MANGALORE UNIVERSITY

Model Curriculum

Program Name	**B.A**	Total Credits for the Program	**146 Credits**
Core	**Home Science**	Starting year of implementation	**2024-25**

Program Outcomes: At the end of the program the student should be able to:

(Refer to literature on outcome-based education (OBE) for details on Program Outcomes)

Programme outcomes

- PO-1-Deliver quality tertiary education through learning while doing.
- PO-2-Reflect universal and domain-specific values in Home Science.
- PO-3-Involve communicate and engage key stakeholders.
- PO-4-Develop the ability to address the complexities and interface among of self, societal and national priorities.
- PO-5-Generate multi-skilled leaders with a holistic perspective that cuts across disciplines.
- PO-6-Instill both generic and subject-specific skills to succeed in the employment market.
- PO-7-Foster a genre of responsible students with a passion for lifelong learning and entrepreneurship.
- PO-8-Develop sensitivity, resourcefulness and competence to render service to families, communities, and the nation at large.
- PO-9-Promote research, innovation and design (product) development favoring all the disciplines in Home Science.
- PO-10-Enhance digital literacy and apply them to engage in real time problem solving and ideation related to all fields of Home Science.
- PO-11-Appreciate and benefit from the symbiotic relationship among the five core disciplines of Home Science.

PAPER DESCRIPTION

SL.NO	SEMESTER	CODE NO. OF THE PAPER	TITLE OF THE PAPER
1	I		Principles of Food and Nutrition
			Principles of Food and Nutrition (Practical)
2	II		Fundamentals of Human Development
			Fundamentals of Human Development (Practical)
3	III		Introductory Textiles
			Introductory Textiles (Practical)
			Extension Education and Communication **(Elective)**
4	IV		Nutrition Through Life Cycle And Diet Therapy
			Nutrition Through Life Cycle And Diet Therapy (Practical)
			Fashion Designing **(Elective)**
			Teaching Materials For Early Childhood Education (**Compulsory Paper**)
5	V		Early Childhood Care And Education
			Early Childhood Care And Education (Practical)
			Resource Management
			Resource Management (Practical)
			Food Preservation (**Compulsory Paper**)
6	VI		Human Development And Family Dynamics
			Human Development And Family Dynamics (Practical)
			Interior Decoration
			Interior Decoration(Practical)
			Compulsory Paper : Internship Report

MANGALORE UNIVERSITY

Suggested programme structure for the Under Graduate Programmes Bachelor of Arts (B.A.) with one course with practical's

Semester	Course 1	Course 2	Course 3	Elective / Optional	Language	Compulsory	Total Credit	Total Working hours
I	5	5	5(3T+2P)		3+3	2	23	6+6+4+4+4+4+3=31
II	5	5	5(3T+2P)		3+3	2	23	6+6+4+4+4+4+3=31
III	5	5	5(3T+2P)	2	3+3		23	6+6+4+4+2+4+4=30
IV	5	5	5(3T+2P)	2	3+3	2	25	6+6+4+4+2+4+4+2=32
V	4+4	4+4	8[(2x3T)+2P]			2	26	5+5+5+5+4+4+4+2=34
VI	4+4	4+4	8[(2x3T)+2P]			2	26	5+5+5+5+4+4+4+2=34
						Total:	146	192

*5 credit course – 6 contact hours

* 4 credit course – 5 contact hours

*Languages 3 credit – 4 contact hours

Semester-I								
Sl. No	**Course Code**	**Title of the Course**	**Category of Courses Theory/Practical**	**Teaching Hours per Week**	**SEE**	**IA**	**Total Marks**	**Credits**
1		Principles of Food and Nutrition	**Theory**	**4**	**80**	**20**	**100**	**3**
2		Principles of Food and Nutrition	**Practical**	**3**	**40**	**10**	**50**	**2**
Semester-II								
Sl. No	**Course Code**	**Title of the Course**	**Category of Courses Theory/Practical**	**Teaching Hours per Week**	**SEE**	**IA**	**Total Marks**	**Credits**
1		Fundamentals of Human Development	**Theory**	**4**	**80**	**20**	**100**	**3**
2		Fundamentals of Human Development	**Practical**	**3**	**40**	**10**	**50**	**2**

Semester-III								
Sl. No	**Course Code**	**Title of the Course**	**Category of Courses Theory/Practical**	**Teaching Hours per Week**	**SEE**	**IA**	**Total Marks**	**Credits**
1		Introductory Textiles	**Theory**	**4**	**80**	**20**	**100**	**3**
2		Introductory Textiles	**Practical**	**3**	**40**	**10**	**50**	**2**
3	**Elective**	Extension Education and Communication	**Theory**	**2**	**40**	**10**	**50**	**2**
Semester-IV								
Sl. No	**Course Code**	**Title of the Course**	**Category of Courses Theory/Practical**	**Teaching Hours per Week**	**SEE**	**IA**	**Total Marks**	**Credits**
1		Nutrition Through Life Cycle And Diet Therapy	**Theory**	**4**	**80**	**20**	**100**	**3**
2		Nutrition Through Life Cycle And Diet Therapy	**Practical**	**3**	**40**	**10**	**50**	**2**
3	**Elective**	Fashion Designing	**Theory**	**2**	**40**	**10**	**50**	**2**
4	**Compulsory**	Teaching Materials for Early Childhood Education	**Practical**	**2**	**40**	**10**	**50**	**2**
Semester-V								
Sl. No	**Course Code**	**Title of the Course**	**Category of Courses Theory/Practical**	**Teaching Hours per Week**	**SEE**	**IA**	**Total Marks**	**Credits**
1	**HSC-1**	Early Childhood Care and Education.	**Theory**	**4**	**80**	**20**	**100**	**3**
2		Early Childhood Care and Education.	**Practical**	**3**	**40**	**10**	**50**	**2**
3	**HSC-2**	Resource Management	**Theory**	**4**	**80**	**20**	**100**	**3**
4	**Compulsory**	Food Preservation	**Practical**	**2**	**40**	**10**	**50**	**2**

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Semester-VI								
Sl. No	**Course Code**	**Title of the Course**	**Category of Courses Theory/Practical**	**Teaching Hours per Week**	**SEE**	**IA**	**Total Marks**	**Credits**
1	**HSC-1**	Human Development and Family Dynamics	**Theory**	**4**	**80**	**20**	**100**	**3**
2	**HSC-2**	Interior Decoration	**Theory**	**4**	**80**	**20**	**100**	**3**
3		Interior Decoration	**Practical**	**3**	**40**	**10**	**50**	**2**
4	**Compulsory**	Internship report	**Practical**	**2**	**40**	**10**	**50**	**2**

Note: Compulsory papers are taught either in any one 4^{th}, 5^{th}, or 6^{th} semester

Programme objectives

By learning Home Science, the students will be capable of

- To introduce the students to the field of Home Science.
- To produce comprehensive knowledge of each approaches.
- Put into practice decision making and problem solving skills to make informed choices, develop sensitivity towards the need of family and society.
- To help and execute need based, multidisciplinary action oriented activities for improving the quality of life.
- Develop lifelong ability to absorb knowledge and apply effectively to meet the challenges to ever changing life.
- promote entrepreneurship skill
- Develop the skills required to opt for higher education and career.

Programme outcomes

- PO-1-Deliver quality tertiary education through learning while doing.
- PO-2-Reflect universal and domain-specific values in Home Science.
- PO-3-Involve communicate and engage key stakeholders.
- PO-4-Develop the ability to address the complexities and interface among of self, societal and national priorities.
- PO-5-Generate multi-skilled leaders with a holistic perspective that cuts across disciplines.
- PO-6-Instill both generic and subject-specific skills to succeed in the employment market.
- PO-7-Foster a genre of responsible students with a passion for lifelong learning and entrepreneurship.
- PO-8-Develop sensitivity, resourcefulness and competence to render service to families, communities, and the nation at large.
- PO-9-Promote research, innovation and design (product) development favoring all the disciplines in Home Science.
- PO-10-Enhance digital literacy and apply them to engage in real time problem solving and ideation related to all fields of Home Science.
- PO-11-Appreciate and benefit from the symbiotic relationship among the five core disciplines of Home Science.

HOME SCIENCE
SEMESTER-I

Course Title: **PRINCIPLES OF FOOD AND NUTRITION**	
Paper Code: **SHSCT101**	Course Credits: 3
Total Contact Hours: 52Hrs	Duration of ESA/Exam: 3 Hrs

Course objectives:

- To know about nutrients and its functions in the body.
- To acquire knowledge about methods of cooking.
- To get the idea about meal planning.
- To gain ideas about food preservation.
- To built skills on food handling and storage.
- To understand the concepts of an adequate diet and the importance of meal planning
- To know the factors affecting the nutrient needs during the life cycle and RDA for various age groups.
- To acquire skill in planning. Preparing diets in health and disease
- To understand the Physiology of Pregnancy and Lactation and how these influence nutritional requirements.

