

गोंय विद्यापीठ

ताळगांव पठार,

गोंय - ४०३ २०६

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(Accredited by NAAC)

GU/Acad -PG/BoS -NEP/2024/488

Date: 04.09.2024

CIRCULAR

Ref. No.: GU/Acad -PG/BoS -NEP/2023/102/12 dated 27.06.2023

In supersession to the above referred Circular, the Syllabus of Semester III of the **Bachelor of Science in Home Science** Programme approved by the Standing Committee of the Academic Council in its meeting held on 02nd July 2024 is enclosed. The Syllabus of Semester I and II approved earlier is also attached.

The Dean/ Vice-Deans of the School of Biological Science and Biotechnology and Principals of affiliated Colleges offering the **Bachelor of Science in Home Science** Programme are requested to take note of the above and bring the contents of the Circular to the notice of all concerned.

(Ashwin V. Lawande)

Deputy Registrar – Academic

To,

1. The Principals of Affiliated Colleges offering the Bachelor of Science in Home Science Programme.

Copy to,

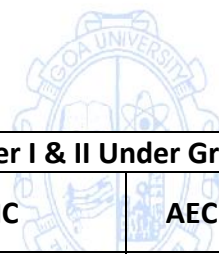
1. The Director, Directorate of Higher Education, Govt. of Goa.
2. The Dean, School of Biological Sciences and Biotechnology, Goa University.
3. The Vice-Deans, School of Biological Sciences and Biotechnology, Goa University.
4. The Chairperson, BoS in Home Science.
5. The Controller of Examinations, Goa University.
6. The Assistant Registrar, UG Examinations, Goa University.
7. Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website

FIVE DISCIPLINES OF HOME SCIENCE:

- FOOD NUTRITION AND DIETETICS
- TEXTILES AND FASHION STUDIES (Nomenclature changed from Textiles and Clothing to TEXTILES AND FASHION STUDIES)
- HUMAN DEVELOPMENT AND FAMILY STUDIES (Nomenclature changed from Human Development to Human Development and Family Studies)
- RESOURCE MANAGEMENT
- EXTENSION AND COMMUNICATION MANAGEMENT

- Courses offered in the I and II semester will be from all the disciplines of Home Science and the codes will be HSC.
- The code HSC will be used for all the Multidisciplinary courses and SEC.
- The Major core course Research Methodology offered at the VII semester is a common course for all disciplines therefore the code will be HSC-400.
- Discipline wise specialization will begin from semester III till VIII and the course codes for Major core and Minor will be as per the specialization:

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|--|---------------------|
| 1. Food, Nutrition & Dietetics | : Code - HSF |
| 2. Textiles and Fashion Studies | : Code - HST |
| 3. Human Development and Family Studies | : Code - HSH |
| 4. Resource Management | : Code - HSR |
| 5. Extension and Communication Management | : Code - HSE |



Programme Structure for Semester I & II Under Graduate Programme- Home Science										
Semester	Major -Core	Minor	MC	AEC	SEC	I	D	VAC	Total Credits	Exit
I	HSC-100 Food Science (3T+1P)	HSC-111 Fundamentals of Human Development (3T+1P)	HSC-131 Resource Management (2T+1P)		HSC-141 Fundamentals of Clothing Construction (3 P)					
II	HSC-101 Home Science Extension and Development (3T+1 P)	HSC-112 Fibre to Fabric (3T+1 P)	HSC-132 Child and Adolescent Development (3)		HSC-142 Art Principles and Interior Decoration (3P)					EXT-1 HSC- 161 (Course Title) (4)



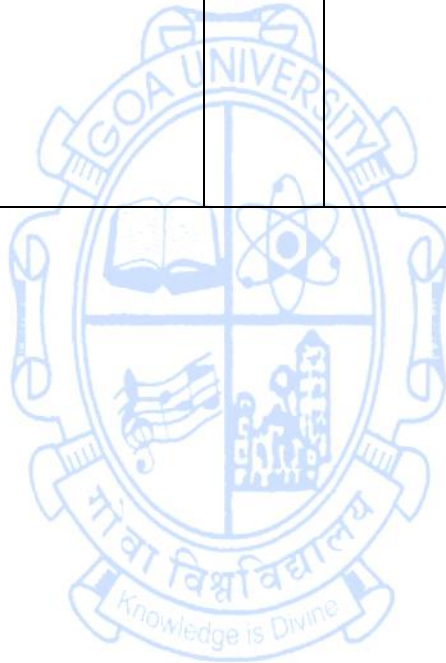
Programme Structure for Semester III to VIII Under Graduate Programme- Home Science: Food Nutrition and Dietetics										
Semester	Major -Core	Minor	MC	AEC	SEC	I	D	VAC	Total Credits	Exit
III	<p>HSF-200 Nutrition Science (3+1)</p> <p>HSF-201 Food Microbiology (3+1)</p>	<p>HSF-211 Nutrition across the Lifespan (3+1)</p>	<p>HSC-231 Human Anatomy & Physiology (2+1)</p>		<p>HSC-241 Home Scale Food Processing & Preservation (1+2)</p>				20	
IV	<p>HSF-202 Basic Dietetics (3+1)</p> <p>HSF-203 Nutrition and Physical Fitness/ Sports Nutrition (3+1)</p> <p>HSF-204 Nutritional Biochemistry (3+1)</p>	<p>HSF-212 Food Safety, Sanitation and Hygiene (4)</p> <p>OR</p> <p>HSF-213 Food Product Development/ (3+1)</p>							20	<p>EXT-2 XXX- 16X (Course Title) (4)</p>

	<p>HSF-205 Nutrition Communication and Counselling (1+1)</p>							
V	<p>HSF-300 Medical Nutrition Therapy I (3+1)</p> <p>HSF-301 Advance Nutrition I (Macronutrients) (3+1)</p> <p>HSF-302 Public Health Nutrition (4+0)</p> <p>HSF-303 Food heritage of India/Traditional Cuisines of India (1+1)</p>	<p>HSF-321 Food Service Management (4)</p> <p>OR</p> <p>HSF-322 Quantity Food Production (3+1)</p>			2		20	

VI	<p>HSF-304 Medical Nutrition Therapy II (3+1)</p> <p>HSF-305 Advance Nutrition II (Micronutrients) (3+1)</p> <p>HSF-306 Food Preservation and Processing (Food Technology) (3+1)</p> <p>HSF-307 (Project)</p>	<p>HSF-322 Food Packaging (4)</p> <p>OR</p> <p>HSF-323 Fermented Food Technology (2+2)</p>					20	
VII	<p>HSC-400 Research Methodology (3+1)</p> <p>HSF-401 Geriatric Nutrition (3+1)</p>	<p>HSF-411 Food Quality Analysis (2+2)</p>					20	

	<p>HSF-402 Nutraceuticals and Nutrigenomics/ Food Biotechnology (3+1)</p> <p>HSF-403 Public Health Nutrition (P) (4)</p>							
VIII	<p>HSF-404 Recent advances in Food, Nutrition & Dietetics (3+1)</p> <p>HSF-405 Food Chemistry (3+1)</p> <p>HSF-406 Nutrition in Critical Care (3+1)</p>	<p>HSF-412 Maternal and Child Nutrition (3+1)</p>					<p>Dissertation (12)</p>	<p>20</p>

	<p>HSF-407 Financial Management and Entrepreneurship In Food Service (3+1)</p> <p>OR</p> <p>ONE OF THE ABOVE WITH Dissertation (12)</p>								
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Programme Structure for Semester III to VIII Under Graduate Programme- Home Science: Textiles and Fashion Studies										
Semester	Major -Core	Minor	MC	AEC	SEC	I	D	VAC	Total Credits	Exit
III	HST-200 Pattern Making and Styling for Kids wear (0+4) HST-201 Psychology of Fashion (2+2)	HST-211 Eco and Sustainable Fashion (2+2)	HSC-232 Fashion Crafts/Accessories (0+3)		HSC-242 Surface Enrichment (0+3)				20	
IV	HST-202 Apparel Design and Illustration (2+2) HST-203 Dyeing, Printing and Finishing of Textiles (3+1)	HST-212 Product Development in Textiles & Apparel (0+4)							20	EXT-2 XXX-16X (Course Title) (4)





	HST-204 Garment Construction for Kids wear (0+4).									
	HST-205 Indian Textile heritage (2+0)									
V	HST-300 Fabric Construction (3+1) HST-301 Textile Testing and laundry science (3+1) HST-302 Pattern Drafting and Draping (Basics) (0+4) HST-303 CAD in Apparel Design(0+2)	HST-321 Fashion Communication (0+4)				2			20	



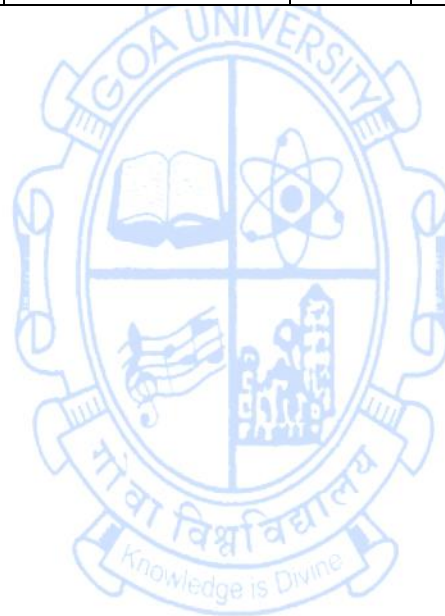


VI	HST-304 Apparel Production (0+4) HST-305 Traditional Costumes of India (3+1) HST-306 Apparel marketing and merchandising. (3+1) HST-307 (Project)	HST-322 Quality Norms and standards for apparel (2+2)							20	
VII	HSC-400 Research Methodology (3+1) HST-401 Advanced Pattern Making (0+4)	HST-411 Image styling (0+4)							20	





	Apparel, Fabric (3+1) OR ONE OF THE ABOVE WITH DISSERTATION									
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Programme Structure for Semester III to VIII Under Graduate Programme- Home Science: Human Development and Family Studies										
Semester	Major -Core	Minor	MC	AEC	SEC	I	D	VAC	Total Credits	Exit
III	HSH-200 Adolescent Development (3+1) HSH-201 Development in Adulthood (3+1)	HSH-211 Essentials of Psychology (3+1)	HSC-233 Basic Skills in Guidance & Counselling (2+1)		HSC-243 Creative Teaching Aids & Techniques (3P)				20	
IV	HSH-202 Marriage and Family Dynamics (3+1) HSH-203 Gerontology (3+1) HSH-204 Social Psychology (3+1)	HSH-212 Methods of Child Study (V) (3+1)							20	EXT-2-XXX- 16X (Course Title) (4)





	HSH-205 Social Welfare (2 +0)									
V	HSH-300 Theoretical Perspectives in Human Development – Part I (3+1) Early Childhood HSH-301 Care & Education – Part I (3+1) HSH-302* HSH-303*	HSC-321 Practical in Preschool Education (V) (0+4)				-2			20	
VI	HSH-304 Theoretical Perspectives in Human Development – Part II (3+1)	HSH-322 Creating Developmentally Appropriate Curriculum (V) (3+1)							20	





	<p>HSH-305 Early Childhood Care & Education – Part II (3+1)</p> <p>HSH-306 Education of the Differently- Abled – Part II (3+1)</p> <p>HSH-307 (Project)</p>									
VII	<p>HSC-400 Research Methodology</p> <p>HSH-401 Advances in Theories of Human Development (3+1)</p> <p>HSH-402 Issues in Human Development / Trends and issues (3+1)</p>	<p>HSH-411 Behavioural and Emotional Challenges in Children (3+1)</p>							20	



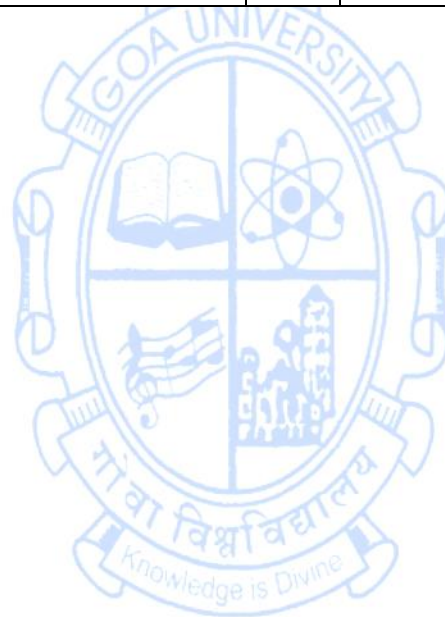


	HSH-403 Ethics in Research and Human Development (3+1)									
VIII	HSH-404 Human Resource Management (3+1) HSH-405 Counselling and Psychological Testing (3+1) HSH-406 Advanced Study of Theories of Human Behaviour and Development (3+1) HSH-407 Research in Education from Early Childhood to	HSH-412 Research Methods and Statistics (SPSS) (2+2)					Dissertation (12)	20		





	<p>Higher Education (3+1)</p> <p>OR</p> <p>ONE OF THE ABOVE WITH DISSERTATION</p>									
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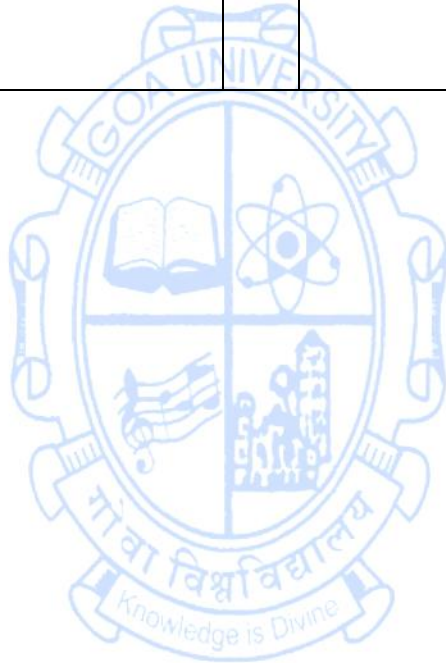
Programme Structure for Semester III to VIII Under Graduate Programme- Home Science: Resource Management										
Semester	Major -Core	Minor	MC	AEC	SEC	I	D	VAC	Total Credits	Exit
III	<p>HSR-200 Housing and space management (3+1)</p> <p>HSR-201 Interior Space and Furnishings-1 (3+1)</p>	<p>HSR-211 Creative Applied Arts (2+2)</p>	<p>HSC-234 Financial Management and Consumer Education (2+1)</p>		<p>HSC-244 Computer-Aided Interior Designing 1 (0+3)</p>				20	
IV	<p>HSR-202 Ergonomics for Everyday Life (3+1)</p> <p>HSR-203 Interior Space and Furnishing (Part II) (3+1)</p> <p>HSR-204 Consumer product development (2+2)</p>	<p>HSR-212 Product design and development (1+3)</p>							20	EXT-2 XXX-16X (Course Title) (4)

	<p>HSR-205 Scale and perspective Drawing (0+2)</p>							
V	<p>HSR-300 Residential space planning (2+2)</p> <p>HSR-301 Environment and Sustainable development (3+1)</p> <p>HSR-302 Hospitality Management (3+1) (Part I)</p> <p>HSR-303 Traditional and contemporary interior (0+2)</p>	<p>HSR-321 Art of Enterprising (2+2) OR House Keeping</p>					20	

VI	<p>HSR-304 Marketing and sale management (3+1)</p> <p>HSR-305 Commercial space planning (2+2)</p> <p>HSR-306 Hospitality Management (3+1) (Part II)</p> <p>HSR-307 (Project)</p>	<p>HSR-322 Event Management (1+3)</p>					20	
VII	<p>HSC-400 Research methodology</p> <p>HSR-401 Ergonomics and Design development (2+2)</p>	<p>HSR-411 Gardening and landscape designing (3+1)</p>					20	

	<p>HSR-402 Vastu Shastra (2+2)</p> <p>HSR-403 Fundamentals of Management & Organizational Behaviour (3+1)</p>						
VIII	<p>HSR-404 Interior Design Project Management (1+3)</p> <p>HSR-405 Functional interior for special needs (2+2)</p> <p>HSR-406 Recent Advances in Family Resource Management (3+1)</p>	<p>HSR-412 Computer-Aided Interior Designing 2 (2+2)</p>				<p>Diss erta tion (12)</p>	<p>20</p>

	<p>HSR-407 Ethics & Corporate Social Responsibility Or ANY ONE OF THE ABOVE WITH Dissertation</p>								
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Programme Structure for Semester I to VIII Under Graduate Programme- Home Science: Extension and Communication Management										
Semester	Major -Core	Minor	MC	AEC	SEC	I	D	VAC	Total Credits	Exit
III	HSE-200 Gender, Media & Society (3+1) HSE-201 Communication Systems & Mass Media (Part 1) (3+1)	HSE-211 Multimedia and web design (2+2)	HSC-235 Entrepreneurship Management (2+1)		HSC-245 Advertising & Marketing Communication (1+2)				20	
IV	HSE-202 Participatory Program Management Communication (3+1) HSE-203 Systems & Mass Media (Part 2) (3+1)	HSE-212 Graphic designing and Animation (2+2)							20	EXT-2 XXX-16X (Course Title) (4)





	HSE-204 Methods of Development Communication (3+1) HSE-205 Training and Professional Development (0+2)									
V	HSE-301 Behaviour Change Communication (2+2) HSE-302 Problems and Issues in Development (4+0) HSE-303 Extension Education and Development (3+1)	HSE-321 Media Production and Management (2+2)				2			20	





	HSE-304 Training For Development (0+2)									
VI	HSE-305 Gender & Development (3+1) HSE-306 Socio-economic Environment of India (3+1) HSE-307 Sustainable Development (2+2) HSE-308 Non Formal Adult and Lifelong Education (3+1)	HSE-322 Community Health & Recreation (2+2)							20	





VII	<p>HSC-400 Research methodology (3+1)</p> <p>HSE-401 NGO Management (3+1)</p> <p>HSE-402 Corporate Communication and Event Management (2+2)</p> <p>HSE-403 Development Planning & Administration (3+1)</p>	<p>HSE-411 Social Media And Digital Communication (2+2)</p>						20	
VIII	<p>HSE-404 Recent Advances in Extension and Communication (3+1)</p>	<p>HSE-412 Media Research and Ethics (4+0)</p>					Dis ser tati on 12	20	





	<p>HSE-405 Community Development (1+3)</p> <p>HSE-406 Diffusion and Adoption of Homestead Technologies (3+1)</p> <p>HSE-407 Scientific Writing and Reporting for Media (2+2)</p>									
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EXIT WITH CERTIFICATE IN HOME SCIENCE (FOR EXIT)VOCATIONAL SUMMER COURSES
Fundamentals of Computers Workplace Readiness/ Professional Skills / Personality
Development

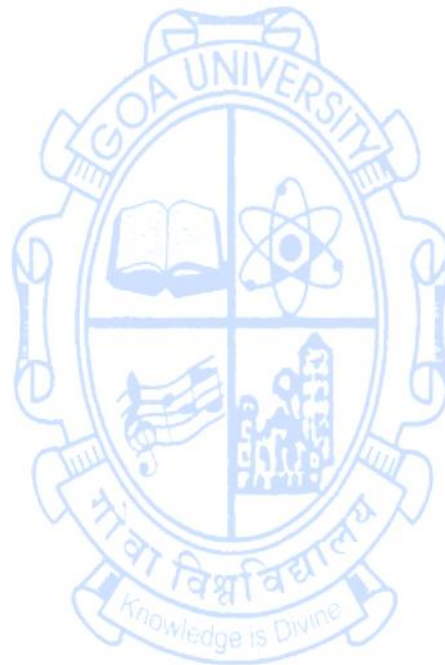
SEMESTER I

Name of the Programme : BSc Home Science
Course Code : HSC-100
Title of the Course : Food Science
Number of Credits : 4 (3 Theory +1 Practical)
Effective from AY : 2023-24

