

# M.J.P. Rohilkhand University, Bareilly

## B.Sc. Home Science Syllabus

### B.Sc. I syllabus Session 2002-2003

Paper I - (701)

Paper I ✓

#### Health and Microbiology

Theory 75 marks

S. W. 25 marks

Topics included here are for one Semester Courses and the students are required to know the elementary knowledge of topics listed below :

- (b) Structure of the Bacterial cell.
- (b) Definition of health and hygiene, Immunisation for a child, Definition of Air Pollution.
- Sources of water Supply, water-borne diseases (Typhoid, Cholera) Purification of water.
- Pasteurisation – Definition, Methods of pasteurisation, effect of Pasteurisation, efficiency (Test) of Pasteurisation.
- Immunity – Types of immunity.
- Antibiotics – Definition, Route of Administration of Antibiotics combination of antibiotics or Antibiotics with other drugs, spectrum of activity, Testing of sensitivity. Some Common Antibiotics :
  - (1) Penicillin
  - (2) Streptomycin – their action and uses
- Food poisoning-causes due to microorganisms
- Common diseases produced by micro-organisms :
  - (a) Water-borne infection (diseases) Typhoid, Cholera
  - (b) Air borne infection (diseases) Diphtheria, pulmonary Tuberculosis and small pox.

#### Sessional Work

- Term paper on Theory.
- Allotment of Sessional work assignment to students on the topics listed above.
- Visit to Social and Preventive Medicine (S. P. M.) Department of Medical College.

#### Reference Books :

- Anna K. Joshua (Popular book depot, Hathras). Microbiology 1979 11nd edd;
- William G. Walker – General Microbiology 1969, 11nd ed,
- Michael J. Peakzar, and Reid – Microbiology-1965.
- Satya Dev Arya – Swasthya Vigyan (Hindi Medium) 1976 11nd eed.
- B. N. Ghose – Scientific Book Co. Hygiene and Public Health. 15th ed-1969.
- N. Neel Kantén – Hand-book on health and hygiene, 1973.
- Yash Pal Bedi (Atma Ram and Sons, New Delhi). Hygiene and Public Health, 1976.
- Dr. V. N. Bhava and Dr. N. S. Deodhar and Dr. S. N. Bhava and your Health. 1978.

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Paper II - 702

Paper - II

Sociology

Theory

75 marks

S. W.

25 marks

1. Sociology : Meaning and definition. Its value in Home Science.
2. Society : Concept of Society, meaning and definition of society. Elements of Society, Man's relation to Society.
3. Caste and Class : Meaning and definition characteristics of caste and class. Merits and demerits of caste system. Distinction between caste and class.
4. Social Stratification : Meaning and definition. Chief bases of Social Stratification. Forms of Social Stratification. Importance of Social Stratification.
5. Social Groups : Meaning and definition. Characteristics of Social groups. Primary and Secondary groups, their characteristics and importance.
6. Social Control : Meaning and definition. Methods of Social Control.
7. Social Change : Meaning and definition, factors influencing Social Change.
8. Social evils of Indian Society.
  - (a) Casteism
  - (b) Untouchability
  - (c) Dowry System
  - (d) Child abuse and Child labour
9. Juvenile delinquency : Meaning and definition. Causes of Juvenile delinquency Remedial measures and reformatory institutions for Juvenile delinquents.

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Paper ID - (703)

Elements of Population Education .

Theory

75 marks

S. W.

25 marks

1. Population Education, definition, objectives and scope.  
Difference between population education and family planning education.
2. Causes for rapid growth of Population in India and its effects on Health, Social Development and Quality of life. Socio-Economic implications of over population.
3. Population and Its rate of growth :
  - (a) Population Growth in India
  - (b) World Population Growth in India
  - (c) Factors influencing Population growth
4. Demographic Features in India—Size and Composition of Population, Rural-Urban Composition, Age Composition, Occupational Distribution, Literacy, Density of Population, Birth Rate, Death Rate, Life-Expectancy etc.
5. Population Projection—Meaning and Methods of Population Projection, Importance and Limitations of Projection.
6. Population Education Programme in rural areas.
7. Population Policy in India since Independence. Family Planning Methods and Services in India.

Sessional work :

1. Survey work on family planning practices and other aspects of Population Education in the Community.
2. Visit to family welfare centres at women Hospital, Medical college and Community Health Centre.

Reference Book :

1. Population Crisis in India By K. P. Bahadu Nation Pub, House, Darya Ganj, New Delhi.
2. Health and Population Education By Dr. V. P. Saxena. under publication Through Indian Institute of Population and Health Welfare, Agra.
3. Jansankhya Shiksha by Mrs. Pushpa Shree Dubi, Vivek Prakashan 7. U. S. Jawahar Nagar, Delhi 7.
4. Jansankhya Shiksha by Rajaya Shiksha Sansthan Allahabad.
5. Population Education, by N. C. E. R. T., New Delhi.
6. Population in India by P. J. Bhattacharya and G. N. Shastri, Vikas pub. House, 5 Ansari Road, New Delhi 2.
7. India's population problem by S. N. Agarwal, MC Grew Hill Publishing Co. Ltd., New Delhi.
8. Dynamics of India's population Growth by V. C. Sihna, National Publishing House, 23 Darya Ganj, New Delhi.
9. Reports of Registrar General and Census Commissioner of India on census of 1991.

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S. N. Agarwal  
J. N. Agarwal



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Paper I - (704)

ENGLISH LANGUAGE AND COMMUNICATION SKILLS (CORE)

**Focus**

The new curriculum is designed to focus on the communicative approach to English Language Teaching. Rather than abandoning the teaching of structures, the emphasis shifts to learning grammar through communicative functions.

This course aims at learning how to learn by assuming responsibility for one's own learning leading towards greater autonomy. The curriculum is skills-based and designed to meet the language needs of students with differential competence in English.

There is a need to expose the students to various sources and formats of reading materials selected on the grounds of their communicative usefulness and social appropriacy.

The course materials need to provide for optimum interaction between learners and text, learner and learner and learner and teacher.

This course is effective in small as well as large classes, where the teacher provides opportunities for independent, and group work. More work is allotted to various classroom learner-centred activities rather than the lecture mode. The teacher must be at ease and allow for noise generated from these activities. Seating arrangements should facilitate teacher accessibility leading to closer contact with learners and for feedback.

The teacher should be trained in the methodology of communicative language teaching to attain the goals of the curriculum which include academic skills, interactional skills and skills for professional growth.

The course aims at preparing learners to communicate effectively in English in a variety of roles, situations, contexts and modes.

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(2)

P12

To facilitate learners' ability to use English for -

1. academic and professional purposes
  - note taking, note making, bibliography, writing proposals, projects, reports, research articles.
2. reading and comprehending text books, reference books and journals from other subject areas of Home Science.
  - participating in discussions, seminars, meeting, making presentations, interacting with learners and teachers.
3. social purposes
  - becoming aware of the social conventions of conversation
  - sensitivity to the emotive aspects of communication
  - differentiating between formal and informal, one to one and one to many interactions.

## Theory

### Unit I: Collecting Information

- a. Questionnaire, bibliography
- b. Identifying sources
- c. Classifying information under fact/opinion
- d. Eliciting information
- e. Identifying sexism and gender bias in language

### Unit II: Editing/Evaluating Information

- a. Tabulating information
- b. Identifying topic sentences and summarising a text
- c. Presenting sequence of topics in diagrammatic form

### Unit III: Organizing Information

- a. Analyzing relationships between sentences and paragraphs
- b. Identifying strategies for highlighting components
- c. Tracing development of text
- d. Transferring visual to verbal

### Unit IV: Presenting Information

- a. Examining formats for presenting information
- b. Evolving strategies for presenting information
- c. Preparing and presenting a report

Contd P13

### Editing/Evaluating Information

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P/3

- a. Focussing on emotive content of messages
- b. Identifying attitudes and point of view
- c. Turn-taking skills – stating
- d. Fact/opinion, agreeing/disagreeing
- e. Suggesting, requesting etc.
- f. Identifying gender bias
- g. Sensitising to non-verbal aspects of communication

### Classroom Activities

Independent, pair and group work, problem solving, peer teaching, interviews, active listening, language games, role play, poster making, slogan writing, visual to verbal transfer, self and peer evaluation.

The curriculum calls for greater distribution of weightage for evaluation of oral and written skills. It is suggested that evaluation include learner profiles of communicative ability based on interaction in the classroom.

### Recommended/Reference Course Materials

1. Sarah Freeman: *Written Communication*, Orient Longman, 1978.
2. Ranu Vanikar: *Corridors to Communication*, Orient Longman, 1984.
3. Tickoo M.L.: *Writing with a Purpose*, Oxford University Press, 1980.
4. Ranu Vanikar and Katayun Palia: *Networking: Strategies for Communication in English*, Oxford University Press, 1995.

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Paper II - (705)

Paper II

Home Science

Chemistry

Theory

75 marks

Practical

25 marks

1. Fuel—General Characteristics, Classification and application of coal, coke, charcoal, diesel oil, Kerosine Oil, LPG & petrol.
2. Fats, Oil, Soaps and Candles
3. Prevention of fires. Fire extinguisher, their constituents and their use.
4. General preparation, properties and uses of acetic acid vinegar, ethyl alcohol and alcoholometry, lactic and tartaric acid and citric acid (No Isomerism).
5. Gen. Preparation, properties and uses of Baking powder, sodium carbonate, sodium bi-carbonate, Boric acid and Borax, Sod-Pot-tartrate, sod-benzoate.
6. Preparation, properties and uses of Amino acid and protein.
7. Carbohydrates—classification, preparation, properties and uses of glucose and sucrose.

**Practical :**

1. Analysis of mixture for two acid and two basic radicals.
2. Redox titration.  
Oxalic acid –  $\text{KMnO}_4$
3. Element detection.

**References :**

1. Inorganic Chemistry By S. R. Gupta
2. Org. Chemistry By Dr. S. K. Wadhwa
3. Applied Chemistry By Thankamma Jacob

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CONSUMER ECONOMICS

Paper VI - (706)

Paper VI  
Focus

Unit - 75  
S.W. 25

The main focus is on the understanding of market conditions and their impact on consumer behaviour pattern, and to make the consumer aware of their role and responsibilities as consumers in the economy of the nation.

