

UNIVERSITY OF KERALA

REVISED SCHEME AND SYLLABUS FOR FIRST DEGREE PROGRAMME IN HOME SCIENCE

**UNDER CHOICE BASED CREDIT AND SEMESTER SYSTEM
(TO BE INTRODUCED FROM 2018 ONWARDS)**

**SUBMITTED BY
THE MEMBERS OF BOARD OF STUDIES IN HOME SCIENCE
(PASS)**

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SCHEME AND SYLLABUS FOR FIRST DEGREE PROGRAMME IN
HOME SCIENCE
UNDER CHOICE BASED CREDITANDSEMESTERSYSTEM
(TO BE INTRODUCED FROM 2018 ONWARDS)

AIMS AND OBJECTIVES OF THE PROGRAMME

AIMS:

Each stage of education is important in the development of wholesome personality. With the changing values in the society, migration to cities, influence of advertisement and other mass media the effects of the physical and mental environment upon the quality of life are far-reaching. Home science education has much to contribute to general education since it helps to prepare the students for a satisfying, personal and community life. Home science education is a field of knowledge and service primarily concerned with strengthening family life through:

- Providing education in physical, biological and social sciences; in arts; and in home science subjects
- Educating the individual for highest quality practical training for life;
- Conducting research to discover the changing needs of the individuals, families and society and the means of satisfying these needs.
- Improving the services and goods used by families;
- Inculcating a sense of social awareness and spirit of service to the society;
- Furthering community, national and world conditions favorable to family and community living.

OBJECTIVES

Home science education is a unique blend of scientific knowledge, human values, aesthetic qualities which help in harmonious family and community living. By the end of the course the student;

1. Should develop a balanced personality, possessing good health, happiness, self-reliance, confidence and love so that they can become intelligent, affectionate and dedicated parents and citizens.
2. Should acquire the skills and scientific information necessary for managing human and other non human resources.
3. Should contribute to the economic, social, moral, ethical and spiritual standards of their communities, avoiding wastes of all types.
4. Should acquire knowledge in environmental protection.
5. Should attain sense of responsibility to their homes, community and country.

6. Should be able to appreciate dignity of labour.
7. Express art in daily life
8. Appreciate and preserve the best in Indian culture.

SCOPE AND JOB OPPORTUNITIES OF HOME SCIENCE EDUCATION
THE JOB OPPORTUNITIES RANGE FROM ;

- Nursery school teachers to lectures in colleges
- Scientists in food and agriculture , Textile industry, Home management and interior decoration, Different aspects in Human Life Cycle, etc.
- Food analyst and inspectors in food industry
- Dieticians in hospitals nursing homes and health clubs
- House keepers in hotel industry
- Interior designers
- Fashion designers
- Textile designers in textile industry
- ICDS project officers, Block development officers and anganwadi workers
- Child psychologists
- Family counselors
- Geriatric care takers/ in hospitals/ in old age homes etc.
- Officers in social welfare, women and child welfare , extension departments, and health departments
- Human resource persons
- Self employment

COURSE STRUCTURE FOR
FIRST LEVEL DEGREE PROGRAMME IN HOME SCIENCE

Se mes ter	Cou rse Cod e	Sl. No	Cou rseT itle	The ory	Pra ctic al	Cre dit	Uty Exa m Hrs	evalua tion
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								CE	ESE
I	EN1111	1	English	5	-	4	3	20%	80%
	HN / ML 1111	2	Additional Language	4	-	3	3		
	EN1121	3	Foundation – I	4	-	2	3		
	PY1131.5// ZO1131/ (T&P)	4	Complementary – I –	2	2	2	3		
	BO1131//CH1131.5 / (T&P)	5	Complementary – II-	2	2	2	3		
	HS1141	6	Core-Research Methodology and Informatics	4	-	4	3		
		6	TOTAL CREDITS	21	4	17			

	EN1211	1	English	4	-	3	3	20%	80%
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II									
	EN121 2	2	English	5	-	4	3		
	HN / ML 1211	3	Additio nal Langua ge	4	-	3	3		
	HS122 1	4	Founda tion – II – Family Relatio ns and Counse ling (Core)	4	-	4	3		
	PY123 1.5//Z O1231 /(T&P)	5	Compl ementa ry – I	2	2	2	3		
	BO123 1/ CH123 1.5 / (T&P)	6	Compl ementa ry –II-	2	2	2	3		
			TOTA L CRED ITS	21	4	18			
III	EN131 1	1	English	5	-	4	3	20%	80%
	HN / ML 1311	2	Additio nal Langua ge	5	-	4	3		

	PY113 2.5//Z O1331/ (T&P)	3	Compl ementa ry – I	3	2	3	3		
	BO123 1/ CH123 1.5 / (T&P)	4	Compl ementa ry –II	3	2	3	3		
	HS134 1	5	Core - - Child Develo pment & Welfar e	3		3	3		
	HS134 2		Core - - Child Develo pment & Welfar e (P)		2				
			TOTA L CRED ITS	19	6	17			
IV	EN141 1	1	English	5	-	4	3	20%	80%
	HN / ML 1411	2	Additio nal Langua ge	5	-	4	3		
	PY143	3	Compl	3	2	3+4	3		

	1.5/ ZO143 1		ementary – I						
	CH143 1.5/ BO143 1	4	Compl ementary –II	3	2	3+4	3		
	HS144 1	5	Core- Resour ce manag ement	3		3	3		
	HS144 2		Core- Resour ce manag ement(P)		2				
			TOTA L CRED ITS	19	6	25			
V	HS154 1	1	Housin g and Interior Decora tion	3		3	3		

								20%	80%
	HS154 2(P)	2	Housing and Interior Decoration (practical exam 6 th Sem.)		- 3	2+2	3		
	HS 1543	3	Extension Education	3		3	3		
	HS 1544	4	Textile Science	2	-	3	3		
	HS154 5(P)	5	Textile Science (Practicals exam 6 th sem)		3	2	3		
	HS 1546	6	Basic Food Science	3	-	3	3		
	HS154 7P)	7	Basic Food Science (Practicals exam 6 th sem)		4	2+2			

	HS1648	8	Project		2				
	HS 1551	9	Open Course to Other Streams-	3	-	2	3		
	HS 1551.1		Fashion designing						
	HS 1551.2		Geriatric care						
	HS 1551.3		Principles and practice of counseling and Guidance						
	HS 1551.4		Food science and basic cookery						
	HS 1551.5		Public Health and nutrition						
	HS 1551.6		Entrepreneurship management in food processing						
	HS 1551.7		Catering Manag						

			ement						
	HS 1551.8		Nutriti on for health						
	HS 1551.9		Person ality and soft skill develo pment						
			TOTA L CRED ITS	14	12	24			
VI	HS 1641	1	Human Nutriti on and Dieteti cs	3	-	3	3	20%	80%
	HS 1642	2	Appare l Design ing	3		3	3		100%
	HS 1643	3	Comm unicati on in	3	-	3	3		

			Extensi on Educati on						
	HS 1644 (P)	4	human nutritio n and Dieteti cs (Practi cal)		3	2	3		
	HS 1645(P)	5	Appare l Design ing (Prac)	-	4	2	3		
	HS 1646 (P)	6	Comm unicati on in Extensi on Educati on (Prac)		3	2	3		
	HS164 8	7	Project	-	2	2			
	HS 1661 .1	8	Open Course For Core- Human Physiol ogy and Food Microb iology	3		2	3		
			TOTA L CRED ITS	12	12	19			

	GRAN D TOTA L			106	44	120			
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***Complementary Courses are grouped under Two Heads:**

Group - I Includes Physics and Zoology (Complementary I)

Group II- Includes chemistry and Botany (Complementary II)

**GENERAL COURSE STRUCTURE OF
FIRST LEVEL DEGREE PROGRAMME IN HOME SCIENCE**

Course	Semester I	Semester II	Semester III	Semester IV	Semester V	Semester VI	Total														
	L	P	C	L	P	C		L	P	C	L	P	C	L	P	C	L	P	C		
Lang. Course				5	-	4													5		4
English	5	-	4	4	-	3	5	-	4	5	-	4	-	-	-	-	-	-	19	-	15
Adv. Lang.	4	-	3	4	-	3	5	-	4	5	-	4	-	-	-	-	-	-	18	-	14
Foundation-I	4	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	-	2
HS 11 41	-4	-	4				-	-	-	-	-	-	-	-	-	-	-	-	4	-	4
HS 12 21				4		4													4		4
Complementary -I	2	2	2	2	2	2	3	2	3	3	2	3	-	-	-	-	-	-	10	8	10
PRACTICAL												4									4
Complementary -II	2	2	2	2	2	2	3	2	3	3	2	3	-	-	-	-	-	-	10	8	10
PRACTICAL												4									4
HS 13 41							33		3		-		-		-		-		3		3
HS 13 42								2													2
HS 14 41										3		3	-	-	-	-	-	-	3		3
HS 14 42											2										2
HS 15													3		3				3		3

**CORE COURSE STRUCTURE OF THE
B. Sc HOME SCIENCE DEGREE PROGRAMME**

Sem	Sl. No	Course code	Instru	Credits	UtyE	Eval		
			ctional Hrs					
			L	P		Hrs	inter	Ext
							nal	ernal
I	1	HS 1141	4	-	4	3	20%	80%
II	2	HS 1221	4	-	4	3	20%	80%
III	3	HS 1341 -	3		3	3	20%	80%
	4	HS 1342		2				
IV	5	HS 1441 -	3		3	3	20%	80%
	6	HS 1442		2				
V	7	HS 1541 -	3		3	3	20%	80%
	8	HS15 42 (P)		3	2+2	3	20%	80%
	9	HS15 43	3		3		20%	80%
	10	HS 1544 -	2		3	3	20%	80%
	11	HS15 45(P) -		3	2	3	20%	80%
	12	HS 1546 -	3		3	3	20%	80%
	13	HS 1547 (P)		4	2+2	3	20%	80%

VI	14	HS 1648		2		3	20%	80%
	15	HS 1551	3		2	3	20%	80%
	16	HS 1641	3		3	3	20%	80%
	17	HS 1642	3		3	3	20%	80%
	18	HS 1643	3		3	3	20%	80%
	19	HS 1644 (P)		3	2	3	20%	80%
	20	HS 1645 (P)		4	2	3	20%	80%
	21	HS 1646 (P)		3	2	3	20%	80%
	22	HS16 48		2	2			
	23	HS16 61.1	3		2	3		
Total	40	28	57					

**FIRST LEVEL DEGREE PROGRAMME IN HOME SCIENCE
(CORE COURSE STRUCTURE)**

Total Lecture Hours - 40 (foundation- 4 + open course for other stream -3 + core – 30 + open course for core- 3)

Practical +Project- (24+4) - 28

Total Credits– 57 (FC -4+ Open- 2+ Project- 2+ Core -49)

Uty. Practical Examinations – VI Semester - For Six Core papers - (3hrs)1.HS1342, 2.HS 1442, (Only record valuation)3-.HS-1542, 4- HS 1545, 5-. HS 1547, 6- HS 1644, 7- HS1645& 8-. HS1646

The record maintained for the above six shall be evaluated by the external examiners.

***The project report** shall be produced for external evaluation during the University Practical Examination for Practical- IV (HS1646- Communication in Extension Education) and **The viva - voce** based on the project shall be conducted individually by the external examiners.

Record maintained for HS1342- Child Development & Welfare will be evaluated during the University Practical Examination for Practical- V Semester HS1547- Basic Food Science
 Record maintained for HS1442- - Resource management will be evaluated during the University Practical Examination for Practical- V Semester HS1542- Housing and Interior Decoration

SEMESTER – I

Sl. No	Course Title	L	P	C
1	English	5	-	4
2	Additional Language	4	-	3
3	Foundation – I	4	-	2
4	Complementary – I	2	2	2
5	Complementary –II	2	2	2
6	Core- HS1141 Research Methodology and Informatics	4	-	4
	Total	21	4	17

SEMESTER – II

Sl. No	Course Title	L	P	C
1	English	4	-	3
2	English	5	-	4
3	Additional Language	4	-	4
4	Foundation –II –HS1221 Family Relation and Counseling.	4	-	3
5	Complementary – I	2	2	2
6	Complementary –II	2	2	2
	Total	21	4	18

SEMESTER – III

Sl. No	Course Title	L	P	C
1	English	5	-	4
2	Additional Language	5	-	4
3	Complementary – I	3	-	3
4	Practical		2	-
5	Complementary –II	3		3
6	Practical		2	-
	Core –HS1341Child Development & Welfare	3		3
7	HS1342Child		2	

	Development & Welfare(P)			
	Total	19	6	17

SEMESTER – IV

Sl. No	Course Title	L	P	C
1	English	5	-	4
2	Additional Language	5	-	4
3	Complementary – I	3	-	3
4	Practical	-	2	4
5	Complementary –II	3	-	3
6	Practical	-	2	4
7	Core –HS1441- Resource management	3		3
8	Core –HS1442- Resource management		2	
	Total	19	6	25

SEMESTER – V

Sl. No		Course Title	L	P	C
1	HS1541	Housing and Interior Decoration	3		3
2	HS1542(P)	Housing and Interior Decoration (Practicals)		3	2+2
3	HS1543	Extension Education	3		3
4	HS1544	Textile Science	2	-	3
5	HS1545(P)	Textile Science (Practicals)		3	2
6	HS1546	Basic Food Science	3	-	3
7	HS1547(P)	Basic Food Science(Practicals)		4	2+2
8	HS1648	Project		2	
9	HS1551	Open Course to Other Streams	3		2
		TOTAL	14	12	24

SEMESTER – VI

Sl. No		Course Title	L	P	C
1	HS 1641	Human Nutrition and Dietetics	3		3
2	HS 1642	Apparel Designing	3		3
3	HS 1643	Communication in Extension Education	3		3
4	HS 1644	Human Nutrition and Dietetics (practical)		3	2
5	HS 1645	Apparel Designing (Practical)		4	2
6	HS 1646	Communication in Extension Education (Practical)		3	2
7	HS 1648	Project (Continues from semester V)		2	2

8	HS 1661.1	Open Course for the Core Course-Human Physiology and Food Microbiology	3		2
Total			12	12	

**CORE COURSE
SEMESTER I
RESEARCH METHODOLOGY AND INFORMATICS**

Course code: 1141

External evaluation:80%

No. of contact Hours – 4/ week

No. of contact Hours – 72/ sem

Internal evaluation: 20%

No. of Credits – 4

University exams: 3hrs

OBJECTIVES

- To study the fundamental characteristics of science as a human enterprise.
- To understand how science works.
- To apply scientific methods independently
- To update and expand basic informatics skills and attitudes relevant to the emerging knowledge and society and also to equip the students to effectively utilize the digital knowledge resource for their chosen course of study.
- To review the basic concepts and functional knowledge in the field of informatics.
- To review functional knowledge in a standard office package and popular utilities.
- To create awareness about nature of the emerging digital knowledge society.
- To create awareness about social issues and concerns in the use of digital technology.

- To create awareness about major informatics initiatives in India and Kerala.
- To impart skills to enable students to use digital knowledge resource in learning.
- To develop skill in using computer to develop designs.
- To develop skill of detailing for execution /drawing.

COURSE OUTLINE

MODULE I – SCIENCE AND HOME SCIENCE EDUCATION

Type of knowledge - practical, theoretical and scientific knowledge.

Information, empiricism, vocabulary of science, science disciplines.

Revolutions in Science and Technology (Industrial, green, blue, white).

Evolution and scope of Home science education.

Professional significance in learning home science.

(Hours -10)

MODULE II –RESEARCH METHODOLOGY AND DATA HANDLING

Identification of the problem, review of related literature (functions and steps) .

Sampling – meaning, types (Probability sampling -simple random, systematic random, purposive, stratified random and cluster. Non- probability sampling - volunteer, convenient, purposive and quota).

