



KARNATAK UNIVERSITY, DHARWAD  
ACADEMIC (S&T) SECTION  
ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ  
ವಿದ್ಯಾಮಂಡಲ (ಎಸ್&ಟಿ) ವಿಭಾಗ



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NAAC Accredited  
'A' Grade 2014

website: kud.ac.in

No. KU/Aca(S&T)/SVB-07/BOS /Home Science (UG) /20-21/ 993

Date:

16 OCT 2020

NOTIFICATION

Sub: Regarding introduction of the syllabus of Home Science UG under C.B.C.S.  
w.e.f. the academic year 2020-21 & onwards.

- Ref: 1. UGC Letter DO No. 1-1/2016(SECY), dt. 10.08.2016.  
2. Special BOS Res. No. 01, dt. 11.07.2020.  
3. Special Faculty Res. No. 04, dt. 11.08.2020.  
4. Special Academic Council Res. No. 40, dt. 21.08.2020.  
5. Vice-Chancellor's order dated 10/7/2020

Adverting to the above, it is hereby notified to the Principals of all constituent and affiliated degree colleges coming under the jurisdiction of Karnatak University, Dharwad that the Home Science UG syllabus for I to VI Semester which is annexed herewith in Annexure-A is introduced under C.B.C.S. from the academic year 2020-21 & onwards.

Hence, the contents of this notification may please be brought to the notice of the students and all the concerned. The prescribed C.B.C.S. syllabus may also be obtained through K.U.website ([www.kud.ac.in](http://www.kud.ac.in)).

(Dr. Hanumantappa K.T)  
REGISTRAR

To,

1. The Chairman, BOS Home Science (UG), Dept. of Home Science , K.U.Dharwad.
2. The Chairman, Dept. of Home Science , K.U.Dharwad.
3. The Principals of all the constituted and affiliated degree colleges under the jurisdiction of Karnatak University, Dharwad. (The same may be sent through e-mail)
4. The Registrar (Evaluation), K.U.Dharwad.

Copy fws to:

1. Dr. Ch.Ramesh, Dean, Faculty of Science & Tech., Dept. of Botany, K.U.Dharwad.
2. The Director, IT Section, Examination Section, K.U.Dharwad for information and to upload on K.U.Website ([www.kud.ac.in](http://www.kud.ac.in)).

Copy to:

1. PS to Vice-Chancellor, K.U.Dharwad.
2. S.A. to Registrar, K.U.Dharwad.
3. O.S., Exam UG / Confl / QP / GAD Section, K.U.Dharwad.
4. The System Analyst, Computer Unit Exam Section, K.U.Dharwad.

**Annexure “A”**

**KARNATAKA UNIVERSITY DHARAWAD**  
**Choice Based Credit System Syllabus of Bachelor’s Degree Programme**  
**Annexure:1B: Programme structure: BA/BSc**  
**Home Science as One of the Optional (considering it as 2<sup>nd</sup> optional)**

<b>Sem</b>	<b>Course</b>	<b>Title of the Course</b>	<b>Credit Pattern in L:T:P</b>	<b>Credit Value</b>	<b>Hours/ Week L:T:P</b>	<b>Total Hours</b>
I	HSc DSC-2A	Introduction to Home Science	4: 0: 2	6	4: 0: 4	8
II	HSc DSC-2B	Life Span Development (Prenatal to Old age)	4: 0: 2	6	4: 0: 4	8
III	HSc DSC-2C	Resource Management and Entrepreneurship	4: 0: 2	6	4: 0: 4	8
IV	HSc DSC-2D	Home Science Extension education	4: 0: 2	6	4: 0: 4	8
	HSc DSE-2E-1	Children with special needs and Childhood Education	4: 0: 2	6	4: 0: 4	8
	HSc DSE-2E-2	Nutrition and Dietetics	4: 0: 2	6	4: 0: 4	8
V	HSc GE-1E	Event management	2: 0: 0	2	2: 0: 0	2
	HSc SEC-1E	Management of Early Childhood Care and Education Centre	2: 0: 0	2	2: 0: 0	2
	HSc DSE-2F-1	Interior decoration and Introduction to Auto CAD	4: 0: 2	6	4: 0: 4	8
VI	HSc DSE-2F-2	Fundamentals of Textile and Fashion Designing	4: 0: 2	6	2: 0: 4	8
	HSc GE-1F	Parenting	2: 0: 0	2	2: 0: 0	2
	HSc SEC-1F	Tourism Management	2: 0: 0	2	2: 0: 0	2

## I SEMESTER

### DSC-2A: Introduction to Home Science

4+0+2=6 credits/week

4+0+4=8 hrs/week

### Objectives

1. To introduce students to the Home Science and its need
2. To acquire the knowledge research methods in Home Science.
3. To understand the concept of marriage and family.
4. To understand the concept of housing and consumer education.
5. To acquire knowledge about food preservation & adulteration.
6. To understand traditional textiles and embroideries of India.