**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**

(10)

- Meaning and definitions
- Family as a decision making unit of household
- Consumer - definition
- Consumerism, rights 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
- Standards of living
- Plane of consumption
- Level of consumption

Background - Extern - Export

Control P/L

- Standard of consumption
- Price/price level/cost of living

### Unit III : Consumer income

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

### Unit IV : Market

- Definition
- Types of markets – segmentation and characteristics
- Functions
- Channels of distribution

### Unit V : Business Cycles

- Monetary theories of business cycle
- Non-monetary theories of business cycle
- Implications for consumption

### Unit VI : Consumer in the Market

- Consumer buying habits: Convenience goods, specially goods
- Buying motives: Primary, selective, rational, emotional and patronage
- Consumer product and promotion practices
  - Types of products
  - Advertisement, sales promotion, packaging
  - Public utilities – names and important types, common problems - solutions

### Unit VII : Consumer Buying Problems

- Adulteration
- Faulty weights and measures
- Other malpractices in market
- Pricing
- Legal – guarantee and warrantee contracts, instalment buying

### Unit VIII : Consumer Decision Making

- Good buymanship
- Factors affecting consumer decisions

### Unit IX : Consumer protection services

- Organisations

P1/2

Contd P1/3

- Legislation – important laws for consumer protection
- Consumer representation

#### Unit X : Consumer and the Law

- Types – basic, social, statutory and their implications

#### References

- Leland, J. Gordan, Stewart, M. Lee (19174): Economics and consumer, 7th Edn., D'Van Nostrand Co., New York, (Unit I, IV)
- Don Welers (1974): Who Buys – A study of the consumer, (Unit I, IV, VI).
- Sherlekar, S.A. (1984): Trade Practices and Consumerism, Himalaya Publishing House, (Unit I, VI).
- Sales Management, 5th Edn., Cunliffe Bolling, (Unit II, IV).
- Kotler Philip, Armstrong Gary (1992): Principles of Marketing, 5th Edn., Prentice Hall of India, New Delhi, (Unit IV).
- David H. Bangs, Jr.: The Market Planning Guide, 3rd Edn., Galgotra Publications, (Unit IV, VII).
- Hansen, A.T. (1951): Business Cycles and National Income, W.W. Norton & Co. Inc. (Unit III, V).
- Sarkar, A.: Problems of Consumers in Modern India, Discovery Publishing House, (Unit VII-X).
- Beckman, T.R., Moyard, H.H. and Davidson, W.R. (1957): Principles of Marketing, Ronald Press, (Unit IV, VI).
- Gordon, L.J. and Lee, S.M. (1972): Economics of Consumers, Dvan Nostrand, (Unit I, II, III).
- Cochrane, W.W. and Bell, C.S. (1958): The Economics of Consumption, McGraw Hill.
- Conoyer, H.C. and Vailes, R.S. (1951): Economics of Income and Consumption, Ronald Press.



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(1)

Paper IX

ECOLOGY AND ENVIRONMENT (CORE)

Paper IX - (709)

Paper IX  
Focus

Theory - 75  
Pract - 25

The course intends to create awareness, appreciation and understanding of environment. The major environmental issues and problems are to be critically analysed for inculcating environmental consciousness among the learners and to help them take individual/household/community level decisions for making the physical environment conducive for family living. The course content has to be taught at an elementary level.

**Objectives**

To acquaint the students with -

1. The physical environment and its components and the major issues
2. The impact of human activities on environment
3. The action needed for checking environmental threats

**Theory**

**Unit I: Introduction**

Meaning and definition of ecology and environment, scope of the subject, dimensions of environment land, air, water, forest, habitat, population.

**Unit II: Land**

As a resource, energy and mineral resources, land pollution - Sources: smelting and mining, industrial waste, agriculture, domestic waste major health hazards - prevention and control. major health hazards

**Unit III: Water**

Utility of water

Problems and issues: water pollution and scarcity, pollutants - health hazards and their control

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## B.Sc. Home Science Syllabus

### B.Sc. I syllabus Session 2002-2003

Paper VIII

#### COMPUTER BASICS (CORE)

Paper VIII - 708

Theo - 7.5  
Practical - 25

#### Focus

This course is designed to give basic inputs to students on Computers and their functioning and hands-on experience.

The awareness of the basic applications of computers as the tool for education, information and research is to be created and emphasized. The teaching learning process should include demonstrations and hands-on experience for all the students.

#### Objectives

To enable the students to -

1. know the basics of computers;
2. to be able to use computers for education, information and research.

#### Theory

##### Unit I: Computer Fundamentals

(45)

- a. Overview about computers
- b. Components of a computer
- c. Input/output devices
- d. Secondary storage devices
- e. Number Systems: Decimal, Binary, Octal, Hexadecimal
- f. Representation of Information: BCD, EBCDIC, ASCII
- g. Representation of Data: Files, Records, Files
- h. File organization and access
- i. Security and safety of data
- j. Introduction to Operating Systems

##### Unit II: MS-Windows

- a. Introduction
- b. Exploring the Desktop

(15)

Control 1/2

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- P/L
- c. Running multiple programmes
  - d. Accessories
  - e. Control Panel
  - f. Managing Documents and Folders

**Unit III: MS-WORD**

- a. Starting MS-WORD
- b. Creating and Formatting a document
- c. Changing Fonts and Point Size
- d. Table Creation and operations
- e. Autocorrect, Auto Text, Spell Check, Thesaurus
- f. Word Art, Inserting objects
- g. Mail merge, letter, label, envelope
- h. Page set-up, Page preview
- i. Printing a document

**Unit IV: MS-Excel**

- a. Starting Excel
- b. Work Sheet, Cell, Inserting Data into Rows/Columns
- c. Alignment, Text-wrapping
- d. Sorting data, Auto sum
- e. Use of functions, referencing formula cells in other formulae
- f. Naming cells and ranges, Goal seek
- g. Generating graphs
- h. Integrating Worksheet data and charts with WORD.
- i. Creating Hyperlink to a WORD document
- j. Page set-up, Print Preview, Printing Worksheets.

**Unit V: MS-Power Point**

- a. Starting MS-Power Point
- b. Auto Wizard, Creating a presentation using Autocontent Wizard
- c. Blank Presentation, Creating, saving and printing a presentation
- d. Adding a slide to a presentation
- e. Navigating through a presentation, Slide sorter, Slide show, Editing slides
- f. Using Clipart, Wordart Gallery
- g. Adding Transitions and Animation Effects, Setting timings for slide show, preparing Note pages, Preparing audience handouts, printing presentation documents.

Contd P/3





## Internet

(11)

P/3

- a. Genesis and use of Internet
- b. Software and hardware requirements for Internet
- c. Accessing the Internet, Web Page, Using a Search Engine, Accessing the Internet from MS-Office applications

## References

1. Subramaniam, S.: *Introduction to Computers*.
2. Norton Peter: *Introduction to Computers*.
3. Nagpal, D.P.: *Mastering Microsoft OFFICE 2000*



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**Forests**

Utility of forests and forest resources, deforestation and its impact, forest conservation.

**Unit V: Air**

Composition and its usefulness to plants and animal kingdom, air pollutants – sources, their health hazards, green house effect and ozone layer depletion and its impact, control measures.

**Unit VI: Energy**

Major sources of energy – renewable and non-renewable uncertainties with non-renewable energy sources, alternate energy sources and energy conservation measure.

**Unit VII: Habitat and Population**

Uncontrolled population growth and its impact, unplanned growth of cities and towns, migration, problems of housing and essential services, control measures.

**Unit VIII: Environmental Education**

Meaning, need and objectives, highlights, role of government, NGOs and educational institutions, national and international agencies.

**Unit IX: Environmental Protection**

Policies, programmes and legislations

**Practicals**

1. Visit to Air Quality Monitoring unit of the Municipal Corporation
2. Visit to water supply station and sewage plant to study the water supply system and the waste water and sewage disposal.
3. Identify the Food Chain in our daily life.
4. Study the water cycle and water distribution on earth.
5. Study the cooling effects of evaporation.
6. Study the uses of solar energy.

**References**

1. Douglas, Ian (1983): *The Urban Environment*, London. Edward Arnold.
2. Dowdsell, Elizabeth (1997): *Salvaging the Earth: Need for Action*. P.20-24 In Environmental crisis and humans at risk: priorities for action. Edited by Sinha, Rajiv K. Ina Shree Publ., Jaipur.

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3. Enger, Eldon D & Smith, Bradley F (1995). *Environmental Science: A Study of Interrelationships*. Wm. C. Brown Publ., Dubuque, IA.
4. Hough, M (1984). *City Form and Natural Process: Towards a New Urban Vernacular*, London. Croom Helm.
5. Kingsley, G.T. B.W. Fergusan, B.T. Bower and S.R. Dce (1994). *Managing Urban Environmental Quality in Asia*. Washington, D.C. World Bank, Technical Paper 220.
6. Lang, R (1994). *Urban Eco-system From Concept to Application in Human Sociology and the Natural World: Perspective son Sustainable Future*. Eds. DV.J. Bell., R. Keil, Toronto, York University.
7. Mishra, Ashok Kumar: *Role of Agriculture in Rural Development*. Khadi Gramodyog 44 (5) Feb 1998 p. 165-171.
8. Mooney, Pat Roy: *The Parts of Life: Agricultural Bio-diversity, indigenous knowledge, and the role of the third system*. Development Dialogue April 15, 1998 p. 7-181.
9. Rao, B. Narsimha: *Chemical pesticides in human environment: a serious health hazard*. P. 105-110 In *Environmental crisis and humans at risk: Priorities for action*. Edited by Sinha, Rajiv K. Ina Shree Publ., Jaipur, 1997.
10. Shastri, Satish & Trivedi, Manjoo Bala (1997): *Environmental Laws in India: How Effective It Is*. p. 277-283 In *Environmental crisis and humans at risk: priorities for action*. Edited by Sinha, Rajiv K. Ina Shree Publ., Jaipur.
11. Sinha, Rajiv K. (1997): *Environmental pollution: the 20th Century Killer*. P.49-64 In *Environmental crisis and humans at risk: priorities for action*. Edited by Sinha, Rajiv K. Ina Shree Publ., Jaipur
12. Sinha, Rajiv K. (1997): *Deforestation and Habitat Destruction: Threat to the Global Ecological Balance*. P. 65-76 In *Environmental crisis and humans at risk: priorities for action*. Edited by Sinha, Rajiv K. Ina Shree Publ., Jaipur
13. Sinha, Rajiv K. & Khinchi, Shyam Sunder (1997): *Desertification: the silent eco-crisis of land sterilization and annihilation of human civilization*. P. 87-94 In *Environmental crisis and humans at risk: : priorities for action*. Edited by Sinha, Rajiv K. Ina Shree Publ., Jaipur.
14. Sinha, Rajiv K. (1997): *Reforestation the earth: an insurance for survival*. P.213-227 In *Environmental crisis and humans at risk: : priorities for action*. Edited by Sinha, Rajiv K. Ina Shree Publ., Jaipur
15. Sivanappan, R.K. (1997): *Need for holistic approach*. P. 155-159 (incl. Advt.) In *The Hindu Survey of Indian Agriculture 1997*. S. Rangarian Publ., Chennai.
16. United Nations Environment Programme / World Health Organisation (1992): *Urban Air Pollution in Megacities of the World*. Oxford: Blackwell.
7. White, R.R. (1994) *Urban Environmental Management, Environmental Change and Urban Design*. London, John Wiley & Sons.
3. Water Resource Management. P. 179-264 in *Strategies in Development Planning*. Edited by Singh, Alok Kumar & Rai, Vinay Kumar & Mishra, Anand Prasad.



