



# Purnea University, Purnia

B.A. (Honors) Home Science  
Choice Based Credit System

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S. K. Singh  
12.7.19

### Course structure for B.A (Hons, Programme)

Semester	Honours (Core Courses) 14 Papers	Allied (Elective Courses) 8 Papers	Ability Enhancement (Compulsory Courses) 4 Papers	Total Credits
Sem - I	C-1, C-2 (6+6=12 Credits)	GE -1 (06 Credits)	Eng comm./MIL/MIL+NH (02 Credits)	20Credits
Sem - II	C-3, C-4 (6+6=12 Credits)	GE -2 (06 Credits)	EVS (02 Credits)	20Credits
Sem - III	C-5, C-6, C-7 (6+6+6=18 Credits)	GE -3 (06 Credits)	SEC-1 (02 Credits)	26Credits
Sem - IV	C-8, C-9, C-10 (6+6+6=18 Credits)	GE -4 (06 Credits)	SEC-2 (02 Credits)	26Credits
Sem - V	C-11, C-12, (6+6=12 Credits)	DSE-1, DSE-2 (6+6= 12 Credits)		24Credits
Sem - VI	C-13, C-14, (6+6=12 Credits)	DSE-3, DSE-4 (6+6= 12 Credits)		24Credits

Total = 140 Credits

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**COURSE STRUCTURE FOR UNDERGRADUATE 'HONOURS'  
PROGRAMME**

**SEMESTER - I**

- I. Ability Enhancement Compulsory Course (AECC)
- II. Generic Elective (GE 1)
- III. Core Course - C 1
- IV. Core Course- C2

**SEMESTER - II**

- I. Environmental Studies (EVS)
- II. Generic Elective (GE 2)
- III. Core Course - C 3
- IV. Core Course- C 4

**SEMESTER - III**

- I. Skill Enhancement Course (SEC 1)
- II. Generic Elective (GE 3)
- III. Core Course - C 5
- IV. Core Course - C 6
- V. Core Course - C 7

**SEMESTER - IV**

- I. Skill Enhancement Course (SEC 2)
- II. Generic Elective (GE 4)
- III. Core Course - C 8
- IV. Core Course - C 9
- V. Core Course - C 10

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**SEMESTER - V**

- I. Discipline Specific Elective (DSE 1)
- II. Discipline Specific Elective (DSE 2)
- III. Core Course – C 11
- IV. Core Course – C 12

**SEMESTER – VI**

- I. Discipline Specific Elective (DSE 3)
- II. Discipline Specific Elective (DSE 4)
- III. Core Course – C 13
- IV. Core Course – C 14

**GENERIC ELECTIVE FOR STUDENTS OF OTHER DISCIPLINE**

Semester I – Generic Elective (GE 1)

Semester II – Generic Elective (GE 2)

Semester III – Generic Elective (GE 3)

Semester IV – Generic Elective (GE 4)

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Semester-1

Course Opted	Course Name	Credits
AECC - I (Ability Enhancement Compulsory Course)	English/ <sup>MIL</sup> Communications / Environmental Science <sup>n</sup>	2 (2+0)
CC-1 (Core Course)	Human Development I: The Childhood Years	6 (4+2)
CC -2 (Core Course)	Food and Nutrition	6 (4+2)
GE -1 (Generic Elective)	Entrepreneurship for Small Catering Units	6 (4+2)
Total		20

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## Semester – I

Core Course 1 : HUMAN DEVELOPMENT I: THE CHILDHOOD YEARS  
(CREDITS: THEORY-4, PRACTICAL-2)

### THEORY

#### Unit I: Introduction to Human Development

- Definition, History and Interdisciplinary nature of Human Development
- Scope of Human Development in contemporary society
- Domains, Stages and Contexts of development
- Principles of Growth and Development

#### Unit II : Prenatal Development, Birth and the Neonate

- Reproductive health
- Conception, Pregnancy and Birth
- Capacities and care of the new born

#### Unit III : Infancy and Preschool years

- Physical and Motor development
- Social and Emotional development
- Cognitive and Language development

#### Unit IV : Middle Childhood years

- Physical and motor Development
- Social and Emotional development
- Cognitive and Language development

### PRACTICAL

1. Methods of study and their use
  - Interview
  - Observation
  - Narratives
2. Audio and video sources of studying prenatal development, infancy, early childhood and middle childhood period
3. Cultural practices related to pregnancy and infancy
4. Plan and develop activities to facilitate development in different domains. Preparation of material for parents children (poster, toys etc.)
5. Study the role of salient others in child's life- familial and non-familial
6. Survey of selected resources for family and children in the community and the market
7. Psychological Tests

### RECOMMENDED READINGS

- Bee. H. (1995), The Developing Child. Harper Collins  
Berk, L. E. (2007), Development through the lifespan, Delhi: Pearson Education.  
Rice. F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice Hall  
Santrock, J. W. (2007), A topical approach to life-span development, New Delhi: Tata McGraw- Hill  
Singh, A. (Ed) 2015, Foundations of Human Development: A life span approach. New Delhi: Orient Black Swan

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Core Course 2:

FOOD AND NUTRITION  
(CREDITS: THEORY-4, PRACTICAL-2)

THEORY

Unit I: Basic concepts in food and nutrition

- Basic terms used in study of food and nutrition
- Understanding relationship between food, nutrition and health
- Functions of food-Physiological, psychological and social

Unit II: Nutrients

Functions, Dietary Sources and clinical manifestations of deficiency/ excess of the following nutrients:

- Energy, Carbohydrates, lipids and proteins
- Fat soluble vitamins-A, D, E and K
- Water soluble vitamins – thiamin, riboflavin, niacin, pyridoxine, foliate, Vitamin B<sub>12</sub> and vitamin C
- Minerals – calcium, iron, zinc and iodine

Unit III: Methods of cooking

- Dry, moist, frying and microwave cooking
- Advantages, disadvantages and the effect of various methods of cooking on foods

Unit IV: Food Groups

Structure, composition, Products, nutritional contribution, selection and changes during cooking of the following food groups:

- Cereals
- Pulses
- Fruits and vegetables
- Milk & milk products
- Eggs
- Meat, poultry and fish
- Fats and Oils

Unit V: Nutrient losses in cooking and enhancing the nutritional quality of foods

- Supplementation, Germination, Fermentation, Fortification

PRACTICAL

1. Weights and measures; preparing market order and table setting
2. Food preparation, understanding the principles involved, nutritional quality and portion size
  - Beverages: Hot tea/coffee, Milk shake/ lassi, fruit based beverages
  - Cereals: Boiled rice, pulao, chapatti, parantha, puri, pastas
  - Pulses: Whole, dehusked

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- **Vegetables:** curries, dry preparations
- **Milk and milk products:** Kheer, custard
- **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
- **Snacks:** pakoras, cutlets, samosas, upma, poha, sandwiches
- **Salads:** salads and salad dressings.

