

**HNB GARHWAL UNIVERSITY**  
**Department of Home Science**  
**School of Sciences**  
**SYLLABUS**  
**(w.e.f. July 2015)**  
**Master of Arts**  
**(Two Year Course – Semester System)**

Page | 1

Admission of the Master's Program in Home Science shall be through entrance examination conducted by the University and the program shall be based on credit system in which credit defines the quantum of content/ syllabus prescribed for a course system and determines the number of hours of instruction per week.

The student shall be eligible for admission to a Master's Degree Program in Home Science after she has successfully completed a three year undergraduate degree or earned prescribed number of credits through the examinations conducted by University as equivalent to an undergraduate degree.

Core courses prescribed for every Semester shall be mandatory for all students registered for the Master's Program in Home Science and shall carry minimum 54 credits. Besides this there shall be Elective courses offered in semester III and IV and shall carry a minimum of 18 credits. A self-study course would comprise of maximum 09 credits of which one minimum 03 credits shall be mandatory which shall not be included while calculating grades.

In order to qualify for a two year master's degree, a student must acquire a minimum of 72 credits including a minimum of 18 credits in electives and one qualifying self-study course of minimum 03 credits. In the fourth semester, student has to study three electives. Dissertation is an optional elective. Therefore student has the option of either choosing three theory papers as electives or choosing two theory papers and Dissertation. The dissertation is to be allotted in the beginning of Third Semester and would be submitted during the examination of the Fourth Semester. Minimum

eligibility for Dissertation is 70% aggregate in last examination. University norms laid down in the ordinances of the PG Syllabus must be followed for evaluation of dissertation.

### **MA Home Science: Programme Specific Outcomes (PSO)**

Page | 2

After completing this course, the student will be able to –

**PSO 1:** Acquire professional, entrepreneurial and managerial skills that will lead to empowerment.

**PSO 2:** Develop professional, entrepreneurial and managerial skills in foods and nutrition, textiles and clothing, housing and interior decoration, product development and communication technologies, human development and family relationships.

**PSO 3:** Carry science from the laboratory to the people and carry out research in any of the five disciplines of Home Science.

**PSO 4:** Develop a positive outlook and rational approach in maintaining daily lifestyle and in solving day to day problems.

**PSO 5:** Develop creative thinking, a scientific temper and a spirit of enquiry.

### **COURSE OUTLINE**

<b>First Semester (July to November)</b>	<b>Name of Course</b>	<b>Course Number</b>	<b>Credits</b>	<b>Marks</b>
	Advanced Food Science – I	SOS/HSC/C001	03	100
	Theories of Child Development	SOS/HSC/C002	03	100
	Advanced Clothing Construction	SOS/HSC/C003	03	100
	Extension in Home Science	SOS/HSC/C004	03	100
	Research Methods	SOS/HSC/C005	03	100
	Practical	SOS/HSC/C006	03	100
		<b>Core Credits</b>	<b>18</b>	<b>600</b>

<b>Second Semester (December to April)</b>	<b>Name of Course</b>	<b>Course Number</b>	<b>Credits</b>	<b>Marks</b>
	Advanced Food Science – II	SOS/HSC/C007	03	100
	Life Span Development	SOS/HSC/C008	03	100
	Fabric Construction	SOS/HSC/C009	03	100
	Advanced Home Management	SOS/HSC/C010	03	100
	Statistics	SOS/HSC/C011	03	100
	Practical	SOS/HSC/C012	03	100
	Adolescence	SOS/HSC/SS01	03	100
	Computers	SOS/HSC/SS02	03	100
		<b>Core Credits</b>	<b>18</b>	<b>600</b>

Third Semester (July to November)	Name of Course	Course Number	Credits	Marks
	Community Nutrition	SOS/HSC/C0013	03	100
	Dyeing and Printing	SOS/HSC/C0014	03	100
	Practical	SOS/HSC/C015	03	100
	Electives (Any <b>three</b> of the following):			
	Advanced Food and Nutrition	SOS/HSC/E01	03	100
	Organization and Management of Early Childhood Education Center	SOS/HSC/E02	03	100
	Consumer Education	SOS/HSC/E03	03	100
	Early Childhood Education	SOS/HSC/E04	03	100
	Traditional Indian Embroidery and Textiles	SOS/HSC/E05	03	100
	Rural Sociology	SOS/HSC/SS03	03	100
	Child Welfare in India	SOS/HSC/SS04	03	100
	<b>Core Credits (09)+Elective Credits (09)</b>	<b>Total Credits</b>	<b>18</b>	<b>600</b>

Page | 3

Fourth Semester (December to April)	Name of Course	Course Number	Credits	Marks
	Food Safety and Preservation	SOS/HSC/C0016	03	100
	Children with Special Needs	SOS/HSC/C0017	03	100
	Practical	SOS/HSC/C018	03	100
	Electives (Any <b>three</b> of the following):			
	Guidance and Counseling	SOS/HSC/E06	03	100
	Psychological Testing and Measurement	SOS/HSC/E07	03	100
	Consumer Economics	SOS/HSC/E08	03	100
	Apparel Designing	SOS/HSC/E09	03	100
	Dissertation/Project	SOS/HSC/E10	03	100
	Marriage and Family	SOS/HSC/SS05	03	100
	Gender in Extension	SOS/HSC/SS06	03	100
	<b>Core Credits (09)+Elective Credits (09)</b>	<b>Total Credits</b>	<b>18</b>	<b>600</b>

**Grand Total: Core Credits 54 + Elective Credits 18 = 72 Credits**

**Max. Marks for each paper: 100 (two Sessional Tests of 20 marks each + 60 marks Term-End Examination)**

**Sessional Tests:** Mid-Term Test, Assignments, Classroom Seminars and Laboratory Work

The two-year Master's Programme will have the following components, viz.

- (i) Core Course (C): Minimum 54 Credits
- (ii) Electives (E): Minimum 18 Credits
- (iii) Self study (SS): Maximum 09 credits (one minimum 03 Credits course shall be mandatory but not to be included while calculating the grades)

\* 01 Credit = 01 hour of lecture/instructions per week

01 Credit course = 15 hours of lectures per semester

\*\* 03hours of practical work shall be considered equivalent to 01 hour of lecture.

### **SEMESTER - I: (06 Core Courses)**

<b>First Semester</b>	<b>Name of Course</b>	<b>Course Number</b>	<b>Credits</b>	<b>Marks</b>
	Advanced Food Science – I	SOS/HSC/C001	03	100
	Theories of Human Development	SOS/HSC/C002	03	100
	Advanced Clothing Construction	SOS/HSC/C003	03	100
	Extension Education and Communication in Home Science	SOS/HSC/C004	03	100
	Research Methodology in Home Science	SOS/HSC/C005	03	100
	Practical	SOS/HSC/C006	03	100

Page | 4

#### **Paper I (Core): SOS/HSC/C001: Advanced Food Science – I**

**(Credits: 03; Marks: 100)**

##### **Course Outcomes:**

**CO1.** Students will be able to understand the value of food and its importance.

**CO2.** Students will be able to appreciate the concept of nutrients and their functions.

**CO3.** The students will demonstrate ability to classify foodstuffs into different food groups as per their nutritive value.

**CO4.** Students will be able to critically analyze the characteristics of various food groups with respect to their structure, composition, nutritive content and uses.