Hypothesis, - Null and Alternative. Errors in hypothesis testing – Type 1 and Type 2. Variables- dependent and independent.

Types of data -primary and secondary.

Methods and tools of data collection - observation, interview, questionnaire, checklist, attitude scale (Likert's summated scale), pilot study.

Data presentation: Tables, Graphs, Histograms And Pie-Diagrams.

Research report writing.

(Hours -10)

Module III-OVERVIEW OF INFORMATION TECHNOLOGY

Features of the modern personal computer and peripherals, computer networks and Internet.

Internet access methods – Dial – Up ,DSL, Cable, Satellite, Wi-Fi. Internet as a knowledge repository.

Wireless technology, introduction to ATM.

Overview of operating Systems & major applications software.

(Hours- 7)

MODULE IV – KNOWLEDGE SKILLS FOR HIGHER EDUCATION

Academic search techniques (Favorites and bookmarks, search engines, subject directories, wikis), creating cyber presence (Instant messaging, podcasts, blogs, vlogs, webcasts, e-mail, group communication) .

Basic concepts of IPR, plagiarism.

Introduction to use of IT in teaching and learning.

Academic services –INFLIBNET, Shodhganga, Shodhsindhu, e-Paatshala

(Hours -15)

MODULE V – SOCIAL INFORMATICS

IT & Society – issues and concerns – digital divide.

IT & development.

IT threats - software piracy, cyber ethics, cyber crime, cyber threats, cyber security, privacy issues.

Cyber laws and cyber addictions.

Health issues and guide lines for proper usage of computers and internet.

E-wastes and green computing.

(Hours -10)

MODULE VI – I.T. APPLICATIONS AND COMPUTER BASED TEACHING TECHNOLOGY

e- Governance applications at national and state level.

IT application in medicine, healthcare, business, commerce, industry, defense law, crime detection, publishing, communication, weather forecasting, education, film and media.

Converting data into graphs – Importance.

Powerpoint- steps in preparing power point presentations.

(Hours -20)

ESSENTIAL READING

Alan Evans, Kendal Martin et.al. Technology in Action, Pearson Prentice Hall (Third Ed)

V. Rajaraman. Introduction to Information Technology, Prentice Hall

Alexis Leon & Mathews Leon, Computers Today, Leon Vikas.
Peter Norton, Introduction to Computers, 6e(Indian Adapted Edition).

Additional References

Greg Perry, SAMS Teach Yourself Open Office Org, SAMS.

Corel draw by Ramesh Bangia

Alexis & Mathews leon, Fundamental of information Technology; Leon Vikas

George Beekman, Eugene Rathswohl, Computer Confluence, Pearson Education,

Barbara Wilson, Information Technology: The Basics, Thomson Learning

John Ray, 10 Minute Guide to Linux, PHI, ISBN 81-203-1549-9

Ramesh Bangia, Learning Computer Fundamentals, Khanna Book Publishers

Auto cad 2006 - cad centre. Gieryn, T.F. Cultural Boundaries of Science, Univ.Chicago Press, 1999.

Collins H. and T.Pinch. The Golem: What Everyone Should Know About Science, Cambridge Unive Press, 1993.

Hewitt, Paul G, Suzanne Lyons, John A Suchocki and Jennifer Yeh, Conceptual Integrated Science, Addison – Wesley, 2007

Newton R.G The Truth of Science: New Delhi, 2nd edition Bass, Joel, E and et.al.

Methods for Teaching Science as Inquiry, Allyn& Bacon, 2009.

DevadasRajammal.P, Methods of Teaching Home Science,National Council of Educational Research and Training.

WEB RESOURCES

www.fgcu.edu/support/office 2000

www.openoffice.org Open Office Official Web site

www.microsoft.com/office MS office web site

www.lgta.org office on – line lessons

CORE COURSE

SEMESTER – II

FAMILY RELATIONS AND COUNSELLING

Course code: HS1221

No. of contact hrs: 4/ week

No. of contact Hours – 72/ sem

Internal evaluation: 20%

External evaluation: 80%

University exams: 3hrs

No. of Credits: 4

OBJECTIVES

- To equip the students with knowledge and skills in understanding people, families and community as a whole, and to understand human relation and to give necessary guidance and counselling at times of need.
- To enable the students to apply their knowledge and awareness of human relationships in the field of child care and development.
- To orient the students for adjustment in marriage and parenthood and to prepare them to take each role in their family efficiently and effectively.
- To make the student understand the importance of family interaction in the development of children.

COURSE OUTLINE

MODULE I: Marriage - meaning, significance, definition, functions, preparations for marriage- health, physical, emotional, social and intellectual maturity & economic independence).

Marital adjustment and areas needing adjustment- in laws, sex, adjustment to mate, adjustment to parenthood, finance.

Work participation-sharing, child care.

Marital disharmony- divorce, separation, desertion, infidelity, infertility.

(Hours 12)

MODULE II: Family - definition, types(nuclear, joint, extended), functions, merits and demerits.

Changing roles of family members.

Causes for the disintegration of joint family system in India.

Single parent families.

Role of family in inculcating civic sense and values

(Hours 14)

MODULE III: Child rearing practices of parents.

Parental attitudes.

Family's influence on the personality and behaviour development of children.

Responsible parenthood(acceptance, rejection and over protection).

(Hours 12)

MODULE IV: Population education- definition, problems of over population, small family norm, family planning.

Sex education- need and importance.

(Hours 12)

MODULE V: Stress in children and adults – types, causes and management. Role of counselling in stress management.

(Hours 12)

MODULE VI: Old age - characteristics, problems (physiological, economic, psychological, social, recreational).

(Hours 10)

CORE COURSE

SEMESTER –III

CHILD DEVELOPMENT AND WELFARE

Course code: HS1341

No. of contact hrs: 3/ week

No. of contact hrs: 54/semester

Internal evaluation: 20%

External evaluation: 80%

University exams: 3hrs

No. of Credits: 4

OBJECTIVES

1. To introduce the student to the excitement and challenges of studying children (from conception to adolescence)
2. To impart basic knowledge on the principles and pattern of growth and development in children from conception to old age.
3. To provide scientific knowledge about child-development, behaviour and welfare, and to enable to improve the quality of life of the child family and community.
4. To develop skills in the care and management of children.
5. To help the students to understand childhood problems, the challenged children, their problems, special needs, care and management.

COURSE OUTLINE

MODULE I: Child development - significance, scope, methods of child study.

Growth and development- definition, principles, stages of development. Major areas of development.

Factors influencing growth and development.

Importance of heredity and environment.

(Hours 8)

MODULE II: Prenatal development – conception, significance, stages.

Factors influencing prenatal development -maternal nutrition, physical and mental health of pregnant women.

Teratogenes, Rh incompatibility, IUGR.

The birth process- stages of labour.

Types of birth – normal, caesarean, breech and transverse.

Pre mature and LBW babies.

The neonate- characteristics, abilities and adjustments, reflexes, APGAR test.

Breast feeding – Advantages and disadvantages.

Immunization.

(Hours -10)

MODULE III: Infancy, babyhood, early childhood and late childhood-physical, motor, social, emotional, intellectual and language development during the above stages.

Mile stones in development.

Adolescence - significance, characteristics, development in different areas (physical, social, emotional and intellectual).

(Hours -10)

MODULE IV: Preschool education - objectives, types.

Play- significance, types, values, Selection of toys.

(Hours -8)

MODULE V: Discipline and guidance for children. Techniques of discipline.

Habit formation.

Behavioural problems- Thumb sucking, enuresis, temper tantrums,
destructiveness, juvenile delinquency.

(Hours -10)

Module VI: Children with special needs - Physically handicapped, hearing impaired, visually impaired (characteristics, causes, prevention, care and treatment).

Mentally challenged - classification, characteristics, causes, prevention and care.

Gifted- definition, characteristics, education of the gifted.

(Hours-8)

REFERENCES:

1. Hurlock. E.B. Developmental psychology Tata McGraw hill publishing company Ltd. New Delhi.
2. Devadas R. PA text book of Child Development and Jaya N. Mac nillan India Ltd. Delhi.
3. Suriyahanth. A Child Development Kavitha Publications, Gandhi Gram Tamilnadu.
4. Hurlock E. B. Child Development Tata HC Grawshill Publishing Company
5. Counselling psychology. S. Narayana Rao, Tata MC Graw Hill, New Delhi
6. Guidance and counselling. Sister Mary Vishala, S. Chand & Company Pvt. Ltd., New Delhi
7. Guidance & Counselling. A.k. Nayak, A.P.H. Publishing Corporation references
8. Santrock, J.W. (2006) . Child development . New York: McGraw Hill.
9. Swaminathan, M . (1998) . The first five years: A critical perspective on early childhood care and education in India. New Delhi: Sage

CORE PRACTICAL

SEMESTER –III

CHILD DEVELOPMENT AND WELFARE

Course code: HS1342,

No. of contact hrs: 2/ week

No. of contact hrs: 36/semester

No. of Credits: 2

University exams: Along with HS1544 practicals in 5th semester

COURSE OUTLINE

(ANY FIVE)

1. Visit to any one substitute child care centre / preschool / children's home / orphanage/ special schools.
2. One day participation in the activities of an anganwadi and report the experience.
3. Socio metric study of children / Adolescence.
4. Study on common adolescence problems / or any common problems faced by a girl /child / woman – (Interview 10 students)
5. Experience in using a growth chart (record the height and weights) Discuss the behaviour problems in early childhood in a school preschool set up (write a case study report) (Visit a nearby Pre –School)
6. Make a list exhibit or exhibit Toys, gifts, clothes, first aid box, books, stories songs etc suitable for each stage of development.
7. Make a list of toys and vocational activities suitable for children with problems on physically or mentally challenged children. Preparation of indigenous low cost toy.
8. Teaching children a skill / a craft introduce a hobby or any creative work. Only a list for practicals are given from that you can choose for every batch limiting to only 5 practical every year. One day participation in the activities of any one institution for the challenged children.
9. O.H.P. presentation / power point presentation on any topic of your interest (from the syllabus).

*** Students shall maintain records of each work, which shall be internally and externally evaluated along with the record for Basic Food Science during the University Practical Exam of SemV- HS1547 -Basic Food Science.**

SEMESTER-IV RESOURCE MANAGEMENT

Course code: HS1441

No. of contact hrs: 3/ week

No. of contact hrs: 54/semester

Internal evaluation: 20%

External evaluation: 80%
No. of Credits: 3
University exams: 3hrs

OBJECTIVES

1. To understand the principles of management and their application in the family context.
2. To acquire scientific skills in the management of family resources.
3. To recognize the significance of family resource management to enhance their quality of life.
4. To inculcate skills in identifying , creating , selecting and using available resource judiciously with emphasis on maximization and conservation

COURSE OUTLINE

MODULE I :Introduction to home management: Stages of family life cycle.

Motivating factors -Values, goals, standards, attitudes.

Qualities of good home maker

Management Process - Steps in Management.

Decision Making – Types and significance, steps. (Hours - 6).

MODULE II: Family Resources: Meaning and classification .

Factors influencing resource management. (Hours -5)

MODULE III: Time Management : Significance of time management.

Time Schedule – definition, factors to be considered before making a time plan, steps in the preparation of a time schedule and evaluation of the time schedule.

Tools in time management: peak load, work curve and time norm. (Hours 7)

MODULE IV: Energy Management: Significance of energy management .

Body Mechanics - definition and principles.

Work simplification – definition, Mundells classes of change .

Work simplification techniques-Pathway chart, process chart and Operation chart .

Fatigue-Physiological and psychological , causative factors and alleviating techniques. (Hours -12).

MODULE V :Management of Money- Family income – Types and sources

Family Budget–Definition, Type and steps in making family budget

Financial records- Definition, purpose and types

Savings and investments- Meaning, saving institutions and the different schemes (post office, bank, and LIC).

Home maker as a consumer, Tips for wise buy-man-ship, consumer problems, Rights and responsibilities of a consumer, consumer protection, consumer redressal cell & procedures.

(Hours 12).

MODULE VI :Equipments in the Home- Electrical ,indigenous equipments and renewable energy devices.

Classification, selection, use and care of popular electrical equipments – micro-wave oven, refrigerator, mixer grinder, OTG, airfryer, washing machine and vacuum cleaner.

Indigenous equipment – Janatharefrigerator and hay box cooker..

Renewable energy device- solar cooker.

Conservation of biomass fuel-biogas and smokeless choolah. (Hours -12)

RELATED EXPERIENCES : (ANY FIVE)

1. Preparation of time schedule
2. Study on work heights based on anthropometric measurements on vertical and horizontal planes
3. Preparation of family budget
4. Study of a saving institution and its scheme
5. Visit to consumer court/ consumer education forum **(Any one visit)**
6. Demonstration of use and care of four popular equipment
7. Observational visit to a new able energy resource centre to understand application it
8. Exposure visit to study waste management techniques
9. Preparation of a utilization object out of waste materials

REFERENCE BOOKS :

1. Anderson, E. (1976). Home appliances servicing .Taraporwalasons&Co.Ltd.Bombay
2. Cascio Wayne, F.(1985).Managing Human Resources, McGraw Hill Book Co,NewYorK
3. Decaon , R.E. Fireoough .R.M.(1981) Family Resource Management principles and applications, Ally & Bacon Boston
4. Goel, P.K.&Sarma.K.P.(1996) Environmental Guidelines and standards in India,Jaipur, Techno science.
5. Gross, Candall& Knoll (1972). Management for modern families, 4th ed. Appietoncenfuorycraflless,Inc..
6. Nickle. P. Dorsey, J.M.(1970)Management in family living, sterling Publishers, NewDelhi.
7. SaiyadinMirza (1988) Human Resource Management : An Approach and Conceptual approach , Tata McGraw Hill, New York
8. Wilson . P. (1981) Household Equipment Selection and Management, HoughtonMiflanCo.Inc.NewYork

9. Varghese. M.A. et.al (1985) Household Equipment Manual ,S.N.D.T. Women's University.
10. Khoontz .H. and ODonnel C., (2005), Management – A systems and contingency analysis of managerial functions. New York: McGraw Hill Book Company
11. Kreitner. 2009, Management Theory and Application, Cengage Learning: India.
12. Rao V S .andNarayana P.S., Principles and Practices of Management, 2007, Konark Publishers Pvt. Ltd.

CORE PRACTICALS RESOURCE MANAGEMENT (Practical)

Course code: HS1442, Practical: 2 hrs / week

No. of Credits: 2

University exams: Along with HS1542 practicals in 5th semester

OBJECTIVES

1. To familiarize the students with the available resources, their uses and conservation.
2. To enable the students to utilize resources in a prudent manner.

COURSE OUTLINE

1. Preparation of time schedule for three consecutive days-two working days and one holiday.
2. Assessment of maximum and normal working heights in horizontal and vertical plane.
3. Determination of comfortable working height of any four household activities.
3. Preparation of family budget (proposed, actual and evaluation).
4. Study of a saving institution and its scheme(Bank/post office/LIC).
5. Demonstration of use and care of any two popular equipments.
6. Preparation of a utilization object out of waste materials.

*** Students shall maintain records of each work, which shall be internally and externally evaluated along with the record for HS1542 Housing and Interior Decoration in sem V.**

CORE COURSE
SEMESTER –V
HOUSING AND INTERIOR DECORATION

Course code: HS1541

Internal evaluation: 20%

Lecture Hours : 3/week

Lecture Hours : 54/semester

External evaluation:80%

No. of Credits: 3

University exams: 3hrs

OBJECTIVES:

1. To understand the fundamentals of house planning and space articulation.
2. To initiate students into basic spatial planning.
3. To use and understand the elements and principles of Design
4. Develop basics skills for a career option in Interior Design.
5. To gain the basic knowledge of furniture arrangement and furnishing the residentialSpace
6. To understand the fundamentals of house planning .

