

NATIONAL EDUCATION POLICY-2020
Common Minimum Syllabus for all
Uttarakhand State Universities and Colleges



Syllabus Proposed

2023-24

Sri Dev Suman Uttarakhand University
Badshahithol, Tehri (Garhwal)

पाठ्यक्रम निर्माण समिति, उत्तराखण्ड

Curriculum Design Committee, Uttarakhand

क्र० सं०	नाम एवं पद	
1	प्रो० एन० के० जोशी कुलपति, श्रीदेव सुमन उत्तराखण्ड विश्वविद्यालय, टिहरी	अध्यक्ष
2	कुलपति, कुमाऊँ विश्वविद्यालय, नैनीताल	सदस्य
3	प्रो० जगत सिंह बिष्ट कुलपति, सोबन सिंह जीना विश्वविद्यालय, अल्मोड़ा	सदस्य
4	प्रो० सुरेखा डंगवाल कुलपति, दून विश्वविद्यालय, देहरादून	सदस्य
5	प्रो० ओ० पी० एस० नेगी कुलपति, उत्तराखण्ड मुक्त विश्वविद्यालय, हल्द्वानी	सदस्य
6	प्रो. एम० एस० एम० रावत सलाहकार—रूसा, रूसा निदेशालय, देहरादून	सदस्य
7	प्रो० के० डी० पुरोहित सलाहकार—रूसा, रूसा निदेशालय, देहरादून	सदस्य

National Education Policy (NEP) 2020
MASTER IN ARTS HOME SCIENCE

(FOURTH YEAR AND FIFTH YEAR)
Syllabus according to NEP 2020 GUIDELINES

Year	Semester	Name of Course	Course number	Credit
4	VII	Advanced Food Science	HSC/PG018	04
		Theories of Human Development	HSC/PG019	04
		Advanced Fabric and Clothing Construction	HSC/PG020	04
		Research Methods and Statistics	HSC/PG021	04
		Practical	HSC/PG022	04
		Project	HSC/PG023	06
	VIII	Food safety and preservation	HSC/PG024	04
		Life span development	HSC/PG025	04
		Advanced Home Management	HSC/PG026	04
		Development Communication	HSC/PG027	04
		Practical	HSC/PG028	04
		Project	HSC/PG029	06
5	IX	Community Nutrition	HSC/PG030	04
		Indian Embroideries, Dyeing and Printing Techniques	HSC/PG031	04
		Early childhood education	HSC/PG032	04
		Human Physiology	HSC/PG033	04
		Practical	HSC/PG034	04
		Project	HSC/PG035	06
	X	Human Nutrition and Diet Therapy	HSC/PG036	04
		Interior decoration	HSC/PG037	04
		Children with special needs	HSC/PG038	04
		Child Welfare in India	HSC/PG039	04
		Practical	HSC/PG040	04
		Project	HSC/PG041	06

Program Outcomes (POs)

- The program has been framed in such a manner that students receive real feel of quality education by touching all aspects of human lifecycle.
- Designed to enhance the capacity of students to understand universal and domain-specific values in Home Science.
- Develop the ability to address the complexities and interface among of self, social and national priorities.

- Inculcate both generic and subject-specific skills to succeed in the employment market and standards of life.
- Promote research and innovation and design (product) development favouring all the disciplines in Home Science.
- This programme develops scientific and practical approach among the students which helps in their day to day life.

DETAILED SYLLABUS

SEVENTH SEMESTER

HSC/PG018: ADVANCED FOOD SCIENCE

CREDIT: 04; MARKS- 100

Unit-1

Different food groups and their nutritive values

Cereals: Breakfast cereals– Uncooked and ready to eat products; Cereal-based products– processed, fermented and baked

Pulses and legumes: Composition and processing; Toxic constituents of Pulses and elimination of toxic factors.

