

For Examination  
Department

Home Science  
Undergraduate Syllabus

Shyamsri  
B. O. D.  
Home Sc.  
Ranchi University, Ranchi

RANCHI WOMEN'S COLLEGE,  
RANCHI  
(Autonomous College)

Constituent Unit  
of  
Ranchi University, Ranchi

PAPER WISE DISTRIBUTION OF MARKS IN B.A. HOME SCIENCE HONOURS								
Academic Year	Semester	Theory/Practical paper	Course Name	Full marks			Pass marks	Duration
				Mid Sem. Exam.	End Sem Exam.	Full marks		
First Year	I	Theory I	Introduction to Human Development	15	60	75	34	3 hrs
		Theory II	Introduction to Foods and Nutrition	15	60	75	34	3 hrs
		Practical III	Practical	-----	50	50	23	3 hrs
	II	Theory IV	Introduction to Resource Management	15	60	75	34	3 hrs
		Theory V	Introduction to Textiles Science	15	60	75	34	3 hrs
		Practical VI	Practical	-----	50	50	23	4.0 hrs
Second Year	III	Theory VII	Introduction to Extension Education and Community Development	15	60	75	34	3 hrs
		Theory VIII	Introduction to Clothing Construction	15	60	75	34	3 hrs
		Practical IX	Practical	-----	50	50	23	4.0 hrs
	IV	Theory X	Nutritional Management in Health and Disease	15	60	75	34	3 hrs
		Theory XI	Consumer Economics	15	60	75	34	3 hrs
		Practical XII	Practical	-----	50	50	23	4.0 hrs
Third Year	V	Theory XIII	Life Style Development	20	80	100	45	3.0 hrs
		Theory XIV	Health and Nutrition	20	80	100	45	3.0 hrs
		Theory XV	Family Dynamics	20	80	100	45	3.0 hrs
		Practical XVI	Practical	-----	100	100	45	6.0 hrs
	VI	Theory XVII	Communication Process in Development	20	80	100	45	3.0 hrs
		Theory XVIII	Fundamentals of Human Development	20	80	100	45	3.0 hrs
		Theory XIX	Clothing and its Care	20	80	100	45	3.0 hrs
		Practical XX	Practical	-----	100	100	45	6.0 hrs
PAPER WISE DISTRIBUTION OF MARKS IN B.A. HOME SCIENCE SUBSIDIARY								
First Year	I	Theory I	Foods and Nutrition	-	75	75	25	3.0 hrs
		Practical	Practical	-	25	25	10	3.0 hrs
	II	Theory II	Family Resource Management & Extn. Edu.	-	75	75	25	3.0 hrs
		Practical	Practical	-	25	25	10	3.0 hrs
Second Year	III	Theory III	Human Development	-	75	75	25	3.0 hrs
		Practical	Practical	-	25	25	10	3.0 hrs
	IV	Theory IV	Clothing Textiles	-	75	75	25	3.0 hrs
		Practical	Practical	-	25	25	10	3.0 hrs

Paper I

**INTRODUCTION TO HUMAN DEVELOPMENT**

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Theory

Pd/Wk: 4

Marks-75(15+60)

**Objectives:**

To enable students to

1. Introduce to the field of human development: concept, scope, dimensions and intervention
2. Understand the biological and physiological foundation of human development
3. Sensitize the students towards intervention in the field of human development.

**Theory**

**UNIT I** An overview of the field of human development. To know about different methods and scope of child study.

**UNIT II** Scientific basis of development: genes and chromosomes, heredity and environment and their interrelation, role of nature and nurture in determining intelligence, personality and behavior.

**UNIT III** Orientation to growth and development: understanding growth and development, general principals of development, constrain and facilitator in growth and development

**UNIT IV** New born baby, meaning and neonate's special features, activities of neonate, anti natal and post natal care. Common ailment of children, their causes, symptoms, remedy and prevention. Breast feeding.

**UNIT V** Language as a form of communication, speech and language, signs and symbols, stages of language development, factors affecting language development.

Speech defects and disorder, suggestions for improving children's speech.

Role of maturation, stimulation in the development of language.

**UNIT VI** Personality development across the life span: What is personality?

How personality develops across the life span: Temperament and sense of self in infancy and childhood, identity development in adolescence, crystallization of identity by late adolescence and early adulthood, stability versus personality change in adulthood and old age. Factors affecting personality: a) heredity, b) environment

Role of social norms in personality development. Deviant personalities:

**UNIT VII** Special need of disadvantaged children: Definition, causes of disabilities, classification of disadvantaged children, special needs of the children.

**UNIT VIII** Juvenile Delinquency – Definition, causes of deliquesces, prevention, treatment of delinquent children.

**References**

Rice, F.P.(1995), Human Development, New Jersey

Elizabeth B.Hurlock, Developmental Psychology, Part I

Elizabeth B.Hurlock, Developmental Psychology, Part II

Usha Verna, Teach Yourself- Child Psychology

Verma Priti and Srivastava D. N., Bal Manovigyan avam Vikas

**Paper II****INTRODUCTION TO FOODS AND NUTRITION**

Theory

Pd/Wk: 4

Marks-75(15+60)

**Objectives:**

It will enable the students to

1. Understand the functions of food and the role of various nutrients, their requirement and the effects of deficiency and excess(in brief).
2. Learn about the structure, composition, nutritional contribution and selection of different foodstuffs.
3. Be familiar with different methods of cooking, their advantages and disadvantages.
4. Develop and ability to improve the nutritional quality of food.

**Theory**

<b>Unit I</b>	Concept of Nutrition	<b>1</b>
<b>Unit II</b>	Functions of Food	<b>2</b>
<b>Unit III</b>	Nutrients: Macro and Micro-nutrients	<b>20</b>
	Classification, sources, functions	
	Recommended Dietary Allowances	
	Deficiency and excess of (in brief) –Water, Carbohydrates, Fats, Energy, Fibre, Mineral-Calcium, Iron, Magnesium, Zin, Fluorine, Iodine, Selenium, Copper, Manganese, Water soluble Vitamins - Thiamine Riboflavin Niacin, Pyridoxine, Panthothenic acid, B <sub>12</sub> , Folic acid, Fat soluble Vitamins (A,D,E,K).	
<b>Unit IV</b>	Basic Terminology Used in Food Preparation	<b>3</b>
<b>Unit V</b>	Food Production (in brief), Food Composition, Structure, nutritional contribution and selection factors for the following	<b>20</b>
	Cereals and Millets	
	Pulses	
	Fruits	
	Vegetables	
	Milk and Milk products	
	Nuts and oilseeds	
	Meat fish and poultry	
	Eggs	
	Sugars	

Tea coffee chocolate and other beverages

Condiments and spices

Processed foods

**Unit VI** Methods of cooking, their Advantages and Disadvantages and Effect on Nutritive Value 4

**Unit VII** Improving Nutritional Quality of Foods 5

Germination

Fermentation

Supplementation

Substitution

Fortification and Enrichment

**References**

1. Swaminathan, M.S. (1985): Essentials of Foods and Nutrition, Vol.I and II, BAPCO, CHENNAI
2. Williams, S.R. (1989) Nutrition and Diet Therapy, 4thEdn, C.V.Mosby Co.
3. Robinson, C.H., ET AL.,. Normal and therapeutic Nutrition, 17<sup>th</sup> ed. MacMillan publishing Co.