**INTRODUCTION TO HUMAN DEVELOPMENT (CORE)**

Code: 14001

Cr. T4+P0

Practical: 4+0

Marks: 100.

Thry 75

Sessional 25

**Focus**

This is an attempt to guide undergraduate students in understanding of the field of Human Development in a basic way.

A conscious deviation is taken from the stage-wise approach to the life span, so as to make the course more meaningful and to allow for flexibility in understanding human development, as a continuous process. All topics are given a cross-cultural orientation.

The major topics covered are: An overview of the field; factors important for growth and development; different dimensions of development across the life-span namely, physical and motor, cognition, language, socio-emotional and personality and finally relevant issues in human development and social change.

Teachers are encouraged to use the points of emphasis mentioned and culturally relevant examples to stimulate thought and participatory discussion. The use of video-films is also recommended to supplement course content and facilitate discussions.

**Objectives**

1. To introduce the student to the field of human development: concepts, scope, dimensions and interrelations.
2. To sensitize the student to social and cross-cultural contexts in Human Development.
3. To sensitize the student to interventions in the field of Human Development.

**Unit I: An Overview of the Field of HD**

- a. What is Human Development? Why do we need to study it?

Definition of development and human development with focus on life span, nature and context of development, i.e. family and society, variations across cultures, and individual differences in human development.

- b. Human Development is a multidisciplinary science -

The need to study human development, the process of normative development and recognizing unusual development.

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c) Historical perspective of HD

*The Western Perspective*

Focus: The child of ancient times, medieval times, renaissance, republic and modern times (focus on influence of scientific developments and socio-political influences).

*The Ancient Indian Perspective*

Focus: (i) Beliefs of *marka*, *moksha* and *dharma* which lend purpose, a sense of continuity as well as social, moral and spiritual guidance to the Indian life. (ii) "Bringing-up" children versus "letting children grow" (cross-cultural and social perspectives). (iii) Milestones of human development are marked by different ceremonies (naming ceremony, the first taste of solid food, readiness for disciplining, readiness to read and write the four stages of life).

*The scientific study of children in India*

Focus: 50 years of Child Development (how it began as part of Home Science, its growth over the years, shift to life-span development (HD)).

(Note: in teaching emphasize the sources of knowledge in the study of HD)

- i. Primary sources: Collection of first hand experiences directly from individuals; narrative records on life histories.
- ii. Secondary sources: Oral or written reports on various aspects of HD from mothers, elderly members of a community professionals or academicians in the field of Human Development, theories and other related literature.

The above information is useful to- (a) establish and develop theories, (b) apply it in different settings, (c) make decisions about the worth of a programme, (d) develop effective programs, (e) solve specific problems.

d. Scope of the field of HDFS

- Opportunities for roles and employment
  - researcher: on issues related to HD
  - educationist: ranging from pre-school to University
  - planner of policies or programs related to child and family welfare
  - implementing interventions for different aspects related to HD (include special educators, personnel in agencies catering to all age groups i.e. from crèches to old age homes).
- Settings available:
  - i. Early childhood care and education (a) pre-school centres, (b) day-

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- care centres, (c) hobby centres, (d) early stimulation programs, (e) ICDS anganwadis.
- ii. Family and child welfare: (a) family welfare programs, (b) child welfare programs, (c) programs for the care of elderly, (d) organizations catering to advocacy.
- iii. Children with special needs: (a) specialized counselling centres (as planner), (b) schools, (c) early intervention, (d) developmental testing.

## Unit II: Orientation to Growth and Development

- a. Understanding growth and development (definitions)
- b. General principles of development.
- c. Constraints and facilitators in growth and development (influences of heredity and environment).
- Genetic inheritance: (i) fertilization (ii) number of chromosomes, (iii) the unique third pair determines sex, (iv) genotype and phenotype, (v) sex-linked genetic effects.
  - Environmental pre-requisites: i) nutrition, (ii) opportunities.
  - Interaction between environment and inheritance: (i) genes provide the predisposition, range and direction of development, (ii) environment determines the extent or limit.
- d. The beginnings of a new life
- Prenatal development and the birth process can be covered by a film OR emphasize major developments during the three stages of inter-uterine development and the stages of the birth process.
  - Prenatal influences on the child: biological risks, age of mother, physical characteristics, illness, diet and nutrition, stress and emotional strains, environmental hazards.
  - Cultural variations in child birth practices.

## Unit III: Development of Physical and Motor Abilities Across the Life Span

- a. An introduction to the dimensions of development over the life span.
- Physical and motor
  - Cognitive
  - Language
  - Socio-emotional
  - Personality

(Note: Emphasize – Inter-relatedness and coordination between the dimensions of development.)

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- b. What is physical and motor development?

*Physical Development*

- The new born physical appearance: size, weight, bodily proportions, sensory capacities i.e. hearing, vision, taste, smell, touch, temperature and position.
- Changes in size, shape, muscles and bones and brain as it continues through: infancy, end of infancy, preschool, middle childhood, adolescent growth spurt (include primary and secondary sexual characteristics and psychological impact of adolescence), plateau in adulthood, decreasing physical abilities in old age.
- Linking physical and motor development.
- Motor development: reflexes in infancy; major milestones through end of infancy, preschool years, middle and late childhood, adolescence; plateau in adulthood, declining co-ordination in middle adulthood and old age.
- Physical and motor development can be influenced through: (i) maturation, (ii) nutrition, (iii) monitoring and health care, (iv) stimulation, (v) practice.

**Unit IV: Cognitive Development Across the Life Span**

- a. *What is cognitive development?*

- The concept of intelligence
- A brief introduction to Piaget's theory (introduce stages without much elaboration: sensorimotor stage in infancy concrete operational stage in childhood (changes in remembering the reasoning in middle childhood, formal operations in adolescence, fluid and crystallized intelligence in adulthood, declining cognitive abilities in late adulthood and old age.)
- Every day cognition: perception, creativity, imagination, productive thinking, reasoning.

(Note: The section on cognition is based Piagetian approach. However, it must be taught with emphasis on changing process across life span without using technical terms of the theory.)

**Unit V: The Development of Language Across the Life Span**

Language as a form of communication

- Functions of language: expressing wishes, controlling others, interacting with others, expressing individually, exploring the world, pretending, using language to communicate/share information, understanding our society and culture, reasoning.

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- Communicating before language development i.e. the stages of vocalization: undifferentiated crying, differentiated crying, babbling, imitation of sound, patterned speech.
- Beginning to use language: one or two word utterances; early sentences; telegraphic speech; understanding metaphors, similes, irony, reflecting on superficial and deeper level meanings of sentences.
- Uses of language; conversational acts (non-verbal) conversational conventions, learning to listen.
- Language is refined through middle, late childhood and puberty; language linked to academic skills, cognition and thought.
- Language development can be influenced through: (i) maturation, (ii) stimulation
- Deviations in language development: Possible decline of language in the aged, (speech impairment and disorders to be introduced briefly).

(Note: While teaching this topic emphasize variations in language development – for example, by gender and socio-economic strata etc. Also introduce issues of bilingualism and multilingualism.

#### Unit VI: Socio-emotional Development Across the Life Span

- Understanding social and emotional development
- Social development:
  - Introduce socialization as an important part of the process of becoming human.
  - Social milestones, beginning with the emergence of the social smile; attachment, separation, anxiety, acquiring sex roles in childhood, induction into occupational roles by adulthood, social isolation and consequences in late adulthood and in the elderly.
  - Patterns and role of parent-child interactions, interactions with siblings and peers; social and cultural interactions through infancy to old age.
- Emotional development:
  - Emotions serve two adaptive functions: (i) motivating and (ii) communication.
  - Basic emotional reactions (joy, fear, jealousy, anger, sadness, aggressions)
  - Components of emotion: (i) emotions are elicited by the context, (ii) include bodily activity, (iii) emotional expressions are made through facial expressions, bodily movements, vocalization, (iv) labelling emotions.
  - Emotions may be acquired as a result of / by the influence or – (i) internal and external sources, (ii) cognition, (iii) learning and (iv) social reinforcement.

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- Milestones of emotional development through infancy and childhood, emotional confusions and adolescence, stability of emotions in adulthood and old age.
- Emotional problems: (i) depression, (ii) over-activity, (iii) aggression.

#### Unit VII: 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.
- Personality may be influenced by: (a) heredity, (b) environment (parenting styles, peer groups, social interactions, early childhood experiences, life events, support available in a community etc.)
- The role of social norms in personality development. Deviant personalities: (juvenile delinquency in childhood and anti-social personalities in adulthood)

#### Unit VIII: The Context of Social Change and Human Development (Summary of Current Status and Future Directions)

- The changing face of the Indian family; moving from joint to nuclear; single parenting as a consequence of temporary occupation related separation, marital separation, divorce, working women.
- Influence of national level decisions in human development: (i) child and women's rights, (ii) new economic policy liberalization, (iii) media boom.
- Specific needs for intervention in the Indian context: reaching out to lower economic groups through community based interventions.
- Need for developing a body of knowledge tuned to the Indian context.

#### References

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- Harris, A. C. (1986): *Child Development*. St. Paul: West Pub. Unit I, pp. 5-17.