Course Learning Outcomes (CO)

At the end of the course students will be able to

- CO1: Become a healthy mother/father, care taker and a good guide in bringing up children in healthy environment
- CO2: Exhibit the skills to work as diet planners and counselors in hospitals.
- CO3: Take up self-employment in various foods production units.
- CO4: Apply the knowledge to preserve food at household level.
- CO5: Reflect the knowledge on functions, requirements and effects of deficiency of various nutrients.
- CO6: Work as a manager in canteen, service staff, owner of a canteen, restaurant, cabin crew, assistant community health worker, a good care taker of the self, family and others.

SEMESTER I
PRINCIPLES OF FOOD AND NUTRITION

Paper code: SHSCT 101	
Number of Theory Credits	**Number of lecture hours/semester**
3	**52**

CONTENT	52 Hrs.
Unit – 1 Introduction to Nutrition	**13 Hrs**
1. Terminology – Nutrition, Health, Food, Nutrient, Malnutrition, RDA. 2. The relation of good nutrition to normal physical development and sound health 3. Classifications of nutrients. 4. Classification of food. 5. Improving nutritional quality of food – Germination, Fermentation Fortification 6. Food Preparation. a. Basic Terminology – Blanch, beat, blend, broil, caramelize, cream. b. Methods – Boiling, steam Cooking, Stewing, Frying, Baking, and Pressure Cooking.	
Unit – 2 Nutrients	**13 Hrs**
1. Energy-Definition, Gross and Physiological energy value of food using bomb calorie meter. 2. Basal metabolic rate – definition, factors affecting BMR. 3. Carbohydrates – Classification, function sources. 4. Protein – Classification, functions, sources, requirements, effects of deficiency. 5. Lipids – Classification, functions, sources.	
Unit – 3 Minerals	**13 Hrs**
1. Macro minerals – Functions, sources, requirements and effects of deficiency of Calcium, Potassium. 2. Micro minerals – Functions, sources, requirements and effects of deficiency of Iron, Iodine.	
Unit –4 Vitamins	**13 Hrs**
1. . Vitamins – Classification – Water soluble ‘B’ and ‘C’, Fat Soluble – A, D, E, K. – Functions, sources, requirements, effects of deficiency.	

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	Program Outcomes (POs)										
	1	2	3	4	5	6	7	8	9	10	11
Become a healthy mother/father, care taker and a good guide in bringing up children in healthy environment.				X		X	X	X			
Exhibit the skills to work as diet planners and counselors in hospitals.											
Take up self-employment in various foods production units.		X		X			X			X	
Apply the knowledge to preserve food at household level.		X		X		X					X
Reflect the knowledge on functions, requirements and effects of deficiency of various nutrients.	X	X								X	
Work as a manager in canteen, service staff, owner of a canteen, restaurant, cabin crew, assistant community health worker, a good care taker of the self, family and others.		X	X							X	X

Pedagogy-Theory:

Formative Assessment = 100 marks	
Assessment Occasion / type	**Weightage in Marks**
Assignment 1	5
Assignment 2	5
Project	10
Total	**80 marks + 20 marks = 100 marks**

Practical Course:

Paper Code: SHSCP 101	
Total Contact Hours: 52 Hrs	Course Credits:2
List of Experiments to be conducted	
Unit 1: a) Standardization of Weights and Measures. b) Illustrate Food pyramid.	
Unit 2: Demonstration of different methods of cooking. a) Boiling, steaming b) Pressure cooking, shallow and deep fat frying c) Dry heat -baking	

Unit 3: Identification of nutrient rich foods and preparation of any three nutrient rich foods.
Unit 4: Food preservation by salt, sugar and dehydration methods.

Pedagogy-Practical:

Formative Assessment = 50 marks	
Assessment Occasion / type	**Weightage in Marks**
Model Exam	5
Project	5
Total	**40 marks + 10 marks = 50 marks**

References:

Gopalan. C, RamaSastry B.V., and S.C. Balasubramanian (2009), Nutritive value of Indian Foods, NIN.ICM, Hyderabad.

Hugher C., Bennion M. (1970): Introductory Foods, 5th Edition., Macmillan Company

Mudambi S R and Rajagopal M V, (2008), Fundamentals of Foods, Nutrition & diet therapy by New Age International Publishers, New Delhi.

Robinson C H Lawler M R., Chenoweth W L and Garwick A. E. (1986) Normal and
Therapeutic Nutrition, 17th Edition, Macmillan Publishing Co.

Srilakshmi B, (2007), Dietetics. New Age International publishers. New Delhi

Srilakshmi B, (2002), Nutrition Science. New Age International publishers. New Delhi

Swaminathan M. (2002), Advanced text book on food and Nutrition. Volume I. Bappco.

Swaminathan M S (1985) Essentials of food and nutrition fundamentals Aspects VII: Applied Aspects Williams S. R. (1989), Nutrition and Diet Theory, 4h Edition Mosley Co.

B.A HOME SCIENCE
II SEMESTER

Course Title: **FUNDAMENTALS OF HUMAN DEVELOPMENT**	
Paper Code: **SHSCT151**	Course Credits: 3
Total Contact Hours: 52Hrs	Duration of ESA/Exam: 3 Hrs

Course Objectives:

- To gain insight into the evolution of the study of Human development.
- To understand the theoretical perspectives in Human development.
- To understand the methods of studying Human development.
- To gain knowledge on the developmental foundations.
- To understand the pre-natal period.
- To sensitize the students to the importance of early childhood years and preschool education.

Course Learning Outcomes (CO)

At the end of the course students will be able to:

CO1: Explain the need and the importance of studying human growth and development across life span.

CO2: Identify the biological and environmental factors affecting human development.

CO3: Describe the characteristics, needs and developmental tasks of different stages in the human life cycle

CO4: Discuss the special features characteristic of each stage and its impact on the next stage

CO5: Explain the broad theoretical perspectives of different researchers.

FUNDAMENTALS OF HUMAN DEVELOPMENT

Paper Code : HSCT151	
Number of Theory Credits	**Number of lecture hours/semester**
3	**52**

CONTENT	52 Hrs.
Unit – 1	**13 Hrs**
Chapter No. 1 Human Development – Definition, needs, and Scope; Domains of Development: **Chapter No. 2** Concept and principles of Growth and development; Factors influencing growth and development. **Chapter No. 3**Methods of studying Human development, prenatal development **Chapter No. 4** Fertilization, Pregnancy–Signs, Symptoms, Complications, Discomforts; Stages of Prenatal Development **Chapter No. 5** Child Birth - Process and types, Birth complications	
Unit – 2	**13 Hrs**
Chapter No. 6. Infancy - Definition, Significance, Developmental Tasks, and developmental milestones; Physical growth, reflexes and perceptual abilities, Immunization Schedule; **Chapter No. 7.** Early Childhood Years- Definition, Developmental tasks; physical, motor, intellectual, language, emotional, social developmental milestones. importance of preschool education and Significance of play for all-round development **Chapter No. 8.** Piaget's cognitive Theory and Erik Erickson's Personality Theory.	
Unit – 3	**13 Hrs**
Chapter No. 9 The Middle Childhood Years - Definition, Developmental tasks. Highlights of Physical, Social, Emotional, Intellectual development. Significance of school and functions; Importance of extra-curricular activities, Peers - Importance and Influence, Interest development.	
Unit –4	**13 Hrs**
Chapter No. 10 Role of Parents and Disciplinary Techniques; Role of siblings, peers and others in the development; Behavior problems	

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	Program Outcomes (POs)										
	1	2	3	4	5	6	7	8	9	10	11
Explain the need and the importance of studying human growth and development across life span.				X		X	X	X			
Identify the biological and environmental factors affecting human development.				X		X	X	X			
Describe the characteristics, needs and developmental tasks of different stages in the human life cycle		X		X			X			X	
Discuss the special features characteristic of each stage and its impact on the next stage							X				
Explain the broad theoretical perspectives of different researchers.	X	X					X			X	

Pedagogy-Theory:

Formative Assessment = 100 marks	
Assessment Occasion / type	**Weightage in Marks**
Assignment 1	5
Assignment 2	5
Project	10
Total	**80 marks + 20 marks = 100 marks**

Practical Course:

Paper Code: SHSCP 151	
Total Contact Hours: 52 Hrs	Course Credits:2
List of Experiments to be conducted	
1. Prepare an album on the stages of prenatal development.	
2. Organize a lecture/workshop for parents on importance of the nutrition/ Needs of preschool children.	
3. Develop an activity to foster cognitive development in school children.	
4. Conduct creative Activities for children and prepare activity chart.	