**Paper I****PRACTICALS**

Practical

Pd/Wk: 2 classes of 2 period

Marks-50

**Objectives**

1. To acquire skills in food preparation techniques.
2. To use appropriate methods of cooking for preparation of specific food products

**Unit I Use and Care of Kitchen Equipment** 2

**Unit II Controlling Techniques** 2

a. Weights and measures standards and household measures for raw and cooked food.

b. Recipe and evaluation of a production

**Unit III Food preparation and classifying recipes as good, moderate or poor sources of specific nutrients.**

Amount of ingredients to be used in standards recipe vis-à-vis portion size.

a. Beverages- tea, coffee, cocoa, fruit juice, milk, milkshakes 1

b. Cereal and flour mixtures- basic preparations : 4

1 boiled rice and rice pulao,

2 chapatti, puri, paratha,

3 sandwiches,

4 pastas,

4 pancakes

c. Pulses and Legumes- Using dehusked and sprouted 4

**Unit IV Vegetables** 3

simple salads,

dry vegetable,

curries

**Unit V Fruits** 2

Fruits preparations using fresh and dried – stewed fruit, fruit salad

**Unit VI Milk** 4

a. porridges

b. Curd, paneer and their commonly made preparations

c. Milk based simple desserts and puddings – custards, kheer, ice-cream

**Unit VII Meat- cuts of meat** 2

a. Meat preparations

b.	Poultry	
c.	Fish	
<b>Unit VIII</b>	Hard and soft cooked, poached, scrambled, fried omelet, egg-nogs	1
<b>Unit IX</b>	Soups- Basic, clear and cream soups	1
<b>Unit X</b>	Snacks - Pakoras, cheese toast, upma, pohe	2
<b>Unit XI</b>	Peanut, Chikki, Til Ladoo	1
<b>Unit XII</b>	Prepare	3
	a) An immunization Chart,	
	b) Height and Weight chart of growing children	
	c) Pictorial chart of motor development for the child of zero to one year	

### References



Paper **IV****INTRODUCTION TO RESOURCE MANAGEMENT**

Theory

Pd/Wk: 4

Marks-75(15+60)

**Objectives:**

1. To create awareness among the students about management in the family as well as other systems.
2. To recognize the importance of wise use of resources in order to achieve goals.
3. To acquire knowledge and insight about the dynamics of contemporary marriage and family system in India

**Theory**

<b>Unit I</b>	<b>Introduction to Management</b>	<b>(2)</b>
	a) Basic concepts of management	
	b) Similarities and differences in business, farm and family resource management.	
<b>Unit II</b>	<b>Purpose of Management</b>	<b>(2)</b>
	a) Management and change	
	b) Achievement of goals	
<b>Unit III</b>	<b>Obstacle to the improvement of management</b>	<b>(10)</b>
	a) Lack of awareness of management	
	b) Lack of awareness of resources	
	c) Failure to evaluate results of management	
	d) Seeking readymade answer to problems	
	e) Lack of information	
<b>Unit IV</b>	<b>Family Characteristics Influencing Management</b>	<b>(5)</b>
	a. Life style	
	b. Type of family	
	c. Family size, stages of family life cycle	
<b>Unit IV</b>	<b>Factors Motivating Management</b>	<b>(8)</b>
	a. Goals, definition, types and utility	
	b. Values- importance, sources of values, classification, characteristics, changing values	
	c. Standards – definitions, classification –quantitative & qualitative, conventional and non- conventional	
	d. Decision – role of decision making in management, resource availability	
<b>Unit V</b>	<b>Management Process</b>	<b>(16)</b>

- a. Meaning and elements of process- planning, controlling the plan and evaluation, decision making
- b. Planning – Importance, techniques, types of plan
  - i Controlling the plan in action
  - ii Phases energizing checking
    - factors in success of the control step
    - suitability
    - promptness
    - new decisions
    - flexibility
  - iii Supervision of delegated plan
    - types of supervision – direction and guidance
    - analysis of supervision
  - iv Evaluation – Importance-, relationship to goals
    - types – informal, formal, overall, and detailed
    - techniques of self evaluation
    - evaluation of the whole process of management

**Unit VI Resources in the Family (10)**

- a. Types of resources
- b. Factors affecting the use of resources
- c. Classification of the family on the basis of resources/ income, vocation, activity/ profession, quality of human resources in the family, general characteristics of work

**Unit VII Management of Specific Resources (5)**

- a) Space, equipment, energy, community resources

**References**

1. Augustine, J.N.(Ed.) (1982): The family in Transition, New Delhi: Vikas publishing House.
2. Coleman, J.C.(19986): Intimate Relationship, Marriage and the Family, Chicago: Macmillan Publishing Co.
3. Coser , Rose (1975): The family its structure and functions, New York: Macmillan Publishing Co.
4. Guppy, G.R. (19176) : Family and social change in modern india, New Delhi vikas publishing co.
5. Gore, M.S. (1968) Urbanization and family change in India, Bombay popular Prakashan.
6. Hutter,Mark(1981) : The changing family: comparative perspectives, New York: John Wiley & sons.

7. Lal, A.K. (1990): *The Urban family: A study of Hindu social system*, New Delhi: Vikas publications.
8. Rao, P. and Rao, V.N.(1982) *Marriage, The family and women in India*, New Delhi Vikas publications.
9. Ross, A. (1973): *Hindi family in the Urban setting*, Delhi UAP.
10. Srivastava A.K. (1986) : *Social Class and family life in India* , Allahabad: Chugh Publications.
11. Srinivasan, K. and Mukerji, S.(Eds.) (1887) : *Dynamics of Population and family welfare*, Bombay: Himalaya publishing house.
12. TISS (1991) *Research on families with problems in India: Issues and Implications*, Vols I& II, Bombay: TISS.
13. TISS ( 1994) *Enhancing the role of the family as an Agency for Social and Economic Development*, Bombay: TISS.
14. Ima H. Gross, Elizabeth Grandall, Marjoris M. Knoil (1973): *Management for Modern Families*, Prentice Hall Inc., Englewood Cliffs, New Jersey (Unit I – VIII)
15. Ruth E. Deacon, Francille M. Firebaugh (1975): *Family Resouce Management- Priciple and Application*, Roy Houghton Mifflin Company (Unit I, II, IV- VII)

**Paper IV****INTRODUCTION TO TEXTILES SCIENCE**

Theory

Pd/Wk: 4

Marks-75 (15+60)