Pre-requisites for the Course:	Nil	
Course Objectives:	<ul style="list-style-type: none"> To understand importance of food groups and nutritional composition To study advantages and disadvantages of cooking methods on the stability of nutrients To learn the composition of different foods, effect of processing and storage on nutritional composition of foods. To learn the factors influencing the cooking quality of different foods 	
Content:	<p>UNIT I. Introduction of Food Groups, Food Pyramid And Cooking Methods Definition of Food and Food Science, Classification Of Foods based on Functions, Food groups and Food pyramid, Need For Grouping Foods Different Methods Of Cooking Moist Heat, Dry Heat And Fat As Medium Of Cooking-Definition, Merits And Demerits Of Different Methods Of Cooking. Microwave Cooking -Merits / Demerits of Various Methods Of Cooking. Recent Methods of Cooking-Ohmic Cooking, Induction Cooking</p>	No of hours 8
	<p>UNIT II Cereals, Pulses, Nuts and Oil Seeds, Fats and Oils Structure, Composition and Nutritive Value, Changes in Nutritive Value during Cooking, Processing and storage, cooking quality Cereals- cereal cookery concepts – Gluten formation, Cereal starch – moist heat effect – Gelatinization, Gel formation, Retrogradation & Syneresis; Dry heat effect - Dextrinization , Pulses- wet milling and dry milling, germination, soaking and fermentation. Nuts and oil seeds- role of nuts and oil seeds in cookery, toxins in nuts and oil seeds Fats and oil seeds- types of oils, functions, effect of heat on oil absorption, rancidity</p>	15
	<p>UNIT III Vegetables and Fruits Classification, Composition and Nutritive Value, pigments, Changes in Nutritive Value and pigments of Vegetables during Cooking , Ripening of Fruits, Storage of vegetables and Fruits</p>	5
	<p>UNIT IV Milk , Milk Products and Eggs Milk - Composition, Nutritive Value, Problems Encountered in Cooking, Kinds of Milk, Types of Milk Products- Fermented and</p>	10


	<p>Non- fermented products. Egg- Structure, Composition and Nutritive Value, Methods of cooking, Factors affecting coagulation and foam formation, Testing freshness in Egg. Uses of Egg in Food Preparation and Storage of Eggs 1</p>	
	<p>Unit V Meat, Poultry and Fish Structure, Composition, Nutritive Value, Selection, Methods of cooking and its effects on changes in nutritive value of Meat, Fish and Poultry. Factors Affecting Tenderness of Meat Storage of Meat, Fish and Poultry</p>	7
	<p>PRACTICAL Weights and measures; preparing market order and table setting Food preparations using different cooking methods, understanding the principle involved, nutritional quality and portion size for the following Beverages: Hot tea/coffee, milk shake/ lassi, fruit based beverages Cereals: Boiled rice, pulao, chapatti, parantha, puri, pastas Pulses: Whole, dehusked (Different dishes using pulses and legumes) Vegetables: Green leafy vegetables, coloured vegetables, roots tubers, curries, dry preparations and baked Milk and milk products Meat, Fish and poultry preparations Egg preparations: Boiled, poached, fried, scrambled, omelettes, egg pudding Soups: Broth, plain and cream soups Baked products: Biscuits/cookies, cream cakes, sponge cake preparations, tarts and pies and any other Snacks: pakoras, cutlets, samosas, upma, poha, sandwiches or any other snack Salads: salads and salad dressings. Fermented products: idli, dosa, appam, batura, kulcha, dhokla (any other)</p>	30
Pedagogy:	Regular lectures, debates, ICT enabled learning experiences	
References/ Readings:	<ol style="list-style-type: none"> 1. Potter, N. and Hotchkiss, J.H. Food Science, 5 th Ed., CBS Publications and Distributors, Daryaganji, New Delhi, 1998. 2. Shakuntala Manay, Shadaksharaswamy. M (2000) Foods, Facts and Principles, New Age International Pvt Ltd Publishers, Sixth Edition, 2015. 3. Usha Chandrasekhar, Food Science and Application in Indian Cookery, Phoenix Publishing House P. Ltd., New Delhi, 2002. 4. Food Science Srilakshmi 	
Course Outcomes:	<ol style="list-style-type: none"> 1. Knowledge on food groups, food pyramid and understand cooking methods with the application in balanced menu planning. 2. Knowledge on nutritive value, understand the cookery concepts and gain skills to process and store cereals, pulses, nuts and oilseeds. 	

	<ol style="list-style-type: none">3. Knowledge on nutritional classification, understand the changes in pigments and acquire skills in preserving nutrients and pigments in the processing and storage of vegetables and fruits.4. Knowledge on nutritive value, understand the cooking quality factors and develop skills in the preparation and storage of milk and egg products.5. Knowledge on the structure and nutritive value, understand the processing factors and acquire skills in processing and storage of flesh foods.
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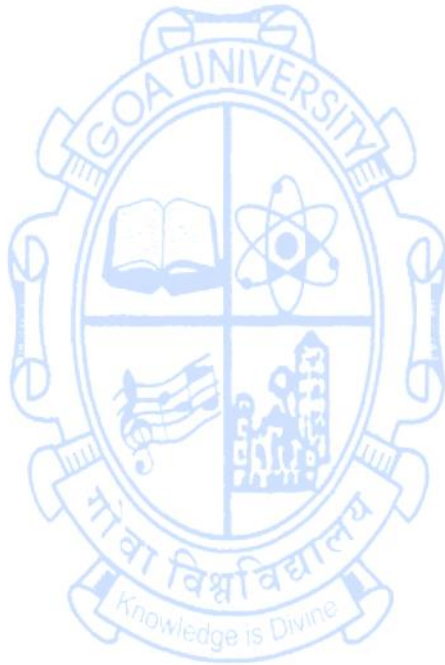


Name of the Programme : B.Sc. Home Science
Course Code : HSC-111
Title of the Course : FUNDAMENTALS OF HUMAN DEVELOPMENT – The Childhood Years
Number of Credits : 4 (3 Theory + 1 Tutorial)
Effective from AY : 2023-24

Pre-requisites for the Course:	Nil	
Course Objectives:	<ul style="list-style-type: none"> To introduce students to the scientific study of the human lifespan and the principles of development. To orient students to the key features of physical, cognitive, language, social, emotional development in children, covering the period from conception to late childhood. To create an awareness of the various factors that influence the spheres of development. 	
Content:		No of hours
	Unit I – History and Basic Concepts in the Field of Human Development <ul style="list-style-type: none"> Growth & Development; Differences between these and importance History and Prospects in the field of Human Development Principles of Human Growth & Development 	5
	Unit II – Conception, Prenatal Development, Infancy and Childhood <ul style="list-style-type: none"> Conception, Stages of prenatal development and mother’s experience of pregnancy Teratology and hazards to prenatal development Prenatal care and Cultural beliefs about pregnancy Birth and the postpartum period (Process and complications, Physical, emotional, & psychological adjustments in the postpartum period, Attachment & Bonding) Early experience and the brain; development of the brain in childhood, Reflexes, gross motor skills, and fine motor skills Physical and motor development (Body growth and change in infancy, early childhood, middle and late childhood) 	15
	Unit III – Cognitive and Language Development <ul style="list-style-type: none"> Cognitive Development (Characteristics of thought in infancy and childhood – Piaget & Vygotsky’s theories; attention and memory, social cognition, intelligence and individual differences in intelligence) Language Development (Defining language, pattern of language development from birth to late childhood; Multilingualism – advantages and challenges; Parental, Familial, Environmental and other factors that facilitate Language Development) 	15


	<p>Unit IV – Social and Emotional Development in Childhood</p> <ul style="list-style-type: none"> • Theoretical Perspectives • Social and emotional development in infancy (Attachment, stranger distress, separation anxiety) • Temperament • Social and emotional development in toddlerhood (Growth of sociability, Awareness of self and others, Parent-toddler relations) • Social developmental changes in early childhood (Child’s expanding world, Self-control and self-management) • Social development in middle and late childhood (Development of the self, Peer relations, Functions of play) • Family influences (Quality of care, Parenting styles and their influences, Position/Order of Birth, Sibling relationships) • Role of Books & Toys in Emotional Development 	10
	<p>Tutorial/Demonstration</p> <ol style="list-style-type: none"> 1. Preparation of aids on journey of the baby in the womb 2. Birth plan, hospital list and baby-friendly hospital guidelines 3. Lamaze Exercises to Support Delivery 4. Breastfeeding positions and misconceptions 5. APGAR and reflexes diagrams 6. Traditional and contemporary methods of babywearing, diapering, weaning, etc. 7. Interview of a mother about her pregnancy and delivery 8. Presentation on developmental milestones of children/own. 9. Observation of motor activities of a toddler. 10. Experiment to test cognitive development in children 	15
<p>Pedagogy:</p>	<ul style="list-style-type: none"> • Powerpoint Presentations • Videos • Demonstrations • Interactive Activities (Role Play, Puzzles, Games, etc.) • Observation & Report Writing • In-Class discussions & debates • Samples of Storybook and Children’s Toys 	
<p>References/ Readings:</p>	<ol style="list-style-type: none"> 1. Berk, L.E. (2017). <i>Child Development</i> (9th Ed.). USA: Pearson Education. 2. Santrock, J. W. (2013). <i>Child development</i> (14th Ed.). NY: McGraw-Hill. 3. Hurlock, E.B. (1978). <i>Child Development</i> (6th Ed). Singapore: McGraw-Hill Book Co. 4. Craig, G. J. (1999). <i>Human Development</i>. NJ: Prentice-Hall, Inc. 	
<p>Course Outcomes:</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the difference between growth and development 2. Justify the importance of studying human development 3. Identify the factors affecting human development 4. Explain the main developments and milestones in childhood 	

5. Elaborate on all the major developments from infancy to late childhood in the areas of physical and motor development, cognition, language, and social and emotional growth.

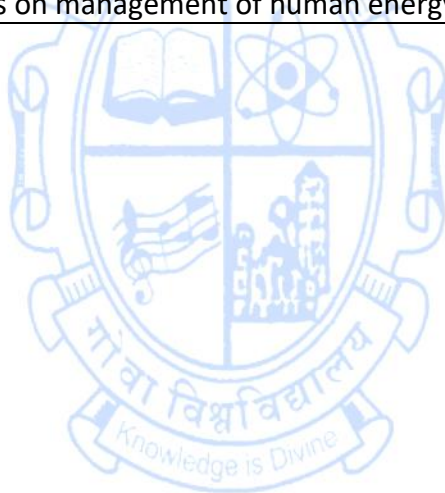


Name of the Programme : B.Sc. Home Science
Course Code : HSC-131
Title of the Course : Family Resource Management Concepts & Contexts
Number of Credits : 3 (3 Theory)
Effective from AY : 2023-24

Pre-requisites for the Course:	Nil	
Course Objectives	<ul style="list-style-type: none"> • Learning to identify and manage the use of resources available for functional use • Comprehending the purpose of managing resources • Setting realistic goals and being practical and prudent in the use and management of limited resources by making intelligent decisions • Becoming money, time, and energy conscious in daily living 	
Content		No of Hours
	Unit I Introduction to Resource Management in Family Settings Introduction to home management- meaning, definitions, conceptual framework, need, and philosophy Concept, definition, universality and Scope of family resource management Approaches to resource management – family resources Vs home management Ethics in management of resources – essential qualities for success Motivating factors in management – Values, Standards, and Goals – meaning, types/ classification, and influences. Theories of Motivation- Maslow’s hierarchy of needs theory; human wants – nature and role in the management.	10
	Unit II Resources Concept, classification, and Characteristics of family resources Factors affecting utilization of family resources Maximizing use of Resources and resource conservation. Natural resources: renewable and non–renewable resources, methods of harnessing renewable resources for residential use.	10
	Unit III Functions of Management: An Overview Decision Making- the crux of management, Types of decisions; factors of control, the role of values, standards, and goals in the decision-making process Management process: Definitions and steps in the management process: Planning, Controlling, Organizing, and Evaluation Significance of managing resources of the family Relation of Family Resource Management to other areas of Home Science.	10
	Unit IV Resource Management Process Management process applicable to specific resources:	10

	<p>Money- sources of income, meaning of income and expenditure, steps in money management Time – the concept of time schedule, time norms, and peak loads Energy – Types of effort (Manual, pedal, visual etc)., Concept of body posture, drudgery, and fatigue, fatiguing activities, classification of activities (sedentary, moderate, and heavy), use of labor-saving devices in the management of time and energy, methods of alleviating fatigue Principles of Work simplification, Mundel’s Classes of Change, time and motion studies, working heights at different levels.</p>	
	<p>Unit V Ergonomics: Role in Management of Human Resources Ergonomics – concept and principles, work, worker and work environment relationship, the role of work, workplace and equipment (appliances) as sources of drudgery Occupational health hazards – sources, problems, and solutions</p>	5
Pedagogy	Class tests, assignments, records, portfolio presentation, model making	
 <p>References/ Readings</p>	<ol style="list-style-type: none"> 1. Bharti, V.V.(1994). <i>Family Resource Management</i>. New Delhi Discovery Pub House. ISBN: 81-7141-250-5. 2. Bharti,V.V. and Jacintha, M.(1994). <i>Family Resource Management- New Concepts and Theory</i>. New Delhi Discovery Pub House 45/94. ISBN: 81-7141-250-5. 3. Deacon, R. (1988). <i>Family Resource Management</i>. Boston Allyn and Bacon 1988-Xii; 291p. ISBN:0-205-1138-6. 4. Goldsmith, E. B. (2022). <i>Foundations of Family Resource Management</i>. United Kingdom: Taylor & Francis Limited. 5. Grandjean, E., and Kroemer, K.H.E. (1999). <i>Fitting the Task to the Human - A Text Book of Occupational Ergonomics</i>, New York: Taylor and Francis. 6. Kaur,H. (1989). <i>Theory and Practice of Home Management</i>. Delhi Surjeet Publishers. 7. Koontz, H., and O’Donnel C. (2005). <i>Management – A Systems and Contingency Analysis of Managerial Functions</i>. New York: McGraw-Hill Book Company 8. Mann,MK. <i>Home Management for Indian Families</i>. New Delhi Kalyani Publishers 1982-X;140p. 9. Nickell, P., and Dorsey, J, M. (2002). <i>Management in Family Living</i>. New Delhi: CBS Publishers (ISBN13: 9788123908519) 10. Rao V.S.P., and Narayana P.S. (2008). <i>Principles and Practices of Management</i>. New Delhi: Konark Publishers Pvt. Ltd.(ISBN 13: 9788122000283) 11. Singh, S. (2007). <i>Ergonomics Integration for Health and Productivity</i>. New Delhi/ Udaipur: Himanshu Publication 12. Varghese, MA.(1989). <i>Home Management</i>. New Delhi Wiley Eastern Limited. ISBN:9780852269046, 0852269048. 	

	<p>13. Asay, S. M., Moore, T. J. (2017). <i>Family Management</i>. United States: SAGE Publications. ISBN:9781483383156.</p> <p>14. Gross.I.H., Crandall, E. W. and Knoll, M. M.(1980). <i>Management for Modern Families</i>. New Jersey: Prentice Hall Inc.</p> <p>15. Moore, T. J., Asay, S. M. (2021). <i>Family Management</i>. United States: SAGE Publishing. ISBN:9781544370620, 1544370628.</p> <p>16. Nickell, P., Rice, A. S., and Tucker, S.P. (1976). <i>Management in Family Living</i>. New York: John Wiley& Sons Inc</p> <p>17. Seetharaman, P., Batra, S., &Mehra, P. (2015). <i>An Introduction to Family Resource Management</i>. New Delhi: CBS Publishers &Distributors (ISBN 13: 9788123911861)</p>
<p>Course outcomes</p>	<ol style="list-style-type: none"> 1. Understanding of the concepts related to family resource management 2. Appreciation of the significance of the management process in the efficient use of resources 3. Imbibing nuances of human values and standards for successful management and decision making 4. Focus on management of human energy as a family resource

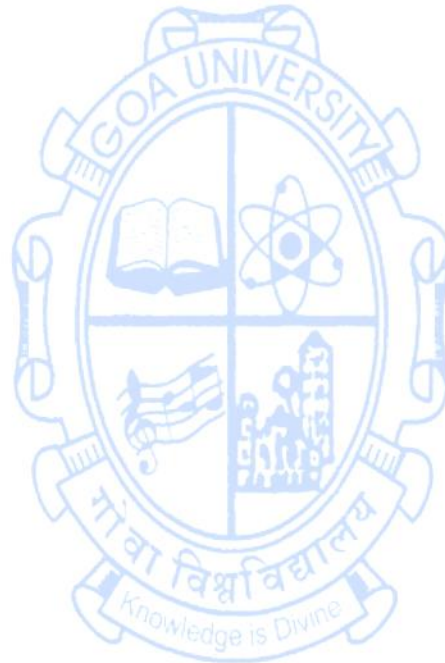


Name of the Programme : BSc Home Science
Course Code : HSC-141
Title of the Course : FUNDAMENTAL OF CLOTHING CONSTRUCTION
Number of Credits : 3 (3 Practical)
Effective from AY : 2023-24

Pre-requisites of the course	Nil	
Course Objectives:	<ul style="list-style-type: none"> • Develop an understanding about the basics of clothing construction • Learn about the principals involved in clothing construction. • Know about various sewing equipment that are essential in a sewing room. • Learns to construct articles. • Develop skill in coordinating fabrics, patterns and supportive materials 	
Content:		No. of Hours
	Unit-I. Introduction History of Clothing. Origin of Clothing Use of clothing among primitive people Clothing in relation to culture Psychological aspects of clothing Self-respect, self-enhancement, self-expression, gender desirability and Individuality Socio-psychological aspects of clothing . Significance of uniforms and national costumes.Clothes for conformity, mobility and aesthetic appearance. Terminology: Clothing, fabric, fashion, fad, silhouette, weaving, knitting, felting, plackets, brands, clothing symbolism, tradition,	10
	Unit-II. Sewing Machines Types of sewing machines Mechanical Sewing Machine. Electronic Sewing Machine. Computerized or Automated Sewing Machine. Embroidery Machine.	10
	Unit-III. Design Components Elements and Principles of Design Introduction Basic elements of design Basic principles of design Relation between elements and principles of design to the Clothing and Fashion Color, line and texture in relation to: Age, Season Occasion Figure and Complexion	10
	Unit-IV. Components of Garments Garment Silhouettes , Introduction to basic Garments Skirts Blouses Pants	10

	Introduction to Garment detailing for Necklines Fullness Pockets Seams Sleeve Yoke and Plackets.	
	<p>Unit-V. Pattern cutting tools</p> <p>Sewing equipment: its use and care</p> <p>Fundamentals: Preparing woven fabrics for cutting: straightening and blocking of fabrics</p> <p>Hand sewing techniques (Bastings/Slip stitch and Hemming)</p> <p>Seams (Plain, Run and fell, French, Lapped, Double sewn, Pinked)</p> <p>Fasteners (Press button, Button and buttonhole, Pant hook and bar, Velcro, Hook and eye)</p> <p>Piping, Bias Facing and Fitted Facing (Concave/Convex/Inner corner/Outer corner)</p> <p>Edge finishing (Groove and Edge, Edging with laces)</p> <p>Basic Blocks and Sleeve</p>	30
	<p>Unit-VI: Surface embellishment</p> <p>Embroidery</p> <p>Fabric painting</p> <p>Stencil printing</p> <p>Wardrobe Styling</p> <p>Exploring types of garments, learning to coordinate mix-n-match and style attire to create different looks by accessorizing</p> <p>Dressing up for specific occasion.</p> <p>Dressing as per different body types.</p> <ul style="list-style-type: none"> · Basic Clothing Concepts - Introducing body measurements <p>Reading design drawings and patterns with various yokes/pleats/gathers/necklines/sleeves/garment openings.</p> <ul style="list-style-type: none"> - Basic drawing and planning garment details - Understanding and selecting fabrics 	20
Pedagogy:	Regular lectures, ICT enabled learning experiences	
References/ Readings:	<ol style="list-style-type: none"> 1. Armstrong, Pearson. (1995), Pattern making for Fashion Design, Fairchild Publication, New York 1995 (Indian Ed.) 2. Cream, Penelope, (1996), The Complete Book of Sewing - A Practical Step by Step Guide to Sewing Techniques, DK Publishing Book, New York, 3. Dorothy wood, the practical encyclopaedia of sewing, Anneess publishing Ltd, London. 4. Holman, Gillian. (1997), Pattern Cutting Made Easy, BSP. 5. Janace E. Bubonia. (2012), Apparel production terms and processes, Fairchild Books, New York. 	
Course Outcomes:	<ol style="list-style-type: none"> 1. Understand basic principles of clothing construction. 2. Comprehend the importance and function of clothes. 3. Identify the common fabrics used for clothing construction 4. Utilize design components in garment construction 	