Unit I:	a.	Home Science – Definition, needs, and Scope; Branches of Home Science. Employment and self employment opportunities in Home Science.	2hrs
	b.	Research methods in Home Science- Qualitative and Quantitative methods.	6hrs
Unit II :	a.	Marriage-Function, Forms and Types, Criteria for Mate Selection, Marital adjustments. Legal aspects of marriage- Hindu, Muslim and Christian marriage and divorce act, Anti dowry act, Hindu succession act, Adoption act. Family – Definition, Types, Functions. Family Disorganisation- Divorce, Adultery, Alcoholism, Childlessness, Mental illness.	12hrs
	b.	Housing- Selection of site, Principles of Housing, Building materials, Architectural symbols, House plans, Kitchen Plans. Classification of Residential building – Independent, Twin, Row, Apartments and skyscrapers.	6hrs
	c.	Consumer Education- Definition, Rights, Responsibilities, Laws	4hrs
Unit III	a.	Communication skills and methods, Audio Visual aids	10 hrs
	b.	Food Preservation, Food adulteration, Food laws, Convenience foods. Purchase and storage of foods.	8 hrs
Unit IV	a.	Traditional textiles and embroideries of India. Textiles: Dacca Muslin, Patola, Paithani, Ilkal, Chanderi and Brocades. Embroideries: Karnataka – Kasuti, Punjab – Phulkari, Uttara Pradesh- Chikankari, Kashmir – Kashida, West Bengal- Kanta, Gujarat- Kutch & Kathiawar, Himachal Pradesh – Chamba Rumal	12 hrs 4

	<b>Practical</b>	<b>52hrs /sem</b>	<b>4 hrs/week</b>
1.	Preparation of poster/ booklet/leaflet on Home Science		1
2.	Visit to Marriage counselling centre / Family court / District consumer forum – write a report		2
3.	Architectural symbols, House plans Low/Middle/ High income groups		1
4.	Kitchen Plans		1
5	Food preservation- preparation of chutneys/ Pickles and Jam/ jelly		2
6	Food adulteration test		1
7	Preparing a Embroidery stitch sample using 5 stiches		1
8	Sketching- costumes of India( any 5 state of your choice)		1
9	Plan an organise a lecture programme on employment & self employment opportunities in Home Science		2

## **REFERENCES**

1. Berk, L.E., (2007), Development through the Life Span, Pearson Education, New Delhi.
2. Devadas, R.P; Jaya, N( 2002), A Textbook on Child Development, Macmillan India Limited, Madras.
3. Hurlock, E.B., (2004), Child Growth and Development, Tata Mc.Graw Hill Company
4. Suriakanthi, A., (2005), Child Development, Kavitha Publications, Gandhigram, TamilNadu.
5. Shashi k, Gupta, Neeti Gupta, (2004), Management Concepts and Strategies, Kalyani Publishers, New Delhi.
6. Sushma Gupta and AnitaAggrawal, (2005), Text Book of Family Resource Management – Hygiene and physiology, Kalyani Publishers, New Delhi.

DSC-2B: Life Span Development

4+0+2=6 credits/week  
4+0+4=8 hrs/week

**Objectives**

To enable the students to understand:

1. The concept of prenatal and postnatal development.
2. The importance of development during infancy, childhood, adolescence and adulthood.
3. The old age and welfare services

Unit I:	c.	Human Development – Definition, needs, and Scope; Domains of Development: Periods of Life Span, principles of Growth and development; Theoretical perspectives(Frued, Erickson,Pieget) and Methods of studying Human Development	9 hr s
	d.	Prenatal Development - Conception; Pregnancy–Signs, Symptoms, Complications, Stages of Prenatal Development; Conditions affecting Prenatal Development, Child Birth - Process and types of child birth.	5h rs
Unit II :	c.	Infancy and Babyhood – Definition, Developmental Tasks, and developmental milestones; Physical growth, reflexes, Immunization Schedule.	5 hr s
	d.	The Early childhood Years – Definition, Developmental tasks; physical, motor, intellectual, language, moral, emotional, social developmental milestones. Behaviour problems	6h rs
	c	The Middle Childhood Years - Definition, Developmental tasks. Highlights of Physical, Social, Emotional, Intellectual development. Significance of school and functions; Importance of extra-curricular activities, Interest development	6h rs
Unit III	c.	Adolescence - Definition, classification, Developmental tasks; physical changes - puberty, growth spurt, primary and secondary sex characteristics;	6 hr s
	d.	Relationships and Problems of adolescents – relationships with Parent, sibling, peers and others; Adolescent Problems	3 hr s
Unit IV	a	Young Adulthood: Definition, Significance and developmental tasks, highlights of Physical, Cognitive and Psychosocial developments Roles and Responsibilities, Adjustments in Marriage, Family and Career. Parenthood..., Vocational patterns and adjustment Middle Adulthood – Definition, Developmental tasks, highlights of Physical, Cognitive and Psycho-social developments, Health issues, menopause;, Roles, Responsibilities' Occupation and job satisfaction, preparation for retirement	12 hr s 4

Unit V	Late Adulthood – Definition, developmental tasks; physiological changes; Health issues, Effect of retirement on self and family; Characteristics, Problems and adjustments old age. Old age and welfare programme: Services for the aged in India; Loneliness, & Coping with Loneliness, prolonged illness; Death – preparation and coping strategies, including death anxiety	8hrs
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**Practical**

**52hrs /sem**

4 hrs/week

1	Preparation of poster/ booklet/leaflet on Life span development	2
2	Visits to Anti natal care unit – write a report	1
2	Organise a lecture for parents on behavioural problems among preschool children / importance of extracurricular activities for school age children.	2
3	Prepare an album on the stages of prenatal development/ to foster language or cognitive development in preschool / school children	1
4	Assess the problems of adolescents	2
5	Organise a lecture on menopause and write a report	2
6	Case study on working middle aged men and women on preparation for retirement – write a report	2
7	Visit to Home for Senior Citizens and write a report	1

