

OBJECTIVES: To enable the students to

1. learn the importance of communication, methods of dissemination of knowledge and skills to the beneficiaries.
2. understand the role of communication in the study of Home Science.

COURSE:

UNIT - I: Communication: Definition, Nature, Process, Importance and influencing factors.

UNIT - II: Components of communication:

- a. Communicator – Good and Poor – Qualities.
- b. Message or content – characteristics.
- c. Communication – channels and obstacles.
- d. Audience – Quantity, Quality, characteristics.

UNIT - III: Media for communication: Preparation, Advantages and disadvantages of –

- a. Visual Aids – Display boards, Graphic aids and 3D materials.
- b. Audio Aids – Non – Projected and projected.
- c. Audio – Visual Aids – Television, Video, INSAT, CCTV, Computer – aided.

UNIT - IV: Methods and techniques of communication I: Objectives, advantages, limitations and conduct of –

- i. Individual contacts: Farm and Home visits, office calls, personal letters, observation plot, Result Demonstration
- ii. Group Contacts: a. Observation b. Demonstration c. General meetings – lecture, Debate, Symposium, Panel discussion, Buzz sessions, Brain storming, workshop, seminar, conference.

UNIT V: Methods and techniques of communication II: Objectives, advantages, limitations and conduct of –

- a. Mass Contacts: Circular letters, Publications, Exhibitions, Campaign.
- b. Radio, television c. Puppets, Drama, Folk & Theatre.

REFERENCES:

1. Pankajam, G. (2000) Extension – Third dimension of education, Gyan Publishing House, New Delhi.
2. Reddy, A.A (1987), Extension Education. Sri Lakshmi Press, Bapatla, A.P.
3. Supe, S.V. (7- 1982), An Introduction to Extension Education, IEdn, Oxford & IBH Publishing Co; New Delhi.
4. Chakrabarti, K.Surjit (1967), Audio – visual education in India, Oxford Book Company, New Delhi.
5. Cochran, L.W. and de Kiffer, R.E.(1966). Manual of Audio Visual Techniques. Prentice – Hall of India Pvt. Ltd, New Delhi.

OBJECTIVES: To enable students to

1. Learn the skills and techniques of preparation of various aids used in communication.
2. Learn the use of various aids to efficiently deliver the messages and information to the people.

COURSE:

UNIT - I: i. communication: Demonstration of one- way, two- way with practice sessions.

ii. use of audio- visual material- guidelines.

UNIT – II: Preparation of visual aids- Two per each category and display. Exhibition, museum, visits and organization.

UNIT – III: Use of Audio- visual aids- group activity- one per group.

UNIT – IV: Dramatics, Folk and etc- Group Activity- one per group

UNIT – V: Preparing a script or a story on an event on the lines of newspaper.

REFERENCES:

1. Pankajam, G. (2000) Extension – Third dimension of education, Gyan Publishing House, New Delhi.
2. Reddy, A.A (1987), Extension Education. Sri Lakshmi Press, Bapatla, A.P.
3. Supe, S.V. (7- 1982), An Introduction to Extension Education, IEdn, Oxford & IBH Publishing Co; New Delhi.
4. Chakrabarti, K.Surjit (1967), Audio – visual education in India, Oxford Book Company, New Delhi.
5. Cochran, L.W. and de Kiffer, R.E.(1966). Manual of Audio Visual Techniques. Prentice – Hall of India Pvt. Ltd, New Delhi.

OBJECTIVES: To enable the students to

1. Gain knowledge of the nutritive value and properties of different foods.
2. understand the classification of foods according to their function
3. Understand the principles underlying the different methods of cooking.

COURSE:

UNIT - I: Introduction – terms, scope of Food Science, functions of food. Food as a source of nutrients. Classification of food as given in the bulletin and nutrients supplied by each group. Concept of Genetically modified foods.

UNIT - II: Methods of Cooking – moist and dry methods. Merits and demerits of each method. Microwave and Solar cooking.

UNIT - III: Structure, Composition, Nutritive Value, Products, and Storage of

- a. Cereals and grains
- b. Pulses and legumes
- c. Nuts and oil seeds
- d. Vegetables and fruits

UNIT - IV: Structure, Composition, Nutritive Value, Products and Storage of

- e. Milk and milk products
- f. Eggs
- g. Fish, poultry and meat
- h. Oils and fats
- i. Sugar and jaggery
- j. Spices and condiments

UNIT - V: Quality Aspects of Food:-

- a. Food Microbiology – Contamination, Spoilage, Microbial toxicants & Food borne illness.
- b. Food additives
- c. Food adulteration PFA act and standards – Agmark, ISI and FPO.
- d. Food preservation – Scope and significance, Methods applying Heat, Cold, Dehydration, chemicals & others.

REFERENCES:

1. Lowe, B. (1995) Experimental Cookery Jhon Wiley & sons, New York.
2. Swaminathan M. and Bhagvan R.K. (1960) Our Food. Ganesh & Co. Madras.
3. Devadas R.P. and Krishnamurthy S. (1986) Food for all, NCERT, Delhi.
4. Manay S. (1975) Basic Principles of Food Preparation, The Eastern press Ltd., Bangalore.
5. Chakravarthy I. (1975) Saga of Indian food. Sterling Publishers (P) Ltd., New Delhi.
6. Kilgour, O.F.G. And Aileen, L. (1984) Experimental Science for catering and Home craft students. Heinmann Publishers, London.
7. Evans, N.R. (1952) Food preparation manual. Harper Row publishers, New York.
8. Peckham G.C. (1972) Foundations of Food preparation. Collier Macmillan, London.
9. Philips T.E. (1983) Modern Cookery for teaching and trade. Vol. I, Orient Longman Ltd., Bombay.
10. Kotschevar, L.H. and Mc. Williams M. (1969) Understanding food. Jhon Wiley and sons, New York.
11. Hughes O. (1971) Introductory Foods. Collier Mac Millan Book & Co., London.
12. Vail, Philips, Rust, Griwwold and Justin (1973) Food, Houghton Mifflin & Co. Ltd. Boston.
13. Fox B. and Cameron A.G. (1969) Food Science – a chemical approach. University of London Press, London.
14. Iyengar and Sukhla (1954) Indian Food Laws. CFTRI, Mysore.
15. White R.B. (1972) Food and Your Future. Prentice Hall Inc. N.J.
16. Srilakshmi K., Rama Sastri B.V. and Ramadas Murthy V. (1973) Food and Health, NIN, Hyderabad.
17. Gopalan, C., Rama Sastri B.V., Balasubramanian, S.C. (1989) Nutritive Value of Indian Foods, National Institute of Nutrition, Hyderabad.

OBJECTIVES: To enable the students to develop skills to prepare recipes. acceptable with reference to appearance, palatability and nutritive value.

COURSE:

UNIT - I: EXPERIMENTS ON:

- a. **CEREALS:** Microscopic examination of starch, extraction of gluten from wheat flour and maida, gelatinization and comparison of methods of cooking rice. Study of fermentation in Indian foods.
- b. **PULSES:** Effect of sprouting, methods of cooking legumes and pulses – comparison.
- c. **FRUITS AND VEGETABLES:** Effect of pH and heat on vegetable and fruit pigments, prevention of browning, test for pectin, effect of cooking on cellulose. Factors to be considered while cooking vegetables.
- d. **EGGS:** Differences between fresh and stale eggs, yolk and albumin index. Coagulation temperature of different parts of egg, and qualitative tests for solubility of proteins. Factors affecting custard and omelets preparation.
- e. **MEAT:** Microscopic structure of meat .
- f. **MILK:** Tests for protein , carbohydrates, lipids and protein in milk, observation of physical characteristics of milk and curd, effect of PH and heat on milk . Testing the quality of milk with a lactometer.

UNIT - II: Sugar and jaggery – Stages of cookery.

UNIT - III: Training on Food preservation during holidays.

REFERENCES:

1. Lowe,B. (1995) Experimental Cookery Jhon Wiley & sons, New york.
2. Swaminathan M. and Bhagvan R.K.(1960)Our Food. GAnesh&Co.Madras.
3. Devadas R.P. and Krishnamurthy S. (1986) Food for all, NCERT, Delhi.
4. Manay S. (1975) Basic Principles of Food Preparation, The Eastern press Ltd., Banglore.
5. Chakravarthy I. (1975) Saga of Indian food. Sterling Publishers (P) Ltd., New Delhi.
6. Kilgour, O.F.G. And Aileen,L. (1984) Experimental Science for catering and Home craft students. Heinmann Publishers, London.
7. Evans, N.R.(1952) Food preparation manual. Harper Row publishers, New York.
8. Peckham G.C.(1972) Foundations of Food preparation. Collier Macmillan, London.
9. Philips T.E.(1983) Modern Cookery for teaching and trade. Vol. I, Orient Longman Ltd., Bombay.
10. Kotschevar, L.H. and Mc. Williams M. (1969) Understanding food. Jhon Wiley and sons, New york.
11. Hughes O.(1971)INdroductory Foods. Coollier Mac Millan Book & Co., London.
12. Vail, Philips, Rust, Griwwold and Justin (1973) Food, Houghton Mifflin & Co. Ltd. Boston.
13. Fox B. and Cameron A.G.(1969) Food Science – a chemical approach. University of London Press, London.
14. Iyengar and Sukhla (1954) Indian Food Laws. CFTRI, Mysore.
15. White R.B.(1972) Food and Your Future. Prentice Hall Inc. N.J.
16. Srilakshmi K., Rama Sastri B.V. and Ramadas Murthy V. (1973) Food and Health, NIN, Hyderabad.
17. Gopalan, C.,Rama Sastri B.V., Balasubramanian,S.C.(1989) Nutritive Value of Indian Foods, National Institute of Nutrition, Hyderabad.

OBJECTIVES: To enable the students to

- Recognize basic materials used in the construction of household equipment.
- Understand the principles underlying the operation, use, care and storage of household equipment.
- Use the criteria for the selection for appropriate equipment for home and suitable material for functionality.

COURSE:

UNIT – I: Materials used for household equipment

- Metals – aluminum, iron, steel, stainless steel, copper, brass.
- Non – metals – glass, plastic, ceramic, wood.

UNIT – II: Selection, working mechanism, use and care of major equipment.