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| | <ol style="list-style-type: none">5. Gain an insight of various sewing machines and other sewing equipment's available in the market, their functioning & common problems faced while usage.6. Understands various garment construction process.7. Co-ordinates fabrics, patterns and supportive materials8. Construct the garment |
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SEMESTER II

Name of the Programme : BSc Home Science
Course Code : HSC-101
Title of the Course : HOME SCIENCE EXTENSION AND DEVELOPMENT
Number of Credits : 4 (3 Theory+ 1 Tutorial)
Effective from AY : 2023-24

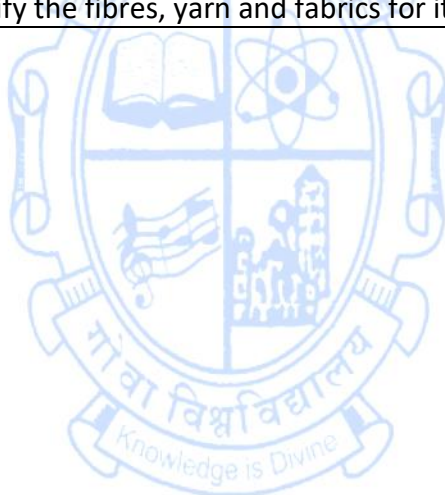
Pre-requisites for the Course:	Nil	
Course Objectives:	<ul style="list-style-type: none"> Understand the <u>meaning</u> process and evolution of extension and extension systems of pre-independence era to present era. Comprehend the relationship between home science education with extension system. Familiarize with the structural and functional concepts of rural society. Acquire Knowledge regarding various existing extension and rural development programmes 	
Content:		No. of Hours
	Unit I Meaning and philosophy of Home Science education; Historical development and present status of Home Science; Home Science Institutions; Role and scope of Home Science towards career development.	10
	Unit II Extension Education- concept and importance, philosophy, principles and objectives. Evolution of extension education- glimpses of pre- and post-independence era. Community: Meaning and definition, types of communities, community mobilization leadership, participation-PRA. Community development programmes- concept, objectives, organization, activities, achievement and failures.	10
	Unit III Concept of Development Characteristics of developing countries. Measuring Development. Indices of measuring Development. Community Development Origin, Organization and function of community development. Growth and Development of Panchayati Raj. Rural Institutions of India. Village school, Mahila mandal, Youth clubs	15
	Unit IV Programme planning Programme Planning: Principles and importance in extension. Evaluation of Programme. Home science for Rural Development Role of Home Science in solving issues of illiteracy, poverty and health. Home science extension workers for Rural Development. Characteristics of extension workers	10

	<p>Current rural development programmes/ Organizations- SGSY, MGNREGA, IAY, ICDS, Total sanitation schemes/ campaigns etc. Role of NGOs in rural development.</p>	
	<p>Tutorial/Demonstration Preparation of Simple literature to raise awareness of the urban and rural community regarding community development. Conduct awareness camps Visit to KVK and participate in their programs Collecting information regarding various schemes of Government of Goa and India</p>	15
Pedagogy:	Regular lectures, debates, field visits, ICT enabled learning experiences	
References/ Readings:	<ol style="list-style-type: none"> 1. Shah, Chandra and Joshi (1989) Fundamentals of Teaching Home Science, Sterling publishers, Delhi. 2. Dahama O.P. and Bhatnagar O.P., Educational and Communication for Development (1985), Oxford & IBH Publishing Co. Pvt Ltd, New Delhi 3. Supe, An Introduction to Extension Education (1983), oxford IBH publications 4. Chandra A., Shah A. 1987, Non Formal Education for All, Sterling Publishers, New Delhi 5. Gupta, D. (2007).Development communication in Rural Sector. New Delhi: 6. Meenakshi Raman and Sangeetha Sharma. (2013). Technical Communication-Principles and Practice. New Delhi: Oxford University Press Mukhopadhyay Abhijeet Publication 7. Nair, R. (1993). Perspectives in Development Communication. New Delhi: 8. Nisha, M. (2006).understanding Extension Education. New Delhi: Kalpay Publications 9. Parveen Pannu and Yuki Azaad Tomer. (2012). Communication Technology for Development. New Delhi: International Publishing House Pvt Ltd. 10. Ray, G.L. (2015).Extension Communication and Management. Ludhiana: Kalyani Publishers 11. Reddy, A.A. (2001). Extension Education. Bapatla: Sri Lakshmi Press 12. Rogers Everett, M. (2003). Diffusions of Innovations. 5th Edition. New York: Sage Publication 13. Singh, U.K. and Nayak, A.K. (2007). Extension Education. New Delhi: Common The Free Press,Wealth Publisher 	
Course Outcomes:	<ol style="list-style-type: none"> 1. Explain the basic concept, nature and significance of home Science Education. 2. Role of Home Science in solving issues of illiteracy, poverty and health. 3. Learn the communication channel and skill 4. Analyze the media in development communication 5. Understand the adoption and diffusion process to help the extension agents to accelerate them 	


Name of the Programme : BSc. Home Science
Course Code : HSC-112
Title of the Course : Fibre to Fabric
Number of Credits : 4 (3 Theory + 1 Tutorial)
Effective from AY : 2023-24


Pre-requisites for the Course:	Nil	
Course Objectives:	1. To introduce students to the basics of textile fibers, yarns and fabrics. 2. To give an insight into the new developments in textiles. 3. To equip students with the knowledge of the care and maintenance of textiles.	
Content:		No. of Hours
	Unit I Fibers: a. Introduction to textile fibers b. Introduction to polymerization and molecular arrangement of fibers c. Classification of fibers d. Brief study of the cultivation/manufacturing processes, properties and uses of the following major fibers: Cotton, Jute, Linen, Wool, Silk Viscose Rayon Nylon, Polyester, Acrylic e. Study of blends – blending and its advantages, common blends and end uses f. Brief study of minor fibers: source, properties and end uses Natural (cellulosic): Hemp, Pina, Kapok, Banana Natural (proteinic): Mohair Synthetic: Elastomeric, Metallic, Glass, Carbon	20
	Unit II Yarns: a. Introduction to yarns b. Yarn formation: Brief history of spinning (hand and mechanical spinning) c. Spinning: i.Yarn twist: Definition, Directions and Types of twist ii.Spun yarn: Ring spinning and Open-end spinning iii.Filament yarn: Monofilament, Smooth filament, Tape and network yarns, Bulk continuous filament yarn d. Classification of yarns: single, complex, composite	10
	Unit III Fabrics: Woven: Yarn preparatory stages, parts of the loom, steps in weaving and basic weaves (plain, satin, sateen and twill) Knitted: Introduction to knitting and uses Introduction to Non-woven fabrics. Care labels. Recent Developments in fiber, yarn and fabrics	15
	Tutorial/ Demonstration: Identification of fibres and yarns Identification of weaves and fabrics Tests for Fibres Yarns and Fabrics Spinning and weaving Technology	15
Pedagogy:	Regular lectures, ICT enabled learning experiences	
References/ Readings:	1. Corbman, B. P. (1985). Textiles: Fibre to Fabric. (6P thP Ed.).New York: Gregg Division/McGraw Hill Collier, B. J. and Phyllis, 2. G. T. (2001). Understanding Textiles. New Jersey: Prentice Hall. Cook.	

	<ol style="list-style-type: none"> 3. J.G (2001) Handbook of Textile fibers- Vol I Woodhead Publishing Ltd.Cambridge D'Souza, 4. N. (1998). Fabric Care. India: New Age International. Gohl, L.P.G And Velinsky 5. L.D(2005) Textile Science (2P ndP Ed.) CBS Publishers and Distributors, New Delhi Gokerneshan, 6. N (2004), Fabric Structure and Analysis, New age International Publishers, New Delhi Gong, R. H. and Wright, 7. R. M, (2002) Fancy Yarns: Their manufacture and application, Woodhead Publishing Ltd, Cambridge Hollen, N., Saddler, J., Langford, A.L. & Kadolf, 8. S.J. (1988).Textiles.(6P thP Ed). New York: Macmillan. Joseph, 9. M. L. (1992).Introductory Textile Science.(2P ndP Ed.). New York: Holt, Rinehart and Winston. Joseph, 10. M.L. .Essentials of Textiles. New York:
<p>Course Outcomes:</p>	<ol style="list-style-type: none"> 1. Develop an understanding of concepts and basics of textiles. 2. Understands and define the key textile terms. 3. Develop critical understanding of the techniques of yarn and fabric manufacture. 4. Identify the fibres, yarn and fabrics for its appropriate use.

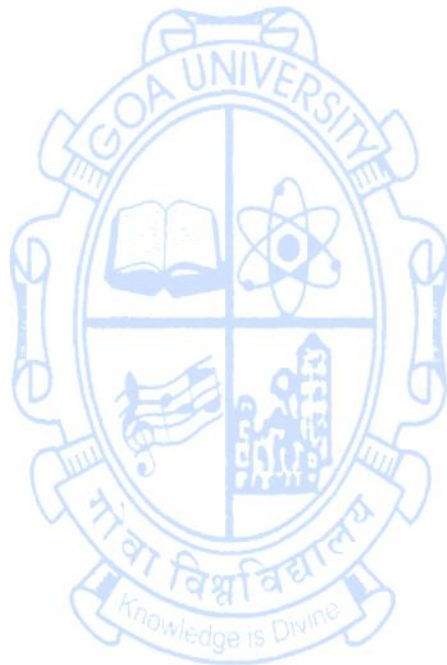


Name of the Programme : B.Sc. Home Science
Course Code : HSC-132
Title of the Course : DEVELOPMENT IN ADOLESCENCE
Number of Credits : 3 (3 Theory)
Effective from AY : 2023-24

Pre-requisites for the Course:	<ol style="list-style-type: none"> 1. A Basic understanding of development in childhood 2. Basic knowledge of human development 3. Ability to comprehend and write in one's own words about simple concepts 						
Course Objectives:	<ol style="list-style-type: none"> 1. To introduce students to the scientific study of adolescence. 2. To help students learn about key areas of adolescent development and the issues faced during: puberty, health, cognitive and moral development, self, identity, emotions, gender, personality, and sexuality. 3. To help students explore the various contexts which can influence adolescent development: family/ parents/ siblings/ peers/ friends/ school/ culture/ media. 4. To expose students to learnings of how to foster well-being in adolescence. 						
 Content:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 20%; text-align: center;">No of hours</th> </tr> </thead> <tbody> <tr> <td data-bbox="451 1014 1297 1805"> <p>Unit 1 - Introduction, History, and Biological Development</p> <ul style="list-style-type: none"> • Historical perspective of the study of adolescence: Developmental Tasks, Storm and Stress, adolescence as a new stage in human development, stereotyping of adolescents, positive youth development theory • Importance of studying adolescents; status of adolescents in the world and in India • Puberty: determinants, growth spurt, sexual maturation, secular trends in puberty, pubertal timings and health care, psychological dimensions • Adolescent health as a critical juncture: nutrition, exercise and sports, sleep, leading causes of death <p>Cognitive and Moral Development</p> <ul style="list-style-type: none"> • The cognitive development view: Piaget and Elkind • The information processing view: characteristics of the information-processing view, attention, memory, executive functioning (decision-making, reasoning, critical thinking, creative thinking) • Moral development: Piaget, Kohlberg, Religion and spirituality </td> <td style="text-align: center; vertical-align: middle;">15</td> </tr> <tr> <td data-bbox="451 1805 1297 2045"> <p>Unit 2 - Self, Identity, and Emotions</p> <ul style="list-style-type: none"> • Self: what is the self, multidimensionality, self-concept vs. self-esteem, characteristics of an adolescent's self • Identity: Erikson's identity vs. role diffusion, psychosocial moratorium, identity crisis, Marcia's four statuses of identity </td> <td style="text-align: center; vertical-align: middle;">15</td> </tr> </tbody> </table>		No of hours	<p>Unit 1 - Introduction, History, and Biological Development</p> <ul style="list-style-type: none"> • Historical perspective of the study of adolescence: Developmental Tasks, Storm and Stress, adolescence as a new stage in human development, stereotyping of adolescents, positive youth development theory • Importance of studying adolescents; status of adolescents in the world and in India • Puberty: determinants, growth spurt, sexual maturation, secular trends in puberty, pubertal timings and health care, psychological dimensions • Adolescent health as a critical juncture: nutrition, exercise and sports, sleep, leading causes of death <p>Cognitive and Moral Development</p> <ul style="list-style-type: none"> • The cognitive development view: Piaget and Elkind • The information processing view: characteristics of the information-processing view, attention, memory, executive functioning (decision-making, reasoning, critical thinking, creative thinking) • Moral development: Piaget, Kohlberg, Religion and spirituality 	15	<p>Unit 2 - Self, Identity, and Emotions</p> <ul style="list-style-type: none"> • Self: what is the self, multidimensionality, self-concept vs. self-esteem, characteristics of an adolescent's self • Identity: Erikson's identity vs. role diffusion, psychosocial moratorium, identity crisis, Marcia's four statuses of identity 	15
	No of hours						
<p>Unit 1 - Introduction, History, and Biological Development</p> <ul style="list-style-type: none"> • Historical perspective of the study of adolescence: Developmental Tasks, Storm and Stress, adolescence as a new stage in human development, stereotyping of adolescents, positive youth development theory • Importance of studying adolescents; status of adolescents in the world and in India • Puberty: determinants, growth spurt, sexual maturation, secular trends in puberty, pubertal timings and health care, psychological dimensions • Adolescent health as a critical juncture: nutrition, exercise and sports, sleep, leading causes of death <p>Cognitive and Moral Development</p> <ul style="list-style-type: none"> • The cognitive development view: Piaget and Elkind • The information processing view: characteristics of the information-processing view, attention, memory, executive functioning (decision-making, reasoning, critical thinking, creative thinking) • Moral development: Piaget, Kohlberg, Religion and spirituality 	15						
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	<ul style="list-style-type: none"> • Emotions: definition, relationship with self-esteem, adolescence as a period of storm and stress, hormones and emotions, social aspects and emotions, emotional competence <p>Personality, Gender, and Sexuality</p> <ul style="list-style-type: none"> • Personality: different conceptions of personality, the Big Five model of personality, person vs. situation as determinants of behavior • Gender: femininity, masculinity, role of culture in gender development, sex vs. gender, gender differences (activities and interests, personal-social attributes, social relationships, styles and symbols) • Sexuality: sex vs. sexuality, importance of sexuality in adolescence, challenges related to sexuality 	
	<p>Unit III - Contexts of Adolescent Development</p> <ul style="list-style-type: none"> • Parents: developmental changes in parents and adolescents, changing parent-adolescent relationships, parents as managers, parenting styles, parent-adolescent conflict, autonomy and attachment • Siblings: sibling roles • Peer relations: peer group functions, family-peer linkages, peer conformity, peer statuses, friendship, dating and romantic relationships • Schools; adolescence as a critical juncture in achievement; technology; career choices, process and factors influencing it • Role of culture; youth in poverty <p>Challenges, Problems and Wellbeing in Adolescence</p> <ul style="list-style-type: none"> • Teen suicide: statistics, common situations in which adolescents commit suicide, symptoms of depression, prevention and intervention • Academic stress: statistics/profile of adolescents in India related to academic stress, reasons, strategies for coping • Bullying, ragging, aggression/violence, and juvenile delinquency: statistics/profile of adolescents in India, prevention and intervention • Substance abuse: smoking, alcohol and drugs; influence of peers; prevention and intervention • Strategies for creating well-being in adolescence 	15
<p>Pedagogy:</p>	<ul style="list-style-type: none"> • Powerpoint Presentations • Songs/Videos • Interactive Activities (Role Play, Puzzles, Games, etc.) • Observation & Report Writing • In-Class discussions & debates 	
<p>References/ Readings:</p>	<ol style="list-style-type: none"> 1. Berk, L.E. (2007). Development through the Lifespan (4th Ed). NY: Pearson Education Inc. 	

	<ol style="list-style-type: none"> 2. Santrock, J. W. (2013). <i>Adolescence</i> (14th Ed.). NY: McGraw-Hill. PP 3. Rice, F. P. & Dolgin, K. G. (2008). <i>The Adolescent: Development, Relationships, and Culture</i> (12th Ed.). NY: Pearson Education Inc.
<p>Course Outcomes:</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the various nuances of development in adolescence. 2. Understand and evaluate their own development 3. Identify issues they face in various spheres and decipher possible solutions 4. Recognize their personality traits and attributes, for example, learning styles 5. Prevent themselves from vices and learn to evaluate possible pitfalls 6. Handle relationships with peers in a more mature manner

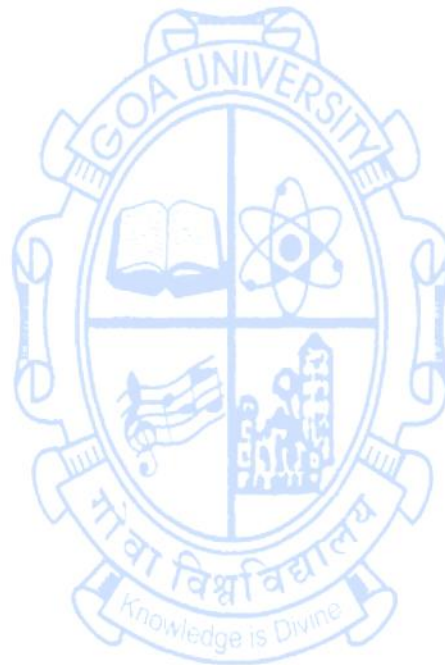


Name of the Programme : B.Sc. Home Science
Course Code : HSC-142
Title of the Course : ART PRINCIPLES & INTERIOR DECORATION
Number of Credits : 3 (3 Practical)
Effective from AY : 2023-24

Pre-requisites for the Course	Nil	
Course Objectives	<ul style="list-style-type: none"> To understand the concept of elements and principles of design To learn the importance of art element, principles, and their applications in interior decoration. To learn important furnishing require to decorate for interior To develop the design using elements and principles of design 	
Content		No of Hours
	<p>UNIT I: Design Fundamentals in Designing Interior Space (Including Demonstration and Field visits)</p> <ul style="list-style-type: none"> Life Space and Proxemics – significance in interior space designing Concept and Meaning of Aesthetics, perception, and good taste in Designing Interior Design Vs Interior Decoration Design: Definition, types and Classification Plastic elements - elements of design – application in interiors Rudiments of Design - Principles of Design – application in Interiors 	20
	<p>UNIT II: Aesthetic and Functional Considerations in Designing Interior Space (Including demonstrations and field visits)</p> <p>Colour –</p> <ul style="list-style-type: none"> Definition of color, colour spectrum, Pigment, Prang Colour system, Classification of colors, color harmonies – use and application in interiors. Colour Psychology, Colour & composition, Type of colors available in the market and their uses. <p>Furniture –</p> <ul style="list-style-type: none"> Introduction of furniture, classification, and their importance, Factors influencing selection and arrangement, Care and maintenance of furniture Current market trend in furniture <p>Lighting –</p> <ul style="list-style-type: none"> Light Sources, qualities, and features Requirements of good lighting, use/ role, brightness - measurement for adequacy, avoidance of glare and shadow Examples of lighting concepts in interior <p>Soft furnishings in the interior –</p>	30

	<ul style="list-style-type: none"> • Definition, classification, and use in different areas • Window treatments- hard and soft and their uses <p>Accessories in the interior –</p> <ul style="list-style-type: none"> • Definition, functions, use, and classification; • Explore accessories of the interior available in the market • Role in completing a design needs in an interior 	
	<p>Flower arrangements,</p> <ul style="list-style-type: none"> • Flower and its characteristics • Types of Flower Arrangements, 	10
	<p>PORTFOLIO</p> <ol style="list-style-type: none"> 1. Introduction to the drawing - Exploring elements of design. 2. Development of design through combining two or more elements of design. 3. Different techniques of sketching, and lettering techniques. 4. Colour wheel, create a color composition using different color schemes, 5. Spatial effect color (Gouache, watercolors, pastels) 6. Develop a design for Alpana and Rangoli 7. Develop Paper cutting decorating item 8. Use of waste material for making accessories 9. Napkin folding 10. Flower Arrangements 11. Use different materials like Clay, Cardboard, and Thermo coal to create 3 Dimensional designs 	30
Pedagogy	Class tests, assignments, records, portfolio presentation, model making	
References/ Readings	<ol style="list-style-type: none"> 1. Bachwal, L., Ray, G. G. (2012). Residential Interior Design for the Elderly and Physically Challenged: A Guide Book on Ergonomic Dimensional References for Designing Home Interior. India: Shroff Publishers & Distributors Pvt. Limited. ISBN: 9789350236338. 2. Bhargava, B. (2001). Family Resource Management and Interior Decoration, Delhi: University Book House 3. Bhargava, B. (2001). Housing and Space Management. Jaipur: University Book House Ltd. 4. Bush, Akiko.(1988). Floorworks: Bringing Rooms to Life with Surface Design and Decoration. Published By:Toronto Bantam Book. ISBN:)553-05253-5. 5. Cicale, A. (2004). The Art & Craft of Hand Lettering: Techniques, Projects, Inspiration. United States: Lark Books. 6. Crafti. (2004). The office – Designing for Success. Jaipur: Images Publication 7. Creative Paper Cutting: Basic Techniques and Fresh Designs for Stencils, Mobiles, Cards, and More. (2010). United Kingdom: Shambhala. ISBN: 9781590307311. 8. Deshpande, R.S. (2000). Build Your Own Home. Pune: United Book Corporation 	
Course outcomes	1. Practicing knowledge gained in art and principles helps refine personal aesthetic senses.	