### RECOMMENDED READINGS

Bamji MS, Krishnaswamy K, Brahmam GNV (2009), Textbook of Human Nutrition, 3<sup>rd</sup> edition.

Oxford and IBH Publishing Co. Pvt. Ltd

Srilakshmi (2007), Food Science, 4th Edition. New Age International Ltd.

Wardlaw and Insel MG, Insel PM (2004). Perspectives in Nutrition, Sixth Edition, Mosby

Chadha R and Mathur P (eds). Nutrition: A Lifecycle Approach. Orient Blackswan, New Delhi. 2015

Khanna K, Gupta S, Seth R, Mahna R, Rekhi T (2004). *The Art and Science of Cooking: A*

*Practical Manual*, Revised Edition. Elite Publishing House Pvt. Ltd.

Raina U, Kashyap S, Narula V, Thomas S, Suvira, Vir S, Chopra S (2010). Basic Food Preparation:

A Complete Manual, Fourth Edition. Orient Black Swan Ltd.

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Generic Elective 1 :      **ENTREPRENEURSHIP FOR SMALL CATERING UNITS**  
(CREDITS: THEORY 4, PRACTICAL 2)

**THEORY**

**Unit I: Introduction to Food Service Units**

- Origin of Food Service units
- Kinds of food service units

**Unit II: Menu Planning**

- Importance of menu,
- Factors affecting menu planning,
- Types of menu

**Unit III: Organization & Management**

- Principles of management
- Functions of management/ manager

**Unit IV: Food Production Process**

- Food purchase and receiving
- Storage
- Quantity food production: Standardization of recipes, Recipe adjustments and portion control, Quantity food production techniques
- Food service
- Food hygiene and sanitation

**Unit V: Space and Equipment**

- Types of kitchen areas, Flow of work and work area relationship
- Equipment
  - a) Factors affecting selection of equipment
  - b) Equipment needs for different situations

**Unit V: Financial Management**

- Importance of Financial Management
- Budgets and Budgeting process
- Cost concepts

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## PRACTICAL

1. Market survey for food items both raw and processed
2. Survey of food service units
3. Standardization of a recipe
4. Preparing Quick Foods for scaling up for quantity production
5. Planning menus for the following:
  - Packed meals for office employees
  - Nutritious tiffins for school children
  - School/college canteens
  - Specialized canteens
  - Good hygiene practices

## RECOMMENDED READINGS:

- West B Bessie & Wood Levelle (1988), Food Service in Institutions 6th Edition Revised by Hargar FV, Shuggart SG, & Palgne Palacio June, Mac millian Publishing Company New York.
- Sethi Mohini (2005), Institution Food Management New Age International Publishers
- Knight J B & Kotschevar LH (2000), Quantity Food Production Planning & Management, 3rd edition John Wiley & Sons
- Dessler Gary (1987), Personnel Management, Modern Concepts & Techniques Prentice Hall New Jersey
- Tripathi P C (2000), Personnel management 15th ed Sultan, Chand, New Delhi
- Kazarian E A (1977), Food Service facilities Planning 3rd Edition Von Nostrand Reinhold
- Kotas Richard & Jayawardardene. C (1994), Profitable Food and Beverage Management Hodder & Stoughton Publications
- Longree K, Langree K, Longrie K (1996), Quantity Food sanitation John Wiley & sons
- Roday .S (2003), Food Hygiene & Sanitation Tata Mc Graw Hill publication Ltd
- Taneja S and Gupta SL (2001), Entrepreneurship development, Galgotia Publishing

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COURSES OF STUDY FOR GENERIC ELECTIVE 'B. A. Hons' PROGRAMME IN  
"HOME SCIENCE"

SEMESTER I

GENERIC ELECTIVE

1 Paper

Total 100 x 1 = 100 Marks

I. GENERIC ELECTIVE (GE 1)

(Credits: Theory-04, Practicals-02)

- All Four Generic Papers (One paper to be studied in each semester) of Home Science to be studied by the Students of **Other than Home Science Honours**.
- Students of **Home Science Honours** must Refer Content from the Syllabus of Opted Generic Elective Subject.

Marks : 75 (ESE: 3Hrs) + 25 (Pr 3Hrs)=100

Pass Marks: Th ESE = 30 + Pr I.S.C. =10

*Instruction to Question Setter for*End Semester Examination (ESE):

There will be two group of questions. Group A is compulsory and will contain two questions. Question No.1 will be very short answer type consisting of ten questions of 1 mark each. Question No.2 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.

Note: There may be subdivisions in each question asked in Theory Examinations.

**HUMAN NUTRITION**

Theory: 60 Lectures

**Unit-I: Basic Concepts in Nutrition**

- Relationship between food, nutrition and health
- Functions of food- Physiological, psychological and social

**Unit-II: Nutrients**

Functions, Recommended Dietary Allowances, dietary sources, effects of deficiency and/ or excess consumption on health of the following nutrients:

- Carbohydrates
- Lipids
- Proteins
- Fat soluble vitamins-A, D,E and K
- Water soluble vitamins – Thiamin, Riboflavin, Niacin, Pyridoxine, Folate, Vitamin B12 and Vitamin C

**Unit-III: Nutrition during Lifecycle**

Physiological considerations and nutritional concerns for the following life stage

- Adult man / woman
- Preschool children

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**HOME SCIENCE LAB: GE 1 LAB:**

- Identifying Rich Sources of the following Nutrients
- Protein, Iron, Calcium, Fiber, Vitamin A & C
- Introduction to Meal Planning
- Basic food groups & Planning nutritious diets /Snacks for Pre-school children

**Recommended Readings:**

- Srilakshmi B (2012). Nutrition Science. 4th Revised Edition, New Age International Publishers.
- Gopalan C, Rama Sastri BV, Balasubramanian SC (1989) Nutritive Value of Indian Foods. National Institute of Nutrition, ICMR, Hyderabad.