**CO5.** Students will be able to display knowledge of food processing and its importance of some foodstuffs.

**CO6.** Students will grasp knowledge of special properties (such as toxicity in pulses), its effects and management.

##### **Unit -1**

Different food groups and their nutritive values

Beverages: Coffee, tea and Cocoa; Soft Drink; Alcoholic beverages

##### **Unit -2**

Fruits: Composition and nutritive value

Vegetables: Classification, composition, nutritive value and methods of cooking

Preserved and processed products from fruits and vegetables

##### **Unit -3**

Cereals: Breakfast cereals – Uncooked and ready to eat products; Cereal-based products – processed, fermented and baked

Pulses and legumes: Composition and processing; Toxic constituents of Pulses and elimination of toxic factors

#### **Unit -4**

Nuts and oilseeds: Use and processing

Fats and oils: Functions of oils and fats in food; Processing of fats

#### **References**

Page | 5

1. Amerine MA, Pengborn RM, Roceasier EB (1965). Principles of Sensory Evaluation and Academic Press, New York.
2. Srilakshmi, B. Food Science, 4<sup>th</sup> Edition, New Age Publishers, New Delhi
3. Food Science and Experimental Foods, M. Swaminathan, Bappco

#### **Paper II (Core): SOS/HSC/C002: Theories of Human Development**

**(Credits: 03; Marks: 100)**

#### **Course Outcomes:**

**CO1.** Students will be able to appreciate the meaning of theory and its importance.

**CO2.** Students will be able to critically analyze different theories of personality and their applicability on human development.

**CO3.** Students will be able to compare different theories of learning and understand their application in real-life situations.

**CO4.** Students will be able to understand the concept and theory of development of moral reasoning in human beings through stages.

**CO5.** Students will be able to grasp the meaning of cognitive ability and the theory of development in human beings through stages.

**CO6.** Students will be able to demonstrate their understanding of the meaning of personality, learning, moral reasoning and cognition.

#### **Unit I:**

Maslow's self-actualization theory

Freud's psychosexual or psychoanalytic theory

Erikson's psychosocial theory

#### **Unit II:**

Skinner's theory of Operant or instrumental conditioning

Pavlov's theory of classical conditioning

Thorndike's Trial and Error Learning

#### **Unit III:**

Kohlberg's six stages of moral reasoning

#### **Unit IV:**

Piaget's cognitive development theory

#### **References:**

1. Morgan, King et al (1999): “Introduction to Psychology”, Tata Mc Graw-Hill Edition, Delhi, India
2. Hurlock E (2000): “Child Development”, Tata Mc Graw-Hill Edition, Delhi, India
3. Bal Vikas evam Bal Manovigyan, Brinda Singh, Panchseel Prakashan, Jaipur

**Paper III (Core): SOS/HSC/C003: Advanced Clothing Construction**

**(Credits: 03; Marks: 100)**

**Course Outcomes:**

**CO1.** Students will be able to display their knowledge of different equipment and their usage in clothing construction.

**CO2.** Students will be able to exhibit their knowledge and skills in identifying, explaining the functions, care and maintenance of different parts of sewing machine.

**CO3.** Students will be able to demonstrate their understanding of the common defects and the remedies of sewing machine.

**CO4.** Students will be able to apply their knowledge of anthropometric measurements; tools used and demonstrate their skills in taking measurements for construction of different garments.

**CO5.** Students will be able to critically analyze and compare the different techniques of garment construction.

**CO6.** Students will be able to explain the general principles, sequence and steps involved in clothing construction.

**Unit I:**

Equipment used in clothing construction

Sewing machine: Parts and attachments; common defects and remedial measures, care and maintenance

Anthropometric Measurements: Need; taking measurements for different garments; precautions and method; tools and materials

**Unit II:**

Techniques of clothing construction:

Drafting: Meaning and importance; tools, method and precautions; drafting on paper and cloth;

Pattern making: Meaning and importance; parts of pattern; tools required; symbols used and general rules

**Unit III:**

General principles of clothing construction; Steps in clothing construction: Preparation of fabric for clothing construction; preparing layout; marking of cloth; principles of cutting; principles of stitching; finishing

**Unit IV:**

Use of construction features in design – seams, darts, tucks, pleats, gathers, placket opening, shirring, smocking

Different types of – necklines, collars, yokes and sleeves

Renovation of clothing

#### **References:**

1. Vastra evam Paridhan, Shashi Prabha Jain and Archana Jain, Shiva Prakashan, Indore
2. Parivarik Paridhan Vyavastha, Manju Patni and Sapna Henry, Star Publications
3. Vastra Vigyan ke Mool Sidhanth, G.P. Sherry, Vinod Pustak Mandir
4. Griha Vigyan Vishwakosh, Rama Sharma and M.K Mishra, Arjun Publishing House

Page | 7

### **Paper IV (Core): SOS/HSC/C004: Extension Education and Communication in Home Science**

**(Credits: 03; Marks: 100)**

#### **Course Outcomes:**

**CO1.** Students will be able to discuss the need and role of home science extension in the welfare of family and society.

**CO2.** L Students will be able to comprehend the meaning, objectives and methods of extension education in Home Science.

**CO3.** Students will be able to describe the qualities of an effective extension worker.

**CO4.** Students will be able to identify and compare different audio-visual aids used in extension.

**CO5.** Students will be able to recognize national and international agencies involved with extension.

**CO6.** Students will be able to explain the concept, characteristics and their role as a home scientist in community development

#### **Unit 1**

Home Science: Concept, objectives, areas and relationship with extension

Home Science Extension Education: Meaning, objectives, principles, process and methods

#### **Unit 2**

Qualities of home science extension worker

Extension education methods

#### **Unit 3**

Audio Visual aids in Home Science extension education

Agencies (national and international) associated with extension education for rural development

#### **Unit 4**

Community development: Organization, principles, characteristics and functions

Role of home scientists in community development

#### **References**

1. Griha Vigyan Prasar Shiksha, Manju Patney and U.S Thakur, Shiva Prakashan Indore

2. Communication for Development in the Third World Theory and Practices (1991) . Sage Publication, New Delhi.
3. Chaubey BK (1990) A Handbook of Education Extension, Jyoti Publication, Allahabad
4. Singh , R. (1987)Text Book of Extension Sahitya Kala Prakashan , Ludhiana
5. Extension Education in Community (1961) Ministry of Food and Agriculture, Government of India, New Delhi
6. Extension Programme Planning, Oxford and IBH Publishing Company Pvt. Ltd. New Delhi

**Paper V (Core): SOS/HSC/C005: Research Methodology in Home Science**

**(Credits: 03; Marks: 100)**

**Course Outcomes:**

**CO1.** Students will be able to narrate different methods of acquiring knowledge in research.

**CO2.** Students will be able to comprehend the meaning and importance of research and describe the steps involved.

**CO3.** Students will be able to display their ability in formulation of a sound research problem and its identification.

**CO4.** Students will be able to critically compare and contrast different types off research.

**CO5.** Students will be able to demonstrate their knowledge and skill in developing an effective research design.

**CO6.** Students will be able to define and differentiate between population and sample and describe the types of sampling.

**CO7.** Students will be able to identify different sources of data and differentiate between tools and techniques of gathering data in research work.

**CO8.** Students will be able to understand the importance of report writing in research and demonstrate their skill in constructing an effective report.

**Unit I:**

Methods of acquiring knowledge

Research: Definition, nature, need and steps

**Unit II:**

Definition and identification of research problem, selection of a problem

Nature, types and functions of hypothesis

**Unit III:**

Types of researches – Historical, survey and experimental

Research Design – Definition, types, basic principles and purpose

**Unit IV:**

Population and sample

Probability sampling

Non-probability sampling

### **Unit V:**

Sources of Data

Data gathering instruments and techniques – interview, questionnaire, observation, case study, sociometry and projective techniques

Report writing

Page | 9

### **References:**

1. Gupta, S.P., Statistical Methods, Sultan Chand and Sons, New Delhi, 1994
2. Jain, Gopal Lal, Research Methodology, Methods, Tools and Techniques, Mangal Deep Publications, Jaipur, 1998
3. Kothari, C.R.: An Introduction to Operational Research, Vikas Publishing House Pvt. Ltd, New Delhi, 1994
4. Wright, Susan E., Social Science Statistics Allyn and Bacon Inc., London, 1986
5. Wisniewski, Mik, Quantitative Methods for Decision Makers, Mcmillan India Ltd., New Delhi, 1986.