Nuts and oilseeds: Use and processing

Fats and oils: Functions of oils and fats in food; Processing of fats

Unit-2

Fruits: Composition and nutritive value

Vegetables: Classification, composition, nutritive value and methods of cooking

Unit-3

Meat: Composition, cooking of meat; Changes produced during meat cooking; Meat substitutes

Fish: Type, composition and cookery, preservation and processing

Egg: Nutritive value and structure; Storage and processing; Effect of heat on egg protein;

Egg products; Egg cookery; use of egg as a thickening agent and an emulsifying agent.

Milk: Composition and importance; Milk processing; Milk products; Milk substitute.

Unit-4

Sugar: Different types of sugars; Indian confectionary

Spices and condiments: Role of major and minor spices and their use; active principles in

Some spices, Adulteration of spices .

References

1. Amerine MA, Pengborn RM, Roceasier EB(1965). Principles of Sensory Evaluation and Academic Press, NewYork.
2. Srilakshmi, B. Food Science, 4th Edition, New Age Publishers, New Delhi.

HSC/PG019: THEORIES OF HUMAN DEVELOPMENT

CREDIT: 04; MARKS- 100

Unit I:

Maslow's self-actualization theory

Freud's psychosexual or psychoanalytic theory

Erikson's psychosocial theory

UnitII:

Skinner's theory of Operant instrumental conditioning

Pavlov's theory of classical conditioning

Thorndike's Trial and Error Learning

UnitIII:

Kohlberg's six stages of moral reasoning

UnitIV:

Piaget's cognitive development theory

References:

1.Morgan,Kingetal(1999):"Introduction to Psychology", TataMcGraw-Hill Edition, Delhi,

India

2.HurlockE(2000):"Child Development",Tata McGraw-Hill Edition, Delhi,India

3.Bal Vikas evam Bal Manovigyan, Brinda Singh, Panchseel Prakashan, Jaipur

HSC/PG020: ADVANCED FABRIC AND CLOTHING CONSTRUCTION

CREDIT: 04; MARKS- 100

Unit I

Yarn construction– mechanical and chemical spinning; Different stages of yarn construction; Types of yarn– simple, textured and spun; simple– simple, ply, cord; novelty; ply, cable, double and novelty; yarn numbering and yarn twist

Blends–meaning, types, process and reasons for blending, difference between blends and mixed.

Unit II:

Weaving technology: Definition, main operations; Characteristics of woven fabrics; Selvage–

types; Types of weaves.

Loom–Parts of loom; Classification and types of loom; Motions of the loom

Non-woven fabrics–meaning, types, methods and uses

Knitting technology: Definition, classification, material and equipments; Methods of knitting–

Weft knitting and warp knitting; Uses and disadvantages of knitted fabrics

Unit III

Equipment used in clothing construction

Sewing machine: Parts and attachments; common defects and remedial measures, care and maintenance

Anthropometric Measurements: Need; taking measurements for different garments; precautions and method; tools and materials.

Unit IV

Techniques of clothing construction:

Drafting: Meaning and importance; tools, method and precautions; drafting on paper and cloth;

Pattern making: Meaning and importance; parts of pattern; tools required; symbols used and general rules.

General principles of clothing construction; Steps in clothing construction: Preparation of fabric

for clothing construction; preparing layout; marking of cloth; principles of cutting; principles of stitching; finishing

Unit V:

Use of construction features in design- seams, darts, tucks, pleats, gathers, placket opening,

shirting Different types of-necklines, collars, yokes and sleeves. Renovation of clothing.