**REFERENCES:**

1. Baradha G; “Basics of Human Development”, Saradalaya Press, Sri Avinashilingam Education Trust Institutions, Coimbatore. 2007.
2. Berk E. Laura, “Child Development”, Pearson Prentice Hall, Indian Branch, New Delhi. 2005.
3. Devadas P. Rajammal and N. Jaya (1996), “A Textbook on child development”, Mac Millan India Ltd. New Delhi.
4. Diane E. Papalia and Sally Wendkos Olds, “Human Development”, McGraw Publications Latest Edition.
5. Hurlock B. Elizabeth, “Developmental Psychology – A life-Span Approach” Tata McGraw Hill Publications, New Delhi Latest Edition.
6. Hurlock, E.B., (2004), Child Growth and Development, Tata Mc.Graw Hill Company
7. Nair M K C and Dr.Ranjan Kumar Pejaver (2002) “ Child Development2000 and Beyond” Prism Books Pvt Ltd, Bangalore.
8. Santrock W John (2007), “A topical approach to life span development”, Tata McGraw-Hill Company, Delhi.
9. ShrimaliShyam Sunder (2005), “Child Development”, Pearson Education (Singapore) Pte. Ltd. Delhi.
10. Suriakanthi, A., (2005), Child Development, Kavitha Publications, Gandhigram, Tamil Nadu.

### III SEMESTER

#### DSC-2C: Resource Management and Entrepreneurship

4+0+2=6 credits/week

4+0+4=8 hrs/week

### Objectives

1. To develop understanding of the principles of Home Management.
2. To understand the principles of family resource management.
3. To increase their ability for successful management of resources.
4. Understanding basic concepts in the area of entrepreneurship
5. Developing personal creativity and entrepreneurial initiative
6. Understanding the stages of the entrepreneurial process and the resources needed for the successful development of entrepreneurial ventures

Unit I:	a	Meaning, Process of home management and Qualities of good home maker	4hrs
	b	I. Functions of Management a) Planning b) Supervising c) Controlling d) Organizing e) Evaluation	6hrs
Unit II:	a	Goals, values and standard of living	2hrs
	d	Decision Making- Meaning, Type, Steps involved	4hrs
	c	Resources - Meaning, Classification, Characteristics and Factors affecting the use of resources. Management of Time as a Resource Human Energy as a resource Fatigue- Causes, Types and Remedies to overcome fatigue. Work simplification definition, techniques Ergonomics – Meaning, Definition and Importance	18hrs
Unit III	a	Money as a Resource, Family Income – Types, Budget Making, Account Keeping, Savings and Loans. Ways of supplementing family income.	8hrs
Unit IV	a.	<b>Entrepreneurship Development</b> Meaning, Concept, need and	8 hrs
	b.	Significance of entrepreneurship development in India.	
	b	Entrepreneurship-their characteristics, types., Entrepreneur and small business, Challenges faced by Women Entrepreneurs	

Unit V	a.	<b>Understanding Social Entrepreneurship</b> - Concepts and Approaches, Comparison between business and Social Entrepreneurship., Innovations and Social entrepreneurship .,Financial Agencies., Designing a business investment. Knowledge economy	10hrs
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**Practical**

**52hrs /sem**

4 hrs/week

1	Analysis of daily routine sequence of maintaining &evaluating time records.	2
2	Analysis of household task by process and pathway chart.	1
3	1. Demonstration of operation, cleaning & care of appliances. i) Non electrical- Pressure cooker, Sewing machine, Janta sheetak, Chopper,Hay box. ii) Electrical- Mixer, Refrigerator, Washing machine, Oven, Grinder, Juicer Portable blender. iii) Fuel saving -Solar cooker, smokeless chulla, Gobar Gas	3
4	Budget plans for low middle and high income families	1
5	SWOT analysis with respect to entrepreneurial competencies through case study of successful entrepreneurs and enterprise.	2
6	Designing of advertisement in the print media about start up venture	1
7	Case study of banks and post offices to understand their services and products, learning to fill different bank forms	2
8	Visit to Women Entrepreneur Cottage Industry.	1

### References

1. Varghese Home Management
2. Nickell & Dorsey J.M Management in family living
3. Sinanums C. The Management of family Resources W.H. Frumen & Co.
4. Andrew Economics of Household.
5. Gundry Lisa K. & Kickul Jill R.,2007, Entrepreneurship Strategy: : Changing Patterns in New Venture Creation, Growth, and Reinvention, SAGE Publications,Inc.

## IV SEMESTER

### DSC-2D: Home Science Extension Education

4+0+2=6 credits/week

4+0+4=8 hrs/week

## Objectives

The course will enable the student to

1. Introduce students to the extension education its need.
2. Acquire the knowledge of extension education process.
3. Understand the concept of Communication process..
4. Understand the importance and types of AV aids.
5. Acquire knowledge of national and international community service agencies.