Pedagogy-Practical:

Formative Assessment = 50 marks	
Assessment Occasion / type	**Weightage in Marks**
Model Exam	5
Project	5
Total	**40 marks + 10 marks = 50 marks**

References:

1.	Baradha G, (2007) "Basics of Human Development" Sarvodalaya Press, Avinashilingam Education Trust Institutions, Coimbatore.
2.	Berk, L.E. (2005). Child development (5th ed.). New Delhi: Prentice Hall.
3.	Bhangaokar, R.,&Kapadia, S. (in press). Human Development Research in India: A historical overview. In G. Misra (Ed.), Hundred years of Psychology in India. New Delhi:Springer.
4.	Feldman, R., & Babu, N. (2009). Discovering the life span. New Delhi: Pearson
5.	Kakar, S. (1998). The inner world. Psychoanalytic study of childhood and society in India Delhi: Oxford University Press.
6.	Kapadia, S. (2011). Psychology and human development in India. Country paper. International Society for the Study of Behavioral Development Bulletin Number 2, Serial No. 60, pp.37-42.
7.	Keenan, T., Evans, S., & Crowley, K. (2016). An introduction to child development. Sage publication.
8.	Lightfoot, C., Cole .M. & Cole, S. (2012). The development of children (7^{th}edition.).New York: Worth Publishers.

HOME SCIENCE
SEMESTER-III

Course Title: **INTRODUCTORY TEXTILES**	
Paper Code: **SHSCT201**	Course Credits: 3
Total Contact Hours: 52Hrs	Duration of ESA/Exam: 3 Hrs

Course Objectives:

- To study the basics of textile.
- To understand the principles of printing & dyeing
- To assess the product properties and predict its performance during use.
- To study on laundering
- To develop skill in care of clothing
- To improve knowledge in manufacturing process of fabric.
- To access ideas on fabric finishes.
- To acquire skills in weaving.

Course Learning Outcomes (CO)

At the end of the course students will be able to:

- CO1: Understand the structure and production techniques of various natural and manmade fibers and their physical properties.
- CO2: Understand the various conventional and non-conventional techniques of yarn spinning.
- CO3: Demonstrate an understanding of various types of fabric forming methods.
- CO4: Gain understanding of quality parameters for fiber, yarn and fabrics.
- CO5: To introduce the basic scientific concepts related to processing and production of textiles.

SEMESTER III

INTRODUCTORY TEXTILES

Paper Code : SHSCT201	
Number of Theory Credits	**Number of lecture hours/semester**
3	**52**

Content	52Hrs
Unit–I Textile, Yarn and Fabric Construction	**16 Hrs**
Chapter 1- Meaning, Importance and Scope of Textiles, Classification of Natural and Manmade fiber.	
Chapter 2- Manufacturing process and properties of Cotton, Silk, Wool, Nylon, Polyester, Classification of Yarns, Yarn Twists and Counts.	
Chapter 3- Parts of a Basic Loom – Shuttle, Heddle, Reed, Warp beam & Cloth Beam Basic; Weaving operation – Shedding, Picking, Beating, taking in and Letting off. **Chapter 4-** Basic Weaves – Plain Weave, Basket Weave, Rib, Twill, Satin, Fancy weaves –Leno, Pile and Jacquard.	
Unit -II - Finishing	**12 Hrs**
Chapter 5: Objectives, Classification Finishes - Aesthetic Finishes (Singing, Bleaching, Mercerization, Tentering, Shrinking, Weighting, Calendaring, Sizing, Embossing and Napping).	
Chapter 6: Finishes for enhancing special character- (Fireproof, Waterproof, and Mildew proof.	
Unit -III Laundering	**6 Hrs**
Chapter 7: Laundry Procedures, Materials, Stain Removal, Common Laundry Problems and Remedies.	
Chapter 8: Dry Cleaning – Meaning, Methods and Advantages & Disadvantages.	
Unit -IV Processing of Fabric	**18 Hrs**
(a) Printing And Dyeing **Chapter 9:** Introduction, Principles of dyeing, Methods of dyeing (dope, fiber, yarn, fabric and garment) Various methods of Printing, Difference between Dyeing and Printing.	

Chapter 10: Synthetic Dyes: (Direct, Azoic, Basic, Vat, Solubilized vat dyes, Sulphur, Acid, Mordant, Natural, Reactive and Disperse)

Natural Dyes: (Classification, their application and ecological concern)

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	Program Outcomes (POs)										
	1	2	3	4	5	6	7	8	9	10	11
Understand the structure and production techniques of various natural and manmade fibers and their physical properties.				X		X	X	X			
Understand the various conventional and non-conventional techniques of yarn spinning.		X		X			X	X			
Demonstrate an understanding of various types of fabric forming methods.		X		X			X			X	
Gain understanding of quality parameters for fiber, yarn and fabrics.		X		X	X	X	X	X			
To introduce the basic scientific concepts related to processing and production of textiles.	X	X					X			X	

Pedagogy-Theory

Formative Assessment = 100 marks	
Assessment Occasion / type	**Weightage in Marks**
Assignment 1	5
Assignment 2	5
Project	10
Total	**80 marks + 20 marks = 100 marks**

Course Title	**INTRODUCTORY TEXTILES**	Practical Credits	**2**
Course code.	**SHSCP201**	Contact hours	**52 hrs / 13 Sessions**

List of Experiments to be conducted

1. Fiber Identification Test-

    A) Visual test.

    B) Burning test and

    C) Microscopic test

    (Cotton, Silk, Wool, Rayon, Polyester & Nylon fibers)

2. Use and care of sewing machine

3. Basic Embroidery

4. Weaving- Making samples of the following:

    A) Plain- Basket Ribbed.

    B) Twill- Even and Uneven

    C) Sateen Warp and Weft Face

5. Dyeing & Printing –Block/spray/stencil/tie &dye/batik

Visit to spinning/weaving/dyeing/printing unit

Pedagogy-Practical:

Formative Assessment = 50 marks	
Assessment Occasion / type	**Weightage in Marks**
Model Exam	5
Project	5
Total	**40 marks + 10 marks = 50 marks**

References	
1	Hollen and Saddler J (1995): Textiles latest Ed., Mac Millan and Co., New York.
2	Mullick P.,(2012), “Text Book of Home Science ”Kalyani Publishers. New Delhi.
3	Potter and Cob man “Fiber to Fabric”.
4	Dorothy Burhan “A Textile Terminology”
5	Hert K.P.” Textiles fibers and their use”, IBH Publishing co.
6	Durga.Denikar “Household Textiles and Laundry” Abnaram L Sons Delhi.
7	Corbman. B. P (2001): Textile Fiber to Fabric, McGraw Hill, New York
8	Peter. R. Lord, (2003). Handbook of Yarn Production, Wood head Publishing Ltd, England.
9	Kothari, V. K, (2010). Progress in Textile Science, Vol I, II and III, IAFL Publications, New Delhi.
10	Seema Sekhri, (2011). Textbook of Fabric Science, Fundamentals to finishing, PHI Learning Private limited, New Delhi.
11	Dr.SushmaGuptha, neeruGarg, RenuSaini (2003)” Text Book of Clothing and Textiles” Kallyani publishers, ludhiyana, New Delhi.
12	Ziffzer – clothing construction practicals –prasaranga, Mysore University

HOME SCIENCE
SEMESTER-III

Course Title: **Extension Education and Communication**	
Paper Code: **SHSCE201**	Course Credits: 2
Total Contact Hours: 32 Hrs	Duration of ESA/Exam: 2 Hrs

Course objectives:

- To understand the basic concepts and philosophy of extension education.
- To explore the principles and methods of communication in the context of rural and community development.
- To develop skills for planning, implementing, and evaluating extension programmes.
- To understand the role of extension in disseminating scientific and developmental information.
- To build competencies in the use of modern and traditional communication tools for extension work.

Course Learning Outcomes (CO)

At the end of the course students will be able to:

- CO1: Gain knowledge of the structure and functions of extension systems in India.
- CO2: Acquire the ability to design and deliver effective communication strategies for rural and urban audiences.
- CO3: Analyze and apply various extension teaching methods**,** including group discussions, demonstrations, and campaigns.
- CO4: Develop awareness of community needs and participatory approaches in developmental work.
- CO5: Prepare students for careers in NGOs, development agencies, media communication, and community outreach programmes.

SEMESTER III
EXTENSION EDUCATION AND COMMUNICATION

Paper code: SHSCE201	
Number of Theory Credits	**Number of lecture hours/semester**
2	**32 HOURS**

CONTENT	32 Hrs.
Unit – 1 Extension Education	**8 Hrs**

1.1 Extension Education Definition, meaning, objectives, principles, scope, and Qualities of an Extension facilitator.

1.2 Home science extension – Concept, definition, objectives, and philosophy, Contribution of Home Science Extension towards development of society.

