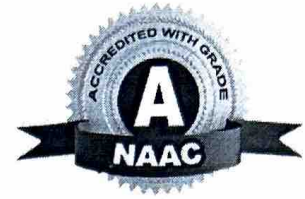




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**SUBHARTI**  
**UNIVERSITY**  
Meerut  
UGC Approved  
*Where Education is a Passion ...*



*MA Home Science*  
*Faculty of Arts And Social Science*  
*Ordinance no. V (106 A)*

Swami Vivekanand Subharti University  
(Established under U.P. Govt. Act no. 29 of 2008 and approved under section 2(f) of UGC Act 1956)

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DEPARTMENT OF HOME SCIENCE  
S. V. Subharti University, Meerut

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**ORDINANCE No. V(106A)**  
**RELATING TO**  
**MASTER OF ARTS IN HOME SCIENCE**

**Chapter -1**  
**General**

1. This ordinance may be called the "Ordinance Relating to Master of Arts (M.A.) in Home Science.
2. It shall come into force from session 2020-21

**Chapter-2**  
**Eligibility for Admission**

3. For admission in M.A. Home Science an applicant must hold the degree of BA/B.Sc. with 45% from any recognized University.
4. There shall be relaxation of 5% marks for SC/ST categories candidates.

**Chapter -3**  
**Teaching Course**

5. The course shall be of two years duration consisting of four semesters. The entire course has to be completed within a maximum of five years from the date of original admission in the course.
6. The academic calendar shall be as follows:

I & III Semester	Session	-	1 <sup>st</sup> August 15 <sup>th</sup> December
December	Exam	-	16 <sup>th</sup> December to 30 <sup>th</sup>
II & IV	Session	-	1 <sup>st</sup> January to 31 <sup>st</sup> May
	Exam	-	1 <sup>st</sup> June to 15 <sup>th</sup> June

7. The distribution of marks will be as under.

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**Skill enhancement courses (SEC)**

Sem ester	Course Opted	Course Name	Course Code	Marks			
				Practical	External	Internal	Total Marks
III	Practical	Surface Ornamentation	MAHS-304AP	4	30	20	50
	Practical	Life Skills Education	MAHS-304BP	4	30	20	50
	Practical	Entrepreneurship Management	MAHS-304CP	4	30	20	50
	Practical	Techniques of Food Preservation	MAHS-304DP	4	30	20	50
Practical	Computer Aided Interior Designing	MAHS-304EP	4	30	20	50	
IV	Practical	Computer aided design in Textiles and Apparel	MAHS403AP	4	30	20	50
	Practical	Skills for Working with Children	MAHS-403BP	4	30	20	50
	Practical	Training and Professional Development	MAHS-403CP	4	30	20	50
	Practical	Bakery Science	MAHS-403DP	4	30	20	50
Practical	Art of Enterprising	MAHS-403EP	4	30	20	50	

At least 02 skill enhancement courses to be opted, one in each SEM-III&SEM-IV (Can be combined with internship in related fields) from recognized Hospitals/NGOs/Hotels/Food Industries for which the students should produce a certificate from the concerned organization.

The report of internship shall be submitted by the students and the Viva Voce will be conducted in the presence of an External Examiner.

The report of internship should be prepared on the basis of below given points-

- Infrastructure and facilities in organization
- Departments in the organization
- Hierarchy of administration
- Duties assigned
- Achievements and outcomes

The student is expected to submit a hard copy and a soft copy of the report along with a small video documentation.

The reports of internship should be submitted according to the APA 6<sup>th</sup> edition format with special emphasis to –

- Font – Times New Roman
- Line spacing - 1.5
- Alignment – Justified
- Size- 14 (Main Heading)  
12 and Bold (sub heading)


**Discipline Specific Elective (DSE) 4 Courses Compulsory, 01 in IV**

	DSE	Branch of Home Science	Courses	Subject Code	Credits	Marks		
						Theory/Practical	External	Internal

DSE	Theory	Textiles and Clothing	Fashion Marketing and Merchandising	MAHS-404	4	70	30	100
	Practical	Textiles and Clothing	Fashion Marketing and Merchandising	MAHS-404P	2	30	20	50
IV	Theory	Human Development and Family Studies	Childhood and Adolescence	MAHS-405	4	70	30	100
	Practical	Human Development and Family Studies	Childhood and Adolescence	MAHS-405P	2	30	20	50
	Theory	Food Science and Nutrition	Nutrition for Health and Physical Fitness	MAHS-406	4	70	30	100
	Practical	Food Science and Nutrition	Nutrition for Health and Physical Fitness	MAHS-406P	2	30	20	50
	Theory	Resource Management	Principles of Interior Design	MAHS-407	4	70	30	100
	Practical	Resource Management	Principles of Interior Design	MAHS-407P	2	30	20	50
	Theory	Extension and Communication	NGO Management	MAHS-408	4	70	30	100
	Practical	Extension and Communication	NGO Management	MAHS-408P	2	30	20	50

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**List of Generic Electives (GE) 2 Courses Compulsory one course compulsory in II & IV semester**

Sem ester	Course Opted	Course Name	Course Code	Marks			
				Theory/P ractical	Extern al	In te rn al	Tot al Ma rks
	Theory	Statistical Methods for Social Sciences	MAHS-GE2	4	70	30	100
	Practical	Statistical Methods for Social Sciences	MAHS-GE2P	2	30	20	50
	Theory	Basic Skills in Computer	MAHS-GE4	4	70	30	100
	Practical	Basic Skills in Computer	MAHS-GE4P	2	30	20	50
	Theory	Personality Development	MAHS-GE5	4	70	30	100
	Practical	Personality Development	MAHS-GE5P	2	30	20	50

**Chapter-4  
Attendance**

9. The students are expected to attend all the classes and should not have less than 75% attendance in theory as well as in practical classes, wherever held, to become eligible to appear for the university examination. Short fall in attendance can however be condoned in deserving cases to the extent of 10% by the Principal. If the short fall is more than 10% but not more than 15% the Principal may recommend deserving cases to the Vice-Chancellor for condonation. The order of the Vice-Chancellor in this regard shall be final.

**Chapter – 5  
Examination**

10. The examination in each semester shall be conducted in two parts:
1. The performance of a student in an academic year shall be evaluated through sessional examination, assignments/presentation, class practical's & practical exams, semester examination. The continuous assessment shall be based on sessional exams, assignment/quizzes/viva-voce, class attendance, class performance.
    - i) The examination in each semester shall be conducted into two parts: Internal assessment and University examination. The distribution of credits and marks of theory as well as practical examination will be done as per credit template given.
    - ii) A maximum of **10 marks** shall be awarded for attending classes (including practical's) regularly as per the following norms: -

85% or more attendance	-	10 Marks
80% or more but less than 85% attendance	-	9 Marks
75% or more but less than 80% attendance	-	8 Marks
70% or more but less than 75% attendance	-	7 Marks

65% or more but less than 70% attendance	-	5 Marks
60% or more but less than 65% attendance	-	3 Marks
51% or more but less than 60% attendance	-	2 Marks
50% attendance	-	1 Mark
Less than 50% attendance	-	0 Mark


**B. University Examination carrying 70 marks.**

**Chapter-6**  
**Paper setting, Evaluation & Results**

8. The work of setting the End semester examination papers, conduct of the End semester and Annual examinations, Evaluation and declaration of results shall be as per the laid down Examination policies / latest University Notifications.

**Chapter - 7**  
**Power to Modify**

9. In the event of any emergent situation, if any deviation is considered necessary, the Vice Chancellor is authorized to modify the Ordinance. It is subject to subsequent ratification by the Executive Council.