- Refrigerator, vacuum cleaner, washing machine, microwave oven.

UNIT – III: Selection, working mechanism, use and care of minor equipment.

- Mixer, toaster, cooking range, induction stove.

UNIT – IV: Appropriate technology

- Solar cooker, biogas plant, janata refrigerator, smokeless Chula.

UNIT – V: Government programmes to promote renewable energy.

- MNES, NEDCAP

REFERENCES:

1. Louise Jemson Peet, Marry Pickett, Mildred, G. and Arnold,B.S. (1970): Household equipments, 6th edn. John wiley& Sons inc. (Unit-I – IV).
2. Florence Ehrenkranz, Lydia Inman (1958): Equipment in the home, Harper and row publishers.
3. Tessie Agan (1956): The House, Oxford & IBH Publishing co. (Unit – II-IV).
4. Consumer Education Series (1992): Safety in household electrical appliances, CERC Ahmedabad. (Unit – III).

OBJECTIVES: To enable the students to

- Understand the principles underlying the operation, use, care and storage of household equipment.
- Use the criteria for the selection for appropriate equipment for home and suitable material for functionality.
- Be aware of new trends in equipment in market.

COURSE:

UNIT – I: Survey to know the fuel energy consumption.

UNIT – II: Lecture/demo on energy conservation.

UNIT – III: Lecture/demo on Renewable energy sources – solar energy.

UNIT – IV: Visit to a Biogas plant.

UNIT – V: Lecture/demo on janata refrigerator.

UNIT – VI: Survey to understand availability of equipment in local market.

UNIT – VII: Lecture/demo on Microwave oven & Induction stove.

REFERENCES:

1. Louise Jemson Peet, Marry Pickett, Mildred, G. and Arnold, B.S. (1970): Household equipments, 6th edn. John wiley& Sons inc. (Unit-I – IV).
2. Florence Ehrenkranz, Lydia Inman (1958): Equipment in the home, Harper and row publishers.
3. Tessie Agan (1956): The House, Oxford & IBH Publishing co. (Unit – II-IV).
4. Consumer Education Series (1992): Safety in household electrical appliances, CERC Ahmedabad. (Unit – III).

OBJECTIVES: To enable the students to

- ◆ Become familiar with the welfare activities for children in India.
- ◆ Be acquainted with instructions conducting welfare programs.

COURSE:

UNIT – I: Definition, objectives of Child Welfare. Rights and needs of child - UN convention.

UNIT – II: Early childhood experiences- importance Role of family, parents, society

UNIT – III: Behavioural problems- causes

- Enuresis, thumb sucking, masturbation, temper tantrums, autism, phobia, sleep disturbances, pica
- Conduct disorders- lying, stealing, truancy.

UNIT – IV: Crisis in the family – types, implications, coping techniques.

- UNIT – V:**
- a. Classification of Child Welfare Services - Governmental, Non – governmental & Voluntary – for normal children and children with special needs.
 - b. Objectives & activities of ICCW, NIPCCD, CSWB, CRY and BalBhavan.
 - c. Need & function of Child Guidance clinics.
 - d. Adoption services in India.
 - e. Visit to Rehabilitation centres.

REFERENCES:

1. Chowdary, P (1963) Child Welfare Manual. Atma Ram & Sons, New Delhi.
2. Chowdary, P (1987) Child Welfare Manual. Atma Ram & Sons, New Delhi.
3. Devadas, R.P & Jaya, N. (1984) A Textbook on Child Development. McMillan India Ltd., New Delhi.
4. Spock, B (1977) Bringing Up Children in A difficult Time. New English Library, London.
5. Mehta, D.S (1983) Handbook of Disabled in India. Allied Publishers Pvt. Ltd., Madras.
6. Encyclopedia of Social Work in India. (Volumes – I – IV) (1981) Ministry of Welfare, Government of India, New Delhi.
7. NaryanaRao (1981) Councelling Psychology. Tata McGraw Hill Publishing Co Ltd., New Delhi.
8. Kale, Ps.V. (1980) Child Psychology & Child Guidance. Himalaya Publishing House, Bombay.
9. Madan, C. (1965) Indian Social Problems. Allied Publishers, Bombay.

OBJECTIVES: To enable the students to

- ◆ Become familiar with the welfare activities for children in India.
- ◆ Be acquainted with instructions conducting welfare programs.

COURSE:

UNIT – I: Observation of children with behavioral problems.

UNIT – II: Case study on behavioral problems.

UNIT – III: Visit to family counseling centers.

UNIT – IV: Visit to Governmental and non-governmental organisations

UNIT – V: Visit to rehabilitation centers.

REFERENCES:

1. Chowdary, P (1963) Child Welfare Manual. Atma Ram & Sons, New Delhi.
2. Chowdary, P (1987) Child Welfare Manual. Atma Ram & Sons, New Delhi.
3. Devadas, R.P & Jaya, N. (1984) A Textbook on Child Development. McMillan India Ltd., New Delhi.
4. Spock, B (1977) Bringing Up Children in A difficult Time. New English Library, London.
5. Mehta, D.S (1983) Handbook of Disabled in India. Allied Publishers Pvt. Ltd., Madras.
6. Encyclopedia of Social Work in India. (Volumes – I – IV) (1981) Ministry of Welfare, Government of India, New Delhi.
7. NaryanaRao (1981) Counseling Psychology. Tata McGraw Hill Publishing Co Ltd., New Delhi.
8. Kale, Ps.V. (1980) Child Psychology & Child Guidance. Himalaya Publishing House, Bombay.
9. Madan, C. (1965) Indian Social Problems. Allied Publishers, Bombay.

OBJECTIVES: To enable the students to –

1. understand the study of human behaviour .
2. understand various psychological phenomena.
3. gain knowledge about intelligence & personality.

COURSE:

UNIT – I: PSYCHOLOGY –

- a. Definition, Scope and methods used – observational, experimental, case history, interview, psychometric methods. Survey methods, Biological.
- b. Branches of Psychology – Developmental, social, abnormal, educational clinical.

UNIT – II: a. **SENSATION & PERCEPTION:** Types of sensation, Perception – definition – organization of perception, illusions. ESP

- c. **ATTENTION:** Types (voluntary, involuntary & habitual), Factors determining attention – Internal and External.

UNIT – III: EMOTION: Definition, Development of Emotions. Bodily Changes

UNIT – IV: INTELLIGENCE: Definition, factors affecting intelligence, Types of Intelligence tests – classification (Briefly)

UNIT – V: a. **LEARNING:** Definition, Types of learning – Trial & Error, Conditioning (Classical), imitation & observation, Learning curves.

- b. **MEMORY:** Definition, Recall, Recognition, Retention, Factors influencing memory, methods to improve memory, memory tests.

UNIT–VI: PERSONALITY: Definition, assessment of personality, personality types.

REFERENCES:

1. Munn, N.L., (1967) Introduction to Psychology, Oxford and IBH, New Delhi.
2. Hilgrad, E.R., Atkinson, R.C. and Atkinson, R.L.(1975) Introduction to Psychology, Oxford and IBH, Chennai.
3. Bhatia, H.K. (1969) General Psychology, Oxford and IBH Pub. Co. New Delhi.

OBJECTIVES: To enable the students to

1. Recognize the family's housing needs.
2. Be aware of the financial and other implications of owning/ renting/ building a house.
3. Acquire information that will improve the quality of housing available to the family.
4. Understand the principles underlying the selection, operation, use, care and storage of household equipment.

COURSE:

UNIT - I: FAMILY HOUSING:

- a. Life space factors in planning, creating a life space.
- b. Functions of a house – protective, affectional, social, status defining.
- c. Influence of house on health & family living.
- d. Housing needs in different stages of family life cycle.
- e. Selection of site.
- f. Advantages and disadvantages of owning and renting a house.

UNIT - II: Housing planning:

- a. Principles of planning.
- b. Kitchen: Planning – Types, features.
- c. Planning for storage areas – importance, types.
- d. Classification of residential buildings.
- e. Building bye-laws – importance; setback; floor space index.

UNIT - III: House construction:

- a. Reading house plans.
- b. Elements of residential building.
- c. Prefabrication – meaning and advantages.
- d. Laurie baker housing.
- e. Role of NBO, NBRI, VUDA, APSHCL.

UNIT - IV: Landscape planning & vastu:

- a. Landscape – importance, elements, kitchen gardens.
- b. Vastu – shape of the site, directions, orientation.

UNIT - V: Furniture:

- a. Materials used in construction of furniture.
- b. Selection of furniture for comfort, rest, and relaxation for work, for storage.
- c. Arrangement of furniture for living, sleeping, dining and multipurpose rooms.

REFERENCES:

1. Deshpande, R.S. (1958) – Build your own home – United Book Corporation, poona.
2. Deshpande, R.S. (1948) – Modern ideal homes for India – United Book Corporation, poona.
3. Deshpande, R.S. (1959) – Cheap and he India – United Book Corporation, poona.
4. Subramanyam, P.S. (1970) – Plans for your home – Higginbothams Pvt Ltd, Madras.
5. Agan, T. (1956) – The house – its plan & use – oxford & IBH Publishing company Ltd. Bombay.
6. Household manual (1977) Reader's digest association, new York.

OBJECTIVES: To enable the students to

1. Develop skills in household cleaning, maintenance.
2. Plan houses for different income levels.

COURSE:

UNIT - I: Care of metallic and non – metallic utensils.

UNIT - II: Care of household appliances.

UNIT - III: A. Care of walls and windows.

B. Care of floor and floor coverings.

UNIT - IV: A. Anthropometry and space measurement.

B. Architectural symbols.

UNIT - V: Single bedroom house plan.

UNIT - VI: Big house plan.

UNIT - VII: Kitchen planning.

UNIT - VIII: Visits.

REFERENCES:

1. Deshpande, R.S. (1958) – Build your own home – United Book Corporation, poona.
2. Deshpande, R.S. (1948) – Modern ideal homes for India – United Book Corporation, poona.
3. Deshpande, R.S. (1959) – Cheap and he India – United Book Corporation, poona.
4. Subramanyam, P.S. (1970) – Plans for your home – Higginbothams pvt ltd, Madras.
5. Agan, T. (1956) – The house – its plan & use – oxford & IBH Publishing company ltd. Bombay.
6. Household manual (1977) Reader's digest association, new York.