Unit – 2 Extension Teaching Methods & Media Communication	**12 Hrs**

2.1 Definition, Aims and objectives, classification. Each of the Extension methods merits and limitations.

2.2 Audio visual aids – definition, role of visual aids in teaching, important audio, visual and other extension methods for effective teaching.

2.3 Visual Media - it's preparation and usage for the following: -

a. Electronic Media - i. Radio ii. Television iii. Films. Group Media and it's usage in Extension

b. Print Media - i. News Paper ii. Magazines. Mass media and their uses for extension

c. Folk Media - Meaning and Characteristics ii. Major Indian Folk forms

iii. Importance of Folk forms.

Unit – 3 Extension Training Methods	**12 Hrs**

3.1 Lecture, Group Discussion, Seminar, Panel discussion.

3.2 Symposium, workshop, case study, role play, simulated method, video conferencing.

3.3 Leader and leadership – types, styles, qualities, functions, advantages, and disadvantages of working with the leaders.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	Program Outcomes (POs)										
	1	2	3	4	5	6	7	8	9	10	11
Gain knowledge of the structure and functions of extension systems in India.				X		X	X	X			
Acquire the ability to design and deliver effective communication strategies for rural and urban audiences.				X		X	X	X		X	
Analyze and apply various extension teaching methods, including group discussions, demonstrations, and campaigns.		X		X			X			X	
Develop awareness of community needs and participatory approaches in developmental work.		X					X			X	
Prepare students for careers in NGOs, development agencies, media communication, and community outreach programmes.	X	X								X	

Pedagogy-Theory:

Formative Assessment = 50 marks	
Assessment Occasion / type	**Weightage in Marks**
Assignment 1	5
Assignment 2	5
Total	**40 marks + 10 marks =50 marks**

References:

1.	Arvind Chandra, Anupam Shah and Uma Joshi (2010), Fundamentals of Teaching Home Science, International publishers.
2.	Lalit Kishore (2002) A textbook of Audio-Visual aids United publications.
3.	S.k. Waghmare (2007) Extension Education, New Age India publications.
4.	O.P Dahama and O.P Bhatnagar (2007), Education and Communication for Development, revised edition. New Age India publication.
5.	P.M Khan and L. L Somani (2010): Fundamentals of Extension Education. Agrotech publishing company.
6.	Wittch and Schuller (2002): Audio Visual Materials, Havper & Row publications.

HOME SCIENCE

IV SEMESTER

Course Title: **NUTRITION THROUGH LIFE CYCLE AND DIET THERAPY**	
Paper Code: **SHSCT251**	Course Credits: 3
Total Contact Hours:52 Hrs	Duration of ESA/Exam: 3 Hrs

Course objectives:

- To study the changing nutritional needs at different stages of life, from infancy to old age.
- To explore the principles of diet planning and therapeutic nutrition for health promotion and disease management.
- To examine the role of macronutrients and micronutrients in growth, development, and overall health.
- To recognize common nutritional deficiencies and their impact on health.
- To provide hands-on experience in diet counseling, nutritional assessment, and menu planning.
- To encourage evidence-based learning and application of research in dietetics and nutrition management.

Course Learning Outcomes (CO)

At the end of the course students will be able to:

- CO1: Explain the changing nutritional requirements from infancy to old age and their impact on health and development.
- CO2: Identify methods for evaluating the nutritional status of individuals at different life stages.
- CO3: Understand the principles of diet therapy and their application in preventing and managing diseases.
- CO4: Advocate for proper nutrition education and interventions to improve community health and well-being.
- CO5: Interpret and apply dietary guidelines and recommendations for individuals and populations.
- CO6: Gain hands-on experience in menu planning, diet counseling, and nutritional assessment.

SEMESTER IV

NUTRITION THROUGH LIFE CYCLE AND DIET THERAPY

Paper Code : SHSCT251	
Number of Theory Credits	**Number of lecture hours/semester**
3	**52**

Content	52Hrs
Unit–I NUTRITION DURING CHANGED PHYSIOLOGICAL CONDITIONS	**16 Hrs**
Pregnancy RDA, RFA – Weight gain, dietary guideline supplementation. Pica during pregnancy. Common problems of pregnancy and their management –nausea, vomiting, food aversion, Toxemia, Obesity, Diabetes.	
Lactation –Nutritional requirements, Dietary managements, management of lactation failure, & Food Supplements.	
Unit -II - NUTRITION DURING INFANCY	**12 Hrs**
Breast feeding – duration, advantages, reasons for not giving breast milk, & importance of colostrums.	
Bottle feeding – advantages and disadvantages, care and sterilization of bottles. Weaning and introducing supplementary foods. 5 Hrs	
Unit -III NUTRITION DURING DIFFERENT AGE GROUP	**6 Hrs**
Nutrition during Pre School Age, adolescence.	
Nutrition during old age – Physiological and Psychological changes, dietary guidelines, requirements.	
Unit -IV DIET THERAPY	**18 Hrs**
Principles of diet therapy.	
Routine hospital diets – clear fluid, full fluid, soft and general.	

Causes, symptoms, dietary management of the following diseases a. Obesity b. Diabetes Mellitus – Types, Causes, Symptoms, Identification and Treatment.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	Program Outcomes (POs)										
	1	2	3	4	5	6	7	8	9	10	11
Explain the changing nutritional requirements from infancy to old age and their impact on health and development.				X		X	X	X			
Identify methods for evaluating the nutritional status of individuals at different life stages.	X	X		X		X				X	
Understand the principles of diet therapy and their application in preventing and managing diseases.		X		X			X			X	
Advocate for proper nutrition education and interventions to improve community health and well-being.	X	X								X	
Interpret and apply dietary guidelines and recommendations for individuals and populations.	X	X		X			X			X	
Gain hands-on experience in menu planning, diet counseling, and nutritional assessment.											

Pedagogy-Theory

Formative Assessment = 100 marks	
Assessment Occasion / type	**Weightage in Marks**
Assignment 1	5
Assignment 2	5
Project	10
Total	**80 marks + 20 marks = 100 marks**

Course Title	**Nutrition Through Life Cycle and Diet Therapy**	Practical Credits	**2**
Course code.	**SHSCP251**	Contact hours	**52 hrs / 13 Sessions**

List of Experiments to be conducted

1. Preparation of weaning food.
2. Plan and prepare diet for pregnant woman, preschooler, adolescent girl, and old-age.

Pedagogy-Practical:

Formative Assessment = 50 marks	
Assessment Occasion / type	**Weightage in Marks**
Model Exam	5
Project	5
Total	**40 marks + 10 marks = 50 marks**

References

1. Bamji MS, Krishnaswamy K, Brahmam GNV (2016). Textbook of Human Nutrition, 4th edition. Oxford and IBH Publishing Co. Pvt. Ltd.
2. Krause M.V. and Mohan L.K.(1986) 'Food' Nutrition and Diet Therapy
3. M. Raheena Begum, Sterling Publications Pvt. Ltd., (1989) A Text Book of Food Nutrition and Dietetics
4. Mahan, L.K., Arlin, M.T. (2000): Krause's Food, Nutrition and Diet therapy, 11th edition, W.B.Saunders Company, London.
5. Robinson C H Lawler M R., Chenoweth W L and Garwick A. E. (1986) Normal and Therapeutic Nutrition, 17th Edn., Macmillan Publishing Co.
6. Srilakshmi B (2014). Food Science, 6th Edition. New Age International Ltd., Delhi.

Swaminathan, M., (1985) Essentials of food and nutrition, Vol I and II, Ganesh and Co, Madras
Gopalan C (1991) Nutrition value of Indian foods, ICMR.

7. Williams S. R. (1989) : Nutrition and Diet Theory, 4th Edn., Mosley Co.

HOME SCIENCE
SEMESTER-IV

Course Title: **FASHION DESIGNING**	
Paper Code: **SHSOE251**	Course Credits: 2
Total Contact Hours: 32 Hrs	Duration of ESA/Exam: 2 Hrs

Course objectives:

- To know about fashion and fashion cycle.
- To enhance sketching and illustration skills.
- To learn the art of draping fabric on a dress form to create innovative designs.
- To Analyze and predict fashion trends, consumer behavior, and market demands.
- Understand the impact of fashion on the environment and explore sustainable design practices.
- Create a professional portfolio showcasing design skills and creative works for career opportunities.

