**THIRD YEAR**

 **Semester-V**

**HSc-501:Human Development**

**THEORY** Theory: 3hrs/week

Practicals: 2hrs./week

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| Unit-I | * Growth and development- definitions of growth, development, maturity, learning, heredity, environment,
* Principles of development
* Factors affecting growth and development

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| Unit-II | * Prenatal period- stages of pre natal development with its Hazards – factors influencing , Major and minor complications during pregnancy
* Parturition-stages, types of birth

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| Unit-III | * Neonate: APGAR test, Physical and physiological needs of neonate- characteristics of neonate, adjustments of neonate
* Babyhood-characteristics- physical, motor, language, social, emotional and cognitive developments
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| Unit-IV | * Early childhood -characteristics- physical, motor, language, social, moral, emotional and cognitive developments
* Late childhood-characteristics- physical, motor, language, social, moral, emotional and cognitive developments

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| Unit-V | * Puberty-characteristics - physical and physiological changes
* Adolescence- characteristics physical, social, moral, emotional and cognitive developments, adjustment problems in the family
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**PRACTICALS**

1. Case study of a pregnant woman
2. Observation of characteristic of infant
3. Observation of characteristics of preschool child
4. Observation of characteristics of preschool
5. Observation of characteristic of late childhood
6. Visit to a Neonatal Unit
7. Case study of adolescent and adjustment problems

**Course Outcomes:**

Gains knowledge on the development during the different areas of life span

Acquires skills in construction of case study tools and conducting case studies

**THIRD YEAR**

 **Semester-V**

**HSc-502 Management of Family Resources**

Theory: 3hrs/week

Practicals: 2hrs./week

**THEORY**

|  |  |
| --- | --- |
| **Unit-I** | Resources- meaning, classification and characteristics, guidelines for use of resources  |
| **Unit-II** | Management process- planning, organizing, controlling, delegating, guiding, coordinating, supervising and evaluating ,its importance in Home making –Qualities of a good homemaker-Ethics in Home Management |
| **Unit III** | Decision making: definitions- kinds of decision- habitual versus conscious decision making, individual and group decisions, steps in decision making- role of decision making  |
| **Unit IV** | Management of time- nature and significance- different activities in the home – Preparation of Time Plans ,Techniques of Time Management-Work curve,Peak Load, Time Cost  |
| **Unit-V** | Energy management in the home- meaning- principles of work simplification- Mundel’s classification of change/ Body mechanisms, fatigue- meaning- types of fatigue and methods of avoiding fatigue- peak loads  |

**PRACTICALS**

1. Work simplification techniques –Path way chart
2. Plan and arrange for a festival a) Sankranthi b) X-mas, c) Ramzan
3. Decision Making Tree
4. Identifying short term, long term goals of a family.
5. Time plans
6. Students on a working day and holiday
7. Time plan for house wife
8. Time plan for working woman on a working day and holiday

**Course Outcomes:**

* Learns about the effective management of various available resources at individual and family level
* Gains understanding of good home management skills
* Learns about the management of time and energy which enables to work efficiently with less expenditure of time and energy

**THIRD YEAR**

 **Semester-V**

**HSc-503 Home Science Extension**

 Theory: 4hrs/week

Practicals: 2 hrs./week

**THEORY**

 **Objectives:**

* To introduce the students to the concept and philosophy of extension education
* To acquaint them with the elements and scope of communication.
* To make them understand the principles of teaching and learning, different teaching aids.

**Unit I : Nature and scope of Extension education**–

* Definitions
* Meaning of Extension
* Concept of Extension Education Process (Dr.J.Paul Leagans)
* Need for Extension Education
* Distinguishing features of Extension Education
* Principles, Objectives and functions of extension
* Principles and Philosophy of Extension Education
* Principles underlying the philosophy of extension.
* Role and qualities of Extension worker/ agent

**Unit II: Basic Principles of Teaching and Learning**.

* Definition: Teaching, Learning, learning experiences, learning situation.
* Basic elements of learning situation and their characteristics.
* Principles of learning and their implications for teaching.
* Principles of Motivation in Extension, Classification of Motives
* Steps in Extension teaching.

