.
ORGANIZATION OF SERVICES FOR CHILDREN AND YOUTH (FCW)

Code: 34126  Cr: T4+P0  Pd/wk: 4+0  Marks: 100

Focus

The course aims at helping students to identify special target groups of children in difficult situations and vulnerable groups of youth who would require services for their growth and development. The major thrust of the course is on enabling students to understand services in developmental perspective and as empowerment of people.

Objectives

To enable the students to -

1. Gain an insight into specific needs of various categories of children under difficult circumstances.
2. Identify several categories of youth who would require services.
3. Students will get knowledge on various types of services to meet the needs of children and youth.
4. Encourage and stimulate to use the existing services and to organize innovative programmes with quality, appropriateness and relevance to the target groups.

Unit I: Conceptual Understanding of the term “Children in difficult circumstances” (3)

Unit II: Causes and magnitude of the problems of each category of children under difficult circumstances (3)

Unit III: Needs and specific problems of children in different circumstances (3)

Unit IV: Child Welfare Services (3)

- Classification of services
- Institutional/Non-Institutional
- Supportive, supplementary, substitute family services
- Curative, preventive and developmental services

Unit V: Definitions of Welfare and Development (1)

Unit VI: Services for certain groups (8)
- Services for orphan, destitute, neglected, vagrant, delinquent children
- Institutional services, SOS children’s village, Orphanage, Foster Care, adoption.

Unit VII: Services for street and working children (3)
- Interventions strategies different models
- Shelter/night shelter
- Outreach programme
- Group Homes

Unit VIII: Services for children of prostitutes, abused children (1)

Unit IX: Services for children of working mothers (2)
- day care
- family day care
- factory creches

Unit X: Developmental Services (8)
- Integrated Child Development Services (ICDS)
- Non-Formal Education (NFE) for school drop-outs
- Sponsorship programmes for poor children
- Holiday Homes for children
- Programmes for adolescent girls

Unit XI: Agencies working for children (4)

Unit XII: Overview of services for children (2)
- Five year plans, allocation of funds for child development/welfare programmes
  - coverage
  - gaps

Unit XIII: Youth groups (2)
- urban youth
• rural youth
• tribal youth
• employed/unemployed youth
• youth in poverty groups
• student/non-student youth

**Unit XIV: Support services for youth development**

• counselling
• employment bureaus/career guidance
• sports and recreational activities
• Life style Education for youth
• NCC, NSS and youth camps
• AIDS/MIV, STD awareness programmes

**Unit XV: Agencies working for youth**

• Ministry of Human Resource Development, Department of Sports and Youth Affairs.
• Nehru Yuva Kendra
• YMCA, YWCA, Ramkrishna Mission, Vishwa Yuva Kendra, YUVA, Bombay

**Unit XVI: Overview of Youth Services**

**References**


PLACEMENT IN THE COMMUNITY (FCW)

Code: 34131  Cr: T0+P6  Pd/wk: 0+12  Marks: 150

Focus

Students require an exposure to the field situations so as to awareness about the problems in the urban and rural community and to develop appropriate attitudes and skills to work with the community.

Objectives

1. Students will gain an insight into the problems of the urban and rural community.
2. Students will develop appropriate attitudes to the people belonging to the under-privileged families and with specific problems.
3. Students will be able to plan suitable programmes to meet the needs of children, youth, women and the aged in the community.

Students will be placed in the ICDS projects, Family Welfare Agencies, Family Courts, Urban Community Development Centres, Child Guidance Clinics, Drug De-addiction and Counselling Centres, Special Cells for women in distress, Senior Citizens Councils, State Women's Council, State Council for Child Welfare, NGOs for Street and Working Children, Juvenile Guidance Centres, School Social Service projects, Rural Community Development Programmes, Tribal Welfare, etc.

Criteria for Evaluation

1. Ability to work in the unstructured setting.
2. Ability to relate to people in the disadvantaged sections of the society.
3. Ability to understand the needs of clients and sensitivity to their problems.
4. Initiative to organize any specific programme.
5. Involvement in the fund collection drive.
6. Ability to work with community leaders, Govt. and NGOs.
7. Understanding the role of the child development worker in the community development programme.
INTERNSHIP (FCW)

Code: 34132 Cr: T0+P4 Pd/wk: 0+8 Marks: 100

Focus

"Knowing does not automatically result in the ability to "do" or to "feel" which are necessary for professional development. In addition to the concurrent field placement, students need exposure to various settings in family and child welfare towards the end of the sixth semester third year to enable them acquire some experience of working with specific target groups like children, youth, women and the aged and get an insight into the organization and administration of services provided for them. The assignment will also provide an opportunity for students to get acquainted with innovative projects in the field of family and child welfare. It is a sort of job training for students.