OBJECTIVES: To enable the students to

1. Gain an understanding of basic art principles.
2. Develop an aesthetic sense.
3. Become good art consumers.
4. Develop interiors which are aesthetically satisfying to live in.

COURSE:

UNIT - I: Design in Everyday life – classification, structural and decorative, requirements, design modification to suit different requirements. Elements of design – line, shape, size, texture, direction, color and value – use and application in design.

UNIT - II: Principles of design – Harmony, Balance, Proportion, Rhythm, and Emphasis – concept and application in interior, exterior design and flower arrangement.

UNIT - III: Color – In various disciplines. Properties of color – Hue, Value, Intensity; Color theories – Prang and Munsell. Color harmonies – Related and contrasting. Application in interior and exterior design.

UNIT - IV: Home furniture – Styles of furniture – Traditional/Period, Contemporary and Modular. Accessories – classification, importance.

UNIT - V: a) Furnishings – classification. Floor coverings – classification, selection.
Window treatment – Types of windows; Window treatments – hard and soft.
Types of curtains and draperies, fixtures.
b) Flower Arrangements – Importance, objectives; classification – styles, types, shapes; materials for flower arrangement; care of cut flowers.
c) Light – Importance, types, fixtures.

REFERENCES:

1. Art in everyday life ,Goldstein& Goldstein – Oxford & IBH Publishing Company, New Delhi. (1968)
2. Home furnishing – Anne H. Rutt – Wiley Eastern Pvt. Ltd., New Delhi. (1969).
3. Text book of household arts – Stella Soundaraj – Orient Longman, Bombay. (1985).
4. Management for Indian Families, Mann, Kalyani publishers, Delhi. (1976).

OBJECTIVES: To enable the students to

1. Gain an understanding of basic art principles.
2. Develop an aesthetic sense.
3. Become good art consumers.
4. Develop interiors which are aesthetically satisfying to live in.

COURSE:

UNIT - I: Structural and decorative design – requirements.

UNIT - II: Modification of design to suit different purposes and elements of design – line, shape, direction, texture, color, value.

UNIT- III: Principles of design – Harmony.

UNIT - IV: Principles of design – Proportion.

UNIT - V: Principles of design – Balance.

UNIT - VI: Principles of design – Rhythm.

UNIT - VII: Principles of design – Emphasis.

UNIT - VIII: Color- Attributes

UNIT - IX: Color schemes

UNIT - X: Flower arrangement/ window treatment.

REFERENCES:

1. Art in everyday life ,Goldstein& Goldstein – Oxford & IBH Publishing Company, New Delhi. (1968)
2. Home furnishing – Anne H. Rutt – Wiley Eastern Pvt. Ltd., New Delhi. (1969).
3. Text book of household arts – Stella Soundaraj – Orient Longman, Bombay. (1985).
4. Management for Indian Families, Mann, Kalyani publishers, Delhi. (1976).

OBJECTIVES: To enable the student to understand –

1. the nature of microorganisms involved in food spoilage, food infections and intoxicants.
2. the importance of microorganisms in food microbiology.
3. the principles of various methods used in prevention and control of the microorganisms in foods.

COURSE:

UNIT – I: Brief history of food microbiology and introduction to important micro organisms in foods. Cultivation of microorganisms – nutritional requirements of micro organisms, types of media used and methods of isolation.

UNIT – II: Primary sources of micro organisms in foods, physical and chemical methods used in the – of microorganisms (Sterilisation and disinfection).

UNIT – III: Fundamentals of control of microorganisms in foods.Extrinsic and intrinsic parameters affecting growth and survival of microbes,use of high and low temperatures, dehydration,freezingand freeze drying,irradiationand preservatives in food preservation.

UNIT – IV: Importance of sanitation and hygiene in kitchen, food plants, food handling, employees' health, food contamination, infection, poisoning and intoxication.Indices of food, milk and water sanitary quality.

UNIT – V: Microbes in food preparation, fermentation, benefits, probiotics etc.

REFERENCES:

1. Fundamental principles of Bacteriology (1974) A.J.Salle.Mc.Graw Hill Publications, New Delhi.
2. Bacteriology (1961) – R.E.Buchanna and E.D.Buchanan. Mac Millan Publishers, New Delhi.
3. Fair brother's Text book of Bacteriology – (1964) Ed.R.L.Vollum, D.G.Jamieson and C.S.Cummins William Heinemann, New York.
4. Microbiology (2000) – A.K.Joshua. Popular Book Depot, Chennai.
5. Food Microbiology (1995) – W.G.Frazier, McGraw Hill Publications, New Delhi.
6. Food Microbiology (2005) – R. Ananthanarayan and C.K.Jayaram Orient Longmans, Hyderabad.
7. Microbiology – M.J.Pelczar, R.D Reid and Scham (1993) TATA McGraw Hill Publications, New Delhi.

UNIT – I: Preparation of common laboratory media for cultivation of bacteria, yeast and moulds.

UNIT – II: Isolation of microorganisms by pour plate method (Dilution), spread plate and streak plate method.

UNIT – III: Morphological identification of important molds and yeast in foods (slides & cultures).

UNIT – IV: Sampling of air, water, dust, soil, food handlers to study the various sources of transmission of microorganisms in foods

UNIT – V: Demonstration of microbiological analysis of water, milk and food for enumeration of standard plate count and coliform count. Assessment of kitchen surfaces sanitation by swab rinse methods.

REFERENCES:

1. Fundamental principles of Bacteriology (1974) A.J.Salle.Mc.Graw Hill Publications, New Delhi.
2. Bacteriology (1961) – R.E.Buchanna and E.D.Buchanan. Mac Millan Publishers, New Delhi.
3. Fair brother's Text book of Bacteriology – (1964) Ed.R.L.Vollum, D.G.Jamieson and C.S.Cummins William Heinemann, New York.
4. Microbiology (2000) – A.K.Joshua. Popular Book Depot, Chennai.
5. Food Microbiology (1995) – W.G.Frazier, McGraw Hill Publications, New Delhi.
6. Food Microbiology (2005) – R. Ananthanarayan and C.K.Jayaram Orient Longmans, Hyderabad.
7. Microbiology – M.J.Pelczar, R.D Reid and Scham (1993) TATA McGraw Hill Publications, New Delhi.

OBJECTIVES : To enable students

1. To develop skills in techniques of assessing various blood parameters.
2. To acquire skills of qualitative analysis.

COURSE:

UNIT – I : Detailed study of various tissues – identification of slides.

UNIT – II: Blood cells – freshly mounted and stained.

UNIT – III: Determination of blood groups.

UNIT – IV: Determination of Hemoglobin in blood.

UNIT – V: Recording temperature, pulse rate and measurement of blood pressure – effect of exercise.

UNIT – VI: Qualitative tests with saliva and urine.

REFERENCES:

1. Best & Taylor; The Living Body.
2. Robert J.Bredy; Programmed Text Book for various systems.
3. Pearce E; Anatomy & Physiology for Nurses, Oxford University Press, Madras 1979.
4. Text book of Physiology, Subrahmaniam S & M. Kutty.
5. Langley L.C.Outline of Physiology ; Mac Graw Hill Co., New York 1971.
6. Illustrated Physiology : Mc Naught & Calendar E & S.Livingstone ; London 1970

OBJECTIVES: To enable the students to

1. To become better managers.
2. Understand the meaning and implementation of management with special reference to house.
3. Recognize and utilize resources available to them to achieve better quality of life.

COURSE:

UNIT - I: Management – definition, types of management situations in family; characteristics of a good manager – roles played by homemaker, role overload, role conflict.

UNIT - II: Process – steps – planning, controlling, evaluating; system's approach – components; changing concept of management.

UNIT - III: A. Decision making – Process – steps, types of decisions, decision tree.
B. Conflict resolution – types, importance.

UNIT - IV: A. Motivating factors in management – Values – types, sources; Goals – types, characteristics; Standards – types, characteristics; Inter-relationship between values, goals and standards.
B. Resources – classification, characteristics.

UNIT - V: A. Time management – significance, tools of time management – time cost, time norm, work norm, work curve, peak load, time schedule.
B. Energy management – significance, energy cost, factors affecting energy cost; Fatigue – types, methods of reducing.
C. Work simplification – techniques to study, Mundel's classes of changes.

REFERENCES:

1. Management in family living, (1980) Nickell & Dorsey, Wiley Eastern Pvt Ltd., New Delhi.
 2. Management for Modern Families, (1970) Gross & Crandall, Appleton – century crafts, I.N.C., New York.
 3. Management for Modern Families, (1970) Gross, Crandall & Knoll, Appleton – century crafts, I.N.C., New York.
 4. Textbook of household arts, (1985) Soundaraj. S, Orient Longman, Bombay.
 5. Home furnishings, A.H.Rutt, (1969) Wiley eastern pvt ltd., New Delhi.
 6. Management for Indian families, (1976) Mann. K.M., Kalyani Publishers, Delhi.
 7. Varghese, M.A., Ogale, N.N. & Srinivasan, K (1985) Home management, Wiley Eastern Pvt Ltd., New Delhi.
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OBJECTIVES: To enable the students to

1. To become better managers.
2. Understand the meaning and implementation of management with special reference to house.
3. Recognize and utilize resources available to them to achieve better quality of life.
4. Management of time, energy and other resources.

COURSE:

UNIT - I: Decision making – planning for specific occasions/purpose – with decision tree.

UNIT - II: Preparing time schedule for Home science/ Non- Home science students and evaluating it.

UNIT - III: Making Household accessories

- a) Braiding – door mat
- b) Patchwork – place mat
- c) Quilting – cushion cover
- d) Kitchen accessories (Apron or Bag)

UNIT - IV: Tools of time management – work norm

UNIT - V: Tools of time management – work curve

UNIT - VI: Tools of time management – peak load

UNIT - VII: Tools of time management – time cost of household activities.

UNIT - VIII: Pathway and process chart

UNIT - IX: Survey for use of resources.