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| | <ol style="list-style-type: none">2. Enable to develop basic designs or motifs.3. Enable reading and comprehending requirements of various interior furnishings as per the need of the home.4. Examining current market trends and prominent styles of interior furnishing. |
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SPECIALIZATION 1. FOOD, NUTRITION & DIETETICS

Semester III

Name of the Programme : B.Sc. Home Science

Course Code : HSF 200

Title of the Course : Nutrition Science

Number of Credits : 4 (3T+1P)


Effective from AY : 2024-2025

Pre-requisites for the Course:	HSC-100 Food Science	
Course Objectives:	<ol style="list-style-type: none"> 1. To enable the students to apply knowledge of nutrition to daily life. 2. Understand the vital link between foods, nutrition and health 3. Understand the importance and role of macronutrients and micronutrients in health and Identify food sources 	
Content:		No of Hours
Unit-I	Science of Nutrition, Concept of Nutrition and Energy metabolism Definition of nutrition, health, nutritional status and malnutrition. Definition, units of measurement, direct and indirect calorimetry; Determination of energy value of food, Total Energy requirement, Basal Metabolic Rate, Factors affecting BMR Thermic effect of food, Recommended Dietary Allowances and Sources	7
Unit III	Macronutrients Carbohydrates- Definition, composition, functions, maintenance of blood sugar levels, requirement, sources, digestion and absorption; Dietary fiber Definition, classification, physiological effects and sources. Proteins- Definition, composition, nutritional classification of proteins and amino acids, functions, sources, requirements, digestion and absorption. Lipids- Definition, composition, functions, sources, requirements, digestion and absorption. Essential fatty acids – Definition, functions, sources and effects of deficiency.	13
Unit- IV	Macro Minerals and Micro minerals Macro minerals-Calcium and Phosphorous: Functions, requirements, sources and effects of deficiency. Micro minerals- Iron, Iodine, Copper, Fluorine and Zinc: Functions, sources, requirements and effects of deficiency. Electrolytes – Sodium, Potassium and Chloride: Functions, sources, requirements and effects of imbalances.	12
Unit- V	Fat-soluble and Water-Soluble Vitamins Fat soluble Vitamins – Vitamin A, D, E and K: Functions, requirements, sources and effects of deficiency. Water Soluble Vitamins – Thiamine, riboflavin, niacin, ascorbic	13

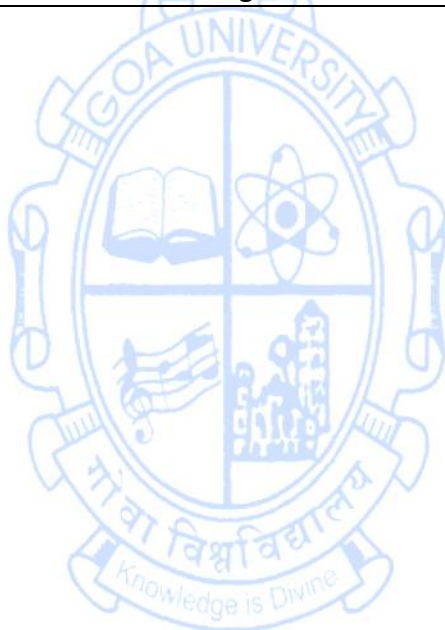
	acid, folic acid, vitamin B6 and vitamin B12: Functions, requirements, sources and effects of deficiency.	
	<p>PRACTICAL</p> <p>Plan and Prepare Recipes for One Serving:</p> <ul style="list-style-type: none"> • Energy: high and low calorie – • Dietary fibre • Proteins – Vegetarian and Non-Vegetarian • Omega 3 and Omega 6 fatty acid rich recipes • Calcium • Iron • Vitamin A • Water soluble Vitamins – Vitamin C, • B complex – Thiamine, Riboflavin and Niacin 	30
Pedagogy	Regular lectures, Field visits, Group discussion, debates, ICT enabled learning experiences.	
References/ Readings:	<ol style="list-style-type: none"> 1. Gopalan, C. , Rama Shastri, B.V., and Balasubramanian. (2004). Nutritive value of Indian Foods, National Institute of Nutrition (NIN), Hyderabad. 2. Krause, M.V. ,Humeher, M.A. , (2004). Food, Nutrition and Diet therapy, 11th edition. W.B. Saunders Company, Philadelphia, London. 3. Longvah T ,.Ananthan R, Bhaskarchary K and.Venkalah K (2017). Indian Food Composition Tables, National Institute of Nutrition (NIN), Hyderabad. 4. Mahtab. S.Bamji, Kamala Krishnaswamy and G.N.V Brahmam, Text Book of Human Nutrition, Oxford and IBH Publishing Company, Third Edition 5. Mangala Kango, Normal Nutrition, Curing diseases through diet, CBS Publications, First edition, 2005. 6. Robinson and Lawler, Normal and Therapeutic Nutrition Macmillan USA 7. Srilakshmi B., Nutrition Science, New Age International (P) Ltd, Publishers, Fifth multi-colour edition, 2016. 8. Srilakshmi, B..(2002). Nutrition Science 4th ed. New Age International Pvt. Ltd., New Delhi. 9. Sue Rodwell Williams, Nutrition and Diet Therapy, C.V. Melskey Co., 6th edition, 2000. 10. Sumathi R. Mudambi, Rajagopal, M.V., Fundamentals of Foods and Nutrition, New Age International (P) Ltd, Publishers, Third edition, 1997. 	
Course Outcome	<p>At the end of this course the learner will be able to:</p> <ol style="list-style-type: none"> 1. Summarize both fundamental and applied aspects of nutrition. 2. Able to explain functions of specific nutrients in maintaining health. 3. Assess deficiency diseases based on clinical symptoms Identify food sources rich in macronutrients and micronutrients. 4. Plan a balanced menu for deficiency conditions. 	

Name of the Programme : B.Sc. Home Science
Course Code : HSF 201
Title of the Course : Food Microbiology
Number of Credits : 4 (3T+1P)
Effective from AY :2024-25

Pre-requisites for the Course:	HSC-100 Food Science	
Course Objectives:	1. To obtain knowledge on morphology of microorganisms. 2. To understand the factors influencing the growth of microorganisms. 3. To apply the preservation principles and methods to preserve the foods from microbial contamination. 4. To explore the beneficial effects of microorganisms in the development of fermented foods.	
Content:		No of hours
Unit I	Introduction to Microbiology Morphology and Growth factors of Microorganisms Definition and History, Light and electron Microscopy, General Morphology of Microorganisms - Bacteria, Fungi, Algae, Yeast and Virus, Bacteriophage, Microbial Biomass, Growth Curve, Definition of Batch and Continuous culture, Factors Affecting Growth - Intrinsic Factors (Nutrient Content, pH, Redox Potential, Antimicrobial Barrier and Water Activity) and Extrinsic Factors (Relative Humidity, Temperature and Gaseous Atmosphere)	10
Unit II	Microbiology of Plant based Foods Contamination and Spoilage, Preservation of Vegetables and Fruits, Cereals and Cereal Products, Pulses, Nuts and Oilseeds, Sugar and Sugar Products	9
Unit III	Microbiology of Animal based Foods Contamination and Spoilage, Preservation of Milk and Milk Products, Canned Foods, Fish, Meat, Egg and Poultry	8
Unit IV	Beneficial Effects of Microorganisms Microbiology of fermented milk - Starter lactic cultures, Fermented milk products: yogurt, butter and cheese, other fermented foods: idli, bread, sauerkraut, meat, soy-based foods, Alcoholic Beverages and Vinegar. Nutritional value of fermented foods. Microorganisms as food: single cell protein, edible mushrooms. Probiotics: definition and uses.	8
Unit V	Food Borne Diseases – Food Intoxication and Food Infection Definitions and Differences, Food Intoxication vs. Food Infection Types of Food Intoxications: Bacterial Toxins, <i>Staphylococcus aureus</i> and enterotoxins, <i>Clostridium botulinum</i> and botulism Bacillus cereus and emetic vs. diarrheal types. Chemical Toxins: Naturally occurring toxins (e.g., mycotoxins, lectins) Environmental contaminants (e.g., pesticides, heavy metals)	10

	<p>Food Infection Definition and Mechanism How pathogens invade and multiply in the gastrointestinal tract Types of Foodborne Infections - Foods involved and symptoms Bacterial Infections; Salmonella and Salmonellosis Campylobacter and Campylobacteriosis, <i>Escherichia coli</i> and associated infections, Listeria monocytogenes and Listeriosis Viral Infections; Noroviruses, Hepatitis A Parasitic Infections; <i>Giardia lamblia</i>, <i>Toxoplasma gondii</i> Prevention and Control measures; Safe food preparation practices Importance of cooking temperatures and cross-contamination prevention. Important regulations and guidelines for food safety</p>	
	<p>PRACTICAL</p> <ul style="list-style-type: none"> • Hanging Drop Method – Motility of Bacteria • Staining of Bacteria – Direct and Indirect • Differential staining - Gram Staining, Acid fast staining, Capsule staining, spore staining etc • Preparation of Media and Microbiological Analysis of Foods • MBRT of milk samples and their standard plate count. • Isolation of food borne bacteria from food products. • Isolation of food borne fungi from food products. • Isolation of spoilage microorganisms from bread. • Microbiological examination of canned foods. • Microbiological examination of mushrooms. • Effect of temperature on the spoilage of food products. • Visits to microbiology laboratory and report writing 	30
<p>Pedagogy:</p>	<p>Regular lectures, demonstrations, Group discussions, ICT enabled teaching</p>	
<p>References/ Readings:</p>	<ol style="list-style-type: none"> 1. Adams, MR and Moss, MO (2015) Food Microbiology, New Age International (P) Ltd., New Delhi. 2. Alexander M. (1977) Introduction to soil microbiology. John Wiley & Sons, Inc., New York. 3. Andrews AT, Varley J. (1994) Biochemistry of milk products. Royal Society of Chemistry. 4. Banwart GJ. (1989), Basic food microbiology, Chapman & Hall, New York. 5. Cappuccino G.J and Sherman, N (2008) Microbiology – A Laboratory Manual, Pearson Education Publishers, USA. 6. Gopal Reddy et al, Laboratory experiments in Microbiology. 7. Jay JM, Loessner MJ and Golden DA. (2005). Modern Food Microbiology. 7th edition, CBS Publishers and Distributors, Delhi, India. 8. Jay M.J (2015) Modern Food Microbiology, Fourth Edition, CBS Publishers and Distributors, New Delhi 	

	<p>9. Pelczar, M.J. Reid, R.D. and Chan, (1977), Microbiology, New Delhi: Tata McGraw Hill. Stainer, R.Y. Ingraha, J.L. Wheelis, M.L. Painter, P.R. (1986). General microbiology. London: Me. Millan Education Ltd.</p> <p>10. Prescott, Harley and Klein Wim. Microbiology, C. Brown Publishers.</p> <p>11. Ramesh, K.V (2012) Food Microbiology, MJP Publishers, Chennai.</p> <p>12. William C. Frazier (2014) Food Microbiology, Tata McGraw Hills Publishing Company Limited, Chennai.</p>
<p>Course Outcomes:</p>	<p>At the end of this course the learner will be able to:</p> <ol style="list-style-type: none"> 1. Describe the significance and role of microorganisms in food processing and food spoilage. 2. Interpret the principles in traditional food preservation techniques including salting, pickling, refrigeration, freezing, oxidation, and canning/bottling and chemical preservation. 3. Analyze types of starter cultures like Lactic acid bacteria, fermented milk products, probiotics, SCP and Edible mushrooms. 4. List the microbes causing food intoxications and food infections.



Name of the Programme : B.Sc. Home Science
Course Code : HSF-211
Title of the Course : Nutrition across the Lifespan
Number of Credits : 4 (3T+1P)
Effective from AY : 2024-25

Pre-requisites for the Course:	FYBSc Home Science	
Course Objectives:	<ol style="list-style-type: none"> 1. To introduce students to the basic concepts of meal planning. 2. Understand the physiological changes throughout the lifespan. 3. Acquaint themselves with the dietary goals and dietary guidelines for Indians across the life cycle. 4. To equip them with knowledge of physiological changes, nutritional requirements, nutritional concerns and healthy food choices during the life cycle. 	
Content:		No of hours
Unit I:	Principles of Meal Planning Food groups and food exchange list, Factors affecting meal planning and food related behaviour, Methods of assessment of nutrient requirements, Dietary guidelines for Indians	10
Unit II:	Nutrition during Adulthood Physiological changes, EAR and RDA, nutritional guidelines, nutritional concerns, energy balance and healthy food choices - Adults, Pregnant women, Lactating mothers, Elderly	17
Unit III:	Nutrition during Childhood and Adolescence Growth and development, growth reference/standards, EAR and RDA, nutritional guidelines, nutritional concerns, and healthy food choices – Infants, Preschool children, School children, Adolescents	18
	PRACTICAL <ol style="list-style-type: none"> 1. Introduction to meal planning 2. Identifying rich sources of nutrients 3. Use of food exchange lists 4. Planning nutritious diets for: Young Adult, Pregnant woman, Lactating mother, Pre-schooler, School age child/adolescent, Elderly. Cooking any three planned diets 5. Planning and cooking nutrient rich dishes/ snacks for: Infants (complementary foods), Children, Adolescent and Adults 	30
Pedagogy:	Regular lectures, demonstrations, Group discussions, case studies, ICT enabled teaching and learning	
References/ Readings:	<ol style="list-style-type: none"> 1. Agarwal, A., & Udipi, S. A. (2014). <i>Textbook of Human Nutrition</i> (1st ed.). Jaypee Brothers Medical Publishers (P) LTD. 2. Bamji MS, Krishnaswamy K, Brahmam GNV (2009). <i>Textbook of Human Nutrition</i>, 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd. 3. Chadha R and Mathur P (eds). <i>Nutrition: A Lifecycle Approach</i>. Orient Blackswan, Delhi. 2015 	

	<ol style="list-style-type: none"> 4. Gopalan C, Rama Sastri BV, Balasubramanian S C (1989) Nutritive Value of Indian Foods. National Institute of Nutrition, ICMR, Hyderabad. 5. Khanna K, Gupta S, Passi SJ, Seth R, Mahna R, Puri S (2013). Textbook of Nutrition and Dietetics. Phoenix Publishing House. 6. National Institute of Nutrition, ICMR. (2011). <i>Dietary Guidelines for Indians - A Manual</i>. NIN, ICMR, Hyderabad. 7. Seth V and Singh K (2005). Diet Planning through the Life Cycle: Part 1 Normal Nutrition. A Practical Manual. Elite Publishing House Pvt. Ltd. New Delhi. 8. Srilakshmi, B. (2014). <i>Dietetics</i> (7th ed.). New Age International (P) Limited, Publishers, New Delhi. 9. <u>Venkaiah K</u>, <u>Bhaskarachary K.</u>, <u>Longvah T</u>, <u>Anantan. R</u> (2017) Indian Food Composition Tables. National Institute of Nutrition, ICMR, Hyderabad. 10. Wardlaw GM, Hampl JS, Di Silvestro RA (2004). Perspectives in Nutrition, 6th edition. McGraw Hill.
<p>Course Outcomes:</p>	<p>At the end of this course the learner will be able to:</p> <ol style="list-style-type: none"> 1. Describe physiological changes and nutritional requirements across the lifespan. 2. Describe the factors affecting meal planning. 3. Interpret the importance of food exchange list. 4. Use food exchange list for meal planning 5. Plan and prepare balanced meals and nutritious snacks for various age groups.

Name of the Programme : B.Sc. Home Science
Course Code : HSC-231
Title of the Course : Human Anatomy and Physiology
Number of Credits : 3 (2 T+1P)
Effective from AY : 2024-25

Pre-requisites for the Course:	FYBSc Home Science	
Course Objectives:	1. Obtain an insight into the structure and functions of cells, tissues and organs in human body. 2. Understand the anatomy and physiology of the various systems in the human body. 3. Comprehend the functions of systems of the human body. 4. Gain knowledge on Endocrine, Nervous and Reproductive System.	
Content:		No of hours
Unit-I	Introduction to Human Body Basic concepts of Organs, tissue and cell, Cell structure, cellular organelle and their functions, Blood- Composition, blood groups and functions	4
Unit-II.	Cardiovascular System and Respiratory Systems Cardiovascular System- Structure and functions of heart, Properties of Cardiac Muscle and Functional Tissues, Cardiac Cycle, Heart Rate, Cardiac Output, Blood Pressure (Systolic & Diastolic), ECG Respiratory System Physiological Anatomy of Respiratory Tract, Mechanism of Respiration, Transport of Respiratory Gases in Blood, Gaseous Exchange in Lungs and tissues.	6
Unit-III	Digestive System and Excretory System Digestive System Principal organs of the digestive system – Mouth, tongue, Teeth, Esophagus, Stomach, Small Intestine, Large Intestine, Rectum, Anus- structure & function, Principal accessory organs- salivary glands, liver, gall bladder, pancreas- structure & function, Role of gut hormones & enzymes in Digestion and mechanisms involved in absorption of food. Excretory System Structure of Excretory System- Kidney, Nephron, Urinary Bladder , Urine Formation, Composition of Urine, micturition, Glomerular Filtration Rate (GFR)	8
Unit-IV.	Endocrine System and Nervous System Introduction to Endocrinology, Functions and Hormones secreted by Pituitary Gland, Thyroid Gland and Parathyroid Gland and Adrenal Gland , Sex glands, Endocrine Functions of Pancreas Nervous System	7

	Structure and functions of Neuron, Brain and Central nervous system (Autonomic Nervous System, Parasympathetic Nervous System)	
Unit-V.	Reproductive System Structure, hormones secreted and functions of Male and Female Reproductive Organs; Physiology of Menstruation - estrogen verses progesterone; Pregnancy and associated changes, Physiology of lactation.	5
	PRACTICAL 1. Microscope and its uses 2. Study of epithelial, connective, muscular and nervous tissues. 3. RBC and WBC count 4. Determination of pulse rate in resting condition and after exercise (30 beats/10 beats method) 5. Determination of blood pressure by Sphygmomanometer (Auscultator method). 6. Measurement of Peak Expiratory flow rate. 7. Determination of Bleeding Time (BT) and Coagulation Time (CT). 8. Detection of Blood group 9. Measurement of Hemoglobin level	30
Pedagogy:	Regular lectures, demonstrations, group discussions, ICT enabled teaching and learning experiences	
References/ Readings:	1. Chatterjee C.C (2004), Human Physiology Volume II, Medical Allied Agency, Kolkata. 2. Chatterjee C.C (2016), Human Physiology Volume I, Medical Allied Agency, Kolkata 3. Chaudhri, K. (1993) Concise Medical Physiology, New Central Book Agency (Parental) Ltd., Calcutta 4. Kathleen J. W. Wilson, Anne Waugh, Allison Grant. Ross and Wilson Anatomy (2014), Physiology in Health and Illness. 12th Edition, Elsevier Publication, New Delhi 5. Sembulingam, K. (2000) Essentials of Medical Physiology, Jaypee Brothers Medical Publishers (P) Ltd., New Delhi	
Course Outcomes:	At the end of this course the learner will be able to: 1. Illustrate the basics of human anatomy and physiology. 2. Define the main structures composing the human body. 3. Explain structure and functions of cells, tissues and organs, systems of the human body 4. Interpret the structure and functions of tissues.	