COURSE OUTLINE

MODULE I: Housing - functions of house, selection of site, Principles to be considered while planning a house ,House plans for different income groups, planning and grouping different rooms, storage areas and cabinet in the house

Kitchen designs - types of kitchen - working areas- work triangle

(Hours 10)

MODULE II: Introduction to Interior Design: Importance and need of Interior decoration

Design- Definition –classification -Types of Design, requirement of a good structural and decorative design

Elements of Design i. Line and direction, ii.form and shape,iii. Size, iv.Colour, v.texture, viSpace and. vii.Light

Principles of Design - Proportion, balance, rhythm, emphasis andharmony.(Definition and application to interiors.

Colour in interiors; i. Importance, Qualities of colour, ii.Colour systems-Prang colour system, iii. Effects of colour. iii. Colour planning and design. (Hours 10)

MODULE III: Furniture –Importance -Types, selection and arrangement for different rooms – Furniture choices, related to functions .

Furnishings-Types of furnishing – Curtain styles, Rugs and carpets, care andmaintenance of rugs and carpets (Hours 10)

MODULE IV: Flower Arrangement Different types & styles in flower arrangements - traditional, oriental, and Japanese – Method of preservation of flowers and foliage. Bouquet making – bridal bouquet (basket, hanging and posy) (Hours 10)

MODULE V: Accessories-classification- importance of accessories in space designing (Hours 4)

MODULE VI: Light -Importance of good lighting, Types of lighting - Natural & Artificial lighting ,Importance of Natural Light for healthy environment., Artificial Lighting requirements for different rooms.

(Hours 10)

REFERENCE BOOKS:

- Havanovich Inc. - Alexander N.J., Mercoust Brace (1972) The Art of Interior Design.McMillan& Co. New York
- -Ball, Victoria K 1655 (1980) Designing Interior Environment.
- DeshpandeR.S. (1974) Modern Ideal Homes for India, United Book Corporation,
- Faulkner R and Faulkner S. (1987) Inside Today’s Home, Rinehart Publishing Co.New York
- Wills and Boons Ltd- Graham L (1982) Lighting your home
- MoubrayA.D and Black D.(1999) Window Treatments, Van NosterandReinhold, NewYork
- Nielson K.J. (1990) Colour in Interior Design, McGraw Hill, New York
- Pile J.F (1975)Art of Interior Design, Indica publishers, Delhi
- Khanna G. Carpets for the home, Rizzoli International Publications
- Architectural Design,Earnest Pickering
- Francis D.K.Ching, Architecture, Form, Space and Order
- ShrishVasantBapat,Basic Design & Anthropometry
- ShirishVasatBapat,Living Areas – Internal Spaces
- Halse, Use of Colours in Interiors
- Francis D.K.Ching, Interior Design Illustrated
- Agan.T, The House- Its plan and Use

- Gupta M.K., 2005, Nabhi's Practical Handbook on Building Construction , 4th Edition, A NabhiPublication.
- -Kumar ,Sushil, 2008, Building Construction , Standard Publishers.

CORE PRACTICLS

SEMESTER –V

HOUSING AND INTERIOR DECORATION- Practical

Course code: HS1542

Internal evaluation: 20%

Practical Hours : 3 Hrs/week

External evaluation: 80%

No. of Credits: 2

University exams: 3hrs

OBJECTIVES:

To initiate students into basic spatial planning.

To use and understand the elements and principles of Design

Develop basics skills for a career option in Interior Design.

To gain the basic knowledge of furniture arrangement and furnishing theresidential space

To improve and enhance both the visual and communicative presentationskills

COURSE OUTLINE

MODULE I: Introduction to home science its meaning and components

MODULE II :Housing and equipment– a)house plans for three different income groups – LIG,HIG, MIG. ,Kitchen planning - Work triangle, Types of kitchen – U shaped, L shaped, Two walled, One walled, Island and peninsular kitchen.

MODULE III: Interior Decoration– a) Types of design b) Elements of design c) principles of design d) Colour, Furniture arrangement in any two rooms (preparation of samples for record) e) window treatment (any six), f) Flower arrangement –Different types and Styles(traditional &

and Japanese) g) Bouquet making - (preparation of samples designs for record-any three sample designs for bouquet)

MODULE IV: Residence course – **(for practical experience of both resource management and Interior decoration)** Budget planning, planning of menu, preparation of **activity chart for one day** with time and energy management plans. Presentation of different types of furniture arrangements in different Rooms, different curtain styles with suitable colour schemes, rugs and carpets and other soft furnishings, flower arrangement, different types of kitchen with optimum work triangle different types of table settings (buffet, western & traditional Kerala style (photos in the record)

*** A record of the entire practical and residence course shall be maintained along with records of Resource management (HS 1441) and submit for internal and external evaluation for the Uty. Practical examination. Practical examination for HS 1441 and HS1542 Housing and Interior Decoration courses shall be conducted at the end of V semester.**

FOR UNIVERSITY PRACTICAL EXAMINATION

1. Application of color in the given picture .
2. Bouquet making .(Any one)
3. Flower arrangement – Traditional (fan shape, vertical ,triangular)
4. Prang colour wheel (Illustration)
5. Kitchen plans(U-Shaped, L-Shaped, One –Walled and Two- Walled)
6. Card designing – application of principles of design and colour harmonies.
7. Furniture arrangement in bed room, drawing and dining room
8. Identification of the given pictures – window treatment, house plans, flower arrangement, colour harmonies

CORE COURSE
SEMESTER –V
EXTENSION EDUCATION

Course code: HS1543
No. of contact hrs: 3/ week
No. of contact hrs:54/ semester
Internal evaluation: 20%
External evaluation: 80%
No. of Credits: 3
University exams: 3hrs

OBJECTIVES

1. To make the students aware of the rural /urban community and the developmental programmes in operation
2. To make them understand the principle of extension
3. To understand the principles and procedure involved in programme Development

COURSE OUTLINE

MODULE I :Extension Education- Definition, Meaning, Need, Principles and Philosophy.Difference between formal and extension education .Home Science extension education andits contribution towards the development of community.(Hours8)

MODULE II : Community Development-definition, objectives, history of community development and extension programmes in India.Community Development set up –at the national ,state, district, block andvillage levels-role of functionaries in the block.(Hours12)

MODULE III: Democratic Decentralization- PanchayathiRaj-meaning,set-up andfunctions.
(Hours 7)

MODULE IV: Programmedevelopment cycle-Principles of Programmebuilding,criteria of agoodprogramme,Programme development cycle and its components.

Plan of work-components of a plan of work, developing a plan of work, factors to be considered in planning of work. (Hours12)

MODULE V: Programmeevaluation- methods and tools for evaluation. (Hours 8)

MODULE VI: Non-Governmental organization in community/rural development in India- CSWB,SSWB,BSS, Nehru Yuvak Kendra, Kasturba Gandhi National Memorial Trust, CAPART,SHG(Hours7)

RELATED EXPERIENCE (ANY ONE)

1. Visit to a community development centre/ Visit to a block.
2. Prepare a plan of work for any one community development programme..

REFERENCES

1. ReddyA[1987] Extension Education, Bapatha , Andra Pradesh, India, Sreelekshmi,Press.
2. Dahama.O.P and Bhatnagar .O.P [1988] Education and Communication for Development, New Delhi, Oxford and IBH Publishing Co.Pvt .Ltd.
3. Patnayak, Ram [1990] Rural Development in India, New Delhi, VikasPublishingHouse.
4. Jain.Gopallal[1997]Rural Develoment, Jaipur, Mangal Deep Publications.
5. Waghmare, S.K[1980] Teaching Extension Education, PrasantPublicationVallabha, Vidhya Nagar.
6. S.V.Supe. An Introduction to Extension Education , Oxford and IBH Publishing Co. , Pvt. Ltd. New Delhi.
7. Dale. E, Audio Visual methods in teaching, The Dryden Press, New York
8. Dey. S.K, Panchayat Raj, Asia Publishing house, Bombay, 1961

JOURNALS

1. Journal of rural development
2. Journal of Social work
3. Kurukshetra.

CORE COURSE
SEMESTER –V
TEXTILE SCIENCE

Course code: HS1544

No. of contact hrs: 2/ week

No. of contact hrs:36/semester

Internal evaluation: 20%

External evaluation: 80%

No. of Credits: 3

University exams: 3hrs

OBJECTIVES

- To gain knowledge about Textile fibers and their uses.
- To develop skill in understanding textiles available in the market.
- To impart knowledge about textile dyeing and printing.
- To give the students sound scientific theory concerning fibres, including their production , properties and uses..
- To develop an understanding about the various kinds of fabrics, their structure, their utility.
- To make consumers aware of the right way of purchasing textiles

COURSE OUTLINE

MODULE I: Study of fibers- Classification of textile fibers, Production properties and uses of Textile fibers-Cotton, jute, wool, silk, rayon, nylon and polyester. Blends, methods of identification of textile fibers. Study of yarns-Definition, Process of making fiber into yarn- Hand, Mechanical, Chemical Classification of yarns- Types, size, Twist.(Hours 6)

MODULE II: Fabric structure- Weaving-Loom parts and its operations, Preparation of yarn for Weaves -Basic weaves (plain, twill, Satin), Fancy weaves-(Pile, Jacquard Dobby, Leno, Clip spot, Swivel, Lappet, Schiffli embroidery.)

Characteristics of woven fabrics- Warp & Weft, Grain, Selvage, and Thread Count,Balance, Labeling-Importance of labeling. (Hours 6)

MODULE III:Other methods of fabric construction-Knitting-properties,Types-weft knitting(Purl,Plain,Rib),Warp Knitting(Tricot,Raschel,Milanese)

Felting-Procedure, properties and uses.

Lace making-Uses and types of lace(Macrame lace,Bobbin lace,Nottingham lace).

Laminating ,Net, Bonding-Procedure properties and uses.Braiding.(Hours 6)

MODULE IV: Dyes and dyeing: Classification of Dyes- Natural, Artificial-acid, Basic, Vat,Azoic, , Sulphur, Mordant. Methods of dyeing-stock, yarn, Piece, cross, Union Dyeing.Types of resist dyeing(Tye and Dye,Batik)

Printing-Hand, block, roller, screen, flock, discharge, stencil, spray Painting.(Hours 6)

MODULE V: Finishes-Definition, purpose, classification-Mechanical Finish(Bleaching,calandring,Sanforizing,Beetling,Sizing,weighting,schenerizing,crepe)Chemical Finishes(Mercerization,Creping)Special Finishes (Waterproofing, flame proofing and anti bacterial finish. (Hours 6)

Visit to Mills-Weaving / Spinning / dyeing.

REFERENCES

1. Corbman. B.P (1983)Fiber to Fabric, International student's edition, Singapore McGraw hills books co:
2. Gokarneshan. U. (2004) Fabric structure and design, New Age International publishers.
3. Kate Well's Fabric Dyeing abd Printing, Conran Octopus
4. Smith J.L. (2003) Textile Processing, Abhishek Publications, Chandigarh.
5. Pellow.C.W (2000) Dyes and Dyeing, Abhishek Publications, Chandigarh
6. Nancy.Belfer Designing Batik and Tie &Dye.NIFT
7. Marsh.J.T An Introduction to Textile Finishing, B.I, Publications.
8. Marjory L. Joseph, Introductory Textile Science, Holt Rinehart and Winston, New York
9. SusheelaDantyagi, Fundamentals of Textiles and their care, Orient Winston, New York
10. 10.Hess, Textile fibres and their Uses, Oxford IBH Publishing Company, New Delhi

CORE- PRACTICAL TEXTILE SCIENCE

Course code: HS 1645

Internal evaluation: 20%

Practical: 3 hrs/ week

External evaluation: 80%1

No. of Credits: 2

University exams: 3hrs

COURSE OUTLINE

- MODULE: I**
1. Identification of different fibers- (cotton, silk, polyester, nylon, wool, rayon)
 2. Identification of fabric structure- Basic weaves-prepare point paper samples for all the basic weaves- plain/twill/satin (one sample from each). Fancy weaves- pile, dobby, jacquard, Leno, clip spot, lappet, swivel, schiffli embroidery. Collect samples of the same for record
 3. Prepare samples for - Block, Tie & Dye, Batik, Fabric painting, Flock (any five)
 4. Collection of different types of labels (Any three)

CORE COURSE

SEMESTER –V

BASIC FOOD SCIENCE

Course code: HS1546

No. of contact hrs: 3/ week

No. of contact hrs: 54/semester

Internal evaluation: 20%

External evaluation: 80%

No. of Credits: 3

University exams: 3hrs

OBJECTIVES:

Impart Knowledge regarding the composition of various food stuffs

Familiarize students with changes occurring during processing and cooking

Enable students to use the theoretical knowledge in various food processing preparations and technology.

Orient students to potential use of various by products of food industry.

Familiarize students the various tests and standards for quality assessment foodsafety and tests used to find food adulteration.

COURSE OUTLINE

MODULE: I. Introduction to food science

Definition and classification of foods.

Factors affecting food consumption.

Functions of food.

Objectives & methods of cooking.

Merits and demerits of various cooking methods.

(Hours 10)

Module: II. Cereals and cereal products. Pulses or legumes

Structure of wheat.

Wheat, rice, ragi – nutritive value and composition.

Rice - changes in nutritive value during cooking.

Processing of rice – parboiling and handpounding.

Cereal products – products of wheat and rice.

South Indian fermented cereal products.

Breakfast cereals.

Effect of moist and dry heat on starch.

Methods of improving nutritive value of cereals (parboiling, fermentation, combination, malting).

Pulses - Nutritive value.

Changes during cooking and processing.

Factors affecting pulse cookery.

Methods of improving nutritive value (sprouting/germination, fermentation, combination).

Lathyrism.

(Hours 10)

MODULE: III. Fats and Nuts. Vegetables and Fruits

Nutritive value of fats.

Uses of fat in food preparation.

Smoke point.

Emulsions – definition, types.

Fat deterioration and anti oxidants.

Vegetables and Fruits- Classification, composition and nutritive value.

Effect of cooking on nutritive value of vegetables.

Pigments in fruits and vegetables.

Enzymatic browning.

(Hours 10)

MODULE: IV. Milk and milk products, meat, fish, egg and poultry

Milk - Nutritive value, Processing – Pasteurization and homogenisation.

Milk products – non-fermented (skimmed milk, evaporated milk, condensed milk, toned milk, reconstituted milk) and fermented (curd, butter, cheese).

Fish – Nutritive value. Qualities of fresh fish. Preservation (canning, freezing, smoking).

Egg – Nutritive value. Quality of egg. Role of egg in cookery.

Meat - Nutritive value. Ageing, tenderizing, rigor mortis. Factors affecting tenderness of meat. Changes during cooking.

Poultry – Nutritive value and preservation.

(Hours 10)

MODULE: V. Beverages and Spices

Beverages- classification (refreshing, nourishing, soothing and stimulating).

Spice – definition, general functions.

(Hours 6)

MODULE: VI. Principles and methods of Food preservation and Food adulteration

Principles of food preservation.

Methods of food preservation – Physical and chemical.

Food adulteration - Meaning, types, common food adulterants.

FSSAI. HACCP. Nutrition labelling.

(Hours 8)

REFERENCES:

1. Brow A (2000) Understanding food
2. Belitz H D and Groch W (1999) Food Chemistry. Springer New York
3. Charley H (1982) Food Science. Ed 2. John Willey & Sons New York.
4. Charley H and Weaver C (1998) Foods Scientific Approach. Ed 3. Prentice Hall Inc. New Jersey.