REFERENCES:

1. Management in family living, (1980) Nickell & Dorsey, Wiley Eastern Pvt Ltd., New Delhi.
2. Management for Modern Families, (1970) Gross & Crandall, Appleton – century crafts, I.N.C., New York.
3. Management for Modern Families, (1970) Gross, Crandall & Knoll, Appleton – century crafts, I.N.C., New York.
4. Textbook of household arts, (1985) Soundaraj. S, Orient Longman, Bombay.
5. Home furnishings, A.H.Rutt, (1969) Wiley eastern pvt ltd., New Delhi.
6. Management for Indian families, (1976) Mann. K.M., Kalyani Publishers, Delhi.
7. Varghese, M.A., Ogale, N.N. & Srinivasan, K (1985) Home management, Wiley Eastern Pvt Ltd., New Delhi.

OBJECTIVES: To enable the students to

- Acquire the skills in tailoring for the family members.
- Become aware of the trends that affect family's wardrobe planning.

COURSE:

UNIT – I: a. Preparation of material for stitching. b. Recording of body measurements.

UNIT – II: Children's Garments -

- a. Construction of Romper.
- b. Construction of Magyar frock.
- c. Construction of A-line frock.
- d. Construction of (Yoke) frock.

UNIT – III: Adult female Garments:

- a. Construction of Salwar.
- b. Construction of Kameez.

UNIT – IV:

- a. Construction of Petticoat.
- b. Construction of House-coat.

UNIT – V: Construction of Sari blouse.

Optional Research Oriented Projects (group - work)

- a. Problems of an Indian Consumer
- b. Homemade, Tailor-made and Ready-made garments.
- c. Role of advertisement in Clothing selection
- d. Wardrobe Planning – factors.

REFERENCES:

1. Shoben,M. – Patterns from your Favourite clothes – Heinemann Professional Publishing, Oxford. (1998)
2. Paul Jewel (2000) Encyclopedia of Dressmaking – APH Publishing Corporation, New Delhi.
3. Natalie Bray.(1999). More dress Pattern Designing. Om Book Publishers, New Delhi.
4. Mathews M. – Practical Clothing Construction – Kranthi Publishers, Madras.(1974)

OBJECTIVES: To enable the students to

- Understand the relationship between nutrition and human well-being.
- learn the nutritional needs and deficiency symptoms in different age groups and special conditions.

COURSE:

UNIT - I:

- a. Inter-relationship between nutrition and health. Signs of good and poor nutrition.
- b. **ENERGY:** Definition, units of energy. Basal Metabolic Rate-Definition of BMR, factors affecting BMR. Factors affecting total energy requirement. Energy malnutrition: Underweight and obesity, study of RDA of all nutrients.

UNIT - II: MAJOR NUTRIENTS:

- a. **CARBOHYDRATES** : Sources, functions, classification – available and non available. Role of fibre in human diet.
- b. **LIPIDS:** Sources, functions, classification. Essential Fatty acids – their sources and effects of deficiency.

UNIT - III: PROTEIN: Sources, functions, classification as essential and non essential amino acids, quality of Proteins – complete and incomplete protein. Energy protein malnutrition: etiology, symptom prevention, incidence and treatment with low – cost food mixtures.

UNIT- IV: MINOR NUTRIENTS: VITAMINS: Definition, classification, nomenclature and units of measurement.

- a. Fat soluble vitamins – A, D, E and K.
- b. Water soluble vitamins – thiamine, riboflavin, niacin, pyridoxine and other B complex vitamins and ascorbic acid - Sources, function, deficiency symptoms.

UNIT - V: a. MINERALS: Calcium, Fluorine, Iron, Iodine, Zinc - sources, functions, requirements and deficiency states.

- b. **WATER:** Body water and its distribution – extra-cellular and intracellular fluid compartments - sources, functions requirements, Dehydration and Oral Rehydration Therapy.
- c. Inter-relationship between nutrients – few examples.

SUGGESTED REFERENCES:

1. Swaminathan M. (1985) Essentials of food and nutrition. Vol I & II. BAPPCO. Bangalore.
2. McDevitt M. and Mudambe S.R. (1969) . Human Nutrition – Principles and application in India. Prentice Hall of India Ltd. Delhi.
3. Fleck H. (1981) – Introduction to Nutrition – Collier Mac Millan publishers, London.
4. Robinson C.H. and Lawler MR. (1982) – Normal and Therapeutic nutrition. Macmillan publishing Co. Pvt. New York.
5. Shukla P.K. (1982) – Nutritional problems of India. Prentice Hall (9) Ltd., New Delhi.

OBJECTIVES: To enable the students to

- acquire food preparation skills
- prepare recipes in such a way that there is minimal loss of nutrients and optimum retention of taste.
- Become aware of the local cuisine in order to plan family menus.
- Follow recipes available from various sources.
- Present food in an attractive and appetizing manner.

COURSE:

UNIT – I: Techniques of weighing and measuring foods

UNIT – II: METHODS OF COOKING: Recipes based on different methods of cooking.

UNIT – III: PREPARATION & SERVICE of recipes based on

- i. cereals and pulses
- ii. Fruits and Vegetables
- iii. Egg, meat and fish
- iv. milk

- as main ingredient and in combination with other food groups. Calculation of cost and nutritive value of one serving.

Suited for different meals i.e., breakfast, lunch/dinner and snacks at different cost levels

UNIT – IV: Critical analysis of (a) recipes from two sources.

(b) Any video presentation of cooking demonstration

REFERENCE BOOKS:

1. Philips, T.E. (1989) Modern cookery for teaching and Trade Vol I & II, Orient Longman Ltd. Bombay.
2. Peckham, G.C., (1972) Foundation of Food Preparation, Harper Row Publishers, New York.

OBJECTIVES: To enable the students to

- become aware of and appreciate art in dress.
- be acquainted with the methods of obtaining design in fabrics.
- identify and recognize the types of costumes worn in various parts of India.

COURSE:

UNIT - I: Introduction to Textile design, classification of methods by which design is obtained in fabrics

UNIT - II: Structural Design in fabrics-

- (a) Weaving: Basic weaves, Decorative weaves
- (b) Knitting, braiding, felting, bonding, crochet and tatting.

UNIT - III: Surface design on fabrics. Preparation of fabric for dyeing and printing

- a) Dyeing: i) classification of dyes. ii) mode of action and application for various fibers and fabrics.
- b) Printing: Block, Roller, Screen, Stencil, Tie and Dye and Batik.
- c) Finishes: Scouring, Bleaching, singeing, weighing, tentering, mercerising, starching, calendaring, embossing, moireing, napping, crepe effect.

UNIT - IV: Costumes and Jewellery of men and women of india.

- a) Northern states: Kashmir, Punjab
- b) Southern states: Tamil Nadu, Karella, Karnataka and Andhra Pradesh
- c) East: Assam, West Bengal d) West: Maharastra

UNIT V: Traditional Textiles- Dacca Muslin, Banarasi brocade, Chanderi, Bandhini, Patola, Pochampalli, Kalamkari.

REFERENCES:

1. Dantyagi.S (1983), "Fundamentals of Textiles", Orient Longman Ltd, New York.
2. Corbman.B.P,(1983), "Textiles- Fiber to Fabric", Mac Grew Hill Co, New York.
3. Welford.T, (1957), "The Textile student manual", Sir IssacRidmac& Sons, Ltd, London.
4. Wingate.I.B', (1983), "Textiles- Fabric and their selection", Prentice hall of India, New Delhi.
5. Daniel.H, (1974), "Printing", Hawlin Publishers Ltd, London.
6. Lyle.D.S, (1976), "Modern Textiles", John Wiley & Sons, London.
7. Hall.A.J, (1969), "The standard handbook of textiles", Heywood books, London.

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- UNIT – I:**
- a. Sewing machine-uses and care
 - b. Plackets and fasteners
 - c. Neckline finishes
 - d. Knitting, crochet and tatting (one sample with one method)

UNIT – II: Construction and identification of various weaves

UNIT– III: Different methods of printing

- a. Block
- b. Stencil
- c. Spray
- d. Vegetable
- e. Fabric painting
- f. Tie and dye

UNIT – IV: Finishes – mercerization

UNIT – V: Seams and seam finishes

REFERENCES:

1. Jwekar.M.D&Jwekar.V.B, (1962), "Easy Knitting Instruction", Ball Co, Bombay.
2. Mathew.M, (1979), "Practical clothing construction", Reliance Printers, Madras.
3. Greiser.H.E&Stroom.M.M, (1962), "Guide to modern clothing", Mc Grew Hill, New York.
4. Daniel.H, (1974), "Printing", Hawlin Publishers Ltd, London.

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OBJECTIVES: To enable the student to

- Understand the relationship between Biochemistry and Nutrition.
- Understand the chemistry, digestion, absorption and metabolism of nutrients in health.

COURSE:

- UNIT – I:** a. **Enzyme** – definition, classification (I.U.B) , properties mode of action, specificity of enzyme action. Factors affecting rate of enzyme activity. Different methods of inhibition Michaelis – Menton model .
b. **Coenzyme** - List and one major function of each coenzyme.

- UNIT – II: CARBOHYDRATES** – a. Definition and classification , occurrence, structure and properties. HMP Shunt – No reactions and pathways
b. **METABOLISM : Catabolism** : Glycolytic pathway, Kreb's Tricarboxylic Acid cycle and glycogenolysis. **Anabolism** : Glycogenesis ; Gluconeogenesis.

- UNIT – III: LIPIDS:** a. Definition and classification according to Bloor. Structure and properties.
b. **Metabolism – Catabolism:** oxidation of fatty acids ; Ketone bodies and their oxidation. **Anabolism:** Biosynthesis of fatty acids, triglycerides.

UNIT – IV: Biological oxidation, Electron transport system , Names and function of high energy compounds.

- UNIT – V: PROTEIN :** a. Definition , composition, classification and conformation (Primary, secondary, tertiary and quaternary,) properties and denaturation.
b. Amino acids : General structure, classification, properties, colour reactions.
c. Protein metabolism : Transamination, transamidation, deamination and decarboxylation of amino acids , glycolytic and ketogenic amino acids Urea cycle.
d. Role of Nucleic acid in protein synthesis.