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9. Lerner & Hultsch (1983): *Human Development: A Life-Span Perspective* (pp.247-253). New York: McGraw Hill Book Co. Unit VI, Unit VII.
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11. Mussen, P., Conger, J. J., Kagan, J. & Huston, A. C. (1990): *Child Development and Personality*. New York: Harper & Row. Unit I pp 12-18; Unit II pp. Unit III pp. Unit IV pp.
12. Mussen, P., Conger, J. J., Kagan, J. & Huston, A. C. (1990): *Child Development and Personality* (pp. 217-259). New York: McGraw Hill Book Co. Unit V pp. 217-259. Unit VI pp.
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14. Saraswathi, T.S. & Kaur, B. (1993): *Human Development and Family Studies in India*. New Delhi: Sage Publications. Unit VIII.
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II Paper

## INTRODUCTION TO RESOURCE MANAGEMENT

Code: 13001

Cr: T4+P0

Pd/Wk: 4+0

Marks: 100

Thory: 75  
Sessional: 25

### Focus

This course deals with the management of resources in the family with particular reference to mobilising all the resources for achieving the family goals. It also deals with the factors motivating management and management applied to specific resources.

### Objectives

1. To create an awareness among the students about management in the family as well as the other systems.
2. To recognize the importance of wise use of resources in order to achieve goals.

### Theory

#### Unit I: Introduction to Management

- a. Basic concepts of Management
- b. Similarities and differences in business, farm and family resource management

#### Unit II: Purpose of Management

- a. Management and Change
- b. Achievement of Goals

#### Unit III: Obstacles to the Improvement of Management

- a. Lack of Awareness of Management
- b. Lack of Awareness of resources
- c. Failure to Evaluate Results of Management
- d. Seeking ready-made answers to problems
- e. Lack of information

#### Unit IV: Family Characteristics Influencing Management

- a. Life style

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- b. Type of family
- c. Family size, stage of family life cycle

**Unit V: Factors Motivating Management**

- a. Goals, definition, types and utility
- b. Values – Importance, sources of values, classification, characteristics, changing values
- c. Standards – Definition, classification-quantitative, qualitative, conventional and non-conventional
- d. Decision – Role of decision making in management, resource availability

**Unit VI: Management Process**

- a. Meaning and elements of process – planning, controlling the plan and evaluating, 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. Supervisions of delegated plan
    - Types of supervision – direction and guidance
    - Analysis of supervision
  - iv. Evaluation – Importance, relationship to goals
    - Types – Informal and formal, overall and detailed
    - Techniques of self-evaluation
    - Evaluation of the whole process of management

**Unit VII: Resources in the Family**

- 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 VIII: Management of Specific Resources**

- a. Space, equipment, energy, community resources



## References

1. Ruth E. Deacon, Francille M. Firebaugh (1975): *Family Resource Management – Principle and Application*, Roy Houghton Mifflin Company (Unit I, II, IV-VII)
2. Irma, H. Gross, Elizabeth Grandall, Marjoris M. Knoll (1973): *Management for Modern Families*, Prentice Hall, Inc, Englewood Cliffs, New Jersey (Unit I – VIII).

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III Paper

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## INTRODUCTION TO CLOTHING (CORE)

Code: 15001

Cr. P1+P3

Pd/wk: 1+0

Marks: 100 75

Test

Practical 25

### Focus

Clothing is important for protection, comfort, personality and growth in relevant age groups. The course should be dealt with, keeping in view the activities of the concerned age group with consideration for safety, ease of care and comfort.

### Objectives

1. To acquaint with proper notion regarding choice of fabrics.
2. To develop skills in clothing construction.

### Theory

#### Unit I: Equipment

Equipment and supplies used in clothing construction, their maintenance, problems faced, remedies with specific reference to sewing machine.

#### Unit II: Selection of Fabrics

Factors influencing selection of fabrics, budget, age, season, occupation, figure, fashion, occasion etc.

#### Unit III: Principles of Clothing Construction

General principles of clothing construction. Drafting and making paper patterns. Taking body measurements for different types of garments. Preparation of fabrics for garment making. Laying out of patterns, cutting and marking.

### Practicals

#### Unit I: Sewing Techniques

Sewing techniques: Basic stitches, seams and seam finishes, fullness, placket,

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neckline, finishes, fasteners, simple collars, patch pockets and their application to the garments given below.

## Unit II: Garment Construction

Drafting, cutting and stitching of simple garments, such as vest and bib. A-Line Dress and knickers. Bush-shirt and knicker, sun suit / romper, simple frock with yoke.

## References

1. Anna Jacob (1933): *Art of Sewing* - UBS PD, 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.
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IV Paper

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## COMMUNITY DEVELOPMENT PERSPECTIVES AND APPROACHES (CORE)

Code: 11002

Cr: 12+P02

Pd/wk: 2+0

Marks: 80/100

Theory: 75

Sessional: 25

### Focus

The focus of the course is on the evaluation of approaches to community development in general and in our country in particular.

### Objectives

To enable students to -

1. be aware of the approaches to development.
2. develop faith in the capacity of the people to take responsibility for their own development.
3. understand the existing support structures for development efforts.
4. understand the role of Non-Govt. organizations in community development.

### Theory

#### Unit I: Development

- a. Definitions, types – large scale and centrally planned and small scale and locally planned.
- b. Goals, the purpose of development – Processes of development – the input process and social action process.

#### Unit II: Historical Perspective of Development Approaches

- a. The capitalistic approach
- b. The welfare approach
- c. The Gandhian approach
- d. The modernisation approach
- e. The institutional and social justice approach
- f. The socialist approaches – the conscientization approach – development as liberation – the historical approach of radical social scientists – the Marxist approach.

- g. Rethinking and new paradigm of development; sustainable development, human development, sustainable human development, universal human rights.

**Unit II: Critical Development Issues**

- a. Massive poverty
- b. Population growth
- c. Food security
- d. The Environment

**Unit IV: Community Development in India**

- a. Evolution of community development programme in India since Independence.
- b. Structure and functions of community development at different levels.

**Unit V: Support Structures and their Functions**

- a. Central Social Welfare Board
- b. State Social Welfare Board
- c. National Level Voluntary Agencies such as CAPART, KVIC.
- d. Elected Panchayats

**Unit VI: Community Development Programme Approaches**

- a. Multi-purpose
- b. Target group
- c. Growth centred
- d. Area
- e. Minimum needs
- f. Antyodaya
- g. Integrated
- h. Critical reflection on these community development efforts

**Unit VII: Women and Development**

- a. 'Welfare' approach – women's role as wives and mothers emphasized.
- b. 'Anti-poverty approach – women's income generation programs – integrating women in development.
- c. 'Efficiency' approach – emphasis on women's key role in production.
- d. 'Equity' approach – combating patriarchy and exploitation, subordination and oppression of women.
- e. 'Empowerment' approach – process of women discovering the power within themselves to tackle the problems in their life situations.
- f. Critical review of these approaches in practice.

## Unit VIII: Home Science and Community Development

Scope of Home Science Extension for meaningful participation in community development in India.

### References

1. Rogers, Alan (1992): *Adults Learning for Development*, Cassette published in association with Education for Development, London.
2. Desrochers, John (1984): *India's Search for Development and Social Justice*. Analysis of Indian Society. 1. Development Debate, Centre for Social Action, Bangalore, India.
3. Duarate, Barreto (1984): *India's Search for Development and Social Justice: Analysis of Indian Society*. 2. Indian Situation Centre for Social Action, Bangalore, India.
4. Staley, John (1982): *People in Development: A Training Manual for Groups*, SEARCH, Bangalore India.
5. Desai, Vasant (1988): *Rural Development (Volumes 1-6): Programs and Strategies*, Himalaya Publishing House, Bombay.
6. Patnayak, Rama (1990): *Rural Development in India*, Anmol Publications, New Delhi.
7. Heddy A. (1987). *Extension Education*, Sri Lakshmi Press, Bapatla
8. Baidyanath, Misra (1991): *Poverty, Unemployment and Rural Development*, Himalaya Publishing House, Bombay.
9. Devadas, Rajammal P. (1980): *Text-book of Home Science*, NCERT, New Delhi.



V Paper

(714)

## FAMILY DYNAMICS

Code: ~~14003~~

~~GT-133ED~~

~~PATWNS#0~~

Marks: ~~75~~ 100

### Focus

This course purports to create awareness and appreciation for the role and functions of marriage and family as basic institutions. The changing trends, the dynamics of adjustment and contemporary problems and issues are to be critically analysed for developing better understanding of needs, adjustment areas and intervention strategies.

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### Objectives

The student will -

1. Acquire knowledge and insights about the dynamics of contemporary marriage and family systems in India.
2. Become acquainted with the concept, goals and areas of adjustment in marital relationship and within the family.
3. Become aware of the changing roles and relationships within the family.
4. Understand the dynamics of families in distress and crisis
5. Become aware of the interventive and preventive family welfare measures.

### Theory

#### Unit I: The Family

- a. Definitions, functions, types (with reference to India)
- b. Family life cycle – stages and sub-stages (beginning, expanding, contracting).
- c. Changing trends in India and factors influencing (social change, family values and ideologies, family structures).

#### Unit II: Marriage

- a. Marriage as an institution: goals, rituals, functions, changes and challenges
- b. Mate selection: factors influencing, considerations of exogamy and endogamy, changing trends, arranged and personal choice of mates.

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- c. Preparation for marriage, social emotional issues, financial concerns and exchanges, guidance and counseling.
- d. Marital adjustment, areas and factors influencing, planned parenthood.

### Unit III: International Relationships within the Family

- a. Individual roles, rights and responsibilities within the family
- b. Family interaction and communication – importance, types and methods of improvement.
- c. Areas of adjustment within the family at different stages of family life cycle.

### Unit IV: Families with Problems

- a. Families with marital disharmony and disruption, dimension, casual factors
- b. Families in distress, violence and abuse, dowry victimization, violence against women.

### Unit V: Interventions for Families in Trouble

- a. Scope, needs and assessment
- b. Counselling: premarital and marital
- c. Welfare and rehabilitation policies and programmes
- d. Public awareness and education programmes

### References

1. Augustine, J.N. (Ed.) (1982): *The Family in Transition*, New Delhi: Vikas Publishing House.
2. Coleman, J.C. (19986): *Intimate Relationships, Marriage and the Family*, Chicago: Macmillan Publishing Co.
3. Cooley, Rose (1974): *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.
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8. Rao, P. and Rao, V.N. (1982): *Marriage, The Family and Women in India*, New Delhi: Vikas Publications.
9. Ross, A. (1973): *Hindu 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.) (1987): *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.