### **Paper VI (Core): SOS/HSC/C006: Practical**

**(Credits: 03; Marks: 100)**

#### **Course Outcomes:**

**CO1.** Students will be able to display their expertise in developing different types of visual aids (posters, charts, folders, flashcards, flip charts, puppets etc).

**CO2.** Students will be able to demonstrate their skills in disseminating information by using the visual aids with community members.

**CO3.** Students will be able to hone their skills in using various types of construction features in design such as pleats, tucks, gathers etc.

**CO4.** Students will be able to understand the importance and process of making bodice blocks for different age groups (children and women).

**CO5.** Students will apply their skills in adapting the self-constructed bodice blocks for constructing various garments for different age groups.

**CO6** Students will be able to demonstrate their knowledge and skills in creating variety in garments by using different types of necklines, collars, yokes and sleeves in garment construction.

#### **Practical:**

1. Preparation of theme-based audio-visual aids: Chart, Poster, Flash Card, Pamphlet/Folder and Flannelograph.
2. Construction of darts, pleats, tucks, gathers; basic seams; collars and sleeves.
3. Drafting of adult basic bodice and sleeve block and stitching of blouse and kurta.
4. Understanding and handling of sewing machine: various parts; accessories; care, common defects and remedial measures

## **SEMESTER - II: (06 Core Courses)**

<b>Second Semester</b>	<b>Name of Course</b>	<b>Course Number</b>	<b>Credits</b>	<b>Marks</b>
	Advanced Food Science – II	SOS/HSC/C007	03	100
	Life Span Development	SOS/HSC/C008	03	100
	Fabric Construction	SOS/HSC/C009	03	100
	Advanced Home Management	SOS/HSC/C010	03	100
	Statistics in Home Science	SOS/HSC/C011	03	100
	Practical	SOS/HSC/C012	03	100
	Adolescence	SOS/HSC/SS01	03	100
	Basic Computers	SOS/HSC/SS02	03	100

Page | 10

### **Paper I (Core): SOS/HSC/007: Advanced Food Science – II**

**(Credits: 03; Marks: 100)**

#### **Course Outcomes:**

**CO1.** Students will be able to appreciate the meaning, types and importance of evaluation of foods.

**CO2.** Students will be able to grasp the nuances of the various criteria of evaluation of foods.

**CO3.** Students will be able to discover the diversity in foods created by a variety of methods (fermentation, pickling etc.)

**CO4.** Students will be able to critically analyze the characteristics of various food groups with respect to their structure, composition, nutritive content etc.

**CO5.** Students will be able to relate a variety of methods of cookery, processing, preservation etc. of foodstuffs with their own food related cultural practices.

**CO6.** Students will be able to comprehend and appreciate the art and science of foods from various food groups.

#### **Unit 1**

Evaluation of foods: Visual examination and sensory evaluation (colour, texture, flavor and taste)

Fermented foods, pickles, sauces

#### **Unit 2**

Meat: Composition, cooking of meat; Changes produced during meat cooking; Meat substitutes

Fish: Type, composition and cookery, preservation and processing

#### **Unit 3**

Egg: Nutritive value and structure; Storage and processing; Effect of heat on egg protein; Egg products; Egg cookery; use of egg as a thickening agent and an emulsifying agent.

Milk: Composition and importance; Milk processing; Milk products; Milk substitute.

#### **Unit 4**

Sugar: Different types of sugars; Indian confectionary

Spices and condiments: Role of major and minor spices and their use; active principles in some spices, Adulteration of spices

Page | 11

#### **References:**

1. Handbook of Food Science and Experimental Foods, M Swaminathan, Bappco

### **Paper II (Core): SOS/HSC/008: Life Span Development**

**(Credits: 03; Marks: 100)**

#### **Course Outcomes:**

**CO1.** Students will be able to categorize human life span into different age related stages and sub-stages in continuity.

**CO2.** Students will be able to explain the specific characteristics of each stage and relate them with their own personal life experiences.

**CO3.** Students will be able to understand the different kinds of problems that are characteristic to each stage of human lifespan and relate them with the adjustments that need to be made.

**CO4.** Students will be able to compare the features of the different stages of human lifespan and identify commonalities and differences if any.

**CO5.** Students will be able to understand the concept of lifespan development and the importance of studying it.

**CO6.** Students will be able to critically examine the inherent changes that take place among people over the years and compare them with their own cultural background.

#### **Unit I: Early Adulthood**

Characteristics; Sub-stages; Developmental Tasks

Problems: Adjustments, Interests, Vocational, Marital life and adjustments, Divorce, Re-marriage, Unmarried life/singlehood

#### **Unit II: Middle Age**

Characteristics; Subdivisions; Developmental Tasks

Problems: Some common problems unique to old age; Physical changes, Health, Changes in interests, Vocational, Changing family pattern, Family adjustments, Loss of spouse

#### **Unit III: Old Age**

Characteristics; Subdivisions; Developmental Tasks

Types of Changes during ageing: Physical, Sensory, Sexual, Health, Changes in motor abilities, Changes in mental abilities and cognitive capacities, Changes in interests, Retirement, Loss of spouse; Vocational and Family life hazards of old age; Consequences of ageing

## References:

1. Vikasatmak Manovigyan, Rajendra Prasad Singh, Jitendra Kumar Upadhyay, Rajendra Singh; Motilal Banarsidas, New Delhi.
2. Baal Vikas evam Baal Manovigyan, Vrinda Singh, Panchsheel Prakashan, Jaipur
3. Hurlock B Elizabeth (1981), Developmental Psychology – A Life Span Approach, Tata Mc Graw Hill
4. Hurlock B Elizabeth (1978), Child Growth and Development, Tata Mc Graw Hill
5. Hurlock B Elizabeth (1997), Child Development, Tata Mc Graw Hill
6. Papalia E Diane & Olds Wendkos Sally (1975), A Child's World – Infancy through Adolescence, Mc Graw-Hill Book Company
7. Berk E Laura (2000), Child Development, Allyn and Bacon

## **Paper III (Core): SOS/HSC/009: Fabric Construction**

**(Credits: 03; Marks: 100)**

### **Course Outcomes:**

**CO1.** Students will be able to understand the science as also appreciate the art related component of fabric construction.

**CO2.** Students will be able to explain the application of technology in yarn production and fabric construction.

**CO3.** Students will be able to explain the application of technology in the process of fabric construction.

**CO4.** Students will be able to compare and contrast non-conventional alternative technology of fabric construction that does not involve weaving.

**CO5.** Students will be able to observe, inspect and understand the tools, equipment and conventional methodology used to construct fabric from fiber.

**CO6.** Students will be able to relate the knowledge gained in classroom to the tools, equipment and traditional methodology used to construct fabric from fiber.

### **Unit I**

Yarn construction – mechanical and chemical spinning; Different stages of yarn construction; Types of yarn – simple, textured and spun; simple – simple, ply, cord; novelty; ply, cable, double and novelty; yarn numbering and yarn twist

Blends – meaning, types, process and reasons for blending, difference between blends and mixed

### **Unit II**

Methods of fabric construction: from solutions – film method, foam method, felting, non-woven method, from yarn – braiding, knitting, lace method and weaving

Non-woven fabrics – meaning, types, methods and uses

Felting – meaning, types and process

### **Unit III**

Knitting technology: Definition, classification, material and equipments; Methods of knitting – weft knitting and warp knitting; Uses and disadvantages of knitted fabrics

#### **Unit IV**

Weaving technology: Definition, main operations; Characteristics of woven fabrics; Selvedge – types; Types of weaves

Loom – Parts of loom; Classification and types of loom; Motions of the loom

#### **References:**

Vastra Rachna evam Chappai Takneek, Jain and Gupta, Shiva Prakashan, Indore

Vastra Vigyan evam Paridhan Parichay, Patni, Agarwal evam Gupta; Shiva Prakashan, Indore

Vastra Vigyan ke Siddhanth, Reena Khanuja, Agarwal Publications

Vastra Vigyan evam paridhan vyavastha – Manju Patni, Star Publications

### **Paper IV (Core): SOS/HSC/010: Advanced Home Management**

**(Credits: 03; Marks: 100)**

#### **Course Outcomes:**

**CO1.** Students will be able to comprehend the concept of management and extend it to management at domestic level.

**CO2.** Students will be able to explain the need and importance of management at house-hold level.

**CO3.** Students will be able to discuss the different elements of management and explain their inter-relatedness as well as relate it with management in the domestic sphere.