  
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*MA Home Science Syllabus*  
**(2023-2024)**

Swami Vivekanand Subharti University  
(Established under U.P. Govt. Act no. 29 of 2008 and approved under section 2(f) of UGC  
Act 1956)

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## CORE COURSE

### RESEARCH METHODOLOGY

(Credits: Theory – 4)

#### RESEARCH METHODOLOGY AND ACADEMIC WRITING MA-101

#### Learning Objectives-

- Students should understand a general definition of research design.
- Students should know why educational research is undertaken, and the audiences that profit from research studies.
- Students should be able to identify the overall process of designing a research study from its inception to its report.
- Students should be familiar with ethical issues in educational research, including those issues that arise in using quantitative and qualitative research.
- Students should know the primary characteristics of quantitative research and qualitative research

#### Learning Outcomes-

- Search for, select and critically analyse research articles and papers
- Prepare a literature review
- Formulate and evaluate research questions
- Develop a research proposal or industry project plan
- Gain experience with instrument development and data collection methods
- Gain experience with ethics proposals

#### UNIT I: INTRODUCTION TO RESEARCH METHODOLOGY

- Meaning, Significance and Objective of research
- Role of statistics and research in Human Development
- Research Process

#### UNIT II: BASIC PRINCIPLE OF RESEARCH DESIGN AND THEORY OF PROBABILITY

- Purpose of Research: Fundamental, Applied and Action, Exploratory and Descriptive, Experimental, Survey, Case Study, Ex-post Facto, Historical
- Longitudinal and Cross Sectional.
- Probability Sampling: Systematic Random Sampling, Two Stage and Multi Stage Sampling, Cluster Sampling
- Non-Probability Sampling: Purposive, Quota and Volunteer Sampling/Snow-ball Sampling

#### UNIT III: DATA COLLECTION TECHNIQUES

- Questionnaire
- Interview
- Observations
- Case study
- Home Visits

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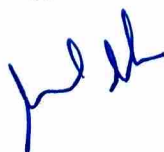


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3. Goode, WJ and Hatt, PK (1981) Methods in Social Research, McGraw Hill International Editions, Sociology Series.
4. Kerlinger, FN (1983) Foundations of Educational Research. 2<sup>nd</sup>ed.
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8. Scrimshaw NS and Gleason GR: Rapid Assessment Procedures,
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10. Cresswell J : Research Design : Qualitative and quantitative Approaches Thousand Oaks CA, Sage Publications. APA (MSHD2015). Publication Manual of American Psychological Association (4<sup>th</sup> Edition), Washington: APA
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17. Edward Barrett, Leslie Perelman. The Mayfield Handbook of Technical and Scientific Writing, McGraw-Hill, 1997.

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1. Best, JW and Kahn, JV (1992) Research in Education. 6<sup>th</sup>ed. New Delhi, Prentice Hall of India Pvt. Ltd.,
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4. Kerlinger, FN (1983) Foundations of Educational Research. 2<sup>nd</sup>ed.
5. Marjory L. Joseph, William D Joseph (1996) Research Fundamentals in Home Economics / Human Ecology. Plycon Press.
6. WHO (2001) Health Research Methodology – A Guide for Training in Research Methods.
7. Stenning, R J (1991) The Psychologist's Companion: A Guide to Scientific Writing for students and Researchers. Cambridge: CUP.
8. Scrimshaw NS and Gleason GR: Rapid Assessment Procedures,
9. Qualitative Methodologies for Planning and Evaluation of Health Related Programmes. International Nutrition Foundation for Developing Countries, Boston.
10. Cresswell J : Research Design : Qualitative and quantitative Approaches Thousand Oaks CA, Sage Publications.



DEPARTMENT OF SCIENCE  
S. V. S. UNIVERSITY, NELLORE



**CORE COURSE**  
**INTRODUCTION TO TEXTILES**  
**(Credits: Theory - 4, Practical-2)**

**Course Description**

An introduction to Textiles course covers the fundamental classification of the textiles along with the physical analysis of the fiber, yarn and fabric of different textiles. The course is designed to help the students understand the basics of textiles, the processes and technology used for manufacturing it. It explains about the properties and end uses of fiber, yarn, fabric and its co-relation. The course is based on systematic dissemination of textile science information followed by practical experiments for the students in the areas of identification of identification and properties, dyeing, printing and finishing treatments of textiles. This knowledge will be base for "Textile designing", "Garment technology", "Fashion designing", "Interior designing" courses. The course will be useful to those entering in textile related manufacturing, design and product development, selection, sourcing, quality control and research.

**Learning Objectives:**

- Obtain a broad understanding of textiles
- Develop understanding of technical terms involved in textiles.
- Get acquainted with the properties and uses of various textile fibers.
- Develop the skills for identification of fibers and fabrics
- Understand different types of yarns, weaves and finishes.
- Develop skills in making wise selection of textiles.
- Acquire knowledge of methods of laundry and stain removal.
- Learn the methods of dyeing, printing, and finishing of fabrics.

**Learning Outcomes:**

- Develop an understanding of concepts and basics of textiles.
- Understands and define the key textile terms.
- Develop critical understanding of the techniques of yarn and fabric manufacture.
- Identify the fibres, yarn and fabrics for its appropriate use.
- Analyze and assess dyed and printed textiles.
- Recommend the dyes, printing and finishing of textiles for specific use.

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## **Unit-I. Introduction to Textiles**

- 1.1 Definition of textile fibers and terminology
- 1.2 Classification of textile fibers
- 1.3 Basic unit and polymer bonds in textile fiber
- 1.4 Physical and Chemical properties of fibers

## **Unit-II. Fibers**

- 2.1 Natural fibers ( Morphology and polymer system, production, properties and end uses)
  - Cellulosic (Cotton, Jute)
  - Protein (Silk, Wool)
- 2.2 Man-made fibers ( Manufacturing process, chemical spinning, properties and end uses)
  - Viscose Rayon
  - Acetate Rayon
  - Nylon
  - Polyester
  - Acrylic
  - Elastomeric

## **Unit-III. Yarn and Fabric**

### **3.1 Yarns**

- Classification of yarns: simple, ply and cord
- Types of Yarn: Textured and novelty
- Twist in yarn: "s" and "z", number of twist
- Properties of yarn: strength, extension, fineness, length, diameter, composition.

### **3.2 Woven fabrics**

- Looms and its part
- Classification Basic weaves Plain, Twill, Satin
- Novelty weaves – Pile, Leno-Gauze, Honeycomb
- End uses of fabrics with different weaves

### **3.3 Knitted fabrics**

- Types and terminology used
- Handknitting
- Machineknitting

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### 3.4 Nonwovenfabrics

## Unit-IV. Coloration and Finishing of Textiles

### 4.1 Dyes

- Terms related to dyes
- Classification of dyes
- Components of dyeing and its relation to dye material (auxiliaries, temperature and dye bath)
- Direct, Acid, Basic and Reactive dyes

### 4.2 Printing

- Styles of printing
- Modern methods of printing
- Pre-preparation for printing (printing paste, printing table)

### 4.3 Finishing

- Basic finishes - Singeing, Scouring, Bleaching, Sizing, Weighting, Degumming, Mercerizing, Sanforizing and Calendaring
- Special finishes

## Unit-V. Laundry, storage and care of textiles

### 5.1 Introduction, Types, Uses

### 5.2 Water, Soaps, Detergents

### 5.3 Methods and care during laundering of different textiles

## Practicals

1. Fiber identification: Identification of natural and man-made fibers by following three methods i.e. microscopic test, burning test and solubility test.
2. Study of Yarn: Detail study of the ply of yarn, count of yarn using beesley yarn count balance, twist by twist tester, crimp by crimp tester and strength of the yarn by single yarn or least strength tester
3. Characteristics of Fabric (following standards): Fabric count using pick glass, crimp using crimp tester, shrinkage, thickness, tensile strength (breaking strength and elongation) using tensile strength tester, tearing strength using tearing strength tester, bursting strength using bursting strength tester, weight (GSM) of the fabric.

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4. Dyeing: Dyeing of yarn/fabric with different classes of dyes
  - a. Dyeing of cotton yarn and fabric with direct dyes
  - b. Dyeing of silk, wool and nylon yarn and fabrics with basic and acid dyes.
  - c. Dyeing of polyester yarn and fabric with disperse dyes.
5. Printing of fabrics using:
  - i. Direct style - block, stencil and screen
  - ii. Resist style - Tie &Dye, Batik
6. Care of Textiles
  - i. Stain removal
  - ii. Mending of textiles
  - iii. Starching using different types of starches

#### Learning Experience

- Regular lectures, interactive sessions, demonstrations, ICT enabled teaching and learning experiences in terms of video lessons hand on experiences for fiber identification, yarn characteristics and ornamentation of textiles. Working fabric specimens (fabric swatches) will be used in conjunction with the assignments to enhance the combined textbook/hands-on format.