**Objectives**

1. To acquaint students with the different textiles, their processing, their performance and choice of fabric.

**Theory**

<b>Unit I</b>	<b>Classification of Textiles</b>	<b>10</b>
	A. Introduction to textiles, classification of textile fibers, terminology in textiles.	
	B. History, types, compositions, production, properties and uses- Cotton, Linen, Wool, Silk, Rayon, Polyamide, Polyester and Acrylic fibers	
<b>Unit II</b>	<b>Study of yarn</b>	<b>6</b>
	Method of spinning, making of spinning, making of sewing thread, simple, novelty, metallic and texturised yarn, stretch, core spun, bi and multi component yarn- characteristics. Yarn numbering system (Cotton count, Denier, text-conversion from one system to another)	
<b>Unit III</b>	<b>Study of fabrics</b>	<b>6</b>
	Different methods of fabric construction, weaving and knitting process, types of looms and its parts, steps of weaving, basic weaves and its variation, fancy weaves.	
<b>Unit IV</b>	<b>Dyeing and Printing</b>	<b>8</b>
	Scientific concept of dyes, classification of dyes and their applicability to different fibers, method and techniques of dyeing, style of dyeing-direct, resist and discharge.	
	Fundamentals of printing, Dyes and pigments for printing, Hand printing – stencil, block, spray and hand screen, Machine printing – flat bed, rotary, screen, spray, flock, heat transfer, photo, lacquer	
<b>Unit V</b>	<b>Finishes</b>	<b>8</b>
	Purpose, type and method of giving finishes.	
	a. Physical-singeing, napping, brushing, shearing, sizing, shrinking, tentering, calendaring etc.	
	b. Chemical – Bleaching, mercerization etc.	
	c. Special purpose finishes- Wrinkle resistant, water resistant and repellent, flame retardant, durable press, soil release and resistant, anti-pilling	
<b>Unit VI</b>	<b>Traditional textiles and embroideries of India</b>	<b>8</b>

**References**

1. Corbman, BP (1985), Textiles Fiber to Bafric, Mc Graw Hill, New York
2. Hollen N. nad Saddler, J, textiles, Mac Millan & Co. New York
3. Tortora P G. Understanding Textiles, Mac Millan & Co. New York

Paper ❶

**PRACTICAL**

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Practical

Pd/Wk: 2 class of 2 period

Marks-50

**Objectives**

1. To acquaint students with the different textiles, their processing, their performance and choice of fabric.
2. To develop skill in clothing construction.

**Practicals**

- |    |  |   |
|----|--|---|
| 1. | Identification of textile fibers – Visual, microscopic, burning and chemical | 8 |
| 2. | Identification of yarn type  | 3 |
| 3. | Identification of weaves and their variations                                | 3 |
| 4. | Sample Collection for weaves and finishes and Identification                 |   |
|    | 4  |   |
| 5. | Dyeing of cotton with direct dye   |   |
|    | 2  |   |
| 6. | Block, screen printing   |   |
|    | 2  |   |
| 7. | Tie and dyeing   |   |
|    | 6  |   |

**Paper V****INTRODUCTION TO EXTENSION EDUCATION AND COMMUNITY DEVELOPMENT**

Theory

Pd/Wk: 4

Marks-75(15+60)

**Objectives :**

To enable students to

- Understand the concept, scope, need and importance of extension education
- Be aware of the approaches to development
- Understand the existing support structures for development efforts
- Understand the role of non-government organizations in community development

**Theory**

<b>Unit I</b>	<b>Extension education</b>	<b>8</b>
	Its scope, objective, need and Importance, philosophy and principles of extension education Classification of extension teaching methods, factors affecting choice and use of methods Audio- visual aids	
<b>Unit II</b>	<b>Development</b>	<b>5</b>
	Goals, the purpose of development- the input process and social action process, Definition, types	
<b>Unit III</b>	<b>Historical Perspective of Development Approaches</b>	<b>6</b>
	The capitalistic approach The welfare approach The Gandhian approach The modernisation approach The institutional and social justice approach The socialist approaches – the conscientization approach- development as liberation- The historical approach of radical social scientists – the Marxist approach Rethinking a new paradigm of development, sustainable development, human development, sustainable human development, universal human rights.	
<b>Unit IV</b>	<b>Critical Development Issues</b>	<b>6</b>
	Massive poverty Population growth Food security The environment	
<b>Unit V</b>	<b>Community Development In India</b>	<b>4</b>

	Evolution of community development programme in India since Independence	
	Structure and functions of community development at different levels	
<b>Unit VI</b>	<b>Support Structures and their Functions</b>	<b>5</b>
	Central Social Welfare Board	
	State Social Welfare Board	
	National level voluntary agencies such as CAPART, KVIC	
	Elected panchayats	
<b>Unit VII</b>	<b>Community Development Programme Approaches</b>	<b>5</b>
	Multi-purpose	
	Target group	
	Growth centred	
	Area	
	Minimum needs	
	Antyodaya	
	Integrated	
	Critical reflection on these community development efforts	
<b>Unit VIII</b>	<b>Women and Development</b>	<b>8</b>
	Welfare approach – women’s role as wives and mothers emphasized	
	Anti poverty approach – women’s income generation programs- integrating woman in development	
	Efficiency approach- emphasis on women’s key role in production	
	Equity approach- combating patriarchy and exploitation, subordination and oppression of women	
	Empowerment approach- process of woman discovering the power within themselves to tackle the problems in their life situations	
	Critical review of these approaches in practice	
<b>Unit IX</b>	<b>Home Science and Community Development scope of home science extension for meaningful participation in community development in India.</b>	<b>6</b>

### References

- Duran.J. (1978): Communication for Rural Development, London, U.K. British Council.
- Center for development of instructional technology (1980): Community Communication : A Report of a workshop, Delhi, India, Centre for development of instructional Technology.



Dahama, O.P. and Bhatnagar, O.P. (1988): Education and Communication for Development, New Delhi, oxford and IBH Publishing Co. Pvt. Ltd.

Research and Reference Divison (1984) : Ministry of Information and Broadcasting. Mass media in India, Govt. of India, Publications Division.

Reddy, A.(1987): Extension Education, Baptia, Sree lakshmi Press.

Paper

00 VI

**INTRODUCTION TO CLOTHING CONSTRUCTION**

Theory

Pd/Wk: 4

Marks-75(15+60)

**Objectives**

1. To acquaint students with the different textiles, choice of fabric.
2. To develop skill in clothing construction.

**Theory****Unit I** Equipment and supplies

8

Equipment and supplies used in clothing construction for measuring, drafting, cutting and stitching, their maintenance, and problems faced remedies with specific reference to sewing machines.

**Unit II** Essentials of Clothing Construction

4

Importance and function of Clothing, clothing construction terminology, Sociological, economical and psychological aspects of clothing,

**Unit III** Selection of fabric and apparel

12

Factors to be considered while selecting fabric and clothing: budget, age, season, occupation, figure, fashion, occasion, family size, income, Consumer behavior and motivation. Clothing requirement of infant, toddler, pre-school & elementary school children, adolescent, adult and old age etc. Wardrobe planning.