Course Learning Outcomes (CO)

At the end of the course students will be able to:

- CO1: To obtain basic knowledge on Fashion and Fashion terminology
- CO2: To acquire conceptual knowledge of elements and principles of design.
- CO3: To enable students to gain knowledge of design, textile design and fashion.
- CO4: To understand the fashion design concept and process.
- CO5: To obtain knowledge on fashion designers

SEMESTER IV
FASHION DESIGNING

Paper code: SHSCE251	
Number of Theory Credits	**Number of lecture hours/semester**
2	**32 HOURS**

CONTENT	32 Hrs.
Unit – 1 Introduction to Fashion and Clothing	**8 Hrs**
1.1 Fashion – Definition, Classification 1.2 Fashion cycle, Factor influencing the fashion trends, Fashion psychology and forecasting. 1.3 Clothing in relation to season, occasion, size and figure, figure problem and optical illusion.	
Unit – 2 Elements and Principles of Design	**12 Hrs**
2.1 Elements of Design and colour– Definition, Types, Elements, Principles and its application in dress design in dress design. 2.2 Color Theory 2.3 Textiles and Fabrics- Types of fibers, Fabric properties, Use of textiles in fashion design	
Unit – 3 Fashion Design	**12 Hrs**
3.1 Fashion illustration: - Definition, terminology, importance and theories, tools for fashion drawing, sketching principles, 3.2 Fashion Accessories bags, belts, shoes, jewelry, scarves, etc. 3.3 Illustration for apparels using the themes- Casual, formal, ethnic, and office wear, winter, summer, and spring. 3.4 Fashion Designer – meaning, classification, Male and Female Designers of national repute.	

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	Program Outcomes (POs)										
	1	2	3	4	5	6	7	8	9	10	11
To obtain basic knowledge on Fashion and Fashion terminology.				X		X	X	X			
To acquire conceptual knowledge of elements and principles of design.		X		X			X	X			
To enable students to gain knowledge of design, textile design and fashion.		X		X			X			X	
To understand the fashion design concept and process.	X	X		X		X	X	X			
To obtain knowledge on fashion designers	X	X								X	

Pedagogy-Theory:

Formative Assessment = 50 marks	
Assessment Occasion / type	**Weightage in Marks**
Assignment 1	5
Assignment 2	5
Total	**40 marks + 10 marks =50 marks**

References:

1.	Booth, J.E. (1996). Principles of Textile Testing. New Delhi: CBS Publishers & Distributors Pvt. Ltd.
2.	Corbman, P.B. (1983). Textiles: Fibre to Fabric. McGraw-Hill Publishers.
3.	Derrick, L. (2018) Fashion Sketchbook: Fashion Sketchbook with figure templates (Fashion Croquis), Create Space Independent Publishing Platform
4.	Elaine, S. (2013) The Dynamics of Fashion. 4th Ed. New York: Bloomsbury publication.
5.	Patrick, J. I. (2003) Introduction to Fashion Design, London: B.T. Bats ford
6.	Sharon L. T. and Glazer, S.S. (2017), Illustrating Fashion, 4th Ed. New York: Fairchild Books. The Snap Fashion Sketch Book, Prentice Hall, New Jersey.
7.	Stipelman, S. (2017) Illustrating Fashion, 4th Ed. New York: Fairchild Books.
8.	Tyagi, A. (2016). Handbook of Fashion and Textile Design .New Delhi: Sonali publication

HOME SCIENCE
SEMESTER-IV

Course Title: **TEACHING MATERIALS FOR EARLY CHILDHOOD EDUCATION**	
Paper Code: **SHSCE251**	Course Credits: 2
Total Contact Hours: 32 Hrs	Duration of ESA/Exam: 2 Hrs

Course Objectives:

- To understand the characteristics of children with special needs.
- To understand the need of teaching materials for children with special needs.
- To know the different methods and materials used for teaching young children.
- To know the importance of creativity.
- To develop teaching aids.
- To design and develop digital teaching materials.

Course Learning Outcomes (CO)

At the end of the course students will be able to:

- CO1: Understand the importance of teaching.
- CO2: Students can invent different teaching methods & materials for early years.
- CO3: Understand the importance of special and inclusive education for children with special needs.
- CO4: To learn skills, behaviors, and knowledge that a child should demonstrate at each age and stage of his or her development.
- CO5: Framework that outlines what children should know and do in five developmental domains from birth to 5 years old.
- CO6: A strong sense of wellbeing.
- CO7: Effective communicators.

B.A. HOME SCIENCE
SEMESTER IV

TEACHING MATERIALS FOR EARLY CHILDHOOD EDUCATION

Course: Compulsory Elective	
Number of Theory Credits	**Number of lecture hours/semester**
2	**32**

CONTENT	32 Hrs
Unit-I - Concept & need for teaching learning materials	**10Hrs**
Chapter No. 1- Objectives of Teaching-Learning Materials, Orientation on different methods and materials used for teaching young children and studying the techniques of different methods. • The oral communication methods: (Collect stories, songs, music) • Conversational methods (conversation, heuristic conversation, questioning on a special subject, etc.). • Exploratory learning methods: direct exploration of objects (small experiments, etc.) and indirect exploration (demonstration through pictures, films, etc.). • Methods based on the pupils' direct voluntary action (exercises, practical work, etc.) and simulated action (didactic games, learning through drama, etc.). • Use of natural materials (plants, shells, seeds, insects, rocks, sand, etc.) • Intuitive materials (clay models, puppets, blocks, puzzles, mazes, etc) • Figurative aids (pictures, photographs, atlas books, maps, albums, table games, etc.) • Printed teaching aids (children's books, workbooks, etc.). • Digital material (audio & video)	
Unit-II – Development of Materials for Early years	**12 Hrs**
Chapter No. 2- Design and develop a developmentally appropriate play materials to foster all round development in children using indigenous materials, **Chapter No. 3 -** Developing stories/ songs with music/ rhythm appropriate for infancy through early childhood.	

Unit –III- Development of Materials for developmentally challenged children	10 Hrs
Chapter No. 4- Creating teaching learning materials for developmentally challenged children (Blind/Dum& deaf/Learning disabilities/Speech disorders/Mentally retarded/Gifted children/ Slow learners) **Chapter No. 5 -** Designing & developing digital play materials like videos, audio aids or audio-Visual aids.	

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	Program Outcomes (POs)										
	1	2	3	4	5	6	7	8	9	10	11
Understand the importance of teaching.	X	X		X				X	X	X	
Students can invent different teaching methods & materials for early years.		X		X			X			X	
Understand the importance of special and inclusive education for children with special needs.	X			X				X	X		
To learn skills, behaviors, and knowledge that a child should demonstrate at each age and stage of his or her development.	X	X								X	
Framework that outlines what children should know and do in five developmental domains from birth to 5 years old.		X						X	X		

Pedagogy-Theory:

Formative Assessment = 50 marks	
Assessment Occasion / type	**Weightage in Marks**
Assignment 1	5
Assignment 2	5
Total	**40 marks + 10 marks =50 marks**

Reference:

1.	Contractor,M., (1984), Creative drama and puppetry in education, National book trust of India, Delhi.
2.	Devadas P. Rajammal and N. Jaya (1996), "A Textbook on child development", Mac Millan India Ltd. New Delhi.
3.	Nasim Siddiqi, Suman Bhatia and Suptika Biswas (2007) Early Childhood Care and Education –Book IV, DOABA HOUSE, New Delhi.
4.	Sen Gupta, M. (2009). Early Childhood Care and Education. New Delhi: PHI Learning Pvt. Ltd.
5.	Soni, R., (2015), Theme based early childhood care and education programme- A Resource Book, NCERT.

HOME SCIENCE
SEMESTER-V
PAPER-V

Course Title: **EARLY CHILDHOOD CARE AND EDUCATION**	
Paper Code: **SHSCE301**	Course Credits: 3
Total Contact Hours: 52 Hrs	Duration of ESA/Exam: 3 Hrs

Course Objectives:

- Multiple interacting influences on children's development and learning.
- Creating environments that are healthy, respectful, supportive, and challenging for each child.
- Building family and community relationships.
- Develop research and communication.
- Contextualization of knowledge.

Course Learning Outcomes (CO)

At the end of the course students will be able to:

- CO1: Explain the importance of early childhood years and significance of intervention programs for early childhood development.
- CO2: Describe the historical developments – global and Indian including the current programs and policies in ECCE.
- CO3: Identify various indigenous (Indian) models of Early Childhood Education and apply it to understand the current early childhood research, theoretical trends, and issues.
- CO4: Analyze curriculum models and pedagogical approaches in early childhood education.
- CO5: Create developmentally appropriate programs for young children.