**CO4.** Students will be able to identify the various steps in the process of management and of decision making illustrate them with examples from their personal experiences of daily life.

**CO5.** Students will be able to classify different types of resources and explain their usage and characteristics in relation to management at home.

**CO6.** Students will be able to categorize management into different types and explain their important characteristics.

**CO7.** Students will be able to understand the concept of work simplification and describe and demonstrate practically its various techniques.

**CO8.** Students will be able to list and describe the qualities, roles and responsibilities of a good manager in the domestic sphere.

#### **Unit 1**

Management in family living, characteristics of management in home, role of home management, misconceptions regarding home management

Roles and responsibilities, characteristics and functions of a home manager

#### **Unit 2**

Values – Concept, characteristics, classification and factors influencing values

Goals – Concept, types, factors influencing goals  
Standards – Concept, classification of standards  
Interrelatedness of values, goals and standards

### **Unit 3**

Management process: Planning, organizing, leading, controlling and evaluating  
Decision making: Concept, steps, factors affecting, kind  
Resources: Meaning and definition, role, characteristics, classification

Page | 14

### **Unit 4**

Time Management: Tools – peak loads, work curves, rest periods and work simplification  
Energy Management: Classification of efforts used in home making, fatigue – types and causes  
Work simplification: Techniques – pathway chart, operation chart, micro-motion film analysis and path process chart

### **Unit 5**

Money Management: Budgeting – Definition, importance and steps in planning a budget  
Account keeping – importance, types of account systems, methods of handling money, family financial records

### **References:**

1. An Introduction to Family Resource Management, Premavathy Seetharaman, Sonia Batra and Preeti Mehra, CBS Publishers and Distributors

### **Paper V (Core): SOS/HSC/011: Statistics in Home Science**

**(Credits: 03; Marks: 100)**

### **Course Outcomes:**

- CO1.** Students will be able to rationalize the use of statistics in relation to research in home science and explain its applications.  
**CO2.** Students will be able to explain meaning of data and practically demonstrate the process of its classification and tabulation.  
**CO3.** Students will be able to display their skills in the pictorial and graphical representation of data.  
**CO4.** Students will be able to understand the concept of different types of measurement of statistical data and explain their application in social research.  
**CO5.** Students will be able to combine acquired knowledge and skills in analyzing collected data.  
**CO6.** Students will be able to grasp the nuances of report writing and put into practice the acquired knowledge in writing an academic or research report.

### **Unit I**

Meaning and uses of statistics, classification and tabulation of data  
Construction of frequency distribution table

**Unit II**

Diagrammatic representation of data – single dimensional diagrams (line and bar), two dimensional diagram (pie)  
 Graphical representation of data – graphs of frequency distribution (histogram, frequency polygon, frequency curve)

**Unit III**

Measures of central tendency – mean, median, mode  
 Measures of dispersion – standard deviation

**Unit IV**

Analysis of data  
 Writing a research report

**Paper VI (Core): SOS/HSC/012: Practical****(Credits: 03; Marks: 100)****Course Outcomes:**

- CO1.** Students will be able to appreciate cultural diversity at the national level by collecting and experimenting with recipes from different Indian states including their own state.
- CO2.** Students will be able to display knowledge acquired and skills built in creative and hygienic preparation of low-cost high nutritive value recipes.
- CO3.** Students will be able to put into practice their acquired knowledge of types of weaves and demonstrate their skills and creativity in preparing them.
- CO4.** Students will be able to apply their acquired knowledge of knitting and exhibit their skills and creativity in preparing handmade samples of different types and patterns.
- CO5.** Students will be able to develop expertise in artistic and creative display of their handmade preparations of cooked national and local recipes, weave samples and knitting patterns.
- CO6.** Students will be able to move from laboratory to field by visiting local cloth weaving units and documenting their experience by writing a report supplemented with photos and samples if any.

1. Preparation of recipes from different Indian states
2. Preparation of low cost high nutritive value recipes
3. Drafting and lifting plan of different weaves on graph paper and glaze paper
4. Visit to a cloth weaving unit and report writing
5. Hand knitting samples/articles

**Paper VII (Self Study): SOS/HSC/012: Adolescence**

(Credits: 03; Marks: 100)

**Course Outcomes:**

**CO1:** Students will be able to understand and accept that change is an inevitable part of life.

**CO2:** Students will be able to appreciate that growth and development is a continuous process. Page | 16

**CO3:** Students will be able to develop positive acceptance of self.

**CO4:** Students will be able to recognize that changes during adolescence occur at different timing in every individual.

**CO5:** Students will be able to understand individual differences in development.

**Unit 1**

Puberty and Adolescence – definition and characteristics

Physical changes during puberty and adolescence and their impact on adolescent and family

Developmental tasks of adolescence

**Unit 2**

Social and emotional development during adolescence

Factors affecting social and emotional development

Role of parents, teachers, peers and society

**Unit 3**

Friendship patterns and social groupings during adolescence

Process of socialization

Development of interests and attitudes

**Unit 4**

Problems of adolescence – drop out from education system, juvenile delinquency – causes and prevention, addiction and alcoholism

Problems of adjustment, identity crisis

**References:**

Kishore-awastha, Vivah evam Parivarik Jeevan, Alka David, Shiva Prakashan, Indore

**Paper VIII (Self Study): SOS/HSC/012: Basic Computers** (Credits: 03; Marks: 100)

**Unit I**

Overview about computers – Definition, parts of computer system, working and functions of computer, history of computers, Generations of computers – First, Second, Third, Fourth and Fifth

**Unit II**

Characteristics of computer, applications of computers in various fields, classification of computers, types of Personal Computers  
 Components of a computer – Organization of computer, main parts of computer – CPU, Input devices, Output devices, memory

### Unit III

Page | 17

Input devices – Meaning and their examples

Output devices – Meaning, types of presentation of output – text, graphic, sound; Types – Video Display Screen or Monitor, printer, plotter

### Unit IV

Memory – Primary memory and its types; Secondary Memory and its examples  
 Hardware, Software, Skinware and Liveware

### References:

Computer ka Parichay – Gaurav Agarwal, Shiva Prakashan, Indore

### **SEMESTER - III: (03 Core Courses + 03 Electives)**

Third Semester	Name of Course	Course Number	Credits	Marks
	Community Nutrition	SOS/HSC/C013	03	100
	Dyeing and Printing	SOS/HSC/C014	03	100
	Practical	SOS/HSC/C015	03	100
	Electives (Any <b>three</b> of the following):			
	Advanced Food and Nutrition	SOS/HSC/E001	03	100
	Organization and Management of Early Childhood Education Center	SOS/HSC/E002	03	100
	Consumer Education	SOS/HSC/E003	03	100
	Early Childhood Education	SOS/HSC/E004	03	100
	Traditional Indian Embroidery and Textiles	SOS/HSC/E005	03	100
	Rural Sociology	SOS/HSC/SS003	03	100
	Child Welfare in India	SOS/HSC/SS004	03	100

### **Paper I (Core): SOS/HSC/C013: Community Nutrition** (Credits: 03; Marks: 100)

#### **Course Outcomes:**

**CO1.** The students will be able to understand the major nutritional problems of children, their prevention and control at early stage.

**CO2.** The students will be able to develop a holistic knowledge base and understanding the nature of important nutritional deficiencies, their prevention and control.