**Unit IV** Principles of clothing construction

20

Design and types

Elements and principles of designs as applied to apparel designing,

Unit construction method, stay stitching

Taking body measurements for different types of garments,

Handling and preparation of the fabric for garment making,

Drafting and making paper patterns,

Laying out, marking and cutting of the paper pattern

**Unit V** Garment Designing:

10

Importance and techniques, different techniques of pattern making, standard of good fit, and most common fitting problems, different types of supporting material-their preparation and use. Trimmings and decoration used in dress.

**References**

1. Anna Jacob (1993): Art of sewing- UBS, New Delhi.
2. Bane, A.(1974): Tailoring, McGraw Hill Publication, New York.
3. Readers Digest (1982): Complete Guide to Sewing, Association Inc., New York, New Delhi.
4. Savitri Pandit (1967) : Manual for Children's Clothing Longman.

**Paper****PRACTICAL**

Practical	Pd/Wk: 2 class of 2 period	Marks-50
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**Objectives**

1. To acquaint students with the different textiles, choice of fabric.
2. To learn basic stitching techniques
3. To develop skill in clothing construction.

<b>Unit I</b>	Sewing equipment and supplies, their use and maintenance.	4
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<b>Unit II</b>	Sewing techniques: basic stitches, seams and seam finishes, fullness, plackets, necklines finishes, fasteners, simple collar, patch pockets and their application to the garments given below.	12
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<b>Unit III</b>	Garment Construction Drafting, cutting, stitching and finishing of bib, A-line dress (girl), Sun suit/ romper, simple frock with yoke, petticoat,	16
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**References**

1. Anna Jacob (1993): Art of sewing- UBS, New Delhi.
2. Bane, A.(1974): Tailoring, McGraw Hill Publication, New York.
3. Readers Digest (1982): Complete Guide to Sewing, Association Inc., New York, New Delhi.
4. Savitri Pandit (1967) : Manual for Children's Clothing Longman.

Paper VI

**NUTRITIONAL MANAGEMENT IN HEALTH AND DISEASE**

Theory

Pd/Wk: 4

Marks-75(15+60)

**Objectives :**

To enable students to

- Understand the concept of adequate diet and the importance of meal planning
- Know the factors affecting the nutrient needs during the life cycle and the RDA for various age groups
- Gain knowledge about dietary management in common ailments.

**Theory**

<b>Unit I</b>	<b>Definition of Health and Nutrition –</b> Dimensions of health (physical, psychological, emotional, spiritual)	<b>1</b>
<b>Unit II</b>	<b>Energy Requirements – factors affecting energy requirements</b> BMR, activity, age, climate, diet- induced thermo genesis (SDA), physiological conditions	<b>4</b>
<b>Unit III</b>	<b>Concept of Nutritionally Adequate Diet and Meal Planning</b> a. Importance of meal planning b. Factors affecting meal planning Nutritional, socio-cultural, religious, geographic, economic, availability of time and material resources Religious, geographic, economic, availability of time and material resources	<b>6</b>
<b>Unit IV</b>	<b>Nutrition through the Life Cycle (at different activity and socio-economic levels)</b> Requirements, nutritional problems, food selection a. Adulthood b. Pregnancy c. Lactation d. Infancy e. Preschool f. Adolescence g. Old age	<b>25</b>
<b>Unit V</b>	<b>Principles of Diet Therapy</b> Modification of normal diet for therapeutic purposes, full diet, soft diet, fluid diet, bland diet	<b>6</b>
<b>Unit VI</b>	<b>Nutritional Management in Common Ailments</b> Requirements and diet planning a. Diarrhea	<b>6</b>

- b. Constipation
- c. Fevers-weight management

**Rrferences**

1. Swaminathan, M.S. (1985): Essentials of Foods and Nutrition, Vol.I and II, BAPCO, CHENNAI
2. Williams, S.R. (1989) Nutrition and Diet Therapy, 4thEdn, C.V.Mosby Co.
3. Robinson, C.H., ET AL.,. Normal and therapeutic Nutrition, 17<sup>th</sup> ed. MacMillan publishing Co.

Paper **CONSUMER ECONOMICS**

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Theory

Pd/Wk: 4

Marks-75(15+60)

**Objectives**

This course will enable the student to

1. Understand the role of consumer in the market.
2. Become aware of marketing conditions and rights and responsibilities of consumers
3. Recognize the problems in buying and know the means of redressal.
4. Know the consumer legislations and their limitations.

**Theory****Unit I : Consumption economics**

4

- Meaning and definitions
- Family as a decision making unit of household
- Consumer-definition
- Consumerism, right and responsibilities of consumers – rights to safety to choose, to be heard, to be informed, to redress, and to healthy environment.

**Unit II : Measures of living and consumption**

10

- Place of living
- Level of living
- Standard of living
- Plane of consumption
- Level of consumption
- Standard of consumption
- Price/price level/cost of living

**Unit III : Consumer income**

8

- Types of income – real, money psychic, relationship of GNP, national income, personal income, disposable income.

<b>Unit IV : Market</b>	<b>6</b>
<ul style="list-style-type: none"> <li>• Definition</li> <li>• Types of markets-segmentation and characteristics</li> <li>• Functions</li> <li>• Channels of distribution</li> </ul>	
<b>Unit V : Business Cycles</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Monetary theories of business cycle</li> <li>• Non-monetary theories of business cycle</li> <li>• Implications for consumption</li> </ul>	
<b>Unit VI : Consumer in the Market</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Consumer buying habits : Convenience goods, specialty goods</li> <li>• Buying motives : Primary, selective, rational, emotional and patronage</li> <li>• Consumer product and promotion practices <ul style="list-style-type: none"> <li>- Types of products</li> <li>- Advertisement, sales promotion, packaging</li> <li>- Public utilities – names and important types, common problems solutions.</li> </ul> </li> </ul>	
<b>Unit VII : Consumer Buying Problems</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Adulteration</li> <li>• Faulty weights and measures</li> <li>• Other malpractices in market</li> <li>• Pricing</li> <li>• Legal – guarantee and warrantee contracts, installment buying</li> </ul>	
<b>Unit VIII : Consumer Decision Making</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Good buymanship</li> <li>• Factors affecting consumer decisions</li> </ul>	
<b>Unit IX : Consumer protection services</b>	<b>4</b>



- Organisations
- Legislation – important laws for consumer protection
- Consumer representation

**Unit X : Consumer and the Law**

2

- Types- basic, social, statutory and their implications

**References**

1. Leland, J.Gordan, Stewart, M. Lee (19174): Economics and consumer, 7<sup>th</sup> Edn., D'Van Nostrand Co., New York, (Unit I, IV)
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12. Conoyer, h.C. and Vailes, R.S. (1951): Economics of income and Consumption, Ronald Press.