5. Mehas K Y and Rodgers S L(2000)Food Science and you. McMillanMcGrawCompany.New York
6. Parker R(2000) Introduction to food science. Delmer, Thompson co.Delma.
7. Potter N and Hotchkiss J H(1998)Food Science Ed5.CBS Publications anddistributers.Daryaganjii.new Delhi.
8. Tindall H D(1983)Vegetables in the tropics. Mac Millan Press London.
9. Norman , N.Potter and Hotchkiss, J.H, Food Science, CBSE publishers and Distributers, New Delhi, 1996
10. Srilakshmi, B., Food Science, New Age International Pvt. Ltd., New Delhi
11. Mudambi, S.R. and Rao, S.M.Food Science, New Age International (p) Ltd. Banglore, 1989

CORE PRACTICALS
SEMESTER –V
BASIC FOOD SCIENCE (Practicals)

Course code: HS1547

Internalevaluation: 20%

No. of contact hrs: 4/ week

External evaluation: 80%

No. of Credits: 2

University exams: 3hrs

OBJECTIVES

To develop practical knowledge in :

1. To familiarize the students with the changes occurring to the foods as a result ofcooking and processing.
2. Enable the students to get practical knowledge in various applications andpreparations of foods.
3. Enable the students to understand the role of dietitian

COURSE OUTLINE:

MODULE I :Weight and measures-commonly used foods.

MODULE II :Preparation of selected recipes of cereals, pulses, vegetables, milk, meat, fish, egg and poultry .

MODULE III :Stages of sugar cookery-preparation of different products.Preparation of jams jellies andsquashes.

MODULE IV :Effect of heat, acid and alkali on vegetable pigments.Enzymicbrowning.

BIOCHEMICAL ANALYSIS

MODULE V. Qualitative analysis ofcarbohydrates and proteins(mono, di, and polysaccharides).

MODULE VI. Estimation of: Calcium, vitamin C and Lactose.

CORE COURSE SEMESTER –VI

HUMAN NUTRITION AND DIETETICS

Course code: HS1641

No. of contact hrs: 3/ week

No. of contact hrs:54/semester

(Internal evaluation: 20%

External evaluation: 80%

No. of Credits: 3

University exams: 3hrs

OBJECTIVES:

1. Understand the components of health and fitness and the role of nutrition in these.
2. Make nutritional, dietary and physical activity recommendations to achieve Fitnessand well-being.
3. To provide training for students in nutrition and dietetics.
4. Understand the requirements for energy and other nutrients through life cycle.
5. To gain knowledge on the meaning and methods of nutrition education.
6. To gain knowledge about the principles of Epidemiology, Nutritional Epidemiologyand its importance in community and public health.

COURSE OUTLINE

A. BASIC NUTRITION AND ENERGY

MODULE: I Definitions: Nutrition, malnutrition, balanced diet. Basic five food groups, RDA.

Energy - Definitions, physiological fuel value.

Factors influencing total energy requirement - BMR, physical activity and SDA. Reference Indian man & woman.

Energy deficiency.

(Hours10)

MODULE:II Carbohydrates, Proteins and lipids

Carbohydrates - Classification, Functions, Sources, Digestion and Metabolism (glycolysis, Kreb's cycle, glycogenesis, glycogenolysis and gluconeogenesis). Recommended Dietary Allowances. Deficiency. Dietary fibre.

Proteins - Classification, Functions, Sources, Digestion and Metabolism. Essential and non-essential amino acids. Recommended Dietary Allowances. Deficiency. Assessment of protein quality (BV, PER, NPU).

Lipids - Classification, Functions, Sources, Types of fatty acids (EFA, SFA, MUFA, PUFA, ω -3, and ω -6), Digestion. Recommended Dietary Allowances. Deficiency.

(Hours 10)

MODULE:III. Vitamins and minerals

Classification, Functions, Sources, RDA, Deficiency of :

- a. Water soluble and fat soluble vitamins (A, D, E, K, C, B₁, B₂, B₃, folic acid)
- b. Calcium, Phosphorus, Sodium, Potassium, Iron, Iodine.

(Hours 10)

MODULE: IV. Water: Functions, water-balance, role of electrolytes.

Antioxidants : Role of antioxidants in health and nutrition

(Hours 4)

B. NORMAL NUTRITION

MODULE :V

1. Assessment of nutritional status - Anthropometric assessment and clinical examination.
2. Meal planning - factors affecting and principles of meal planning.

Planning diets for various stages of the life cycle - infancy, pre-school and school going children, adolescent, old age, pregnancy and lactation.

(Hours10)

C. THERAPEUTIC NUTRITION, ORGANISATIONS AND AGENCIES

MODULE: VI - Role & responsibilities of dietician, Principles of diet therapy. Therapeutic modifications of normal diet. Routine hospital diets-regular, soft and fluid.

Aetiology, symptoms and dietary management of peptic ulcer, constipation, hypertension, diabetes, obesity, underweight, anemia, typhoid, liver disease-hepatitis and cirrhosis.

National organisations and agencies- ICMR, CFTRI, NSI, FNB, NIN.

International organisations and agencies-FAO, WHO, UNICEF.

(Hours10)

REFERENCES

1. David S. Sir Stanley Passmore, P and Brock, J F(1993)Human Nutrition and Dietetics. Ed 9 R&S Livingstone Ltd. Edinburgh and London
2. National Institute of Nutrition(2003)Dietary guidelines for Indians ICMR, Hyderabad
3. Krause M V and Hunseher M A(2004)Food Nutrition and diet therapy.Ed11 W B
4. Saunder's Company, Philadelphia London.
5. American dietetic association(1996) Manual of clinical dietetics.
6. Mc Ardle, W Katch, F and Katch V (1996)Exercise Physiology-energy, Nutrition and human performance.Ed.4. Williams and Wilkins .Philadelphia
7. Robinson, C H(1994)Normal and therapeutic Nutrition.Ed 8.Mc Millan Publishing co.
8. Shanti Ghosh(1997)Nutrition and child care.Jaypee publishers.
9. Shills, M E., Olson, J A ., Shikke , N and Rose , A C (Ed)(1999)Modern nutrition in health and disease.Ed Williams and Wilkins.
10. Srilakshmi B(2002) Dietetics Ed \$.New Age International Pvt Ltd New Delhi
11. Whitney, E N and Rolfes S R(1999)understanding Nutrition.Ed 8.International Thompson Publishing Co.
12. Gopalan C, Rama Sastry B V and Balasubramaniam(2004)Nutritive Value of Indian Foods.NIN, Hyderabad.

Journals

1. Journal of Home Science, Sri Avinashilingam Deemed University, Coimbatore
2. Indian Journal of Nutrition and dietetics. Sri Avinashilingam Deemed University, Coimbatore
3. Indian Journal of Medical Research, ICMR, New Delhi
4. Indian journal of Paediatrics, Valley Nicro, Mussoria,

CORE COURSE

APPAREL DESIGNING SEMESTER -VI

Course code: HS1642

University exams: 3hrs

No. of contact:3 hrs/week

No. of contact:54/semester

Internal evaluation: 20%

No. of Credits: 3

External evaluation:80%

OBJECTIVES

- To enable the students to develop skills in apparel designing and constructing Garments.
- To gain knowledge in fundamentals of fashion.
- To impart knowledge in style reading, pattern making and garment construction techniques.
- To develop and understand the principles of pattern making through flat pattern and draping.
- To recognize the terms and theories related to fashion.
- To gain practical experience in illustrating on Croquis and illustrate details on Croquis

COURSE OUTLINE:

MODULE: I Fashion Interpretation- Terminology, concept, characteristics, and fashion cycle influence, dictionary of fashion terms. (Hours 9)

MODULE: II Elements and principles of fashion designing , role of a fashion Designer (Hours 9)

MODULE III : Tools, equipments and terms used for pattern making and garment construction. Sewing machine types, basic models- parts and functions, care and maintenance, common problems and reason. (Hours 9)

MODULE IV: Psycho aspects of clothing-Clothing and wearers, Personality factors and clothing Choices. Selection of fabrics, factors affecting choice of clothing, household linen. (Hours8)

MODULE V: Importance of taking measurements: Methods of taking measurements, Steps in preparing fabrics for construction-Calculation of fabrics for different garments

(Hours10)

MODULE VI: Pattern Making: principles and techniques involved in pattern making-Drafting, Draping, Flat Pattern- Lengthening and shortening, increase and decrease of waist line and bust line. Patterns for people with special needs- problems figurers-Broad and narrow shoulder.Pattern Grading-Importance.

(Hours 9)

REFERENCES

1. Armstrong, Helen Joseph , Pattern making for Fashion Design, Harper & Row, Publications
2. E.RolfoKopp&Zelin , How to Draft Basic Pattern, Fair child Publication Inc.
3. Gerry Cooklin, Garment Technology for Fashion Designers, Book Link
4. ElizabettaDurdi, Figure drawing for fashion Design, The Pepin TizianaPaci Press.
5. Claire B.Shaeffler, High Fashion Sewing Secrets from the World's Rodale Best Designer's
6. Mary Mathew's , Practical Clothing Construction, Part II, Bhattaram's Reprographics (P) Ltd, Chennai
7. Black Well (1988) The Technology of Clothing Manufacture, Scientific Publications
8. Hill house, M.S and Dress Design-Draping and Flat Pattern, London. Mansfield, E.A.
9. Riter.J.(1998) Hand Book For Fashion Designing, Best Drafting Techniques, Mital Publications
10. CorbmanP.B., (1989) , Textiles- Fibre to Fabric, 6th edition, McGrae Hill, New York.
11. Ghosh, G.K., and Ghosh, Shukla (1995), Indian Textiles, APH Publishing Co., New Delhi
12. Sekhi S ., (2011) Text book of Fabric Science: Fundamentals to Finishing, PHI Learning, Delhi

CORE COURSE COMMUNICATION IN EXTENSION EDUCATION SEMESTER -VI

Course code: HS1643

Internal evaluation: 20%

No. of contact hrs: 3hrs/week

No. of contact hrs:54/ semester

External evaluation: 80%

Credit: 3

University exams: 3hrs

OBJECTIVES

To enable the students to

1. Understand the process of communication in Home Science Education
2. Develop skills in preparing and using audio – visual aids in extension work.
3. Familiarize with the latest technologies in communication.
4. Organize programmes for women and children.

COURSE OUTLINE:

MODULE I :Communication- definition, functions, elements and problems. Importance of communication in Home science education.

Communication Methods- classification according to form and use, advantages and limitations of each method.

(Hours 10)

MODULEII :Audio-visual aids- place and role of audio-visual aids in Home Science teaching . Classification of audio-visual aids, cone of experience-merits and demerits. Factors guiding the selection and use of audio- visual aids

(Hours 10)

ModuleIII: A detailed study of some of the visual aids-leaflet, pamphlet, posters, different types of charts, flannel graph, flip chart and flash cards.

(Hours 10)

MODULEIV :Leadership-leaders, definitions, types (democratic, autocratic, laissez-faire, Professional and Lay leader) role of leaders in community development , qualities of a good leader.

(Hours 10)

MODULE V: Extension training-objectives, need and types of training-training institutes-NIRDPR,SIRD, ETC.(Hours 4)

MODULE VI : Recent trends in communication- ICR tools – print and electronic media, e-mail , internet. Uses of multimedia, mobile phony, video and teleconferencing, computer assisted instructions, web technology, tech talks and information kiosks.

(Hours 10)

REFERENCES

1. Reddy.A [1987] Extension Education. Bapatha, Andra Pradesh, India, Sreelakshmi Press.
2. Dahama.O.P and Bhatnagar.O.P [1988] Education and Communication for development, New Delhi, Oxford and IBHpublishing.co.pvt.ltd
3. Ray, G.L.[1991].Extension, Communication and Management, Calcutta, NayaPrakash.
4. Waghmare, S.K[1980] Teaching Extension Education, Prasant Publication Vallabha, Vidhya Nagar.
5. Dale .E, Audio Visual methods in teaching, The Dryden Press, New York
- 6.Kulendaivel .K, Audio Visual Education, Sri Ramakrishna Mission Vidyalaya, Coimbatore.

JOURNALS

- Social Welfare, Central Social Welfare Board, SamajKalyanBhavan, B-12 Tana
- Cresent, Institutional Area, South of IIT, New delhi-110016
- Kurshetra, Director, Publications Division, Ministry of information and
- Broadcasting. Govt.of India, Patiala House, New Delhi-11000
- Indian Journal of extension, The Indian Extension Education, Division of Agricultural extension IARI, New Delhi-110012.

CORE PRACTICALS
SEMESTER -VI
HUMAN NUTRITION AND DIETETICS (Practicals)

Course code: HS1644
Internal evaluation: 20%
Practical: 3 hrs / week
External evaluation: 80%
No. of Credits: 2
University exams: 3hrs

OBJECTIVES

1. To develop practical knowledge in :-
2. To familiarize the students with the changes occurring to the foods as a result of cooking and processing.
3. Enable the students to get practical knowledge in various applications and preparations of foods.
4. Enable the students to get practical knowledge into use various sensory methods for evaluating variety foods.
5. Enable the students to get practical knowledge in the application of diet therapy.
6. Enable the students to understand the role of dietitian

COURSE OUTLINE

DIETETICS

MODULE I. Normal diets: Planning, preparing and serving diets for :- Pre-school child, school-going child, adolescent, sedentary adult man, /woman, labourer, pregnant woman, lactating mother, moderately active old man/woman.

MODULE II. Therapeutic diets : Planning, preparing and serving diets for peptic ulcer,

atonic constipation, cirrhosis, hypertension, diabetes mellitus, obesity, iron deficiency anaemia, typhoid.

MODULE III. Assessment of nutritional status-height, weight, BMI.

MODULE IV. Height and weight measurements - Recording height and weight of individual students and scoring general nutritional condition by comparison with standards.

VISITS: (Any one)

1. Visit to a dietary department in a hospital
2. Visit to a feeding programme centre
3. Visit to a Nutrition research lab

***A record of the entire practical and a report on visits should be maintained and submit for external evaluation for University practical examination at the end of 6th semester.**

CORE PRACTICAL

**APPAREL DESIGNING
SEMESTER VI**

Course code: HS 1645

Internal evaluation: 20%

Practical: 4 hrs/ week

External evaluation: 80%

No. of Credits: 2

University exams: 3hrs

OBJECTIVES

- To enable the students to understand and learn the methods of developing fabric using different yarns and fabric making technique
- To help develop the skills in pattern making and construction
- To recognize the theories related to fashion
- To gain practical knowledge in illustrating on croquis and illustrate details on croquis
- To enable the students to develop skills in apparel designing and construction
- To create awareness of quality assurance norms and evaluating of quality in apparel

COURSE OUTLINE

MODULE I: Identification of machine parts..

MODULE II : Tools for pattern making and garment construction

MODULE III : Standard construction process-basic stitches(*four numbers*), decorative stitches(*ten numbers*), seams (three numbers) and seam Finishes(*two numbers*)

MODULE IV : Fullness (darts-3, pleats-3, tucks-2, shirring and gathers), plackets-3, hems 3, bias-3, fasteners-3, neckline finishes-4, collars-2, sleeves-2

MODULE V: Pattern alteration - Preparation of samples for lengthening, shortening, increasing and decreasing of waistline, bust line and narrow and broad shoulder.

Garment construction- Sari petticoat, Churidar top & bottom (full size) Choly (Sariblouse)

**CORE- PRACTICAL
COMMUNICATION IN EXTENSION EDUCATION
SEMESTER VI**

Course code: HS 1646

Internal evaluation: 20%

Practical: 3 hrs/week

External evaluation: 80%

No. of Credits: 2

University exams: 3hrs

OBJECTIVES

- To develop skill in communication with the people in the community.
- To familiarize the students with extension teaching methods
- To prepare and use audio visual aids
- To prepare lesson plan and use for extension programmes

COURSE OUTLINE:

Module: I Study of different extension teaching methods (Brief notes)

Module: II Power point presentation of different extension teaching methods.

Module: III Designing visual aids; leaflets / pamphlets / posters and charts (different types of charts)

(Standard size for all the aids should be followed: leaflet =10*5”(on each fold); pamphlet =12*7”; flashcards =30*20 cms; poster and ordinary chart in record sheet size; no specific size for flip chart and other types of charts.)