REFERENCES :

1. Rama Rao, A.V.S.S (1989) Text Book of Biochemistry, L.K.& S Publishers, Visakhapatnam.
2. Comn, E.E and Stump, P.K. (1989) Outline of Biochemistry. Wiley Eastern Ltd. New Delhi.
3. Kleiner, I.S. and Orten, J.M. (1979) Biochemistry. C.V. Mosby & Co., St.Louis .
4. Swaminathan, M (1981) Biochemistry For Medical Students, Geeta Book House Publishers Mysore.
5. Kuchel, P.W. and Ralston, G.B. (1988) Theory And Problems of Biochemistry, Mc Graw Hill Book Co., New York.
6. Berry A.K. (1989), Elementary Biochemistry, Emkay Publishers, New Delhi (Text book) .

OBJECTIVES: To enable the student to

- Understand the chemistry of nutrients.
- Learn the principles and procedure of food and biochemical analysis.

COURSE:

UNIT – I: Introduction to glassware and common laboratory techniques like pipetting, titrating and weighing with chemical balance.

UNIT – II: CARBOHYDRATES:

- a. Qualitative Analysis : Molisch's Benedict's. Bafoed's Selvinoff's, Bial's, Solubility, Phenylhydrazine tests and test for galactose. Hydrolysis with enzyme and acids and demonstration of osmosis.
- b. Estimation of reducing sugars – Benedict's quantitative method.

UNIT –III: PROTEIN :

- a. Qualitative Analysis: Bluret, Millon's Ninhydrin, Hopkin Cole, Lead Sulphide, Xanthoproteic and sakaguchi tests. Precipitation by alkaloidal agents, heavy metals and denaturation by acids and alcohol. Precipitation of albumin and globulin by saturated solutions of ammonium sulphate.
- b. Estimation of proteins in serum (Demonstration)
- c. Estimation of protein by Format Titration.

UNIT – IV: LIPIDS: a. Qualitative Analysis: Solubility, Acroiein, and Fiske – Subbarao, tests and tests for cholesterol and unsaturation.
b. Analysis of oil an fats; Iodine number.

UNIT – V: Determination of Ascorbic acid in suitable food

UNIT – VI: Estimation of Urinary Creatinine (demonstration)

UNIT – VII: Estimation of fat by Soxhlet extraction method (optional)

REFERENCES :

1. Plummer, D.T.(1979) An Introduction to Practical Biochemistry, Tata MC Graw Hill Book Co., Bombay
2. Oser, B.L.(1961) Hawk;s Physiological Chemistry, Tata MC Graw Hill Book Co. Bombay.

OBJECTIVES: To enable students to

- Acquire information on Development at various stages of the life cycle up to late childhood.
- Become familiar with different types of behavioral patterns of childhood and to understand the child
- To compare developmental changes during early and late childhood.

COURSE:

UNIT – I: EARLY CHILDHOOD (2-5 YRS):

- a. Characteristics of Early Childhood
- b. Physical and Motor Development – Heights and Weights, factors influencing, importance of, and classification of skills.
- c. Language Development – stages of, components of speech, factors influencing, essentials of speech.
- d. Emotional development – characteristics of children’s emotions, common emotions.
- e. Social Development – common social and unsocial behaviour patterns, early childhood experiences.
- f. Cognitive Development – Characteristics – irreversibility, centration, egocentrism, concreteness;

UNIT – II: LATE CHILDHOOD (6-12YRS):

- a. Characteristics of Late Childhood
- b. Physical and Motor Development – Heights and Weights, Body proportions, skills.
- c. Language development – Improvement in speech
- d. Emotional Development – patterns of emotional expressions
- e. Social Development – characteristics of gang, importance sociometry
- f. Cognitive development – characteristics – decentration, reversibility, animism, egocentrism classification, seriation.
- g. Moral Development – Stages of types of discipline, essentials of discipline.

UNIT – III: CARE OF THE CHILD – EARLY AND LATE CHILDHOOD

- a. Food pattern
- b. Care of teeth, ears, eyes.
- c. Prevention of accidents – at home and outside.

UNIT – IV: PLAY

- a. Importance, values of play
- b. Types of play
- c. Theories of play
- d. Characteristics of children’s play
- e. Variations in play

UNIT – V: Personality Development – Erikson & Freud Theories Defense Mechanisms.

REFERENCES:

1. Baltes P.B.Sohie R.W., Life Span Developmental Psychology, Personality and socialization Academic Press, New York, 1973.
2. Brodzinsky D, Ambren S.R., Life Span Human development, Holt Rinehart, 1979.
3. Rogers W., The Psychology of Adolescence Prentice Hall, 1976.
4. Chadbe S.P., Adolescent Psychology, Vikas Publishers, 1983 .
5. Stotzheland H., The Psychology of Human Development .
6. Parker R.D., The Preschool in Action : Exploring early childhood programmes today Albpr and Dacon 1972.
7. Graval J.S., Early Childhood Education, National Corporation, Agra 1984.

OBJECTIVES: To enable the students to

1. Acquire skills of measuring and recording various developments of children during childhood and adolescence.
2. Learn indigenous toy – making.

COURSE:

UNIT – I: Visits to School, crèches and orphanages

UNIT – II: Physical development – Anthropometric measurements – comparison of different age groups (2 -12 years) sex and socio economic status.

UNIT – III: Motor skills – play habits and hobbies of school children, Social and emotional development of school children.

UNIT – IV: Sociogram – a case study – childhood / adolescence

UNIT – V: Preparation of Soft toys & indigenous toys for different age groups (minimum 3)
Play activities with and without equipment ,Creative Activity suitable for children of different age groups (minimum 5 to be recorded)

REFERENCES:

1. Developmental Psychology – A life Span Approach by Hurlack E.B., Tata McGraw Hill. Book Co.Ltd., New Delhi, 1981.
2. A Text Book of Child Behavior and Development by Kuppaswamy B. Konark Publishers Pvt. Ltd., Delhi, 1990.
3. A Text book of Child Development by Devadas R.P., Jaya, N., Mc Millan India Ltd ., Delhi, 1984.

OBJECTIVES: To enable the student to understand –

1. The food and nutrition situation in India.
2. The strategies to develop food and nutrition security in the country.

COURSE:

UNIT – I: Concept of food and nutrition security, definition, assessing methods etc.

UNIT – II: Current food and nutritional situation in India – food availability, purchasing power etc.

UNIT – III: Factors influencing food and nutrition security.

UNIT – IV: Government systems in existence to maintain food and nutrition security in the country.

UNIT V: Comparison of Indian systems of food and nutrition security with other countries.

REFERENCES:

1. Gopalan C and Vijayaraghavan K (1971) Nutrition Atlas of India, NIN, Hyderabad.
2. Park J.E. and Park K.(1986) Text book of preventive and social medicine, BanarasidasBhanot, Jabalpur.
3. Combating Under nutrition – Basic issues and practical approach. Special Publication series Np.3 (1987) NFI, New Delhi

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OBJECTIVES: To enable the student to learn the food and nutrition security assessment.

COURSE:

UNIT – I: Study the current models in existence for maintaining food and nutrition security.

UNIT – II: Review the literature to study the food and nutrition situation in India.

UNIT – III: Conduct nutrition survey to assess the situation in rural and urban areas.

UNIT – IV: Prepare a report summarizing the student's knowledge.

REFERENCES:

1. Gopalan C and Vijayaraghavan K (1971) Nutrition Atlas of India, NIN, Hyderabad.
2. Park J.E. and Park K.(1986) Text book of preventive and social medicine,
BanarasidasBhanot, Jabalpur.
3. Combating Under nutrition – Basic issues and practical approach. Special Publication
series Np.3 (1987) NFI, New Delhi

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OBJECTIVES : To enable the student to

- Develop awareness regarding the crucial importance of preschool years and the role of preschool.
- Become familiar with different types of preschool programme.
- Develop an understanding of preschool programme planning.

COURSE :

UNIT- I: a. Importance of preschool years and development during the period.
b. Need for preschool education.
c. Readiness and maturation.
d. National Policy for children.

UNIT – II: a. Programme Planning: Principles, short and long term planning
b. Basic needs of the child – physical, psychological and egoistic needs
c. Learning techniques in children

UNIT – III: a. Objectives of preschool education
b. History of preschool education
c. Preschool education in India, early experiments, types
d. Approaches in preschools – Montessori, Froebel's Kindergarten, Social learning.

UNIT – IV: a. Preschool building – records & reports.
b. Staff & Personnel – qualities of a preschool teacher – role of teacher in providing learning experience.
c. Equipment – indoor & outdoor – criteria for selection.

UNIT – V: Curriculum

- a. Play as a learning strategy
- b. Preschool activities and their importance – Motor activities, art and handwork, painting, drawing, clay work, finger painting, paper cutting paper folding
- c. Other activities – science activities, sand play, water play, field trips and games, dramatization, creativity and its importance.
- d. Language development – discussion, informal talk, stories & rhymes
- e. Importance of interaction with peers
- f. Home – School relationships, methods – PTA – Home visits.

REFERENCES:

1. Kohn R (1995). The Exploring Child – a handbook for pre-primary teachers, Orient Longman, Bombay.
2. Kuppaswamy, B., (1990) A Textbook of Child Behavior & Development III Edn, Konark Publishers Pvt. Ltd., Bhubaneswar
3. Lansdown, (1985) Child development, Rupa & Co, New Delhi
4. Eliason & Jenkins, (1981) A practical guide to Early Childhood Curriculum, III Edn Merrill Publishing Company, Columbus
5. Read K.H., (1967) The Nursery School – A human relationships Laboratory Oxford and I.B.H Delhi
6. Helms and Turner (1978) Exploring Child Behavior Basic Principles, W.B. Saunders Company, Philadelphia/London/Toronto
7. Kent J.P. (1970) Nursery Schools For All, Ward Lock Educational Company Ltd. 116 Baker St. London.
8. Evan E.D., (1975) Contemporary Influences in Early Childhood Education, Edn II, Holt Rinehart and Winston Wc. New York
9. Aggarwal JH. C(1983) Methods and Materials of Nursery Education, Doaba House, Naisarak, Delhi 11006
10. Montessori, M (1975) The Secret of Childhood, Orient Longman, Hyderabad.

OBJECTIVES: To enable the students to

1. Acquire techniques of planning and organizing preschool participation programme.
2. Develop skills of programme evaluation.
3. Learn about various types of preschools in India.

COURSE:

UNIT – I: Plan and arrange various corners to convey concepts.

Eg: Toys corner, science corner and Book corner.

UNIT – II: Preparation of story aid.

UNIT – III: Collection of nursery Rhymes.