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Semester-II

Course Opted	Course Name	Credits
AECC - 2 (Ability Enhancement Compulsory Course)	English Communications / Environmental Science	2
CC- 3 (Core Course)	Dynamics of Communication & Extension	6 (4+2)
CC -4 (Core Course)	Resource Management	6 (4+2)
GE -2 (Generic Elective)	Current Concerns in Public Health Nutrition	6 (4+2)
	Total	20

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## Semester-II

Core Course 3: DYNAMICS OF COMMUNICATION AND EXTENSION  
(CREDITS: THEORY- 4, PRACTICAL - 2)

### Unit-I: Communication: Concepts

- Functions of Communications
- Types of Communication – Communication transactions; Formal and informal communication; Verbal Non-Verbal Communication.
- Communication and mainstream media- newspaper, radio, television and Cinema.

### Unit-II: Understanding Human Communication

- Models of Communications
- Barriers to Communication

### Unit-III: Communicating Effectively with Audio Visual Aids

Concept, nature and relevance to communication process

- Empathy
- Persuasion
- Perception
- Listening

### Unit-IV: Communication for Extension

- Concept Nature and Philosophy of Extension
- Principles of Extension

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## HOME SCIENCE PRACTICAL -C 3 LAB

- Prepare Chart and Poster for General Awareness
- Design and Use of Graphic Media

### Recommended Readings:

- Barker, L (1990) "Communication", New Jersey Prentice Hall, Inc, 171
  - Devito, J,(1998) Human Communication, New York Harper and Row
  - Patn and Patri(2002). Essentials of Communication Greenspan Publications
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Core Course 4:

RESOURCE MANAGEMENT  
(CREDITS: THEORY- 4, PRACTICAL - 2)

THEORY

Unit I: Introduction to Resource Management

- Concept, universality and scope of management
- Approaches to management
- Ethics in management

Unit II: Resources

- Understanding, meaning, classification and characteristics of resources, factors affecting utilization of resources
- Maximizing use of resources and resource conservation
- Availability and management of specific resources by an individual/ family
  - Money
  - Time
  - Energy
  - Space

Unit III: Functions of Management: An overview

- Decision Making
- Planning
- Supervising
- Controlling
- Organizing
- Evaluation

PRACTICAL

1. Resource conservation and optimization/green technologies (natural resources) Portfolio
2. Identification and development of self as a resource
  - SWOT analysis-who am I and Micro lab
  - Building Decision making abilities through management games
3. Preparation of time plans for self and family
4. Time and Motion Study
5. Event planning, management and evaluation- with reference to
  - Managerial process
  - Resource optimization - time, money, products, space, human capital

RECOMMENDED READINGS

- Koontz, H. and O'Donnel C., 2005, Management – A systems and contingency analysis of managerial functions. New York: McGraw-Hill Book Company
- Kreitner. 2009, Management Theory and Applications, Cengage Learning: India
- Rao V.S. and Narayana P.S., Principles and Practices of Management, 2007, Konark Publishers Pvt. Ltd.

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**Generic Elective 2: CURRENT CONCERNS IN PUBLIC HEALTH NUTRITION  
(CREDITS: THEORY 5, TUTORIAL 1)**

LECTURES: 75

## THEORY

<b>Unit I: Nutritional problems affecting the community</b>	25
Etiology, prevalence, clinical features and preventive strategies of-	
• Under nutrition - Protein energy malnutrition: Severe Acute Malnutrition and Moderate Acute Malnutrition, Nutritional Anemia, Vitamin A Deficiency, Iodine Deficiency Disorders	
• Over nutrition – obesity, coronary heart disease, diabetes	
• Fluorosis	
<b>Unit II: Strategies for improving nutrition and health status of the community</b>	10
Appropriate interventions involving different sectors such as Food, Health and Education	
<b>Unit III: Nutrition Policy and Programmes</b>	30
• National Nutrition Policy	
• Integrated Child Development Services (ICDS) Scheme, Mid day Meal Programme (MDMP), National programmes for prevention of Anemia, Vitamin A deficiency, Iodine Deficiency Disorders	
<b>Unit IV: Food and Nutrition Security</b>	10
• Concept, components, determinants and approaches	
• Overview of Public Sector programmes for improving food and nutrition security	

## TUTORIAL

1. Planning and evaluation of low cost nutritious recipes for preschoolers, school age children, adolescents, pregnant and nursing mothers	9
2. Planning and evaluation of low calorie nutritious recipes for weight management.	2
3. Planning and conducting a food demonstration.	2
4. Visit to an ongoing nutrition programme.	1

## RECOMMENDED READINGS:

- Wadhwa A and Sharma S (2003), Nutrition in the Community- A Textbook Elite Publishing House Pvt. Ltd. New Delhi
- Park K (2011), Park's Textbook of Preventive and Social Medicine, 21st Edition, M/s Banarasi Das Bhanot Publishers, Jabalpur, India.
- Bamji MS, Krishnaswamy K and Bhalimam GNV (Eds) (2009), Textbook of Human Nutrition, 3rd edition, Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi
- Gibney MJ (2005), Public Health Nutrition
- Vir S. (2011), Public Health Nutrition in developing countries, Vol. 1 and 2
- ICMR (1989), Nutritive Value of Indian Foods, National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
- ICMR (2011), Dietary Guidelines for Indians - A Manual National Institute of Nutrition, Indian Council of Medical Research, Hyderabad

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## Semester- III

Course Opted	Course Name	Credits
CC - 5 (Core Course)	Introduction to Textiles	6 (4+2)
CC - 6 (Core Course)	Non Formal, Adult and Life Long Education	6 (4+2)
CC - 7 (Core Course)	Personal Finance & Consumer Studies	6 (4+2)
GE - 3 (Generic Elective)	Child Rights and Social Action	6 (4+2)
SEC - 1 (Skill Enhancement Course)	Home Based Catering	2 (2+0)
Total		26

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Semester- III

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Core Course 5:

INTRODUCTION TO TEXTILES  
(CREDITS: THEORY-4, PRACTICAL-2)

THEORY

Unit I: Introduction to textile fibers

- Morphology of textile fibers
- Primary and secondary properties
- Fiber classification

Unit II: Production, chemistry, properties and usage of fibers

- Natural fiber: Cotton, Flax, Silk and Wool
- Man-made fibers: Rayon, Polyamides, Polyester, Acrylic, ...