SEMESTER V
EARLY CHILDHOOD CARE AND EDUCATION

Paper code: SHSCT 301	
Number of Theory Credits	**Number of lecture hours/semester**
3	**52**

CONTENT	**52 Hrs.**
Unit – 1 Early Childhood Care and Education	**13 Hrs**
1.1 Definition, scope, and significance of ECCE. 1.2 Objectives and importance of early education. 1.3 Types of ECCE programs – play school, nursery, Montessori, kindergarten, Anganwadi.	
Unit – 2 Organizational Setup and Material Management	**13 Hrs**
2.1 Organizational Setup and Material Management – Place/Building/Space – indoor and outdoor, amenities and facilities for indoor and outdoor, garden, playground, storage. **2.2** Equipments and Materials required for Play and Learning – Selection and Care of equipments; Equipments needed for Urban and Rural preschools. **2.3** Principles of curriculum planning, Components of a good ECCE curriculum, Planning daily and weekly schedules.	
Unit – 3 Activities for Young children in ECCE	**13 Hrs**
3.1 Activities for Young children in ECCE – Age/Developmentally appropriate activities, Art and creative activities, Music and Rhythmic Activities, Mathematic, Language and Communication activities. **3.2** Nature and Science Activities, Indoor and outdoor Play activities. **3.3** 3 Rs – Reading readiness, writing readiness and readiness for arithmetic; Literature for Children.	
Unit – 4 Early Childhood Educator's Role	**13 Hrs**
4.1 Qualities and responsibilities of ECCE professionals.	

4.2 Child guidance techniques. 4.3. Parent Education– Needs and Importance, Methods, Planning, Implementing and Evaluation of parent education program.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	Program Outcomes (POs)										
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
Explain the importance of early childhood years and significance of intervention programs for early childhood development.				X		X	X	X			
Describe the historical developments – global and Indian including the current programs and policies in ECCE.	X	X						X	X	X	
Identify various indigenous (Indian) models of Early Childhood Education and apply it to understand the current early childhood research, theoretical trends, and issues.		X		X			X			X	
Analyze curriculum models and pedagogical approaches in early childhood education.		X			X			X	X	X	
Create developmentally appropriate programs for young children.	X	X								X	

Pedagogy-Theory

Formative Assessment = 100 marks	
Assessment Occasion / type	**Weightage in Marks**
Assignment 1	5
Assignment 2	5
Project	10
Total	**80 marks + 20 marks = 100 marks**

Practical Course:

Paper Code: SHSCP 301	
Total Contact Hours: 52 Hrs	Course Credits:2
List of Experiments to be conducted	
Unit 1: Observe and record developmental behavior of children	
Unit 2: Plan and prepare teaching aids for physical development. Create a story, nature and science experiments using different teaching aids.	
Unit 3: Prepare a Scrap Book/picture book/ resource book for toddlers.	
Unit 4: Visit a local preschool, Anganwadi, or ECCE center. Prepare and submit a detailed report.	

Pedagogy-Practical:

Formative Assessment = 50 marks	
Assessment Occasion / type	**Weightage in Marks**
Model Exam	5
Project	5
Total	**40 marks + 10 marks = 50 marks**

References	
1	Agarwal, J. C. (2007). Early childhood care and education: principles and practices. New Delhi: Shipra
2	Agarwal, S.P. and Usmani, M. (2000). Children's education in India: from Vedic times to twenty first century New Delhi: Shipra.
3	OECD. (2004). Curricula and pedagogies in early childhood education and care. Retrieved from http://www.oecd.org/education/school/31672150.pd
4	Burtonwood, N. (2002). Anthropology, Sociology and the Preparation of Teachers for a culturally Plural Society. Pedagogy, Culture and Society. 10(3), 367-387.
5	Clarke, P. (2001). Teaching &learning: the culture of pedagogy. New York: Sage
6	Kress, J.S., Norris, J. A., Schoenholz, D. A., Elias, M.J., and Seigle, P. (Nov., 2004). Bringing Together Educational Standards and Social and Emotional Learning: Making the Case for Educators. American Journal of Education, 111 (1), pp 66-89
7	Moyles, J. & Hargreaves, L. (1998). The primary curriculum. Learning from international perspectives. London: Rout ledge
8	National association for the education of young children, July 1998. Learning to read and Write: developmentally appropriate practices for young children. 53 (4), 30-46.
9	NCERT (2007). Handbook of arts in education
10	Neuman, S., Dwyer, J. & Koh, S. (2007). Child/Home early language and literacy observation. Baltimore: Brookes Publishing House.

SEMESTER-V
PAPER-VI

Course Title: **RESOURCE MANAGEMENT**	
Paper Code: **SHSCT302**	Course Credits: 3
Total Contact Hours: 52 Hrs	Duration of ESA/Exam: 3 Hrs

Course Objectives:

- To know the classification of resources.
- To understand the importance of management of time, energy, and money.
- To acquire knowledge on budget making at household level.
- To gain insight in to the human resource development.
- To know about the process of selection and its barriers.
- To develop an understanding of challenges of IHRM.

Course Learning Outcomes (CO)

At the end of the course students will be able to:

- CO1: Understand the available resources and develop the ability to evaluate the managerial efficiency and effectiveness in the family and other organization.
- CO2: Acquire an understanding of real-world challenges in HRM and identify measures to ensure a stablework environment efficiently through proper coordination, employee empowerment and training practices.
- CO3: Critical thinking skills by developing a data-driven approach to improve business productivity and performance.
- CO4: Understand International Human Resource Management.

SEMESTER V
RESOURCE MANAGEMENT

Paper code: SHSCT 302 RESOURCE MANAGEMENT	
Number of Theory Credits	**Number of lecture hours/semester**
3	**52**

CONTENT	52 Hrs.
Unit – 1 Introduction to Resource Management	**13 Hrs**
1.1 Resources: Definition and Classification – Human and Non-Human Resources. 1.2 Renewable and Non-Renewable resources, Energy conservation and sustainability. 1.3 Management: Definition, Motivating factors, Managerial Process, Decision making and Problem Solving.	
Unit – 2 Management of Time, Money, and Energy	**13 Hrs**
2.1Time Management- Time plan, Tools, Process and practices. 2.2 Money Management- Budget plan, Account Keeping, Saving Process and Practice. 2.3 Energy Management Fatigue, Work simplification, Workspace management.	
Unit – 3 Human Resource Management	**13 Hrs**
3.1 Fundamentals of Human Resource Management-Concepts, Roles and Responsibilities, HR policies, Principles and Practices, ManagerialDecisions and Problem Solving, Manpower planning and Resourcing, Organization Structure, and behaviour. **3.2** Recruitment- Concepts, Factors Affecting Recruitment, Types of Recruitment, **3.3** Selection – Process of Selection,Selection Tests, Barriers in Selection.	
Unit – 4 Human Resource Development	**13 Hrs**
4.1 Managerial Communication and Skill Development Employee training and development, Managerial Accounting and Business statistics. 4.2 HRAudit, Corporate Social Responsibility and Business Ethics, Government regulations and Labor Laws. 4.3. International Human Resource Management- International Recruitment and Selection, Challenges of IHRM, International, Labor Standards, Approaches to International Compensation	

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	Program Outcomes (POs)										
	1	2	3	4	5	6	7	8	9	10	11
Understand the available resources and develop the ability to evaluate the managerial efficiency and effectiveness in the family and other organization.		X		X		X	X	X			
Acquire an understanding of real-world challenges in HRM and identify measures to ensure a stable work environment efficiently through proper coordination, employee empowerment and training practices.		X		X		X	X	X			
Critical thinking skills by developing a data-driven approach to improve business productivity and performance.	X	X								X	
Understand International Human Resource Management.		X		X		X	X	X			

Pedagogy-Theory

Formative Assessment = 100 marks	
Assessment Occasion / type	**Weightage in Marks**
Assignment 1	5
Assignment 2	5
Project	10
Total	**80 marks + 20 marks = 100 marks**

References:	
1.	Armstrong, M. (2003). A Handbook of Human Resource Management Practice. Kogan Page,London, UK.
2.	Gratton, L. (1994). Implementing Strategic Intent: Human Resource Processes as a Force for Change, Business Strategy Review. 5(1):47-66.
3.	Heneman, H. G. and Judge, T. A. (2003). Staffing Organizations, McGraw-Hill, London, UK.
4.	Sharma, I. J. 1984. The Culture Context of Indian Managers, Management and Labour Studies,9:72- 80
5.	Singh, K. (2003). Strategic HR Orientation and Firm Performance in India, International Journal of Human Resource Management, 14(4): 530-4
6.	Gross. I. H.,Crandall,E.W.andKnoll,M.M.(1980).Management for Modern Families. New Jersey: Prentice Hall Inc
7.	Bhargava, B. (2005). Family Resource Management and Interior Decoration, Jaipur:Apple Printer and V. R. Printers
8.	Varghese, M. A., Ogale. N. and Srinivasan K. (1985). *Home Management*. New Delhi:New Age International (P) Limited, Publishers (ISBN 13: 9780852269046

COMPULSORY PAPER

Course Title: **FOOD PRESERVATION**	
Paper Code: **SHSC303**	Course Credits: 2
Total Contact Hours: 32 Hrs	Duration of ESA/Exam: 2 Hrs

Course objectives:

- To Preventing contamination,
- To Reducing microbial numbers.
- To preventing microbial growth and delaying self-decomposition.
- To know about Food storage and Transportation.
- To Turns raw food materials into attractive, marketable products
- To Provide employment to a large population
- To boosts the shelf life of food products

Course Learning Outcomes (CO)

At the end of the course students will be able to:

- CO1: Know the principles of preservation behind the methods of preservation
- CO2: Understand the stages of sugar cookery, quality of pectin and acidity in the development of preserved food products
- CO3: Acquire skills to formulate food based products
- CO4: Explore the principles of preservation in fruits and vegetables based products
- CO5: Skills to prepare cereals and pulse based preserved products and develop new products with retention of quality course.