Objectives

To enable the students to -
1. Get an opportunity for exposure to the functioning of the specific agency in the field of family and child welfare.
2. Get an experience of working with specific target groups.
3. Integrate classroom teaching to the field practice.

Placement Agencies

Urban Community Centres, Family Courts, Counselling Centres, Rescue Homes and Shelter Homes for Women, NGOs working for women in rural and tribal areas, SEWA, TWCA, NGOs working for street children, Sponsorship agencies.

Procedure for Evaluation Assessment of Students’ performance may be done on the following points:

1. Regularity and punctuality in attendance.
2. Ability to understand agency setting – its structure, objectives, programme contents and clientele.
3. Ability to work in a team.
4. Ability to be sensitive to the needs of clients.
5. Reporting.
6. Initiative to organize any specific programme.
7. Ability for fund raising, if required.
8. Ability to perceive the role of child development worker in the agency.

**Expected Outcome**

At the end of the internship students are expected to develop realistic perspective of the agency in which they were placed, identify strengths and weakness in the services and suggest suitable measures for improvement.
TEXTILES AND CLOTHING
INTRODUCTION

The field of Textiles and Clothing is vast and diversified, offering opportunities for a variety of careers. Presently the garment industry is poised for a multipronged growth in terms of dress designing, co-ordinating, garment making, sales-promotion and merchandizing. There is a felt need for embellishing garments and other items in innovative ways to create variety and attractive consumer items.

The present curriculum aims at emphasizing skill development besides equipping the students with a strong theoretical base as well as exposure to the relevant fields as follows:

Two main areas have been identified: Garment Designing (GD), Textile Designing (TD) including merchandising.
# B.SC. HOME SCIENCE – TEXTILE AND CLOTHING

## Core Courses Common to All Schemes

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Total 15 Papers
STREAM I – GARMENT DESIGNING

Today, Garment Industry is one of the flourishing industries giving employment to a large number of skilled workers. Its number is also on the increase and stress on the manufacture of quality products is drawing the attention of the industry. Systematized garment-making calls for skill in sewing techniques, development of designs, selection of suitable fabrics and supplies, effective colour combination, minimal fabric consumption stitching and finishing. As in any other enterprise product promotion through novel styles in design and sales promotion through effective techniques are equally important in order to create a good market. In addition to catering to the local/national market, with good workmanship, it can be an export-oriented enterprise too. The curriculum has been developed mainly to impart skills relevant to garment making of standard quality.
STREAM II – TEXTILE DESIGNING

Every one looks for variety and novelty in clothing for self-expression. In this context, Textile Designing is emerging into a much wider area day by day. Cottage level dyeing, printing and embroidering not only offer variety but also generated income, either an individual or a group of women trained can take up any one or some of these as an enterprise or career. The loan facilities available with some of the State governments and Banks can facilitate starting such of these enterprises. The curriculum has been developed to impart knowledge and skill in the areas of dyeing, printing, embroidering and weaving.

Goals

1. To train and develop competent professionals in the field of textile science and clothing, vis-à-vis the requirements of the industry at national and global level.
2. Acquire skills in the areas of Dress making and Dyeing and Printing
3. Take up enterprises in the above areas
4. Embellish the Textile items as an enterprise and
5. Make the right choice, use and care of textile items.

Objectives

To enable students to -
1. Be better conservators and consumers of textiles
2. Have hands on training in Dress making and Textile Designing and
3. Acquire better enterprise management skills
LAUNDRY SCIENCE (GD/TD)

Code: 25103  Cr: T3+P1  Pd/wk: 3+2  Marks: 100

Focus

Clothing and household linen are semi-durables. Fairly a substantial per cent of family budget is spent on them. Therefore to ensure maximum returns from them it is essential to extend the serviceability of these goods. Much of the appearances, comfort and durability depend on the way in which clothing is cared for. This course deals with this important aspect of family clothing as well as household linen.

Objectives

To enable the students to -
1. Acquaint with the materials, reagents, equipment and processes involved in laundering.
2. Teach them the differences in the laundering processes used for different fabrics.

Theory

Unit I: Introduction
- Classification and introduction to laundry process (2)
  - (i) Wet and (ii) dry cleaning.
- Materials and equipments in laundry (4)

Unit II: Water

Unit III: Soaps and Detergents (5)
  - Definition, Chemical nature, Manufacture, Properties and their cleansing action.