Paper ~~XXX~~**PRACTICALS**

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Theory

Pd/Wk: 2 classes of 2 period

Marks-50

**Objective**

Enable students to

1. Plan and prepare nutritionally adequate diets in relation to age, activity levels, physiological state and socio-economic status
2. Make the therapeutic modifications of normal diet for common disease conditions

**Unit I** Planning and preparation of diets for different age groups at different socio-economic levels in relation to special nutrient requirements 16

- a. Adult
- b. Pregnancy
- c. Lactation
- d. Infancy
- e. Pre school child
- f. School child
- g. Adolescence
- h. Old age

**Unit II** Planning and preparation of therapeutic and modified diets 16

- a. Soft diet
- b. Fluid diet
- c. Bland diet
- d. High protein diet
- e. High fibre
- f. Low fibre diet
- g. Calorie-restricted

Paper ~~III~~ **IX****LIFE SPAN DEVELOPMENT**

Theory Pd/Wk: 4 Marks-100(20+80)

**Objectives:**

To become acquainted with developmental stages from birth to old age.

1. To develop awareness of important aspects of development during the whole life span.
2. To understand the issues faced and adjustments required at each stage across the life span.

(Note: For each of the following stages of development, the influence and interaction of socio-cultural and environmental factors to be discussed/ explained)

**Theory****Unit I : Introduction** 3

The life span development perspective and the need to study development through the life cycle.  
Inter- relationship between the aspects of development.

**Unit II: Prenatal Period** 4

Course of Prenatal development, overview of birth process and complications  
Conditions affecting prenatal development.  
Hazards during prenatal development.

**Unit III: Infancy (0-2 years)** 5

Definition, Physical growth and development in infancy  
(Reflexes, emotional states, physical growth and motor development, brain).  
Sensory and perceptual development during infancy-  
Definition  
Development of different senses.  
Developmental tasks of infancy, milestones and highlights of development.  
Factors influencing

**Unit IV: Importance of social Relationships** 2

Role of parents, siblings, peers and others during the various stages of the life span.

**Unit V : Early childhood (2 to 6 years)** 7

Definition  
Overview of early childhood years- Highlights, developmental tasks, Milestones  
Pre-School- Orientation to pre school education and significance.  
Importance of play for all round development

**Unit VI : Middle childhood(6 to 12 years)** 5

Definition

Development tasks

School- significance and functions. Effects of success and failure.

Peer group Importance, functions in the life of childhood.

**Unit VII : Adolescence (13 to 18 years) 12**

Definition, different views regarding the period.

Physical development- puberty, growth spurt primary and secondary sex- characteristics, early and late maturing adolescents.

Identify – Definition body image, positive and negative outcomes (role confusion, ego- identify)

Choosing a career- stages, factors affecting selection.

Peers and Heterosexual relationship – Importance, age of occurrence, patterns of friendship (to be discussed).

Heightened emotionality- meaning, causes, expression, characteristics of emotional maturity –conflict with authority.

Problems- drug and alcohol abuse psychological breakdown, STD & AIDS pregnancy.

**Unit VIII : Young Adulthood (19 to 40 years) 4**

Definition of an “Adult”, need to study.

Development tasks of a young adult, significance of the period responsibilities and adjustment: New family, work place, Parenthood, independence, financial matters.

Sex role issues and implications for young adults

**Unit IX Middle Adulthood (41to 60 years) 4**

Definition, physical changes (senses, Diseases)

Menopause, Health issues

Stresses in middle age, coping with stress at family, workplace

Occupation and job satisfaction

Pre-retirement and leisure- preparation for retirement

**Unit X Late Adulthood and Ageing 10**

Definition, Physiological changes, health problem and cognitive and memory changes

Retirement and its effects, personality characteristics of old age factors in aging

Social family factors, attitude towards the aged, old age and friendship, recreational interest of the aged

Old age homes, loneliness, coping with loneliness, living in joint family, prolonged illness

**References**

Rice, F.P.(1995), Human Development, New Jersey

Elizabeth B.Hurlock, Developmental Psychology, Part I

Elizabeth B.Hurlock, Developmental Psychology, Part II

Usha Verna, Teach Yourself- Child Psychology

Verma Priti and Srivastava D. N., Bal Manovigyan avam Vikas

Paper ~~V~~ X**HEALTH AND NUTRITION**

Theory

Pd/Wk: 4

Marks-100(20+80)

**Objectives:**

To become acquainted with

1. An elementary idea about micro organism
2. Different endocrine and exocrine glands and their importance in human body.
3. Method to improve shelf life of different foods and food preservation.
4. Community nutrition

**Theory**

<b>Unit I</b>	Introduction to microbiology and its relevance to everyday life. Classification of micro organism - molds, yeast, bacteria, virus, Characteristics, general morphology of micro-organism, useful and pathogenic organism. Public health hazards due to contaminated foods. Food microbiology and food spoilage.	<b>10</b>
<b>Unit II</b>	Endocrine system, hormone, endocrine gland's structure and function (in brief), effect of malfunction	<b>6</b>
	1 Pituitary      2 Thyroid      3 Adrenal      4 Reproductive      5 Pancreas	
<b>Unit III</b>	Enzymatic action with special reference to digestion, absorption and metabolism of food.	<b>3</b>
<b>Unit IV</b>	Inter relationship of various nutrients, interaction between nutrient and nutritional status.	<b>3</b>
<b>Unit V</b>	Principles and various methods of food preservation ( Use of high and low temperature, dehydration freezing, freeze-drying, irradiation and preservatives), raising and leavening agent- their type and use in cookery and bakery. preserved product- jam, jelly, pickle, squash and their production, uses and nutritional aspect. Food standards-ISI, Agmark, FPO, MPO, PFA	<b>8</b>
<b>Unit VI</b>	Basal Metabolic Rate, Physical Activity Level, Metabolism process for carbohydrate and protein, minimum nutritional requirement and RDA- dietary guidelines, reference man and women.	<b>6</b>
<b>Unit VII</b>	Health and dimensions of health, Community Nutrition, Nutritional Program and Policies, National and international agencies- ICDS, SNP, MMP, FAO, WHO, UNICEF, CARE etc. Immunisation schedule for infant and children.	<b>8</b>

Unit VIII	Common nutritional problems of mass, Nutrition education, Kitchen garden and its importance	8
Unit IX	Newer concept of nutrition, traditional food, convenient food, functional food, anti-oxidants, Dietary Fiber, nutraceuticals, food fads and fallacies, fermented foods and their benefits.	6

**Rrferences**

1. Swaminathan, M.S. (1985): Essentials of Foods and Nutrition, Vol.I and II, BAPCO, CHENNAI
2. Williams, S.R. (1989) Nutrition and Diet Therapy, 4thEdn, C.V.Mosby Co.
3. Robinson, C.H., ET AL,. Normal and therapeutic Nutrition, 17<sup>th</sup> ed. MacMillan publishing Co.