SEMESTER V
FOOD PRESERVATION

Paper code: SHSC 303	
Number of Theory Credits	**Number of lecture hours/semester**
2	**32 HOURS**

CONTENT	32 Hrs.
Unit – 1 Concept of Food Preservation	**8 Hrs**
1.1 Importance of Food Preservation, Types of Food spoilage by Microorganisms and by Enzymes, Basic Principles of Food Preservation. 1.2 Food preservatives- Use of Salt, Acid, Sugar, natural food preservatives and artificial preservatives.	
Unit – 2 Preparation of dehydrated products	**12 Hrs**
a. Methods of drying & dehydration, different types of driers, freeze drying-lyophilization, packing & storage. b. Drying methods for the selected products -Rice, Sago, Wheat, Maida, Rice flakes, black gram dhal. c. Hands on experience: Drying of vegetables- peas, potato, carrot, Reconstitution of dried vegetables. d. Drying & preparation of powders- garlic, ginger, spices mix etc.	
Unit – 3 Preservation by Using Sugar, Chemicals, Salts and Fermentation	**12 Hrs**
3.4 Role of Pectin in Preserved foods, Stages in Sugar Cookery, Sugar Concentrate. 3.5 Preparation of Jam, Jelly, Marmalades, Sauce and Squash. 3.6 Hands on experience: Pickle making. 3.7 Visit to Commercial Pickle Manufacturing/ Food Industry.	

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	Program Outcomes (POs)										
	1	2	3	4	5	6	7	8	9	10	11
Know the principles of preservation behind the methods of preservation.				X		X	X	X			
Understand the stages of sugar cookery, quality of pectin and acidity in the development of preserved food products.		X		X		X	X	X			
Acquire skills to formulate food based products.		X		X			X			X	
Explore the principles of preservation in fruits and vegetables based products.		X		X				X			
Skills to prepare cereals and pulse based preserved products and develop new products with retention of quality course.	X	X				X		X		X	

Pedagogy-Theory:

Formative Assessment = 50 marks	
Assessment Occasion / type	**Weightage in Marks**
Assignment 1	5
Assignment 2	5
Total	**40 marks + 10 marks =50 marks**

References:

1.	Maney .S (2008). Foods, Facts and Principles, 3rd Edition Published by Wiley Eastern, New Delhi. Usha Chandrasekhar (2002) Food Science and Application in Indian Cookery, Phoenix Publishing House P. Ltd., New Delhi.
2.	Maria Parloa (2009), canned fruit, preserves and jellies: Household methods of preparation, US Department of Agriculture, Washington.
3.	Raina U, Kashyap S, Narula V, Thomas S Suvira, Vir S, Chopra S (2010) Basic Food Preparation: A Complete Manual, 4th Edition, Orient Black Swan Ltd, Mumbai.
4.	Shafiur, Rahman, M. (2007), Handbook of Food Preservation, 2nd edition, CRC press, New Delhi.
5.	Srivastava R.P. (2012), Fruit and Vegetable Preservation – Principles and Practices, International Book Distributing Co., (IBDC), New Delhi.

SEMESTER-VI
PAPER-VII

Course Title: **HUMAN DEVELOPMENT AND FAMILY DYNAMICS**	
Paper Code: **SHSCT351**	Course Credits: 3
Total Contact Hours: 52 Hrs	Duration of ESA/Exam: 3 Hrs

Course Objectives:

- To understand the stages of human development from infancy to old age.
- To explore the biological, psychological, and social aspects of development.
- To study the structure, functions, and changes in family systems.
- To analyze family roles, relationships, and dynamics in various cultural contexts.
- To enhance awareness of challenges faced by individuals and families across the life span.

Course Outcomes:

- CO1: Understand the sequential stages of human growth and development across the lifespan.
- CO2: Apply knowledge of developmental milestones and their importance in child and adult care.
- CO3: Analyze the structure and functioning of families in contemporary society.
- CO4: Develop sensitivity towards interpersonal relationships, family roles, and value systems.
- CO5: Evaluate the impact of socio-cultural factors on individual and family development.
- CO6: Prepare students for careers in counseling, education, family welfare services, child care, and elder care programs.

SEMESTER VI

PAPER CODE: SHSCT 351 HUMAN DEVELOPMENT AND FAMILY DYNAMICS	
Number of Theory Credits	**Number of lecture hours/semester**
3	**52**

CONTENT	52 Hrs.
Unit – 1 Adolescence	**13 Hrs**
1.1 Definition, characteristics, developmental tasks of Adolescence. 1.2 Physical changes, puberty, primary and secondary sexual characteristics of adolescents. 1.3 Identity formation, social, emotional, cognitive and moral development. Interests and problems of adolescents. 1.4 Need for adolescent counseling. Techniques and methods of adolescent counseling.Education and Career guidance.	
Unit – 2 Adulthood- Early Adulthood and Marriage	**13 Hrs**
2.1 Historical perspectives on adulthood, Contemporary changes, increase in life expectancy and decrease in death rate, classification of Adulthood. 2.2 Early Adulthood- Characteristics and developmental tasks, physical, social, cognitive, emotional and moral development. Roles, responsibilities and adjustments. 2.3 **Marriage** – Definition, Purpose of marriage, Mate selection, Types of marriage, areas of marital adjustments, essentials of successful marriage, **Changing trends in marriage**: cohabitation, remarriage, LGBT (Lesbian, Gay, Bisexual,and Transgender) marriages.	
Unit – 3 Family, Family Dynamics and Middle Adulthood	**13 Hrs**
3.1 Definition, functions, Characteristics of the family and types. **3.2 Family Dynamics-** Definition, function and scope. Gender norms and roles in family dynamics. **3.3 Middle Adulthood - C**haracteristics and developmental tasks. Physical, physiological and Socio-emotional changes, changes in cognitive abilities, Adjustments and hazards ofmiddle age, preparation for retirement.	
Unit – 4 Family crisis and Late Adulthood	**13 Hrs**

4.1 Forms of family crisis: Marriage, divorce/separation, remarriage, financial instability, poor work-family balance, illness, death, childlessness, child abuse/neglect, family violence, peer pressure, addiction, rape, suicide, unemployment, natural disasters, epidemics and wars.

4.2 **Agencies offering support**: Marriage and family therapists, Family courts, Child guidance clinics, counseling and rehabilitation centers.

4.3. **Characteristics of old age**, Problems of elderly – failing health, economic insecurity, isolation, neglect, abuse, boredom, lowered self-esteem, lack of preparedness for old age.
Health changes of aging- obesity, arthritis, osteoporosis, cancer, cardiovascular, vision & hearing loss, mental health, depression.
Elderly abuse- types-physical, psychological, financial, sexual, neglect, unknown.
Nutritional care during old age- causes of poor nutrition-decrease in sensitivity, side effects of medicine, poor dental health, and financial burden, lack of transportation, physical difficulty, forgetfulness & depression, strategies to improve nutrition in elderly people.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	Program Outcomes (POs)										
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
Understand the sequential stages of human growth and development across the lifespan.				X		X	X	X			
Apply knowledge of developmental milestones and their importance in child and adult care.		X									
Analyze the structure and functioning of families in contemporary society.		X		X			X			X	
Develop sensitivity towards interpersonal relationships, family roles, and value systems.	X		X		X		X	X		X	
Evaluate the impact of socio-cultural factors on individual and family development.	X	X				X	X			X	
Prepare students for careers in counseling, education, family welfare services, child care, and elder care programs.	X					X		X			

Pedagogy-Theory

Formative Assessment = 100 marks	
Assessment Occasion / type	**Weightage in Marks**
Assignment 1	5
Assignment 2	5
Project	10
Total	**80 marks + 20 marks = 100 marks**