Unit IV: Bleaches (3)
  - Classification, Commercial Products, application of bleaches to various fibre fabrics.
Unit V: Additives used in laundry
- Optical brighteners: blueing agents vs. fluorescent whiteners.

Unit VI: Starches, stiffenings and softeners
- Various types and their characteristics, methods of application

Unit VII: Additional laundry agents
- Acidic, alkaline and others

Unit VIII: Principles of laundering
- Hand washing methods, washing machines, types and uses.

Unit IX: Care labels
- The two international systems of labelling. Laundering procedures for various fibre fabrics, precautions to be taken.

Unit X: Dry cleaning
- Technology – agents – classification

Unit XI: Stain Removal

Unit XII: Preservation and storage
- Apparel and household linen

Unit XIII: Disinfection of clothes

Practicals

Unit I: Stain removal

Unit II: Laundering of cotton, rayon, silk, wool and synthetics etc.

Unit III: Bleaching and whitening

Unit IV: Starching

Unit V: Care of household linen

Unit VI: Dry cleaning

Unit VII: Care of special items

References


Duelkar Durga (1976): Household Textiles and laundry work, Delhi Atmaram and Sons.


Munn Rankin and Hildreth: Textiles in the Home.


D'Souza, N., Fabric Care

INTRODUCTION TO FASHION ILLUSTRATION (GD/TD)

Code: 25104   Cr: T0+P4   Pd/wk: 0+8   Marks: 100

Focus

Producing sketches of different designs requires skills in depicting the design details over a proportionate figure. Therefore, the fundamentals of art drawing forms the basis of this course.

Objectives

To enable the learner to produce fashion sketches of the garments in an appealing manner with all the details.

Practicals

Unit I: Principles of figure drawing and sketching of body features (20)
Unit II: Drawing the human form from different angles:
  - Front, side, back.
Unit III: Rendering the figures in different postures with colours (25)
Unit IV: Drawing different silhouettes (10)
Unit V: Sketching styles for different age groups (32)

References

Course: Introduction to Fashion Illustration


CHILDREN’S CLOTHING – I (GD/TD)

Code : 25105          Cr: T1+P3          Pd/wk: 1+6          Marks P.100

Focus
Proficiency in garment making has been given its due importance in this course.

Objectives
To impart knowledge regarding the factors that affect making clothes for children and from the standpoint of texture, fabric, growth, development etc.

Theory

Unit I: Essentials of Children’s Clothing (5)
- Importance of clothing
- Psychological effect of clothing on children
- Effect of clothes and child’s growth
- Sociological and Psychological aspects of clothing

Unit II: Children’s Clothing (3)
- Factors to be considered while selecting and making children’s garments

Unit III: Clothing budget (2)
- Clothing and family budget. Children’s clothing budget in relation to clothing budget.

Unit IV: The Infant (4)
- Desirable features in infant’s clothing
- Safety and health
- Essential in the layette

Unit V: The Creeping Age (3)
- Functional design for the creeping age
- Garments for the creeping age
Unit VI: The Preschooler
Unit VII: School-going child

Practicals

Unit I: Drafting of child's basic bodice block

Unit II: Adaptation of Child's basic bodice block to various advanced designs
- Of Child's dress/bush shirt, skirts/trousers etc. and construction of these garments.

Unit III: Adaptation of basic block to child's rompers/sunsuits and Pedal
- Pushers, different types of frocks and their construction

Unit IV: Drafting of sleeve: basic and its variations

Unit V: Drafting of different types of collars suitable for children.

References

F. Aldrich: Matric Pattern for Women's Wear.
Sneek, Barbara: Marking Baby Clothes, New York, Taplingar
Tanous, Helen Nicol: Designing Dress Patterns, Illinois, Chas A. Bennettco.
Tate and Grissom: Family Clothing.
DYEING (GD/TD)

Code: 25106  Cr: T2+P4  Pd/wk: 2+8  Marks: P.150

Focus

Textile dyeing is done to give colour to an otherwise uninteresting fabric. Different fabrics require different dyeing / printing techniques as well as different dyes. Some of the dyeing techniques have been dealt with in this course. Practicals can be undertaken based on the supplies available.

Objectives

To enable the students to -
1. Impart knowledge pertaining to basic principles of dyeing.
2. Help develop creativity in designing through the principles of design.
3. Create awareness of use of different techniques of colouring textiles through the use of different dyes.