Unit III: Production and properties of Yarns

- Yarn construction:
  - Mechanical Spinning (Cotton system, Wool system, Worsted system)
  - Chemical Spinning (Wet, Dry, Melt)
- Types of yarns: Staple and Filament, Simple yarns, Complex yarns
- Yarn Properties-Yarn Numbering, Yarn Twist
- Textured yarns: Types and properties

Unit IV: Techniques of fabric construction

Weaving

- Parts of a loom
- Operations and motions of the loom
- Classification of weaves- construction, characteristics, usage

Knitting

- Classification of knits
- Construction and properties of warp and weft knits

Unit V: Basics of Wet Processing

- Classification and uses of finishes
- Fundamentals of dyeing and printing

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## PRACTICAL

1. Fiber Identification tests – Visual, burning, microscopic and chemical
2. Yarn Identification – Single, ply, cord, textured, elastic, monofilament, multifilament and spun yarn
3. Thread count and balance
4. Dimensional stability
5. Weaves- Identification and their design interpretation on graph
6. Fabric analysis of light, medium & heavy weight fabrics (five each)
  - Fiber type
  - Yarn type
  - Weave
  - GSM
  - End use
  - Trade name
7. Tie and Dyè

## RECOMMENDED READINGS:

- Corbman, P.B., (1985), Textiles- Fiber to Fabric (6<sup>th</sup> Edition), Gregg Division/McGraw Hill Book Co., US
- Joseph, M.L. (1988), Essentials of Textiles (6<sup>th</sup> Edition), Holt, Rinehart and Winston Inc., Florida.
- Vilensky G. (1983), Textile Science, CBS Publishers and Distributors, Delhi.
- Tortora, G. Phyllis, Understanding Textiles, McMillan Co. USA.
- Sekhri S., (2013), Textbook of Fabric Science: Fundamentals to Finishing, PHI Learning, Delhi

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Core Course 6: NON FORMAL, ADULT AND LIFE LONG EDUCATION  
(Credits: THEORY 4, PRACTICAL 2)

THEORY

Unit I: Non Formal Education,

- Difference between formal & Non-Formal Education, Significance of Non-Formal Education in India
- New education policy & NFE
- Scope of NFE in communities- Techniques of community study, Domains of Non-Formal Education
- Organizing NFE programmes- target group; Physical aspects; organizing and implementation

Unit II: Adult Education

- Meaning, concept and scope of Adult Education
- Adult Education programme in India
- Adult Education and Extension
- Characteristics of Adult Learners; Difference between Adult & Child learning
- Learning theories; Characteristics of Adult learning, developmental tasks of Adults

Unit III: Life Long Education

- Definition, meaning and concept of Life Long Education
- Life Long Education: Historical and contemporary perspectives
- Components and objectives of Life Long Education
- Significance of Life Long Education in contemporary society
- Forms and domains of Life Long Education

Unit IV: Methods and Material for Non Formal/Adult/ Life Long Education

- Methods and approaches for organizing NFE programmes for different target groups
- Scope of communication methods and materials for NFE objectives

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(CREDITS: THEORY-4, PRACTICAL-2)

## THEORY

### Unit I: Income and Expenditure

- Household Income – Types, Sources, Supplementation of family income, use of family income, budgets, maintaining household accounts
- Factors influencing expenditure pattern
- Family savings and investments- need, principles, channels of investment, tax implications
- Consumer credit- needs, sources, credit cards, Housing finance
- Personal finance management – tax implications, calculation of personal income tax,

### Unit II: Consumer in India: Consumer problems and education

- Definition of a consumer
- Role of consumers in the economy, National Income, Per Capita Income, Household wise distribution of income
- Changing nature of the business world – e-commerce, e-business
- Types of consumer problems – products and service related, investment and infrastructure related, Causes and solutions

### Unit III: Consumer Protection

- Consumer protection
- Consumer rights and responsibilities
- Consumer organizations – origin, functioning, role and types
- Consumer cooperatives – role, history and growth in India, PDS Kendriya Bhandars
- Basic legislative framework for consumer protection in India, Consumer Protection Act 1986 COPRA, Alternative redressal mechanisms, Mediation centers
- Standardization and quality control measures: ISI, FPO, AGMARK, ISO, Eco mark,

## PRACTICAL

1. Evaluation and designing of advertisements in the print media including products, services and social ads.
2. Evaluation and designing of informative and attractive labels of different type of food products.
3. Case study of banks and post offices to understand their services and products, Learning to fill different bank forms

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Generic Elective: 3

**CHILD RIGHTS AND SOCIAL ACTION**  
(CREDITS: THEORY 5, TUTORIAL 1)

**THEORY**

**Unit I: Introduction to Child Rights**

- Definitions of child and child rights
- Key philosophical concepts in the discourse on child rights
- Factors of exclusion- socio-economic, disability, geo-political etc
- Role of family, community & child herself in protecting rights

**Unit II: Vulnerable Groups: Causes and Consequences**

- Street and working, destitute, homeless, institutionalized children
- Living with: chronic illness, HIV/AIDS, disabilities
- Affected by war, conflict, riots, disasters
- Victims of child-trafficking, abuse, dysfunctional families

**Unit III: Framework for Social Action**

- Role of state in protection of child rights
- Laws for children- Indian & international
- Constitutional provisions in India
- National policies and programs

**RECOMMENDED READINGS**

- Bajpai, A. (2006). Child rights in India: Law, policy and practice. New Delhi: Oxford University Press
- Bhargava, V. (2005). Adoption in India: Policies and experiences. New Delhi: Sage.
- Virani, (2000). Bitter chocolate: Child Sexual abuse in India. New Delhi: Penguin
- Weiner, M., Burra, N., Bajpai, A. (2007). Born un free: Child labor, Education, and the state in India. New Delhi: Oxford University Press.