#### Evaluation

- Unit test/theory exam/assignment/ swatch file/journal/evaluation of lab work

#### Reference

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## CORE COURSE

### *Clothing Construction (Credits: Theory - 4, Practical-2)*

#### Course Description

The course provides basic principles for clothing manufacturing techniques. It is designed to develop skills in students related to body measurements using appropriate tools and preparation of fabric for clothing construction. It deals with the components of garments, material selection and techniques of construction. It further explains about the selection and use of sewing equipment. The knowledge of fundamentals of clothing construction will enable the students to make sound decisions related to material resources through the application of clothing construction and application skills. This will prepare students for advanced studies and professional employment in the areas of clothing and textiles.

#### Learning Objectives:

- Develop an understanding about the basics of clothing construction
- Learn about the principals involved in clothing construction.
- Know about various sewing equipment that are essential in a sewing room.
- Learns to construct articles.
- Develop skill in coordinating fabrics, patterns and supportivematerials

#### Learning Outcomes:

A successful completion of this course will enable students to

- Understand basic principles of clothing construction.
- Comprehend the importance and function of clothes.
- Identify the common fabrics used for clothing construction
- Utilize design components in garment construction
- Gain an insight of various sewing machines and other sewing equipment's available in the market, their functioning & common problems faced while usage.
- Understands various garment construction process.
- Co-ordinates fabrics, patterns and supportivematerials
- Construct the garment

#### Unit-I. Introduction

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## 1.1 History of

Clothing. Origin

of Clothing

Use of clothing among primitive people

Functions and theories of clothing

Clothing in relation to culture

## 1.2 Psychological aspects of clothing

Self-respect, self-enhancement, self-expression, gender desirability and individuality

Socio-psychological aspects of clothing among children

Significance of uniforms and national costumes.

Clothes for conformity, mobility and aesthetic appearance.

## 1.3 Terminology : Clothing, fabric, fashion, fad, silhouette, weaving, knitting, felting, plackets, brands, clothing symbolism, tradition,

### **Unit-II. Sewing Machines**

Types of sewing machines

Mechanical Sewing Machine.

Electronic Sewing Machine.

Computerized or Automated Sewing Machine.

Embroidery Machine.

## 2.1 Parts of sewing machine

Types and function

Maintenance

Common problems and its remedies.

## 2.2 Tools and equipment used for clothing construction

Measuring tool

Drafting tool

Marking tool

Cutting tool

Stitching tool

Pressing tool

## 2.3 Needles, threads and their relation to fabric

Types of needles for hand and machine sewing

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Types of threads hand and machine sewing

Selection of right thread, needle for the fabric to be sewn.

### Unit-III. Introduction to Clothing Construction

Anthropometric measurements

Introduction and importance

Instruments used for anthropometric measurements

Standardization and size charts.

Importance and use of size charts

Size charts of child, woman and man

Factors affecting selection of fabrics

Social factors

Economic factors

Physiological factors

Environmental factors

### Unit-IV. Design Components

4.1 Elements and Principles of Design

4.2 Introduction

Basic elements of design Basic principles of design

Relation between elements and principles of design to the Clothing and Fashion

4.3 Colour, line and texture in relation to: Age

Season Occasion Figure and Complexion

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## Unit-V. Components of Garments

### 5.1 Garment Silhouettes

### 5.2 Introduction to basic Garments Skirts, Blouses Pants

### 5.3 Introduction to Garment detailing for Necklines

Fullness, Pockets, Seams, Sleeve, Yoke and Plackets.

### Practical

1. Preparation of fabric for cutting
  - a. Preshrinking
  - b. Identification and straightening of Grain.
2. Taking measurements directly from body
3. Tools and Equipment used in Garment Construction: Squares and Scales, French curves – for armhole, necklines etc.
  - a. Preparing sample of:
4. Basic hand stitches- basting, back stitch, hemming visible/invisible, Lockstitch.
5. Seams- plain seams and decorative seams
6. Fullness
  - a. Darts-Single point, Fish dart
  - b. Tucks- Pin tucks, wide tucks, corded tucks, crisscrossed tucks
  - c. Pleats- Knife, box, inverted box, accordion pleat
  - d. Gathers – Hand and machine

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- e. Shirring
- f. Ruffles and frills
7. Neckline finishes- Binding and facing
8. Plackets: Faced and continuous bound
9. Pockets: Patch, in seam pocket
10. Snap button and fastener attachment
  - a. Introduction to drafting method and stitching of the following garments.
  - b. Petticoat/ Apron/Kalidar Kurta
11. Drafting on paper
12. Transferring pattern markings from paper
13. Fabric cutting
14. Stay stitching
15. Sewing on machine

### **Learning Experiences**

- Regular lectures, Videos, Presentations, films, Hands on experience for taking body measurements, making samples, operating sewing machine, construction of garments.

### **Evaluation**

- Class test, presentations and practical evaluations

### **Reference**

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- Cream, Penelope.,(1996), The Complete Book of Sewing - A Practical Step by Step Guide to Sewing Techniques, DK Publishing Book, New York,
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DEPARTMENT OF HOME SCIENCE  
S. V. Srinivasulu University, Tirupati

## CORE COURSE

### **Fundamentals of Human Development (Credits: Theory - 4, Practical-2)**

#### **Course Description**

The course introduces students to the concept of human development. It then moves on to discuss the various schools of thought that gave rise to different theoretical frameworks to understand human development. It explains basic developmental principles and factors like heredity and environment which influence growth and development. It deals with development during different stages of life span, starting from conception to old age. It further discusses the principles of working with human beings and methods of studying human development.

#### **Learning Objectives**

- Develop an understanding about the need and importance of studying human growth and development across lifespan
- Learn about the biological and environmental factors that affect development
- Learn about the characteristics, needs and developmental tasks of different stages in the human lifecycle
- Understand the different theoretical frameworks fundamental to HDFS
- Learn about the classic human development theories
- Develop professional attitude for working with human beings across lifespan

#### **Learning Outcomes**

- Explain the need and importance of studying human growth and development across life span.
- Identify the biological and environmental factors affecting human development.
- Describe the characteristics, needs and developmental tasks of different stages in the human lifecycle
- Explain the broad theoretical perspectives and frameworks of HDFS



- Apply the theoretical approaches to work with human being across lifespan

## **Unit-I History and Evolution of the Field of HDFS**

1.1 Who is a child? What is development?

1.2 History and future of the field of Human Development

- Growth and development – concepts, determinants and principles
- Principles of growth and development

1.3 Debates and issues in Human Development

- Nature vs. nurture
- Continuity vs. discontinuity
- Organismic vs. Mechanistic
- Plasticity
- Individual differences

1.4 Perspectives in HDFS

- Life Span and Life Course
- Feminist
- Evolutionary
- Symbolic Interaction
- Systems

1.5 Focus and scope of the discipline of HDFS

## **UNIT-II Theoretical Frameworks and Theories**

2.1 Theoretical Frameworks

- Biological-maturational
- Environmental learning
- Constructivist
- Culture-contextual

2.2 Overview of theories of human development

- Freud's theory of psychosexual development
- Erikson's theory of psychosocial development
- Piaget's theory of cognitive development
- Bronfenbrenner's ecological systems theory

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- Vygotsky's Socio-cultural theory
- Learning theories (Watson, Skinner, Bandura)
- Indian Thinkers (selected) on Child Development
- Mahatma Gandhi
- Rabindranath Tagore
- Jiddu Krishnamurti
- Gijubhai Badeka and Tarabai Modak
- Hansa Mehta
- Amita Verma
- Sarojini Naidu
- Mina Swaminathan

### **UNIT- III Prenatal Development and Birth Process**

3.1 Prenatal Development – stages, factors affecting, diagnostic techniques

3.2 Birth Process

- Stages of birth
- Types of delivery (natural, c-section, breech, home vs. assisted delivery)

3.3 Immediate care of newborn, adjustments made by newborn, types of feeding-natural and artificial, weaning, infant and mother mortality and morbidity, immunization schedule.