Theory

Unit I: Difference between dyeing and printing. Methods of dyeing: jet, (15)
  Jig, Winch, Warp Beam etc.
Unit II: A brief study of different types of dyes and their applicability to different fibres.(12)
Unit III: Styles of dyeing-Direct, resist and discharge styles involving varying dyed effects. (15)
Unit IV: Fibre, yarn and fabric dyeing. (6)

Practicals

Unit I: Simple dyeing of different fibre/yarn fabrics using suitable dyes (20)
Unit II: Identification of dyes. (10)
Unit III: Tie and Dye techniques. (25)
Unit IV: Batik (20)
Unit V: Introduction to use of different laboratory dyeing machines - (17)

References

EMBROIDERY – I (GD/TD)

Code: 25107  Cr: T1+P2  Pd/wk: 1+4  Marks: P.75

Focus

Though garment making is popular, embellishing certain parts of garments, enhances the beauty and appeal of the items prepared. Embroidery can play a vital role in upgrading the appearance and value of the products both in the textile and clothing forms.

Objectives

1. To develop taste in embroidering
2. To impart skill in simple hand and machine embroidery

Theory

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Practicals

- Preparation of 3 Consumers items using contemporary embroidering techniques. (25)
- Machine embroidery samples. (15)

References

Big Book of Needles Craft, Odhams Publications.
Creative Embroidery Designs, Ondonisha Publications.
Needle Craft by Reader's Digest.
FUNDAMENTALS OF MARKETING (GD/TD)

Code: 25108  Cr: T4+P0  Pd/wk: 4+0  Marks: P.100

Focus

Entrepreneurial management depends on a proper understanding of marketing, demand based on consumer wants, and product planning.

Objectives

1. To acquaint students with the difference between selling and marketing.
2. To give an understanding of the marketing concept.
3. To give a thorough understanding of product planning pricing and practices.

Theory

Unit I: Nature and role of marketing
- Meaning, nature and scope of marketing.
- Role and importance of marketing in modern economy
- The marketing systems.

Unit II: Product Mix
- Product Policy decisions - Industrial versus consumer goods marketing.
- Product life cycle
- Need for product innovations and their development for variety.
- Standardizing and grading.

Unit III: Pricing
- Pricing – economic concepts and objectives
- Pricing policies and strategies
- Pricing methods based on costs including breakeven analysis.

Unit IV: Distribution System
- Channels of distribution – types and functions – role of middleman
- Choice of distribution system with reference to clothing.
Unit V: **Sales, Promotion** (4)
- Sales Promotion strategies
- Roles and types of advertising
- Good Salesmanship

Unit VI: **Consumer demand** (4)

Unit VII: **Marketing Research** (10)
- Scope of marketing research as a feed back – types
- Stages of marketing research process
- Types of surveys

Unit VIII: **Practical group project on the above topics** (10)

Unit IX: **Consumer Education** (2)

References


TEXTILE TESTING (GD/TD)

Code: 25109          Cr: T2+P1          Pd/wk: 2+2          Marks: P.75

Focus
Quality of fabrics depends on their components. This course helps to learn the methods of testing fibre, yarn and fabrics.

Objectives
To acquaint students with the knowledge of fibre, yarn and fabric properties and their measurements.

Theory

Unit I: Introduction to textile testing
- Importance of textile testing
- Definition related to textile testing
- Sampling

(2)

Unit II: Fibre Testing
- Fibre dimensions and their measurement.
- Measurement of length, Staple length, effective length.

(6)

Unit III: Yarn Testing
- Yarn characteristics and their measurement
- Twist, crimp, strength.
- Yarn numbering systems – tex, denier, count.

(12)

Unit IV: Fabric testing
- Fabric count.
- Fabric thickness and fabric weight.
- Bow and Skewness, Dimensional stability.
- Tensile strength and tear strength.

(20)
- Colour fastness of fabric
- Air permeability
- Fabric stiffness
- Per cent moisture content and moisture regain.
- Introduction to Drapability and Abrasion resistance

**Unit V: Introduction to garment testing**

**Practicals**

**Unit I:** Determining of denier and count and conversions from one system to the other.

**Unit II:** Measurement of crimp.

**Unit III:** Assessing ends and picks per inch of different fabrics.

**Unit IV:** Calculating weight in grams per unit area of different fabrics.

**Unit V:** Observing skew and bow in fabrics and determining the width of the fabric.

**Unit VI:** Experiments to determine the dimensional stability of fabric.

**Unit VII:** Garment Testing.

**References**


ASTM Standards

COSTUMES OF INDIA (GD)

Code: 36110  Cr: T2+P1  Pd/wk: 2+2  Marks: 75

Focus

Indian culture is reflected partly in Indian Costumes. Costumes themselves speak about the blending of different cultures into the art of dressing. Modern clothing and its variety can be achieved through a basic understanding of the traditional costumes belonging to different regions.