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VI paper

715

## LIFE SPAN DEVELOPMENT

Code: 24104

Cr: T4+P0

-Pd/wk: 4+0

Marks: 100

Theory - 75  
S.W. - 25

### Focus

This course covers the entire life span and traces the various developmental stages. Its encompasses in scope development in utero, infancy up to senescence identifying critical concerns in the socio-cultural perspectives.

### 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 need to be discussed/ explained).

### Unit I: Introduction

- 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

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

### Unit III : Infancy (0 – 2 years)

- 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

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- Developmental tasks of Infancy, milestones and highlights of development
- Factors influencing development

**Unit IV: Importance of Social Relationships**

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

**Unit V: Early Childhood (2 to 6 years)**

- 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)**

- Definition
- Developmental tasks
- School – significance and functions. Effects of success and failure
- Peer group – Importance, functions in the life of children.

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

- 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-identity)
- 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)**

- Definition of an "Adult", need to study.
- Developmental 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 (41 to 60 years)**

- 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**

- Definition, Physiological changes, health problems and cognitive and memory changes
- Retirement – effect of retirement on self, family, society, financial problems faced.
- Personality characteristics of old age factors in ageing.
- Social family factors, attitudes towards the aged, old age and friendship.
- Interests – recreational interest of the aged.
- Issues –old age homes, loneliness, coping with loneliness, living in joint family, prolonged illness (Plan visit to old age homes)
- Death – Preparation and coping strategies.

**References**

- Berk, L.E. (1996): Child Development, New Delhi: Prentice Hall.
- Craig, G. (1999): Human Development, NJ: Prentice Hall.
- Cole, M. & Cole, S. (1995): The Development of Children, NY Freeman & Co.
- Gardiner, H.w., Mutter, J.D. & Kosmitzki (1998): Lives Across Cultures, Boston, Allyn & Bacon.
- Lerner, R.M. & Hultsch, D.F. (1983): Human Development: A Life Span Perspective, NY: McGraw Hill.
- Rice, F.P. (1965): Human Development: A Life Span Approach, NJ: Prentice Hall.
- Santrock, J.W. (19997): Life Span Development, NY: Brown & Berich mark.

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VII paper

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## COMMUNITY NUTRITION

Code: 22003

Gr: T2+P0

~~Pr: Wk. 2+0~~

Marks: 50

Thy: 75  
Practical: 25

### Focus

The course is intended to introduce to students nutritional problems prevailing in the country, their causes, and implications and the Government policies and programmes for control and /or prevention of the same.

### Objectives

This course will enable the students to -

1. Understand the factors that determine the availability and consumption of food.
2. Be familiar with the common nutritional problems of the community, their causes, symptoms, treatment and prevention.
3. Get exposed to the schemes, programmes and policies of Government of India to combat malnutrition.
4. Be aware of the health hazards related to food and water.

### Theory

Unit I : Concept and scope of community nutrition

Unit II : Food availability and factors affecting food availability and its consumption(10)

- Agricultural production
- Post-harvest handling, marketing and distribution
- Population
- Economic
- Regional
- Socio-cultural
- Industrialization

Unit III : Nutritional problems of the community and implications for public health

- Common problems in India
- Causes (Nutritional and non-nutritional)
- Incidence of nutritional problems, signs and symptoms, treatment

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#### **Unit IV : Nutrition through the Life Cycle**

(at different activity and Socio-economic levels)  
requirements, nutritional problems, food selection.

- a. Adulthood
- b. Pregnancy
- c. Lactation
- d. Infancy
- e. Preschool
- f. Adolescence
- g. Old age

#### **Unit V: Principles of diet therapy**

Modification of normal diet for therapeutic purposes, Full diet, Soft diet, Fluid diet, Eland diet.

#### **Unit VI: Nutritional management in common ailments -**

Requirements and diet planning

- a. Diarrhoea
- b. Constipation
- c. Fevers - Weight Management

### **Practicals**

### **Objectives**

This course will enable the 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 and activity levels in relation to special nutrient requirements.**

- a. Adult
- b. Pregnancy

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- 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**

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

**References**

- Krause, M.V. and Mahan, L.K. (1986): Food, Nutrition and Diet Therapy, Alan R. Liss, Saunders Co., London.
- Passmore, R. and Davidson, S. (1986): Human Nutrition and Dietetics, Livingstone Publishers.
- Robinson, C.H., Laer, M.R., Chenoweth, W.L., Garwick, A.E. (1986): Normal and Therapeutic Nutrition, MacMillan Publishing Company, New York.
- Williams, S.R. (1989): Nutrition and Diet Therapy, 4th Ed., C.V. Mosby Co.
- Shils, M.E., Olson, J.A., Shike, M. Eds. (1994): Modern Nutrition in Health and Disease, 8th Edn., Lea and Febiger – A Waverly Company.

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- PEM
- Micro-nutrient deficiencies (Vit. A, Iron, Iodine)
- Fluorosis

**Unit IV : Schemes and programmes to combat nutritional problems in India**

- Prophylaxis programmes
- Midday meal programme
- ICDS

**Unit V : Hazards to Community Health and Nutritional Status**

- Adulteration in food
- Pollution of water
- Industrial effluent sewage
- Pesticide residues in food

**Unit VI : Nutrition Policy in India and Plan of Action**

**References**

- Agarwal, A.N. (1981): Indian Economy Problems of development and planning.
- Jolliffe, D.B. (1968): Child Health in the tropics.
- Ghosh, S. (1989): You and your child.
- Misra, S.K. and Puri, V.K. (1992): Indian Economy.
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VIII Paper

717

## INTRODUCTION TO TEXTILES (BONE)

~~Q. No. 10002~~

~~Gr. T3-P1~~

~~Pd/Wk: 3+2~~

Marks: 100

Theory: 75

Practical: 25

### Focus

Variety in clothing depends on variety in textiles. Though very few textiles were known to man earlier, presently, he is seeing newer textiles each one superseding the other. Their performance is also varying. It is essential for a student to have some basic knowledge of these textiles to select the right kind of fabric for a specific end-use.

### Objectives

To enable students to -

1. Acquaint with the different textiles and their performances.
2. Impart knowledge on different textile finishes.

### Theory

#### Unit I: Classification of Textiles

- a. Introduction to and classification of textiles, terminology in textiles
- b. History, composition, types, production, properties and uses –  
Cotton, Linen, Wool, Silk, Rayon, Polyamide, Polyester and Acrylic fibres.

#### Unit II: Study of Yarns

Methods of spinning, making of spinning, making of sewing thread, simple, novelty, metallic and texturised yarns, stretch, corespun, bi and multi component yarns – characteristics. Yarn numbering systems (Cotton count, Denier, tex-conversion from one to the other).

#### Unit III: Weaves

- a. Physical – Singeing, napping, brushing, shearing, sizing, shrinking, tendering, calendarings, etc.
- b. Chemical – bleaching, mercerizing, etc.

- ~~Textile Fibre to Fabric~~
- c. Special purpose finishes – wrinkle resistant, water resistant and repellent, flame retardant, durable press, soil release and resistant, antipilling, dyeing and printing, etc.

## Practicals

### Unit I: Identification of Textile Fibres

Visual, microscopic, burning and chemical

### Unit II : Identification of yarn types

### Unit III : Identification of weaves and their variations

### Unit IV: Sample collection for weaves and finishes and Identification

## References

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2. Hollen, N. and Saddler, J.: *Textiles Latest Edn.*, Mac Millan & Co., New York.
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4. Joseph, M. L. (1972): *Introductory Textile Science*, Holt Ripenhart of Winston, New York.
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ABC

IX paper

①

718

## PERSONAL EMPOWERMENT (CORE)

Code: 14002

Cr: T3+P8

Pd/Wk: 3+0

Marks: 75

75

Sessional/ 25

100%

### Focus

This course is designed to create awareness and understanding of the need for empowerment and motivating the student towards higher goals and challenges of self-improvement. The focus is on the adolescent moving towards making choices, developing competencies and skills for handling responsibilities of self-growth and interpersonal relationships in personal and professional spheres. The thrust of this course must be in the Indian context, creating pride in and respect for cultural heritage and values. The teaching approach should be truly a "facilitator" – convinced and committed to the cause of empowerment of youth.

The purpose of inclusion of this course must be viewed as "offering opportunities, motivation, information and skills" for enhancing the total outlook (perspectives) of the young students particularly girls. Hence the thrust is on development, women and the concept of Home Science education as holistic education with interface (and integration) of professionalism and qualitative development of individuals and families.

The teacher (facilitator) for this course must share such an outlook and be oriented towards the same to be really effective. Also the typical examination oriented approach should be replaced by promoting dynamism, visionary zeal and motivational ethos in the classroom.

### Objectives

The student will

1. become aware of the need, competencies and skills to be developed for empowerment and be motivated for self improvement / self-enhancement.
2. become aware of the role of empowerment of women from the perspectives of personal and national development.
3. become aware of the interdisciplinarity of Home Science education and its potential for personal and professional enhancement.
4. become sensitized to some pertinent contemporary issues that affect the quality of life of individuals, families and community.

APD





- Practical-based and participatory teaching-learning methodology to be utilized; not conventional lectures. Dynamism on the part of the teacher is essential for successful outcome of the course.

**Unit I: Personal Growth and Personality Development**  
(through exercises, role play, discussions)

- The challenge: understanding and managing oneself: being aware of one's strengths and weaknesses.
- Personality Development: Factors and influences; emotional and motivational aspects; assertion vs. aggression.
- Peer pressures: Issues and management; group conformity and individualism as co-existing aspects.
- Conflicts and stresses, simple coping strategies.
- Adjustment and readjustment to changing needs and conditions of contemporary society (technological changes, social changes, changes in values).

**Unit II : Empowerment of Women**

- Women and Development: The personal, familial, societal and national perspectives.
- Capacity building for women: Education, decision-making abilities and opportunities, awareness and information on legal and political issues.
- Women's organizations and collective strength: Women's action groups, women's participation in development initiatives.
- Study and discussion of life histories, case studies of illustrious Indian women from different walks of life (eg. Indira Gandhi, Jhansi ki Rani, Medha Patkar, Kiran Bedi, Vijayalaxmi Pandit, Sudha Chandran, Anutai Wagh, Ila Bhat, Bhanvari Devi).