Unit I:	a	Extension Education: Concept, scope and principles; Extension Models, Needs, Importance and Role of extension education in community development; Role and qualities of the Extension Facilitator. Methods of approaching people-individual, group and mass approaches. Education- Formal, Informal, Non formal	6hrs
	b	Rural development- meaning, functions, aims & objectives, programmes. Programme planning , Adult education	6hrs
Unit II :	a	Extension Education Process: Role of the Educator, dictators to facilitators, Role of the people/Participants passive, complacent, active participants in community development; Communication Process: Definition, meaning, scope and functions of communication; communication channels; communication approaches – Individual, group and mass approaches, Barriers in Communication.	12hrs
	b	Training- meaning, importance, methods, aims and objectives, types	6hrs

Unit III	a	Audio Visual Aids and Methods in extension education: Meaning, Concept, advantages and Types; importance of choice of audio visual aid in extension education; other methods of teaching the extension education – dramatization, role play, demonstration, exhibitions, fieldtrips, camps, meetings, home visits etc	10 hrs
	b	Contributions of National and International agencies in Community Extension education/services – FAO, WHO, UNICEF, ICMR, NIN, CFTRI, AID, CSIR, etc.	8 hrs
Unit IV	a. b. b	Feedback and Evaluation in Communication  The feedback process Feedback as resources orientation Role of feedback in extension education Feedback in communication of information Effect of feedback in communication of information Evaluation and its importance in communication and extension education	88hrs

**Practical**

**52hrs /sem**

4 hrs/week

1	Prepare the audio visual aids on community extension education	4
2	Visit to NGOs and Government agencies at Local/Regional areas to Observe ongoing community development programme	1
3	Plan and execute an extension education programme for women in rural/slum areas	2
4	Plan and organise training programme using demonstration method.	1
5	Dramatisation/ role play	2
6	Plan and organise an exhibition programme for rural people and collect feedback	3

#### **REFERENCES**

1. Dahama O.P (1973) , Extension and Rural welfare, Ram Prasad and Sons, Agra.
2. Dahama O.P and Bhatbnagar O.P (1987), Education and communication for Development, Oxford and IBH Publishing Co. Pvt. Ltd. , New Delhi.
3. Extension Education in Community Development, Directorate of Extension, Govt. OF India New Delhi.
4. Kumar, B.K and Hansra (2000), Extension Education and Human Resources Development Concept Publishing Company, New Delhi.
5. Leagans J.P (19670, A concept of the Extension Education Process, in Cooperative Extension Work, (eds) L.D Kelsey and C.C Hearne. Cornell University Press, Ithaca, New York.
6. Leagans, J. Paul (1961), Extension Programme Building In: Extension Education in Community

Development, Ministry of Food and Agriculture, New Delhi.

7. P.M Khan (2002), Textbook of Extension Education, Himansu Publication Udaipur.
8. Choubay, B.K (1979), A Handbook of Extension Education, Jyoti Prakash Allahabad.

### V Semester

#### DSE-2E - 1: Children with Special Needs and childhood education

3+1+2=6 credits/week

3+2+4=9 hrs/week

#### Objectives:

The course will enable the student to

- 1 Learn about the Concept and classification of children with special needs
- 2 Sensitize with different disabilities, education and rehabilitation.
- 3 Sensitize with the rights and different welfare services available for children with special needs.
- 4 Understanding the families with a Special Child.

Unit I:	a.	Definition, Concept and classification of Children with special needs.– Genetic and Environment; Incidence and Prevalence in India. Rights of Disabled Children.	4 hrs
	b.	Need for Prevention, Intervention, Education and Rehabilitation of Disability.. Understanding the families with a Special Child.	4 hrs
Unit II:	a.	Mentally Challenged and Gifted Children: Definition, Classification , Causes and Prevention, Characteristics of Children with Mental Retardation and Gifted; Education and rehabilitation of mentally challenged and gifted children	8 hrs
	b.	Children with Sensory Impairment: Visually and Auditory challenged – Definition, Classification, Characteristics, Causes, Prevalence, Techniques of identification and assessment; Education and rehabilitation of children with sensory impairment	8 hrs
Unit III:	a.	Children with Learning Difficulties and Disability: Definition, Characteristics, Causes and types of learning disability. Education and rehabilitation of children with learning difficulties	8 hrs

	b.	Children with Cerebral Palsy and Orthopedically Disabled: Definition, Characteristics, Classification and types, Causes and Associated conditions, Prevention and Treatment Approaches; Education and rehabilitation of children with Cerebral Palsy and Orthopedically Disabled	8 hrs
Unit IV:	a.	Early Childhood Care and Education (ECCE) – Meaning, Importance and Need for ECCE, Objectives of ECCE. Types of ECCE programmes - Play centres, Day care, Montessori, Kindergarten, Balwadi, Anganwadi. Mobile Crèche and Play Group	8 hrs
	b.	Impact of preschool education on growth and development of children. Curriculum planning for nursery school, Creative activities. Nature and Science experiments. Qualities of nursery school teacher.	8 hrs
	c.	Play- Meaning, Types and Values. Development of play in early childhood years.	4hrs

**Practical**

**52hrs /sem**

4 hrs/week

1.	Visit to Institutions of Challenged Children and observe the ongoing rehabilitation services and treatment – Writing Report	2
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2.		
3.	Case Studies on different types of Challenged Children. And preparing a file	4
4.	Prepare a play/teaching material for challenged children	1
5.	Prepare a Scrap Book/picture book/ resource book for toddlers	1
6.	Participation in Pre-primary school Story telling session Rhymes Session Creative activity Nature and Science experience	4
7.	Prepare a file of activities related to Nature and Science, Maths and language, Games for cognitive development	1

### References:

1. Clarke, P. (2003). Culture and Classroom Reform: The Case of the District Primary Education Project, India. *Comparative Education*, 39 (1), pp. 27-44.
2. Heward W.L. *Exceptional Children: An Introduction to Special Education, Student Value Edition (10th Edition) 10th Edition.*
3. Kar C. *Exceptional Children: Their Psychology & Education .*
4. Mangal S.K. *Educating Exceptional Children: An Introduction to Special Education*
5. Dash M *Education of Exceptional Children.*
6. Bayat M. *Teaching Exceptional Children.*
7. Overton T. *Assessing Learners with special needs*

### V SEMESTER

#### DSE-2E-2: Nutrition and dietetics

4+0+2=6 credits/week

4+0+4=8 hrs/week

### Objectives:

The course will enable the student to

1. Learn about Food and Nutrients.
2. Acquire knowledge of nutrition for life cycle..
3. Understand the methods of cooking and meal planning.
4. Acquire knowledge about therapeutic adaptation of normal diet.