### **UNIT-IV Stages in the Human Life Cycle: An Overview**

4.1 Characteristics, needs and developmental tasks of individuals in relation to physical, cognitive, socio- emotional domains of development in the following lifestages:

- Neonate (birth-1month)
- Infancy (1 month-2years)
- Early childhood (2-6years)
- Middle childhood (6-11years)
- Adolescence (12-18years)
- Emerging and Young adulthood (18-35years)
- Middle age / mature adulthood (35-60years)
- Late adulthood / Old age (60 years and above)

### **UNIT-V Professional Skills for working with Human Beings**

5.1 Research Methods

- Case study, interview, naturalistic observation, laboratory observation,

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- experimental methods, cross sectional and longitudinal and sequential studies.
- Ethics of research with human subjects – written consent, privacy, no harm, no plagiarism, debriefing

### 5.2 Self-awareness and contextual sensitivity

- Building professional attitudes
- Understanding development in different contexts and circumstances
- Developing contextual sensitivity and preparation for field experiences
- Personal and Professional issues involved in a career as HDFS professional (Identify entry level jobs, career path and job tasks/requirements)

### Practical(s)

1. Preparation of an album on developmental milestones of children.
2. Visit to maternity ward and ante-natal clinics.
3. Visit to an *Anganwadi*
4. Plotting growth monitoring chart and interpretation.
5. Observation of motor activities of a toddler.
6. Visit to an old age home
7. Carry out case studies to know more about the different life stages, e.g., school going children, adolescents, middle adults.
8. Engaging in games and activities that enhance self-understanding in building professional skills.
9. Observations of infant child rearing practices in families from different social classes.
10. Interviews of adolescent girls and boys to understand their life style and behaviour based on gender and socio-economic status

### Learning Experiences

- Regular lectures, exercises on observation and follow up discussion, case studies, films and documentaries, group games and activities
- Films and documentaries about prenatal development and cultural variations in human development.
- Internet searches followed by class presentations on topics across the life span, for example, children's play, female feticide, condition of children from low socio-economic status, newborn babies and infants, elderly, middle age, adolescent time use, peer pressure

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## Evaluation

- Class test, presentation and one essay/take home based on observations

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CORECOURSE:

**Early Childhood Care and Education  
(Credits: Theory-4, Practical-2)**

**CourseDescription**

This course explores the range of issues related to Early Childhood Care and Education (ECCE). The focus of the course is on understanding the importance of early years and early interventions. The course further aims to familiarize students with indigenous (Indian) models of ECCE, pedagogical approaches and programmatic trends as they evolved in the Indian context.

**Learning Objectives**

1. Know the importance of early childhood years and significance of intervention programs for early childhood development.
2. Develop insight into the historical developments – global and Indian including the current programs and policies in ECCE.
3. Develop awareness of ECCE programs in different contexts in India.
4. Familiarize with indigenous (Indian) models of Early Childhood Education and explore the current early childhood research, theoretical trends and issues. To learn about different curriculum models and pedagogical approaches in early childhood education.
5. Impart knowledge on programme planning for young children.

**Learning Outcomes**

1. Explain the importance of early childhood years and significance of intervention programs for early childhood development.
2. Describe the historical developments – global and Indian including the current programs and policies in ECCE.
3. Identify various indigenous (Indian) models of Early Childhood Education and apply it to understand the current early childhood research, theoretical trends and issues.
4. Analyze curriculum models and pedagogical approaches in early childhood education.
5. Create developmentally appropriate programs for young children.



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## **UNIT-I Introduction to Early Childhood Care and Education**

### **1.1 Concept, meaning, scope and significance of ECCE**

- Developmental perspective
- Neuroscience perspective
- Human rights perspective

### **1.2 Expansion from ECE to ECCE to ECD.**

### **1.3 Aims and objectives of ECCE– General and specific**

### **1.4 Types of ECCE service delivery – Formal and informal; Government funded, Philosophy oriented, Laboratory nursery school, Franchise oriented**

## **UNIT-II ECCE in India**

### **2.1 History of Early Childhood Care and Education in India.**

### **2.2 Overview of ECCE in pre and post-independence period. Preschool education in the pre and post-independence era (very brief). How the international trends have influenced the national trends.**

### **2.3 Contributions of educational philosophers: global and Indian perspective- views of educationists and philosophers: Comenius, Rousseau, Pestalozzi, Froebel, Robert Owen, McMillan Sisters, John Dewey and Montessori, Sri Aurobindo, Tagore, Gijubhai Badheka, Tarabai Modak, Mahatma Gandhi**

### **2.4 Present status of young children in India.**

### **2.5 Policy perspectives in ECCE**

### **2.6 Recent Policies in ECCE-Variou Education commissions of India:**

- National Policy on Education (1986) Programmes/schemes and innovations in ECCE– ICDS, Balwadis, mobile crèches
- National Curriculum Framework 2005
- National Policy on Early Childhood Care and Education 2013
- Curriculum Framework for Early Childhood Care and Education 2012/2013

### **2.7 New Education Policy, 2020**



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### **UNIT-III Early Childhood Curriculum**

- 3.1 Definition and concept of curriculum
- 3.2 Curriculum approaches – subject centered, learner centered, community centered
- 3.3 Developmentally Appropriate Practice (DAP) – definition and core considerations, myths and consequences of developmentally inappropriate ECE practices
- 3.4 Components and essential features of developmentally appropriate ECCE curriculum
- 3.5 Planning a developmentally appropriate curriculum – approaches, key principles and types of plans

### **UNIT-IV Play and its importance**

- 4.1 Play and its characteristics
- 4.2 Theories of play – surplus energy theory, recreational theory, recapitulation theory
- 4.3 Stages and types of play
- 4.4 Role of play in overall development of children
- 4.5 Teacher's role in creating environment and promoting play
- 4.6 Use of play way approach in the curriculum for young children.

### **UNIT-V Innovative ECCE Models**

- 5.1 Nutan Bal Shikshan Sangh, India
- 5.2 Daxinamurti Bal Mandir, India
- 5.3 Gram Bal Shikshan Kendra, India
- 5.4 Lok Jumbish Program, India
- 5.5 Mirambika, India
- 5.6 Rishi Valley, India
- 5.7 High/Scope Model, USA
- 5.8 Reggio Emilia Approach, Italy
- 5.9 Te Whāriki Model, New Zealand
- 5.10 The ECEC Model, Sweden
- 5.11 Seto Gurans National Child Development Services, Nepal



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## Practical(s)

1. Observation of early childhood programs at government and non-governmental institutions.
2. List the activities for each domain to promote all round development in young children.
3. Plan and record activities and methods of playful interaction to foster development in children (birth –two years and two –six years)
4. Conduct workshops in any two of the following:
  - 4.1 Developing worksheets to teach readiness concepts
  - 4.2 Enhancing social and language skills
  - 4.3 Music, movement and drama for children
5. Prepare a developmentally appropriate plan and its implementation
6. Methods and tools to assess progress of children and program
7. Prepare low cost play materials/equipment's

## Learning Experiences

- Observation of early childhood programs (government and private)
- Exercises on basics of ECCE program planning
- Observation of free play situations and classifying children's play

## Evaluation

- Regular class tests
- Presentations on select topics

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**CORE COURSE**  
**Basics of Food Science and Nutrition**  
**Credits: Theory-4; Practical-2**

**Course Description**

The course "Basics of Food Science and Nutrition" aims at developing the basic understanding of food and nutrition; its effect on human health and newer advances in food technology. This course encompasses the physiological, biochemical and social aspects of food and discusses the relationship between metabolites and human health. Moreover, the Course is focused on the advances in the most emerging area of Applied Science of Nutraceuticals (where food is the medicine) and provides a detailed insight into understanding the composition, molecular interaction and biomechanisms of food metabolites. The knowledge and skills to utilize food and nutrients are as the powerful tools for physical, mental and social well-being.