Objectives

To enable the student to -
1. Identify the special features in the traditional clothing
2. Examine the influences of traditional costumes to the change in clothing practices.
3. Study the present day costumes.

Theory

Unit I: Costumes of Children (Infant to School going)  (5)
- Boy’s Costumes of different states of India.
- Girl’s costumes of different states of India.

Unit II: Costumes of Men  (3)
- Details of costumes, jewellery and accessories of men of different States.
- Special features.

Unit III: Costumes of Women  (3)
- Details of costumes, jewellery and accessories of Women of different states.
- Special features

Unit IV: Traditional Dance Costumes  (10)
- Bharat Natyam, Manipur, Oddissi, Kathak, Kathakali.

Unit V: Marriage Costumes of different States  (15)
- Costumes of separate occasions, eg. Pregnancy, religious occasions, death, etc.

Unit VI: Tribal Costumes of India  (10)
References


Roshan Alkaji: Costumes of India.

Dar: Costumes of India and Pakistan.


Lester Katherine: Historic Costumes, 1956.

Gazettes of India.

Census of India, India Census Commissioner.
APPAREL MAKING – I (GD)

Code: 35111  Cr: T1+P4  Pd/wk: 1+8  Marks:125

Focus

Garment making, as an enterprise needs certain relevant inputs to the entrepreneur. This course renders an exposure to these essentials.

Objectives

To enable the students to -
1. Familiarize with the essentials of Apparel Making.
2. Acquaint with the various steps involved in the apparel making system and to gain skill in making certain garments for persona/individual measurements.

Theory

Unit I: Experiments and Principles of Design
- Elements and Principles of Design as applied to Apparel designing

Unit II: Fashion
- Fashion Trends in fashion and changes

Unit III: (a) Body Measurements
- Anthropometric measures
- Method of taking body measurements for different garments

(b) Silhouettes
- Figure Types. Designing for different figure types

Unit IV: Pattern making
- Techniques, Flat pattern, Draping, Principles and application of flat patterns for different styles.

Unit V: Fabrics for Garment making
- Handling of different types of fabrics
- Estimation of material required for different garments
- Selection of fabrics for different garments

Unit VI: Fitting
- Problems and remedies

Practicals

Unit I: Preparation of personal basic blocks, fitting the blocks
(20)

Unit II: Adaptation of the blocks and stitching of petticoats, saree-blouse, Kameez, Night dress
(50)

Unit III: Drafting and making of Skirt, Churidhar, Salwar.
(15)

Unit IV: Introduction to Draping: Basic Pattern on Dress form
Basic upper block, Basic lower block and dart Manipulation.
(10)

References
Giselle, D. A., Berte, B.: Figure Types & Size Ranges, Fairchild Publication.
APPAREL AND TEXTILE MERCHANDISING (GD/TD)

Code: 35112  Cr: T4+P0  Pd/wk: 4+0  Marks: 100

Focus

Marketing and merchandising are essential for any enterprise. If not equally important, these are even more important, in this competitive business world. Product planning based on the consumer demand, pricing, knowledge in distribution system and the support, facilities, prevailing from the basis for this course.

Objectives

To enable the students to -
1. Orient about the financial and other supporting facilities available for starting enterprises.
2. Help plan and manage their resources.
3. Impart knowledge on different types of business organizations.

Theory

Unit I: Consumer demand and fashion Marketing, Fashion change and Consumer acceptance (3)

Unit II: Finance Function (8)
- Nature and scope of financial function
- Methods of financing
- Financial Planning
- Special financing institutions
- Government policies
- Preparation of balance sheets

Unit III: Business system – Ownership and Entrepreneurship (10)
- Launching a business enterprise
- Sole – Proprietorship
• Joint Stock Company
• Cooperatives

Unit IV: (a) Quality Control
(b) Status of the Industry

Unit V: Re-inforcement of pricing policies & Sales promotion techniques

Unit VI: Retain Fashion Merchandising

Unit VII: Fashion research and analysis.

Unit VIII: Introduction to Export Import Management
• Manual of Computer Documentation
• Global textile and apparel market

References

Books

Journals
Economic Times
Economic & Political Weekly
Business India
Textile Journal
Indian Textile Journal
EMBROIDERY – II (GD/TD)

Code: 35113    Cr: T0+P3    Pd/wk: 0+6    Marks: 75

Focus

Variety in fabrics/garments can be achieved through hand embroidery.

Objectives

To impart the techniques of embellishing household and clothing articles for consumer utility.