Module: IV Evaluation of any one teaching method (eg. Demonstration / Evaluation of radio talk/TV program/Lecture- any one report)

VISITS (ANY ONE)

- Observe a self help group (SHG) in action and Identify a leader from a group
- Visit to any extension training centre.

***A record of the entire practical and a report on visits should be maintained and submit for external evaluation for the Uty.**

Practical examination of VI semester.

CORE COURSE PROJECT SEMESTER -VI

Course code: HS1648

No. of contact hrs: 4 hours/ week

2 Hrs in Vth semester, 2 Hrs in VI th semester,

OBJECTIVES:

- To enable the students to understand Basic principles of Research Design
- To enable the students develop interest in Home science research and to develop project plan.
- To enable the students to identify the problem of the community
- To enable the students adopt the procedure for the project
- To enable the students to analyze the collected data.

The projects are to be identified during the 5th semester with the help of the supervising teacher. The report of the project in duplicate shall be submitted to the department by the end of the sixth semester well before the commencement of the examination. The report shall be produced before the external examiners appointed by the University for evaluation.

The work may be chosen from any branch of Home science - collection of primary data and/or secondary data involving application of home science theories they have learned in the curriculum.

The credits will be awarded only in the 6th sem.

The project report shall be produced for external evaluation during the university practical examination for HS 1646 -Communication in Extension Education. The viva – voce based on the project shall be conducted individually by the external examiner.

Evaluation of Project

There shall be **no CE** for project work. The report of project shall be submitted for external evaluation in duplicate to the Department. Total Weight age for project shall be -10

The project report shall be evaluated according to the:

- Significance of the topic.
- Procedure adopted for the project,
- Clarity and simplicity of the language,
- Accuracy of the data,
- Overall presentation of the project.

(**The viva - voce** based on the project shall be conducted individually.)

OPEN COURSE FOR CORE

SEMESTER-IV

HUMAN PHYSIOLOGY AND FOOD MICROBIOLOGY

Course code: HS1661.1

No. of contact hrs: 3/ week

No. of contact hrs:54/ semester

Internal evaluation: 20%

External evaluation: 80%

No. of Credits: 2

University exams: 3hrs

OBJECTIVES:

1. Enable the students to understand Structure and functions of various organs of the body.
2. Obtain a better understanding of the principles of nutrition through the study of physiology.
3. Understand alterations of structure and functions in various organs and systems in disease condition

MODULE I: Cardiovascular system

Blood constituents and functions of blood, Types and formation of blood cells, blood coagulation, and blood groups.

Heart - properties of cardiac muscles, Electro cardio gram, blood pressure, factors influencing blood pressure, Cardiac cycle, types of circulation- portal, systemic and pulmonary.

Lymph and its functions.

(Hours -9)

MODULE II: Digestive system

Mechanism of digestion, Functions of accessory organs - salivary glands, liver, pancreas. Digestive enzymes; Digestion and absorption of protein, fat and carbohydrates.

(Hours -9)

Module III: Endocrine System

Functions of Pituitary glands, Thyroid glands, Parathyroid glands, Adrenal glands, and Sex glands- ovaries and testis.

(Hours -9)

MODULE IV: Excretory system

Functions of kidney, nephron, formation and composition of urine, osmoregulation and micturition.

(Hours 9)

MODULE V: Definition and classification of microorganisms.

Economic importance of mould and yeast.

(Hours 9)

MODULE VI: Food poisoning and food infections- causes and symptoms of cholera, dysentery, botulism and salmonellosis.

(Hours 9)

REFERENCES :

1. Anna.K.Joshua, Microbiology, Popular Book Depot, Madras – 15.
2. Barnes and Noble, Bacteriology – Principles and practices.
3. Sharma, P.D. Microbiology, Rastogi pub. Meerut.
4. Sullia and Shantaram, General Microbiology, Oxford and IBH Publishing Co. Pvt.Ltd.
5. Kumar, H.D. and Kumar, S., Modern concepts of Microbiology, Vikas publishinghouse Pvt. Ltd.
6. Bell, G.H. Davidson, J.N. and Scarborough.H(1970). Text book of physiology and biochemistry, ELBS Edition.The English language Book Society.
7. Best. H. and Taylor, B, The physiological Basis of Medical Practices, 8th edition, TheWilliam and Wilkinsonscompany.
8. Chandramouli .R,(2003) Text book of Physiology, Jaypee brothers, medicalpublishers(p)Ltd.New Delhi110 002.

9. Gutan, A.C. Text book of medical Physiology, 14th Edition, W.B. Saunders Company Philadelphia.
10. Guyton, A.C. and Hall, J.B. (1996) Functions of Human Body, 4th Edition, W.B. Saunders Company, Philadelphia.
11. Jain, A.K.: Textbook of Physiology. Vol. I and II. Avichal Publishing Co., New Delhi.

**OPEN COURSE-For Others: HS 1551.1
FASHION DESIGNING
SEMESTER V**

Course code: HS1551
No. of contact hrs: 3/ week
No. of contact hrs: 54/ semester
Internal evaluation: 20%
External evaluation: 80%
No. of Credits: 3
University exams: 3hrs

OBJECTIVES

1. To gain knowledge in fundamentals of fashion
2. To recognize the theories related to fashion
3. To gain practical knowledge in illustrating on croquis and illustrate details on croquis
4. To enable the students to develop skills in apparel designing and construction

COURSE OUTLINE

MODULE: I. Fashion interpretation – Fashion origin, customer from medieval to modern world. Factors favoring and retarding fashion. Fashion characteristics, terms, cycle, and role of fashion in garment industry.

(Hours 10)

MODULE: II. Tools and equipments for measuring, marking, cutting, pressing, and finishing. Sewing machine-different types, problems and remedies.

(Hours 8)

MODULE: III. Psycho aspects of clothing-Clothing and wears, Personality factors and clothing Choices. (Hours 5)

MODULE: IV. Pattern making- Knowledge of basic process of garment construction-Taking Body measurements, Standard measurement chart, drafting of basic pattern set (Basic bodice front, back, basic skirt back, front, and sleeve). Pattern alteration-Principles and techniques used for manufacturing basic pattern Set.

(Hours 11)

MODULE: V. Fashion illustration-Definition, importance and role of Fashion illustration and Specification drawing. Calculation of fabric for different garments according to size, style and design. Computer operation knowledge of related soft wares.

(Hours 10)

MODULE: VI. Fashion Merchandising-definition, fashion marketing concepts, fashion Consumer behaviour, Fashion life cycle. Five principles of fashion. Marketing of Products –advertising, exhibition. (Hours 10)

RELATED EXPERIENCES

- Stages in sketching – free hand drawing, Object drawing –out lines and
- Proportion, perspective, light and shade.
- Development of croquis – Drawing 8 head croquis, frontal, 3/4 and back portion
- Dressing up croquis in various silhouettes. Study of facial features & hair styles
- Specification drawing-studying the basic styles of necklines, collars, sleeves, cuffs, cketts, skirts, jackets, etc; Learning about design features for utility and decorative purposes.
- How to take body measurements
- Basic construction processes – basic stitches, decorative stitches, seams and seam finishes, hems, plackets, fullness, fasteners, bias and its applications, neck line finishes, collars and sleeves. Dart manipulation-slash and spread, pivotal transfer technique
- Drafting and garment construction: Basic skirt, sari petticoat, A-line frock (5yrs) Skirt(5yrs), Kameez and salwar (full size), Cholly (full size). Variation of any one of the basic garment.
- Skill training (soft toys, paper bags, cloth bags, leather bags, ornamentation any three)
- Familiar with Adobe photo shop/ Coral draw, Adobe Illustrator.

VISIT:

Visit to a garment industry and submit a report containing the steps involved in

1. The production of a garment in an industry.
2. Survey on different types of fibers, yarns and fabric (any 7)
3. Survey on types of machines (industrial and domestic)
4. State wise assignment .The students in groups should conduct a detailed study on
5. life styles, cultural heritage, food and living habits of the various states in India.
6. they should present this project by setting up ambiance of the state and dress in the
7. regional attire. A record of the entire above practical must be maintained.

***A record of the entire related experiences and a report on visits should be maintained and submit for internal evaluation.**

REFERENCES

- Armstrong, Helen Joseph , Pattern making for Fashion Design, Harper & Row, Publications
- E.RolfoKopp&Zelin , How to Draft Basic Pattern, Fair child Publication Inc.
- Gerry Cooklin, Garment Technology for Fashion Designers, Book Link
- ElizabettaDurdi, Figure drawing for fashion Design, The Pepin TizianaPaci Press.
- Claire B.Shaeffe, High Fashion Sewing Secrets from the World's Rodale BestDesigner's
- Mary Mathew's , Practical Clothing Construction, Part II, Bhattaram's Reprographics (P) Ltd, Chennai
- Black Well (1988) The Technology of Clothing Manufacture, Scientific Publications
- Hill house, M.S and Dress Design-Draping and Flat Pattern, London. Mansfield, E.A.
- Riter.J.(1998) Hand Book For Fashion Designing, Best Drafting Techniques, Mitalpublications.

**OPEN COURSE:
For Others: HS 1551.2
GERIATRIC CARE
SEMESTER V**

Course code:HS1551

No. of contact hrs: 3/ week

No. of contact hrs:54/ semester

Internal evaluation: 20%

External evaluation: 80%

No. of Credits: 3

University exams: 3hrs

OBJECTIVES:

- To develop knowledge on basic problems in geriatric care.
- To develop knowledge in providing quality service in hospitals, old age homes & home nursing.
- To develop knowledge in nutritional, physical and mental care for aged.

COURSE OUTLINE

MODULE:I:Basics of geriatric care: Social dimensions of geriatric care, Emergence and scope of gerontology and elderly care. Historical perspective, demographic trends in India (Hours 6)

MODULE:II:Aging process: biological and physiological aspects; Psychological aspects; Social aspects; Social status, retired status, single status, economic status, security, guide and teacher, social adjustment and recognition. (Hours 10)

MODULE:III:Adjustment patterns and changing life styles in old age: Family patterns in later life, Changing roles and the aging family, ; conjugal; Husband wife relations in old age; Sexual adjustment; Retirement years and adjustment; integral family relations; Grandparenthood; widowhood /singlehood; Alternative lifestyle; Second marriage in the later life. (Hours 10)

MODULE:IV: Health care for Elderly; Physical, mental, emotional, & and spiritual. Mental ability and behavior of elderly, dementia and caring techniques, Nutritional care diet management. (Hours 8)

MODULE:V:Skills in geriatric management; role of care givers. Problems of care givers, conflict, management within the family. Identifying potentialities and productive engagement of the elderly. Techniques of effective communication with elderly, Role of counseling in geriatric care. (Hours 10)

MODULE:VI:Service and programmes for Aged; Categories of services: health, leisure time activities, : institution for aged, Day care centers; Economic programmes; Reengagement after retirement, retirement pension, death cum retirement gratuity, provident fund, health measures, Insurance schemes, investments and property. Role of the state and voluntary organizations. Norms and procedures in the organizations of the old age homes and day care centers for aged.

(Hours 10)

RELATED EXPERIENCES;

- Visit and report of old age centers / homes.
- Organizing recreational activities in homes for the aged.
- Prepare case studies on any two inmates.
- Arranging special services / counseling, if necessary, yoga and meditation classes, lectures and talks on self care, on perspectives related to different aspects of senior citizen' life etc.

REFERENCES :

- Alken, L.R.(1978).The psychology of later life, Philadelphia: WB Saunders Company
- Bergman, Klaus (1972). Aged: their understanding and care, London: Wolfe Pub
- Bose, AB and K.D. Gangrade (1988) Aging in India: Problems and Potentialities. New Delhi: Abhinav Pub.
- Kennedy Carroll(1988), Human Development, New York; Macmillan.
- Pnkston, PH. And N.K. Linsk (1984)Care of the elderly: A family approach. New York; Pergamon press.
- Sister Mary Vishala, S. Guidance and counseling. Tata MC Graw Hill, New Delhi
- Hurlock. E.B. Developmental psychology Tata McGraw hill publishing company Ltd. New Delhi
- Shills, M E., Olson, J A ., Shikke , N and Rose , A C (Ed)(1999)Modern nutrition in health and disease. Ed Williams and Wilkins.
- Srilakshmi B(2002) Dietetics Ed \$.New Age International Pvt Ltd New Delhi

- Whitney, E N and Rolfes S R(1999)understanding Nutrition.Ed 8.International ThompsonPublishing Co.

**OPEN COURSE: For Others: HS 1551.3
PRINCIPLES AND PRACTICE OF COUNSELING AND GUIDANCE**

Course code:HS1551

No. of contact hrs: 3/ week

No. of contact hrs:54/ semester

Internal evaluation: 20%

External evaluation: 80%

No. of Credits: 2

University exams: 3hrs

COURSE OUTLINE

MODULE 1: Introduction to counseling and guidance-definition, objectives, scope, principlesand philosophy.Difference between counseling and guidance. (Hours 5)

MODULE 11:Counselling in the present scenario-familial and social pressures-divorce,substance misuse, advertisement, peer pressure, high expectations of parents, juveniledelinquency and financial insecurity.Vocational pressures- job insecurity, high demand forperformance, technology, work place culture,

design of tasks, interpersonal relationships, working conditions, increased responsibility, ineffective management and bullying. (Hours 15)

MODULE III: Stress and stress management-definition, types, causes and symptoms .Tips for alleviating stress. (Hours 10)

MODULE IV: Characteristics of counseling, types of counseling-directive and non directive counseling, skills needed in counseling process, qualities of a counselor. (Hours 4)

MODULE V: Counselling process-elements and stages in counseling process. (Hours 10)

MODULE- VI: Areas of counseling-personal and group counseling, marriage and family counseling, child , academic and school counseling, career counseling, crisis intervention counseling and rehabilitation counseling. (Hours 10)

**OPEN COURSE: For Others: HS 1551.4
FOOD SCIENCE AND BASIC COOKERY**

Course code: HS1551

No. of contact hrs: 3/ week

No. of contact hrs: 54/ semester

Internal evaluation: 20%

External evaluation: 80%

No. of Credits: 3

University exams: 3hrs

OBJECTIVES:

To enable students to :

- Understand the nutritive composition, methods of cooking and preservation of foods.
- Use this knowledge to prepare acceptable food products to meet body's needs.

COURSE OUTLINE

MODULE – I :Introduction to Food science – Functions of foods, basic food groups,objectives of cooking, different methods of cooking – advantages and disadvantages. (Hours 5)

MODULE – II :Cereals – composition, effect of heat on starch, role of ingredients in breadmaking and cake making.Pulses – Nutritive value, importance of germination, role of pulses incookery. (Hours 10)

MODULE – III :Vegetables – Classification and nutritive value, pigments, effect ofFruits – Composition and nutritive value, browning reactions, methods ofpreventing browning reactions. (Hours 10)

MODULE –I V :Milk and milk products – composition, pasteurization, fermented and non – fermented milk products, role of milk in cookery.

Eggs – Nutritive value, characteristics of fresh eggs, role of egg in cookery,salad dressing, stages of foam formation, factors affecting foam formation.

Meat – Nutrient composition and effect of cooking.

Fish – Nutritional composition, selection and storage of fish, fishcookery. (Hours1 5)

MODULE – V :Fats and Oils – composition, rancidity, types of rancidity, uses of fats andoils. (Hours 4)

MODULE VI :Beverages–classification, nutritional importance.

Sugar cookery – stages of sugar cookery, crystallization.

Food preservation – principles and methods. (Hours 10)

Practicals :

- Record the weight of 1 cup/ 1 tbsp/ 1 tsp of different types of food stuffs.
- Sugar cookery – carrot halwa, coconut burfi, peanut brittle.
- Salad dressing – mayonnaise.
- Baking – Cake, bread, pizza, cookies (demonstration).
- Food preservation – Jam, Jelly, pickles and squash.

