**THIRD YEAR**

 **Semester-VI**

**HSc-601** **Early Childhood Care and Education**

 Theory: 3hrs/week

Practicals: 2hrs./week

|  |  |
| --- | --- |
| Unit-I | * History and significance of ECCE- Aims and Objectives,
* Types of preschools- Nursery, Anganwadi, Montessori schools

  |
| Unit-II | * Characteristics of preschool - site, location, space, equipment, facilities, qualities of preschool teachers, records and registers to be maintained.

  |
| Unit-III | * Play behavior in children- stages of play behavior- values of plays- physical, social, educational psychological and therapeutic values.
* Types of play- free play, dramatic, constructive etc.

  |
| Unit-IV | * Preschool program- long term, short term planning. Daily program, model program- importance of each activity in a days program (Medical check up, outdoor and indoor play, snack, rest, story, rhyme, creative activity and science experience)
* Importance of parent teacher meeting.
 |
| Unit-V | * Needs of children
* Rights of Child
* Organization and programs for child welfare-International- UNICEF, WHO, UNESCO, FAO, CARE ,National- NIPCCD, ICDS, NCERT, SSA, SOS village, ICCW, IAPE etc
 |

**PRACTICALS**

1. Observation of preschool child - recording the all round developmental behavior of the child.
2. Observation of preschool teachers
3. Observation of preschool program
4. Visit to Anganwadi centre.
5. Planning a days program and participating in preschool
6. Preparation of any play equipment
7. Organizing - participating in parent teacher meeting

**Course Outcomes**

Gains understanding about the functioning and administration of a preschool

Learns the skills of planning and implementation a preschool programme

Acquires the knowledge of different organizations working for child welfare,their objectives and functioning

**THIRD YEAR**

 **Semester-VI**

**HSc-602 Therapeutic Nutrition**

Theory: 4hrs/week

Practicals: 2hrs/week

**Objectives**

1. To understand different types of feeding methods
2. To get information on diets to be given for various diseases
3. To impart the knowledge on various diseases and etiological factors and causes

**Unit – I**

1. **Dietician** – Definition, Role & responsibilities of dietician, Code of Ethics, Indian Dietetic Association (IDA), introduction- history, membership, registered dietitian**,** Diet Counseling - Importance
2. **Methods of Feeding** – Enteral and Perenteral
3. **Types of diets**- clear fluid, full fluid, soft and regular normal diet

**Unit – II**

1. **Diet in Fevers** – causes, Types and general dietary modifications

**b. Diet during Nutritional disorders**

1. **Under nutrition** - Aetiology, Food and Nutritional requirement, dietary requirement.
2. **Obesity** – Aetiology, Types, assessment, Dietary guidelines, nutritional requirements and suggested recipes.

**Unit - III**

1. **Diet in Diabetes Mellitus** – Aetiology, Types, Symptoms, Diagnosis, Management of Diabetes (Diet, Drugs, Physical activity and Awareness)
2. **Kidney diseases –** Diet during Glomerulonephritis and Nephrotic Syndrome

**Unit- IV**

1. **Cardiovascular diseases** – Dietary management during Atherosclerosis

and role of fat. Dietary management in Hypertension

1. **Caner** – Nutritional problems of cancer therapy and Dietary management

**Unit -V**

 **Gastro intestinal tract diseases**

1. Dietary management in diarrhea, constipation and peptic ulcer.

Dietary management in liver diseases- Infective hepatitis, Cirrhosis of Liver, jaundice

**Outcomes**

* Identifies diet therapy, explains its principles, objectives and factors to be considered
* Describes the modification of diets
* Identifies and compares the diets in common diseases
* Develops an attitude to take diet as a method for the prevention of diseases

**THIRD YEAR**

 **Semester-VI**

**HSc-603 Home Science Extension & Community Development**

**THEORY**

**Objectives:**

* To explore the students to different teaching methods.
* To introduce them to the basic elements of programme planning.
* To get them learn the lesson planning techniques.
* To acquaint them with the concept of non-governmental organizations.