Practicals

Unit I: Making samples of traditional embroideries of Kashida of (84) Kashmir and Bihar, Kantha of Bengal, Kasuti of Karnataka, Embroidery of Kutch & Kathiawar, Zari embroidery, Phulkari of Punjab, Chamba, Chikankari of Lucknow, Manipuri, Applique Work. Quilting of Gujarat and Rajasthan of Bihar and Orissa.

References

Chattopadhyay and Kamala Devi (1975): Handicrafts of India, New Delhi, Indian Council of Cultural Relations.
Dongerker, S. (1951): The Romance of Indian Embroidery, Bombay, Thacker Company Ltd.
Marg – Embroidery
Calico – Embroidery
COMMERCIAl CLOTTHING – I (GD)

Code: 35114    Cr: T0+P4    Pd/wk: 0+8    Marks: P 100

Focus

Apparel industry is poised for growth. Endowed with aptitude and skill with creativity one can take up garment making as an enterprise. However, a strong foundation in the essentials of garment making is essential. This course meets this requirement. Since the aptitudes and innovative skills vary between individuals, it needs to foresee the problems of the students, to give the required guidance.

Objectives

To help develop confidence through skill in constructing different garments so as to prepare them to take up jobs in the garment industry and to be self-employed.

Practicals

Unit I: Principles of commercial tailoring (16)
Unit II: Importance of having accurate measurements, Measurements (8)
Unit III: Study of different figures types and proportions (2)
Unit IV: Problems of fit and their rectification (20)
Unit V: Different Methods, Sizing of Grading (20)
Unit VI: Construction of garments (minimum 3) including one gents shirt and trouser (30)
Unit VII: Costing of the garment of Calculating consumptions (10)
Unit VIII: Introduction to Industrial Machines of Accessories (6)

Note: Each student may limit herself to particular area of her choice, e.g. Children's clothes/Salwar Kameez, etc. She would take orders for those garments and execute them.

References

Goselle, D.A. and Nerte, B.: Figure Types and Size Ranges.
Juvekar, M.B.: Easy Cutting
Zarapkar: Zarapkar System of Cutting, Mumbai.
Minfred Aldrich: Metric Pattern Cutting.
APPAREL MAKING – II (GD)

Code: 35117  Cr: T0+P4  Pd/wk: 0+8  Marks: 100

Focus
This course is designed to give the additional skill in Garment making for the enterprise.

Objectives
To enable the students to –
1. Improve the skill in garment making
2. Impart more elaborate skills
3. Equip them with the techniques.

Theory
Unit I:  Dart manipulation and dart concealment techniques  (15)
Unit II:  Raglan and Kimono blocks and interpretation of various styles using these blocks. Types of gussets  (6)
Unit III: Sleeve styles  (16)
Unit IV:  Neckline and Collars  (15)
Unit V:  Stitching of dresses, Kameezes and tops using raglan and Kimono styles  (30)
Unit VI:  Stitching Housecoat, Kalidar kurta, Trouser, Skirt  (30)

References
CHILDRENS CLOTHING – II (GD)

Code: 35118       Cr: T0+P4       Pd/wk: 0+8       Marks: 100

Focus

On the basis of factors to be considered while clothing the children, designing clothes for them can be a fruitful attempt for an enterprise. Variety is important in children’s clothing. This course equips the student with the skills in designing clothing for children with the under mentioned objectives.

Objectives

To enable the students to -
1. Develop patterns from basic blocks for variety.
2. Develop one piece, 2-piece, 3-piece and other suits for children for different purposes.

Practicals

Unit I: Pre-School Age
- Principles of selecting fabrics, colour and textures (4)
- Planning design based on activities (6)
- Planning design based on purpose (10)
- Grading the designs (10)

Unit II: School going age
- Designing school going children’s clothing based on basic patterns and factors to be considered (15)
- Methods of providing self-help features (15)

Unit III: Fashion Designing
- Designing and pattern development for children for special occasions (52)
- Cutting and stitching 3 suits/dresses for special occasions
- Adaptation of commercial paper patterns – 1 garment
- Study of available readymade garments in market
References

Sneek, Barbara: Marking Baby Clothes, New York, Taplingar
Middred, T., Tate, Oris Glisson: Family Clothing, New York, John Willey & Sons.
Juvekar, M.B.: Easy Cutting, Ball Company, 166 Dr. Ambedkar Road, Dadar, Bombay 14 DD, 1967.
COMERCIAL CLOTHING – II (GD)

Code: 35119 Cr: T0+P4 Pd/wk: 0+8 Marks: 100

Focus
This course offers further exposure to commercializing garment making on the lines of the previous course.