REFERENCES :

- Norman, N. Potter and Hotchkiss, J.H. (1996). Food Science, CBSE publishers anddistributors, New Delhi, .
- Mudambi, S.R. and Rao, S.M. (1989). Food Science, New Age International (P) ltd.,Bangalore.
- Begum, M.P, (2001). A Text book of Food, Nutrition and Dietetics, Sterling publishersPvt. Ltd, Bangalore.
- Srilekshmi, B. Food Science, New Age International Pvt. Ltd., New Delhi.
- Mudambi, S.R. and Rajagopal, M.V. (1990). Fundamentals of Food and Nutrition,New Age International (P) ltd., New Delhi.
- Swaminathan, M., (2003). Hand book of Food and Nutrition, The Bangalore Printingand Publishing Co. Ltd, Bangalore.

**OPEN COURSE: For Others: HS 1551.5
PUBLIC HEALTH AND NUTRITION**

Course code:

No. of contact hrs: 3/ week

No. of contact hrs:54/ semester

Internal evaluation: 20%

External evaluation: 80%

No. of Credits: 3

University exams: 3hrs

OBJECTIVES:

To enable students to

1. Gain insight to National nutritional problems and their implications.
2. Gain nutritional knowledge and measures to overcome malnutrition.

COURSE OUTLINE

MODULE – I: Definition of health, public health and community health – Nutrition, nutritional status – vital statistics. (Hours 5)

MODULE – II: Factors influencing nutritional status – nutrition infection nexus – relation of nutrition to national development.

Prevalence of malnutrition in India – common nutritional problems prevalence of morbidity and mortality rates.

Strategies to overcome malnutrition – preventive, promotive and therapeutic measures to overcome malnutrition in India. (Hours 15)

MODULE – III: Nutrition education – methods – aides for nutrition education. Assessment of nutritional status – anthropometry -food weighing – 24hr. recall method – biochemical and clinical methods.

Nutrition intervention programmes – Direct and indirect nutrition intervention programmes organized by governmental and Non – governmental agencies. (Hours 15)

MODULE – IV: Role of Non – governmental agencies in combating malnutrition in India – Mithranikethan, CARD, M.S. Swaminathan Foundation – Aga Khan Foundation. (Hours 10)

MODULE – V: Role of national and international agencies engaged in nutrition projects in India. (Hours 5)

MODULE VI– FAO, WHO, UNICEF, World Bank, ADB, UNDP, UNAID, CARE, ICMR, ICAR, NIN, CFTRI. (Hours 4)

PRACTICAL:

- Nutritional assessment of any age group.
- Visiting a feeding centre and evaluating and conduct of the programmes using a check list.
- Visit to NGO's engaged in nutrition projects

REFERENCES:

- Brow A (2000) Understanding food
- Belitz H D and Groch W (1999) Food Chemistry. Springer New York
- Charley H (1982) Food Science. Ed 2. John Willey & Sons New York.
- Charley H and Weaver C (1998) Foods Scientific Approach. Ed 3. Prentice Hall Inc. New Jersey.
- Mehas K Y and Rodgers S L (2000) Food Science and you. McMillan McGraw Company. New York
- Parker R (2000) Introduction to food science. Delmer, Thompson co. Delma.
- Potter N and Hotchkiss J H (1998) Food Science Ed 5. CBS Publications and distributors. Daryaganjii. new Delhi.
- Tindall H D (1983) Vegetables in the tropics. Mac Millan Press London.
- Askar A and Treptow H (Quality assurance in tropical fruit processing. Springer-Verlag. Berlin.
- Rangana S (1986) Hand Book Analysis and quality control for fruit and vegetable products. Ed 2. Tata Mcgraw Hill Publishing co Ltd. New Delhi.
- Gould W A and Gould R W (1998) Total quality Assurance for food industries. CTI Publications. Inc
- M swaminathan Food chemistry and experimental foods, Bappco Publishers
- Sri Lakshmi . Food Science. New Age International Publishers.
- Mudambi S R and Rao S M (1989) Food Science, New Age International Publishers.

RELATED JOURNALS.

- Journal of Food Science and Technology

**OPEN COURSE:
For Others: HS 1551.6
ENTREPRENEURSHIP MANAGEMENT IN FOOD PROCESSING**

Course code:

No. of contact hrs: 3/ week

No. of contact hrs:54/ semester

Internal evaluation: 20%

External evaluation: 80%

No. of Credits: 3

University exams: 3hrs

OBJECTIVES:

- To understand the nature of entrepreneurial activities.
- To make aware about self employment.
- To know the present Food industries status and its relation with entrepreneurial activities.

COURSE OUTLINE

MODULE – I: An introduction to food processing – Need for food processing, types of food processing – Primary, secondary, tertiary.(Hours)

MODULE – II: Food industries – Trends in food production in India, industrial status in India. Strategies and measures for new food industries.

MODULE – III: Entrepreneurship – Definition, Scope, Characteristics, factors affecting entrepreneur development, Entrepreneur Vs Intrapreneur, classification of entrepreneur, role of entrepreneur in economic development.

Women entrepreneurs – Definition, status in India, steps taken for the promotion of entrepreneurs, problems faced by women entrepreneurs.

EDP–Definition, steps, agencies conducting EDP, agencies for entrepreneurial support – KITCO, SIDCO, KVIC, DIG, STED, SIDO, NSIC, TCO, SISI, SIDBI, WDC (Women Development Corporation).

MODULE – IV: Food laws – Laws governing food industries production, problems faced by food industries in production, processing and marketing, FPO licensing, food standards.

MODULE – V: Small Scale Industries (SSI) – definition, types, steps for starting SSI, problems faced by SSI.

Project – definition, types, steps, project life cycle, project appraisal, project report preparation, break even analysis.

MODULE –VI: Food Packaging and Marketing, Procurement of raw materials, purchasing, processing, packaging and labeling, Marketing – Techniques, pricing and cost control, labour saving devices, personal hygiene measures adopted in food processing industries, Total quality management (TQM).

REFERENCES :

- Prescott, A and Proctor, B.B. (1987), Food Technology, McGraw Hill Book Co. ,New York.
- Potter, N.W. and Hotchkiss, J.H (1996), Food science 5th edition, C.B.S. Publishers and Distributors, New Delhi.
- Desai, N. (1996). Entrepreneurial development – Principles, Programmes, Policies (Vol I), Formulation Appraisal and Financing (Vol II) and Programmes and Performance (Vol III), Himalaya Publishing House, Bombay.
- Winze, M.D. (1987). Women Entrepreneurs in India, Mital publications, New Delhi, .
- Jayan, Entrepreneurship Development.

Practicals :

1. Development of processed food products for marketing.
2. Visit to any entrepreneurial unit.
3. **SWOT(Strength, Weakness, Opportunity, Threats) Analysis.**
4. Interaction with any of the women entrepreneur.
5. Market survey.

OPEN COURSE: For Others: HS 1551.7 CATERING MANAGEMENT

Course code:

No. of contact hrs: 3/ week

No. of contact hrs:54/ semester

Internal evaluation: 20%

External evaluation: 80%

No. of Credits: 3

University exams: 3hrs

OBJECTIVES

To enable students to :

Understand the objectives of different types of food service institutions.

Gain knowledge in menu planning, preparation of recipes in large scale and serving and in food costing.

COURSE OUTLINE

MODULE – I: Food service industry – Scope of hospitality industry, different categories of hotels and their objectives.

MODULE – II: Menu Planning – The primary control of food service -Types of menu -A la'carte, Table d'hotel and cyclic factors affecting menu planning, menu presentation, pricing and evaluation.

MODULE III : Purchasing – Procurement, Qualities of an institutional buyer, product selection, specification, methods of purchasing and purchasing process.

Receiving and Storage – Receiving – Delivery methods, delivery procedure and receiving procedure. – Storage – Types of storage (dry storage and cold storage)

MODULE -IV : Standardization of Recipes – Standardization and portion control

Quantity food production and quality control – Objectives of food production, methods of production, product standards and product control – HACCP. Unit

MODULE V: Distribution and Service of food – Types of food service – waiter service, self service and vending.

Budget – Steps in budget planning, budgeting concept, break even analysis of food budget, food costing and food cost control.

MODULE – VI: Food sanitation and Hygiene – Hygiene systems – personal hygiene, equipment hygiene, work area hygiene and commodity hygiene, cleaning and disinfection.

Practicals :

- Standardization of ten selected recipes used in food service institutions and quantity food production of any two items.
- *References :*
- Mohini Sethi and Surjeet M. Malhar, (1996). “ Catering Management – an integrated approach “, Wiley Eastern Ltd. , Mumbai, 2nd edition reprinted.
- Marian C. Spears, (1995). Food service organization, 3rd edition, Prentice Hall Inc. , USA.
- West and Woods, (1994). Introduction to food service, Mac Millan Publishing Company, New York, 7th edition, .
- Odder Cesarani and David Fosket, (2003). Theory of Catering, Odder and Stoughton, London, 10th edition.
- Odder Cesarani and David Fosket, (2003). Food and Beverage service, London, 10th edition.

**OPEN COURSE: For Others: HS 1551.8
NUTRITION FOR HEALTH**

Course code: 1551

No. of contact hrs: 3/ week

No. of contact hrs: 54/ semester

Internal evaluation: 20%

External evaluation: 80%

No. of Credits: 3

University exams: 3hrs

OBJECTIVES:

To enable students to :- Understand the role of nutrition in health.

COURSE OUTLINE

MODULE – I: Concept of health, its dimensions-physical wellbeing, mental and emotional, wellbeing, social wellbeing, spiritual wellbeing and positive health

MODULE-II: Food-What is food, Functions of food-physiological function, psychological function, socio cultural functions, Functional classification of food-Body building, energy giving, protective and regulatory.

MODULE-III : Introduction to nutrition, what is nutrition, signs of good nutritional status, signs of poor nutritional status.

MODULE IV: what are nutrients: Proteins-classifications, complete and incomplete proteins, functions, sources, RDA, deficiencies

Carbohydrates-Classifications, Functions, Sources, RDA

Lipids: Classification, functions, sources, RDA

Vitamins, Fat soluble vitamins-Vitamin A, D, E&K- Functions, sources, RDA,

Deficiency, Hypervitaminosis

Water soluble vitamins-Thiamine, Riboflavin, Niacin, Vitamin B12, Folic acid,
Vitamin C-Function, sources, RDA, deficiency
Minerals, Calcium, Iron, Sodium, Potassium, Iodine-Functions, Sources, RDA, deficiency.
Water, functions of water, Role of fiber in the diet

MODULE V: What is balanced diet, Basic five food groups, Meal planning, principles of meal planning

MODULE VI: ICMR, NIN, Reference man, Reference woman, RDA, factors affecting RDA

REFERENCES :

- Dietary guidelines for Indian (2003). National Institute of Nutrition (NIN), Indian Council of Medical Research, Hyderabad.
- Krause, M.V., Humeher, M.A., (2004). Food, Nutrition and Diet therapy, 11th edition.
- W.B. Saunders Company, Philadelphia, London.
- Srilekshmi, B. (2002). Dietetics 4th ed., New Age International Pvt. Ltd., New Delhi.
- Gopalan, C., Rama Shastri, B.V., and Balasubramanian. (2004). Nutritive value of Indian Foods, National Institute of Nutrition (NIN), Hyderabad.
- Swaminathan, M., (2003). Hand book of Food and Nutrition, The Bangalore Printing and Publishing Co. Ltd, Bangalore

OPEN COURSE: For Others: HS 1551.9 PERSONALITY AND SOFT SKILL DEVELOPMENT

Course code: HS1551

No. of contact hrs: 3/ week

No. of contact hrs: 54/ semester

Internal evaluation: 20%

External evaluation: 80%

No. of Credits: 3

University exams: 3hrs

OBJECTIVES:

- To develop all round personalities with a mature outlook to function effectively in different circumstances.
- To develop effective communication (Spoken and written) and presentation skills.
- To develop self effectiveness by mastering interpersonal skills and leadership skills.
- To get acquainted with the need, competencies, skills and motivation of self empowerment and enhancement.

COURSE OUTLINE

MODULE I : Personality – Meaning of Personality, The personality pattern, individuality, persistence in personality, change in personality, some important personality determinants, level of adjustment, Hazards in personality development.

MODULE II Soft Skills : Meaning, IQ, EQ, different soft skills, soft skills suitable for various social roles. Development of Soft skills : How to identify self skills, Development of new skills, Motivation and desire, modifying/ improving your skills.

MODULE III : Social skills : Co-operation, group participation, team skills, leadership, interpersonal skills.

MODULE IV : Emotional Skills: motivational skills & conflict management

MODULE V : Personal Skills : Meaning and explanation, courtesy, honesty, reliability, adaptability, dependability, healthy habits, personal energy, analytical ability, personal integrity, motivational skills, personal chemistry, common sense, grooming, self confidence, self effectiveness, honesty, ability to measure, self assessment / rating, motivation for improvement, methods of improvement.

MODULE VI: Management Skills : Management of resources, time, money & energy, decision making , assertiveness, negotiation, endurance.

Communication : Verbal Communication, rate of speech, pitch, tone, clarity of voice, language and vocabulary, eye contact, E-learning, computer skills, safety on internet, writing skills, presentation skills, public speaking, barriers for effective communication, telephone etiquette, effective presentation – clarity, brief, relevant, power point, OHP.

RELATED EXPERIENCE

Preparing C.V.

Prepared for self introduction, group discussion, interactive session, facing and interview, power point presentation.

OHP presentation

Writing letter – formal and informal

Practice face to face dialogues, conversation, presentation, telephone etiquette, mock interviews.

REFERENCES

- PERSONALITY DEVELOPMENT. HURLOCK, E.B. TATA MC GRAWHILL, NEW DELHI.
- Fundamentals of modern psychology. Banerjee J.C., Allied Publishers Pvt.Ltd., Calcutta
- Motivation and Personality. Maslow, A.H. Pearson Education India.

Audit courses :Hs Audit 001

Zero credit courses

EMBROIDERY

FOCUS

Though garment making is popular, embellishing certain part of garments enhances the beauty and appeal to the items prepared. Embroidery can play a vital role in upgrading the appearance and value of the products both in textile and clothing forms.

OBJECTIVES:

- To develop taste in embroidering
- To impart skill in simple and machine embroidery

Theory

COURSE OUTLINE

MODULE: I Fundamentals of embroidery – techniques, design, colour combination, use of different threads.

MODULE: II Embroidery stitches – types, suitability etc.

Module: III Study of the types of various contemporary embroideries like, shadow work, cutwork, drawn thread work, smoking, appliqué work---- etc

Practical

Preparation of three Consumer items using contemporary embroidery techniques.

Machine embroidery samples

**Audit courses :Hs Audit 2
DYEING AND PRINTING**

OBJECTIVES

- To enable the students to
- Impart knowledge pertaining to basic principles of design.
- Help to develop creativity in designing through the principles of design.
- Create awareness in use of different techniques of colouring techniques of clothing
- textiles through the use of different dyes.

COURSE OUTLINE

MODULE: I Difference between dyeing and printing

MODULE: II A brief study of different types of dyes and their capability to different fibres.

MODULE: III Styles of dyeing –Direct, Resist and Discharge styles involving varying dyed effects.

MODULE: IV Fibre, yarn and fabric dyeing.

Practicals

- Simple yarn dyeing
- Identification of dyeing
- Tie and dye techniques
- Batik
- Block printing

Audit courses: Hs Audit 3

Zero credit courses

INTERIOR AND EXTERIOR DECORATION

- A. Design – elements of design- colour qualities – colour schemes-
- B. Accessories – Picture mounting – Glass painting – ceramic painting-
- C. Flower arrangement (different styles) –Bouquet making – gardening and land scaping

Audit courses Hs Audit 4

Zero credit courses

CRAFT WORK

- A. Soft toy making
- B. Knitting
- C. Crocheting
- D. Tatting

Audit courses: Hs Audit 5

Zero credit courses

BAKING

- A. Cakes
- B. Cookies
- C. Bread
- D. Piza

- E. Puffs
- F. Puddings

Audit courses: Hs Audit 6
Zero credit courses
CRAFT WORK

- A. Fabric painting –
 - B. Embossing
 - C. Ornament Making –
 - D. Different methods of surface enrichment
- Any additional courses can be planned, related to core and open courses by parent department according to the demand.