**CO3.** The students will be able to understand the causes and consequences of nutritional problems in people from different socio-economic levels in the society.

**CO4.** The students will be able to be familiar with various methods of nutritional assessment and surveillance.

**CO5.** The students will be able to gain knowledge about clinical and laboratory diagnostic methods used for assessment of nutritional status.

**CO6.** The students will be able to assess dietary intakes of population by various methods and to calculate their nutrient intake.

**CO7.** Students will understand the role of various nutrients in prevention and cure of disease and ailments

### **Unit-I**

Prevalence, etiology, biochemical and clinical manifestation and preventive measures for: Protein Calories Malnutrition- Kwashiorkar and Marasmus

### **Unit II:**

Prevalence, etiology, biochemical and clinical manifestation and preventive measures for: Iron deficiency, Iodine deficiency; Fluorine Deficiency and Toxicity

### **Unit III:**

Prevalence, etiology, biochemical and clinical manifestation and preventive measures for Vitamin A deficiency; Beri-beri, Pellagra; Scurvy; Rickets, Osteomalacia and Osteoporosis

### **Unit IV:**

Nutritional assessment and surveillance – Meaning, need, objectives and importance

Anthropometry – Need, importance, types, standards for reference

Biochemical methods – Biophysical or Radiological assessment, functional assessment, laboratory and biochemical assessment

Clinical assessment – Need, importance, identifying signs of deficiency diseases

Diet surveys – Need, importance, methods

## **Paper II (Core): SOS/HSC/C014: Dyeing and Printing**

**(Credits: 03; Marks: 100)**

### **Course Outcomes:**

**CO1.** The students will be able to gain knowledge of different dyeing methods.

**CO2.** The students will acquire knowledge of latest methods of designing in the textile industry.

**CO3.** The students will gain knowledge about preparation of fabric for dyeing and printing.

**CO4.** The students will be able to understand the concept of dyeing at the commercial and household level.

**CO5.** The students will be able to develop technical competency in printing with different types of dyes on different kinds of fabrics.

**CO6.** The students will be able to distinguish among different natural and synthetic dyes, modern and traditional methods of printing.

**Unit I:**

Dyes – Definition and classification of dyes

Different types of dyes: Natural dyes – Vegetable, animal and mineral; Synthetic dyes – direct, acid, basic, reactive, vat, sulphur, mordant, disperse, pigments

Suitability of various dyes to different fibres

Page | 19

**Unit II:**

Dyeing methods at different stages of processing – fibre, yarn, piece, union and cross

Colour fastness characteristics – washing, sunlight, crocking, and perspiration

Domestic methods of dyeing

**Unit III:**

Printing – Significance, methods – block, stencil, screen, roller

Faults in printing

Advantages and disadvantages of different printing methods

**Unit III:**

Preparation of printing paste, use of various ingredients and thickeners

Preparation of cloth for printing

After-treatment of printed goods

Printing of cellulosic fabric with pigments, azoic, direct, vat and reactive dyes

Printing of wool and silk with acid and reactive dyes

**References:**

Vastra Rachna evam Chappai Takneek, Jain and Gupta, Shiva Prakashan, Indore

**Paper III (Core): SOS/HSC/C015: Practical**

**(Credits: 03; Marks: 100)**

1. Familiarize students with methods of assessment of nutritional status and conduct single person case study to assess and evaluate nutritional status or carry out a survey using anthropometric measurements.
2. Construction of articles using different types of printing and dyeing techniques

**Paper IV (Elective): SOS/HSC/E001: Advanced Food and Nutrition**

**(Credits: 03; Marks: 100)**

**Course Outcomes:**

**CO1.** The students will be able to understand the important functions and sources of various nutrients and their relation to our health.

**CO2.** The students will gain knowledge about the process of digestion, absorption and metabolism of nutrients.

**CO3.** The students will gain knowledge about energy requirements of different persons, Basal Metabolic Rate and factors affecting energy requirements.

**CO4.** The students will understand the objectives and importance of supplementary feeding programs.

**CO5.** The students will acquire knowledge of National Nutrition Policies of our country.

### **Unit 1**

Dietary Nutrients in foods: Types, Functions, requirement, and sources; Digestion, absorption & Utilization of Nutrients; Energy – Requirements and B.M.R

### **Unit 2**

Nutrition during different life cycles: infancy pre-school, pregnancy, lactation, old-age etc.

### **Unit 3**

National nutrition policy and supplementary feeding programmes

National and international agencies in the field of nutrition

Therapeutic Nutrition: Definition, importance and scope, adaptation of normal diet for therapeutic purposes (Soft diet, full fluid diet, bland diet etc.)

### **Unit 4**

Etiology, causative factors, preventive measures and planning of diets in febrile conditions (acute fever, typhoid, tuberculosis); gastro-intestinal disorders (diarrhea, constipation, peptic ulcers); kidney diseases (acute and chronic nephritis); diabetes mellitus, cardio-vascular diseases (hypertension, coronary heart diseases)

### **Reference**

1. Cherley H (1982). Food Science (2nd edition), John Wiley & Sons, New York.
2. Gopalan C. (eds.) (1993) Recent Trends in Nutrition, Oxford University Press.
3. International Child Health: A Digest of Current Information.
4. Jallinek G (1985). Sensory Evaluation of Food Theory and Practice, Ellis Harwood Chicester.
5. Jelliffe DE and Jelliffe EFP (1989). Community Nutritional Assessment, Oxford University Press.

### **Paper V (Elective): SOS/HSC/E002: Organization and Management of Early Childhood Education Center**

**(Credits: 03; Marks: 100)**

#### **Course Outcomes:**

**CO1.** The students will gain knowledge about principles of early childhood care and education.

**CO2.** The students will be able to develop the skills and techniques to plan activities in ECCE centers.

**CO3.** The students will gain competence in conducting educational activities in early childhood care and education.

**CO4.** The students will be able to learn to work effectively with parents and community.

**CO5.** The students will be able to organize pre- school centers in their community with the knowledge of building, equipment and staff requirements.

**CO6.** The students will be able to prepare teaching material kit and presentation based on play way method/approach.

### **Unit 1: Minimum requirements of Early Childhood Education Center:**

Building requirements – physical structure and facilities; indoor space – size and arrangement of rooms; outdoor space; Equipment and Play Materials – Outdoor Play Equipment; Indoor Play equipment; Selection of Equipment and Play materials; Maintenance and display of materials; Safety requirements; Age for admission, Admission procedure. ECE programme – timings, content and methodology; Records in ECE center

### **Unit 2: Staff, Family and Community**

Staff structure, qualifications; Essential Qualities (Personal and Professional) of ECE teacher; Role and Responsibilities of Pre-School teacher; Need and Importance of involving family and community; Methods of Involving Parents; Community Participation

### **Unit 3: Planning the Curriculum**

Need for Planning ECE Curriculum; Principles in Developing Daily Schedules; Stages in Curriculum Planning – Planning of Long Term Goals, Planning of Short Term Goals, Identifying Play Activities, Formulating Daily and Weekly Schedules;

### **Unit 4: Evaluation**

Concept and Purpose of Evaluation; Evaluating Play Activities; Evaluating Children; Tools for Evaluating Children; Evaluating ECE center

## **Paper VI (Elective): SOS/HSC/E003: Consumer Education**

**(Credits: 03; Marks: 100)**

### **Course Outcomes:**

**CO1.** The students will be able to understand about the behavior, characteristics and types of consumer.

**CO2.** The students will be able to learn importance and steps of decision making by the consumer.

**CO3.** The students will be able to gain knowledge about the rights and responsibilities of consumer.

**CO4.** The students will be able to understand the problems of the consumer in past and present times.

**CO5.** The students will become aware about the various consumer protection measures and services.

**CO6.** The students will be able to use the consumer protection laws for consumer welfare and can educate the common man about consumer rights and laws.