Objectives
To develop confidence through skills in making different garments in vogue as a preparation to take up jobs in the industry and for self-employment.

Practicals

Unit I: Preparation of paper patterns for all age groups (minimum 10 designs) (40)

Unit II: Construction of garments (Minimum of 5) (using woven and knitted fabrics) – Making of dress and Lined dress, Salvar suit/other modern suits for ladies, men’s shirt (52)

Unit III: Use of available commercial paper patterns and make garments (10)

Unit IV: Creating a product line and displaying (10)

References
Goselle, D.A. and Nerte, B.: Figure Types and Size Ranges.
Juvekar, M.B.: Easy Cutting.
Zarapkar: Zarapkar Systems of Cutting, Mumbai.
Winifred Aldrich: Metric Pattern Cutting.
FIELD PLACEMENT (GD/TD)

Code: 35122         Cr: T0+P5         Pd/wk: 0+10         Marks: 125

Focus

In order to gain experience of working in an industry/factory the learner will be placed in the industry for a period of 140 hours.
SEMINAR (GD/TD)

Code: 35123  Cr: T2+P0  Pd/wk: 2+0  Marks: 50

Focus

This would enable students to gain a wider knowledge of what is going on in the world of industry and market and thus help her to take up the enterprise with confidence.
TRADITIONAL TEXTILES OF INDIA (TD)

Code: 35115  Cr: T6+P0  Pd/wk: 6+0  Marks: 150

Focus

Traditional woven textiles of India are considered pieces of art. They are popular for the intricacy of the art. This course deals with their method of manufacture, materials used, designs, dyes and motifs used. This enables the students to understand the art, which can form the basis for Textile Design.

Objectives

To impart knowledge about the traditional textiles of India.

Theory

Unit I: Dyes and printed textiles of India (15)
- Kalamkari (Painted and Block printed)
- Patola, Tie-and-Dye of Gujarat and Rajasthan.
- Andhra Pradesh: Pochampally, Telia rumals
- Tie and Dye of Tamil Nadu, Sungadi, Ikats of Orissa.

Unit II: Woven Textile of India (20)
- Brocades
- Shawls of Kashmir
- Muslins of Bengal
- Silks of Karnataka, Kashmir, Murshidabad, Varanasi, Assam, Tamil Nadu
- Cottons of Kerala

Unit III: Woven Sarees of India (30)

Unit IV: Khadi and Cottage Industries (5)
References

Chattopadhyay, Kamaladevi (1975): Handicrafts of India, New Delhi, Indian Council of Cultural Relations.
TEXTILE DESIGNING AND PRINTING (TD)

Code: 35116  Cr: T2+P4  Pd/wk: 2+8  Marks: 150

Focus

Fabrics are printed to give variety to the consumer. Simple printing technologies have been included, in the course given below, which require only reasonably low investment as an enterprise.

Objectives

To enable the students to -
1. Impart knowledge on the basic principles of printing.
3. Create awareness of different printing techniques.

Theory

Unit I: Essentials of Design

- Elements of Design-Colour systems and schemes: Principles and design (5)
- Classification of design: Structural and decorative, realistic, Abstract, Stylized and Geometric, traditional designs (15)
- Layout in design: Repeat; (15)
- To create a successful textile design for reproduction by different methods. (4)

Unit II: Methods of printing

- Fundamentals of printing-study of dyes and pigments for printing (12)
- Hand printing – painting, stencil, Block, spray, hand screen (10)
- Machine Printing – Flat Bed and Rotary, Screen, spray, Flock (15)
- Heat transfer, photo, lacquer. (15)
- Introduction to computer design softwares. (15)
Practicals

Unit I: Fabric painting (10)
Unit II: Block printing (15)
Unit III: Stencil printing (4)
Unit IV: Screen making of printing (20)
Unit V: Spray printing (4)

References

History of Indian Textiles, Ahmedabad, Calico Museum of Textiles.
WEAVING AND KNITTING (TD)

Code: 35120  Cr: T3+P4  Pd/wk: 3+8  Marks: 175

Focus

Structural fabric designs are produced mainly through different weaves. An understanding of the technology of simple weaving forms the body of this course.

Objectives

1. To develop ability to recognize different designs.
2. To develop ability to create basic weaves and novelty wears.

Theory

Unit I: Introduction to yarns
- Different types of yarns in detail.