UNIT – IV: Maintenance of various types of records – Health, Attendance, Consumable and Non-consumable items record, Contingency, Child's Progress record and cumulative record.

UNIT V: Visit to various types of preschools available locally.

UNIT VI: Parent – Teacher Association.

UNIT VII: Participation in the Nursery Schools.

UNIT VIII: Observation of a Preschool Teacher.

REFERENCES:

1. Kohn R (1995). The Exploring Child – a handbook for pre-primary teachers, Orient Longman, Bombay.
2. Kuppaswamy, B., (1990) A Textbook of Child Behavior & Development III Edn, Konark Publishers Pvt. Ltd., Bhubaneswar
3. Lansdown, (1985) Child development, Rupa & Co, New Delhi

OBJECTIVES: To enable the students to

- Understand the process of management in various aspects of Food Service.
- Gain knowledge about the various aspects of Food Service Management
- Develop skills in meal Planning and Quantity Food preparation and service.

COURSE:

UNIT – I: a. Food service - Systems in food service; Types of food service units.
b. Quantity food preparation – production planning and control. Utilization of left overs.

UNIT – II: a. Menu and menu planning – Factors influencing menu planning., Menu sequence in Indian and Western meals. Standardization of recipes.
b. Styles of serving food

UNIT – III: Materials Management -
a. Product selection – Purchasing procedures and quality control.
b. Store keeping

UNIT – IV: Food Hygiene and Sanitation – Physical plant, Personnel cleanliness & maintenance, Ware/Dish washing, checks & inspection.

UNIT – V: Finance Management: Calculation of Food costs and portion control – Total budget and food budget – Factors affecting cost.

SUGGESTED REFERENCES:

1. West & Wood (1989) -Food Service in Institutions, Macmillian Publishing Co.,New York.
2. Sethi&Malhan (1987) – Catering Management – Wiley Eastern Ltd., New Delhi.

OBJECTIVES: To enable the students to

- Acquire skills in the preparation of varieties of cakes, pastries and other bakery products.
- Become familiar with appropriate quality and techniques in baking.

COURSE:

UNIT – I: Selection of Ingredients-Quality parameters, Weights and equivalence of household measures.

UNIT – II: a) Preparation of cakes – Plain, sponge, muffins (cup cakes) etc.

b) Preparation of icing, glaze etc. for decoration of cakes.

UNIT – III: Preparation of biscuits, cookies and doughnuts.

UNIT – IV: Preparation of fudge, fondants, mousse, custard and pudding.

UNIT – V: Preparation of Pastries – Puffs, Pie, Tart & bread.

SELECTED REFERENCES:

1. Mallk, R.k and Dhingra, K.C. (1981). Technology of bakery Products. Modern Bakery Industries, Small Industries Research Institute, New Delhi.
2. Sultan, W.J. (1961). Practical Baking Manual for Students and instructors, AVI Publishing Co. Inc., Westport, Connecticut.
3. Phillip T.E. (1983) - Modern Cookery for teaching and the Trade, Vols. I & II, Orient Longman Ltd., New Delhi.

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OBJECTIVES: To enable the students to

1. Recognize the internal and external factors affecting financial decisions of a family.
2. Increase students ability to make wise use of money.
3. Understand the impact of government policies on family spending.

COURSE:

UNIT - I: Family as an economic unit – Family – types, functions, Economic goals of family;
Human wants – classification, characteristics.

UNIT – II: Family income – sources, types; Lifetime and Annual income profiles, Ways of
handling family income; Supplementing family income.

UNIT – III: a) Family Expenditure – Budget – steps, factors influencing.
b) Standard of living – factors influencing.
c) Financial records – long term and short term.

UNIT – IV: Credit – reasons, types, basis, credit instruments, wise use of credit.

UNIT – V:

- a) Savings & Investments – reasons, modes of savings; Investment – shares and debentures.
- b) Taxation – Canons of taxation, Types of taxes; National income – factors influencing.

REFERENCES:

1. Thal, H.M. and Holcombe M. (1973) Your family and its money. Houghton Mifflin & co. Ltd., Boston.
2. Sundaram K.P.M. (1968) Elementary Economics. Ram chand & co., Delhi.
3. Dewett, K.K. & Verma J.D. (1977) Elementary Economic Theory. S. Chand & Co., New Delhi.
4. Oppenheim, I. (1965) The family as consumers. Macmillan & Co., New York.
5. Mann, M.K. (1980) Home Management for Indian families. Kalyani Publishers, New Delhi.

OBJECTIVES: To enable the students to

1. Recognize the internal and external factors affecting financial decisions of a family.
2. Increase students' ability to make wise use of money.
3. Understand the impact of government policies on family spending.

COURSE:

UNIT - I: Survey on Economic goals of the family.

UNIT - II: Plan a monthly budget for different income groups.

UNIT- III: Planning various ways to reduce expenditure.

UNIT - IV: Survey on various credit instruments.

UNIT - V: a) Survey on modes of savings.

b) Survey on types of taxes.

REFERENCES:

1. Thal, H.M. and Holcombe M. (1973) Your family and its money. Houghton Mifflin & co. Ltd., Boston.
2. Sundaram K.P.M. (1968) Elementary Economics. Ram chand & co., Delhi.
3. Dewett, K.K. & Verma J.D. (1977) Elementary Economic Theory. S. Chand & Co., New Delhi.
4. Oppenheim, I. (1965) The family as consumers. Macmillan & Co., New York.
5. Mann, M.K. (1980) Home Management for Indian families. Kalyani Publishers, New Delhi.

OBJECTIVES: To enable students to:

- know about the microbes in the environment, their general characteristics and classification
- have information about a few common infectious diseases

COURSE:

UNIT– I: BENEFICIAL AND HARMFUL ACTIVITIES OF MICRO ORGANISMS

General Classification and characteristics of bacteria, moulds, yeasts and viruses- morphology, nutrition, reproduction.

UNIT – II: CHEMICAL PRODUCTS OF BACTERIA – Enzymes, pigments, toxins and antibiotics.

Micro- organisms in fermentation and decay.

UNIT – III: MICROBIOLOGY OF ENVIRONMENT - Study of microbes in Water, Air, and Sewage.

Sterilization and Disinfections – physical and chemical methods.

UNIT – IV: MICROBIOLOGY PATHOGENICITY:

Microorganisms and Health – Sources of infection – Disease transmission – Immunity – Types of immunity – Active and passive.

UNIT – V: BACTERIAL DISEASES: An elementary knowledge of the signs and symptoms, sources of infection, mode of transmission, and prevention of bacterial diseases.

- I. Bacterial diseases – Staphylococcal infections, Pneumonia Meningitis, Diphtheria, Leprosy, Tetanus, Botulism, Gastro intestinal infections and Diseases.
- II. Sexually Transmitted Diseases.
- III. Viral diseases – Chickenpox, Encephalitis, German measles, Mumps, Poliomyelitis, Rabies, Measles, influenza and common cold, Hepatitis.
- IV. Chemotherapy & antibiotics.

SUGGESTED REFERENCES:

1. Fundamental principles of Bacteriology (1974) A.J.Salle.Mc.Graw Hill Publications, New Delhi.
2. Bacteriology (1961) – R.E.Buchanna and E.D.Buchanan. Mac Millan Publishers, New Delhi.
3. Fair brother's Text book of Bacteriology – (1964) Ed.R.L.Vollum, D.G.Jamieson and C.S.Cummins William Heinemann, New York.
4. Microbiology (2000) – A.K.Joshua. Popular Book Depot, Chennai.
5. Food Microbiology (1995) – W.G.Frazier, McGraw Hill Publications, New Delhi.
6. Food Microbiology (2005) – R. Ananthanarayan and C.K.Jayaram Orient Longmans, Hyderabad.
7. Microbiology – M.J.Pelczar, R.D Reid and Scham (1993) TATA McGraw Hill Publications, New Delhi.

OBJECTIVES: To enable students to:

- Learn the use of Microscope
- Acquire the skill of staining microorganisms to study them better
- Culture bacteria
- Appreciate and become aware of the extensive microbial population in the environment

COURSE:

UNIT – I: a. Use and care of Microscope.

b. Microscopic examination of bacteria yeasts and moulds.

UNIT – II: Hanging drop preparation to observe motility of microorganisms.

UNIT – III: Staining Techniques –

- i. Simple stains
- ii. Grams staining
- iii. ZiehlNeelson's staining

UNIT – IV: a. Bacterial cultivation – preparation, distribution and sterilization of media –
NutrientBroth, Nutrient Agar.

b. Bacteriological examination of water, milk, curds, soil and utensils.

UNIT – V: Visits to dairy farm, Water works and other institutions of related interest.

SUGGESTED REFERENCES:

1. Microbes in Action - Seeley and Vandemark
2. Microbiology - A.K.Joshua
3. Food Microbiology - W.G.Frazier

OBJECTIVES: To enable the students to

- Understand the role of diet in therapy.
- Develop the capacity and aptitude for taking up dietetics as a profession.
- Gain knowledge and develop skills and techniques in the planning and preparation of therapeutic diets.

COURSE:

UNIT – I: Basic concepts of Dietetics

- a. Therapeutic adaptations of a normal diet.
- b. Pre & Probiotics, functional foods, Nutraceuticals.
- c. Roles and responsibilities of Dietitian.
- d. Dietetic Association of India.
- e. Traditional dietetics in India and World Over (Brief review).

UNIT – II: Incidence, etiology, metabolic change, clinical manifestations, dietary management and counseling for the following:

- a. Febrile diseases – General fever, Typhoid, Tuberculosis
- b. Surgical conditions – Pre & Post conditions, Parenteral and enteral feeding.
- c. Infections – Diarrhea, Dysentery, AIDS.
- d. Deficiencies and Malabsorption – Anemia, Constipation, Under nutrition, Food Allergy.

UNIT – III: Incidence, etiology, metabolic changes, clinical manifestations, dietary management and counseling for Lifestyle and Degenerative diseases

- a. Obesity.
- b. Diabetes Mellitus.

UNIT – IV: a. Cardiovascular diseases

- b. Miscellaneous – Osteoporosis. Arthritis and Gout.

UNIT – V: Etiology, Clinical manifestations & Overview of Dietary management.