Name of the Programme : B.Sc. Home Science
Course Code : HSC-241
Title of the Course : Home Scale Food Processing & Preservation
Number of Credits : 3 (1T+2P)
Effective from AY : 2024-25

Pre-requisites for the Course:	FYBSc Home Science	
Course Objectives:	<ol style="list-style-type: none"> 1. To learn the principles behind the methods of preservations. 2. To understand the stages of cookery and chemical characteristics in the preservation of fruits and vegetables. 3. Able to formulate preserved food products. 4. Acquire skills to preserve different types of food items based on their perishability. 	
Content:		No of hours
Unit-I.	Introduction to Food Preservation Importance of Food Preservation, Basic Principles of Food Preservation Types of Food spoilage by Micro-organisms and by Enzymes,	3
Unit-II.	Preservation Techniques Drying and dehydration: Methods of drying & dehydration, different types of driers, freeze drying- General tips with drying foods. Preservation by Concentration: Role of Pectin in Preserved foods Stages in Sugar Cookery Sugar Concentrates – Principles of Gel Formation: Preservation by Using additives: Principles Involved and different Definition, Permitted Preservatives, FSSAI guidelines Fermented foods Preservation using high temperature: Pasteurization and Sterilization, Ultra heat treatment Preservation using low temperature: Refrigeration and freezing of foods	10
Unit III	Preservation by Advanced Preservation Technology and packaging Food Irradiation Vacuum Packing Food Packaging Materials for preserved food products	2
	PRACTICAL <ul style="list-style-type: none"> • Preparation of traditional Indian varieties of chips, Papads, fryums and Masala Powders • Preparation of salted, dehydrated, preserves • Preparation of Jam, Jelly, Marmalades, Sauce and Squash Preserves, Candied, Glazed, Crystallized Fruits, Toffee • Preparation and Preservation of Fruit Juices, RTS and basics of canning • Types of Pickles with Chemical Preservatives – and oil spices • Fermented foods 	60

	<ul style="list-style-type: none"> • Visit to Fruits and Vegetable processing industry and writing reports
Pedagogy:	Regular lectures, demonstrations, ICT enabled teaching and learning experiences
References/ Readings:	<ol style="list-style-type: none"> 1. Potter N N and Hotchkiss J H (2007), Food Science, CBS Publishers and Distributors New Delhi 2. Maria Parloa (2009), canned fruit, preserves and jellies: Household methods of preparation, US Department of Agriculture, Washington. 3. Shafiur, Rahman, M. (2007), Handbook of Food Preservation, 2 nd edition, CRC press, New Delhi. 4. Sivsankar B (2007) Food Processing And Preservation, Prentice Hall India Learning Private Limited 5. Srivastava R.P. (2012), Fruit and vegetable preservation – Principles and Practices, International Book Distributing Co., (IBDC), New Delhi.
Course Outcomes:	<p>At the end of this course the learner will be able to:</p> <ol style="list-style-type: none"> 1. Apply the principles of preservation behind every method of preservation 2. Describe the stages of sugar cookery, quality of pectin and acidity in the development of preserved food products 3. Explain the principles of preservation in fruits and vegetables-based products 4. Prepare preserved products and develop new products with good retention of quality.

SPECIALIZATION 2. TEXTILES AND FASHION STUDIES

SEMESTER III

Name of the Programme : B.Sc. Home Science

Course Code : HST-200

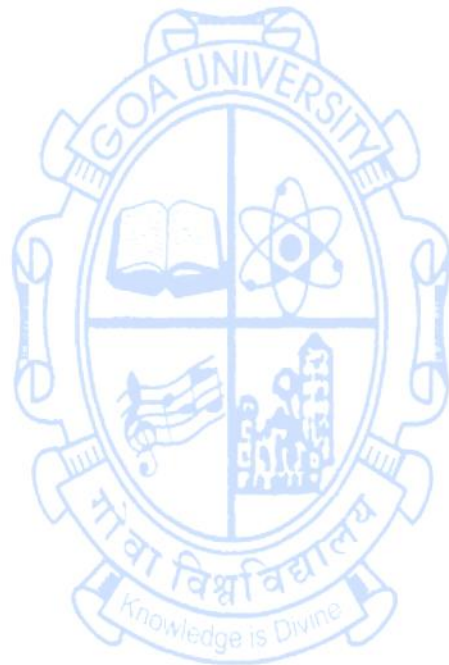
Title of the Course : Pattern Making and Styling for Kids wear

Number of Credits : 4(0+4 Practical)

Effective from AY : 2024-25

Pre-requisites for the Course:	HSC-141 Fundamentals of Clothing Construction	
Course Objectives:	<ol style="list-style-type: none"> 1. To enable the students to develop skills in pattern making for kid's garments (upto10 years old boys and girls) 2. To learn to adapt different patterns 3. To create patterns for formal occasion 	
Content:	PRACTICALS (120 hrs)	No of Hours
	• Making patterns for following garments: Both for Boys and Girls	10
	• Different types of shirts	10
	• Different types of pants	10
	• Skirts and Tops	10
	• Dress- one piece / two piece	10
	• Dresses - Casual	10
	• Garments for Festival/Feast	10
	• Garments for Weddings (Indian, Western and other cultures)	20
	• School uniforms: Different weather conditions	10
	• Sports wear	10
• Night wear	10	
• Accessories		
Pedagogy	<ul style="list-style-type: none"> • Regular lectures, Group discussion, • ICT enabled learning experiences 	
References/ Readings:	<ol style="list-style-type: none"> 1. Connie Amadon Crawford, (1992)' A guide to Fashion Sewing' Fairchild Publishers, USA. 2. Doonga Ji Sherie and Deshpande, R,(1999)'Basic Process and Clothing Construction. 3. Dorothy Wood,(1997) "Creative Sewing, the practical Encyclopaedia of Sewing". Mc Graw - Hill Book Co. Inc, New York. 4. Selvia Rosen, (1995)'Children's Clothing: Designing, Selecting Fabrics, Pattern Making & Sewing, B T Batsford Ltd, London 5. Thomes Anna Jacob, (1999) 'The Art of sewing,' UBS, Publishers distribution Ltd. New Delhi. 	
Course Outcome	<ol style="list-style-type: none"> 1. Students will be able to: <ol style="list-style-type: none"> 1. Apply the principles and elements of design in textiles and fashion design for kids garment. 	

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| | <ol style="list-style-type: none">2. Design pattern for kids garments3. Design patterns for garments for various occasions4. Will be able design school uniforms for different weather conditions.5. Identify gender specific accessories for kids garments |
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Name of the Programme : B.Sc. Home Science
Course Code : HST-201
Title of the Course : Psychology of Fashion
Number of Credits : 4(2 T+2 Practical)
Effective from AY : 2024-25

Pre-requisites for the Course:	HSC-112 Fibre to Fabric	
Course Objectives:	To understand the effect of psychological factors on clothing 1. To understand the importance of psychology in fashion 2. To identify the dress according to season 3. To interpret the influence of fashion on human body 4. To understand the demographic trends of clothing 5. Gain knowledge on Psychographic trends of clothing	
Content:		No. of Hours
Unit:1	Psychology and fashion Overview of fashion psychology, psychology behind fashion and clothing – variations and combinations, correct and wrong outfit, feel and comfort, positive and negative changes, Style affects- personal style and appearance	5
Unit:2	Psychology of color in clothing Psychological view of color categories, warm and cool colors, characteristics and effects of color, color blindness, metamerism, color and impression, color perceptions, mood and emotions, color and desire, harmony of colors, color combinations	5
Unit:3	Psychological perspectives on cloths cloths and social cognition, cloths and impression, cloths and physical appearance, cloths and body image, body modifications, dress and personality, dress and self, psychology of clothing – factors influencing fashion, effects of dress on the behaviour of the wearer.	5
Unit:4	Psychological aspects of fashion Understanding the purpose of clothing - Protection, modesty, concealment, attraction. Social and psychological aspects of fashion; selection of material, color, clothing according to human; understanding the theories of fashion, effect of fashion life cycle and length of fashion	5
Unit:5	Flow of fashion and psychology Fashion cycle, changes in fashion and adaptability, reinterpretation, trend setting, structure, wellbeing in fashion industry, influence of fashion on body, fashion consumption and behaviour, fashion and self-identity, fashion as status symbol, career in fashion and fashion forward	5

Unit:6	Buying behaviour and Psychology Consumer psychology and buying behaviour: Mind to wear, get right clothing, occasional clothing, self-confidence with dressing, Reason to dress the way- psychological process, fashion psychology today.	5
	PRACTICAL Maintaining a portfolio for all the units of theory conduct a survey and submit a report to understand the consumer preference with respect to psychology of fashion	60
Pedagogy	Regular lectures, Group discussion, ICT enabled learning experiences.	
References/ Readings:	<ol style="list-style-type: none"> 1. Carolyn Mair, (2018)The Psychology of Fashion (The Psychology of Everything), Routledge; 1 edition, 2. Mike Easey, 2011. Fashion Marketing, Wiley- Blackwell Publishing, 3. Professor Karen J. Pine (2014), Mind What You Wear: The Psychology of Fashion, Kindle edition, 4. Sharron J. Lennon, Kim K. P. Johnson, Nancy (2017) A. Rudd, Social Psychology of Dress, Fairchild Books, 5. Solomon M.R, Rabolt.N.J(2003) – Consumer Behaviour in Fashion – Pearson Education Publishing – Noida S 6. Usha Kulshrestha, Radhakashyap (2007)-Clothing Behaviour- Psychological analysis – Pointer Publisher-Jaipur. 	
Course Outcome	Students will be able to: <ol style="list-style-type: none"> 1. Comprehend the importance and function of clothes. 2. Gain an insight of various trends of clothing. 3. Identify the clothing behaviour. 4. Gain knowledge on the impact of color with mood and perceptions 5. Select the right clothing according to human mood. 	

Name of the Programme : B.Sc. Home Science
Course Code : HST-211
Title of the Course : Eco and Sustainable Fashion
Number of Credits : 4 (2 T+2 Practical)
Effective from AY : 2024-25

Pre-requisites for the Course:	FYBSc Home Science	
Course Objectives:	1. To Understand the concept of fashion industry and its sustainability 2. To learn about the concept of sustainability in clothing industry 3. To learn about relations of Fashion industry and Environment 4. To Understand the idea of green consumerism 5. To understand about Sustainable Business Strategies	
Content:		No. of Hours
Unit I	An overview of Eco and Sustainable Development Introduction and needs for eco-textiles, importance of eco-textiles. Ecology - Production ecology, Human ecology and Disposal ecology. Structure and stability of the ecosystem. Introduction, Definition, concepts of Sustainable Development, SDG Goals, Principles of sustainability. Green manufacturing- introduction and importance. Waste management for sustainable textiles and clothing.	4
Unit II	Fashion sustainability Introduction- Fashion, Sustainability, Pillars of sustainability. Sustainable fashion- Meaning-Importance-Need- Social, Economic and Environmental concerns related to fashion - Business models for sustainable fashion-Sustainable clothing-Sustainable consumption practices for enhanced product life. Sustainability in fashion-Benefits and challenges. Fashions environmental impact - Water pollution, water consumption, Micro fiber pollution, Waste and disposal, chemical usage, carbon emissions, soil degradation. Reducing environmental impact in fashion industry	7
Unit-III	Sustainability in Clothing Industry Recycling and upcycling- Concepts and benefits-,Sustainability in Clothing Industry -Clothing lifecycle, fast and slow fashion, clothes repair and re-use. Value and Green aesthetics-sustainability through innovative designs and accessories. Circular economy- Green Consumerism -Meaning-Importance- green consumerism and waste reduction- Green consumer – Possible ways to become green consumer- Green Marketing Strategies. 3Rs – Reduce, Reuse and Recycle. Ways to increase the sustainability of fashion -Raise awareness, Radical Rethinking, Increase corporate and consumer responsibility. Value and Green	8

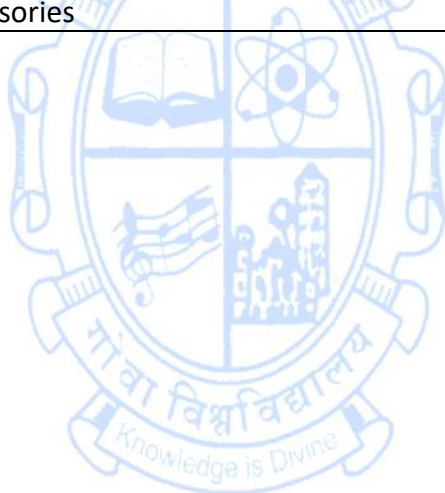
	aesthetics- Ethical design- Concept of Zero waste fashion design- Product service system (PSS) for sustainable fashion	
Unit-IV	Organic and Sustainable Textiles Organic fiber production and Processes; Organic cotton, wool, silk, bamboo, Regenerated fibers- Lyocell, PLA (Polylactic Acid) fibers, Recycled fibers- PET. Nano technology applications in textile industry. Sustainable fibers– Introduction, importance and applications. Zero liquid discharge in textile industry. Reduction of carbon footprints in textile processing and finishing;	7
Unit-V	Eco-friendly Processing of Textiles Modern approaches to eco- friendly wet processing of woven and knitted clothing. Ecofriendly dyes and their method of dyeing; Energy efficient production methods and processing techniques. Enzymes, and natural dyes, Natural mordants for natural colour dye fixation.	4
	PRACTICAL Maintaining a portfolio for all the units of theory Latest innovation in sustainable fashion – a report	60
Pedagogy	<ul style="list-style-type: none"> Regular lectures, Group discussion, ICT enabled learning experiences, Field visits 	
References/ Readings:	<ol style="list-style-type: none"> Fletcher K, 2008 Sustainable Fashion and Textiles- A Design Journey, Lawrence King Publishing. Yamase K, 2012 Cut up Couture- Edgy Upcycled Garments to Sew, Interweave. Phillips J, Create 2013, Sustainable Luxe- A Guide to Feel Good Fashion, Space Publishing. 	
Outcome	Students will be able to: <ol style="list-style-type: none"> Gain insight into sustainability of fashion industry. Gain awareness regarding sustainability in clothing industry. Analyze the Fashion industry and Environment. Become a green consumer. Develop sustainable business strategies. 	



Name of the Programme : B.Sc. Home Science
Course Code : HSC-232
Title of the Course : Fashion Crafts/Accessories
Number of Credits : 3 (0+3) Practical)
Effective from AY : 2024-25

Pre-requisites for the Course:	FY B.Sc. Home Science	
Course Objectives:	1. To enable the students to understand the history and importance of accessories 2. To impart knowledge on research, designing and manufacturing process 3. To provide clear insights on various types of accessories and selection of materials	
Content:		No of Hours
Unit I:	PRACTICAL Role and Significance of Fashion Accessories <ul style="list-style-type: none"> • Importance of fashion accessories in apparel industry • History and overview of accessory design • Role of an accessory designer • Leading contemporary accessory designers and brands Unit II: Understanding categories, styles and production methods of fashion Accessories <ul style="list-style-type: none"> • Brief history, common styles, components, materials used and production methods of select accessories 	20
Unit II	Using Illustration, colouring and rendering techniques for designing fashion accessories <ul style="list-style-type: none"> • Designing and construction of - Handbags, - Footwear – Hats, • Common styles and production methods of other accessories – Jewellery, Belts, Gloves, Scarves, • Coordinating accessories and outfits 	30
Unit III:	From Concept to Creation <ul style="list-style-type: none"> • Key Steps in Accessories Design, Creative Design Development of accessories, • Inspiration and Research, - Trend forecasting of fashion accessories - Design development - Developing a range, Presentation techniques, Restyling project - Restyling of plain accessories using creative techniques 	20
	<ul style="list-style-type: none"> • Final Project – Based on an inspiration, the students are required to design a collection of accessories, Final Portfolio and Presentation. 	20
Pedagogy	<ul style="list-style-type: none"> • Regular lectures, Group discussion, • ICT enabled learning experiences Videos. 	

<p>References/ Readings:</p>	<ol style="list-style-type: none"> 1. Genova Aneta (2011), Accessory Design, Fairchild Publications; 1 edition 2. Lau John (2012) Basics Fashion Design : Designing Accessories: Exploring the design and construction of bags, shoes, hats and jewellery, A Publishing; 1 edition 3. Schaffer Jane, Saunders Sue 2012, Fashion Design Course: Accessories: Design Practice and Processes for Creating Hats, Bags, Shoes, and Other Fashion Accessories, Barron's Educational Series 4. Solomon M.R , Rabolt.N.J(2003) – Consumer Behaviour in Fashion – Pearson Education Publishing – Noida S 5. Stephens Frings Gini, (2007) Fashion: From Concept to Consumer (9th Edition), Prentice Hall
<p>Course Outcome</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Analyse the importance of accessories for various purpose and occasion, and add value to the products based on end application 2. Design and develop the accessories based on trend, forecast and market analysis 3. Select the appropriate materials for different types of accessories 4. Use different manufacturing techniques for different types of accessories



Name of the Programme : B.Sc. Home Science
Course Code : HSC-242
Title of the Course : Surface Enrichment
Number of Credits : 3(0+3) Practical)
Effective from AY : 2024-25

Pre-requisites for the Course:	FY B.Sc. Home Science	
Course Objectives:	1. To develop the skills in ornamenting fabric and garments using embroidery 2. To impart knowledge on various traditional embroideries of India 3. To gain familiarity in designing software and technology	
Content:	PRACTICAL	No. of Hours
	• Fabric manipulation –cuts, removal of threads	10
	• Surface Decoration - Embroidery, Ari work, Embellishments	10
	• Design through color application Painting, Dyeing- Tie and dye, Batik Printing- Discharge, Resist, Block, Screen, Stencil	20
	• Thread structure- macramé, braiding, lace making (crochet, tatting)	10
	• Surface layering - Applique- simple, cut, felt, - Quilting- hand and machine, - Pleats and Tucks	20
	• Product development using the above design exploration techniques	20
Pedagogy	<ul style="list-style-type: none"> • Regular lectures, Group discussion, • ICT enabled learning experiences. 	
References/ Readings:	1. Aparna Gwande (2017) Designs from Indian Textile, Tory Mirror Infotech Pvt Ltd 2. Carne Griffiths, (2019) The Organic Painter: Learn to paint with tea, coffee, embroidery, flame, and more: Explore Unusual Materials and Playful Techniques to Expand your Creative Practice, Quarry Books, 3. Joan Nicholson, (2011) “Contemporary Embroidery Design”, Read more Books publishers 4. Shailaja D. Naik, “Traditional Embroideries of India”, 2010, API Publishing Corporation, New Delhi	
Course Outcome	Students will be able to: 1. Attain knowledge on the embroidery and the painting techniques 2. Interpret the different types of painting and embroidery, thread structure 3. Identify the processes involved in surface layering 4. Develop a new product using design exploration techniques	