<b>Unit V</b>	<b>Families and Problems</b>	<b>(10)</b>
	Families with marital disharmony and disruption, dimension, casual factors	
	Families in distress, Violence and abuse, dowry victimization, violence against women	
<b>Unit VI</b>	<b>Interventions for Families in Trouble</b>	<b>(8)</b>
	Scope, needs and assessment	
	Counseling: premarital and marital	
	Welfare and rehabilitation policies and programmes	
	Public awareness and education programmes	
<b>Unit VII</b>	<b>Significant contemporary issues of concern</b>	<b>6</b>
	Gender issues- inequalities and discrimination, biases and stereotype, myths and facts	
	Substance abuse, healthy habits in relation to physique, studies, heterosexual interests	
	AIDS- awareness and education	

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4. Guppy, G.R. (19176) : Family and social change in modern india, New Delhi vikas publishing co.
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7. Lal, A.K. (1990): The Urban family: A study of Hindu social system, New Delhi: Vikas publications.
8. Rao, P. and Rao, V.N.(1982) Marriage, The family and women in India, New Delhi Vikas publications.
9. Ross, A. (1973): Hindi family in the Urban setting, Delhi UAP.
10. Srivastava A.K. (1986) : Social Class and family life in India , Allahabad: Chugh Publications.
11. Srinivasan, K. and Mukerji, S.(Eds.) (1887) : Dynamics of Population and family welfare, Bombay: Himalaya publishing house.
12. TISS (1991) Research on families with problems in India: Issues and Implications, Vols I& II, Bombay: TISS.
13. TISS ( 1994) Enhancing the role of the family as an Agency for Social and Economic Development, Bombay: TISS.
14. Ima H. Gross, Elizabeth Grandall, Marjoris M. Knoil (1973): *Management for Modern Families*, Prentice Hall Inc., Englewood Cliffs, New Jersey (Unit I – VIII)
15. Ruth E. Deacon, Francille M. Firebaugh (1975): *Family Resouce Management- Priciple and Application*, Roy Houghton Mifflin Company (Unit I, II, IV- VII)

**Paper X****PRACTICALS**

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Theory	Pd/Wk: 4 classes of 2 period	Marks-100
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**Objective**

To develop skill

1. For food preservation
2. For recording patient's history.
3. for observing infants and adolescents

**Foods Nutrition****15**

To learn food preservation techniques'

1. Preparation of jam, jelly, squash and pickles.
2. Preparation of food preparation through fermentation.
3. To record patient history suffering from any endocrine problem
4. To visit national and international organization rendering nutritional programme.

**Human Development****15**

1. Visit to old age home
2. Visit to play school
3. To observe an infant for physical and other growth.
4. To observe adolescent for peer group influence.

**Family dynamics****15**

1. To know college girl's awareness regarding AIDS
2. To survey to know attitude towards violence against women and substance abuse.

Paper

Sem VI

**COMMUNICATION PROCESS IN DEVELOPMENT**


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Theory

Pd/Wk: 4

Marks-100 (20+80)

**Objectives:**

To enable students to-

1. Understand the process of communication in development work;
2. Develop skills in the use of methods and media; and
3. Be sensitive to the interests and needs of the people and the power of the media and methods in catering to these needs and interests.

**Theory****Unit I : Concept of development communication****5**

- Meaning and importance of Communication in development
- The purpose of communications
- Existing patterns of communication
- Factors that help or hinder communication

**Unit II : Communication Process****5**

- One –way and two-way or interactive development
- Gaps in communication or distortions in transmission of message and their causes
- Important of two way communication
- Basis for effective, interactive communication. Critical reflection of one-self in communication
- Attitude of 'respect for others'
- Information Dissemination. Education and Propaganda – distinctions. Communication: an educational process.

**Unit III : Methods of communication in Development Methods to reach individuals 25**

- Personal conference
- Interviews
- House visits
- Exhibits

- Clinics to solve individual problems of consultations
- Methods to reach small groups:
  - Illustrated lecture
  - Group discussions
    - Fish Bowl
    - Small group
  - Simulation Exercises
  - Trust – building in groups
  - Co-operation
  - Affirmative environment creation
  - Role plays
  - Demonstrations
  - Workshops
  - Camps
- Methods to reach masses:
  - Radio announcements/ programs
  - Newspaper stories
  - Posters, exhibits in strategic places
  - Videos, films
  - Television programmes
  - Letters, folders or pamphlets
  - Public meetings
  - Selection and effective use of methods in development education and evaluating the effectiveness of the methods.

**Unit IV: Media for development communication**

20

- Folk media
- Songs
- Stories
- Street-theatre

- Games
- Arts
- Riddles, proverbs
- Puppet play
- Print media
- Posters
- Pamphlets, leaflets
- Newspapers-articles, stories
- Periodicals- articles, stories, songs
- Books
- Audios/Visuals, Audio-Visual Media
- Slides, pictures, drawings, photographs etc.
- Videos, telecasts
- Films- documentary, feature
- Selection, Preparation and effective use of media in development education and evaluation of the effectiveness of the media.

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Duran.J. (1978): Communication for Rural Development, London, U.K. British Council.

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Dahama, O.P. and Bhatnagar, O.P. (1988): Education and Communication for Development, New Delhi, oxford and IBH Publishing Co. Pvt. Ltd.

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Paper ~~XXXX~~ ~~XX~~ **XIV****FUNDAMENTALS OF HUMAN DEVELOPMENT**

Theory Pd/Wk: 4 Marks-100(20+80)

**Objectives**

To enable students

1. to understand about intelligence, early childhood education
2. to understand importance of family relationship and its impact
3. to understand importance of play and creativity.

**Theory**

<b>Unit I</b>	Brief introduction to cognitive development, concept of Intelligence- introduction, factors influencing intelligence, intellectual maturity, method and importance of measurement of intelligent, mental age and intelligent quotient. Introduction to Piaget's theory. Every day cognition: perception, creativity, imagination, productive thinking, reasoning. 6	6
<b>Unit II</b>	Child Rearing Practice- introduction and different styles of child rearing, Child Rearing Practices in different societies with special reference to India and Jharkhand 3	3
<b>Unit III</b>	Early childhood Education and its importance, Nursery School- Role, scope and importance 3	3
<b>Unit IV</b>	Developmental Task at various stages of human development 4	4
<b>Unit V</b>	Individual Differences- meaning, nature and distribution of personal differences, scope, causes and importance 4	4
<b>Unit VI</b>	Play- introduction, utility and importance in all round development of children, Play and work, Types of and factor affecting play, characteristics of child' play, selection of play material. 5	5
<b>Unit VII</b>	Creativity- introduction, importance and characteristics, factors affecting creativity, creativity development, creativity in childhood. 5	5
<b>Unit VIII</b>	Character Development- Introduction, Stages of and factors affecting character development, training for character development 6	6
<b>Unit IX</b>	Family Relationship, changing values of Indian families, declining values of family relationship, parental attitude, factors affecting family relationship, Single/ one parent 5	5
<b>Unit X</b>	Child Parent relationship, Introduction, Over protection- causes and impact, Rejection and neglect, Ambivalence, Guidance for parents and guardian 5	5

<b>Unit XI</b>	Substitute care at home and outside- introduction, importance, Care given by-siblings, grandparents, neighbour, crèche, day care center etc., Balwadi and ICDS- objective and function	<b>6</b>
<b>Unit XII</b>	Population Education, definition, objective, need and importance	<b>5</b>