Unit II: Weaving
- Introduction to weaving
- Terms used in weaving
- Loom its parts and working

Unit III: Preparation for weaving
- Introduction to warp and weft preparatory processes
- Weft rewinding and warp rewinding

Unit IV: Method of hand warping and beaming, principles and working horizontal sectional (drum) warper

Unit V: Different types of handlooms, dobby, box machines and Jacquard
- Principles and functions of Primary and Secondary motions
- Focus on Recent developments.

Unit VI: Various Draft and Peg Plan

Unit VII: Elementary weaves and their derivatives. Plain weave and its derivatives: Rib Hopsack, basket weave etc.
- Twill weave and its derivatives such as broken twill, transposed twill, waved twill, pointed twill, diamonds, diapers, herringbone twills. Curved, elongated, combination twill, fancy twill. (15)
- Satin and Sateen: Regular and irregular and their extensions. (4)

Unit VIII: Introduction to Complex weaves - huckaback, honey comb, leno, mock-leno, colour and weave effects, Bedford Cord, welt and pique, extra warp, extra weft figure fabrics, crepes, pile weave, spot design. (5)

Unit IX: Knitting – Technology, Types of knits, Designing of Knits, etc. (4)

Practicals

Unit I: a) Collection and identification of different weaves (4)
b) Collection and identification of different knits

Unit II: a) Analysis of woven samples for design, drafts, Peg plans and other particulars (15)
b) Analysis of knits (2)

Unit III: Calculation of warp and weft yarn consumption, setting of loom, sectional and peg warping, weaving of samples. (10)

Unit IV: Collection and weaving of samples on table looms or frame looms or card weaving (30)

Unit V: Constructing fabrics by other methods like, knitting, tufting, crochet, Macrame (5)

Unit VI: Introduction to computer aided designing for weaving softwares. (5)

References


Oelsner, G.H., A Handbook of Weaves, New York Over publication Inc.


APPLIED TEXTILES DESIGNING (TD)

Code: 35121    Cr: T0+P5    Pd/wk: 0+10    Marks: 125

Focus

Consumer appeal in ready to wear garments depends on the factors such as selection of suitable fabrics, prints, colours, textures etc.

Objectives

To develop creativity in formulation of design for different textiles.

Practicals

Unit I: Development of designs for different end uses and for execution by screen printing (flat bed and rotary). (10)

- Nursery prints for children's wear or furnishing
- Scarves
- Shirtings
- Dress Materials
- Furnishing
- Saris

Unit II: Analysis of different textile designs and their suitability for different purposes. (50)

Unit III: Introduction to Computer Aided Textile Designing. (80)

References


COMPOSITE HOME SCIENCE

(GENERAL HOME SCIENCE)
COMPOSITE HOME SCIENCE (GENERAL HOME SCIENCE)

Introduction

The programme has been formulated with a focus on intra-disciplinary perspectives. The course as designed herein offered variety of choices within each area of Home Science specialization with a possibility of cafeteria approach. The Institute and students can choose courses across Home Science disciplines relevant to their local milieu to promote development of entrepreneurship and self-employment skills. However, each area of specialization must be uniformly represented with a minimum of 12 credits and a maximum of 14 credits.

Goals

To develop an integrated programme useful for life and career for students and enable them to develop entrepreneurial skills.

Objective

To enable the students to acquire the knowledge and skills required for holistic understanding of the field of Home Science discipline.

To enable the students to acquire the knowledge and competence to teach and practice Home Science in relevant setting.
## B.SC. HOME SCIENCE – COMPOSITE HOME SCIENCE

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### Undergraduate Home Science

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**Semester IV**

Selected Specialization Courses from all areas
Credit - 20
Marks - 500

**Semester V**

Selected Specialization Courses from all areas
Credit - 20
Marks - 500

**Semester VI**

Selected Specialization Courses from all areas
Credit - 20
Marks - 450

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Total
60 Credits
3000
## FOODS AND NUTRITION

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<td>32127</td>
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50
# Textiles and Clothing

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<th>Courses</th>
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<tr>
<td>25104</td>
<td>Art &amp; Design</td>
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## RESOURCE MANAGEMENT

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<td>33130</td>
<td>Advertising &amp; Label Information</td>
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## HUMAN DEVELOPMENT

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<td>Life Span Development</td>
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<td>24005</td>
<td>Methods and Materials for working with children</td>
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<td>24008</td>
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<td>34018</td>
<td>Organisation and Management of ECCE Centres</td>
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<td>Principles of ECCE</td>
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<td>Schemes &amp; Programmes for Family &amp; Child Welfare</td>
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**Total Credits: 27**
# EXTENSION AND COMMUNICATION

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Total Credits: 37