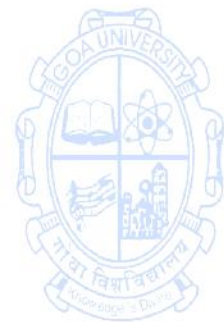
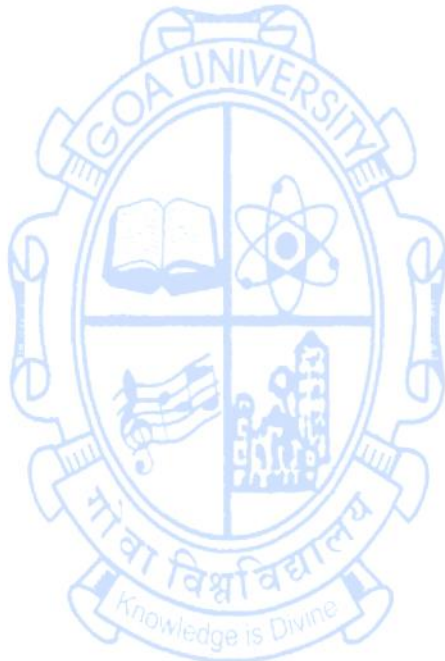
SPECIALIZATION 3 - HUMAN DEVELOPMENT AND FAMILY STUDIES
SEMESTER III

Name of the Programme : B.Sc. Home Science
Course Code : HSH 200
Title of the Course : Adolescent Development
Number of Credits : 4 (3 T + 1 P)
Effective from AY : 2024-25

Pre-requisites for the Course:	HSC-111 Fundamentals of Human Development	
Course Objectives:	<ol style="list-style-type: none"> 1. To introduce students to the scientific study of adolescence. 2. To help students learn about key areas of adolescent development and the issues faced during: puberty, health, cognitive and moral development, self, identity, emotions, gender, personality, and sexuality. 3. To help students explore the various contexts which can influence adolescent development: family/ parents/ siblings/ peers/ friends/ school/ culture/ media. 4. To expose students to learnings of how to foster well-being in adolescence. 5. To help students understand their own growth and development across spheres. 	
Content:		No of hours
Unit I	<p>Introduction, History, and Biological Development Historical perspective of the study of adolescence: Developmental Tasks, Storm and Stress, adolescence as a new stage in human development, stereotyping of adolescents, positive youth development theory [SEP]</p> <p>Importance of studying adolescents; status of adolescents in the world and in India [SEP]</p> <p>Puberty: determinants, growth spurt, sexual maturation, secular trends in puberty, pubertal timings and health care, psychological dimensions [SEP]</p> <p>Adolescent health as a critical juncture: nutrition, exercise and sports, sleep, leading causes of death</p>	5
Unit II	<p>Cognitive and Moral Development The cognitive development view: Piaget and Elkind The information processing view: characteristics of the [SEP] information-processing view, attention, memory, executive functioning (decision-making, reasoning, critical thinking, creative thinking) [SEP]</p> <p>Moral development: Piaget, Kohlberg, Religion and spirituality</p>	10
Unit III -	<p>Self, Identity, and Emotions Self: what is the self, multidimensionality, self-concept vs. self-esteem, characteristics of an adolescent's self Identity: Erikson's identity vs. role diffusion, psychosocial moratorium, identity crisis, Marcia's four statuses of identity</p>	10

	Emotions: definition, relationship with self-esteem, adolescence as a period of storm and stress, hormones and emotions, social aspects and emotions, emotional competence	
Unit IV	<p>Personality, Gender, and Sexuality</p> <p>Personality: different conceptions of personality, the Big Five model of personality, person vs. situation as determinants of behavior</p> <p>Gender: femininity, masculinity, role of culture in gender development, sex vs. gender, gender differences (activities and interests, personal-social attributes, social relationships, styles and symbols) ^[1]_[SEP]</p> <p>Sexuality: sex vs. sexuality, importance of sexuality in adolescence, challenges related to sexuality ^[1]_[SEP]</p>	5
Unit V	<p>Contexts of Adolescent Development ^[1]_[SEP]</p> <p>Parents: developmental changes in parents and adolescents, ^[1]_[SEP]changing parent-adolescent relationships, parents as managers, parenting styles, parent-adolescent conflict, autonomy and attachment ^[1]_[SEP]</p> <p>Siblings: sibling roles ^[1]_[SEP]</p> <p>Peer relations: peer group functions, family-peer linkages, peer ^[1]_[SEP]conformity, peer statuses, friendship, dating and romantic ^[1]_[SEP]relationships ^[1]_[SEP]</p> <p>Schools; adolescence as a critical juncture in achievement; ^[1]_[SEP]technology; career choices, process and factors influencing it</p> <p>Role of culture; youth in poverty ^[1]_[SEP]</p> <p>Challenges, Problems and Wellbeing in Adolescence</p> <ul style="list-style-type: none"> • Teen suicide: statistics, common situations in which adolescents commit suicide, symptoms of depression, prevention and intervention ^[1]_[SEP] • Academic stress: statistics/profile of adolescents in India related to academic stress, reasons, strategies for coping • Bullying, ragging, aggression/violence, and juvenile delinquency: statistics/profile of adolescents in India, prevention and intervention ^[1]_[SEP] • Substance abuse: smoking, alcohol and drugs; influence of peers; prevention and intervention • Strategies for creating well-being in adolescence ^[1]_[SEP] 	5
Practical	<ul style="list-style-type: none"> • Collection of related research articles of adolescents for a scrap book. • Tests/activities on different areas of adolescent development – cognitive/learning styles, socio-emotional, personality, etc. • Case study of an adolescent (self and others) 	30
Pedagogy:	Powerpoint Presentations, Songs/Videos, Interactive Activities (Role Play, Puzzles, Games, etc.) Observation & Report Writing, In-Class discussions & debates	

References/ Readings:	<ol style="list-style-type: none"> 1. Berk, L.E. (2007). Development through the Lifespan (4th Ed). NY: Pearson Education Inc. 2. Santrock, J. W. (2013). Adolescence (14th Ed.). NY: McGraw-Hill. PP 3. Rice, F. P. & Dolgin, K. G. (2008). The Adolescent: Development, Relationships, and Culture (12th Ed.). NY: Pearson Education Inc. 4. Craig, G. J. (1999). Human Development. NJ: Prentice-Hall, Inc.
Course Outcomes:	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Elaborate on the various nuances of development in adolescence. 2. Understand and evaluate their own development. 3. Identify issues they face in various spheres and decipher possible solutions. 4. Recognize their personality traits and attributes, for example, learning styles. 5. Prevent themselves from vices and learn to evaluate possible pitfalls. 6. Handle relationships with peers in a more mature manner.



Name of the Programme : B.Sc. Home Science
Course Code : HSH 201
Title of the Course : Development in Adulthood
Number of Credits : 4 (3 T + 1 P)
Effective from AY : 2024-25

Pre-requisites for the Course:	HSC-111 Fundamentals of Human Development	
Course Objectives:	<ol style="list-style-type: none"> 1. To sensitize students to both the challenges and the opportunities of adult life. 2. To help students understand the developmental changes pertinent to family, career, and physical developments across adulthood. 3. To help students have appropriate knowledge and attitudes with regard to the major life events in adulthood including friendship and mate selection and marriage, parenthood, adulthood and life-cycle tasks, etc. 	
Content:		No of hours
Unit I	Introduction to the study of development in adulthood Demography and a changing view of adulthood Increased life expectancy Ageism Why study adult development? Life-Span Developmental Perspective Development is a lifelong process, Development includes both gains and losses,. Development is plastic, Development is embedded in historical, cultural and social contexts Theories relevant to understanding development in adulthood Erik Erikson’s psychosocial stages corresponding to adulthood Levinson’s seasons of a man’s/woman’s life Havighurst’s developmental tasks	5
Unit II	Cognitive Processes in Adulthood: dimensions and directions Evidence of Cognitive Decline: The Decrementalist View: Major findings Evidence of Cognitive Growth: The Continued-Potential View: Adult life-span learning, quantitative versus qualitative gains in adult cognition, successful cognitive aging	10
Unit III	Social Development, Friendship Overview of social relationships Nature of relationships Benefits of relating Social support Ethnic differences Friendship Nature of friendship Functions of friendship Gender differences Friendship development over the life span Midlife-Crisis – Is it relevant today?	10

<p>Unit IV</p>	<p>Career Development Career Cycle Increasing diversity in career paths Choice of work Age and job satisfaction Gender and work: Women’s career paths and special issues Changing nature of women’s work and working women Women’s career patterns and work experiences Multiple roles: Combining career and family</p>	<p>10</p>
	<p>Practical Work:</p> <ul style="list-style-type: none"> • Study of adult roles – interview one male and one female adult from the following: Single adult Husband/Father Homemaker Employed Woman Single Parent • Plan and conduct a workshop for adults in any of the above categories • Speak to one middle aged man and one woman about their career journey 	<p>30</p>
<p>Pedagogy:</p>	<p>Powerpoint Presentations, Interactive Activities (Role Play, Puzzles, Games, etc.) Observation & Report Writing In-Class discussions, debates & flipped learning demonstrations</p>	
<p>References/ Readings:</p>	<ol style="list-style-type: none"> 1. Berk, L. E. (1998). <i>Development through the Life Span</i>. Boston: Allyn and Bacon. 2. Craig, G. J. (1996). <i>Human Development</i>. New Jersey: Prentice Hall. 3. Hoyer, W. J. & Roodin, P. A. (2009) <i>Adult Development and Ageing</i>, (6th ed.) Boston: McGraw Hill. 4. Kail, R. V. & Cavanaugh, J. C. (2000). <i>Human Development: A lifespan view</i>. USA: Woodsworth Thomson 5. Karkar, S. (2002) <i>Identity and Adulthood</i>. India: Oxford University Press. 6. Lemme, B. H. (2006). <i>Development in Adulthood</i>. Boston: Allyn and Bacon. 7. Zanden, J. W. V. (1997). <i>Human Development</i>. New York: McGraw Hill. 	
<p>Course Outcomes:</p>	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Understand the essence of adult development from various perspectives and also prepare himself/ herself for adult life. 2. Explain cognitive Processes in Adulthood 3. Illustrate social relationships 4. Elaborate on Career Paths 	

Name of the Programme : B.Sc. Home Science
Course Code : HSH 211
Title of the Course : ESSENTIALS OF PSYCHOLOGY
Number of Credits : 4 (3 T + 1 P)
Effective from AY : 2024-25

Pre-requisites for the Course:	Nil	
Course Objectives:	1. To orient the students to the subject of psychology as a science 2. To help the students to understand basic concepts of psychology 3. To develop student's knowledge of cognitive processes	
Content:		No of hours
UNIT 1	Nature Of Psychology Psychology as a Science: Historical overview of psychology as a science, Nature & Scope of Psychology Contemporary Approaches to Psychology: Behavioral, Psychodynamic, Cognitive, Sociocultural Approaches, Humanistic Movement and Positive Psychology	15
UNIT 2	Basic Concepts of Psychology Motivation: Nature of motivation Approaches to understanding motivation: Instinct, Drive reduction, Arousal, Incentive, Homeostasis Maslow's hierarchy of needs Emotions: Nature and types of emotions Emotional Intelligence Facial feedback hypothesis	15
UNIT 3	Basic Cognitive Processes Nature of Sensation and Perception: Dimensions of Perception. Mental imagery Memory: Stages of Memory: Encoding, Storage, Retrieval Methods of Retention: Recall, Recognition, Relearning Models of Memory: Levels of processing, Information Processing Model. Forgetting: Forgetting Curve, Decay theory, Interference Theory Learning: Types of learning, observational learning Conditioning: Classical and Operant Problem Solving and Reasoning: Problem Solving: Trial and error, algorithms, heuristics Reasoning: Deductive and Inductive reasoning Creativity	15

	<p>PRACTICAL</p> <ul style="list-style-type: none"> • Activity on Learning efficacy using meaningful and meaningless verbal material • Effect of Practice on Object Recall • Optical Illusion: Muller – Lyer • Activity on Depth Perception • Activity assessing the use of Mental Set in problem solving • Verifying the Stroop Effect • Studying how concept formation takes place (using cards or blocks) • Activity on Immediate Memory Span for letters and digits • Administration and Analysis of the following tests: <ul style="list-style-type: none"> -Emotional Intelligence Scale -Environmental Awareness Ability Measure (Praveen Kumar Jha) -Cognitive Styles Inventory (Praveen Kumar Jha) -DAT or David’s Battery of Differential Ability -What Motivates You? Questionnaire 	30
<p>Pedagogy:</p>	<p>Interactive Lectures, PowerPoint Presentations, Videos, Interactive Activities (Role Play, Puzzles, Games, etc.) Observation & Report Writing, In-Class discussions & debates</p>	
<p>References/ Readings:</p>	<ol style="list-style-type: none"> 1. Santrock, J. W. (2013). Psychology: Essentials (2nd Ed.). Tata McGraw-Hill Education India. 2. Feldman, R.S. (2002). Understanding Psychology. New Delhi: Tata McGraw Hill 	
<p>Course Outcomes:</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Understand and evaluate their own development 2. Identify issues they face in various spheres and decipher possible solutions 3. Recognize their personality traits and attributes 	



Name of the Programme : B.Sc. Home Science
Course Code : HSC-233
Title of the Course : Basic Skills in Guidance & Counselling
Number of Credits : 3 (2 T + 1 P)
Effective from AY : 2024-25

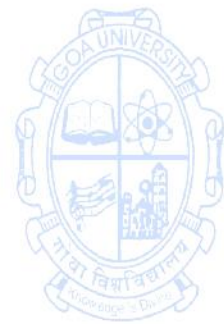
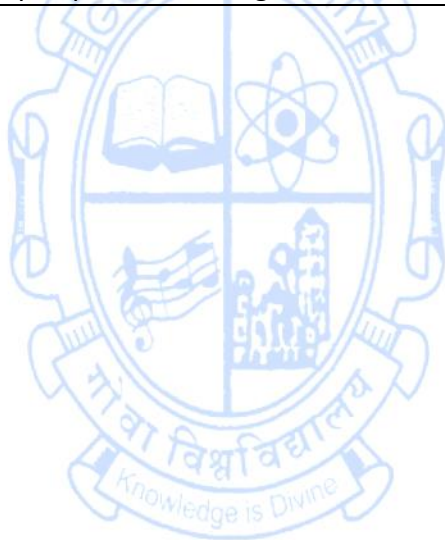
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To introduce students to key concepts and differences between guidance and counselling. 2. To help the students to understand the counselling process and related professional skills. 3. To familiarize students with selected methods /approaches /models /specializations which are especially relevant for child and adolescent counselling 	
Content		No of Hours
Unit I	Introduction to Guidance & Counselling <ul style="list-style-type: none"> • Guidance: Definition, Objectives, and Principles, Areas of Guidance: Education, vocation, Avocation, social, Health, moral and personal. • Counselling: Definition, Objectives, scope, need, characteristics of a counselling relationship, core conditions of counselling • Difference between guidance and counselling. 	5
Unit II	The Counselling Process <ul style="list-style-type: none"> • The Stages of Counselling – Rapport building, Assessment & diagnosis, Formulation of counselling goals, Intervention & Problem solving, Termination & Follow-up – Overview • Ethics and Confidentiality • Principles of guidance – Self-development, Universal, individual differences, continuous process and other principles 	5
Unit III	Skills in Counselling <ul style="list-style-type: none"> • Macro skills: Communication, Training, Human Assessment/ Diagnostic, Motivation, Ability to identify problems & solution, Training in Administration of Psychological Tests/ Scales and Evaluation • Micro skills: Eye-contact, Attending Behaviour, Meta-Communication, Paralinguistic, Non-Verbal Communication and Rapport, Questioning, Observational Skills, Basic Listening Sequence, Reflection 	10
Unit IV	Counselling Approaches <ul style="list-style-type: none"> • Individual Counselling Methods: Carl Roger’s Person-Centered Counselling/Therapy (PCC/PCT), Solution-Focused Brief Counselling/Therapy (SFBC/SFBT), Play Therapy 	10

	<ul style="list-style-type: none"> • Group Counselling: Group leadership skills, Steps in group counselling • Professional School Counselling: Distinguishing School Counselling from General Counselling, Advancements in the Conceptualization of School Counselling: Norman Gysber's Developmentally Comprehensive School Counselling Model, ASCA- Promoted Comprehensive School Counselling Programs, Role of the professional school counsellor 	
	<p>PRACTICAL</p> <ul style="list-style-type: none"> • Interview with a school counsellor/ personal counsellor • Counsellor-client roleplay • Activities to develop counselling skills • Self-awareness self-report questionnaire • Observation of a counselling session 	30
Pedagogy:	<p>Powerpoint Presentations, Interactive Activities (Role Play, Puzzles, Games, etc.) Observation & Report Writing, In-Class discussions, debates & flipped learning demonstrations Simple self-report psychological tests</p>	
References/ Readings:	<ol style="list-style-type: none"> 1. Corey, G. (2015). Theory and practice of group counselling (9th ed.). Boston, MA: Cengage Learning. 2. Capuzzi, D., & Gross, D. A. (2008). Counselling and psychotherapy: Theories and interventions (4th ed.). NJ: Prentice-Hall. 3. George, R. L., & Cristiani, T. L. (1995). Counselling: Theory and practice (4th ed.). Boston: Allyn & Bacon. 4. Gibson, R. L., & Mitchell, M. H. (2008). Introduction to counselling and guidance (7th ed.). New Jersey: Prentice Hall. 5. Hornby, G., Hall, C., & Hall, C. (2003). Counselling pupils in schools: Skills and strategies for teachers. London: Routledge-Falmer. 6. Kotler, J. A. (2004). Introduction to therapeutic counselling: Voices from the field (5th ed.). Pacific Grove, CA: Brooks/Cole. 7. Madhunkar Indira. (2005). Guidance and Counseling. Authorpress, New Delhi. 8. Naik, D. (2007). Fundamentals of Guidance and Counselling. New Delhi: Adhyanan publishers and distributors. 	
Course Outcomes:	<p>At the end of this course, the student will:</p> <ol style="list-style-type: none"> 1. Develop basic counselling skills including verbal and non-verbal attending 2. Understand the core conditions of counselling including unconditional positive regard, genuineness, and empathy. 3. Have practice, observation of, and experience in basic counselling. 4. Gauge which counselling techniques can be used in which specific circumstances. 	

Name of the Programme : B.Sc. Home Science
Course Code : HSC-243
Title of the Course : Creative Teaching Aids & Techniques
Number of Credits : 3 (0 + 3 P)
Effective from AY : 2024-25

Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To introduce students to different teaching aids and techniques used in early childhood education and the need for it. 2. To facilitate the creation and use of low-cost innovative teaching aids and techniques in Early Childhood Education. 3. To facilitate the planning, creation, execution, evaluation and improvisation of developmentally appropriate teaching-learning material. 	
Content:		No of hours
Unit 1	Introduction to Creative Teaching Aids <ul style="list-style-type: none"> • The need for creative teaching aids and techniques • Types of creative teaching aids (real objects, flashcards with effects such as flaps, Velcro, slits, pop-up, flip-over, slide-out, picture/object talk, flip-chart, accordion, flannel board, story book, story box, magic box, T.V. Scroll, mobiles, wheel, die/dice, fishing rod, costumes, puppets such as finger, ring, dancing, stick, flying, string, spoon, box, bottle, paper cup, paper bag, paper plate, sock, glove, head, and body puppets and muppets) 	10
Unit 2	Making Low Cost Teaching Aids for Early Childhood Education <ul style="list-style-type: none"> • The need for low cost materials • Stimulating creativity to create teaching aids from available resources • Creating low cost teaching aids and testing it 	15
Unit 3	Introduction to Creative Teaching Techniques <ul style="list-style-type: none"> • Art and Craft Techniques (Chalk, crayon, painting, printing and paper techniques) • Performing Arts Techniques (story-telling, puppet show, dramatization, role plays, songs, music and movement) • Other Techniques (demonstration, experiments, picture talk, object talk, show and tell, riddles and quizzes, games, field trips, resource persons, interactive technology) 	20
Unit 4	Using Creative Techniques to Teach Concepts in Early Childhood Education <ul style="list-style-type: none"> • Selection of a method or a combination of methods • Planning, executing and evaluating teaching techniques 	15
Unit 5	Basic Guidelines for Creating Developmentally Appropriate Teaching-Learning Materials <ul style="list-style-type: none"> • Worksheets 	10

	<ul style="list-style-type: none"> • Activities • Games 	
	Unit 6 – Creating Developmentally Appropriate Materials <ul style="list-style-type: none"> • Reading Readiness Material • Writing Readiness Material • Math Readiness Material 	20
Pedagogy:	Practical Workshops, Powerpoint Presentations, Demonstrations, Videos	
References/ Readings:	<ol style="list-style-type: none"> 1. Catron, C. E. & Allen, J. (2015). Early Childhood Curriculum: A Creative Play Model, 4th Ed. 2. Isenberg, J. P. & Durham, J. L. (20). Creative Materials and Activities for the Early Childhood Curriculum. 	
Course Outcomes:	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the reasons for using creative teaching aids and techniques. 2. Learn how to think creatively and make low-cost teaching aids and techniques. 3. Plan, execute, evaluate and improvise teaching aids and techniques. 4. Develop expertise in using aids and techniques in classroom settings. 	