References:

- 1.Vastra evam Paridhan, Shashi Prabha Jain and Archana Jain, Shiva Prakashan, Indore
- 2.Parivarik Paridhan Vyavastha,Manju Patni and Sapna Henry, Star Publications
- 3.Vastra Vigyan ke Mool Sidhanth, G.P.Sherry, Vinod Pustak Mandir
- 4.Griha Vigyan Vishwa kosh,Rama Sharma and M.K Mishra, Arjun Publishing House

HSC/PG021: RESEARCH METHODS AND STATISTICS

CREDIT: 04; MARKS- 100

Unit I Research in Home Science- concept need and approaches, Research approaches-problem oriented and interdisciplinary. Type of research Historical survey, experimental and case study

Unit II Definition and identification of research problem selection Hypothesis, basis assumption and limitation of research problems

Unit II Sampling: Types of samples and selection of samples, data collection techniques: cross-selection and longitudinal, studies: questionnaire, interview schedule, observation, lab-techniques.

Unit IV Editing of statistical data, classification and tabulation, role of statistics in research, elementary statistics: classification, tabulation and frequency distribution of data.

Unit V Measures of central tendency- Mean, Median and Mode

Measures of dispersion-standard deviation. Probability, normal distribution and use of normal distribution, probability tables, t-test for small sample, use of computer for analysis
of data, Reportwriting

References:

- 1.Gupta, S.P., StatisticalMethods, Sultan Chandand Sons, NewDelhi, 1994
- 2.Jain, Gopal Lal, Research Methodology, Methods, Tools and Techniques, MangalDeep Publications, Jaipur, 1998
- 3.Kothari, C.R.: An Introduction to Operational Research, Vikas Publishing House Pvt. Ltd, NewDelhi,1994
- 4.Wright, Susan E., Social Science Stastics Allyn and Bacon Inc.,London,1986
- 5.Wisniekwski, Mik, Quantitative Methods for Descision Makers, Mcmillan India Ltd., NewDelhi,1986

HSC/PG022: PRACTICAL

CREDIT: 04; MARKS- 100

Practical:

- 1.Drafting and lifting plan of different weaves on graph paper and glaze paper
- 2.Visit to a cloth weaving unit and report writing
- 3.Hand knitting samples/article
- 4.Construction of darts, pleats, tucks, gathers; basic seams; collars and sleeves.
- 5.Drafting of adult basic bodice and sleeve block and stitching of blouse and kurta
- 6.Understanding and handling of sewing machine: various parts; accessories; care, common defects and remedia lmeasures
- 7.Preparation of research proposal in home Science and its report writing.
- 8.Important National and International food preparations using food groups

HSC/PG023: PROJECT

CREDIT:06, MARKS- 100

-Based on the courses being undertaken during the concerned semester.

EIGHTH SEMESTER

HSC/PG024: FOOD SAFETY AND PRESERVATION

CREDIT: 04; MARKS- 100

Unit1

Food sanitation and hygiene

Food borne diseases

Unit2

Food Adulteration and Consumer Protection

Fortification of foods with vitamins and minerals

Novel and processed supplementary foods

Enzymes in food processing

Unit-3

Evaluation of foods: Visual examination and sensory evaluation (colour, texture, flavor and taste). Fermented foods, pickles, sauces.

Unit4

Causes of food spoilage

Food preservation–Principles and methods

Preserved and processed products from fruits and vegetables

HSC/PG025: LIFE SPAN DEVELOPMENT

CREDIT: 04; MARKS- 100

Unit I:

Development during different stages of life cycle.

Prenatal period, conception and pregnancy, stages of prenatal development, complications of

pregnancy and birth process,

Pre-school period, physical growth and motor skills and development, language, speech

and social development, skill in play, influence of nursery school home and environment on habits and development. Problems of this stage of growth

Unit II:

Elementary school years- physical growth and health, motor personality, social, emotional, cognitive, language, interests and personality development, effect of peers, school and media,

role of parent and teacher, problems of this stage of growth.

Adolescence

Puberty and Adolescence—definition and characteristics

Physical changes during puberty and adolescence

Developmental tasks of adolescence

Social and emotional development during adolescence. Factors affecting social and emotional

Development. Role of parents, teachers, peers and society. Problems of adolescence—drop out from education system, juvenile delinquency— causes and prevention, addiction and alcoholism.