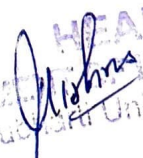
**Learning objectives:**

- Study the different methods of cooking foods
- Obtain knowledge of different food groups, their composition and nutrients present in the foods.
- Understand the vital link between foods, nutrition and health
- Gain knowledge on functions, requirements and effects of deficiency of nutrients

**Learning outcome:**

A successful completion of this course will enable students to

- Summarize and critically discuss and understand both fundamental and applied aspects of Food Science and nutrition.
- Able to explain functions of specific nutrients in maintaining health
- Identifying nutrient specific force and apply the principles from the various factors of foods and related disciplines to solve practical as well as Real world problems
- Use current information Technologies to locate and apply evidence-based guidelines and protocol and get imported with critical thinking to take leadership roles in the field of health, diet special nutritional needs and nutritional counseling.

  
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## **Unit-I. Introduction of Food Groups, Food Pyramid and Cooking Methods**

1.1 Definition and Terms used in Food Science and Nutrition

1.2 Health, Food, Nutrition, Nutrients: Macronutrients (Carbohydrates, Proteins and lipids) and Micronutrients (Vitamins and Minerals), and Malnutrition

1.3 Various classifications of Foods and Food Groups

1.4 Definition, Classification and Functions of Foods, Basic Food Groups and Need for Grouping Foods and Application of Food Groups In Planning Adequate/Balanced Diets

1.5 Culinary terms and Methods of Cooking

- An Overview of culinary terms
- Different Modes of heat transfer like Radiation, Conduction and Convection
- Moist heat methods like Boiling, Simmering, Poaching, Steaming, Pressure cooking
- Dry heat methods: Air as medium of cooking: Grilling, broiling, roasting, Baking,
- Fat as medium of cooking: Sautéing, Shallow fat frying, Deep fat frying
- Combined (Moist and dry) Methods: Braising, Stewing
- Other cooking methods:- Microwave cooking, and Solar cooking.
- Advantages and Disadvantages of Cooking methods

## **Unit-II. Nutritional Significance of different Food Groups**

Basic Concepts, classification, Composition, nutritive value and Role in Cookery

2.1 Cereals and Cereal Products- (a. Types of cereals: wheat, rice, millets, b) Cereal Products- Flaked rice, puffed rice, wheat flour) Principles and properties of Cereals and its utility: Germination (Amylase Rich Foods- ARF), fermentation, Parboiling, Gelatinization, Dextrinization, Gluten formation)

2.2 Pulses and Legumes

2.3 Fruits, and Vegetables,



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5.1 Fat Soluble Vitamins - A, D, E andK

5.2 Water Soluble Vitamins-B Complex Vitamins- Thiamine,Riboflavin, Niacin, Pyridoxine, Folic acid, Cyanocobalamin and Vitamin C

### Practical

1. Market survey of locally available food items like cereals, pulses, fruits and vegetables, milk and milk products, fats and oils, nuts and oilseeds, sugar and jaggery, meat, fish, and poultry and miscellaneous food items like biscuits, jams, jellies, ketchup etc. and their cost
2. Classify foods on the basis of nutrients:-Protein, Iron, Calcium, Vitamin A, Vitamin C
3. Controlling techniques: Weights and measures - standard and household measures for raw and cooked foods
4. Weights and Measures, Determination of Edible Portion of Foods, preparing market order and table setting
5. Food Preparation, understanding the principals involved, nutritional quality and portion size of 5-7 commonly consumed recipes in each food group
  - o Cereals: rice, pulao, Roti, chapathi, paratha, poori, pastas etc
  - o Pulses: Whole, dehusked- Dal, sambar, kootu, Chole, Rajmah, etc
  - o Vegetables: Dry preparations, Curries
  - o Milk and milk products: Kheer, Custard,
  - o Meat, fish and poultry preparations
  - o Egg preparations- Boiled, poached, fried, scrambled, omelettes, egg pudding

### Learning Experience

- Regular lectures, demonstrations, Exercises on observation and follow up with group discussions, case studies, ICT enabled teaching and learning experiences in terms of video lessons and documentary film shows. Hands on experience in laboratory

### Evaluation

- Announced and unannounced class tests, seminars and assignments and Record works related to their Practical works.



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**CORE COURSE**  
**Fundamentals of Human Physiology**  
**(Credits: Theory-4, Practical-2)**

**Course Description**

This course is the science of how the human body functions in health and disease and examine human physiological systems from the molecular and cellular levels to the human body as a whole. This area of study uses basic science to measure human responses to internal and external stimuli (such as changes in activity levels, varying environmental conditions, and disease processes), and applies this knowledge to the promotion of human health.

**Learning Objectives:**

- Obtain an insight into the structure and functions of cells, tissues and organs in humanbody
- Understand the anatomy and physiology of the various systems in the humanbody
- Comprehend the functions of systems of the humanbody
- Gain knowledge on Endocrine, Nervous and ReproductiveSystem

**Learning Outcomes:**

- Gain the basic knowledge of human anatomy andphysiology.
- Define the main structures composing humanbody.
- Explains structure and functions of cells, tissues and organs ,systems of the humanbody
- Relates structure and functions oftissue.
- Providesexcellentpreparationforcareersinthehealthprofessionsand/orbiomedicalresearch.

**Course Content**

**Unit-I. Introduction to Human Body**

- 1.1 Basic concepts of Organs, tissue andcell,
- 1.2 Cell structure, cellular organelle and theirfunctions,
- 1.3 Blood- Composition, blood groups andFunctions,
- 1.4 Structure and Functions of lymphSystem

**Unit-II. Cardiovascular System and Respiratory Systems**

**2.1 CardiovascularSystem**



  
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- Structure and functions of heart,
- Properties of Cardiac Muscle and Functional Tissues,
- Cardiac Cycle, Heart Rate, Cardiac Output, Blood Pressure (Systolic & Diastolic Blood pressure), ECG

## 2.2 Respiratory System

- Physiological Anatomy of Respiratory Tract,
- Mechanism of Respiration,
- Transport of Respiratory Gases in Blood,
- Gaseous Exchange in Lungs and tissues

## Unit-III. Digestive System and Excretory Systems

### 3.1 Digestive System

- Principal organs of the digestive system – Mouth, tongue, Teeth, Esophagus, Stomach, Small Intestine, Large Intestine, Rectum, Anus- structure & function
- Principal accessory organs- salivary glands, liver, gall bladder, pancreas- structure & function
- Role of gut hormones & enzymes in Digestion and mechanisms involved in absorption of food

### 3.2 Excretory System

- Structure of Excretory System- Kidney, Nephron, Urinary Bladder
- Urine Formation, Composition of Urine, micturition, Glomerular Filtration Rate (GFR)

## Unit-IV. Endocrine, Nervous and Reproductive System

### 4.1 Endocrine Systems

Introduction to Endocrinology

Functions and Hormones secreted by Pituitary Gland, Thyroid Gland and Parathyroid Gland and Adrenal Gland, Sex glands

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Endocrine Functions of Pancreas.

#### 4.2 Nervous System

Structure and functions of Neuron, Brain and Central nervous system (Autonomic Nervous System, Parasympathetic Nervous System)

#### Unit-V. Reproductive System

5.1 Structure, hormones secreted and functions of Male and Female Reproductive Organs

5.2 Physiology of Menstruation - estrogen versus progesterone

5.3 Pregnancy and associated changes

5.4 Physiology of lactation.

#### Practical

1. Microscope and its uses
2. Histology of epithelial, connective, muscular and nervous tissues.
3. Find out RBC and WBC count
4. Determination of pulse rate in resting condition and after exercise (30 beats/10 beats method) Determination of blood pressure by Sphygmomanometer (Auscultatory method).
5. Measurement of Peak Expiratory flow rate.
6. Determination of Bleeding Time (BT) and Coagulation Time (CT).
7. Detection of Blood group (Slide method).
8. Measurement of Hemoglobin level (Sahli's or Drabkin method).

\*\*\*As recommended by the Board of Studies of the University Learning

#### Experiences

- Regular lectures, demonstrations, Exercises on observation and follow up with group discussions, case studies, ICT enabled teaching and learning experiences in terms of video lessons and documentary film shows.