**Unit 1:**

Consumer – definition, meaning, characteristics and types

Consumer behavior – meaning, factors influencing, consumer and sales techniques

Steps in decision-making by the consumer

Page | 22

**Unit 2:**

Rights and responsibilities of the consumer

Problems of the Indian consumer

Consumer protection – meaning, definition, need, measures

**Unit 3:**

Consumer and Law

Consumer welfare

Consumer protection services

**Unit 4:**

Approaches for consumer education

Standard and standardization – meaning, definition, advantages and disadvantages, problems and obstacles

**References:**

1. Upbhokta Arthshashtra, Karuna Sharma, Manju Patni and Deepak Agarwal, Shiva Prakashan Indore
2. Parivarik Vit evam Upbhokta Shiksha, Karuna Sharma, Sandhya Sharma and Deepak Agarwal, Shiva Prakashan Indore

**Paper VII (Elective): SOS/HSC/E004: Early Childhood and Education**

**(Credits: 03; Marks: 100)**

**Course Outcomes:**

**CO1.** The students will be able to discover contribution of various thinkers, ideology, applications and limitations of Indian and Western thinkers.

**CO2.** The students will be able to understand the need and significance of Pre -school education.

**CO3.** The students will gain knowledge about Early Childhood education services in India.

**CO4.** The students will be able to understand the significance of First Five Years of Life.

**CO5.** The students will get knowledge about the developmental characteristics; Developmental needs of the Pre-school children.

**CO6.** The students will be able to learn about the types of play, importance and values of play in the development of children.

**Unit I: Historical perspective of early childhood education**

Contribution of various thinkers (their ideology, applications and limitations)

Western: John Amos Comenius, Johann Heinrich Pestalozzi, John Locke, Friedrich Wilhelm Froebel, Jean Jacques Rousseau, Maria Montessori

Indian: Rabindranath Tagore (1861 – 1941), Gijubhai Badeka, M.K Gandhi, Tarabai Modak

**Unit II: Principles of Early Childhood Education**

Objectives; Need and significance; Basic Principles; The Playway Method; Early Childhood education services in India - Government Sector – ICDS, NIPCCD, NCERT etc; Voluntary Sector – ICCW, Balwadi, Mobile Creche's, ECCE centers etc.; Private Sector (Nursery, Pre-Primary etc)

**Unit III: Early Childhood Years (3 – 6 Years)**

Children in the Early Childhood Years – Developmental Characteristics; Developmental needs; Interests; Significance of First Five Years of Life

**Unit IV: Play**

Concept of Play; Play and Learning; Role of play in development; Play as a means of understanding children's development; Different types of play among preschool children (unoccupied behaviour, onlooker, solitary independent play, parallel activity, associative play, cooperative or organized supplementary play)

**References:**

1. NCERT (1991), A Guide for Nursery School Teachers, NCERT, New Delhi
2. Seth Kanta, Ahuja Kavita (1996), Minimum Specifications for Pre-Schools, NCERT, New Delhi
3. Kohn Ruth (2003), The Exploring Child – A Handbook for Pre-Primary Teachers, Orient Longman, Delhi
4. Chowdhury D Paul (1995), Child Welfare/Development, Atma Ram & Sons, Delhi
5. Certificate Course in Organizing Child Care Services, IGNOU, (Block 1 to 6)
6. Grewal J S (1998), Early Childhood Education – Foundations and Practice, Har Prasad Bhargava, Agra
7. Kaul Venita (1991), Early Childhood Education Programme, NCERT, New Delhi
8. Mina Swaminathan, Bacchon Ke Liye Khel Kriyaen, UNICEF, New Delhi

**Paper VIII (Elective): SOS/HSC/E005: Traditional Indian Embroidery and Textiles**

(Credits: 03; Marks: 100)

**Course Outcomes:**

**CO1.** The students will be able to learn and identify traditional Indian embroidery and textiles.

**CO2.** The students will be able to learn general embroidery techniques, various basic stitches used for embroidery.

**CO3.** The students will be able to learn about the texture, design and colours used in embroidery and traditional textiles of various Indian states.

**CO4.** The students will be able to learn different traditional methods of dyeing and printing of fabrics.

**CO5.** The students will become competent in making designs on fabric by using different weaving techniques.

**CO6.** The students will learn to preserve traditional techniques of producing textile designs and embroideries they can also start their own startups.

### Unit I

Historical background of traditional Indian embroidery

General embroidery techniques; Hand embroidery–knowledge of basic hand embroidery stitches

### Unit II

Study of traditional embroideries of India: Texture, design and colour

Chikankari of Uttar Pradesh, Kantha of Bengal, Kasuti of Karnataka, Kutch Kathiawar of Gujarat, Phulkari of Punjab, Sindhi embroidery

### Unit III

Traditional Textiles of India: Texture, design and colour

Woven (in design) – Patola, brocade, chanderi, paithani, pochampalli, ikat, maheshwari

Printed woven fabric – dacca muslin, tassar, kota doris

Printed – Sangneri, kharhi print of Gujarat

Painted – kalamkari, madhubani

Resist dyed – bandhej of Gujarat and Rajasthan

### Unit IV

Khadi: Significance – National and economic; Revolution in Khadi

Handloom: Definition, role in national economy and some chief handloom clothes of India

### References

1. Parivarik Paridhan Vyavastha – Sapna Henry and Manju Patni, Star Publications
2. Vastra evam Paridhan – Shashiprabha Jain and Archana Jain, Shiva Prakashan, Indore

### **Paper IX (Self Study): SOS/HSC/S002: Rural Sociology**

**(Credits: 03; Marks: 100)**

#### **Course Outcomes:**

**CO1.** The students will understand the need to study rural sociology, its scope and importance.

**CO2.** The students will understand the difference between rural and urban society.

**CO3.** The students will learn about characteristics of rural life.

**CO4.** The students will learn about caste system in rural society.

**CO5.** The students will be able to know about physical structure and social organization of rural society.

**CO6.** The students will gain knowledge about rural leadership and its principles.

### **Unit I:**

Rural sociology: Meaning, definition, need to study, scope and importance

Difference between rural and urban society

Page | 25

### **Unit II:**

Characteristics of rural life

Caste system in rural society

### **Unit III:**

Physical structure of rural society

Social organization of rural society

### **Unit IV:**

Rural leadership – meaning, principles of leadership, types of leaders, qualities of leader, selection of rural leader

### **References:**

1. ns1kbZ , - vkj Hkkjrh; xzkeh.k lekt"kkL, University Book House, Jaipur.
2. Doshi S. L. Rural Sociology, University Book House, Jaipur.
3. Ahuja Ram Social Problems in India University Book House, Jaipur.
4. Aggrwal G. K. xzkeh.k lekt"kkL= % vkxjk % lkfgR; Hkou
5. iz1kj f'k{kk] gjikyuh] LVkj ifCyds'kU1] vkxjk
6. iz1kj f'k{kk ,oa lkeqnf;d fodkl] ikVuh ,oa Bkdqj] f'kok  
izdk'ku] bUnkSj

### **Paper X (Self Study): SOS/HSC/S004: Child Welfare in India (Credits: 03; Marks: 100)**

### **Course Outcomes:**

**CO1.** The students will learn about the need and relevance of child welfare.

**CO2.** The students will be made aware about the rights of children and protection of child rights.

**CO3.** The students will gain knowledge about the present Sex ratio, Infant Mortality Rate and School enrolment rate of India.

**CO4.** The students will learn about the various situations in which the children are living and facing difficult circumstances, children in emergency situation, disabled child, destitute child, street child and delinquent child.

**CO5.** The students will learn about social and other problems related to children so the solutions can be sought.

**CO6.** The students will learn about policies and legislations for child welfare, and the governmental and non-governmental programs which are working for the welfare of children.