Unit I:	a	Food –Definition, Food groups (Food pyramid). Nutrition-definition. Nutrients: Classification, sources, function, requirements and deficiency of Macro nutrients and Micronutrients. Water – Functions, sources, requirements, balance and deficiency. Fibre – Functions and source	8 hrs
	e.	Energy- Definition, Total energy requirement Basal metabolism – definition, factors affecting B..M..R., Balanced diet	3hrs
Unit II :	a	Nutrition for life cycle: Nutritional requirements and modification during Pregnancy, Lactation, Infancy, Childhood, Adolescence, Adulthood, Menopause and Old age.	20hrs
	b	Meal Planning for the family, Factors affecting Meal planning	4hrs
Unit III	a	Methods of cooking	4hrs
	b	Therapeutic adaptation of normal diet: Special feeding methods of hospital Routine hospital diets – Clear fluid, soft, semisolid and bland diet	3 hrs
Unit IV	a. b. b	Causes, symptoms and dietary management for the following diseases 1. Under weight – High calorie 2. Over weight - Low calorie 3. Constipation - High fiber 4. Diarrhea & dysentery – Low fiber 5. Hypertension and cardiovascular – Low fat, Low sodium. 6. Diabetes mellitus – Low calorie/ carbohydrate 7. Jaundice – Low protein, high calorie 8. Fever – High protein, High calorie 9. Peptic ulcer – Low fiber 10. Kidney disease- Low sodium 11. COVID -19 – Immunity boosting diet.	18 hrs 4

**Practical**

**52hrs /sem**

4 hrs/week

1	Laboratory rules	1
2	Preparatory methods of cooking- soaking, germinating, fermentation , steaming	2
3	Methods of cooking – boiling ,stewing, blanching, roasting, frying, shallow frying, baking.	2
4	Standardisation ( Raw wts , Cooked wts)	1
5	Planning of balanced diet for Preschoolers, school age group, adolescent boy/ girl, adult man & woman, pregnant woman, Lactating mother, menopause and old age	4

6	Planning, preparation & calculation of nutrients of the following Therapeutic diet: <ul style="list-style-type: none"> <li>• Fluid diet</li> <li>• Semisolid diet</li> <li>• Soft diet</li> <li>• Bland diet</li> <li>• High Calorie</li> <li>• Low calorie</li> <li>• High fiber</li> <li>• Low sodium</li> <li>• Low fat</li> <li>• Low protein&amp; low calorie</li> <li>• High protein &amp; high calorie</li> </ul>	5
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**References:**

1. Raheena Begum M,(2009), A Textbook of Foods, Nutrition and Dietetics. Sterling publishers, New Delhi
2. Mudambi S. R. and Rajagopal M. V., (2008),Fundamentals of Foods, Nutrition & Diet therapy by New Age International Publishers, New Delhi
3. Normal and Therapeutic Nutrition by Robinson and Lawler
4. Indian Council of Medical Research. Nutritive Value of Indian Foods-LatestPublication
5. Bamji, M.S., Rao, P.N., Reddy, V (Eds) (1996): Textbook of Human Nutrition, Oxfordand IBH Publishing Co. Pvt. Ltd., New Delhi
6. Srilakshmi B, (2007),Dietetics. New Age International publishers. New Delhi
  
5. Mullick P.,(2012),”Text Book of Home Science”Kalyani Publishers.New Delhi.

## GE-1E Event Management

2+ 0+ 0= 2 Credits/week  
2+0+0=2hrs/week

<b>Units</b>	<b>Topics</b>	<b>Hours</b>
<b>Unit I</b>	Introduction to Event Management, Definition of a Event, Importance and scope of Events, Types and Sizes of Events, Advantages offered by Event Management	<b>06</b>
<b>Unit II</b>	Activities in Event management-Planning, Organizing, Staffing, Leading, Coordination and Controlling	<b>06</b>
<b>Unit III</b>	Strategic market Planning- Concept of Marketing an Event, developing a strategic marketing plan, , problem Analysis	<b>06</b>
<b>Unit IV</b>	Staging an Event: Budgeting, Choosing the event site, developing the theme, conducting rehearsals, providing services arranging catering and accounting.	<b>06</b>
<b>Unit V</b>	Promotion and Media: Purpose of promotion, Use of different media,	<b>06</b>

print, networking, radio, TV, the Internet, Outdoor media sponsorships, factors to make promotion effective.