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SEMESTER III

GENERIC ELECTIVE

I Paper

Total 100 x 1 = 100 Marks

III. GENERIC ELECTIVE (GE 3)

(Credits: Theory-05, Tutorial-01)

Marks : 100 (ESE: 3Hrs) =100

Pass Marks: Th ESE = 40

*Instruction to Question Setter for**End Semester Examination (ESE):*

*There will be two group of questions. Group A is compulsory and will contain two questions. Question No.1 will be very short answer type consisting of ten questions of 1 mark each. Question No.2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of twenty marks each, out of which any four are to answer.*

*Note: There may be subdivisions in each question asked in Theory Examinations.*

**CURRENT CONCERNS IN PUBLIC HEALTH NUTRITION**

Theory: 75 Lectures; Tutorial: 15 Lectures

**Unit-I: Nutritional problems affecting the community**

- Etiology, prevalence, clinical features and preventive strategies of-
- Overnutrition – obesity, coronary heart disease, diabetes
- Fluorosis

**Unit-II: Nutrition Policy and Programmes**

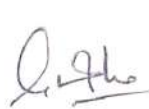

- Integrated Child Development Services (ICDS) Scheme, Mid day Meal Programme (MDMP), National programmes for prevention of Anaemia, Vitamin A deficiency, Iodine Deficiency Disorders

**TUTORIAL**

- Planning and evaluation of low cost nutritious recipes for preschoolers, school age children, adolescents, pregnant and nursing mothers.
- Planning and evaluation of low calorie nutritious recipes for weight management.
- Planning and conducting a food demonstration

**Recommended Readings:**

- Bamji MS, Krishnaswamy K and Brahmam GNV (Eds) (2009) Textbook of Human Nutrition, 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi
- Gibney MJ ( 2005). Public Health Nutrition
- Vir S. ( 2011) Public Health Nutrition in developing countries. Vol 1 and 2 •
- ICMR (1989) Nutritive Value of Indian Foods. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
- ICMR (2011) Dietary Guidelines for Indians – A Manual. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad



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## Skill Enhancement Course I:

HOME BASED CATERING  
(CREDITS: THEORY 2)

## THEORY

## Unit I: Introduction to Food Service

- Factors contributing to the growth of food service industry
- Kinds of food service establishments

## Unit II: Food Production

- Menu planning: Importance of menu, factors affecting menu planning, menu planning for different kinds of food service units
- Food Purchase and Storage
- Quantity Food production: Standardization of recipes, quantity food Preparation techniques, recipe adjustments and portion control
- Hygiene and Sanitation

## Unit III: Resources

- Money
- Manpower
- Time
- Facilities and equipment
- Utilities

## Unit IV: Planning of A Food Service Unit

- Preliminary Planning  
Survey of types of units, identifying clientele, menu, operations and delivery
- Planning the set up:
  - a) Identifying resources
  - b) Developing Project plan
  - c) Determining investments
  - d) Project Proposal

## RECOMMENDED READINGS:

- West B Bessie & Wood Levelle (1988) Food Service in Institutions 6th Edition Revised by Hargar FV, Shuggart SG, & Palgne Palacio June, Mac millian Publishing Company, New York
- Sethi Mohini (2005) Institution Food Management New Age International Publishers
- Knight J B & Kotschevar LH (2000) Quantity Food Production Planning & Management 3rd edition John Wiley & Sons
- Philip E Thangam (2008) Modern Cookery for teaching and Trade Part I & II Orient Longman
- Taneja S and Gupta SL (2001) Entrepreneurship development, Galgotia Publishing

Semester- IV

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Course Opted	Course Name	Credits
CC- 8 (Core Course)	Human Development II: Development in Adolescence and Adulthood	6 (4+2)
CC - 9 (Core Course)	Nutrition: A Life Cycle Approach	6 (4+2)
CC - 10 (Core Course)	Fashion Design Concepts	6 (4+2)
GE 3 (Generic Elective)	Textiles: Care and Conservation	6 (4+2)
SEC 1 (Skill Enhancement Course)	NGO Management & CSR	2 (2+0)
Total		26

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## Semester- IV

Core Course 8: HUMAN DEVELOPMENT II: DEVELOPMENT IN ADOLESCENCE AND ADULTHOOD  
(CREDITS: THEORY-4, PRACTICAL-2)

### THEORY

#### Unit I: Introduction to Adolescence

- Developmental tasks during Adolescence
- Puberty, sexual maturity, nutrition, health, and psychological well-being
- Self and identity
- Family and peer relationships

#### Unit II: Cognitive, Language and Moral development

- Perspectives on cognitive development
- Development of intelligence and creativity
- Adolescent language

#### Unit III: Introduction to Adulthood

- Definitions, transition from adolescence to adulthood
- Developmental tasks of adulthood
- Physical and physiological changes from young adulthood to late adulthood

#### Unit IV: Socio-emotional and Cognitive development

- Diversity in roles and relationships
- Marriage-contemporary trends

### PRACTICAL

1. To study physical and sexual changes in adolescence
2. To study cognitive development and creativity during adolescence
3. Case profile of an adolescent- including study of self, family relationships and peer relationships
4. Use of interview/questionnaire method to study adult roles (at least one male and female)
  - Father/husband
  - Home maker
  - Employed woman
  - Grandfather/Grandmother
  - Single parent

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Core Course 9:

**NUTRITION: A LIFE CYCLE APPROACH**  
(CREDITS: THEORY-4, PRACTICAL-2)

**THEORY**

**Unit I: Principles of meal planning**

- Food groups and Food exchange list
- Factors affecting meal planning and food related behavior
- Methods of assessment of nutrient requirements
- Dietary guidelines for Indians

**Unit II: Nutrition during adulthood**

Physiological changes, RDA, nutritional guidelines, nutritional concerns, energy balance, and healthy food choices

- Adults
- Pregnant women
- Lactating mothers
- Elderly

**Unit III: Nutrition during childhood**

Growth and development, growth reference/standards, RDA, nutritional guidelines, Nutritional concerns and healthy food choices

- Infants
- Preschool children
- School children
- Adolescents

**Unit IV: Nutrition for special conditions**

- Nutrition for physical fitness and sport
- Feeding problems in children with special needs
- Considerations during natural and man-made disasters e.g. floods, war.