**Unit I: Child Welfare in India**

Concept and historical perspective, Need and relevance

Historical evolution of Child welfare

Rights of children; Protection of Child rights; Convention on the rights of the child

Child in the Constitution of India

**Unit II: Profile of child in India**

Demographic: Total population, Child population, Sex ratio, Infant Mortality Rate (IMR), Literacy, School enrolment rate

**Unit III: Children at Risk**

Children in especially difficult circumstances, Children in emergency situation, Disabled child, Destitute child, Street child, Delinquent child, Working child

Social problems related to children – female foeticide (pre-birth and pre-conception elimination), juvenile delinquency, child labour, child abuse and child marriage, discrimination against girl child

**Unit IV: Policies and Legislations for Child Welfare**

National Children's Board, The National Policy for the Child, The National Children's Fund, Child Labor Cell

Child Labour Act; PC-PNDT Act; Child Marriage Act, The Children's Act, Juvenile Justice Act, Right to Education Act

**Unit V: Child Welfare agencies and programmes in India**

International, national and local agencies – governmental and non-governmental (UNICEF, ICCW, Mobile Creches, Bal Bhawan)

Welfare programs – ICDS, Mid-day Meal Programme, Universal Immunization Programme, etc

**References:**

1. Baig, T.A. (1979): Our Children. New Delhi: Ministry of Information and Broadcasting, Govt. of India
2. Chowdhry, D.P. (1980): Child Welfare and Development. Delhi: Atma Ram

**SEMESTER - IV: (03 Core Courses + 03 Electives)**

<b>Fourth Semester</b>	<b>Name of Course</b>	<b>Course Number</b>	<b>Credits</b>	<b>Marks</b>
	Food Safety and Preservation	SOS/HSC/C016	03	100
	Children with Special Needs	SOS/HSC/C017	03	100
	Practical	SOS/HSC/C018	03	100
	Electives (Any <b>three</b> of the following):			
	Guidance and Counseling	SOS/HSC/E06	03	100
	Psychological Testing and Measurement	SOS/HSC/E07	03	100
	Consumer Economics	SOS/HSC/E08	03	100
	Apparel Designing	SOS/HSC/E09	03	100

	Dissertation	SOS/HSC/E10	03	100
	Marriage and Family	SOS/HSC/S05	03	100
	Gender in Extension	SOS/HSC/S06	03	100

### **Paper I (Core): SOS/HSC/C016: Food Safety and Preservation**

Page | 27

**(Credits: 03; Marks: 100)**

#### **Course Outcomes:**

**CO1.** The students will know about the various tests to detect food adulterants.

**CO2.** The students will understand the importance of sanitation and hygiene in food preparation.

**CO3.** The students will learn about various commercial and domestic methods of food preservation.

**CO4.** The students will get knowledge of causes of food spoilage.

**CO5.** The students will learn about the use and importance of food fortification.

**CO6.** The students will learn about the use of enzymes in food processing.

#### **Unit 1**

Food sanitation and hygiene

Food borne diseases

#### **Unit 2**

Food Adulteration and Consumer Protection

Food laws and standards

#### **Unit 3**

Causes of food spoilage

Food preservation – Principles and methods

Home scale methods of food preservation

#### **Unit -4**

Fortification of foods with vitamins and minerals

Novel and processed supplementary foods

Enzymes in food processing

#### **References:**

1. Fundamentals of Foods and Nutrition, S.R. Mudambi and M.V. Rajagopal, New Age International (P) Ltd. Publishers
2. A Textbook of Foods, Nutrition and Dietetics, M.R. Begum, Sterling Publishers Pvt. Ltd.
3. Cherley H (1982). Food Science (2nd edition), John Wiley & Sons, New York
4. Gopalan C. (eds.) (1993) Recent Trends in Nutrition, Oxford University Press
5. Handbook of food and nutrition, M. Swaminathan, Bappco

### **Paper II (Core): SOS/HSC/C017: Children with Special Needs**

**(Credits: 03; Marks: 100)**

### Course Outcomes:

- CO1.** The students will know the symptoms and causes of disabilities and illness of children.
- CO2.** The students will be able to know about techniques for identification and recording the progress of children with special needs.
- CO3.** The students will be able to identify children with mental retardation and gifted children and gain competency in suggesting educational provisions accordingly.
- CO4.** The students will gain knowledge about taking care of visually handicapped and hearing impaired children, and can make educational provisions for them.
- CO5.** The students will learn how to rehabilitate children with orthopedic impairments.
- CO6.** The students will get knowledge about how to make environment better for children with behavior problems.

### Unit I:

Children with special needs: Definition, characteristics, classification according to types of impairment  
 Special education for children with special needs

### Unit II:

Mental retardation: definition and levels, causes, identification, educational provisions  
 Gifted and creative children: definition, characteristics, special needs, identification and educational provisions

### Unit III:

Visually handicapped children: Classification, identification and educational provisions  
 Hearing impaired: Classification, identification, causes and educational provisions

### Unit IV:

Children with orthopaedic impairments: Definition, classification, causes, educational provisions and rehabilitation  
 Children with behaviour disorders: autism and aggressive behaviour

### References:

1. Bhargava M. (1994)–Introduction to Exceptional Children, Sterling Publishers, New Delhi.
2. Kar Chintamani (1996)– Exceptional Children: Their Psychology and Education, Sterling Publishers, New Delhi.
3. Sahu B.K. (1993) – Education of the Exceptional Children, Kalyani Publishers, New Delhi.
4. Vishisht Avashyakta wale bacchon ki shiksha tatha nirdeshan evam paramarsh, Vinay Rishivar, Agarwal Publications
5. Vishisht Balak, Abha Rani Bisht and Swati Saxena, Agarwal Publications

6. Vishesh Avakshyataon waale Bacche Part I and II, DECE-3, Bacchon ke liye sewayen evam karyakram, IGNOU
7. Vishisht Baalak – Shiksha evam Punarwaas, Mahesh Bhargava, H.P. Bhargava Book House, Agra

**Paper III (Core): SOS/HSC/C018: Practical**

**(Credits: 03; Marks: 100)**

1. Simple physical tests and chemical tests for detection of food adulterants
2. Home scale food preservation – preparing jam, pickle, chutney, sauce, syrup etc
3. Study of food label of processed foods available in the market
4. Case study/Report writing of a child with special needs/ a visit to an institution for children with special needs
5. Preparing an educational game or teaching aid for a child with special needs

**Paper IV (Elective): SOS/HSC/E06: Guidance and Counseling**

**(Credits: 03; Marks: 100)**

**Course Outcomes:**

**CO1.** The students will learn about the challenges in the management of programmes for children and families.

**CO2.** The students will know all the possible techniques of guidance and counseling.

**CO3.** The students will be able to establish a self-managed counselling centre.

**CO4.** The students will be able to understand about the need of guidance and counseling in human development.

**CO5.** The students will learn to introduce basic concepts in guidance, counselling and therapy.

**CO6.** The students will learn to discuss the processes involved in counseling at different stages in life

**UNIT I**

Guidance – Meaning, Aims, Scope, Need

Organs of guidance process

Foundations of guidance – philosophical, psychological and socio-cultural

Types – Educational, Vocational, Personal

**UNIT II**

Counseling – Meaning, Definition, Objectives, Need

Types of Counseling, Meaning, Characteristics, Steps, Advantages, Limitations

Relationship and difference between guidance and Counseling

**UNIT III**

Role of testing techniques in guidance, use of psychological tests, personality tests and aptitude tests in guidance

Non-testing techniques in guidance – interview, observation, case-study, cumulative record, sociometry

#### **UNIT IV**

Counselor – Qualities and Functions

Guidance and counseling during adolescence – vocational, choosing life-partner, marriage, parenthood and family life

#### **References:**

Kishore-awastha, Vivah evam Parivarik Jeevan, Alka David, Shiva Prakashan, Indore

Page | 30

### **Paper V (Elective): SOS/HSC/E07: Psychological Testing and Measurement**

**(Credits: 03; Marks: 100)**

#### **Course Outcomes:**

**CO1.** The students will gain knowledge of psychological testing and its use in real life.

**CO2.** The students will learn to differentiate between testing and measurements.

**CO3.** The students will have the knowledge to judge the criteria of a good psychological test; and its reliability, validity and standardization.