**UNIT I: Extension Programme Planning**

* Extension Programme Planning - Definition
* Criteria for Good Programme Planning
* Principles of Programme planning
* Steps for making a programme
* Methods to find out felt and unfelt needs of the community.
* PRA (Participatory Rural Appraisal) methods
* Evaluation: Principles, methods of evaluating individual and group performances

**UNIT II: Extension teaching methods**:

* Introduction
* Definition
* Classification of Extension teaching methods 1. According to use 2. According to form
* **Individual contacts**

(i) Form and home visits (ii) Office calls (iii) Personal letters (iv) Result demonstration

* **Group contacts**

(i) Method demonstration (ii) General meetings (iii) Field trips

* **Mass contacts**

(i) Publications (ii) Circular letters (iii) News articles (iv) Radio (v) Television (vi) Campaign

* Strong and weak points of three categories of Extension methods
* Factors to be considered in the selection, combination and use of Extension methods.

**UNIT III: Planning lessons for specific groups**.

* Definition
* Introduction
* values and necessities of lesson plan
* components of lesson plan,
* Important aspects of good lesson plan, etc.

**UNIT IV: Contribution of voluntary organizations in Extension**

**International**- CARE- REDCROSS

 **National**--DWACRA -TRYSEM - MNGREA , NIXI, NIRD ICAR, DDA -KVK-

 MAHILA MANDAL- NES,

**UNIT V:** Panchayat raj system in India (brief)

 Gram Panchayat, Mandal Parishad, District , State and Central Government

**Out Comes**

1. Defines Extension Programme Planning
2. Describes the nature and importance of Extension Teaching Methods
3. Discriminates the elements of programme planning
4. Classifies and differentiates the types of Panchayat Raj system in India

**THIRD YEAR**

**Semester-VI**

**Elective I**

**HSc-604(a) Family dynamics**

Theory: 3hrs/week

Practicals: 2hrs/week

|  |  |
| --- | --- |
| Unit-I | (a) Marriage definition - goals of marriage, Criteria for mate selection- rituals followed in various marital ceremonies like Hindu, Muslim and Christian - practice of dowry and its present status, legal provisions related to marriage and family |
|  |  |
| Unit-IIUnit-III | Areas of marital adjustmentFactors influencing marital adjustments. Pre marital and marital counseling, love and arranged marriage.Family definition - functions, types of families - nuclear and joint – characteristics of a family - changing trends in family system - values needed for better family relations. Importance of family life education |
| Unit-IV | (a) Stages in family life cycle-i. Family in the beginningii. Expanding family iii. Maturing family iv. Old age(b) Preparation for parenthood - parenting styles (authoritarian, permissive and democratic styles) their impact on child development(c). Structure and forms of a family |
|  |  |
| Unit-V | Status of women in the modern world education, employment and marriage, economic responsibilities and privileges. |

**Practicals:**

1. evaluation of matrimonial advertisements

2. Criteria for mate selection

3. visit to family counseling centre

4. visit to old age home

5. role play on problems of the aged

6. panel discussions on social problems of adults

7. picture talks on problems of adolescents

**Out Comes**

* Learn about the importance
* Acquires skills for working ;as Marriage and family counsellors

 **THIRD YEAR**

**Semester-VI**

**Elective II**

**HSc-605(a) Family Attire and Consumer Education**

Theory: 3hrs/week

Practicals: 2 hrs./week

Objectives:

To understand about the factors which affect the selection of suitable clothing for different age groups.

To now the principles of ward robe planning.

To understand the selection process of house hold linene.

**THEORY**

**Unit-I**

Criteria of selection of fabrics for garment

Selecting garments for different age groups – Clothing for Infants (8-9months), Creeper/Crawler (9mon -1 year), Toddler (1-2yrs), Preschool child (2-4yrs), School going child (5-11yrs), Adolescents (12-20yrs), Adults (>21yrs), Elderly (>60yrs).