### **References**

1. Mullick P.,(2012),”Text Book of Home Science”Kalyani Publishers.New Delhi.
2. Wagen (2005) “Event Management”
- 3.Dr.Deepak Swaminathan “ The art of Building Experiential Events”
- 4.Dr.Anukruti “Event Management and Marketing”
5. Laogan Gasper “A Text Book of Event Management”
6. Germaine Angelica Salvador “ Event Management”

### **SEC-1E Management of Early Childhood Care and Educational Centre**

2+0+0=2Credits/week

2+0+0=2hrs/week

#### **Objectives:**

The course will enable the student to

1. Understand need of ECCE centre
2. Understand the establishing guidelines.
3. Acquire knowledge of curriculum, personale and record of ECCE center

Unit I:	<p><b>Early Childhood Care and Education (ECCE) Centers</b></p> <ul style="list-style-type: none"> <li>• ECCE : Meaning, components, need and importance,</li> <li>• ECCE Centers: Meaning, need and importance, types: laboratory nursery school,</li> <li>• anganwadi, balwadi, Montessori, and kindergarten centers- objectives, key features and functions</li> </ul> <p>Creche/ Day care centers : meaning, need and importance, types, role of crèche,</p>	6
Unit II:	<p><b>Establishing ECCE Centers:</b></p> <ul style="list-style-type: none"> <li>• Guidelines for establishing, Rules and regulations, financial sources, licensing of ECCE centers,</li> <li>• Factories act of 1947, Legislation and regulations for establishing creche , Registration of creche, National Crèche Scheme (Rajiv Gandhi National Crèche Scheme)</li> </ul> <p>Project proposal for financial assistance</p>	6
Unit III:	<p><b>Essentials of ECCE Centers</b></p> <ul style="list-style-type: none"> <li>• Physical set up- selection of location, , site / building , lay out , planning of -rooms, walls, floors, windows, doors, electrical fixtures, lighting, ventilation, play area-indoor and outdoor, sanitary facilities , furniture, age and development appropriate play materials and equipments, cooking facilities, , safety measures, CCTV, First aid and periodical medical checkup facilities, measures to prevent common accidents and ailments in children</li> </ul>	6
Unit IV:	<p><b>Curriculum for ECCE Centers</b></p> <ul style="list-style-type: none"> <li>• Planning of curriculum- goals, factors to be considered in planning, planning of indoor and outdoor activities , daily routine –planning, factors to be considered.</li> <li>• Programme planning- principles, types-long term and short term</li> <li>• Understanding child behaviour and fostering good behavior in children.</li> <li>• Importance of developing healthy habits among children</li> <li>• Conducting Parent teacher meetings, roles and responsibilities of parents, parent education-preparation of printed material or e-content for parents</li> </ul>	6

	<p><b>Personnel and Records for ECCE Centers</b></p> <ul style="list-style-type: none"> <li>• Personnel required: administrator,, Teachers/ Caretakers, Assistants, Cook and housekeepers , support staff, recruitment , salary, qualifications , qualities , duties, roles and responsibilities of the personnel.</li> <li>• <b>Records and registers :</b> Meaning, need, types: Administration-Recruitment registers, Accounts ledger, Stock registers, Parent teacher meeting records, visitors book, suggestion book and others Personnel- Attendance registers ,Salary register and others Children- Admission registers, Health register , daily log book, activity files, developmental domain observation forms and others</li> </ul>	6
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## REFERENCES

1. Agarwal, J C, (1997), Methods and Materials of Nursery Education, DOABA HOUSE, New Delhi
2. Aparajitha Chowdhary and Rita Choudhary,( 2002) PRE –School Children Development, Care and Education, New Age Publications, New Delhi.
3. Berk E. Laura, Child Development, Person Prentice Hall, Indian Branch, New Delhi. (2005).
4. Diane E. Papalia and Sally Wendkos Olds, “Human Development”, McGraw Publications Latest Edition.
5. Hurlock B. Elizabeth, Development Psychology – “A life Span Approach”, Tata McGraw HILL Publications Latest Edition.
6. Jaya and Subhadra Narasimhan( 2006) Parenting children below two years. Abacus Founation. Coimattore, Tamil Nadu.
7. Mujibul HasanSiddiqui (2008)Early Childhood Education, APH Publishing corporation, New Delhi
8. Santrock W John (2007), “A Topical approach to life span development”, Tata McGraw-Hill Company, Delhi

## VI SEMESTER

### DSE-2F-1: Interior decoration and Auto CAD

4+0+2=6 credits/week

4+0+4=8 hrs/week

### Objectives

1. To apply elements & principles of Art in Interior decoration.
2. To gain knowledge about selection of furniture and furnishing material.
3. To learn about the selection of light accessories & flower arrangement a. In home decoration.
4. To groom the students through sensitizing them about proper behavior, socially and professionally, in formal and informal circumstances.
5. To enable the students to learn to draw simple floor plan using AutoCAD commands