**CO4.** The students will learn about various types of intelligence tests and how these are helpful for improvement of intelligence of a person.

**CO5.** The students will learn about measurement of aptitude and attitude by using different tests and their significance.

**CO6.** The students will be able to know about personality assessment methods, meaning of personality and its significance in the life of a person.

#### **Unit I:**

Introduction to psychological testing: Need, meaning, objectives, uses and design

Difference between testing and measurement

Criteria of a good psychological test; reliability, validity and standardization

#### **Unit II: Measurement of intelligence and creativity**

Intelligence: Meaning, types of intelligence tests; some standardized intelligence tests

Creativity: Meaning, some standardized tests of creativity

#### **Unit III: Measurement of aptitude and attitude**

Aptitude: Meaning, types of aptitude tests

Attitude: Meaning, attitude scales

#### **Unit IV: Assessment of personality**

Behavioural methods of personality assessment

Personality inventories

Projective techniques

**References:**

1. Adhunik Manovagyanik Parikshan evam Maapan, Mahesh Bhargava, H.P. Bhargava Book House, Agra
2. Psychological Testing, Urbina Anastasi

**Paper VI (Elective): SOS/HSC/E08: Consumer Economics** (Credits: 03; Marks: 100)**Course Outcomes:**

- CO1.** The students will get familiarized with the changing economic environment and the rising consumerism.
- CO2.** The students will have understanding of the marketing system and strategies.
- CO3.** The students will have an overview of the consumer behavior and the consumer movement.
- CO4.** The students will learn to become a wise consumer in the present market system.
- CO5.** The students will learn about different types of taxes of India, importance of taxes, their advantages and disadvantages.
- CO6.** The students will learn about types of advertisement and their good and bad effects on consumer psychology.

**Unit 1**

Consumption – meaning, definition, characteristics and importance  
Standard of living and measure of consumption  
Needs – definition, classification, factors affecting and characteristics

**Unit 2**

Income and expenditure of consumer  
Family budget – definition, importance, types and steps in planning a budget

**Unit 3**

Consumer buying habits  
Advertisements – meaning, definition, types, advantages, disadvantages, techniques  
Consumer credit – meaning, need, types and sources

**Unit 4**

Introduction to tax and their kinds  
Main taxes in India  
Income tax – meaning, characteristics, definition and importance

**Paper VII (Elective): SOS/HSC/E09: Apparel Designing**

**(Credits: 03; Marks: 100)**

**Course Outcomes:**

**CO1.** The students will learn to impart an in-depth knowledge of style reading, pattern making and garment construction techniques.

**CO2.** The students will have knowledge of different types of patterns and designs being used for apparels.

**CO3.** The students will learn to use principles of designs in apparel designing.

**CO4.** The students will have understanding of common problems encountered and remedies for fitting defects.

**CO5.** The students will learn to use colours and colour schemes in relation to apparel designing and creating illusions by using colours.

**CO6.** The students will learn about current fashion and trends in apparel industry so as to be able to design apparels accordingly.

Page | 32

**Unit 1**

Design – Meaning, types (structural and decorative), patterns  
Introduction to principles of design in relation to apparel designing

**Unit 2**

Introduction to elements of art in relation to apparel designing  
Colour in relation to apparel designing – definition, dimensions, principles and schemes

**Unit 3**

Fit – Definition, Recognizing correct fit using structural lines, balance and ease to evaluate fit.  
Common problems encountered and remedies for fitting defects.

**Unit 4**

Fashion: Definition and principles  
Sources of fashion  
Factors favouring and retarding fashion  
Some terms related to fashion industry

**Paper VIII (Elective): SOS/HSC/E10: Dissertation**

**(Credits: 03; Marks: 100)**

**Paper IX (Self Study): SOS/HSC/S03: Marriage and Family**

**(Credits: 03; Marks: 100)**

**Course Outcomes:**

**CO1.** The students will learn about functions and types of family system, family life cycle and importance of family.

**CO2.** The students will learn about the changes in marriage and their causes in present time and their effect on adjustments.

**CO3.** The students will have the knowledge about selection of partner and responsibilities as married couple.

**CO4.** The students will learn about marital adjustment, factors contributing to difficulties in marital adjustment and strategies to cope with these problems.

**CO5.** The students will learn about the problems and situations in marriage which require guidance for adjustments in family.

**CO6.** The students will have the knowledge about the importance of marriage guidance and counseling.

### **Unit I**

Family – Definition, functions and types (with reference to family life cycle), characteristics of family, structure of family

### **Unit II**

Marriage – Meaning, marriage as an institution, goals of marriage, Selection of life partner, Changes in marriage and their causes

### **Unit III**

Marital adjustment – factors contributing to difficulties in marital adjustment, adjustment to life partner, sexual adjustment, economic adjustment, adjustment to in-laws, adjustment to parenthood

### **Unit IV**

Marriage guidance and counseling – Meaning of counseling, factors causing tension in married life, importance of marriage guidance and counseling, areas in marriage requiring guidance

### **References:**

Manav Vikas – Shashiprabha Jain, Shiva Prakashan, Indore

Manav Vikas Parichay – Shashiprabha Jain, Shiva Prakashan, Indore

### **Paper X (Self Study): SOS/HSC/S06: Gender in Extension (Credits: 03; Marks: 100)**

#### **Course Outcomes:**

**CO1.** The students will be able to develop awareness regarding status of women in India and enrich the knowledge on women's significance for our society.

**CO2.** The students will have the knowledge about status of women in our country and gender-based discrimination prevalent in our society.

**CO3.** The students will learn to promote the women for different kind of adjustment with their own and their families.

**CO4.** The students will learn to create awareness about their own and empowerment of other women in the society.

**CO5.** The students will have the knowledge about the National Policy for empowerment of women in our country.

**CO6.** The students will learn about the laws protecting women and the punishments for crime against women, they will also help to create respectful environment for women in the society.

**Unit -1**

Concept of gender and gender roles

Status of women: Gender-based discrimination – Dowry, female foeticide and infanticide, domestic violence, rape and sexual assault, harassment and exploitation, portrayal of women in mass media etc; discrimination in health, nutrition, education etc.

**Unit -2**

Empowerment of women: Concept and areas

National Policy for Empowerment of women

**Unit -3**

Laws protecting women: Crime against women and the law, women and personal/family law, laws relating to property and work

**Unit -4**

Role and functions of the Department of Women and Child Development, Central Social Welfare Board, State Social Welfare Boards, National Commission for Women

Programs for women

**References:**

- |  |                |           |
|--|----------------|-----------|
| 1. Bhartiya Mahilaayen: Ek Samajik Adhyayan        | Nishant Singh  | Omega     |
| 2. Bhartiya Baalak: Samajik Arthik Drishtikon      | D Arya         | Omega     |
| 3. Bharat mein Upbhokta Shiksha                    | M Tripathi     | Omega     |
| 4. Bhartiya Samaaj mein Naari                      | Sharma, Mishra | Arjun     |
| 5. Mahilaon ke Kanuni, dharmik, samajik adhikar    | Sharma, Mishra | Arjun     |
| 6. Mahila Sashaktikaran                            | Sharma, Mishra | Arjun     |
| 7. Bhartiya Nari: Vartman Samasyaen Bhavi Samadhan | Sharma, Mishra | Arjun     |
| 8. Mahilaon ke Maulik Adhikaar                     | Sharma, Mishra | Arjun     |
| 9. Gramin Vikas evam Mahila Vikas Karyakram        | KS Srivastava  | Discovery |
| 10. Stree Sashaktikaran ke Ayam                    | Kavita Sharma  | Rajat     |
| 11. Stree Vikas ki Aetihashik Ruprekha             | Kavita Sharma  | Rajat     |