Brief sketches / profiles of women's organization and collective and activist efforts to improve the quality of life or tackle issues of concern (e.g. SEWA, Women's co-operatives, WIT).

**Note**

Students must be sensitized and made aware through assignments to identify and study the contributions of women in their own regional areas as also in the context of national perspectives. Cases of individual and collective / organized women's strengths must be discussed with examples from local / regional / levels. Each student may prepare profiles of one individual and one collective group.

### Unit III: Home Science Education as Empowerment

1. The interdisciplinarity of Home Science Education.
2. The role of Home Science Education for personal growth and professional development.
3. Home Science as holistic education with integration of goals for persons, enhancement and community development.

### Unit IV : Some Significant Contemporary Issues of Concern

- a. Gender issues: inequities and discriminations, biases and stereotypes; myths and facts.
- b. Substance abuse: Why and how to say no.
- c. Healthy Habits: In relation to physique, to studies, to heterosexual interests.
- d. AIDS: Awareness and education.

#### Note

Teachers /facilitators must be knowledgeable and equip themselves sufficiently; orientations / training sessions for facilitators essential.

### References

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2. Antony, M.J. (1989): *Women's Rights*, New Delhi: Hind Pocket Books Pvt. Ltd.
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4. Chandrashekhar R. (1992): (Ed) *Women's Resource and National Development – A Perspective*, New Delhi: Gaurav Publishing House.
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11. Hatcher, J.M. and Halchin, C. (1973): *The Teaching of Home Economics*, Boston: Houghton Mifflin Co.
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15. Rathur, S. and Brid, J. (1983): *Adjustment and Growth: The Challenge of Life*, New York: C.B.S. College Publishing Co.
16. Singh, R.N (1992): *Sky is the Limit: Practical Guide Lines on Effective Career Planning*, Bombay: Bombay Schandra Publications.



ENTREPRENEURSHIP MANAGEMENT (ID / HM / CS)

Code: 33115

Cr. T34P3

Pd/WB: 342

Marks: 100

75(T) 25(P)

**Focus**

This course intends to develop entrepreneurship skills in students by understanding the process and procedure of setting up small enterprises and managing them effectively. Since there are not enough job opportunities in the organised sector for all graduates, it is essential to vocationalise the course and develop management skills for entrepreneurship development.

**Objectives**

To enable students to –

1. Develop entrepreneurship skills
2. Analyze the environment related to small scale industry and business
3. Understand the process and procedures of setting up small enterprises
4. Develop management skills for entrepreneurship development

**Theory****Unit I: Entrepreneurship**

- Definitions, need, scope and characteristics of entrepreneurship, entrepreneurship development and employment promotion.
- Identification of opportunities.

**Unit II: Business environment for the entrepreneur**

- Government of India policy towards promotion of entrepreneurship. Exposure to demand based, resource based, service based, import substitute and export promotion industries.

**Unit III:**

- Need, scope and approaches for project formulation. Market survey techniques, criteria for principles of product selection and development, choice of technology.



- Major steps involved in setting up a small scale unit – project formulation, resources mobilization.
- Institutions, financing procedure and financial incentives.
- Financial ratios and their significance. Books of accounts, statements, funds flow analysis.

Unit IV: Techno-economic feasibility of the project

Unit V: Critical path method, Project Evaluation, Review Techniques as planning tools for establishing SSI.

Unit VI: Plan layout & process planning for the product establishing the unit

Unit VII: Creativity and innovation problem solving, personnel management, salaries, wages and incentives, performance appraisal, Quality Control.

Unit VIII: Marketing and Sales Management

- Marketing strategy, packaging, advertising, label intervention, pricing, sales services.

Unit IX: Legislations

- Licensing, registration, Municipal laws, business ethics, income tax, law application. Consumer complaint redressal.

### Practicals

1. Developing a proposal for establishing an enterprise and the techno-economic feasibility of the project.

### References

- Deshpande, M.V. (1984): Entrepreneurship of small scale industries, concept, Growth and Management, Deep Publication, D-1/24, R- Garden, New Delhi. (Unit I-III).
- Meredith, G.G., Nelson, R. et al. (1982): Practice of Entrepreneurship, ILO Geneva. (Unit IV-VII, IX, X).
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## GENDER AND DEVELOPMENT (DPM)

Ques: 3V112

CT 13+120

PDANK: 3

Marks: 75/100

75(T) 25(B)

### ocus

Women are often marginalised in developmental tasks. Women need to be brought to mainstream of development and involved in the developmental process at all levels.

### Objectives

To enable students to

- Understand the role of women as partners in development.
- Get sensitised to gender disparities/imbbalances related to developmental issues.

### Theory

#### Unit I: Conceptual analysis

(16)

- Women in Development, Women and Development and Gender approach to development. Shift from 'Welfare' Approach to 'Development and Empowerment' Approaches, Implications.

#### Unit II: Manifestations of gender imbalances

(12)

- Sex ratio, Vital statistics, Human Resource Development Index.
- Adverse effects on women and their participation in the development process.
- Barriers to women's access to inputs and services related to credit, legal rights, employment, equal pay and decision making.

#### Unit III: National efforts

(15)

- National Policy on Women.
- Efforts by the different ministers particularly by the Department of Women and Child Development - Impact of International efforts.
- Post Beijing Scenario.
- Legal provisions - Role of the National Commission for Women.



Unit IV:

Women at the grassroots

- Need for emphasizing women at the grassroots. Means of Empowerment.
- Changing status and role of women in the Family and Society.
- Factors influencing such changes bridging gender differences to share benefits of development.
- Need for organizational support - efforts towards this.

References

- Chatterji, S.A. (1988): Indian Women's Search for Identity, New Delhi, Vikas Publishers.
- Desai, Neera, (1986): Indian Women - Change and Challenge to International Women's Decade.
- Status Reports of Govt. of India.
- Reports of the different ministries and departments.
- Nepuchta Patchanee and Stephens Alexandra (1990): Taking Hold of Rural Life.
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10. UNICEF, (1995). The Progress of Nations.

Journals

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- CAPART Press Clippings, Documentation and Information Officer, CAPART, C21, Community Centre, New Delhi.
- Cine Hall, Janak puri, New Delhi-110058.
- Social Welfare, Central Social Welfare Board, Samaj Kalyan Bhavan, B-12, Tana Crescent, Institutional Area of IIT, New Delhi-110016.
- Kurukshetra, Director, Publications Division, Ministry of I&B, Government of India, Patiala House, New Delhi-110016.
- Social Change, Council for Social Development at Kalpana Printing House, L-4, Green Park Extn., New Delhi-110016.
- Yojana, Director, Publications Division, Patiala House, New Delhi 110001.
- Science for Villages, Centre of Science for Villages, Magan Sangrahalaya, Wardha-442001.
- Indian Farming. Under Secretary for the Publications and Information Division, Indian Council of Agricultural Research, New Delhi.
- Rural India, Mukesh Printers, Sheikh ki Bagia, Near Shanlihi Nagar, Gopal Sadan, Hospital Road, Gwalior-505001.
- The Journal of Family Welfare, Family Planning Association of India, Bajaj Bhavan, Nariman Point, Bombay-400021.
- Indian Journal of Extension Education, The Indian Society of Extension Education, Division of Agricultural Extension, IARI, New Delhi-110012.



## THE CHILD WITH SPECIAL NEEDS (ECCE/ECSN/FCW)

Q686: 24107

~~CT 18+10~~

~~P01576 5+10~~

Marks: ~~125~~ 100

75(T) 25(S)

### Focus

In this paper the students are introduced to the nature of childhood disability and its effect on children at different stages in development. The attempt in teaching should be to help students realize that all disabled children are children first and that environmental factors play a major role in causing as well as treating the conditions of disabled children.

### Objectives

1. To appreciate the special needs of children with different disabilities and disorders;
2. To gain insights into the causes of disability and disorders in children, and into their prevention and treatment;
3. To be sensitized to the similarities and differences between disabled and non-disabled children; and
4. To perceive the importance of the family and the community in the development of the child with special needs.

### Unit I : Introduction

- Definition and terminology, relationship of delayed development and disability
- Incidence and prevalence in India
- The child at risk: poverty and gender issues
- Rights of the disabled child
- Issues in classification and labeling
- Genetic and environmental factors in disability
- Prevention of disability
- Early detection, screening, identification and assessment in the community and at Centre-based programmes
- Need for intervention, education and rehabilitation



Ugc. Net Preparation

- Development of concepts in children from infancy to adolescence – significance of onset, early stimulation and mobility training
- Motor, language and socio-emotional development. Sensitivity of other senses.
- Family: role in detection and early stimulation. Support and counselling for family
- Community: role in prevention and awareness
- Services for rehabilitation. Integration of child and family.

#### Unit IV: The Child with Learning Difficulties and Disability

- Definition of Learning Disability. Difference between difficulty and disability. Problems of labelling. Criteria for identification and diagnosis.
- Characteristics of children – sensori – motor, perceptual, language difficulties. Consequences for school achievement. Causes and correlates of learning disability. Learning difficulties as related to academic and psychological problems.
- Profile of the learning disabled child at school and in the family. Parents' dilemma in socializing the child.
- Role of culture's expectations and family norms in seeking solutions.

#### Unit V: The Child with Cerebral Palsy and Orthopaedic Disability

- Definitions, classification and prevalence.
- Causes and associated conditions. Prevention and treatment approaches.
- Role of family and community. Stress in family and support mechanisms. Integration of children.

#### Unit VI: The Child with Communication Disorders

- Significance of speech and language in communication.
- Definition of communication disorders
- Classification of disorders of speech and language. Multiple disorders.
- Causes of organic and functional disorders.
- Psychological and behavioural characteristics of children.
- Family support and community services in treatment and management.

#### Unit VII: The Child with Behavioural Disorders

- Definitions and characteristics of behaviour disorders. Contextual and cultural differences.
- Ecological and clinical classification.

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- Normalization and mainstreaming
- Understanding the family with a special child

**Unit II: The Child with Mental Retardation**

- Definition of intelligence, adaptive behaviour and mental retardation. Approaches to measurement.
- Mental illness as different from retardation
- Current classification and terms: mild, moderate, severe and profound retardation
- Genetic and environmental causes; prevention
- Characteristics of children with mental retardation from infancy to adolescence – physical-motor, cognitive, language, personal-social and emotional. Effect on the family.
- Family and Community: mutual support, role in development, attitudes, acceptance and integration of child.