**PRACTICALS**

1. Introduction to meal planning

- Rich sources of nutrients
- Use of food exchange lists

2. Planning nutritious diets for:

- Young Adult
- Pregnant/ Lactating woman
- Preschooler
- School age child/Adolescent
- Elderly

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Generic Elective 4:

TEXTILES: CARE AND CONSERVATION  
(CREDITS: THEORY 4, PRACTICAL 2)

THEORY

LECTURES: 60

Unit I: Introduction

7

- Empowering consumers to understand textiles through scientific and practical approach
- Identification of fabrics – fiber, weave, finish
- Care and maintenance of fabrics
- Labels and mal practices
- Role of water in cleaning

Unit II: Materials and Practices in care

18

- Water – Types of hardness and its removal
- Composition and functions of soaps and detergents
- Stiffening agents and whitening agents
- Chemical reagents used for dry cleaning

Unit III: Care Equipment

15

- Industrial cleaning and finishing machines
- Laundromats, drying and Ironing equipment

Unit IV: Conservation of Textiles in Museums

20

- Current practices, ethics and materials used in conservation
- Factors affecting textile stability
- Handling
- Cleaning
- Display and Storage

PRACTICALS

1. Identification of textile fiber
2. Stain Removal of fabrics
3. Color fastness of dyed cotton fabrics
4. Impact of softening agents on cotton
5. Preparation and use of starch
6. Impact of wash ability on shrinkage
7. Felting shrinkage
8. Restoration and stabilization of textiles
9. Handling of silk and wool

RECOMMENDED READINGS

- Agarwal, O.P., 1977, Care and Presentation of Museum projects – II, NRL  
Finch K. and Putnam G, 1985, The Care and Preservation of Textiles  
Landi, S. 1991, Textile Conservator's Manual, Routledge  
Hollen, N. & Saddler, J. 1973, Textiles, The McMillan Company, New York.

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Skill Enhancement Course 2:

NGO MANAGEMENT & CSR  
(CREDITS: THEORY 2)

THEORY

Unit 1' Concept of NGO

- Meaning of NGO and GO
- Difference between Government Organizations and NGO
- Characteristics of good NGO
- Structure of NGO
- Functions of NGO
- Historical Perspective of NGO
- Advantages of NGO
- Present status of NGO
- Contribution of NGO in the Development

Unit 2' Starting of NGO

- Steps for starting NGO
- Registration of NGO
- Selection of Personnel
- Training of Personnel
- Proposal writing under NGO
- Identifying Funding agencies
- Resource Mobilization
- Planning, Implementation and Evaluation strategy under NGO

Unit 3: NGO Management

- Organizational types and structures
- Managing people and teams in NGOs
- NGO management competencies
- Applying NGO principles and values

Unit 4 Problems of NGO

- Training
- Recruitment
- Funding
- Resource Mobilization
- Documentation

Learning Experiences

1. Visit of Local NGO
2. Studying the Annual report of NGOs
3. Studying the ongoing Activities
4. Studying the problems

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Course Opted	Course Name	Credits
CC- 11 (Core Course)	Physiology and Promotive Health	6 (4+2)
CC - 12 (Core Course)	Ergonomic Design	6 (4+2)
DSE- 1 Discipline Specific Elective	Therapeutic Nutrition	6 (4+2)
DSE- 2 Discipline Specific Elective	Public Nutrition	6 (4+2)
Total		26

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## Semester- V

Core course 11: **PHYSIOLOGY AND PROMOTIVE HEALTH**  
(CREDITS: THEORY- 4, PRACTICAL - 2)

### THEORY

#### Unit I: Physiology

##### Cardio- Respiratory Physiology

- Blood -Composition and function, Anemia, Jaundice
- Blood circulations (systemic, pulmonary, coronary and portal)
- Cardiac cycle, Cardiac output, Blood pressure
- Structure of lungs and its function
- Lung volume and Capacities

##### Gastrointestinal Physiology

- Structure of stomach, liver, gallbladder, pancreas and their functions
- Composition, function and regulation of GI secretions

##### Neuro- Endocrine Physiology

- Organization of nervous system
- Actions and disorders of Pituitary, Thyroid and Parathyroid, Adrenal and Pancreatic hormones

#### Unit II: Promotive Health

##### Concept of health, Disease and its Prevention

- WHO definition of Health, Basic concept of Disease and Disease transmission,
- Definition of Public Health and Disease Prevention, Concept of Immunization and Immunization Schedule

##### Communicable Diseases

- Causative organism, Mode of transmission and Prevention and Control of Tuberculosis, Enteric Fever, Dengue fever, HIV, AIDS

##### Non Communicable Diseases

- General risk factors and Prevention of Diabetes, Hypertension and Cancer

##### Mental Health

- Psychosis, Neurosis, Drug abuse and Alcoholism

##### Maternal Health

- Antenatal Care, Family Planning and contraception

### PRACTICAL

1. Case study of Iron deficiency Anemia, investigations and diagnosis. Blood indices
2. Measurement of Blood pressure by using sphygmomanometer.
3. Demonstration of normal chest X-ray

4. Demonstration of Reflex action

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5. Demonstration of procedures of clinical examination to see for pallor, jaundice, edema and dehydration and their importance.
6. Latest imaging techniques like USG, CT, MRI the basic procedures
7. Basic First aid procedures, CPR, Burns

### RECOMMENDED READINGS

- Ganong WF (2003), *Review of Medical Physiology*, 21<sup>st</sup> ed. McGraw Hill
- J.E. Park and K. Park (2009), *Park's Textbook of Preventive and Social Medicine*, 20<sup>th</sup> Edition, M/s Banarsi Das Bhanot, Jabalpur
- Ross and Wilson (1973) *Foundation of Anatomy and Physiology*, Medical Division of Longman Group Ltd.
- Yash Pal Bedi (1980) *A Handbook of Social and Preventive Medicine*, Atma Ram and Sons

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Core Course 12:

**ERGONOMIC DESIGN**  
(CREDITS: THEORY-4, PRACTICAL-2)

**THEORY**

**Unit I: Introduction**

- Ergonomics- concept, significance, history and growth
- Applications of Ergonomics in design and work efficiency
- Anthropometric Measurements - History and its application in interior designing for different work areas and workers

**Unit II: The User**

- Components of worker input- affective, cognitive, temporal and physical (physical, physiological, psycho-physiological aspects of work)

**Unit III: Work Environment**

- Functional design and arrangement of workplaces
- Work study
  - Time and motion study
  - Energy Studies
- Indices of indoor comfort: ventilation, lighting, temperature, noise.

**Unit IV: Product Design and Development**

- Concept, stages of design development
- Design communication - Specific product design features (controls and displays), Socio-psychological aspect of product designs.