Problems of adjustment, identity crisis.

UnitII: Early Adulthood

Characteristics; Sub-stages; Developmental Tasks

Problems: Adjustments, Interests, Vocational, Marital life and adjustments, Divorce, Re- marriage, Unmarriedlife/singlehood

UnitIII:MiddleAge

Characteristics; Subdivisions; DevelopmentalTasks

Problems: Some common problems unique to old age; Physical changes, Health, Changes in interests,Vocational, Changing family pattern, Family adjustments, Loss of spouse.

UnitIV:OldAge

Characteristics; Subdivisions; DevelopmentalTasks

Types of Changes during ageing: Physical, Sensory, Sexual, Health, Changes in motor abilities, Changes in mental abilities and cognitive capacities, Changes in interests, Retirement, Loss of spouse; Vocational and Family life hazards of oldage; Consequences of ageing.

REFERENCES

- 1.Vikasatmak Manovigyan, Rajendra Prasad Singh, Jitendra Kumar Upadhyay,Rajendra Singh; Motilal Banarsidas, NewDelhi.
- 2.Baal Vikas evam Baal Manovigyan, Vrinda Singh, Panchsheel Prakashan, Jaipur
- 3.Hurlock B Elizabeth (1981), Developmental Psychology– A Life Span Approach, TataMcGrawHill
- 4.Hurlock B Elizabeth(1978),Child Growth and Development, Tata McGrawHill
- 5.Hurlock B Elizabeth(1997),Child Development, TataMcGrawHill
- 6.Papalia E Diane & Olds Wendkos Sally(1975),A Child’s World–Infancy through Adolescence, McGraw-HillBookCompany
- 7.Berk E Laura (2000) , Child Development, Allyn and Bacon

HSC/PG026: ADVANCED HOME MANAGEMENT

CREDIT: 04; MARKS- 100

Unit1

Management in family living, characteristics of management in home, role of home management, misconceptions regarding home management

Roles and responsibilities, characteristics and functions of a homemanager

Unit2

Values–Concept, characteristics, classification and factors influencing values

Goals–Concept, types, factors influencing goals

Standards–Concept, classification of standards

Interrelatedness of values, goals and standards

Unit3

Management process: Planning, organizing, leading, controlling and evaluating

Decision making: Concept, steps, factors affecting, kind

Resources: Meaning and definition, role, characteristics, classification

Unit4

Time Management: Tools–peakloads, workcurves, restperiodsand worksimplification

Energy Management: Classification of efforts used in homemaking, fatigue– types and

Causes. Worksimplification: Techniques– pathway chart, operation chart, micro- motion film

analysis and path process chart

Unit5

Money Management: Budgeting– Definition, importance and steps in planning

a budget. Accountkeeping–importance, types of account systems, methods of handling money,

family financial records.

References:

1. An Introduction to Family Resource Management, Premavathy Seetharaman, Sonia Batra and Preeti Mehra, CBS Publishers and Distributors
2. Economics of the household, B A Drew, Mc Millan company, New York.
3. Consumer Economics, Dr. Richard, Irwin, Illinois (1983)

HSC/PG027: DEVELOPMENT COMMUNICATION

CREDIT: 04; MARKS- 100

Unit-I Development

- a) Definitions, basic concepts, significance, functions & dynamics of development.
- b) Indicators of development – human development index, gender empowerment measure, human poverty index.

Unit-II Policies and programmes for Women development

- a) National policy for empowerment of women.
- b) Economic empowerment – women in agriculture, women in industry.
- c) Social empowerment – Education, health, Nutrition, housing, drinking water and environment.
- d) Legal empowerment - Legal literacy on personal and family laws. Role of family court and legal aid centres.
- e) Political empowerment – Role of panchayat Raj in political empowerment of women.