**Unit III: The Child with Sensory Deficits**

***Auditory impairment :***

- Definitions – deaf and hard-of-hearing children
- Classification – mild, moderate, severe and profound loss
- Conductive and sensorineural loss
- Genetic, prenatal and perinatal causes of deafness. Approaches to measurement – simple and clinical methods
- Cognitive, language, social and emotional development of children with hearing loss. Importance of age of onset of loss for language development.
- Communication in children with hearing loss.
- Prevention, early treatment and stimulation.
- Family – its role in detection and child's language development. Supports and counselling for family.
- Community – effect of attitudes, services for rehabilitation, integration of child and family.

***Visual impairment :***

- Definitions/blindness and partial sight. Legal and educational implications of definition
- Genetic and environmental causes – with special reference to nutrition
- Prevention and treatment of impairment



- Behaviour problems associated with autism, schizophrenia, attention deficit hyperactivity disorder, enuresis and encopresis.
- Behaviour problems of children showing excessive anxiety school refusal, phobia, temper-tantrums and delinquency.
- Biophysical and environmental correlates of disorders.
- Role of family in treatment and therapy.

Note: Visit to Institution for Children with Special Needs & writing of References Rep-A.

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- Narasimhan, M.C. & Mukherjee, A.K. (1986): Disability: a continuing challenge. (Chapters 1,2,3).
- Werner, D. (1994): Disabled Village Children, (Indian edition), New Delhi, Voluntary Health Association of India, (Complete book).
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- Achenbach, T.M. (1982): Developmental Psychopathology (second edition), New York, John Wiley, (Chapters 8,10,11,12,13).
- Tinberger, N. & Tinberger, E.A. (1983): Autistic Children: New Hope for a cure, London, Allen & Unwin, (Chapter 5).

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IV

122

## PROGRAMMES FOR RURAL AND URBAN DEVELOPMENT (DPM)

Code: 31110

Gr: T5, P0

Pd/Wk: 5

Marks: 125

75(T) 25(S)

### Focus

In order to reduce the problems of the masses, Government of India has put forth a number of intervention programmes from time to time targeted to the rural and urban people. Several approaches have been tried to reach the benefits of science and technology to the people at the grassroots. This course intends to give a complete orientation to the students on the various developmental programmes initiated over a period of time.

### Objectives

To enable students to

1. Understand the national efforts towards rural and urban development
2. Examine the cumulative impact of these developmental efforts in quantitative and qualitative dimensions.

### Theory

Unit I : Five year plans (5)

- History of planning in India. Five year plans and their focus.
- Planning at different levels - National to Grassroots

Unit II : Programmes to enhance food production (10)

- Thrust on agriculture. National Food Production programmes ever since Independence - Intensive production schemes.

Unit III : Poverty alleviation efforts (10)

- Programmes for poverty alleviation for rural and urban areas; employment generation and social inputs. Concentration of efforts in the 1980's
- Current programmes for rural and urban poor.

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### Unit IV : Programmes for women and children

- Women as target groups - specific measures for women and children
- DWCRFA, ICDS, IMY; Current programmes for women as target groups
- Implemented by the different Ministries and Departments.
- Shift from 'welfare' approach to 'development' approach to 'empowerment' approach.

### Unit V : Role of NGOs

- Need for participation of Non-Governmental Organisations in development efforts.
- Encouragement given to NGOs - Role of CAPART.

### Unit VI : Appraisal of the efforts

- Examining the impact of the developmental efforts in selected rural and urban areas.
- Quantitative achievements of a programme and qualitative improvement.
- Study of the evaluation reports of the various departments.

## References

- Upadhyaya, H.C. (1991): Modernisation and Rural Development, New Delhi, Anmol Publication.
- National Institute of Rural Development, Hyderabad. (1991): Rural Development Statistics, NIRRD.
- Desai, Vasanth, (1988): Rural Development Programme and Strategies - Volumes I to VI, Bombay: Publishing House.
- Kellagh, Chelna, (1991): Women and Development, New Delhi, Discovery Publishing House.
- Manayan, Manohar, S. (1989): Integrated Rural Energy Programmes, Delhi, Shree Hari Printers.
- Mohsin Madeen, (1985): Rural Development through Government Programmes, New Delhi, Mittal Publications.
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## DIET THERAPY I (DT)

Code: 32115

GP 13103

Practicals 100 Marks

### Focus

75(T) 25(P)

This course emphasizes the importance of diet in therapeutic management and the role of the dietician as a part of the medical team engaged in ensuring patient health and well-being.

### Objectives

This course will enable the student to -

1. Know the principles of diet therapy.
2. Understand the modifications of normal diet for therapeutic purposes.
3. Understand the role of the dietician.

#### Unit 1: Basic concepts of diet therapy

Therapeutic adaptations of normal diet, principles and classification of therapeutic diets.

#### Unit 2: Team approach to health care. Assessment of patient's needs.

#### Unit 3: Routine Hospital Diets

Regular, light, soft, fluid, Parenteral and enteral feeding.

#### Unit 4: Energy Modifications and nutritional care for weight management

Identifying the overweight and obese, etiological factors contributing to obesity, prevention and treatment, low energy diets balanced energy reduction, behavioural modification. Underweight - aetiology and assessment, high energy diets for weight gain, anorexia nervosa and bulimia.

#### Unit 5: Diets for Febrile conditions, Infections and Surgical conditions

#### Unit 6: Etiological factors, symptoms, diagnostic tests and management of upper GI tract disease - Diseases of Oesophagus and dietary management. Diseases of stomach and dietary management. Gastric and duodenal ulcers and dietary management.

#### Unit 7: Etiology, symptoms, diagnostic tests and management of intestinal diseases - Diarrhoea, Steatorrhoea, Diverticular disease, Inflammatory bowel disease.



- Unit 1: Unit 2: Unit 3:*
- Bowel disease, Ulcerative Colitis. Flatulence, Constipation, Irritable Syndrome, Haemorrhoids.
- Unit 8: **Etiology, symptoms, diagnostic tests and management of** Malabsorption Syndrome, Celiac sprue, Tropical sprue. Intestinal brush border deficiencies (Acquired Disaccharide Intolerance), Protein losing enteropathy.
- Unit 9: **Anemias** Pathogenesis and Dietary Management: Nutritional Anemias, Sickle cell Anemias, Thalassemia, resulting from Acute Haemorrhage.
- Unit 10: **Diseases of the Liver, Exocrine Pancreas and Biliary System.** Liver function tests and Nutritional care in Liver disease in the context of results. Dietary care and Management in - Viral Hepatitis, Cirrhosis of Liver, Hepatic Encephalopathy, Wilson's disease. Dietary care and management in diseases of Gall Bladder and Pancreas - Cholelithiasis, cholecystitis, cholecystectomy, Pancreatitis etc.

## References

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- Antia, F.P. (1973): **Clinical Dietetics and Nutrition**, Second Edition, Oxford University Press, Delhi.
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- Williams, S.R. (1989): **Nutrition and Diet Therapy**, 6th Ed. Times Mirror/ Mosby College Publishing, St. Louis.
- Raheena, Begum (1989): **A textbook of foods, nutrition and dietetics**. Sterling Publishers, New Delhi.
- Joshi, S.A. (1992): **Nutrition and Dietetics**, Tata McGraw Hill Publications, New Delhi.

## Practicals

### Objectives

To enable students to –

1. Know the normal routine diets served in hospitals and for whom these would be served
2. To be able to plan diets for therapeutic purposes.





- Unit 1: Standardization of common food preparations for portion size
- Unit 2: Planning and preparation of Normal diet.
- Unit 3: Planning and preparation of fluid food preparations.  
Clear fluid preparations. Full fluid preparations. Planning and preparation of clear & full fluid.
- Unit 4: Planning and preparation of Recipes for soft/semi-solid diet, mechanical, pureed. Planning and Preparation of soft diet.
- Unit 5: Planning and preparation of recipes using protein concentrates
- Unit 6: Planning and preparation of recipes using sugar substitutes
- Unit 7: Planning and preparation of low fat and low calorie recipes.
- Unit 8: Planning and preparation of high fibre recipes.
- Unit 9: Planning and preparation of low fibre and low residue recipes.
- Unit 10: Planning and preparation of bland diet recipes.
- Unit 11: Planning and preparation of diets for the following conditions: overweight and obesity, underweight, fevers, ulcers, diarrhoea, constipation, malabsorption syndrome, viral hepatitis, liver cirrhosis, cholecystitis, nutritional anaemias.

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VI

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## MATERNAL AND CHILD NUTRITION (CN)

Code: 22110

CE 13+P3

~~Page 224~~

Madam / Sir

75(T) 35(P)

### Focus

The course focuses on understanding the physiological changes, management of needs and associated problems during pregnancy, lactation, infancy and childhood.

### Objectives

This course should enable the students to -

1. Understand the physiology of pregnancy and lactation and how these influence requirements.
2. Learn the benefits of breast feeding.
3. Be aware of the problems encountered in pregnancy and during breast feeding and cope with these problems.
4. Understand the process of growth and development from birth until adulthood.
5. Get familiar with the nutritional needs at different stages of growth.
6. Understand the concept of growth promotion.

#### Unit 1: Nutrition during Pregnancy

Physiology of pregnancy, factors (non-nutritional) affecting pregnancy, importance of adequate weight gain during pregnancy, antenatal care schedule, Nutritional requirements during pregnancy and modification of diet and supplementation, nutritional factors affecting breast - feeding. Deficiencies of nutrients and impact - energy iron, folic acid, protein, calcium, iodine. Problems of pregnancy and their management - nausea, vomiting, food aversions, pregnancy induced hypertension, obesity, diabetes. Antenatal care during pregnancy.

#### Unit 2: Nutrition during lactation - physiology of lactation

Nutritional requirements during lactation and dietary management, supplements, Galactagogues, preparation for lactation. Care and protection of nipples during breast hygiene.