Unit I:	a	<b>Fundamentals Of Design :</b> History of Interior Design Objectives of Art and Interior Design Types of Design: Structural and Decorative Design. Elements of Art- Line, form, space, colour, texture, Pattern & light Principles of Art- Proportion, balance, Emphasis, Rhythm & harmony Colour and its application- Dimensions, Importance, Colour System and Theories, Colour Harmonies and Principles of design as applied of the colour. Methods of Lighting in Interior Decoration	16 hr s
Unit II	a	<b>Furniture And Furnishings :</b> Furniture- Types, Construction, Selection and Purchase, Arrangement, Care and Maintenance. Furnishings- Selection, care and maintenance of fabrics used for-Soft furnishings: curtains and draperies, upholstered furniture, cushions and pillows Floor Coverings Accessories –Classification, Selection and Arrangement. Flower arrangement Materials used, care of flowers and styles in arrangement. Finishes- type and uses: wall, floor and ceiling	16 hr s
Unit III	a	<b>Art Of Entertaining And Etiquette -</b> Planning & organizing parties - Invitations, Acceptance and menu planning Selection of table ware and table setting for Indian, Western & buffet style	8h rs
Unit IV		<b>Introduction To Auto Cad -</b> Auto CAD system requirements, AutoCAD GUI- Title bar, Menu bar, Standard tool bar, Object properties tool bar, Draw tool bar, Modify tool bar, UCS, Layout tab, Command Entry, Status bar, Task bar, General commands - New, open, save, save as, close, exit.	8 hr s

Unit V	<b>Modification Tools And Drafting</b> - Erase, copy, move, scale, rotate, trim, extend, array, offset, mirror, break, stretch  Drafting settings, function keys, text, text style, text edit, multi text, colour, line type, line weight.	12 hr s
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**Practical**

**52hrs /sem**

4 hrs/week

1	Elements of Design / Art	1
2	Principal of Design.	1
3	Preparation of Portfolio of furniture and finishing materials- Wall Coverings / Floor coverings / Window treatment /Lightning system	1
4	Flower Arrangement	1
5	Colour- Colour wheel, Harmonies of Colour	1
6	Preparation of two types of Accessories	1
7	Preparation of Invitation, Acceptance, Thank You Card, Greeting Card, Book Mark, Menu Card and Place Card	2
8	Table Setting Indian & Western	1
9	Introduction to AUTO-CAD , Creating folders and opening and saving file.	2
10	Commands for creating lines, rectangles circles etc Using commands creating simple door, window furniture table etc designs.	2

### **Reference Book**

1. Byer G.H. " Housing A Factual Analysis " Mc. Milian Co. New Delhi.
2. Deshpande R.S. " Modern Ideal Homes for Indian " UBC, New Delhi. Dorothy sara "The collier quick and easy guide to etiquette"
3. Gross I.H. & Grandalh E.W. " Management for Modern Families" Storling Publisher Pvt. Ltd Delhi.
4. Put A.H. " Home Furnishing "
5. Goldsteen & Goldsteen " Art in Everyday life "
6. Interior decoration magazine.
7. Inside outside magazines.
8. Teach Yourself Auto CAD, GIBBS, BPE Publication New Delhi.
9. Inside Auto CAD.
10. Omura, G. 2005, Mastering Auto CAD 2005 and Auto CAD LT 2005, BPB Publications, New Delhi.
11. Saxena, S. (2003), A first Course in Computers, Vikas Publishing house, New Delhi.

### **VI SEMESTER**

## DSE-2F-2: Fundamentals of Textile and Fashion Designing

4+0+2=6 credits/week

4+0+4=8 hrs/week

### Objectives:

The course will enable the student to

1. To acquire knowledge of different textile Fibers and fabrics.
2. To study the physical & chemical properties of fibers
3. Understand methods of Finishing's and Storage of Fabrics.
4. To gain the knowledge about Yarn and methods of Fabric Construction.
5. To acquire knowledge in the selection of fabrics for garment construction.
6. To study the methods of Apparel/Garment Construction.
7. The study the application of elements and Principals of design in costume designing.
8. To develop the knowledge regarding care of clothing and Fashion designing.

Unit I:	a	<b>TEXTILE FIBRE AND THEIR PROPERTIES</b> Meaning, Importance and Scope of Textile and Fiber. Classification of Natural and Manmade fibers. Manufacturing process and properties of Cotton, Silk, Wool, Nylon, Polyester and Gauze.	8 hr s
Unit II :	a	<b>YARN AND FABRIC CONSTRUCTION</b> Introduction, Types, Classification Types of Yarns, Yarn Twists and Counts Weaving – Parts and Functions of Loom. Weaves: Classification- Basic and Decorative.	14 hr s
Unit III	a a	<b>FINISHES, DYEING AND PRINTING</b> <b>1. Classification of Finishes:</b> <ul style="list-style-type: none"><li>• Finishes affecting appearance and texture – Aesthetic Finishes (Singing, Bleaching, Mercerization, Tentering, Shrinking, Weighting, Calendaring, Sizing, Embossing and Napping).</li></ul> <b>2. Finishes for enhancing special character-Functional Finishes (Fire proof, Water proof, proof, and Mildew proof).</b> <b>3. Introduction, Classification and Methods of Dyeing.</b> <b>4. Difference between Dyeing and Printing.</b> Printing –Introduction and Methods - Direct, Discharge, Resist, Block, Roller, Screen, Stencil, Tie & dye and Batik.	14 hr s

Unit IV	<p><b>CLOTHING CONSTRUCTION, ELEMENTS AND PRINCIPLES OF DESIGN</b></p> <ol style="list-style-type: none"> <li>1. Fabric Selection – Introduction, Factors to be considered in selection of fabric.</li> <li>2. Body measurements- Definition, Meaning and Methods.</li> <li>3. Garments Construction –Preliminary Preparations</li> <li>4. Methods of Garments Construction</li> <li>5. Elements of Art — Line, form, space, texture, pattern &amp; colour.</li> <li>6. Principles of design — Proportion Balance, Emphasis, rhythm &amp; harmony</li> </ol> <p>Selection of suitable fabrics according to age, climate, occupation and social life.</p>	12 hrs 4
Unit V	<p><b>CARE OF CLOTHING AND FASHION</b></p> <ol style="list-style-type: none"> <li>1. Laundering of Cotton, Silk and Wool</li> <li>2. Stain Removal – Meaning, Classification and Techniques</li> <li>3. Dry Cleaning – Meaning, Methods and Advantages &amp; Disadvantages .</li> <li>4. Storage of Clothes.</li> <li>5. Fashion Designing</li> <li>6. Skills /Qualities of Designer</li> </ol> <p>Role of Designer</p>	12 hrs