SAMPLE QUESTION PAPER
First Semester B.Sc. Degree Examination
First Degree Programme under CBCSS
HOME SCIENCE
SEMESTER –I
Core Course
HS1141: RESEARCH METHODOLOGY AND INFORMATICS

Time : 3 Hours

Marks: 80

Part A

Write one word answers. All questions must be answered. Each answer carries one mark.

1. What is Email?
2. Primary data?
3. Define E waste?
4. What is Industrial Revolution?
5. What is weather forecasting?
6. Name two search engines?
7. Name any two computer peripherals?
8. What is e governance?
9. Variable
10. Sampling

Marks: 1x10=10

Part B

Write short answers not exceeding one paragraph. Answer any 8 questions. Each answer carries 2 marks.

11. Define cyber ethics?
12. What is Green Computing?
13. INFLIBNET
14. What is digital divide?

15. List the guidelines for proper use of Computer?
16. What is ATM?
17. Explain Plagiarism?
18. Explain hypothesis?
19. What is Pilot study?
20. Explain the types of data?
21. Checklist
22. e-paatshala

Marks: 2x8=16

Part C

Write short essays not exceeding 120 words. Answer any 6 questions. Each answer carries 4 marks.

23. Explain different types of academic softwares?
24. Explain the methods used for Data collection?
25. What is the use of IT in healthcare?
26. What are the steps in preparing power point presentations?
27. Explain the term e governance?
28. Explain the steps in research report writing?
29. Explain the different tools in data collection?
30. Discuss the various cyber laws and cyber addictions
31. Discuss different types of hypothesis

Marks :6x4=24

Part D

Write essays not exceeding for pages answer any 2 questions. Each questions carries 15 marks

32. Describe the characteristics of a good sample and the sampling techniques and discuss on the advantages and limitations of sampling?
33. Discuss the importance of interviewing and its characteristics and explain the types of interviews?
34. Elaborate IT knowledge skills needed for higher education.
35. Explain the functions, steps and need for reviewing literature for research?

Marks: 15x2=30

SAMPLE QUESTION PAPER
Second Semester B.Sc. Degree Examination
First Degree Programme under CBCSS
HOME SCIENCE
SEMESTER –II
Core Course
HS 1221 : FAMILY RELATIONS AND COUNSELLING

Time - 3 hours

Marks : 80

PART A

Write one word answers. All questions must be answered. Each answer carries one mark.

1. Define personality.
2. What is civic sense?
3. Define Family.
4. Define joint family
5. Permissiveness
6. Define stress
7. Define population education.
8. Small family norm.
9. Define extended family
10. Define creativity

(10x1= 10 marks)

PART B

Write short answer not exceeding one paragraph. Answer any 8 questions. Each answer carries two marks.

11. Differentiate between geriatrics and gerontology.
12. Write on the disadvantages of old age homes .
13. How can we educate our children about civic sense?
14. Discuss the role of women as an administrator.
15. Explain biological function of family
16. What are the main characteristic of old age?
17. Classify stress.
18. Merits and demerits of nuclear family.
19. Importance of counselling to reduce exam stress.
20. Civic responsibilities of a citizen.
21. Single parent family.
22. How can we manage stress at work place?

(8x 2=16 marks)

PART - C

Write short essays not exceeding 120 words. Answer any 6 questions. Each question carries 8 marks.

23. Give the personality characteristic of only child.
24. Discuss about any three problems faced by the elderly.
25. Characteristic of the youngest child.
26. Discuss on the need for sex education among adolescents.
27. Name the major factors responsible for one's personality development.
28. Merits and demerits of joint family.
29. How can we manage exam stress?
30. What are causes of disintegration of joint family.
31. Explain the role of father in a family

.(6x 4=24 marks)

PART - D

Write essay not exceeding four pages. Answer any one question. The answer carries 15 marks.

32. Discuss how child's personality is affected by the different kinds of parental attitudes
33. Explain briefly the chief characteristics of the family.
34. Define value. How can we inculcate values among children?
35. Explain the various problems of elderly ?

(2x15=30 marks)

**SAMPLE QUESTION PAPER
Third Semester B.Sc. Degree Examination
First Degree Programme under CBCSS
HOME SCIENCE
SEMESTER -III
Core Course
HS 1341: CHILD DEVELOPMENT AND WELFARE**

Time - 3 hours

Marks : 80

PART A

Write one word answers. All questions must be answered. Each answer carries one mark.

1. Define play.
2. Who is a neonate?

3. Define weaning.
4. Birth injuries.
5. Define Child development.
6. What is implantation?
7. Differentiate between solitary and parallel play.
8. What is case study?
9. What is a pre school?
10. Give the order of teething in babies.

(10x1= 10 marks)

PART B

Write short answer not exceeding one paragraph. Answer any 8 questions. Each answer carries two marks.

11. Explain any two types of pre-school.
12. Write short notes on long term planning.
13. Differentiate demand feeding and schedule feeding.
14. What is the classification of life stage of Hurlock
15. Describe the types of birth.
16. What are the complications of pregnancy?
17. Write on the significance of studying child development.
18. Advantages of breast feeding.
19. What are the toys suitable for babies?
20. Explain the longitudinal method of studying children
21. State the importance of pre –school.
22. Describe the stages of birth.

(8x 2=16 marks)

PART - C

Write short essays not exceeding 120 words. Answer any 6 questions. Each question carries 8 marks.

23. Describe the sensory abilities of the new born?
24. What are the characteristic of child's emotions?
25. Enumerate the usefulness of toys.
26. What is meant by Nature and Nurture?
27. Discuss the language development during babyhood.
28. What are the various types of play?
29. Describe briefly the positive emotions found in pre-school children.
30. Bring out the difference between longitudinal and cross-sectional methods in child study.
31. Explain the principle ' Development involves changes'.

(6x 4=24 marks)

PART - D

Write essay not exceeding four pages. Answer any one question. The answer carries 15 marks.

32. Describe the various theories of play.

33. Explain the mental development during babyhood.
34. Explain the principles of growth and development.
35. Discuss the various methods of child study.

(2x15=30 marks)

SAMPLE QUESTION PAPER
FOURTH SEMESTER B.Sc. DEGREE EXAMINATION
FIRST DEGREE PROGRAMME UNDER CBCSS
HOME SCIENCE
SEMESTER IV
CORE COURSE
HS 1441: RESOURCE MANAGEMENT

Time: 3 hours

Max marks : 80

PART A

Write answers in one line. All questions must be answered. Each question carries one mark.

1. Real income.
2. Time norm.
3. Surplus budget.
4. Frustration fatigue.
5. LIC.
6. Values.
7. Home management.
8. Biogas.
9. OTG.
10. Attitudes .

(10X1=10)

PART B

Write short answers not exceeding one paragraph. Answer any 8 questions. Each question carries 2 marks.

11. Time schedule.
12. Ledger.
13. Peak load.
14. Any two problems faced by a consumer.
15. Consumer Protection Act.
16. Rights of a consumer.
17. What do you understand by biofuels?

18. Types of goals.
19. Discuss the qualities of a good home maker.
20. Briefly explain wind energy source.
21. Types of decision making.
22. Elucidate Management process. (8X2=16)

PART C

Write short essays not exceeding 120 words. Answer any six questions. Each question carries 4 marks.

23. Define and explain the principles of body mechanics.
24. List the steps in the preparation of a time plan.
25. Differentiate pathway chart and process chart.
26. Enumerate the tips for wise buymanship.
27. Describe the use and care of Microwave oven.
28. Explain the use of any two indigenous equipments.
29. Discuss the factors influencing resource management.
30. Detail the steps in Decision making.
31. Compare and contrast Refrigerator and Vaccum cleaner. (6x4=24)

PART D

Write essays not exceeding four pages. Answer any two questions. Each question carries 15 marks.

32. Define family budget. Explain the steps in the preparation of a budget.
33. Explain Mundell's classes of change with suitable examples.
34. Describe the different stages of Family life cycle.
35. Illustrate the structure and working principle and merits and demerits of solar cooker.

(15x2=30)

SAMPLE QUESTION PAPER
Fifth Semester B.Sc. Degree Examination
First Degree Programme under CBCSS
HOME SCIENCE
SEMESTER V
Core Course
HS 1541: HOUSING AND INTERIOR DECORATION

Time - 3hrs

Marks : 80

PART A

Write one word answers. All questions must be answered. Each question carries one mark.

1. Define design
2. Formal balance.
3. Define work triangle.
4. Name one Japanese flower arrangement.
5. How can we classify accessories.?
6. Define value.
7. Monochromatic color harmony.
8. Mention the any four elements of design
9. Define Work triangle.
10. Split complementary colour harmony.

(10x1=10 marks)

PART B

Write short answer not exceeding one paragraph. Answer any 8 questions. Each answer carries two marks.

11. Differentiate owning and renting a house .
12. How can we create rhythm.
13. Write about the functions of a house.
14. Explain prang colour wheel.
15. What are the various methods of preservation of flowers and foliage.
16. Define two walled kitchen.
17. What are the requirements of good structural design?
18. Illustrate the any two treatment of problem window .
19. What are the different types of rugs?
20. Differentiate natural and artificial lighting.
21. What are the qualities of color.
22. What are the main principles of Japanese flower arrangement.

(8x 2=16 marks)

PART - C

Write short essays not exceeding 120 words. Answer any 6 questions. Each question carries four marks.

23. Illustrate U shaped and L shaped kitchen.

24. Briefly explain any three elements of design.
25. What are the factors to be considered while selecting site?
26. Write on different working areas of kitchen.
27. Differentiate between rugs and carpets.
28. Explain and illustrate various types of design.
29. Explain the principles of making bridal bouquet.
30. Illustrate the furniture arrangement of a bed room.
31. Explain on any two Japanese flower arrangement.

(6 x 4=24 marks)

PART - D

Write essay not exceeding four pages. Answer any one question. The answer carries 15 marks.

32. Discuss on the various principles to be considered while planning a house.
33. Discuss the various principles and types of traditional flower arrangement.
34. Illustrate and explain the various principles of design.
35. Define window treatment. Illustrate and explain various types of curtains styles.

(2x15=30 marks)

SAMPLE QUESTION PAPER
Fifth Semester B.Sc. Degree Examination
First Degree Programme under CBCSS
HOME SCIENCE
SEMESTER V

Core Course

HS1543- EXTENSION EDUCATION

Time: Three Hours

Total Marks: 80

PART-A

Write one word answers. All questions must be answered. Each answer carries 1 mark

1. Extension Education.
2. Nilokheri Experiment.
3. Plan of Work.
4. ICDS
5. SGSY
6. Sevagram Attempt.
7. CSWB
8. Panchayat Samithi.
9. Self help groups.
10. KGNMT

(10X1=10)

PART-B

**Write short answers not exceeding one paragraph. Answer any 8 questions.
Each answer carries mark 2.**

11. Differentiate between Formal and Informal education.
12. What are the objectives of community development?
13. Name the officials working at block level.
14. Write briefly about SSWB.
15. Mention the major functions of BSS.
16. What are the advantages of evaluation?
17. Name the officials working at the block level.
18. Enumerate the main functions of grama panchayat.
19. Write short note on Etawah project.
20. What are the qualities needed for an Extension worker?
21. Briefly explain Community development set up at Block level.
22. Define programme development process.

(8X2=16)

Part-C

**Write short essays not exceeding 120 words.
Answer any 6 questions. Each answer carries 4 marks.**

23. Briefly explain for the types of evaluation.
24. What are the factors to be considered while preparing the plan of work?

25. Briefly explain the 'package of services' in ICDS.
26. Explain the principles of Programme planning.
27. Explain the principles of Community development.
28. Write short notes on self help groups.
29. Briefly explain CAPART.
30. Write notes on Home science extension.
31. Briefly Explain the philosophy of extension .

(6x4=24)

Part- D

**Write essays not exceeding four pages. Answer any two questions.
Each answer carries mark15**

32. Depict programme development cycle. Explain each step in detail with suitable examples.
33. Trace the history of community development in India.
34. Explain the three tier system of Panchayat Raj.
35. Explain the principles of extension education.

(15x2=30)

SAMPLE QUESTION PAPER
Fifth Semester B.Sc. Degree Examination
First Degree Programme under CBCSS
HOME SCIENCE
SEMESTER V
Core course
HS1545: TEXTILE SCIENCE

Time: Three Hours

Total Marks: 80

PART A

Write one word answers. All questions must be answered. Each answer carries one mark.

1. Name two basic stitches in weft knitting.
2. What is carbonizing?
3. Define fulling.
4. Types of retting.
5. Name two synthetic dyes.
6. What is ginning?
7. What is tossa jute?
8. What is pulled wool?
9. Structure of wool.
10. Name two acidic dyes.

(10x1=10 marks)

PART B

Write short answer not exceeding one paragraph. Answer any 8 questions. Each answer carries two marks.

11. Write a note on braiding.
12. What are natural dyes?
13. Explain the process of scouring in wool?
14. Difference between woolen and worsted yarn.
15. Write on the physical properties of wool.
16. Write a note on laminated fabric.
17. Write a note on felting.
18. What are artificial dyes?
19. Explain the process of scouring in wool?
20. Write a note on laminated fabric.
21. Write a note on felting.
22. What are artificial dyes?

(8x 2=16 marks)

PART - C

Write short essays not exceeding 120 words. Answer any 6 questions. Each question carries 4 marks.

23. What are the properties and significance of woolen fibres?

24. Discuss worsted fabric.
25. Production process of silk.
26. What are the properties and significance of animal fibres?
27. Write the advantages of knitted fabric.
28. What are the properties and significance of vegetable fibers?
29. Discuss the properties of felt fabric.
30. Differentiate weft and warp knit.
31. What are fibres? How are they classified? (6 x 4=24 marks)

PART - D

Write essay not exceeding four pages. Answer any 2 question. The answer carries 15 marks.

32. Explain the different methods of dyeing.
33. Briefly explain the production properties of jute.
34. Explain any three types of fabric finishes
35. Briefly explain the production properties of cotton. (2x15=15marks)

SAMPLE QUESTION PAPER

**Fifth Semester B.Sc. Degree Examination
First Degree Programme Under CBCSS
HOMESCIENCE
SEMESTER V
Core Course
HS 1546: BASIC FOOD SCIENCE**

Time: 3 hours

Max. Marks: 80

Part A

Answer all questions. Each question carries 1 mark.

1. Expand HACCP
2. Define parboiling
3. Name the pigment present in tomatoes.
4. Name the curd obtained from soya milk.
5. What is dextrinisation
6. The limiting amino acid in pulses
7. Give an example for water in oil emulsion.
8. Write a note on ARF.
9. The principle protein in milk.

10. Name the compound commercially added to fats and oils to prevent rancidity.

(10×1=10 marks)

Part B

Write short answers not exceeding one paragraph. Answer any 8 questions. Each answer carries 2 marks.

11. Define smoke point.

12. What is blanching

13. Briefly explain candling of eggs.

14. Write a note on different types of beverages

15. Define food adulteration

16. Write a note on oxidative rancidity.

17. What is gelatinisation

18. Explain the process of malting.

19. What are breakfast cereals

20. Give the role of any two spices in cookery.

21. Write a note on two common fermented cereal products used in South India

22. What are the functions of food

(8×2=16 marks)

Part C

Write short essays not exceeding 120 words. Answer any 6 Questions. Each answer carries 4 marks.