- a. IBS.
- b. Peptic Ulcer.
- c. Viral Hepatitis
- d. Cirrhosis (Alcoholic & Non alcoholic)
- e. Cholelithiasis
- f. Nephritis
- g. Renal Calculi

SUGGESTED REFERENCES:

1. Swaminathan, M. (1986) – Principles of Nutrition and Dietetics – BAPPCO, Bangalore.
2. Turner, D. (1964 – Handbook of Diet Therapy – University of Chicago Press, Chicago.
3. Goodhart, R.S., & Shils M.E. (1980) – Modern Nutrition in Health and Disease – K.M. Varghese & Co., New Delhi.
4. Robinson, Ch and Lawler M.A. (1980) Modern and Therapeutic Nutrition – Mac Millan Publishing Co., New York.
5. Anita, F.P., (1973) – Clinical Nutrition and Dietetics – Oxford University Press – New Delhi.
6. Davidson, S., and Passmore, R. (1977) – Human Nutrition and Dietetics - E & S., Livingstone Ltd., London.
7. Some Therapeutic diets – NIN, Hyderabad. (Latest Edition)
8. Nutritive Value of Indian Foods – NIN, Hyderabad. (Latest Edition)

OBJECTIVES: To enable the students to

- Understand the role of food in treatment of diseases.
- Relate the planning of the diet and diet counseling to etiology and symptoms.

COURSE:

UNIT – I: Preparation and serving of therapeutic diets modified in consistency and nutritive value for –

- f. Routine hospital diets.
- g. Special feeding.

UNIT – II: Planning, food exchanges and preparation for

- a. Underweight.
- b. Febrile diseases – Tuberculosis.
- c. Anemia.

UNIT – III: Planning, food exchanges and preparation for life style disorders -

- c. Obesity & Diabetes mellitus.
- d. Cardiovascular diseases – Hypertension, Atherosclerosis.

UNIT – IV: Planning, food exchanges and preparation for

- a. Peptic Ulcers
- b. Hepatitis & Cirrhosis
- c. Nephritis & Calculi

UNIT – V: Case studies and Counselling of Patients.

SELECTED REFERENCES:

1. Swaminathan, M. (1986) – Principles of Nutrition and Dietetics – BAPPCO, Bangalore.
2. Goodhart, R.S., & Shils M.E. (1980) – Modern Nutrition in Health and Disease – K.M. Varghese & Co., New Delhi.
3. Robinson, Ch and Lawler M.A. (1980) Modern and Therapeutic Nutrition – Mac Millan Publishing Co., New York.
4. Anita, F.P., (1973) – Clinical Nutrition and Dietetics 0 – Oxford University Press – New Delhi.
5. Davidson, S., and Passmore, R. (1977) – Human Nutrition and Dietetics - E & S., Livingstone Ltd., London.
6. Taylor, C.M., and Meckle, G., (*1960) – Roses Laboratory Handbook of Dietetics – E & S Macmillan & Co., New York.
7. Some Therapeutic diets – NIN, Hyderabad. (Latest Edition)
8. Nutritive Value of Indian Foods – NIN, Hyderabad. (Latest Edition)

OBJECTIVES: To enable the students to

1. Become familiar with computer designing.
2. Gain understanding about computer aided designing.

COURSE:

1. To set paper size, limits, units, name the file including directory. Practice
1. Getting accustomed to the mouse. Use of third button 'Osnap', Pick button and return. Practice
2. Begin with 'line' command. To erase, undo, redo, save, cancel and delete. Practice
3. Keyboard shortcuts, Ctrl. Keys, function keys F1 to F10, Return or Enter. Practice
4. Draw commands – line, arc, pline, circle, ellipse, polygon, point, solid, trace (thick line). Practice
5. Test I – Simple diagrams using draw commands.
6. Co-ordinate systems, system of angle measure, to work in metric and imperial units. Practice
7. Test II – Drawing simple diagrams in imperial and metric units with given dimensions.
8. Edit commands – Erase, cancel, undo, redo, trim, extend, offset, fillet, chamfer, divide, measure, pedit. Practice selection set.
9. Test III – To begin a simple floor plan, which will be developed further to make 3-D model.
10. Zoom commands – Detail and general views, redraw, region. Practice
11. Layers – Use of layers. To make different layers with colour and linetype settings and freeze, thaw, on, off. Practice
12. Dimensions. Practice
13. Test IV – To make a floor plan with settings, layers, dimensions etc. to given scale.
14. Text fonts, hatch, solid fill – special effects, filters. Practice
15. Polyedit, to make curved lines, furniture blocks.
16. Insert, Wblock, attributes, Xref.
17. To draw 2D sections and elevations from plan.
18. Test V – To make a simple working drawing of plan, elevations, section complete in given table.
19. Introduction to 3D, thickness (height), 'Z' co-ordinate, view point.
20. Co-ordinates of different views, surfaces, 3D rotate, 3D mirror, hide, shade.
21. Test V – To make a table in 3D.

OBJECTIVES: To enable the students

1. To know the rights and responsibilities of consumer.
2. To become better consumers.
3. To understand consumer behaviour.

COURSE:

UNIT – I: Consumer – definition; consumerism – Rights and responsibilities of consumers – right to safety, to choice, to be heard, to be informed, to redressal, and to healthy environment.

UNIT – II: Market – definition; Types of markets – segmentation and characteristics ; functions; channels of distribution.

UNIT– III: Consumer purchase in the market – consumer buying habits; Buying motives; Advertisement – role in consumer purchase, Label – aid to consumer.

UNIT – IV: Consumer decision making – consumer decision making; factors affecting consumer decisions in the market; good buymanship.

UNIT – V: Consumer problems – faulty weights and measures, adulteration and other malpractices – causes and consequences. Legislation for consumer protection – Indian laws.

REFERENCES:

1. Sherlekar,S.A. (1984), Trade practices and consumerism, Himalaya publishing house.
2. Sarkar,A, Problems of consumers in modern India.
3. Verma,Y.S&Sharma,C. (Eds) (1994), Consumerism in India, Delhi.
4. The consumer protection act, 1986 (1987), Bhuvanewar, capital law house.
5. Agarwal,A.D. (1989), A practical handbook for consumers, Bombay, India, India book house.

OBJECTIVES: To enable the students

1. To know the rights and responsibilities of consumer.
2. To become better consumers.
3. To understand consumer behaviour.

COURSE:

UNIT – I : Questionnaire – prepare a questionnaire on consumerism.

UNIT – II: Visit to local wholesale and retail markets.

UNIT – III: a) Observation of consumer buying habits and motives.

- b) Survey about advertisements and various labels of the locally available products.

UNIT – IV: Survey to know about the factors influencing consumer decisions.

UNIT – V: a) Interviewing consumers about consumer problems.

- b) Visit to consumer court (optional).

REFERENCES :

1. Sherlekar, S.A. (1984), Trade practices and consumerism, Himalaya publishing house.
2. Sarkar, A, Problems of consumers in modern India.
3. Verma, Y.S & Sharma, C. (Eds) (1994), Consumerism in India, Delhi.
4. The consumer protection act, 1986 (1987), Bhuvaneshwar, capital law house.
5. Agarwal, A.D. (1989), A practical handbook for consumers, Bombay, India, India book house.

OBJECTIVES: To enable students

1. to develop skills in techniques of assessing various blood parameters.
2. to acquire skills of qualitative analysis.

COURSE:

UNIT – I: Detailed study of various tissues – identification of slides.

UNIT – II: Blood cells – freshly mounted and stained.

UNIT – III: Determination of blood groups.

UNIT – IV: Determination of Hemoglobin in blood.

UNIT – V: Recording temperature, pulse rate and measurement of blood pressure – effect of exercise.

UNIT – VI: Qualitative tests with saliva and urine.

REFERENCES:

1. Best & Taylor; The Living Body.
2. Robert J. Bredy ; Programmed Text Book for various systems.
3. Pearce E; Anatomy & Physiology for Nurses, Oxford University Press, Madras 1979.
4. Text book of Physiology, Subrahmaniam S & M. Kutty.
5. Langley L.C. Outline of Physiology ; Mac Graw Hill Co., New York 1971.
6. Illustrated Physiology : Mc Naught & Calendar E & S. Livingstone ; London 1970.

OBJECTIVES: To enable the students to

- understand the principles of menu planning
- plan diets for various ages, physiological conditions and income levels.

COURSE:

UNIT - I: Balanced Diets, Food habits, importance and their impact on good nutrition. Meal planning for the family. Acceptability, Psychological aspects, Food fads and fallacies.

UNIT - II: Growth and development, , nutritional requirements and nutritional status of Infants, Preschool and school age children.

UNIT - III: Growth, development, nutritional requirements and nutritional status of Adolescents.

UNIT - IV: Balanced diets, Nutritional requirements and nutritional status of

- a. Adult man and woman
- b. Industrial worker and work performance.
- c. Geriatrics – Physiological, psychological, social and economic effects.

UNIT - V: Balanced diets, Nutritional requirements, nutritional status and changes influencing the nutritional status of women during

- a. Pregnancy
- b. Lactation.

REFERENCES:

1. Swaminathan M. (1985) Essential of and Nutrition Vol I & II, BAPPCO, Bangalore.
2. Robinson .H.and M.R.(1982) Normal and Therapeutic Nutrition, Mac Milan Publishing Co. (P) Ltd. New York.
3. Fleck H.(1982) Introduction to Nutrition, Macmillan & Co., (P) Ltd., NEW York.
4. Pike R.L. and Brown M.L.(1975) Nutrition – an integrated approach Wiley Eastern India Ltd., New Delhi.
5. Davidson S. and Passmore R. (1969) Human Nutrition – principles and application in India . Prentice Hall of India, New Delhi.
6. Nutritive value of Indian foods.

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OBJECTIVES: To enable the students to

- understand the principles of menu planning
- plan diets for various ages, physiological conditions and income levels.

COURSE:

UNIT - I: Balanced Diets,

UNIT - II: Meal planning for the family according to nutritional requirements and RDA.

UNIT - III: Meal planning for Infants, Preschool, school age children and Adolescents according to nutritional requirements and RDA.

UNIT - IV: Meal planning for Adult man, woman , Pregnancy and Lactation and old age of various income levels and as per Balanced diets and Nutritional requirements.

UNIT - V: Visits to ICDS centres.