SPECIALIZATION 4 -RESOURCE MANAGEMENT**SEMESTER III****Housing and Space Management**

Name of the Programme : B.Sc. Home Science


Course Code : HSR-200

Title of the Course : Housing and Space Management

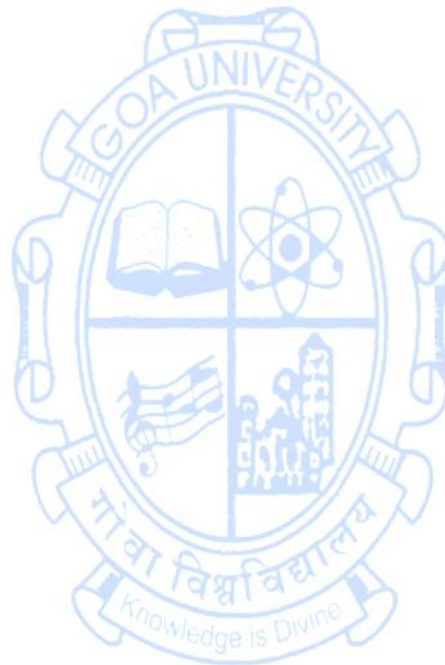
Number of Credits : 4 (3T+1P)

Effective from AY : 2024-25

Pre-requisites for the Course	HSC-142 Art Principles and Interior Decoration	
Course Objectives	<ol style="list-style-type: none"> 1. To learn the importance of housing and its need in relation with family 2. To understand the concept of space management 3. To learn various building construction techniques and materials used 4. To develop an understanding of climate attributes concerning housing 	
Content		No of Hours
Unit I	Housing -its importance & problems Characteristics and effect of insufficient housing. Factors Influencing the Dwelling Forms in India. Factors to be considered in selection of family housing, selection of site, housing needs at different stages of family life cycle. Rural and urban housing problems in India. Housing legislation and regulation – Building Bye Laws Building Act 1984, Defective Premises Act 1972, Disability Discrimination Act 1995, Environment Protection Act etc.	7
Unit II	Housing policies & standards Government and non- government housing policies and housing schemes. Sanitary facility, food preparation and refuse disposal, space and security, thermal environment, illumination and electricity, structure and material, interior air quality, water supply, lead based paints, access site and neighborhood, sanitary condition and smoke detectors.	8
Unit III	Types of house planning Building Plan for Family Living Importance Of Planning Space, Space Planning Concepts, Building Plan Drawings - floor plan, site plan, cross sectional plan, perspective plan, elevation plan and landscape plan. House plans of traditional Goan houses. Orientation of building plan and its importance.	15
Unit IV	Economy & Ergonomics in housing construction Economy in Housing - principles of house planning (orientation, privacy, grouping, roominess, sanitation, ventilation, flexibility, circulation, economy, furniture requirement).	15


	Ergonomics and housing - space management and Interior types based on functional needs – interior for youth, elderly and other special needs, functional design of areas in interior.	
	<p>PRACTICAL</p> <ol style="list-style-type: none"> 1. Learning architectural symbols. 2. Drawing of house plans for different income levels and activity groups. (Including Goan Style) 3. House plan for renovation according to needs of residents. 4. Designing of kitchen, bathroom, Bedroom, living room etc. (for special needs also). 5. Bubble diagram, circulation paths, ergonomics consideration for space management 6. Market survey to study the available building materials in the local market 7. Visit to some heritage houses to see the plans 	30
Pedagogy	Class tests, assignments, records, portfolio presentation, model making	
References/ Readings	 <ol style="list-style-type: none"> 1. Adler, David., 2004, Metric Handbook planning & Design, Architectural press. 2. Chudley, R., and Greeno, R. (2006). Building Construction Handbook 6th Edition. Elsevier Linacre House. 3. Debanji Raychaudhuri Dutt. (2002). How best to plan and build your home. New Delhi: Pustak Mahal Publications .Pp-(16). 4. Dodsworth, S., Anderson, S. (2015). The Fundamentals of Interior Design. India: Bloomsbury Academic. ISBN: 9781472528537. 5. Duggal, S.K. (2008). Building Materials 3rd edition. New Age International (P)Limited, Publishers. ISBN (13): 978-81-224-2975-6. 6. Kumar, Sushil, 2008, Building Construction, Standard publisher 7. Lyons, A. (2028). Materials for Architects and Builders 4th edition. Elsevier Linacre House. 8. Minaxi Pathak. (2009). “Cost of Home Ownership” cited in Textbook of Housing and Space Management edited by Renuka S. and Mahalakshmi Reddy V. New Delhi: ICAR Krishi Anusandhan Bhavan Publications Pp-(58-60). 9. Nickell P & Dorsey J, (2000). Management in Family Living, 4th edition. New Delhi: Wiley Eastern Ltd. Pp (18-25).. 10. Savitha Singhal and Renuka S. (2009). “Significance of Housing cited in Textbook of Housing and Space Management edited by Renuka S. and Mahalakshmi Reddy V. New Delhi: ICAR Krishi Anusandhan Bhavan Publications. (Pp-1-9). 11. Seetharaman P, Batra.S and Mehra.P (2005). An Introduction to Family Resource Management, 1st Edition. New Delhi: CBS Publishers and Distributors. Pp (221 – 241). 12. Veena Sangwan. (2009). “Site selection and orientation cited in Textbook of Housing and Space Management edited by Renuka S. and Mahalakshmi Reddy V. New Delhi: ICAR Krishi Anusandhan Bhavan Publications.Pp-(133-135) 	

Course Outcomes	Students will be able to 1. Recognize the family's needs in relation to housing 2. Gain an understanding of the basic principles of planning a house and designing life space 3. Discuss housing and space management issues and building services 4. Design space for different family needs
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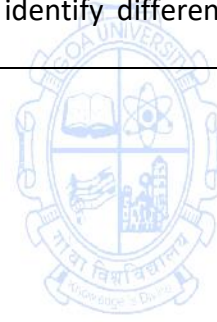
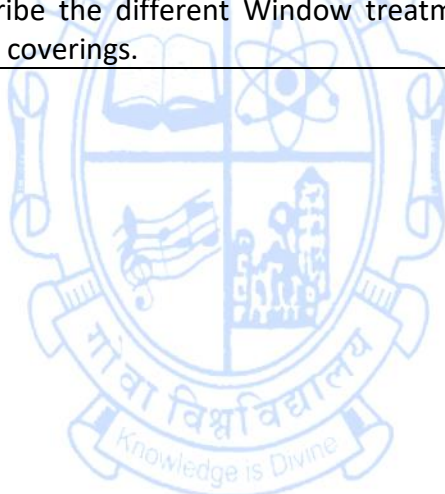


Name of the Programme : B.Sc. Home Science
Course Code : HSR-201
Title of the Course : Interior Space and Furnishings-1
Number of Credits : 4 (3T+1P)
Effective from AY : 2024-25

Pre-requisites for the Course	HSC-142 Art Principles and Interior Decoration	
Course Objectives	<ol style="list-style-type: none"> 1. To Identify and differentiate various furniture styles, fabrics, window treatment 2. To learn about the care and maintenance of furniture, fabrics, and floor 3. To demonstrate furniture layout 4. To develop patterns and designs for interior fabrics and floor coverings 	
Content		No of Hours
Unit I	Furniture in Interior Furniture style, Current trends, materials used in furniture, and Furniture Construction Furniture arrangements as per the requirement of various room Selection criteria for furniture and care maintenance Budgeting and cost estimation of furniture	13
Unit II	Fabrics for interior Introduction, element, design, properties, color, and types of textiles and fabrics. Classification of fabrics for interior textiles and their application. Fundamentals of upholstery - designs, types, skills, and techniques, sofas, chairs, chair pads, cushions - fill. Fundamentals of Table textiles - table coverings, table mats, tablecloths, napkins, coasters	10
Unit III	Window treatment Fundamentals of Window dressing - curtains and drapes, reflecting textiles and blinds. Materials and selection of materials for soft window treatment, Methods of suspending curtains and draperies Care and maintenance of soft furnishing	10
Unit IV	Floor coverings Fundamentals of carpets and rugs: types, materials, and applications of carpets, floor mats, and floor coverings. Installation techniques of carpets and resilient flooring Care and maintenance of soft and hard floors Techniques of stain-removing	12
	PRACTICAL <ul style="list-style-type: none"> • Portfolio development of different styles of furniture. • Develop Furniture arrangement and spatial layout by experimenting with different furniture configurations. 	30


	<ul style="list-style-type: none"> • Hands-on exploration (Visits to furnishing outlets), collection, and selection of various fabrics and floor coverings used in interiors. • Develop designs for various floor coverings, window treatments, and interior fabrics • identifying and effectively removing common stains from different fabrics. • Evaluate the functional requirement of space (light control, privacy, energy efficiency), and selection of window and window treatments based on the requirements of the house. • Field visit to explore emerging trends and innovations in the furniture industry 	
Pedagogy	Class tests, assignments, records, portfolio presentations, model-making	
 References/ Readings	<ol style="list-style-type: none"> 1. Adler, David., 2004, Metric Handbook planning & Design, Architectural press. 2. Binggeli, Corky. 2016. Materials for Interior Environments. 3. Ching, Francis D. K., and Corky Binggeli (2018.) Interior Design Illustrated. 6th ed., John Wiley and Sons, Inc. 4. Ching, Francis D. K., and Corky Binggeli. Interior Design Illustrated. 6th ed., John Wiley and Sons, Inc., 2018. 5. Debanji Raychaudhuri Dutt. (2002).How best to plan and build your home.New Delhi: Pustak Mahal Publications .Pp-(16). 6. Dodsworth, S., Anderson, S. (2015). The Fundamentals of Interior Design. India: Bloomsbury Academic. ISBN: 9781472528537. 7. Grosicki, Zofia J. Watson's Textile Design and Colour. 7th ed., Woodhead Publishing, 2014 8. Jones, Linda. Environmentally Responsible Design: Green and Sustainable Design for Interior Designers. United States: Wiley, 2012. ISBN 9781118504482, 1118504488. 9. Kumar, Sushil, (2008), Building Construction, Standard publisher 10. Lyons, Sylvia. 2017. Designing Interior Architecture: Concept, Typology, Material, Construction. Birkhäuser Publisher, ISBN 3034613024Mehta, Michael, et al. Building Construction: Principles, Materials, and Systems. Pearson Publisher, 2018. ISBN 9780134454177, 0134454170. 11. Mark, Karla, and Rob Fisher. Space Planning Basics. 4th ed., Wiley Publisher, 2016. ISBN-10: 9781118882009. 12. Minaxi Pathak. (2009). “Cost of Home Ownership” cited in Textbook of Housing and Space Management edited by Renuka S. and Mahalakshmi Reddy V. New Delhi: ICAR Krishi Anusandhan Bhavan Publications Pp-(58-60). 13. Openshaw, Stephen, and Elizabeth Taylor. Ergonomics and Design: A Reference Guide. United States: DIANE Publishing Company, 2007. 14. Openshaw, Stephen, and Elizabeth Taylor. Ergonomics and Design: A Reference Guide. United States: DIANE Publishing Company, 2007 	

	<p>15. Rao, M. Pratap. Interior Design Principles & Practice. Standard Publishers Distributors, 2015.</p> <p>16. Savitha Singhal and Renuka S. (2009). "Significance of Housing cited in Textbook of Housing and Space Management edited by Renuka S. and Mahalakshmi Reddy V. New Delhi: ICAR Krishi Anusandhan Bhavan Publications. (Pp-1-9).</p> <p>17. Seetharaman P, Batra.S and Mehra.P (2005). An Introduction to Family Resource Management, 1st Edition. New Delhi: CBS Publishers and Distributors. Pp (221 – 241).</p> <p>18. Sully, Andrew. Interior Design: Conceptual Basis. Germany: Springer International Publishing, 2018. ISBN 9783319164748, 3319164740.</p> <p>19. Veena Sangwan. (2009). "Site selection and orientation cited in Textbook of Housing and Space Management edited by Renuka S. and Mahalakshmi Reddy V. New Delhi: ICAR Krishi Anusandhan Bhavan Publications.Pp-(133-135).</p>
<p>Course Outcomes</p>	<p>Students will be able to</p> <ol style="list-style-type: none"> 1. Describe different furniture styles used in interior space. 2. Identify the current trends and materials used in furniture. 3. Use different fabrics for interior. 4. Describe the different Window treatments and identify different Floor coverings.



Name of the Programme : B.Sc. Home Science
Course Code : HSR-211
Title of the Course : Creative Applied Arts
Number of Credits : 4 (2T+2P)
Effective from AY : 2024-25

Pre-requisites for the Course	FY BSc Home Science	
Course Objectives	<ol style="list-style-type: none"> 1. To Understand the various techniques of surface enrichment of wood, metal, ceramics, and glass. 2. To learn about various crafts for interior decoration 3. To Apply the principles in creating art objects for home decoration. 4. To learn about the importance of accessories and their placement in interior 	
Content		No of Hours
Unit I	Introduction to Visual Art and materials used in Art Meaning and philosophy of art; categories of art related to interior design and architecture: visual, plastic, decorative, applied arts Type of visual arts and designs Materials and their use in applied arts – wood, earthenware, ceramics, glass, plastics and metals	10
Unit III	Introduction to Art Forms Concept of design; ABC of basics of design – Aesthetics, Basic design and Creativity: their significance in design development Varieties of art: Art, abstract and surreal Two dimensional and three-dimensional art forms	10
Unit IV	Applied Arts for Functional/ Aesthetic Use Painting – water, oil, pot, Madhubani, Worli, Pottery Puppetry Table setting, Jewelry making 3D printing Floor and wall decorations – kolam, alpna, flower carpets, rangoli.	10
	PRACTICAL <ul style="list-style-type: none"> • Template and model making • Developing designs for greeting cards, wall hangers, jewelry and dress making • Making paper bags, lamp shades and other accessories • Wealth from waste product making • 2D design drawing - techniques of drawing, rendering and painting (water, oil) • 2 D art forms – Collage, decoupage, stencil, puppetry • Painting - Worli and Madhubani • Floor decorations – Kolam, Alpna, Rangoli, flower carpet, floating rangoli • Accessories – Macreme, pottery, soft toys, terrarium, Paper Mache • Evaluation of art forms • Interviews with contemporary artists 	60

Pedagogy	Class tests, assignments, records, portfolio presentation, model making
References/ Readings 	<ol style="list-style-type: none"> 1. Antonelli, P. (2005).Humble Masterpieces: Everyday Marvels of Design.London: Harper Design 2. Asher, F.M. (2003). Art of India – Prehistory to the Present. Encyclopedia Britannica Inc. 3. Campbell, G. (2006).The Grove Encyclopedia of Decorative Arts. New York: Oxford University Press 4. Chaudhari, S.N. (2005). Interior Design.Jaipur: AavishkarPublishers,. 5. Faulkner, R. (1956). Art Today – An Introduction to the Fine and Functional Arts. New Delhi: Rinehart and Winston 6. Faulkner, R., and Faulkner, S. (1986).Inside Today’s Home. New York: Rinehart 7. Frank, I. (2000). The Theory of Decorative Art: An Anthology of European and American Writings. 1750–1940. New Haven: Yale University Press 8. Geoffroy, A and Migdal, M. (2011).World Famous Caricatures Collection & Drawing Techniques. Mad Artist Publishing 9. Kasu, A.A. (2005).Interior Design. Delhi: Ashish Book Centre • Krause, J. (2004). Design Basics Index.Barnes& Noble. HOW Books 10. Malhotra, S., and Malhotra, R. (2001). Drawing Techniques. An Artist’s Hand Book on Drawing and Printing. New Delhi: Sachdwa Publications. 11. Malhotra, S., and Malhotra, R. (2001). Fine Arts Drawing. New Delhi: Sachdwa Publications. 12. Meggs, P. B. (1983). A history of Graphic Design. New York: Van Nostrand Reinhold 13. Oei, L., and Kegel, D. E. (2002).The Elements of Design: Rediscovering Colors, Textures, Forms, and Shapes.London: Thames and Hudson 14. Pile, J. (2003) Interior Design (3 rd Ed.) New Jersey: USA: Pearson 15. Piotrowski, C.(2004).Becoming an Interior Designer. New Jersey, USA: John Wiley & Sons 16. Seymour, P. (2003). The Artist’s Hand Book – A Complete Professional Guide to Materials and Techniques. London:Arctarus Publishing limited.
Course Outcomes	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Elaborate on categories of art related to interior design and architecture 2. Use different type of visual arts and designs 3. Describe the concept of design 4. Develop traditional art products

Name of the Programme : B.Sc. Home Science
Course Code : HSC-234
Title of the Course : Financial Management and Consumer Education
Number of Credits : 3 (2T+1P)
Effective from AY : 2024-25

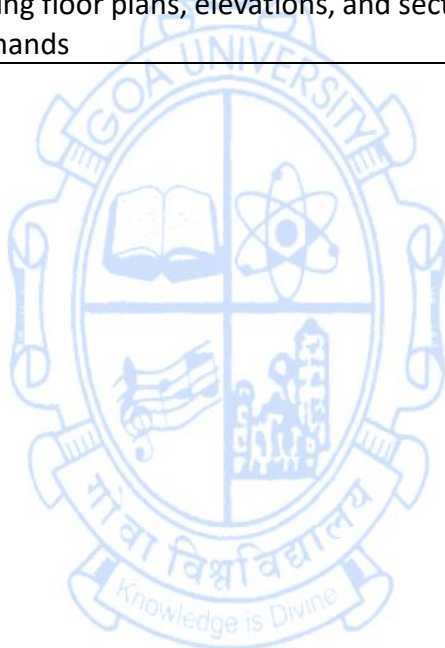
Pre-requisites for the Course	First Year Undergraduate Exam	
Course Objectives	1. To understand the concept of financial management, saving and investment 2. To learn about their right, responsibilities and encourage informed purchasing decision. 3. To develop skills to effectively manage income, expense and savings. 4. To learn about importance of standardization for quality check.	
Content		No of Hours
Unit I	Income and Expenditure Concepts, importance, objectives and major aspects of family finance Household Income – Types, sources, supplementation of family income, use of family income, budgets, maintaining household accounts. Family – as income producing and utilizing unit, factors affecting in the use of family income Analyzing income: income profile, methods of handling income, account keeping Factors influencing expenditure pattern.	8
Unit II	Finance management Family savings and investments- need, principles, housing finance planning for financial security of families channels of investment, tax implications Personal finance management – tax implications, calculation of personal income tax, Taxation- objectives, characteristics and classification. Credit- needs types, use and source, credit cards, credit institutions credit Institutes in Goa Savings and Investment- types of savings / investment, Saving institution and its importance, criteria for judging family investments. Local banks/financial institutions (Cooperative Banks)	9
Unit III	Consumer in India: Consumer Problems and Education Consumer – definition and role, concept of consumer and consumer economics. Consumer problems: unfair trade practices, adulteration, faulty weights and measures, products and service related, investment and infrastructure related, causes and solutions. Consumer rights and responsibilities Consumer education and empowerment	9
Unit IV	Consumer Protection Consumer protection, Consumer rights and responsibilities Consumer organizations – origin, functioning, role and types.	4