#### Evaluation



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- Announced and unannounced class tests, seminars and assignments and Record works related to their Practical's.

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**CORE COURSE**  
**FAMILY MEAL MANAGEMENT**  
**(Credits: Theory-4, Practical-2)**

**Course Description**

Course investigates how nutrition requirements and challenges change throughout the human lifecycle and how alteration in nutritional requirements impact on human health. The course also investigates the influence of nutrition prior to and during conception and to highlight the importance of good maternal nutrition during pregnancy and lactation and the impact of poor nutritional balance on fetal and infant development and maternal health. The course will cover the assessment of normal growth and body development during childhood and adolescence and will conclude with a full review of current literature and research on nutrient needs and factors affecting the nutritional status of adults and the elderly.

**Learning Objectives:**


- Study the growth and development during various stages of lifespan
- Understand the basics for recommending the dietary allowances
- Study nutritional needs at different stages of lifespan
- Gain experience in planning adequate diets for different age groups and for different income groups.

**Learning Outcomes:**

- Design food plans and assess the adequacy of diets to meet the nutritional needs of humans at various stages of lifecycle.
- Assess nutrition issues and conditions and also recommend nutrition intervention and support to promote the health and wellbeing.
- Have the knowledge, both to develop and critique nutritional interventions designed to improve human health and well-being at specific age associated timepoints.
- On completion of the course students will be able to critically assess nutritional requirements and nutritional health status of an individual.



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### **Unit-I. Introduction to RDA and Balanced Diet**

- 1.1 Basic concept and purposes of Recommending the Dietary Allowances,
- 1.2 Factors Affecting Recommended Dietary Allowances
- 1.3 Requirements and Recommended Dietary Allowances for various age groups
- 1.4 Uses of ICMR- RDA in planning balanced diet
- 1.5 Exchange system and Dietary Diversity

### **Unit-II. Nutrition in Pregnancy and Lactation**


- 2.1 Physiological Changes occurring during Pregnancy
- 2.2 Importance of Food and Nutritional Care and Requirement during pregnancy
- 2.3 General Dietary and nutritional Problems and Complications,
- 2.4 Physiology and Hormones involved in Lactation
- 2.5 Food supplements and galactagogues.
- 2.6 Factors Affecting the Volume and Composition of Breast Milk,
- 2.7 Nutritional Requirements during lactation

### **Unit-III. Nutrition in Infancy**

- 3.1 Growth and Development of Infants,
- 3.2 Composition of Human Milk and Human Milk Substitute,
- 3.3 Bottle Feeding and related Problems,
- 3.4 Weaning and Supplementary Feeding Foods,
- 3.5 Feeding Problems and Complications.
- 3.6 Use of growth charts and standards and prevention of growth faltering



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**Unit-IV. Nutrition in Childhood and Adolescence**

- 4.1 Growth and Development of Pre School, School Going Children and Adolescence.
- 4.2 Food and Nutritional Requirements,
- 4.3 .Factors to be considered while Planning Diet for Children and Adolescents,
- 4.4 Growth Spurt during Adolescence.
- 4.5 Food Habits, Dietary Guidelines, Food and Nutritional Requirements,
- 4.6 Nutritional and Behavioral Problems and Eating Disorders

**Unit-V. Nutrition for Adults and Elderly**

- 5.1 Reference Man and Reference Woman,
- 5.2 Food and Nutritional Requirements for Adults doing Different Activities
- 5.3 Processes of Aging,
- 5.4 Food and Nutritional Requirements of Elders,
- 5.5 Nutrition Related Problems of Old Age,
- 5.6 Dietary Guidelines and diet Modifications.

**Practical**

**Practical / Related Experience**

1. Planning, Preparing and Evaluating Menu during Pregnancy
2. Planning, Preparing and Evaluating Menu during Lactation
3. Planning, Preparing and Evaluating Menu for Infants (Supplementary Foods)
4. Planning, Preparing and Evaluating Menu for Preschoolers
5. Planning, Preparing and Evaluating Menu for School Going Children
6. Planning, Preparing and Evaluating Menu for Adolescents
7. Planning, Preparing and Evaluating Menu for Adults
8. Planning, Preparing and Evaluating Menu for Elderly



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## Learning Experiences

- Regular lectures, demonstrations, Exercises on observation and follow up with group discussions, casestudies, ICT enabled teaching and learning experiences in terms of video lessons and documentary film shows.

## Evaluation

- Announced and unannounced class tests, seminars and assignments and Record works related to their Practical's.

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## Resource Management Concepts and Contexts (Credits: Theory-4, Practical-2)

### Course Description

Resources and their management is the ultimate goal of all families. The Course introduces the conceptual and contextual meaning of resources and their management in micro level family settings

in the changing world in a simple format with experiential learning to the learners. Presenting optimal initiatives and equipping students with appreciable management acumen to imbibe the contexts in their family system and the environment is the major scope.

### Learning Objectives

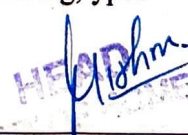
- Learning to identify and manage the use of resources available for functional use
- Comprehending the purpose of managing resources
- Setting realistic goals and being practical and prudent in the use and management of limited resources by making intelligent decisions
- Becoming money, time and energy conscious in daily living

### Learning outcomes

- Understanding on the concepts related to family resource management
- Appreciation of the significance of management process in efficient use of resources
- Imbibing nuances of human values and standards for successful management and decision making
- Focus on management of human energy as a family resource

### Unit I Introduction to Resource Management in Family Settings

- 1.1 Introduction to home management- meaning, definitions, conceptual framework, need and philosophy
- 1.2 Concept, definition, universality and scope of family resource management
- 1.3 Approaches to resource management – family resources Vs home management
- 1.4 Ethics in management of resources – essential qualities for success
- 1.5 Motivating factors in management – Values, Standards and Goals – meaning, types



classification and influences.

- 1.6 Theories of Motivation- Maslow's hierarchy of need theory; human wants – nature and role in management

## Unit II Resources

- 2.1 Concept, classification and characteristics of family resources
- 2.2 Factors affecting utilization of family resources
- 2.3 Maximizing use of resources and resource conservation.
- 2.4 Natural resources: renewable and non – renewable resources, methods of harnessing renewable resources for residential use

## Unit III Functions of Management: An Overview

- 3.1 Decision Making- the crux of management, Types of decisions; factors of control, role of values, standards and goals in decision making process
- 3.2 Management process: Definitions and steps in management process: Planning, Controlling, Organizing and Evaluation
- 3.3 Significance of managing resources of the family
- 3.4 Relation of Family Resource Management to other areas of Home Science

## Unit IV Resource Management Process

- 4.1 Management process applicable to specific resources:
- 4.2 Money- sources of income, meaning of income and expenditure, steps in money management, Budgeting- budget items, methods of handling money
- 4.3 Time – concept of time schedule, time norms and peak loads
- 4.4 Energy – Types of effort (Manual, pedal, visual etc)., Concept of body posture, drudgery and fatigue, fatiguing activities, classification of activities (sedentary, moderate and heavy), use of labour saving devices in management of time and energy, methods of alleviating fatigue
- 4.5 Principles of Work simplification, Mundel's Classes of Change, time and motion studies, working heights at different levels

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## Unit V Ergonomics: Role in Management of Human Resources

- 5.1 Ergonomics—concept and principles, work, worker and work environment relationship, role of work, workplace and equipment's (appliances) as sources of drudgery
- 5.2 Occupational health hazards – sources, problems and solutions
- 5.3 Waste management: home level solid and liquid waste management practices
- 5.4 Application of Management Processes in:
- 5.5 Event Planning & Execution

### Practical

1. Comprehend and give a write up on values held and goals set – different age groups
2. Identify resources in and around a family, their use and benefits accrued: Prepare an Inventory
3. Harnessing natural resources: model making – solar devices, windmills, rainwater harvesting, water conservation measures
4. Conservation of community and natural resources for optimization: Portfolio
5. Identification and development of self as a resource.
  - SWOC analysis-who am I and Microlab
  - Building Decision Making abilities through management games
  - Role play
  - Goal setting exercise for one academic year
6. Elucidate changing value systems in Indian conditions – pros and cons
7. Preparation of time plans for self and family
8. Drafting family budget for different income groups
9. Time and Motion Studies for simplifying work- Flow process chart etc
10. Ergonomic analysis of different work, work places and appliances as sources of drudgery
11. Trial experiments on time and energy management using different household appliances
12. Determining working heights for different individuals at different levels
13. Planning an Event - management and evaluation, with reference to
  - Managerial process
  - Resource optimization - time, money, products, space, human capital and natural resources