Unit - III Communication Systems

- a) Types of communication systems- Concept, functions, significance.
- b) Mass communication, elements, characteristics and scope.
- c) Visual communication.
- d) Media in development communication, understand the role of traditional and modern media in development of communication.
- e) Traditional Media – puppetry, folk media

Unit-IV Modern Media of Communication

- a) Print Media – books, news papers, magazines, leaflets and pamphlets.
- b) Electronic Media – Radio, T.V. Video, Computer based Technologies.
- c) Out door Media – Exhibitions & fairs.
- d) Barriers of Communications.

References

1. Corner J. "Communication Studies – An introductory Reader".
2. Delluers & Denis, " Understanding Mass Communication"
3. MC Quail D, "Introduction to mass communication, sage Publication.
4. Wright, Winters and Zeiger, " Advertising Management", MC Graw Hill, New Delhi
5. Chandra A, Shah A, Joshi, "Fundamentals of Teaching Home Science", sterling Publishers Pvt. Ltd.
New Delhi.
6. Dahama O.P. & Bhatnagar O.P., " Education & Communication for Development",
Oxford &
B.N. Publishing Co. New Delhi.
7. G.L. Ray, "Extension Communication & Management".

HSC/PG028: PRACTICAL

CREDIT: 04; MARKS- 100

1. Preparation of recipes from different Indian states
2. Preparation of low cost high nutritive value recipes
3. Visit and Report Writing to Gram Panchayat.
4. Visit and report Writing to household industry.
5. Visit and report writing on family court / Legal aid centres.
6. Collection of paper cutting / pamphlets related to any specific topic.
7. Plan and prepare slides / C.D. on any concerned topic
8. Preparation and use of slides use and handling of instructional aids
9. Demonstration as an instructional technology-method and result demonstration.
10. Group discussion, lesson planning.
11. Making family budget for different income groups while taking into consideration savings

and Taxes

HSC/PG029: PROJECT

CREDIT:06, MARKS- 100

-Based on the courses being undertaken during the concerned semester.

NINTH SEMESTER

HSC/PG030: COMMUNITY NUTRITION

CREDIT: 04; MARKS- 100

Unit1:

Prevalence, etiology, biochemical and clinical manifestation and preventive measures for: Protein Calories Malnutrition- Kwashiorkor and Marasmus

UnitII:

Prevalence, etiology, biochemical and clinical manifestation and preventive measures for: Iron deficiency, Iodine deficiency; Fluorine Deficiency and Toxicity

UnitIII:

Prevalence, etiology, biochemical and clinical manifestation and preventive measures for Vitamin A deficiency; Beri-beri, Pellagra; Scurvy; Rickets, Osteomalacia and Osteoporosis

UnitIV:

Nutritional assessment and surveillance–Meaning, need, objectives and importance

Anthropometry–Need, importance, types, standards for reference

Biochemical methods– Biophysical or Radiological assessment, functional assessment,

Laboratory and biochemical assessment

Clinical assessment–Need, importance, identifying signs of deficiency diseases

Diet surveys–Need, importance, methods

HSC/PG031: INDIAN EMBROIDERIES, DYEING AND PRINTING TECHNIQUES

CREDIT: 04; MARKS- 100

UnitI:

Dyes–Definition and classification of dyes

Different types of dyes: Natural dyes– Vegetable, animal and mineral;
Synthetic dyes–direct, acid, basic, reactive, vat, sulphur, mordant, disperse,
pigments. Suitability of various dyes to different fibres.

UnitII:

Dyeing methods at different stages of processing– fibre, yarn, piece, union and cross

Colour fastness characteristics– washing, sunlight, crocking and perspiration

Domestic methods of dyeing

UnitIII:

Printing–Significance, methods–block, stencil ,screen, roller, Faults in printing, Advantages
and disadvantages of different printing methods. Preparation of printing paste, use of
various

ingredients and thickeners. Preparation of cloth for printing. After-treatment of printed
goods.