**PRACTICAL**

1. Basic anthropometry- space norms/ standards
2. Time and motion study
3. Designing products - furniture (multipurpose and modular, etc.)
4. Space design - preparing floor and elevation plans
  - i. Kitchen
  - ii. Workstation
5. Portfolio of any product from ergonomic perspective

**RECOMMENDED READINGS**

- Baiche B. & Walliman N. (eds.), 2006, Ernst and Peter Neufert Architects' Data, third edition, Blackwell Science: Indian reprint,  
Dalela S., 1983, Textbook of Work Study, 3rd Edition, Standard Publishers Distributors  
Steidl and Bratton, 1967, Work in the Home. John Wiley and Sons, New York

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**DSE Therapeutic Nutrition**  
**Discipline Specific Elective - (DSE) Credit:6**

Unit 1

**Principles of Nutrition Care**

06

- Nutrition Care Process
- Therapeutic adaptations of a Normal Diet
- Progressive Diets: Clear fluid, Full fluid, soft and regular

Unit 2

**Etiology, patho-physiology, metabolic changes, clinical features and nutritional management of Infection and Fevers**

10

- Typhoid
- Tuberculosis
- HIV
- Malaria

Unit 3

**Etiology, patho-physiology, metabolic changes, clinical features and nutritional management of the following**

18

- GI Tract disorders
  - o Diarrhea
  - o Constipation
  - o Lactose Intolerance
  - o Celiac disease
  - o Peptic ulcers
- Liver- Infective Hepatitis

Unit 4

**Etiology, pathophysiology, metabolic changes, clinical features and nutritional management of the following**

10

- Weight imbalances – Overweight and obesity, underweight
- Eating disorders – Anorexia nervosa, Bulimia nervosa, EDNOS

Unit 5

**Etiology, patho-physiology, metabolic changes, clinical features, diagnosis and nutritional management of the following**

12

- Type 1 and Type 2 Diabetes Mellitus
- Metabolic Syndrome
- Hypertension and coronary heart disease

Unit 6

**Etiology, patho-physiology, clinical features, diagnosis and nutritional management of the following:**

04

- Food allergy and food intolerance

Practical

**Planning, preparation and service of diets for the following:**

- Therapeutic modifications of diets: Normal, soft, clear- and full- fluid
- Fevers: acute and chronic
- Diarrhea
- Obesity
- Type 2 Diabetes

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## SEMESTER VI

4 Papers

Total 100 x 4 = 400 Marks

(Credits: Theory-06)

I. HOME SCIENCE SPECIFIC (DSE 3):

Marks : 15 (MSE: 1Hr) + 60 (ESE: 3Hrs) + 25 (Pr 3Hrs)=100

Pass Marks: Th (MSE +ESE) = 30 + Pr ESE =10

Instruction to Question Setter forMid Semester Examination (MSE):

There will be two group of questions. Group A is compulsory and will contain five questions of very short answer type consisting of 1 mark each. Group B will contain descriptive type three questions of five marks each, out of which any two are to answer.

End Semester Examination (ESE):

There will be two group of questions. Group A is compulsory and will contain two questions. Question No.1 will be very short answer type consisting of ten questions of 1 mark each. Question No.2 will be short answer type of 5 marks. Group B will contain descriptive type five questions of fifteen marks each, out of which any three are to answer.

Note: There may be subdivisions in each question asked in Theory Examinations.

## PUBLIC NUTRITION

Theory: 60 Lectures

## Unit-I: Public Nutrition

- Definition of Public Nutrition
- Concept and Scope,
- Role of public nutritionist

## Unit-II: Nutritional problems

- Undernutrition
- PEM
- Vitamin "A" Deficiency

## Unit-III: Nutrition Education

- Objectives, Principles and scope of nutrition and health education and promotion.
- Behaviour Change Communication

## HOME SCIENCE PRACTICAL – DSE 3 LAB:

60 Lectures

- Planning of low cost nutritious recipes for infants, preschoolers, pregnant.
- Anthropometry- weight and height measurements.

## Recommended Readings:

- Wadhwa A and Sharma S (2003). Nutrition in the Community-A Textbook. Elite Publishing House Pvt. Ltd. New Delhi.
- Banji MS, Krishnaswamy K and Brahman GNV (Eds) (2009). Textbook of Human Nutrition, 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.

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Attachment 10

Course Title	Course Code	Credits
GC 22	Advanced Metallurgy & Waste Refining	4 (3-1)
GC 23	Basic Economic Geology	4 (3-1)
GC 24	Field Rights and Land Use Analysis	4 (3-1)
GC 25	Communication Systems and Waste Refining	4 (3-1)
Total		16

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Attachment 10

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Core Course 13:

RESEARCH METHODOLOGY IN HOME SCIENCE  
(CREDITS: THEORY-4, PRACTICAL-2)

## THEORY

## Unit I: Research- Meaning, purpose and approaches

- Exploration, Description, Explanation
  - Scientific method and research
  - Research Designs –Experimental and Observational
  - Quantitative and Qualitative approaches
- Conceptualization and Measurement*
- Variables, concepts and measurement
  - Levels of measurement
  - Units of analysis

## Unit II: Sampling &amp; Tools

- Role of sampling in research
  - Types of sampling
- Research Tools and Techniques*
- Validity and reliability
  - Interviewing and observational methods

## Unit III: The Research Process

- Defining the problem, research questions, objectives, hypotheses
- Review of related literature and originality in writing
- Planning the research
- Subjects context and ethics
- Methodology and tools
- Citation formats: in medical sciences, social sciences

## PRACTICAL

1. Exercise in sampling, random number table.
2. Exercise in designing tools and their analysis: interview, questionnaire.
3. Data collection process: conducting interviews, FGDs, case studies

## RECOMMENDED READINGS:

- Kumar, R. (2005), *Research Methodology: A Step by Step Guide for Beginners*. Sage Publications, New Delhi
- Kerlinger F. N. and Lee, H.B. (2000), *Foundations of Behavioral Research* 4th Ed. Harcourt College Publishers
- Kothari, C. R. (2008), *Research Methodology: Methods and Techniques* 2nd Ed. New Age International Pvt. Ltd, New Delhi.
- Black, J.A. & Champion, D. J. (1976), *Methods and Issues in Social Research* New York: John Wiley and Sons

Core Course 14:

SOCIO ECONOMIC ENVIRONMENT  
(CREDITS: THEORY- 4, PRACTICAL - 2)

**IV. CORE COURSE -C 14:**

(Credits: Theory-04, Practicals-02)

Marks : 15 (MSE: 1Hr) + 60 (ESE: 3Hrs) + 25 (Pr 3Hrs)=100

Pass Marks: Th (MSE +ESE) = 30 + Pr ESE =10

Instruction to Question Setter for

Mid Semester Examination (MSE):

There will be two group of questions. Group A is compulsory and will contain five questions of very short answer type consisting of 1 mark each. Group B will contain descriptive type three questions of five marks each, out of which any two are to answer.