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M. V. S. University, Meerut

## Learning Experiences

- Lectures, demonstrations, role plays, debates, field visits, blended teaching-learning, projections, ICT enabled learning experiences

## Evaluation

- Class tests, assignments, records, portfolio presentation, modelmaking

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- Bhargava, B. (2005). *Family Resource Management and Interior Decoration*, Jaipur: Apple Printer and V. R. Printers
- Deacon, R. F., and Firebaugh, F.M. (1975). *Home Management: Contexts and Concepts*. Boston: Houghton Mifflin Company.
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## CORE COURSE

# Planning and Designing Interior Space (Credits: Theory-4, Practical-2)

### Course Description

Shelter and the living space enclosed within are the determinants of healthy, safe and satisfied living. The Course is a launch pad for the students to understand the rudiments of functional as well as aesthetic designing of interior spaces so as to render them more livable and comfortable for occupants. The Course further facilitates experiential learning on designing spaces

### Learning Objectives

- Develop comprehension on the nuances of design, design elements and principles
- Draft house plans based on standard guidelines and principles
- Understand space design organization for optimum comfort and functionalism.
- Evaluate residential interior space for aesthetic and ergonomic feasibility

### Learning Outcomes

- Practicing knowledge gained on selection of site and building principles in real life situations
- Enable reading and comprehending building plans, evaluating and drafting them
- Examining market trends, merits and demerits of building materials and finishes
- Appreciate principles of design and the contributing factors and refine personal aesthetic senses

### Course Content

#### UNIT I: Design Fundamentals in Designing Interior Space

- 1.1 Life space and Proxemics – significance in interior space designing
- 1.2 Concept and meaning of aesthetics, perception and good taste in designing
- 1.3 Interior design Vs interior decoration
- 1.4 Design: Definition, types and classification
- 1.5 Plastic elements - elements of design – application in interiors
- 1.6 Rudiments of design - Principles of design – application in interiors

#### UNIT II: Aesthetic and Functional Considerations in Designing Interior Space



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- 2.1 Colour – definition, colour spectrum, Prang Colour system, classification of colours, colour harmonies – use and application in interiors. Factors influencing choice of colours
- 2.2 Furniture – definition, importance, classification, styles, use, factors influencing selection and placement, case goods Vs upholstered furniture, ergonomically designed furniture, modular units, multi - purpose furniture; concept of furniture detailing
- 2.3 Lighting – Sources, kinds and types of lighting, requirements of good lighting, use/role, brightness - measurement for adequacy, avoidance of glare and shadow
- 2.4 Soft furnishings in the interior – definition, classification and use in different areas; window treatments- hard and soft
- 2.5 Accessories in the interior – definition, functions, use and classification; role in completing a design needs in an interior
- 2.6 Creating interface between interior and exterior - Introducing flower arrangements, indoor plants, Bonsai and hydroponics

### Unit III: Concept of Housing

- 3.1 Definition, importance and functions of a house; Family's housing needs; Housing as a symbol of standard of living
- 3.2 Sustainable Development Goals (SDGs) - Pollution and Environment protection, Acts (EPA)
- 3.3 Housing shortage and housing problems in India
- 3.4 Housing standards- role of ISI and BIS
- 3.5 Residential structural features of Indian houses and cultural influences

### Unit IV: Constructional Considerations in Designing Interior Spaces

- 4.1 Selection of site for houses: Factors influencing and legal aspects
- 4.2 Principles of planning, space allocation and organization in independent houses, apartments and flats
- 4.3 Building materials: materials for foundation, construction and finishes – types, characteristics and use
- 4.4 Concept of green buildings and eco-friendly materials as modern trends in building construction
- 4.5 Levels of construction and components of a building
- 4.6 Spatial organization in interiors: work zones, space bubble and schematic diagram



- 4.7 Symbols used in drafting plans, reading plans and blueprints
- 4.8 Types of plans – site, floor, cross-section, elevation, landscape, perspective
- 4.9 Drafting plans – concept drawings for different income groups; functional design to suit different age groups and purposes; designs for people with special needs (PWD)
- 4.10 Ergonomics in designing kitchens, the nerve centre of the house: role of anthropometry, working heights, work triangle- significance in drafting various kitchen layouts and designing modular kitchens
- 4.11 Modular coordination and prefabrication
- 4.12 Housing finance: Availability and supporting agencies- Government and non-governmental agencies

#### UNIT V: Building Services in an Interior

- 5.1 HVAC
- 5.2 Plumbing
- 5.3 Wiring
- 5.4 Waste disposal methods and provisions
- 5.5 Rain water harvesting units
- 5.6 Safety features – concept of BIMs, IAQ, fire safety, exhausts/ alarms
- 5.7 Ergonomic considerations ensuring health and safety of inmates
- 5.8 Fixtures, fittings and operating shutters
- 5.9 Spatial organization considerations with special reference to people with disabilities (PWD)

#### Practical

1. Brainstorming on current trends in interior design
2. Market Study on:
  - furniture construction and detailing, availability and cost of different types of furniture
  - Availability and popularity of eco-friendly materials
  - availability and cost of building materials and finishes
3. Submission of layout drawings for different rooms & furniture using cutouts








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- Leibing W. R. (1999). *Architectural Working Drawings (4<sup>th</sup> Ed)*. New York: John Wiley and sons
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## COMMUNICATION AND EXTENSION (CREDITS: THEORY-4, PRACTICAL-2)

### Course Description

The Course introduces to the students the concept of Communication and Extension. It will orient the students with creation, transmission and application of knowledge designed to bring out planned changes in the behavior of people. Communication is an exciting and challenging field of human interaction.

### Learning Objectives

- Understand the concept of Communication and its role in exchange of information
- Examine the models and barriers to communication
- Learn about the concept of extension, extension approaches and models
- Enhance the students in the selection and use of media in different socio-cultural environment

### Learning Outcomes

- Gain knowledge on the need and importance of communication and its significance in exchange of information
- Analyse the models of Communication and role of media in societal development
- Perceive the importance of extension education
- Acquire knowledge on the extension models and approaches

### Course Content

#### *Unit-I. Communication Concept*

- 1.1 Meaning, definition, nature, scope and importance of communication
- 1.2 Functions of communication – information function, command or instructive function, influence or persuasive function and integrative function.
- 1.3 Elements of Communication – three elements – source, message, receiver, four elements – encoding, decoding, sender and receiver, five elements – communicator, communicate, message, channel and feedback
- 1.4 Means of Communication – Oral, Written, Sign / signal, action, object
- 1.5 Types of Communication – Formal and Informal Communication
- 1.6 Pattern - one way, two way, circular



1.7 Communication media – Print and electronic media

1.8 Advantages and Limitations of communication media

## Unit-II. Communication Models

2.1 Importance of communication in extension

2.2 Models of Communication-Aristotle Model, Shannon – Weaver Model, Berlo Model, Schramm Model

2.3 Concept, purposes and significance of model in communication

2.4 Barriers to Communication – semantic, psychological, organizational and personal

## Unit-III. Effective Communication

3.1 Characteristics – Clear, correct, complete and precise message, reliability, consideration of the recipient

3.2 Skills – Observance, clarity and Brevity, Listening and Understanding, self-efficacy and self confidence

3.3 Significance – Teamwork, Team building, problem solving and decision making skills, facilitate creativity and reduce misunderstanding

3.4 Concepts relating to communication – perception, fidelity, communication gap, Empathy, Homophily, heterophily

## Unit-IV. Communication and Extension

4.1 Concept, need, functions, principles and scope of extension

4.2 Steps in extension teaching

4.3 Elements of extension communication system

4.4 Communication methods in extension – group method, mass method and individual method

4.5 Advantages and limitations of communication and extension

## Unit-V. Extension Models and Approaches

5.1 Models – Innovation transfer model, Social education model, Indigenization model, Social action / conscientization models, Empowerment participation model, Combination models

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5.2 Approaches – General Extension, Commodity specialized, Training and visit, Agricultural, Extension participatory, project, farming systems development, cost sharing and Educational Institution approach

### Practical

1. Developing skill in planning and conducting small group communication
2. Preparation of Communication Models
3. Apply communication methods in the implementation of programme
4. Interaction with villagers and understand the felt and unmet need
5. Carry out a case study using any one Extension approach

### Learning Experiences

- Regular lectures, exercises, group discussion, team building exercise, case studies and field visit.