UnitIV

Historical background of traditional Indian embroidery

General embroidery techniques; Hand embroidery– knowledge of basic hand embroidery
stitches

Study of traditional embroideries of India: Texture, design and colour

Chikankari of Uttar Pradesh, Kantha of Bengal, Kasuti of Karnataka, Kutch Kathiawar of
Gujarat, Phulkari of Punjab, Sindhiembroidery

UnitV

Traditional Textiles of India: Texture, design and colour

Woven(indesign)–Patola, brocade, chanderi, paithani, pochampalli, ikat , maheshwari

Printed woven fabric– daccamuslin, tassar, kotadoris

Printed–Sanganeri, kharhi print of Gujarat

Painted–kalamkari, madhubani

Resist dyed–bandhej of Gujarat and Rajasthan

Khadi: Significance–National and economic; Revolution in Khadi

Handloom: Definition, role in national economy and some chief handloom clothes of India

References:

Vastra Rachna evam Chappai Takneek, Jain and Gupta, Shiva Prakashan,Indore

HSC/PG032: EARLY CHILDHOOD EDUCATION

CREDIT: 04; MARKS- 100

UnitI:Historical perspective of early childhood education

Contribution of various thinkers (the ideology, applications and limitations)

Western: John Amos Comenius, Johann Heinrich Pestalozzi, John Locke, Friedrich Wilhelm

Froebel, Jean Jacques Rousseau, MariaMontessori

Indian: Rabindranath Tagore(1861–1941), Gijubhai Badeka, M.K Gandhi, Tarabai Modak

UnitII:PrinciplesofEarlyChildhoodEducation

Objectives; Need and significance; Basic Principles; The Playway Method; Early Childhood education services in India- Government Sector– ICDS, NIPCCD, NCERT etc; Voluntary Sector–ICCW, Balwadi, MobileCreche’s, ECCE centers etc.; Private Sector (Nursery,Pre- Primaryetc)

UnitIII:Early Childhood Years(3–6Years)

Children in the Early Childhood Years– Developmental Characteristics; Developmental needs; Interests; Significance of First Five Years of Life

UnitIV:Play

Concept of Play; Play and Learning; Role of play in development; Play as a means of understanding children’s development; Different types of play among preschool children (unoccupied behaviour, onlooker, solitary independent play, parallel activity, associative play, cooperative or organized, supplementary play)

References:

- 1.NCERT(1991),A Guide for Nursery School Teachers, NCERT,NewDelhi
- 2.Seth Kanta, Ahuja Kavita (1996),Minimum Specifications for Pre-Schools, NCERT,NewDelhi
- 3.Kohn Ruth (2003),The Exploring Child– A Handbook for Pre-Primary Teachers, Orient Longman, Delhi
- 4.Chowdhury D Paul(1995),Child Welfare/Development, Atma Ram & Sons, Delhi
- 5.Certificate Course in Organizing Child Care Services, IGNOU, (Block1to6)
- 6.Grewal JS (1998), Early Childhood Education– Foundations and Practice, Har Prasad Bhargava, Agra

HSC/PG033: HUMAN PHYSIOLOGY

CREDIT: 04; MARKS- 100

Unit I Physiological process, structural and functional basis of human body Skeletal system, joints and muscular system

Unit IIComposition and functions of blood and lymph, heart and course of blood circulation, blood pressure, pulse and heart sounds

Unit III Physiology of digestion, digestive enzymes and their function, function of liver, absorption from the intestine

Unit IV Respiratory apparatus, mechanism of respiration, respiratory rates, volume and transport of gases, physiology of kidney and skin

Unit V The location, secretion and functions of various endocrine glands, male female reproductive organs, pregnancy parturition and ,milk secretion

REFERENCES

1. Arthur J. Banders; Human Physiology- The mechanisms of body function, Tata Mc Grawaw-Hill Publishing
2. C. Guyton; Text book of Medical Physiology Vth edition, W.B. Sanders company- Philadelphia, London.