References:	
1.	Arnett, J. J., & Jensen, L. A. (2019). *Human Development: A cultural approach (3rded.)*. New York: Pearson.
2.	Berk, L.E. (2005). Child development (5th ed.). New Delhi: Prentice Hall
3.	Baradha.G 'Basics of Human Development' Saradalaya Press, Sri Avinashilingam Education Trust Institutions, Coimbatore 2008.
4.	Cavanaugh, J., & Blanchard-Fields, F. (2011). *Adult development and aging (7thed)*. Stamford, CT: Cengage Learning.
5.	Hurlock.B.Elizabeth 'Developmental Psychology – A Life Span Approach' Tata McGraw Hill Publications, New Delhi Latest Edition. 3.
6.	Kapadia, S. (2011). Psychology and human development in India. Country paper. International Society for the Study of Behavioural Development Bulletin Number 2, Serial No. 60, pp.37-42.
7.	Santrock, J. (2017). A topical approach to life span development (9th ed.). New NY.:Mcgraw-Hill Higher Education.
8.	Singh, A. (2015). Foundations of Human Development: A life span approach. ND: Orient Black Swan
9.	Suriakanthi. A. (2015) 'Child Development' Kavitha Publications, Gandhigram, Tamil Nadu.
10.	Walsh, B.A., Deflorio, L., Burnham, M.M., & Weiser, D.A. (2017). Introduction to Human Development and Family Studies. NY: Rout ledge

SEMESTER-VI
PAPER-VIII

Course Title: **PAPER-VIII INTERIOR DECORATION**	
Paper Code: **SHSCT352**	Course Credits: 3
Total Contact Hours: 52 Hrs	Duration of ESA/Exam: 3 Hrs

Course Objectives:

- To understand the fundamental principles and elements of interior decoration.
- To develop skills in space planning, color coordination, and furniture arrangement.
- To acquire knowledge about materials, finishes, lighting, and accessories used in interiors.
- To learn techniques for creating aesthetically pleasing and functional living spaces.
- To promote creativity and innovation in designing residential and commercial interiors.
- To prepare students for careers or entrepreneurial opportunities in the interior design field.

Course Outcomes:

- CO1: Students will be able to identify and apply the principles and elements of design in interiors.
- CO2: They will develop presentation and communication skills to express design ideas effectively.
- CO3: Students will understand the use of various materials and lighting for different interior styles.
- CO4: They will create basic interior design layouts and mood boards using manual or digital methods.
- CO5: They will show sensitivity to environmental concerns and opt for eco-friendly interior solutions.
- CO6: They will be equipped with skills necessary to pursue further studies or work in interior-related professions.

SEMESTER VI
PAPER-VIII INTERIOR DECORATION

PAPER CODE: SHSCT 352	
Number of Theory Credits	**Number of lecture hours/semester**
3	**52**

CONTENT	52 Hrs.
Unit – 1 Fundamentals of Interior Decoration	**13 Hrs**
1.1 History of Interior decoration. 1.2 Objectives of interior decoration. 1.3 Types of design – Structural and Decorative design – Type of motifs used in decorative Design.	
Unit – 2	**13 Hrs**
2.1 Elements of Art – (Line, Form, color, texture, Pattern. Light and Space) their application in Interior Decoration. 2.2 Principles of design – Balance, Proportion, Rhythm. Harmony and Emphasis – their application in interior Decoration.	
Unit – 3 Dimension of color and Flower Arrangement	**13 Hrs**
3.1 Dimension of color- Hue, Value, Intensity, Advancing and receding colors, cool and warm colors. Characteristics of colors. Color wheel. 3.2 Color schemes, Psychological implications of colors. 3.3 Definition, Types and Shapes, Mechanics used and cares of flowers, Flower Arrangements for different rooms and occasions, History of flower arrangement.	
Unit – 4 Furniture and Furnishings	**13 Hrs**
4.1 Principles of furniture arrangement. 4.2 Style in furniture. Factors to be considered in selecting furniture and furnishing. 4.3Types of Joints**,** materials used to make furniture.	

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	Program Outcomes (POs)										
	1	2	3	4	5	6	7	8	9	10	11
Students will be able to identify and apply the principles and elements of design in interiors.				X		X	X	X			
They will develop presentation and communication skills to express design ideas effectively.	X	X					X	X	X		
Students will understand the use of various materials and lighting for different interior styles.		X		X			X			X	
They will create basic interior design layouts and mood boards using manual or digital methods.		X				X	X			X	
They will show sensitivity to environmental concerns and opt for eco-friendly interior solutions.	X	X				X				X	
They will be equipped with skills necessary to pursue further studies or work in interior-related professions.	X	X		X		X	X	X X		X	

Pedagogy-Theory

Formative Assessment = 100 marks	
Assessment Occasion / type	**Weightage in Marks**
Assignment 1	5
Assignment 2	5
Project	10
Total	**80 marks + 20 marks = 100 marks**

Practical Course:

Paper Code: SHSCP 352	
Total Contact Hours: 52 Hrs	Course Credits:2
List of Experiments to be conducted	
Unit 1: Design- Structural and Decorative design. Illustrate decorative designs.	

Unit 2: Elements of Arts and Principles of design.
Unit 3: Colors – qualities of color, Prang color wheel and standard color schemes.
Unit 4: a. Furniture arrangement for Living room, Bed room and Dining room. b. Demonstration and practice of Oriental and Modern style of flower arrangement.

Pedagogy-Practical:

Formative Assessment = 50 marks	
Assessment Occasion / type	**Weightage in Marks**
Model Exam	5
Project	5
Total	**40 marks + 10 marks = 50 marks**

References:

1.	Arnett, J. J., & Jensen, L. A. (2019). *Human Development: A cultural approach (3rded.)*. New York: Pearson.
2.	Berk, L.E. (2005). Child development (5th ed.). New Delhi: Prentice Hall
3.	Baradha.G 'Basics of Human Development' Saradalaya Press, Sri Avinashilingam Education Trust Institutions, Coimbatore 2008.
4.	Cavanaugh, J., & Blanchard-Fields, F. (2011). *Adult development and aging (7thed)*. Stamford, CT: Cengage Learning.
5.	Hurlock.B.Elizabeth 'Developmental Psychology – A Life Span Approach' Tata McGraw Hill Publications, New Delhi Latest Edition. 3.
6.	Kapadia, S. (2011). Psychology and human development in India. Country paper. International Society for the Study of Behavioural Development Bulletin Number 2, Serial No. 60, pp.37-42.
7.	Santrock, J. (2017). A topical approach to life span development (9th ed.). New NY.:Mcgraw-Hill Higher Education.
8.	Singh, A. (2015). Foundations of Human Development: A life span approach. ND: Orient Black Swan
9.	Suriakanthi. A. (2015) 'Child Development' Kavitha Publications, Gandhigram, Tamil Nadu.
10.	Walsh, B.A., Deflorio, L., Burnham, M.M., & Weiser, D.A. (2017). Introduction to Human Development and Family Studies. NY: Rout ledge

COMPULSORY PAPER

INTERNSHIP REPORT

Note: Sixth Semester will have Internship / Project with viva, which can be undertaken in Hospitals / Food Industry /NGO's or any other related field of Home Science as compulsory comprises of 2 credits.

Question paper pattern for **(I, II, III, IV, V, &, VI)** semester examination in B.A. Home Science

SEMESTER MONTH YEAR

Time: 3 hours Max Marks: 80

Code: TITLE OF THE COURSE

PAPER

PART - A

I. Answer any TEN of the following questions 10x2=20

a.

b.

c.

d.

e.

f.

g,

h.

i.

j.

k.

l.

PART-B

II. Answer any THREE of the following questions. 3x4=12

1.

2.

3.

4.

PART-C

III. Answer any FOUR of the following questions. 4x6=24

5.

6.

7.

8.

9.

PART-D

IV. Answer any THREE of the following questions. 3x8=24

10.

11.

12.

13.

Note: Sixth Semester will have Internship / Project with viva, which can be undertaken in Hospitals / Food Industry / or any other related field of Home Science as compulsory comprises of 2 credits.

Question paper pattern for ELECTIVE **[III, IV Semester]** COMPULSORY papers of **(IV, V, VI)** Semester Examination in BA Home science

SEMESTER MONTH YEAR

Code: TITLE OF THE COURSE

Time: 2 Hours Max.Marks:40

PART - A

I. Answer any SIX of the following questions 6x2=12

a.

b.

c.

d.

e.

f.

g

PART-B

II. Answer any TWO of the following questions. 2x4=8

1.

2.

3.

PART-C

III. Answer any FOUR of the following questions. 4x5=20

4.

5.

6.

7.

8.