**Unit III: Communication-** Introduction

* What is communication?- definition
* Types/ forms, and functions of communication.
* Key Elements of communication process (Leagan’s model).
* Nature and importance of communication
* Components of communication process

**Unit IV: Teaching aids**

* Definition (Audio, Video and Audio-visual aids) and Purpose
* Classification of audio-visual aids
* Types of Audio Visual Aids (Cone of Experience by Edgar Dale)
* Effective use of Audio visual aids
* Purpose, Advantages and limitations of each aid.
	+ Public address system, telephone
	+ Models, mock-ups, specimens, objects
	+ Exhibits, motion pictures, video, recordings
	+ Still pictures (a) projected, (b) non-projected
	+ Other visual aids- chalk board, bulletin board, flannel graph, flash cards, poster, charts- different types of charts.
	+ Dust and mud sketching.
	+ Dramatization, puppets, role play, harikatha, burrakatha, etc.
* Factors influencing the selection of Audio Visual Aids
* Criteria for Selection of Audio Visual Aids

**Unit V: Role of Home Science in community Development**

* Meaning and scope of Home Science
* Role of Home Science in Community Development
* Role of Home Science Extension

**OUT COMES:**

1. Explains the scope, principles and methods of extension education
2. Describes steps in extension teaching and extension teaching methods
3. Describes characteristics of Home Science extension education
4. Identifies the role of Home Science extension education in development

**THIRD YEAR**

**Semester-V**

**Elective I**

**HSc-504(a) Sociology**

Theory: 3hrs/week

Practicals: 2 hrs./week

**THEORY**

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| --- | --- |
| Unit-I  | Sociology- its relation to other social sciences, nature of society and culture  |
|   | Society and individual, social interaction, socialization, agents of socialization, social institutions- family, marriage, religion and educational institution   |
| Unit-II | 1. Social groups- primary- secondary groups, formal and non formal groups
2. Different types of family structure, changing village system in India.
3.
 |
| Unit-III | Indian city- consequences of planned and unplanned industrialization, problems of providing basic amenities   |
| Unit-IV | Prevailing practices- current social problems Juvenile delinquency uncontrolled population (poverty, beggary, human trafficking and domestic violence, child marriage). Areas needing social change- social reforms and progress with special reference to women.   |
| Unit-V | Concept of welfare state- Directive principles of the Indian constitution.Causes for growth of population, Consequences of population explosion, Population Education  **Out Comes**  |

* Students will learn about society and its relation to social sciences**,** social reforms, family, population
* Acquires knowledge about good citizenship and its importance
* Gain required knowledge and skills required to works as a social worker

**THIRD YEAR**

**Semester-V**

**Elective II**

**HSc-505(a)- Fabric Embellishment**

Theory: 3hrs/week

Practicals: 2 hrs./week

Objectives:

To gain knowledge about Aesthetics involved in dress designing.

To gain knowledge about different fabric embellishment techniques

**THEORY**

##### Unit I: Dyes and Dyeing: Definition-dye, mordant, dyeing, fastness.

**Classification of dyes:**

**Natural Dyes**: Vegetable Animal, Mineral

**Synthetic Dyes**: Direct or substantive dyes, Vat dyes, Mordant or Chrome dyes, Acid, Basic, Sulphur, Disperse.

**Methods of Dyeing**: Preparation of material for dyeing and printing

 Stock dyeing, Yarn dyeing, Piece dyeing, solution dyeing, Pigment or dope dyeing, garment dyeing. Identifying dyeing defects:

**Unit II: Printing**: Introduction, definition.

**Various methods of printing:**

 Direct-:Block, Stencil, Roller, Duplex, Discharge,

 Resist- Screen, Transfer, Warp, Photo, Batik, Tie Dyeing and Flocking.

**Unit III: Care of clothing:**

1. Laundry equipment – reagents uses and applications.
2. Principles of laundering-washing machines-brands available and types
3. Methods of laundering – Bleaching and finishing.
4. Stain removal
5. Dry cleaning

.

**Unit IV: Traditional Indian Textiles** :

 Traditional Embroideries – Kaseeda, Punjab Phulkari, Chamba Roomals, Kanthas of Bengal, Lucknow Work- Motifs, Stitches used and colours etc.

**South Indian Textiles**: Kanjeevaram, Mysore silk, Venkatagiri, Mangalagiri, Gadwal, Uppada, Narayanpet, Pochampalli, and Kalamkari (Machilipatnam, Kalahasthi) fabrics.