End Semester Examination (ESE):

There will be two group of questions. Group A is compulsory and will contain two questions. Question No.1 will be very short answer type consisting of ten questions of 1 mark each. Question No.2 will be short answer type of 5 marks. Group B will contain descriptive type five questions of fifteen marks each, out of which any three are to answer.

Note: There may be subdivisions in each question asked in Theory Examinations.

**SOCIO ECONOMIC ENVIRONMENT**

Theory: 60 Lectures

**SOCIOLOGICAL CONCERNS AND ORIENTATION**

**Unit-I: Sociological Orientation**

- Society , Culture and Institution
- Social Groups and multiplicity

**Unit-II: Emergence of New Ideological Orientations**

- Social mobility and social change
- Sociological Studies of Children, Youth and Women the aged: Empirical Problem & Frameworks.

**ECONOMIC THEORY AND ENVIRONMENT**

**Unit-III: Introduction to Economic System**

- Definition and scope of economics
- Wants- Classification and characteristics
- Utility- Law of Diminishing Marginal Utility, Law of Equi-Marginal Utility
- Demand- Law of Demand, Elasticity of Demand
- Types of Markets.

**Unit-IV: Indian Economic Environment**

- Structure of Indian Economy: Changing structure of Indian Economy
- Role and Importance of Indian Agriculture
- Recent development programmes of the Government of India: Jana Dhana Yojana, Sarva Siksha Yojana.

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## THEORY

### Unit I: Introduction to Child Rights

- Child rights: concept
- Demographic profile of Indian children
- Disadvantage, deprivation and social exclusion with reference to children
- Laws, policies and programmes for children in India

### Unit II: Children in need of care and protection

- Vulnerable groups: causes and consequences
- Street, homeless, institutionalized and working children
- Child Abuse
- Child Trafficking
- Children in conflict with the law

### Unit III: Social construction of gender

- Socialization for gender: gender roles, stereotypes and identity
- Gender in the workplace and in public spaces
- Contemporary influences: media and popular culture

### Unit IV: Gender and Indian society

- Sex and Gender, Masculinity and Femininity, biological and cultural determinants
- Patriarchy and social institutions
- Being male and female in Indian society-social traditions and contemporary issues
- Exploring the issues of violence against females

## PRACTICAL

1. Visits to organizations working in the area of Child Rights and Gender to understand their objectives, programmes and experiences.
2. Workshops on relevant issues like Gender, domestic violence, gendering of public spaces
3. Understanding child rights and gender issues in diverse social groups through field visits and interactions
4. Media portrayals of women and children

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(CREDITS: THEORY- 4, PRACTICAL-2)

**THEORY****Unit I: Self and Communication**

- Awareness of self in communication
- Intrapersonal Communication
- Self-concept and self esteem

**Unit II: Interpersonal Communication**

- Concept, types and functions of interpersonal communication
- Dyadic, small and large group communication
- Stages in human relationship development

**Unit III: Organization, Public and Mass Communication**

- Organizational communication: concept, types, functions and networks
- Public communication- concept and techniques
- Mass Communication- concept, significance, functions and elements
- Theories and models of mass communication
- Intercultural communication- concept, stages and barriers

**Unit IV: Mass Media**

- Print Media: types, nature, characteristics, reach, access.
- Radio: types, nature, characteristics, reach, access.
- Television and cinema: types, nature, characteristics, reach, access.

**PRACTICAL**

1. Know yourself exercises.
2. Studying group dynamics in organizations- formal and informal
3. Audience analysis- readership, listenership and viewership studies
4. Content analysis of mass media

**RECOMMENDED READINGS**

- Devito, J. (1998), Human Communication, New York: Harper & Row  
 Barker, Larry Lee (1990) Communication, Eaglewood Cliffs, New Jersey: Prentice Hall.  
 McQuail, D. (2000) Mass Communication Theories, London: Sage Publications  
 Baran, Stanley J (2009) Introduction to Mass Communication, McGraw hill medical publishing  
 Baran, Stanley J (2014) Mass Communication Theory, Wadsworth Publishing  
 Vivian, J (2012) The Media of Mass Communication, Pearson  
 Dominick, Joseph R. (2012). Dynamics of mass communication: media in transition,  
 McGraw hill education

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**II. HOME SCIENCE SPECIFIC (DSE 4):**

(Credits: Theory-06)

Marks : 15 (MSE: 1Hr) + 60 (ESE: 3Hrs) + 25 (Pr 3Hrs)=100

Pass Marks: Th (MSE +ESE) = 30 + Pr ESE =10

**Instruction to Question Setter for****Mid Semester Examination (MSE):**

There will be two group of questions. Group A is compulsory and will contain five questions of very short answer type consisting of 1 mark each. Group B will contain descriptive type three questions of five marks each, out of which any two are to answer.

**End Semester Examination (ESE):**

There will be two group of questions. Group A is compulsory and will contain two questions. Question No.1 will be very short answer type consisting of ten questions of 1 mark each. Question No.2 will be short answer type of 5 marks. Group B will contain descriptive type five questions of fifteen marks each, out of which any three are to answer.

Note: There may be subdivisions in each question asked in Theory Examinations.

**COMMERCIAL CLOTHING**

Theory: 60 Lectures

**Unit-I: Introduction to Commercial Clothing**

- Anthropometric measurements and Taking accurate body measurement
- Sewing problems - Drafting and its importance

**Unit-II: Selection of Fabric & Accessories**

- Selection of appropriate apparel fabrics for girls, women, boys and men's wear

**Unit-III: Fashion materials**

- Sourcing of Fashion materials

**Unit-IV: Fashion Promotion**

- Fashion Promotion by Visual Merchandizing

**HOME SCIENCE PRACTICAL – DSE 4 LAB:**

60 Lectures

**Drafting and Construction of -**

- Kameez
- Salwaar
- Churidar

**Recommended Readings:**

- L Armstrong, H.J., 2009, Pattern Making for Fashion Design, Harper Collins Publishers Inc., New York.
- Stamper, A.A., S. H. Sharp and L.B. Donnell, 1986, Evaluating Apparel Quality, Fairchild Publications, America

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