### Evaluation

- Class test, presentation, assignments, seminars, records and report

### References

- Dahama, O.P and Bhatnagar O.P. (1995). Education and Communication for Development. New Delhi: Oxford and IBH Co.
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- Wilson, M.C., and Gallup, G. (1955). Extension Teaching Methods. Washington: US Department of Agriculture



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## Communication Model in Extension (Credits: Theory -4 Practical-2)

### Course Description

The Course enables the students to understand the concept and process of communication. Apply knowledge of communication and be able to evaluate the theoretical approach used in the inter disciplinary field of communication and learn the concept of diffusion of innovations and adoption.

### Learning Objectives

- Understand the concept and process of communication for development
- Acquire skill in information education and communication
- Learn the concept of diffusion and acquires skill to transfer the Innovation
- Strengthen the knowledge of traditional and modern media in development communication

### Learning Outcomes

- Explain the basic concept, nature and significance of Communication model
- Learn the communication channel and skill
- Analyze the media in development communication
- Understand the adoption and diffusion process to help the extension agents to accelerate them

### Course Content

#### Unit-I. Communication Model

- 1.1 Concept of communication model and significance
- 1.2 Functions – teaching elements of communication process, conducting research, predicting the success of failures of communication process.
- 1.3 Importance of communication model – easy understanding of communication process, showing information flow, introducing the parts of communication process, easy presentation of communication process and understanding the communication process.

## Unit-II. Methods of Communication

- 21 Extension methods of communication – Individual method – Farm and home visit, farmer's call, personal letter, adaptive or minikit trial, farm clinic
- 22 Group method – result demonstration, method demonstration, group meeting, small group training, field day or farmer's day and study tour
- 23 Elements of extension communication system – communicator, message, channel treatment and presentation, audience, audience response
- 24 Characteristics of change agent – empathy, linkage, structure, synergy, energy, proximity, openers
- 25 Role and competencies of change agent – broad knowledge, operational and relational knowledge, sensitivity and maturity, authenticity

## Unit-III. Media in Development Communication

- 3.1 Traditional media – types (folk songs, drama, and puppetry) characteristics and role in development communication
- 3.2 Radio – Origin and history, news, features and commentaries, role in development communication
- 3.3 Television and cinema – history, features and role in development communication
- 3.4 ICTs – scope and development communication

## Unit-IV. Diffusion of Innovations

- 4.1 Diffusion-concept, elements of diffusion, difference between communication and diffusion
- 4.2 Innovation - form, functions and meaning of innovation, perceived attributes of innovation, preventive innovation

## Unit-V. Adoption

- 5.1 Definition, adoption process – diffusion network – the innovation decision process, the innovation decision period, rate of adoption, mandates for adoption, over adoption, adopter categories, measurement of adoption, role of extension agent in the adoption and diffusion of innovation.

## Practical

1. Preparation of charts, posters, flash cards



2. Preparation of IEC material on various topics for different
3. target audience
4. Project preparation on specific area in development communication
5. case studies in development communication

### Learning Experiences

- Regular lectures, exercises on innovations and adoption and group discussion, case studies, films and documentaries

### Evaluation

- Class test, seminar, project preparation, report and records

### References

- Gupta, D. (2007). Development communication in Rural Sector. New Delhi:
- Meenakshi Raman and Sangeetha Sharma. (2013). Technical Communication- Principles and Practice. New Delhi: Oxford University Press
- Mukhopadhyay Abhijeet Publication
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## **Fashion Marketing and Merchandising (Credits: Theory 4 & Practical 2)**

### **Course Description**

The course introduces students to the business aspects of fashion with a focus on fashion marketing and merchandising. It focuses on learning to capture the attention of potential customers and promoting required products and services to them. It deals with how to understand, predict, and respond to consumer wants and behaviours to maximize business sales and revenue.

### **Learning Objectives:**

- Determine how business of fashion identifies its target market and adapts to deliver the desired satisfactions to the ultimate customer.
- Learns the product / merchandise presentation to potential customers.
- Understand the buying and selling of goods for the purpose of making a profit.

### **Learning Outcomes:**

A successful completion of this course will enable students to

- Explain how fashion marketing and merchandising can help the fashion industry.
- Define role and responsibilities of fashion marketers and fashion merchandisers.
- Identify target markets and build consumer profiles for fashion products
- Select promotional tool suitable for potential customers.
- Develop a promotional plan and promote a merchandise
- Make market visits and negotiate with vendors
- Develop and prepare merchandise plan as well as a merchandise assortment
- Establish and use inventory control systems



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## Course content

### **Unit-I. Understanding the Basic Concepts of Fashion Marketing And Merchandising**

- 1.1 Fashion business terminologies
- 1.2 Nature and scope of fashion marketing and merchandising
- 1.3 The marketing environment: macro and micro
- 1.4 Areas of fashion marketing and merchandising: public relations, brand management, event planning, customer relations, social media, advertising, retail buying, store management, fashion buying, visual merchandising, retail sales management
- 1.5 Profiles of occupations in fashion marketing and merchandising

### **Unit-II. Researching the Fashion Market and Consumer**

- 2.1 The fashion consumer and organizational buyer
- 2.2 Segmentation and the marketing mix
- 2.3 Fashion marketing research: identifying the needs and wants of target customer.

### **Unit-III. Fashion Marketing Communication**

- 3.1 Promotion tools for fashion marketing: advertising, sales promotion, packaging, public relations and publicity
- 3.2 Onsite Promotion: visual merchandising framework and approaches

### **Unit-IV. Merchandise Management**

- 4.1 Types of Merchandise
- 4.2 Six rights of merchandising and their importance
- 4.3 Merchandise planning, acquisition, handling and monitoring
- 4.4 Supply chain management
- 4.5 Inventory Control systems
- 4.6 Financial accounting

### **Unit-V. Future Trends in Buying and Merchandising**

- 5.1 The changing impact of IT on fashion retailing
- 5.2 The impact of new manufacturing techniques

  
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5.3 The fashion buyers of the future

5.4 The fashion merchandiser of the future

5.5 Future technologies impacts on the consumer

5.6 Other types of fashion retail competition

### Practical

1. Identify the marketplace and evaluate customers, as well as trends affecting future sales
2. Case studies to understand the buying procedures of various types of fashion retail businesses and also analyze the environment in which buying occurs.
3. Review trends, emerging and the growing retail formats where will consumers make purchases through literature and field visits
4. Describe your customers; identifying changes in consumer markets, understanding buying motives and learning about customers through data warehousing and data mining
5. Plotting customer profiles for various fashion businesses
6. Analyze promotional activities used by fashion businesses
7. Promoting a merchandise for fashion business – experiential project
8. Visual merchandising projects to be undertaken for different fashion businesses
9. Interact with Store managers to understand how they develop and prepare merchandise plan as well as a merchandise assortment for their business. What are their best practices?
10. Visit to various type of markets
11. Case study of fashion businesses to understand its supply chain management and inventory control systems

### Learning Experiences

- Regular lectures, exercises on observation and follow up discussion, role play, case studies, films and documentaries, Digital files, weblinks, field visits, interviews, market visits and survey, hands on experiences.



## Evaluation

- Quiz, field work, presentation, assignment, class tests, log bookrecords.

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- Blythe, J. (2006), Principles and Practice of Marketing, Thomson, London.
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- Elaine, S. (2013) The Dynamics of Fashion. 4<sup>th</sup> ed. New York: Bloomsbury publication
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