**Unit V: Study of Traditional Indian Costumes and accessories-** Introduction, definition of costume, accessory.

Traditional male and female costumes prevalent in different states of India- Andhra Pradesh, Tamilnadu, Kerala, Karnataka, Maharastra, Punjab,Jammu & Kasmir, Assam, Bengal, their importance in present scenario in textiles and apparel industry.

Different types of accessories

**PRACTICALS**

1. **Laundering:** (a)Sorting, (b)Mending, darning, (c)Stain removal, (d)Laundering of cotton, wool, silk and synthetic fabrics, (e)Application of blue (direct and indirect method) (f)Application of starch, (g)Finishing /ironing

**2. Dyeing and Printing**

* + 1. Direct dyeing/printing
			- 1. Stencil- with brush, spray techniques
				2. Block printing.
		2. Resist dyeing/printing
			- 1. Batik using cold dyes.
				2. Tie dyeing with naphthals and vats

3..Attaching sari fall

4. Picot

5 Renovating old garments

1. Drafting, pattern laying, cutting and Construction of
	* 1. Pillow cover, ii. Sari petticoat, iii. Kameez/ kurthi, iv. Salvar/chudidar.

**Course Outcomes:**

Up on completion of this course student will be able to

* Demonstrate knowledge of different dyes and dyeing methods used.
* Differentiate hand methods of printing from machine methods.
* Integrate the knowledge of traditional textiles and embroideries.
* Demonstrate knowledge of costumes of different states of India and distinguish between them.
* Identify different laundry equipment and materials and understand their use.

**THIRD YEAR**

**Semester-V**

**Elective III**

**HSc-506(a)- COMMUNITY NUTRITION**

Theory: 4hrs/week

Practicals: 2hrs/week

**Objectives**

1. The course deals with the assessment of the nutritional status and common nutrition related problems of the community.

 2. The students would learn the basic principles of diet therapy and therapeutic nutrition and understand the dietary management in common diseases/disorders commonly observed in the community.

**Unit – I:**

1. **Food adulteration -**
* Adulterants in different foods, their harmful effects.
* Simple tests for detection of adulterants in food
* Prevention of Food Adulteration Act
1. **Home Scale methods of Food Preservation** – Introduction, preparation of Jam, Jellies and squash

**Unit - II**

**Assessment of nutritional status of the community**

Introduction, definition of Nutritional status, need of nutritional assessment.

1. **Anthropometry**- Age, Body weight, Height, , MUAC, Head Circumference, Chest Circumference, WHR
2. **Nutritional Assessment classification** - for children : weight for age, height for age and weight for height using WHO standards, for Adults: BMI (WHO Classification)
3. **Clinical Assessment –** Nutritional deficiency symptoms
4. **Biochemical** **Methods** – for assessing nutritional status need for biochemical tests (Urine, Blood and stools)

**Unit – III**

1. **Dietary Assessment -** Food Balance sheet, Inventory or log book method, food weighment method, Expenditure pattern method, Oral Question method (24Hours Recall method). General guide lines for carrying out Diet surveys in the community.
2. **Vital Statistics:** Infant mortality rate, Peri-natal Mortality Rate, Maternal Mortality Rate

**Unit- IV**

1. **National Nutrition Policy** – Direct and Indirect Interventions
2. **National Nutritional Programmes** - Direct Nutrition programmes
* Vit A prophyloxis programme
* Iron prophyloxis programme
* Universal Iodisation of salt

 **Indirect nutritional programmes**

* ICDS
* Mid day meal programme
1. Role of National and international organizations in alleviating Malnutrition

**Unit -V**

1. **Nutritional problems prevalent in India** –Protein Energy Malnutrition, Anaemia, Vitamin-A, Iodine and B-complex deficiencies.
2. **Food Security** – Household level and National level
3. **Nutrition Education**: Importance and types

**Outcomes**

* Understands what is under nutrition and malnutrition causes, [prevalence](http://ecoursesonline.iasri.res.in/mod/page/view.php?id=18983) and its consequences.
* Evaluates [methods of nutritional assessment](http://ecoursesonline.iasri.res.in/mod/page/view.php?id=18821) of individual and group both directly and indirectly.
* Identifies the major nutritional problems existing in India- causes, effects, [prevention](http://ecoursesonline.iasri.res.in/mod/page/view.php?id=18975) and control measures.
* Explains various national nutritional programmes existing in India to combat malnutrition.
* Describes role of national and international agencies in improving the nutritional status of population.