**Unit-II** Readymade clothing- selection and examination of garments for quality of cloth, shape of garments, fitting and price, comparison of readymade garments with homemade and tailor made- garments.

Consumer buying- budget, advertising, labeling and standards

Factors which control price fashion- advertising- production cost- world condition- availability of raw materials

**Unit-III**

**Care and storage of clothing –** Care of clothing, during wearing and taking off, care of different fabrics – cottons, woolens, silkens, synthetic. Storage of clothing – steps to be considered

**Unit-IV** **Wardrobe planning:** Introduction, wardrobe-definition.

1. Aims, personal analysis, inventory & clothing extenders
2. Principles of wardrobe planning – budget, occasion, climate, occupation, interest, number of family members, age, figure, fashion, quality, accessories etc.
3. Principles applied to general figure problems and use of colour, prints, lines and checks.
4. Renovation of old garments.

**Unit V** **Household textiles:** introduction, definition, classification

Table linen: fabric count, size, finish, design suitability, serviceability, workmanship, use and care.

Towels and bathroom ensembles: size, fiber construction, dimensions of pile, absorption, strength, compactness of background, colour co-ordination, use and care.

Bed linen- types, brands, size, quality, attraction, fiber content, colour co-ordination, construction, weight, finish, warmth, comfort, workmanship, use and care.

**PRACTICALS**

* + - 1. Shrinkage Test/ dimensional stability
			2. Colour fastness for sunlight.
	1. Making an inventory of one’s own clothing.
	2. Planning wardrobe for two income groups.
1. Attaching sari fall
2. Picot
3. Renovating old garments
4. Drafting, pattern laying, cutting and Construction of
	* 1. Pillow cover
		2. Kameez/ kurthi
		3. Salvar/chudidar.

**Course outcomes:**

Up on completion of the course student will be able to

* Demonstrate knowledge in selection of garments for different age groups
* Evaluate readymade clothing before purchasing.
* Distinguish the advantages and disadvantages of readymade, tailor made and homemade garments.
* Demonstrate knowledge on care and storage of clothing.
* Critically evaluate her wardrobe and plan for different occasions.
* Demonstrate knowledge in selection of different household textiles.

**THIRD YEAR**

**Semester-VI**

**Elective III**

**HSc-606(a) Household Economics**

 **THEORY** Theory: 3hrs/week

Practicals: 2hrs./week

|  |  |
| --- | --- |
| Unit-I   | * Basic terminology of economics, concept of household economics
* Human wants- nature and classification,
* Laws of consumption –Law of Demand, Law of equimarginal utility, Law of Diminishing marginal utility ,consumer surplus
 |
| Unit-II | * Consumer education
* purchasing methods- guidelines for wise purchase,-
* Consumer rights
* Consumer Protection Act
* consumer problems
 |
| Unit III | * Values, goal, standards, and their inter-relationship
* Standard of living- Definition factors influencing standard of living, ways of improving standard of living

  |
| Unit-IV | * Money management in the home
* Budget- meaning, types and importance
* Household financial records-Short term, Long term
* Ways of Supplementing family income
 |
| Unit –V | * Meaning and importance of savings
* Types of savings in post office LIC, Chit funds and saving schemes of banks
* Family investments – Bonds, Stocks and Shares
 |

**PRACTICALS**

1. Budget plans for different incomes
	* Low income group
	* Middle income group
	* High income group

2) Interview any head of the family and collect the information about their savings

3) Prepare a check list of qualities of good home maker and evaluate your self

4) Prioritise your values and record the same

5)Residential stay/ home management cottage stay.

**Course Outcomes**

* Gains understanding about the various laws of economics and their application in household expenditure
* Acquires the skills of household budgeting and maintenance of household financial records
* Gains knowledge about the various saving and investment schemes