HSC/PG034:PRACTICAL

CREDIT: 04; MARKS- 100

1. Familiarize students with methods of assessment of nutritional status and conduct single person case study to assess and evaluate nutritional status or carry out a survey using anthropometric measurements.
2. Construction of articles using different types of printing and dyeing techniques
3. Sample preparation of traditional Indian embroideries and machine embroideries Preparation of two articles using different hand embroideries Preparation of two articles using machine embroideries, Documentation of Indian textile and costumes.

HSC/PG035: PROJECT

CREDIT:06, MARKS- 100

-Based on the courses being undertaken during the concerned semester.

TENTH SEMESTER

HSC/PG036: HUMAN NUTRITION AND DIET THERAPY

CREDIT: 04; MARKS- 100

Unit I Nutrients in foods: their functions, requirements and sources digestion absorption and utilization of nutrients. Effect of low and excess intake of nutrients on human body Energy requirement, BMR, Water, its functions, sources and routes of excretion, recommended dietary allowances

Unit II Methods of assessment of nutritional status

Unit III BMR Diet therapy: History of dietetics, effect if illness on food acceptance and utilization, role of dietician, taking patients history, education of patient and dietetic counseling.

Unit IV Therapeutic modifications of normal diet, food exchange lists feeding methods, principles of dietetic management of chronically ill patients

Unit V Causes, symptoms and principles of diet management of

- Fevers (Long and short duration)
- Peptic ulcer, gastritis
- Jaundice, hepatitis cirrhosis and infantile cirrhosis
- Diarrhea, constipation
- Cardiovascular diseases, hyper lipidemia, hypertension, congestive heart failure
- Nephritis (acute and chronic) renal stone, gout, arthritis
- Diabetes mellitus, obesity and under weight (PCM)
- Diet in surgery, fractures, burns injury, allergy and AIDS

References:

1. A Text book of food and nutrition by M. Swami Nathan, Ganesh Publishers, Bo1 I & II.
2. Clinical Dietetics and Nutrition by F.P. Antia, Oxford University Press. New Delhi, London & New York
3. Human Nutrition and Diets by S. Deevidoon, R. Pasamore, J.F. Brock and A.S. Truwell, Churchill and Livingstone.
4. Modern Nutrition in Health & Disease, Yong & Shails Normel & Therapeutic Nutrition by F.T. Proudfit & C.H. Robinson.

HSC/PG037: INTERIOR DECORATION

CREDIT: 04; MARKS- 100

Unit I Factors affecting housing needs and demand in India population, income, occupation, family mobility and technological development. Solving India's

housing problems, needs obstacles setting goals, standards, role of central and state Government and local housing agencies, rent control policies housing schemes.

Units II Introduction to interior decoration, importance of interior planning and decoration, planning principles for specific areas.

Unit III Element and principles of design and their application in interiors, principles of Harmony, proportion, balance and rhythm, application of elements and principles of design in interior planning and decoration.

Units IV Factors for developing furnishing plans characteristics of the rooms, family needs; Styles, usage and available type of furniture etc. furnishing cost and budget, planning for background areas and their treatment, floors walls ceilings and their structural characteristics, material, finishes and techniques of preparation and decoration.

Units V Furniture arrangement, types of furniture and selection criteria, window treatment, types of window and its parts, functional and decorative treatment, Light sources and colour scheme, Developing light plans for different areas, Functional and decorative accessories for interiors.