**References**

1. Rice, F.P.(1995), Human Development, New Jersey
2. Elizabeth B.Hurlock, Developmental Psychology, Part I
3. Elizabeth B.Hurlock, Developmental Psychology, Part II
4. Usha Verna, Teach Yourself- Child Psychology
5. Verma Priti and Srivastava D. N., Bal Manovigyan avam Vikas

Paper ~~2~~ ~~1~~ XVClothing And Its Care

Theory

Pd/Wk: 4

Marks-100(20+80)

**Objectives:**

To become acquainted with

1. Detail knowledge regarding laundry and its techniques.
2. Costumes of India, fashion, pattern making,

**Theory**

<b>Unit I</b>	<b>Laundry</b> Wet and Dry Cleaning, Various equipment and reagent (water, soaps and detergents, bleaches, starches, stiffener and softeners and additives) used in laundry, principles of washing, Method of laundering different fabrics, Stain removal, Care and storage of clothing,	<b>10</b>
<b>Unit II</b>	Care label and tags used in textiles and clothing, consumer education, consumer behaviour and motivation.	<b>4</b>
<b>Unit III</b>	Essentials of children's clothing, suitability of clothing for infant, toddler, preschooler, school-going child	<b>5</b>
<b>Unit IV</b>	<b>Costumes of India-</b> children, men, women, marriage,	<b>6</b>
<b>Unit V</b>	<b>Fashion-</b> trend and changes, consumer acceptance, theories of fashion, factors affecting fashion	<b>5</b>
<b>Unit VI</b>	<b>Pattern making-</b> techniques, flat pattern, draping, principles of flat patterns for different style, dart manipulation, type of yoke, types of sleeves, types of collars,	<b>16</b>
<b>Unit VII</b>	<b>Commercial clothing-</b> importance, principles, different types of figure and proportion, Different methods of sizing – Grading (Basic concept)	<b>10</b>

**References**

1. Anna Jacob (1993): Art of sewing- UBS, New Delhi.
2. Bane, A.(1974): Tailoring, McGraw Hill Publication, New York.
3. Readers Digest (1982): Complete Guide to Sewing, Association Inc., New York, New Delhi.
4. Savitri Pandit (1967) : Manual for Children's Clothing Longman.



Paper ~~XX~~ **XV****PRACTICALS**

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Theory Pd/Wk: 4 classes of 2 period Marks-100

**Objective**

To develop skill

1. For preparation and use of some audio visual aid, need identification.
2. For laundry, and clothing construction
3. For observing child-parent relationship, child rearing practice, play material.

**Extension** 16

Applications of methods and media for communication in development

In development programs in rural/urban communities

1. Problem / need identification of a community.
2. Planning an educational programme.
3. Selection, preparation and effective use of methods and media.
4. Preparation of chart, poster, talk for radio, television, article for news paper.
5. Different types of lettering.

**Human Development** 16

1. To observe children to judge regarding developmental task.
2. To observe child- parent relationship.
3. To observe the child rearing practice and substitute care being used by working mother.
4. Survey of market for various types of play material available in market for children.

**Clothing** 32

1. Laundering of cotton, rayon, silk, wool and synthetic garment.
2. Stitching of child's garment using suitable sleeves and collars- two frocks.
3. Stitching of salwar- kameez (ladies), pajama-kurta (men), saree blouse, Skirt- top.
4. Stitching of night dress- incorporating different types of yoke, gathers, collar and sleeve.

**Paper I****Foods and Nutrition**

Theory	Pd/Wk – 3	Marks -75
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**Objective**

To enable the students to

1. Understand the functions of food and the role of various nutrients, their requirement and the effects of deficiency and excess (in brief).
2. Learn about the structure, composition, nutritional contribution and selection of different foodstuffs.
3. Be familiar with different methods of cooking, their advantages and disadvantages.
4. Develop and ability to improve the nutritional quality of food.

**Theory**

<b>Unit I</b>	Concept of Nutrition	1
<b>Unit II</b>	Functions of Food	2
<b>Unit III</b>	Nutrients, Classification, sources, functions, Recommended Dietary Allowances, Deficiency and excess of (in brief) – Carbohydrates, Protein, Fats, Mineral, Vitamins, Water,	12
<b>Unit IV</b>	Food Groups, Classification and nutritive values of Cereals & millets, Pulses, Fats and Oils, Vegetables and Fruits, Milk and Milk product, Meat, Fish and Egg, nuts and oil seed, Sugar, condiments and spices, and their use in cookery.	15
<b>Unit V</b>	Methods of Cooking, Types, advantage and disadvantage, effect on nutritive values.	5
<b>Unit VI</b>	Food Preservation methods, importance, and Storage various food items.	4
<b>Unit VII</b>	Concept of Nutritionally Adequate Diet and Meal Planning	6
	a. Importance of meal planning	
	b. Factors affecting meal planning Nutritional, socio-cultural, religious, geographic, economic, availability of time and material resources Religious, geographic, economic, availability of time and material resources	

**Rrferences**

1. Swaminathan, M.S. (1985): Essentials of Foods and Nutrition, Vol.I and II, BAPCO, CHENNAI
2. Williams, S.R. (1989) Nutrition and Diet Therapy, 4thEdn, C.V.Mosby Co.
3. Robinson, C.H., ET AL,. Normal and therapeutic Nutrition, 17<sup>th</sup> ed. MacMillan publishing Co.

<b>Practical</b>	<b>Pd/Wk – 1 of two pd</b>	<b>Marks -25</b>
<b>Unit I</b>	Preparation and classification of recipes as good, moderate and poor source of energy, carbohydrate, protein, vitamins and mineral.	6
<b>Unit II</b>	Preparation of food using different method of cooking	3
<b>Unit III</b>	Preparation of jam/jelly/pickle	1
<b>Unit IV</b>	Meal planning for adolescent girl and pregnant women	6

## Paper II

**Family Resource Management and Extension Education**

Theory

Pd/Wk – 3

Marks -75

**Objective**

The student will

1. Acquire knowledge and insight about the dynamics of contemporary marriage and family system in India.
2. Understand the concept, scope, need and importance of extension education
3. Be aware of the approaches to development

<b>Unit I</b>	<b>The Family</b> Definitions, functions, types (with reference to India) Family life cycle – stages and sub-stages (beginning, expanding, contracting) Changing trends in India and factors influencing (social change, family values and ideologies, family structures)	<b>(8)</b>
<b>Unit III</b>	<b>Marriage</b> Marriage, as an institution: goals, rituals, functions, changes and challenges	<b>(5)</b>
<b>Unit III</b>	<b>Resources in the Family</b> a. Types of resources b. Factors affecting the use of resources c. Classification of the family on the basis of resources/ income, vocation, activity/ profession, quality of human resources in the family, general characteristics of work d. Management of resources-Time, Energy, Money	<b>(10)</b>
<b>Unit IV</b>	<b>Family Characteristics Influencing Management</b> a. Life style b. Type of family c. Family size, stages of family life cycle	<b>(5)</b>
<b>Unit V</b>	Planning of the household work, labour saving devices, their care and maintenance. Household cleaning-daily, weekly and seasonal cleaning, appliances and agents. Household economics-budgeting, account keeping and investment of saving	<b>(8)</b>
<b>Unit VI</b>	Extension Education-importance, meaning, scope, objectives, philosophy and principles of extension education, Classification of extension education method and aid.	<b>(4)</b>