23. Explain methods of improving nutritive value of pulses.

24. Define pasteurization and discuss the various methods.

25. Give an account of the principle and applications of microwave cooking.

26. Write a note on nutrition labelling

27. What is enzymatic browning? How will you prevent it.

28. Explain the factors considered in selecting fish.

29. Milk and milk products are an important part of Indian diet- comment

30. Explain the structure and composition of wheat

(6×4=24 marks)

Part D

Write essays not exceeding four pages. Answer any 2 Questions. Answer should not exceed 4 pages. Each answer carries 15 marks

31. Explain the principles and methods of food preservation under the following
 - a) Use of temperature
 - b) Use of sugar and salt
32. Discuss meat under the following headings:
 - a. Post mortem changes
 - b. Factors affecting tenderness
33. Give an account of the fermented milk products.
34. Write an essay on emulsions and its different types. **(2×15=30 marks)**

SAMPLE QUESTION PAPER

**Sixth Semester B.Sc. Degree Examination
First Degree Programme Under CBCSS**

**SEMESTER VI
HOMESCIENCE**

Core Course

HS 1641: HUMAN NUTRITION AND DIETETICS

Time: 3 hours

Max. Marks: 80

Part A

Answer all questions. Each question carries 1 mark.

1. Give the RDA of iron for a pregnant woman
2. Pellagra is due to the deficiency of
3. Name a rich source of vitamin A.
4. Synthesis of glycogen is termed as
5. Disease of the deposed child
6. The ability of a food item to raise the blood sugar is measured in terms of
7. Define SDA
8. Expand ICMR
9. Deficiency of EFA leads to
10. What is a balanced diet

(10×1=10 marks)

Part B

Write short answers not exceeding one paragraph. Answer any 8 questions. Each answer carries 2 marks.

11. Define reference man and woman.
12. What are routine hospital diets
13. Explain functions of folic acid
14. Write a note on Sippy's diet
15. Role of WHO in nutrition
16. Write a note on basic five food groups
17. What are soluble fibres
18. Write a note on protein sparing action
19. What are the functions of proteins
20. Give the important parameters used in anthropometric assessment of adults.
21. Types of constipation.
22. Differentiate hepatitis and cirrhosis. **(8×2=16 marks)**

Part C

Write short essays not exceeding 120 words. Answer any 6 Questions. Each answer carries 4 marks.

23. Explain the digestion of proteins.
24. Define BMR and explain the factors affecting BMR
25. Explain water balance and discuss the role of electrolytes in water balance
26. Write a note on functions and deficiency of vitamin D
27. Bring out the dietary management of hypertension
28. Discuss the factors to be considered in planning diets for school going children.
29. Explain the aetiology of obesity
30. Differentiate marasmus and kwashiorkor **(6×4=24 marks)**

Part D

Write essays not exceeding four pages. Answer any 2 Questions. Answer should not exceed 4 pages. Each answer carries 15 marks

31. Explain the principles in the dietary management and complications of Diabetes
32. Write an essay on meal planning.
33. Discuss carbohydrate metabolism
34. Plan a day's menu for a pregnant woman and discuss the special considerations

(2×15=30 marks)

SAMPLE QUESTION PAPER

**Sixth Semester B.Sc. Degree Examination
First Degree Programme Under CBCSS
HOME SCIENCE
Core Course
SEMESTER – VI**

HS1642: APPAREL DESIGNING

Time - 3hrs

Marks : 80

PART A

Write one word answers. All questions must be answered. Each answer carries one mark.

1. Pattern making.
2. Selvedge
3. Define designing
4. Silhoutte
5. Define fad
6. Tints and shades
- 7 Define value
- 8 Drafting
- 9 Pattern alteration.
10. Draping

(10x1=10 marks)

PART B

Write short answer not exceeding one paragraph. Answer any 8 questions. Each answer carries two marks.

11. What is the importance of proper usage of color in designing dresses?
12. Points to be considered while preparing fabric for construction.

13. What are the functions of clothing?
14. What is the importance of grain in fabrics?
15. What is the importance of taking body measurements? How will you take accurate measurements?
16. What do you understand by the term “fashion cycle”?
17. Use of warm and cool colours apparel designing.
18. Which colours can we use for designing dress for an adolescent girl.
19. Briefly explain the four basic stitches.
20. What are the qualities of colour?

21. What are the various neckline finishes ?
22. How can we increase and decrease the waist line ?

(8x 2=16 marks)

PART - C

Write short essays not exceeding 120 words. Answer any 6 questions. Each question carries 4 marks.

23. Briefly explain on the importance of the element line in fashion designing, with suitable illustrations.
24. What are the main principles of design fashion?
25. What are the factors affecting choice of clothing?
26. What design are suitable for a tall and slim person?
27. Discuss any four problems and remedies of sewing machine.
28. What are the importance of pattern grading?
29. Briefly explain on the psychological aspects of colour in dress.
30. Illustrate various tools of fabric construction.
31. Fullness in garment construction.

(6 x 4=24 marks)

PART - D

Write essay not exceeding four pages. Answer any one question. Each answer carries 15 marks.

32. With the help of the diagram, name the parts of a sewing machine.
33. What are the socio-psychological factors that influence clothing?
34. Explain the Prang colour wheel different colour harmonies and use of colours in apparel designing.
35. What is the role of fashion designer ?

(2 x15=30 marks)

SAMPLE QUESTION PAPER
Sixth Semester B.Sc. Degree Examination
First Degree Programme under CBCSS
HOME SCIENCE
SEMESTER VI
Core Course

HS1643: COMMUNICATION IN EXTENSION EDUCATION

Time: Three Hours

Total Marks: 80

PART-A

Write one word answers. All questions must be answered. Each answer carries 1 mark

1. Communication
2. Drama
3. Tape recorder
4. Result Demonstration.
5. Home visit
6. Exhibition
7. Communication gap
8. Feedback
9. Teaching Learning Situation
10. ETC

(10X1=10)

PART-B

Write short answers not exceeding one paragraph. Answer any 8 questions. Each answer carries 2 marks.

11. Qualities of a good leader.
12. SMCRE Model of communication.
13. Write short notes on farm publications.
14. What are the advantages of individual methods?
15. ABC of poster.
16. What are the advantages of chalk board?
17. What are the characteristics of a good message?
18. How will you classify channel of communication?
19. What are the functions of communication?
20. Flash cards.
21. Pre service training
22. Study tour.

(8X2=16)

Part-C

Write short essays not exceeding 120 words. Answer any 6 questions. Each answer carries 4 marks.

23. Briefly explain the characteristics of a good communicator.
24. Briefly explain Advantages and limitations of groups methods.
25. Briefly explain cone of experience.

26. Write short notes on mass methods of communication.
27. What are the advantages of using audio visual aids?
28. How will you organize an audio visual programme?
29. Write notes on non projected visual aids.
30. What are the objectives of NIRD.
31. Briefly describe types of training. (6x4=24)

Part- D

Write essays not exceeding four pages. Answer any two questions. Each answer carries 15 marks.

32. Describe the elements of communication system.
33. Define leadership. Explain the role of leaders in community development.
34. Classify extension teaching methods.
35. How will you classify audio visual aids? Explain. (15x2=30)

SAMPLE QUESTION PAPER

**Sixth Semester B.Sc. Degree Examination
First Degree Programme Under CBCSS
HOMESCIENCE
SEMESTER VI
Open Course Core**

HS1661.1: HUMAN PHYSIOLOGY AND FOOD MICROBIOLOGY

Time: 3 hours

Max. Marks: 80

PART A

Write one word answers. All questions must be answered. Each answer carries one mark.

11. Pulse.
12. Micturition.
13. Cardiac cycle.
14. Define food infection.
15. Electrocardiogram.
16. Digestive enzymes.
17. Causative organism of botulism.
18. Parathyroid gland.
19. Dysentery.
20. Life span of RBC.

(10×1=10 marks)

Part-B

Write short answers not exceeding one paragraph. Answer any 8 questions. Each answer carries 2 marks.

11. Write a note on the coagulation of blood.
12. List the functions of salivary glands.
13. Symptoms of cholera.
14. Leucocytes.
15. What is portal circulation.
16. Functions of lymph.
17. Blood platelets.
18. Composition of urine.
19. Universal donor.
20. Sex glands
21. Anticoagulants
22. Functions of thyroid glands

(8×2=16 marks)

Part-C

Write short essays not exceeding 120 words. Answer any six questions. Each question carries 4 marks.

23. Discuss the properties of cardiac muscle.
24. Causative organism and symptoms of Botulism.
25. Discuss the functions of kidney.
26. Briefly explain any two water borne infections.
27. Causes and symptoms of cholera.
28. Functions of pituitary gland.
29. Classify microorganisms.
30. Causes and symptoms of salmonellosis.
31. Explain the formation of urine.

(6×4=24 marks)

Part-D

Write essays not exceeding four pages. Answer any two questions. Each question carries 15 marks.

32. Define blood pressure. Explain the factors which influence blood pressure.
33. Explain the following.
a) Blood groups . b) blood coagulation. C) Formation of blood cells.
34. Briefly explain the digestion and absorption of protein, fat and carbohydrates
35. Economic importance of mould and yeast.

(2×15=30 marks)

SAMPLE QUESTION PAPER

Fifth Semester B.Sc. Degree Examination

First Degree Programme under CBCSS

SEMESTER V

HOME SCIENCE

Open Course

HS 1551.8 : NUTRITION FOR HEALTH

Time : 3 hours

Max Marks : 80

SECTION A

Answer all questions. Each question carries 1 mark

(10 x 1 =10)

1. Define balanced diet?
2. Define food?
3. Name the EFAs?
4. What are invisible fats. Give examples?
5. Define nutrition?
6. Define dietary fiber?
7. Name the essential and non essential amino acids?
8. What is glycogenesis?
9. Name the deficiency diseases caused by Vit C & Niacin
10. Name a protective nutrient and its food source

SECTION B

Answer any EIGHT Questions. Each carries 2 Mark

(8 x 2 =16)

11. Explain protein sparing action?
12. Write a note on ariboflavinosis.
13. Explain the causes and forms of malnutrition?
14. Write a note on hyponatremia.
15. Explain the concept of Reference Man and Woman. Give the RDA?
16. Explain the classic 4D's of niacin deficiency.
17. List out various Vit A deficiency disorders
18. Explain the importance of calcium in the diet of an old woman.
19. Explain about hypervitaminosis.
20. What is pellagra
21. Write a note on Haem iron
22. Deficiency of Vit B1

SECTION C

Answer ANY SIX Questions. Each carries 4 marks

(6 x 4 = 24)

23. Define RDA. What are the factors influencing RDA?
24. Explain water balance? Give the functions of water?
25. Give the ICMR based basic five food groups classification examples and source of nutrients?
26. Explain the role of fiber in health and disease?
27. Explain good and poor nutritional status?
28. What are the functions of thiamine and folic acid?
29. 'No single natural food is nutritionally complete', justify the statement.
30. Write a note on effects of Vit D deficiency in children and adults.

SECTION D

Answer ANY TWO Questions. Each Question Carries 15 Marks

(2x 15 =30)

31. Explain protein under the following heads :-
 - a) Nutritional Classification
 - b) Functions
 - c) Sources
 - d) RDA
32. Explain the principles and objectives of meal planning
33. Explain about the micronutrient deficiency disorders prominent in a country. Elaborate the condition & measures to overcome the problem
34. Describe fat soluble vitamins in terms of :-
 - a) Functions
 - b) Sources
 - c) Deficiency
 - d) RDA

SAMPLE QUESTION PAPER
Fifth Semester B.Sc. Degree Examination
First Degree Programme under CBCSS
SEMESTER V
HOME SCIENCE

Open Course

HS1551.9 : PERSONALITY AND SOFT SKILL DEVELOPMENT

TIME: 3 hrs

Total Marks: 80

PART- A

Write one word answer. All questions must be answered.

1. Name two barriers to effective communication.
2. The four important components of communication _____, _____, _____ & _____.
3. What is personal chemistry?
4. Synonym for etiquette.
5. The capacity to be modified for a new use or purpose is known as _____.
6. What is egocentrism?
7. _____ & _____ are the skills required for a work environment.
8. Body language is a kind of _____ communication.
9. Importance of group participation. Any two.
10. List two personality determinants.

(10x1= 10 marks)

PART- B

Write short answers not exceeding one paragraph. Answer any 8 questions.

1. Describe the term personality.
2. Write short notes on important factors that can influence personality.
3. What is the difference between self confidence and self effectiveness.
4. Explain soft skills.
5. Define and differentiate between IQ and EQ
6. What is cross cultural communication?
7. Describe team skills.
8. Methods to identify self skills.
9. How can a person be motivated for improvement.
10. List the hazards in personality development.
11. What is resource management
12. What is e- learning

(8x2= 16 marks)

PART- C

Write short essay not exceeding 120 words. Answer any 6 questions.

1. What are the important determinants of personality?
2. What are the important points to be followed in effectively writing a scientific report?
3. Explain any two personal skills.
4. What are the methods for self-improvement?
5. Write about conflict management
6. Enumerate 4 qualities of a good leader?
7. Write about decision making as an important management skill.
8. What are the soft skills suitable for various social roles?
9. What are the advantages of e-learning.

(6x4= 24 marks)

PART- D

Write essays not exceeding four pages. Answer any 2 questions.

1. What are the important points to be remembered when writing a formal and informal report.
2. Enumerate the soft skills suitable for various a job in a private company.
3. Write in detail about management skills.
4. a. Describe about motivational skills.
b. How to develop new social skills.

(2x15= 30 marks)

**SAMPLE QUESTION PAPER
FIFTH SEMESTER B.Sc. DEGREE EXAMINATION
FIRST DEGREE PROGRAMME UNDER CBCSS
SEMESTER V
OPEN COURSE IN HOME SCIENCE
PRINCIPLES AND PRACTICE OF COUNSELLING AND GUIDANCE
HS 1551. 3**

Time : 3 hours

Max marks: 80

PART A

Write answers in one line or word. All questions must be answered. Each question carries one mark.

1. Counsellor centered counselling is also known as

2. Counselling aimed at resolving problems in marriage is called counselling.
3.stress is when the body stays in a stressed state for an extended period of time.
4. Procastinating and avoiding responsibilities are.....symptoms.
5. ...stressors are global low grade stressors that are part of the environment.
6. Meaning of counselling.
7. Chronic stress.
8. Any one objective of counselling.
9. Define stress.
10. Career counselling.

(10x1=10 marks)

PART B

Answer any 8 questions, each not to exceed one page. Each question carries 2 marks

11. Write on any four qualities of a good counsellor.
12. Discuss on academic counselling.
13. Enumerate any four characteristics of counselling.
14. List any four tips for alleviating stress.
15. What are the physical symptoms of stress?
16. Record any four skills needed in counselling.
17. Juvenile delinquency.
18. Write on any four things a counsellor should not be doing during counselling.
19. Any two reasons for divorce.
20. Discuss marriage counselling.

(8x2=16marks)

PART C

Answer any 6 questions, each not to exceed 120 words. Each question carries 4 marks.

21. Bring out any four contrasts between directive and non-directive counselling.
22. Enumerate the elements in counselling process.
23. Define and classify stress.
24. What are the effects of divorce on children ?
25. Discuss any four factors responsible for vocational stress.
26. What is crisis intervention counseling.
27. Explain substance misuse.
28. How financial insecurity affect children?
29. Differentiate Personal and Group counselling.
30. Write on the need for Rehabilitation counseling.
31. What are the characteristics of Eclectic counseling ?

(6x4=24marks)

PART D

Answer any 2 questions, each not to exceed four pages. Each question carries 15 marks.

32. Discuss on the different types of Counselling, with respect to its merits and demerits.

33. Explain the various causes of vocational stress.

34. Describe the different stages in counseling.

35. Elaborate on the causes and symptoms of stress.

(2x15=30 marks)