References

1. DrothyStepat-Devan And Others- Introduction to interior Design, N.Y. Macmillan 1980.
2. Mike Lawrence: The Complete interior Decorator U.K. Macdanald, 1986.
3. Faulker and Faulker, inside today's home, N.Y. Holt Rinehart and Winston, 1975

HSC/PG038 CHILDREN WITH SPECIAL NEEDS

CREDIT: 04; MARKS- 100

Unit I

Children with special needs: Definition, characteristics, classification according to types of impairment

Special education for children with special needs

Unit II:

Mental retardation: definition and levels, causes, identification, educational provisions
Gifted and creative children: definition, characteristics, special needs, identification and
Educational provisions

Unit III:

Visually handicapped children: Classification, identification and educational provisions
Hearing impaired: Classification, identification, causes and educational provisions

Unit IV:

Children with orthopaedic impairments: Definition, classification, causes, educational
provisions
And rehabilitation
Children with behaviour disorders: autism and aggressive behaviour

References:

1. Bhargava M. (1994) – Introduction to Exceptional Children, Sterling Publishers, New Delhi.
3. Kar Chintamani (1996) – Exceptional Children: Their Psychology and Education, Sterling Publishers, New Delhi.
4. Sahu B.K. (1993) – Education of the Exceptional Children, Kalyani Publishers, New Delhi.
5. Vishisht Avashyakta wale bacchon ki shiksha tatha nirdeshan evam paramarsh, Vinay Rishivar, Agarwal Publications
6. Vishisht Balak, Abha Rani Bisht and Swati Saxena, Agarwal Publications
7. Vishesh Avakshyataon waale Bacche Part I and II, DECE-3, Bacchon ke liye sewayen evam karyakram, IGNOU
12. Vishisht Baalak – Shiksha evam Punarwaas, Mahesh Bhargava, H.P. Bhargava Book House, Agra

HSC/PG039: CHILD WELFARE IN INDIA

CREDIT: 04; MARKS- 100

Unit I: Child Welfare in India

Concept and historical perspective, Need and relevance

Historical evolution of Child welfare

Rights of children; Protection of Child rights; Convention on the rights of the child

Child in the Constitution of India

Unit II: Profile of child in India

Demographic: Total population, Child population, Sex ratio, Infant Mortality Rate (IMR),

Literacy, School enrolment rate

Unit III: Children at Risk

Children in especially difficult circumstances, Children in emergency situation, Disabled child, Destitute child, Street child, Delinquent child, Working child.

Social problems related to children– female foeticide (pre-birth and pre-conception, elimination), juvenile delinquency, child labour, child abuse and child marriage, discrimination against girl.

Unit IV: Policies and Legislations for Child Welfare

National Children's Board, The National Policy for the Child, The National Children's Fund, Child Labor Cell

Child Labour Act; PC-PNDT Act; ChildMarriage Act, The Children's Act, Juvenile Justice Act, Right to Education Act

Unit V:Child Welfare agencies and programmes in India

International, national and local agencies–governmental and non-governmental (UNICEF, ICCW, Mobile Creches, BalBhwan)

Welfare programs– ICDS, Mid-day Meal Programme, Universal Immunization Programme, etc

References:

1. Baig,T.A.(1979):Our Children. NewDelhi: Ministry of Information and Broadcasting,

Govt. of India

2. Chowdhry, D.P.(1980): Child Welfare and Development. Delhi: AtmaRam

HSC/PG040: PRACTICAL

Unit 1

Assessment of dietary and nutritional status of some families.

Planning and preparation of diet during normal and diseased conditions

Unit 2

Drawing house plans with standard specifications

Furniture layout of living room, dining room, kitchen and bedroom.

Interior design of residential spaces based on ergonomics and anthropometric data.

Planning colour schemes of different rooms for different activities .

Development of design and construction of curtains, cushions, carpet, table mats.

Flower arrangement

Wall painting, picture frame.

Preparing drawings for different interior spaces.

a. Arrangement of walls

b. Arrangement of floors

c. Ceiling arrangements

Unit 3

Study of etiology, characteristics, diagnosis of children with different disabilities and recording information.

Visit of centres and institutions for special children and recording information and observation.

Writing report.

HSC/PG041: PROJECT

CREDIT:06, MARKS- 100

-Based on the courses being undertaken during the concerned semester.