**Unit VII** Community development programme in India, Leadership-quality, identification and function of a leader. (4)

**References**

1. Dahama, O.P. and Bhatnagar, O.P. (1988): Education and Communication for Development, New Delhi, oxford and IBH Publishing Co. Pvt. Ltd.
2. Research and Reference Divison (1984) : Ministry of Information and Broadcasting. Mass media in India, Govt. of India, Publications Division.
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4. Srivastava A.K. (1986) : Social Class and family life in India , Allahabad: Chugh Publications.
5. Srinivasan, K. and Mukerji, S.(Eds.) (1887) : Dynamics of Population and family welfare, Bombay: Himalaya publishing house.
6. TISS (1991) Research on families with problems in India: Issues and Implications, Vols I& II, Bombay: TISS.
7. TISS ( 1994) Enhancing the role of the family as an Agency for Social and Economic Development, Bombay: TISS.
8. Ima H. Gross, Elizabeth Grandall, Marjoris M. Knoil (1973): *Management for Modern Families*, Prentice Hall Inc., Englewood Cliffs, New Jersey (Unit I – VIII)
9. Ruth E. Deacon, Francille M. Firebaugh (1975): *Family Resouce Management- Priciple and Application*, Roy Houghton Mifflin Company (Unit I, II, IV- VII)

<b>Practical</b>	<b>Pd/Wk – 1 of two pd</b>	<b>Marks -25</b>
<b>Unit I</b>	Household Equipment- their use, care and maintenance	6
<b>Unit II</b>	Household cleaning, cleaning of metal	3
<b>Unit III</b>	Household budget	3
<b>Unit IV</b>	Preparation of three teaching aid, writing caption and slogan	4

**Paper III****Human Development**

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Theory	Pd/Wk – 3	Marks -75
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**Objective**

To become acquainted with developmental stages from birth to old age.

1. To develop awareness of important aspects of development during the whole life span.
2. To understand the issues faced and adjustments required at each stage across the life span.

**Theory**

<b>Unit I</b>	An overview of Human Development-definition, scope and importance	4
<b>Unit II</b>	Orientation to growth and development	5
<b>Unit III</b>	Conception, prenatal development and birth process	6
<b>Unit IV</b>	Infancy- physical, emotional, social development from zero to one year, immunization.	5
<b>Unit V</b>	Preschool age- physical, social, emotional and intellectual development	5
<b>Unit VI</b>	School age- social and emotional development, importance of play	4
<b>Unit VII</b>	Adolescence- physical, social, emotional, intellectual and personality development, problems associated with adolescence	6
<b>Unit VIII</b>	Adulthood, characteristics,	4
<b>Unit IX</b>	Old age- physical changes, problems of old age	4

**References**

1. Rice, F.P.(1995), Human Development, New Jersey
2. Elizabeth B.Hurlock, Developmental Psychology, Part I
3. Elizabeth B.Hurlock, Developmental Psychology, Part II
4. Usha Verna, Teach Yourself- Child Psychology
5. Verma Priti and Srivastava D. N., Bal Manovigyan avam Vikas

<b>Practical</b>	<b>Pd/Wk – 1 of two pd</b>	<b>Marks -25</b>
<b>Unit I</b>	Preparation of immunisation chart	<b>3</b>
<b>Unit II</b>	Preparation of height vs weight chart	<b>3</b>
<b>Unit III</b>	Monitoring growth of an infant	<b>6</b>
<b>Unit IV</b>	Study of children clothes, toy and books	<b>4</b>

**Paper IV****Clothing and Textiles**

Theory	Pd/Wk – 3	Marks -75
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**Objectives**

1. To acquaint students with the different textiles, their processing, their performance and choice of fabric.
2. To develop skill in clothing construction.

**Theory**

<b>Unit I</b>	<b>Classification of Textiles</b>	<b>12</b>
	History, types, compositions, production, properties and uses- Cotton, Linen, Wool, Silk, Rayon, Polyamide, Polyester and Acrylic fibers	
<b>Unit II</b>	<b>Study of yarn and fabrics</b>	<b>6</b>
<b>Unit III</b>	<b>Dyeing and Printing</b>	<b>6</b>
<b>Unit IV</b>	<b>Finishes - Purpose, type and method of giving finishes</b>	<b>4</b>
<b>Unit V</b>	<b>Equipment and supplies</b>	<b>4</b>
	Equipment and supplies used in clothing construction for measuring, drafting, cutting and stitching, their maintenance, and problems faced remedies with specific reference to sewing machines.	
<b>Unit VI</b>	<b>Essentials of Clothing Construction</b>	<b>3</b>
	Importance and function of Clothing, clothing construction terminology, Sociological, economical and psychological aspects of clothing,	
<b>Unit VII</b>	<b>Selection of fabric and apparel</b>	<b>5</b>
	Factors to be considered while selecting fabric and clothing: budget, age, season, occupation, figure, fashion, occasion, family size, income, Wardrobe planning.	
<b>Unit IV</b>	<b>Principles of clothing construction</b>	<b>5</b>
	a. Unit construction method, stay stitching	
	b. Taking body measurements for different types of garments,	
	c. Handling and preparation of the fabric for garment making,	
	d. Drafting and making paper patterns,	
	e. Laying out, marking and cutting of the paper pattern	

**References**



1. Corbman, BP (1985), Textiles Fiber to Bafric, Mc Graw Hill, New York
2. Hollen N. nad Saddler, J, textiles, Mac Millan & Co. New York
3. Tortora P G. Understanding Textiles, Mac Millan & Co. New York
4. Anna Jacob (1993): Art of sewing- UBS, New Delhi.
5. Bane, A.(1974): Tailoring, McGraw Hill Publication, New York.
6. Readers Digest (1982): Complete Guide to Sewing, Association Inc., New York, New Delhi.
7. Savitri Pandit (1967) : Manual for Children's Clothing Longman.

**Practical**

Pd/Wk: 1 class of 2 period

Marks-25

**Objectives**

To develop skill in clothing construction knowledge of fibre, yarn and weaves.

**Practicals**

- |    |  |   |
|----|--|---|
| 1. | Identification of textile fibers – Visual, microscopic, burning and chemical | 3 |
| 2. | Identification of yarn type  | 1 |
| 3. | Identification of weaves and their variations                                | 1 |
| 4. | Sample Collection for weaves and finishes                                    | 2 |
| 5. | Tie and dyeing   |   |
|    | 2  |   |
| 6. | Drafting cutting and stitching of baby frock, petticoat, salwar- kameez      |   |
|    | 9  |   |