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- Unit 3: **Nutrition during infancy**  
 Infant physiology relevant to feeding and care. Breast feeding - Colostrum, composition and importance in feeding. Initiation of breast feeding and duration of breast feeding. Advantages of exclusive breast-feeding. Nutritional and other advantages of breastfeeding. Introduction of complementary foods, initiation and management of weaning, breast feeding etc. Bottle feeding - circumstances under which bottle feeding is to be given. Care and sterilization of bottles. Preparation of formula. Mixed feeding-breast feeding and artificial feeding. Teething and management of problems.
- Unit 4: **Immunisation schedule for infants and children**
- Unit 5: **Growth and development from infancy to adulthood**  
 Somatic, physical, brain and mental development, puberty, menarche, prepubertal and pubertal changes. Importance of nutrition for ensuring adequate growth and development.
- Unit 6: **Growth monitoring and promotion**  
 Use of growth charts and Standards Prevention of growth faltering.
- Unit 7: **Nutritional needs of toddlers, preschool, school going children and adolescents - Dietary management.**
- Unit 8: **Management of preterm and low birth weight children.**
- Unit 9: **Feeding children with special needs.**
- Unit 10: **Dietary management of children during diarrhoea and fever**  
 Use of ORT and prevention of dehydration, home based fluids.
- Unit 11: **Dietary management of children with inborn errors of metabolism**  
 (PKU, Glycogen storage disease, Wilson's disease), Malabsorption (Lactose Intolerance, Celiac disease), Food Allergies.
- Unit 12: **Nutrition and health care programmes for the mother and child**  
 ICDS and role of primary health centres.

## References

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- King, M.H., King, F.M.A., Morley, D., Burgess, A.P. (1972): Nutrition for Developing Countries, ELBS Oxford University Press.
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Maulana Azad Medical College, New Delhi
- Worthington Roberts, B.S. & William, S. (1989) Nutrition in Pregnancy and Lactation, 5th Ed., Mosby.
- Elbrahim, G.J. (1993) Nutrition in Mother and Child Health, F.I.B.S.
- Endres, J.B., De Ewell, R.F. (1990) Food Nutrition and the Young Child, Maxwell, MacMillan International P  
Group

## Practicals

### Objectives

This course should enable the students to -

1. Apply the knowledge regarding nutritional requirements of mothers and children in different circumstances.
2. Plan appropriate diets to fulfil nutritional needs in pregnancy, lactation, and for children of different ages.
3. Monitor growth of children.
4. Counsel mothers to take appropriate action to prevent growth faltering and to refer malnourished children.
5. Give appropriate counselling for children with special needs.
6. Train health workers for growth monitoring and promotion.

**Unit 1:** Preparation of high energy, high protein recipes for pregnant and lactating women (home level). Preparation of high energy, iron-rich recipes for use by pregnant women. Preparation of high energy, protein-rich and iron-rich recipes to be used in supplementary feeding for pregnant and lactating women. Assessment of existing diets- pregnancy, lactation. Improvement of the existing diets.

**Unit 2:** Visit to antenatal clinic and counselling mothers at ANC.

**Unit 3:** Preparation of bottles for feeding - sterilization and preparation of formula milks.

**Unit 4:** Preparation of nutrient dense, complementary foods for infants.

**Unit 5:** Planning and preparation of dietary schedule for infants.

Unit 6: Use of Amylase rich foods in diets of infants and toddlers.

Unit 7: Preparation of nutritious snacks for children, rich in energy, protein and important micro-nutrients.

Unit 8: Preparation of packed lunch for primary school age, school age-children and adolescent.

Unit 9: Preparation of various recipes for use in diarrhoea.

Unit 10: Planning diets for children with special needs.

Unit 11: Monitoring growth of children - weighing and charting growth.

Unit 12: Counselling mothers for growth promotion.

# HOUSEHOLD EQUIPMENT II (ID/HM/CS)

725

Code: 33110

Cr. 12+12

PB/PK 2+4

Marks: 100

## Focus

75(1)25(1)

This course intends to impart knowledge and understanding of construction of household equipment, the material used, selection criteria, their operations, maintenance and care. To make them aware of new trends and handle minor problems of repair.

## Objectives

To enable students to --

1. Recognize base materials, finishes and insulating materials used in the construction of household equipment
2. Understand the principles underlying the operation, use, care and storage of household equipment
3. Understand the criteria for the selection for appropriate equipment for home and suitable material for functionality
4. Be aware of new trends in equipment in market
5. Analyze various equipment with respect to design, cost and maintenance
6. Understand handle minor problems of repairs and maintenance

## Theory

### Unit I: Materials used for household equipment

11/2/24

- Base materials – aluminum, iron, steel, stainless steel, copper, brass, glass, plastic.
- Finishes – mechanical and applied.
- Insulating materials – mica, Fiberglass, mineral wool, rock wool, puff, plastic, foams, rubber etc.

### Unit II: Methods of forming and assembling equipment

11/2/24

- structural designing of the equipment and different joints used in assembling parts of the equipment.

11/2/24  
29/10/24  
29/10/24  
29/10/24



21

Unit III: Selection, use, care and store of household equipment

- Resource conservation.

Unit IV: Classification of household equipment in terms of

- Portable and non-portable.
- Electrical – Motor driven and heating
- Food related (cooking devices, cookers)
- Laundry
- Cleaning
- Personal care and
- Recreation
- Non-electrical
- Food related (cooking devices, cookers)
- Laundry
- Cleaning (brooms, brushes, mops)
- Personal care
- Recreation
- Small kitchen tools – knives, peelers, graters, strainers, ladles, spoon

Unit V: Equipment design and their effect on work and body postures

Unit VI: Certification and guarantee – their meaning, importance and implication

### Practicals

1. Identification of different
  - Base material used in making household equipment
  - Finishes used – mechanical and applied
  - Insulating materials – mica, fibreglass, mineral wool, rock wool, puff, plastic, rubber etc.
  - Methods of joining and assembling equipment – Structural designing and soldering, welding, riveting etc.
2. Conservation of time and energy through use of ball bearing devices in chakki beater
3. Demonstration of meter reading, fixing fuse, different circuits – series and parallel estimate electrical utilization and operative cost.
4. Operative principle of working to be shown as live demonstration and in assignment on different household equipment – as many different varieties to be shown in each type of equipment.



#### I. Motor Driven:

- Food related - Refrigerator, freezer, grinder, mixer, blender.
- Laundry - Washing and drying machine.
- Cleaning - Vacuum cleaner, dish washer, garbage disposer, fans exhaust, A.C.
- Personal Care - Hair dryers, hair remover.
- Recreation - Tape recorder, slide projector, video cassette player.

#### II. Heat Appliances

- Food Related - Surface heating units, toasters, percolators, cookers, ovens.
- Laundry - Cloth dryers.

#### References

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- Tessie Agan (1956): The House, Oxford & IBH Publishing Co. (Unit II-IV).
- Deshpande, R.S. (1943): Build your own Home, 6th Edn., United Book Corporation, Poona. (Unit I-III).
- Chudley, R. (1973): Construction Technology English Language Book Society/Longman.
- Consumer Education Series (1992): Safety in Household Electrical Appliances, CERC Ahmedabad, (Unit III).

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VIII

15

## FOUNDATION OF ART AND DESIGN (ID / HM / CS)

726

Code: 231052

CE-11111

Page No. 1

Marks: 100

### Focus

75(T) 25(P)

This course focuses on basic principles of art elements of design and appreciation of regional traditional and contemporary art in all aspects of living. It further emphasizes on developing skills in drawing and rendering and creating designs of art objects.

### Objectives

To enable the students to –

1. Understand elements and principles of art and design
2. Learn to appreciate art
3. Develop an understanding to the application of art principles in design composition of traditional and contemporary art, architecture and textiles and interior design
4. Develop skill in creating designs and making art objects

### Theory

#### Unit I: Introduction to foundation of art

- Design, Definition and types: Structural and Decorative
- Elements of design:
  - Line
  - Size
  - Form
  - Structure
  - Space
  - Pattern
  - Shape
- Light: characteristics and classification
- Study of colours – classification, dimensions, colour schemes and effect



Principles of design-definition and their characteristics and types:

- Balance
- Harmony
- Scale
- Proportion
- Rhythm
- Emphasis

Unit II: Indian, regional, traditional and contemporary arts and their use in

- Floor decoration
- Home decoration
- Accessories

Unit III: Appreciation of art

- In terms of principles of art and design
- In terms of composition and aesthetic appeal

### Practicals

1. Freehand drawing: memory drawing and sketching.
2. Scale drawing, solid geometry, orthographic.
3. Preparation of colour wheel and colour scheme.
4. Elements of design laws of field, size, proportion, types of shadows.
5. Residential space planning – scale, liner, abbreviations, metric projections, defining by shades, shadows.
6. Lettering
7. Use of colour for wall/floor decorations and making accessories.
8. Application of design principles in flower arrangement – demonstration. Appreciation from the point of view of principles of design composition.
9. Gift wrapping and preparing decorative articles.

### References

Rutt Anna Hong (1984): Home furnishing, Wiley Eastern Pvt. Ltd.

Bhat Pranav and G. Anka Shanita (1990): The foundation of art and design, Bombay: Lakhani Book Depot.

Goldstein, H. and Goldstein, V. (1967): Art in Everyday Life; New Delhi: Oxford and IBH Publishing Company.

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# TEXTILE DESIGNING AND PRINTING (TD)

Code: 85110

Gr: T2-P4

Pd/wk: 2+8

Marks: 150

## Focus

Fabrics are printed to give variety to the consumer. Simple printing technologies have been included, in the course given below, which require only reasonably low investment as an enterprise.

## Objectives

To enable the students to -

1. Impart knowledge on the basic principles of printing.
2. Help develop creativity in designing for prints.
3. Create awareness of different printing techniques.

## Theory

### Unit I: Essentials of Design

- Elements of Design-Colour systems and schemes: Principles and design (15)
- Classification of design: Structural and decorative, realistic, Abstract, Stylized and Geometric, traditional designs (15)
- Layout in design: Repeat; (15)
- To create a successful textile design for reproduction by different methods. (15)

### Unit II: Methods of printing

- Fundamentals of printing-study of dyes and pigments for printing (12)
- Hand printing - painting, stencil, Block, spray, hand screen (10)
- Machine Printing - Flat Bed and Rotary, Screen, spray, Flock, (15)
- Heat transfer, photo, lacquer. (15)
- Introduction to computer design softwares. (15)

Unit III: Fundamentals of Embroidery Techniques, design, Colour combination & Costing of different threads

Signature

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22/11/23



### Practicals

- Unit I: ☒ Fabric painting (10)
- Unit II: ☒ Block printing (15)
- Unit III: ☒ Stencil printing (15)
- Unit IV: ☒ Screen making of printing (20)
- Unit V: ☒ Spray printing (15)

### References

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- Peter Philips, Gillian Bunce: Repeat Patterns – A manual for designers, artists and architects, London, Themes and Hudson Ltd., 1993.