REFERENCES:

1. Swaminathan M. (1985) Essential of and Nutrition Vol I & II, BAPPCO, Bangalore.
2. Robinson .H.and M.R.(1982) Normal and Therapeutic Nutrition, Mac Milan Publishing Co. (P)Ltd. New York.
3. Fleck H.(1982) Introduction to Nutrition, Macmillan & Co., (P) Ltd., NEW York.
4. Pike R.L. and Brown M.L.(1975) Nutrition – an integrated approach Wiley Eastern India Ltd., New Delhi.
5. Davidson S. and Passmore R. (1969) Human Nutrition – principles and application in India . Prentice Hall of India, New Delhi

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OBJECTIVES:

This course will enable the students to-

- Understand the factors that determine the availability and consumption of food.
- Be familiar with the common nutritional problems of the community, causes etc.

COURSE

UNIT - I: Concept scope and need for community nutrition.

UNIT - II: Food availability and factors affecting food availability and its consumption.

- Agricultural production, post-harvest handling, marketing and distribution.
- Population, economic, regional, socio-economic and industrialization factors

UNIT - III: Nutritional problems of the community and implications for public health.

- Common nutritional problems in India, causes – nutritional and non-nutritional, incidence etc.

UNIT - IV: Current Schemes and programmes to combat nutritional problems in India.

UNIT – V: Assessment of nutritional status of community – All standard methods.

REFERENCES:

1. Gopalan C and Vijayaraghavan K (1971) Nutrition Atlas of India, NIN, Hyderabad.
2. Park J.E. and Park K.(1986) Text book of preventive and social medicine, BanarasidasBhanot, Jabalpur.
3. Combating Under nutrition – Basic issues and practical approach. Special Publication series Np.3 (1987) NFI, New Delhi.

OBJECTIVES: _This course will enable the students to assess and evaluate the nutritional status of the community.

UNIT - I: Anthropometry – assessment , evaluation, interpretation of results.

UNIT - II: Growth charts – plotting, growth monitoring.

UNIT - III: Clinical assessment

UNIT - IV: Diet surveys

UNIT - V: Field visits, surveillance systems for nutrition and health programmes.

REFERENCES:

1. Gopalan C and Vijayaraghavan K (1971) Nutrition Atlas of India, NIN, Hyderabad.
2. Park J.E. and Park K.(1986) Text book of preventive and social medicine, BanarasidasBhanot, Jabalpur.
3. Combating Under nutrition – Basic issues and practical approach. Special Publication series Np.3 (1987) NFI, New Delhi.

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OBJECTIVES:

1. gain an understanding about textile fibers and their use
2. judge the quality of textile fibers
3. acquire knowledge of fibers and the various processes involved manufacture of fibers.

COURSE:

- UNIT – I:** a. Introduction, scope and importance of study of textiles, general properties and classification of textile fibers
b. Nature fibers: Vegetable fibers: cotton, linen and minor cellulosic fibers – history, manufacture, properties, use and care

- UNIT – II:** Animal fibers: wool, silk and minor protein fibers-History, manufacture, properties, use and care.
Mineral fibers: Asbestos

- UNIT – III:** a. Manmade fibers: Rayon (viscose, Acetate and cupra - ammonium) – History, manufacture, properties, use and care.

- UNIT – IV:** a. Spinning, methods, types of yarns (exclude chemical spinning and textured yarns)
b. Identification of textile fibers
c. Blends, mixtures and their identification

UNIT – V: Laundry reagents:

- a. Water: Soft and hard water, removal of hardness
- b. Soaps: manufacture, properties and uses
- c. Detergents: manufacture, properties and uses
- d. Bleaches: Oxidizing, Reducing and Optical
- e. Starches
- f. Blues

REFERENCES:

1. Textile Fabrics and their selections – Isabel B. Wingate – Prentice Hall Inc., New Jersey (1960)
2. Textile fiber to Fabric – Potter & Corbman – McGraw Hill Book Co., New York (1974)
3. Performance of Textiles – Dorothy Lyle – Jhon Wiley & Sons, New York (1977)
4. The standard Hand book of textiles – A.J. Hall – English Language Book Society, Madras (1965)
5. Fundamentals of Textiles & their care – Susheela Dantyagri – Orient Longman Ltd., New Delhi (1974)
6. A student's Text Book of Textile Science – A.J. Hall – All Man & Sons, London (1963)
7. Introducing to Textiles – Evenly E. Stout – Jhon Wiley & Sons, New York (1970)
8. Introducing Textile Science – Majory L. Joseph Hoit – Rinehat Winton Inc., New York (1972)

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM
II SEMESTER
HS 2351(2)
w.e.f.2017 – 2020 ("17AE")

HOME SCIENCE
BASICS OF TEXTILES
PRACTICALS

TIME: 2 Hrs/week
Max. Marks: 50

OBJECTIVES: The students will be able to:

1. gain an understanding about textile fibers and their use
2. judge the quality of textile fibers
3. acquire knowledge of fibers and the various processes involved manufacture of fibers.

COURSE:

UNIT – I: identification of textile fibers:

- a. Visual test
- b. Microscopic study of each fiber
- c. Burning test
- d. Solubility tests

UNIT – II: Laundry Equipment and reagents

- a. Using of washing machine
- b. Effect of various soaps and detergents
- c. Effect of blues and starches – method

UNIT – III: Thread count

UNIT – IV: Shrinkage

UNIT – V: Colorfastness to sunlight and crocking

UNIT – VI: Basic hand stitches and embroidery

REFERENCES:

1. Textile Fabrics and their selections – Isabel B. Wingate – Prentice Hall Inc., New Jersey (1960).
2. Textile fiber to Fabric – Potter & Corbman – McGraw Hill Book Co., New York (1974).
3. Performance of Textiles – Dorothy Lyle – JhonWioley&Sons, New York (1977).
4. The standard Hand book of textiles – A.J.Hall – English Language Book Society, Madras(1965).
5. Fundamentals of Textiles & their care, SusheelaDantyaagri, Orient Longman Ltd., New Delhi(1974)
6. A student's Text Book of Textile Science – A.J. Hall – All Man & Sons, London (1963).
7. Introducing to Textiles – Evenly E. Stout – John Wiley & Sons, New York (1970).
8. Introducing Textile Science – Majory L. Joseph Hoit – RinehatWimton Inc., New York (1972).

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OBJECTIVES: To enable students to:

- Understand biological and physiological foundations of development.
- Create awareness of physical and psychological development of the infant.
- Understand major principles and processes of Child development and care.

COURSE:

UNIT – I: Principles of Development:

- a. Introduction and meaning of development.
- b. Characteristics of development.
- c. Factors affecting growth and development.

UNIT – II: Pregnancy:

- a. Introduction – Review of physiology of the male and female reproductive systems.
- b. Conception and signs and symptoms of pregnancy.
- c. Hygiene during pregnancy.
- d. Discomforts during pregnancy.
- e. Complications during pregnancy.
- f. Attitudes towards pregnancy.
- g. Birth process.
- h. Stages of delivery.
- i. Types of delivery.
- j. Duties of parenthood.

UNIT – III: Prenatal Development.

- a. Stages of foetal development.
- b. Multiple births.
- c. Sex determination.
- d. Factors affecting prenatal development.
- e. Developmental abnormalities.
- f. Foetal activity

UNIT – IV: New-born Baby:

- a. Characteristics of the new born baby.
- b. Adjustments - i. Temperature, breathing, taking of nourishment, elimination.
ii. Variations in adjustment

- c. Birth experience, prenatal environment and failure to make adjustments.
 - i. Direct effects of birth – Injuries of the Brain Anoxia.
 - ii. Indirect effects of birth – Types of birth, Parents attitudes.
- d. Prematurity : Characteristics, Effects of prematurity, Prevention and Care.
- e. Care of the new-born, lifting babies, Diapering, baby's cries, feeding, bathing, clothing.
- f. Registration of birth.

UNIT – V: Infancy & Babyhood (2 weeks to 2 years)

- 1.
 - a. Meaning
 - b. Characteristics
 - c. Physical development
 - d. Development of sense organs
 - e. Developmental tasks and skills
 - f. Habit training & motivation
 - g. Speech development
 - h. Intellectual development and concept formation
 - i. Social development
 - j. Emotional development – basic emotions in children
 - k. Personality development
- 2.
 - a. Care of the baby and Immunization
 - b. Infant and maternal mortality rates and causes
 - c. Diarrhea, Dysentery, Gastro enteritis, Oral rehydration therapy.

REFERENCE BOOKS:

- 1. Hurlock E.B. (1982) Growth and Child Development – McGraw Hill, New York.
- 2. Hurlock E.B. (1994) Developmental Psychology A Life Span Approach – McGraw Hill, New York.
- 3. Kaplan P.S. (1996) A Child's Odyssey – West Publishing Co., New York.
- 4. Brodzinsky, D. and Ambron, S.R. (1979) Life Span Human Development – Holt & Rinehart, London.

OBJECTIVES: To enable students to

- develop skills of child care.
- Learn techniques of observing developmental patterns of children during babyhood.

COURSE:

UNIT – I: Case Study – Pregnant Woman.

UNIT – II: Observation of neonate (a) Physical features (b) Reflexes

UNIT – III: Physical needs of the Infant.

- a. Preparation of a formula
- b. Listing and assembling the equipment needed to bathe an infant – Bathing the Infant.
- c. Planning and preparing a day's feeding schedule.

UNIT – IV: (a) Growth monitoring (b) Immunization Schedule

UNIT – V: Identify suitable play material for 1 to 2 years old child and evaluate their functions (education etc.)

UNIT – VI: Observation of children – 0-2 years, Visit to Creche, Anthropometric measurements.

UNIT – VII: Construction of Baby layette- Napkin, Quilt.

REFERENCES:

1. Batters P.B. (1978) – Life Span Development and Behaviour, Academic Press, New York.
2. Hurlock E.B. (1982) – Child Growth and Development – McGraw Hill, New York.
3. Newman & Newman (1978) – Infancy and childhood – Development and its Context – John Wiley, Hyderabad.
4. Nirmala Kher (1966) – Prenatal Care – Vera and Co., Bombay.
5. Smart, R. & Smart M. (1972) – Readings in Child Development and Relationships – Macmillan, New York.