**Practical**

**52hrs /sem**

4 hrs/week

1	. Fiber Identification Test- A) Visual test. B) Solubility test. C) Burning test and D) microscopic test (Cotton, Silk, Wool, Rayon, Polyester & Nylon fibers)	2
2	Yarn Identification- Single, Ply, Cord, elastic, Monofilament, Multifilament and Spun Yarn Identification of fiber, yarn, weave, print & dyeing	1
3	Weaving- Making samples of the following: A) Plain- Basket Ribbed. B) Twill- Even and Uneven C) Sateen Warp and Weft Face	2
4	Dyeing & Printing –Block/spray/stencil/tie & dye/batik	1
5	Basic stitches & decorative stitches	2
6	Sewing machine function & care and Taking body measurements	1
7	Construction process –Seams/placket/fullness/neckline/attachment of fasteners	2
8	Visit to spinning/weaving/dyeing/printing unit and readymade factory/boutique/dry cleaning unit	1
9	Drafting, cutting & stitching –A line frock / kitchen Apron / Nappy/mask	3

**References:**

1. Corbman.B.P(2001):Textile fibre to fabric,McGraw Hill ,York
2. Hollen and Saddler J (1995):Textiles latest Edn.,Mac Millan and Co .,New York.
3. Mullick P.,(2012),”Text Book of Home Science”Kalyani Publishers.New Delhi.
4. Potter and Cob man “Fiber to Fabric.
5. Doralty K.Burhhan “A Textile Terminology”
6. Holeen and Sddlev – “Textiles”
7. Hert K.P.”Texxtiles fibers and their use”,IBH Publishing co.
8. Durga.Denikar “Household Textiles and laundry” Abnaram L Sons Delhi.
9. Wingato “ Selection and Care of Textiles:.

**GE-1F: Parenting**

2+0+0=2 credits/week

2+0+0=2 hrs/week

**Objectives:**

The course will enable the student to

1. Understand the concept of parenting.
2. Understand the importance parenting influence.
3. Understand parenting infancy through adolescence.

Unit I:	Parenting– meaning, types of parenting, ways and means for effective parenting, , roles and responsibilities of parents; Family as a system Gender parenting and co-parenting in Indian context Indian society and the family system	6hrs
Unit II	Parenting and its influence on children: Role of birth order, siblings, socio-economic status, cultural, regional back ground, type of family, life style, values and education on parenting practices. issues emerging from the complexities of modern life	6hrs
Unit III:	Parenting from infancy through adolescence: Features and challenges (with emphasis on Indian family set up) Parenting an Infant Parenting a toddler Parenting a preschooler Parenting in middle childhood years. Parenting in adolescence.	10

Unit IV:	a	Parents and within family interactions: Parent child interactions in Indian family context. Parents and external influence: Peera, school and electronic media. Sharing of responsibilities, social emotional support, household tasks. Interaction with grandparents.	6
	b	Providing support for effective parenting through guidance and partnership with parents for overall child development.	2

## REFERENCES

1. Diane E. Papalia and Sally Wendkos Olds, "Human Development", Latest Edition McGraw Publications.
2. Santrock W John (2012), "A topical approach to life span development", Tata McGraw-Hill Company, Delhi.
3. Devadas P. Rajammal and N. Jaya (1996), "A Textbook on child development", Mac Millan India Ltd. New Delhi.
4. Mullick P.,(2012),"Text Book of Home Science"Kalyani Publishers.New Delhi.
5. Karen R."Becoming Attached".
6. Cowan C.P.and Cowan P.A "When partners become parents.

## SEC-1F Tourism Management

2+ 0+ 0= 2Credits/week

2+0+0= 2hrs/week

<b>Units</b>	<b>Topics</b>	<b>Hours</b>
<b>Unit I</b>	Introduction to Tourism -Definition and Concept , significance. Types - Business Tourism, Mass Tourism, Adventure Tourism, Sports Tourism, Rural Tourism.	<b>06</b>
<b>Unit II</b>	Tourism Impacts- Political, Social, Cultural, Environmental and Economic. National and international concerns and problems.	<b>08</b>
<b>Unit III</b>	Demand for tourism-International and Domestic Tourism. Concept and resources for Ecotourism. Motivation for tourism.	<b>06</b>
<b>Unit IV</b>	Tourism education. Tourism Statistics. Difference between visitors, tourists and excursionist. Tourism as an industry. Employment and self employment opportunities in Tourism	<b>10</b>

**REFERENCES**

1. Misra S.N. and Sadual S.K. (2008), “ Basics of Touruism Management”.
2. Barkat A.M.A. (2015), “Travel and Tourism Management”.
3. Swain S.K. and Mishra J.M (2011), “ Tourism : Principles and Practices”
4. RPH Editorial Board ,(2019), “NTA- UGC NET: Tourism – Administration and Management ( Paper II) Exam Guide”,.