	<p>Basic legislative framework for consumer protection in India, Consumer Protection Act 1986 COPRA, Alternative redressal mechanisms, mediation centers.</p> <p>Standardization and quality control measures: ISI, FPO, AGMARK, ISO, Eco mark, Wool mark, Silk mark, Cotton mark, Handloom mark, BEE star labelling and others, Regulations on food labelling and claims: FSSAI, Codex for consumers</p>	
	<p>PRACTICAL</p> <ul style="list-style-type: none"> • Plan a budget for a family with hypothetical monthly incomes (Single member earning, Dual income and multi income). • Income tax calculation for various incomes • Visits to banks and post offices to understand their services and products for savings and schemes for investments with better returns (Report writing) • Evaluation of commercial advertisements (all types of products), services and social advertisements. • Visits to Consumer court and forum (Report writing) • Conducting consumer awareness campaign • Food adulteration tests 	30
Pedagogy	Class tests, assignments, records, portfolio presentation, model making	
References/ Readings	<ol style="list-style-type: none"> 1. Khanna S.R., Hanspal S., Kapoor S. and Awasthi H.K., (2007), Consumer Affairs, Universities Press India Pvt. Ltd. 2. Nelson, A.,2021. Consumer Behavior. The English Press. 3. Nickell P & Dorsey J, (2000). Management in Family Living, 4th edition. New Delhi: Wiley Eastern Ltd. Pp (18-25).. 4. Sawhney, H.K.and Mital, M.,2007, Family Finance and Consumer Studies, Elite Publishing House Pvt. Ltd. 5. Seetharaman P, Batra.S and Mehra.P (2005). An Introduction to Family Resource Management, 1st Edition. New Delhi: CBS Publishers and Distributors. Pp (221 – 241). 6. Seetharaman, P. and Sethi, M.,2001, Consumerism: Strength and Tactics, New Delhi: CBS Publishers. 7. Sharma, S.K., and Sareen, R., Fundamentals of Financial Management. Sultan Chand & Son (P) Ltd. ISBN-10, 9389174090. 8. Singh, A., 2016. Consumer behavior. Himanshu publication house. 9. Tulsian, T., Tulsian, B., and Tulsian, P., 2023. Financial Management. S.Chand publication. 	
Course Outcome	<p>Student will be able to</p> <ol style="list-style-type: none"> 1. Manage finance, investment and savings 2. Identify and manage consumer problems 3. Use knowledge on Consumer rights and responsibilities 4. Practice consumer protection act 	

Name of the Programme : B.Sc. Home Science
Course Code : HSC-244
Title of the Course : Computer-Aided Interior Designing-1
Number of Credits : 3 (0T+3P)
Effective from AY : 2024-25

Pre-requisites for the Course	Nil	
Course Objectives	1. To learn the foundational skills in Computer-Aided Designing. 2. To understand the interface, tools, and basic functionalities. 3. To learn to create and modify interior space plans. 4. To develop floor plans on CAD	
Content	<u>PRACTICAL</u>	No of Hours
UNIT- I	Introduction to Auto CAD Auto CAD system requirements, AutoCAD GUI-Title bar, Menu bar, Standard toolbar, Object properties toolbar, draw toolbar, modify toolbar, UCS, Layout tab, Command Entry, Status bar, Taskbar, General commands - New, open, save, save as, close, exit.	20
UNIT-II	Point fixing methods Using the absolute coordinate system, relative rectangular coordinate system, and relative polar coordinate system, circle, arc, ellipse, rectangle, and polygon. Modification tools, copy, move, scale, rotate, trim, extend, array, offset, mirror, break, stretch.	20
UNIT-III	Drafting Drafting settings, function keys, text, text style, text edit, multi-text, color, line type, line weight. Advanced tools - zoom, pan, view, solid, donut, fillet, chamfer, layering concept.	10
UNIT-IV	Drawing Drawing project Drawing floor plans, elevations, and sections with the help of various commands. Annotating drawings with dimensions and text	40
References/ Readings	1. Autodesk AutoCAD (2014) Fundamentals. SDC Publications, n.d. ISBN 9781630575779, 1630575771 2. Ching, F. D. K. Building Construction Illustrated. Wiley, 2014. ISBN 9781118458341, 1118458346. 3. Debanji Raychaudhuri Dutt. (2002). How best to plan and build your home. New Delhi: Pustak Mahal Publications. Pp-(16). 4. Kumar, S. Building Construction. Standard Publishers Distributors, 2006. ISBN 9788186308028, 8186308024 5. Omura, G. (2005), Mastering Auto CAD 2005 and Auto CAD LT 2005, BPB Publications, New Delhi. 6. Purnima, B. C (2008). Building Construction. Laxmi Publications Pvt. Limited,. ISBN 9788131804285, 8131804283.	

	<ol style="list-style-type: none"> 7. S. B., & Anil, G. (2021). Computer-Aided Drawing Programs in Interior Architecture Education. Amazonia Investiga, 10(39), 28-39. https://doi.org/10.34069/AI/2021.39.03.3 8. Saxena, S. (2003), A first course in computers, Vikas Publishing house, New Delhi. 9. SketchUp & LayOut for Architecture: The Step-by-Step Workflow of Nick Sonder: Matt Donley, 2016 10. Veena Sangwan. (2009). "Site selection and orientation cited in Textbook of Housing and Space Management edited by Renuka S. and Mahalakshmi Reddy V. New Delhi: ICAR Krishi Anusandhan Bhavan Publications.Pp-(133-135)
Course Outcome	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Use CAD in interior design 2. Create interior space plans. 3. Modify interior space plans 4. Drawing floor plans, elevations, and sections with the help of various commands



SPECIALIZATION 5 - EXTENSION AND COMMUNICATION MANAGEMENT
SEMESTER III

Name of the Programme : B.Sc. Home Science

Course Code : HSE-200

Title of the Course : Gender, Media and Society

Number of Credits : 4 (3 T + 1 P)

Effective from AY : 2024-25

Pre-requisites for the Course:	HSC-101 Home Science Extension and Development	
Course Objectives:	<ol style="list-style-type: none"> 1. To introduce students to concept of gender and differentiate between sex and gender 2. To help students learn about patriarchy, social cultural practices and status of women 3. To help students increase sensitivity towards gender inequality 4. To analyze media from gender perspective 	
Content:		No of Hours
Unit 1	Social Construction of Gender Concept of gender Differences between sex and gender Patriarchal social order and status of women Socio cultural practices influencing women's position in development Shifts in Status of women – historical and contemporary perspectives (Vedic period, Post Vedic, Smriti, Muslim, British and Contemporary period) Role of media in construction of gender	20
Unit II	Gender and Development Concept of gender and development Gender differentials: women and health, women and education, women's work and economic participation Status, issues and challenges in context to violence against women Legal provision for women's rights –Legal rights to women in India	15
Unit III	Gender and Media Classification of Media Objectification of women in Media Researching and analyzing media from a gender perspective Women in Media- Print media, TV Soaps, Advertisements and Cinema	10

	<p>PRACTICAL</p> <ul style="list-style-type: none"> • Gender based analysis of media- Portrayal of women in Advertisements/T. V serials /Movie. • Plan campaigns for empowering women • Visit to shelters for destitute women and women’s cell (Report writing) • Case studies on programs and campaign for women’s empowerment. 	30
Pedagogy	Regular lectures, Field visits, Group discussion, debates, ICT enabled learning experiences Analyzing & evaluating documentary films	
References/ Readings:	<ol style="list-style-type: none"> 1. Bhasin, Kamla (2000). Understanding Gender. New Delhi. Kaali for Women. 2. Goel, A, Kaur, A and Sultana, A (2006). Violence Against Women: Issues and Perspectives. New Delhi, Deep and Deep Publishers. 3. Sohoni, K Neeraj, (1994), Status of Girls in Development Strategies, New Delhi, Har Anand Publications. 4. Stevenson, N (2002). Understanding Media Studies: Social Theory And Mass Communication, 2nd edition, Sage publications 5. Vivian, J (2012). The Media of Mass Communication, Pearson 	
Course Outcome	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the difference between Sex and gender 2. Demonstrate sensitivity towards gender (in)equality. 3. Identify gender differences with respect to work, education health. 4. Analyze media with respect to gender perspective. 	

Name of the Programme : B.Sc. Home Science
Course Code : HSE-201
Title of the Course : Communication Systems and Mass Media (Part 1)
Number of Credits : 4 (3 T + 1 P)
Effective from AY : 2024-25

Pre-requisites for the Course:	HSC-101 Home Science Extension and Development	
Course Objectives:	<ol style="list-style-type: none"> 1. Understand the concept of Communication and its role in exchange of information 2. Examine the models and barriers to communication 3. Learn about the concept of extension, extension approaches and models 4. Enhance the students in the selection and use of media in different socio-cultural environment 	
Content:		No. of Hours
Unit-I.	Communication Concept Meaning, definition, nature, scope and importance of communication Functions of communication – information function, command or instructive function, influence or persuasive function and integrative function. Elements of Communication – three elements – source, message, receiver, four elements – encoding, decoding, sender and receiver, five elements – communicator, communicate, message, channel and feedback Means of Communication – Oral, Written, Sign / signal, action, object Types of Communication – Formal and Informal Communication Pattern - one way, two ways, circular	15
Unit II	Understanding Human Communication Culture and communication- signs, symbols and codes in communication Postulates/principles of communication, Elements of communication and their characteristics, Models of communication Barriers to communication	10
Unit III	Communicating Effectively Concept, nature and relevance to communication process: Empathy, Persuasion, Perception Listening	5
Unit IV	Communication Media in Extension Visual Media It's preparation and usage, Group Media and it's usage in Extension, Mass media and their uses for extension Electronic Media -Radio, Television and Films Print media -News Paper and Magazines Folk Media -Meaning and Characteristics, Major Indian Folk forms, Importance of Folk forms	15

	<p><u>PRACTICAL</u></p> <ul style="list-style-type: none"> • Developing skill in planning and conducting small group communication • Preparation of Communication Models • Apply communication methods in the implementation of programme • Interaction with villagers and understand the felt and unfelt need • Carryout a case study using any one Extension approach 	30
Pedagogy	<ul style="list-style-type: none"> • Regular lectures, Field visits, Group discussion, debates, • ICT enabled learning experiences • Analyzing and evaluating documentary films 	
References/ Readings:	<ol style="list-style-type: none"> 1. Baran, Stanley J (2009). Introduction To Mass Communication, McGraw hill medical publishing 2. Baran, Stanley J (2014). Mass Communication Theory, Wadsworth Publishing 3. Barker, Larry Lee. (1990) Communication. Eaglewood Cliffs, New Jersey: Prentice Hall. 4. Devito, J. (1998) Human Communication. New York: Harper & Row. 5. Dominick, Joseph R. (2012). Dynamics of mass communication: media in transition , McGraw hill education 6. McQuail, D. (2000) Mass Communication Theories. London: Sage Publications 7. Vivian, J (2012). The Media Of Mass Communication, Pearson 	
Course Outcome	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Examine the role of communication in self and society and know self-better 2. Discuss the importance of interpersonal communication 3. Identify relationship between culture and communication 4. Classify different media and examine the nature, type and characteristics of the same 	



Name of the Programme : B.Sc. Home Science
Course Code : HSE-211
Title of the Course : **Multimedia and Web Design**
Number of Credits : **2+2 (02T+2 P)**
Effective from AY : **2024-25**

Pre-requisites for the Course:	FYBSc Home Science	
Course Objectives:	<ol style="list-style-type: none"> 1. To help students learn about multimedia concept 2. To teach them about storage and Input/output devices 3. To develop an understanding about multimedia tools 4. To make them understand about Web page designing using HTML language 	
Content:		No. of Hours
Unit-I.	Multimedia Definition, Components, uses, applications Multimedia Input/Output Devices: scanner, camera, microphone, speaker, monitors, printers. Multimedia Storage Devices: CD ROMs, DVDs, Blue ray disk. Multimedia Tools: Sound editor, video editor, animator, authoring tools	15
Unit II	Web Designing Concept of website, website as a communication resource. Internet, intranet. HTML: Introduction to hypertext markup language (html) document type definition, creating web pages, graphical elements, lists, hyperlinks, tables, web forms, inserting images, frames, use of CSS	15
	PRACTICAL <ul style="list-style-type: none"> • Create an HTML document with the following formatting • Bold, Italics, Underline, Headings (Using H1 to H6 heading styles), Font (Type, Size and Color), Background color, Paragraph, Line Break, Horizontal Rule. • Create an HTML document which consists of: Ordered List, Unordered List, Nested List, Image • Implement the followings using Blender - • Create an animation using the tools panel and the properties panel to draw the following – Line, pe, oval, circle, rectangle, square, pencil, brush, lasso tool • Create an animation using text tool to set the font, size, color etc. • Create an animation using Free transform tool that should use followings- • Move Objects Skew Objects • Stretch Objects Rotate Objects 	60

	<p>Stretch Objects while maintaining proportion Rotate Objects after relocating the centre dot</p> <ul style="list-style-type: none"> • Create an animation using layers having following features- • Insert layer, Delete layer, guide layer, Mask layer • Modify the document (changing background color etc.) using the following tools,Eraser tool, Hand tool, Ink bottle tool, Zoom tool, Paint Bucket tool, Eyedropper tool • Create an animation having five images having fade-in fade-out effect. • Create a scene to show the sunrise (using multiple layers and motion tweening) 	
Pedagogy	Regular lectures and practical, ICT enabled learning experience, Project on designing web pages and web sites.	
References/ Readings:	<ol style="list-style-type: none"> 1. Agarwal, R., & Tiwari, B. B. (2008). Multimedia systems. Excel Books India. 2. Hillman, D., & Sethi, A. (Adaptation). (2005). Multimedia technology and applications. Galgotia Publications. 3. J. Jeffcoate, (2007) Multimedia in Practice, Pearson Education, First Edition, 4. Kamal, R. (2002). Internet and web technologies. Tata McGraw Hill. 5. Li, Z.-N., Drew, M. S., & Chaudhari, N. S. (Adaptation). (2004). Fundamentals of multimedia. Pearson Education India. 6. Scott Mitchell (2008) Create your own website, SAMS Publication 7. Sharma, P. (2008). Web programming: Building internet applications. Wiley India Pvt Ltd. 8. Tay Vaughan, (2006) Multimedia: Making it work, Tata McGraw Hill, Seventh edition, 	
Course Outcome	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate basics of multimedia 2. Use Input/output devices of multimedia 3. Identify and use Storage devices of multimedia 4. Ability to web design 5. Design web page using HTML language 	



Name of the Programme : B.Sc. Home Science
Course Code : HSC-235
Title of the Course : Entrepreneurship Management
Number of Credits : 3 (2 T + 1 P)
Effective from AY : 2024-25

Pre-requisites for the Course:	First Year Undergraduate Exam	
Course Objectives:	1. To develop understanding regarding the concept of entrepreneur and entrepreneurship. 2. To develop understanding regarding project formulation. 3. To develop ability in preparing project report.	
Content:		No. of hours
Unit 1	Entrepreneur and Entrepreneurship Meaning and definition of entrepreneur and entrepreneurship Types of Entrepreneurs Entrepreneurial traits, characteristics and skills Importance and benefits of entrepreneurship Role and significance of entrepreneurship development in National economy.	8
Unit 2	Entrepreneurship Training Entrepreneurship development programme Training curriculum Methods of training Institutions in Aid of Entrepreneurship Development.	7
Unit 3	Project Formulation / Planning Defining Project Formulation Stages of Project Formulation Feasibility Analysis Techno-Economic Analysis Project Design and Network Analysis Input Analysis Financial Analysis Social Cost Benefit Analysis Pre-investment Recruitment of Personnel Marketing Budgetary Control	8
Unit 4	Project Proposal Format of project proposal Preparing for the project report Problems of entrepreneurship Internal External Sickness in small scale industries	7

	<p>PRACTICAL</p> <ul style="list-style-type: none"> • Visit to institutions/ organizations assisting in entrepreneurship- FIRE ,CIBA and report writing • Case studies of successful entrepreneurs. • Preparation of business plan • Developing business proposal 	30
Pedagogy	Regular lectures, Field visits, Group discussion, debates, ICT enabled learning experiences	
References/ Readings:	<ol style="list-style-type: none"> 1. Anilkumar, S. Poornima S.C. Mini K. Abraham and Jayashree, K. (2012). Entrepreneurship Development. New Delhi: New Age International Pvt. Ltd., Publishers 2. Badi, R. V. and Badi N. V. (2011), Entrepreneurship. New Delhi: Vrinda Publications Pvt. Limited • Gordon, E., and Natarajan, K. (2013), Entrepreneurship Development. Mumbai: Himalaya Publishing House 3. G.S. Sudha,: Fundamentals of Entrepreneurship, Ramesh book depot, Jaipur, New Delhi 4. Jayashree Suresh. (2016). Entrepreneurial Development. Chennai: Margham Publication 5. Khanka, S.S. (2006). Entrepreneurial Development. New Delhi: S. Chand and Company Limited 6. Madhurimalall and ShikhaSahai: Entrepreneurship, Excel Books, New Delhi. 7. Radha, V. (2015). Entrepreneurial Development. Chennai: Prasanna Publishers and Distributors Robert, N.A. Hawkins, F. Kernelt, A. (2009). Accounting. New Delhi: Tata Me Graw – Hill Publishing Company Limited 8. Sundara Pandian, P. (2002). Entrepreneurship Development. Virudhunagar: M.M. Publishers 9. Vasant Desai(2009): The Dynamics of Entrepreneurial Development and Management., Himalaya Publishing House 	
Course Outcome	<p>Students will be able to</p> <ol style="list-style-type: none"> 1. Describe the concept of entrepreneurship, entrepreneur 2. Explain the importance of entrepreneurship 3. Identify the type of entrepreneur and steps involved in entrepreneurial venture 4. Develop project proposal and practice effective accounting processes 5. Demonstrate key entrepreneurial leadership qualities 	

Name of the Programme : B.Sc. Home Science
Course Code : HSC-245
Title of the Course : Advertising and Marketing Communication
Number of Credits : 3 (1 T + 2 P)
Effective from AY : 2024-25

Pre-requisites for the Course:	Nil	
Course Objectives:	1. To develop understanding role of advertisements 2. To gain knowledge on social marketing and advertisements 3. To study social issues in community 4. To develop ability to plan and design advertisements for media	
Content		No. of Hours
Unit 1	Advertising Concept, types appeals and role of advertisements Analysis of advertisements in media- print, audio and video Designing advertisements for media- print, audio and video Audience segmentation and its importance in advertising Laws, standards and regulations and ethics	10
Unit 2	Social Marketing Concept of social marketing Communication for social issues- What is social issues in community, Communication for social issue Steps in planning a cycle for creating communication, Situation Analysis Social marketing and advertising Innovative strategies in social marketing	5
	PRACTICALS <ul style="list-style-type: none"> • Audience Analysis • Advertisement Analysis –Print (Newspaper Magazine, hoardings and posters), Radio, T.V, Movie theatres • Designing advertisements for media-Print and audio visual, digital advertisements 	60
Pedagogy:	Regular lectures, Field visits, Group discussion, debates, Sessions and interactions with experts in the field of advertisements ICT enabled learning experiences	
References/ Readings:	1. Aggarwal, B.V., Gupta, V.S. (2002) <i>Handbook of Journalism and Mass Communication</i> . 2. Concept Publishing Company, New Delhi 3. Kotler Philip, Roberto Eduardo L .(1989). <i>Social marketing: Strategies for Changing Public Behaviour</i> . Free Press , New York, 1989 4. Kotler, Philip, Andreasen Alan (1987). <i>R Strategic Marketing for non-profit Organizations</i> . Englewood cliffs, New Jersey, Prentice Hall Inc. 5. Jena, B., Pati R.(1986) <i>Health and family Welfare Services in India</i> . Ashish, New Delhi 6. Maitra, T., (1985). <i>Public Services in India</i> . Mittal , New Delhi	

<p>Course Outcome</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Interpret the role of advertisements in people’s life 2. Describe the concept of social marketing, social issues and importance communication for social cause 3. Analyze advertisements in media 4. Plan .design, print, audiovisual and digital advertisements
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