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UNIVERSITY OF MUMBAI

No. UG/194 of 2017-18

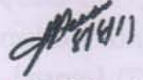
CIRCULAR:-

A reference is invited to the syllabi relating to the Bachelor of Science (B.Sc.) Programme vide this office Circular No.UG/316 of 2009, dated 27th September, 2011 and the Principals of the affiliated Colleges in Science and the Heads of the recognized Science Institutions concerned are hereby informed that the recommendations made by the Ad-hoc Board of Studies in Home Science at its meeting held on 23rd February, 2017 has been accepted by the Academic Council at its meeting held on 11th May, 2017 vide item No.4.316 and that in accordance therewith, the revised syllabus as per the (CBCS) of S.Y.B.Sc. Home Science (Sem -III & IV), which is available on the University's website (www.mu.ac.in) and that the same has been brought into force with effect from the academic year 2017-18, accordingly.

MUMBAI – 400 032

9th August, 2017

To


(Dr.M.A.Khan)
REGISTRAR

The Principals of the affiliated Colleges in Science and the Heads of the recognized Science Institutions concerned.

A.C/4.316/11/05/2017

No. UG/194-A of 2017

MUMBAI-400 032

9th August, 2017

Copy forwarded with Compliments for information to:-

- 1) The Co-ordinator, Faculty of Science,
- 2) The Chairman, Board of Studies in Home Science,
- 3) The Offg. Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Co-Ordinator, University Computerization Centre,
- 6) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL),


(Dr.M.A.Khan)
REGISTRAR

S.Y.B.Sc. Home Science SEMESTER III

COURSE CODE	TITLE OF THE COURSE	STUDENT WORKLOAD		NO. OF CREDITS	
		L	P	T	P
USHS301	Foundation Course	3	-	2	-
USHS302	Nutrition and Meal Planning	3	-	3	-
USHS303	Marriage and the Family	3	-	3	-
USHS304	Traditional Textiles and Costumes of India	3	-	3	-
USHS305	Principles of Management	3	-	3	-
USHSP301	Nutrition and Meal Planning	-	3	-	2
USHSP302	Human Development Principles of Working with Children	-	3	-	2
USHSP303	Pattern Making, Garment Construction and Styling for Women's Wear	-	3	-	2
		15	9	14	6

Course Code	Title of the Course	Lectures / week	Marks allotted	Credits for the Course
USHS301	Foundation Course	3	100	2

Objectives:

1. Develop a basic understanding about issues related to human rights violations, ecology and urban-rural disparities in access to health and education
2. Gain an overview of significant skills required to address competition in career choices
3. Appreciate the importance of developing a scientific temper towards technology and its use in everyday life

Unit	Course Content	Lectures
I	<p>Human Rights Violations and Redressal</p> <p>A. Types and nature of human rights violations faced by vulnerable groups, Women & Children</p> <p>B. Human Rights violations faced by People with Disabilities and by the Elderly population</p> <p>C. Constitutional provisions and laws protecting the rights of vulnerable groups. Right to Equality, Right to Freedom, Right against Exploitation.</p> <p>Salient features of some important Acts like The Prevention of Atrocities (Against SC/ST) Act, 1989; The Domestic Violence Act, 2005; Vishakha Guidelines for Preventing Sexual Harassment at Workplace, 1997; The Child Labour (Prohibition and Regulation) Act, 1986; The Persons With Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995;</p> <p>D. Redressal mechanisms at the National and State levels- The National Human Rights Commission (NHRC), the National Commission for Women.</p>	15
II	<p>Dealing With Environmental Health & Education Concerns</p> <p>A. Threats to the environment arising from extinction, loss of habitat, degradation of environment, pollution, climate change</p> <p>B. Some locally relevant case studies of environmental disasters</p> <p>C. Concept of Disaster and general effects & management of Disasters on human life- physical, psychological, economic and social</p> <p>D. Science and Superstition- the role of science in exploding</p>	15

	<p>myths, blind beliefs and prejudices; role of science and scientific temper in promoting tolerance and harmony in social groups</p> <p>E. I) Right to Health- right to a system of health protection to all without discrimination; right to prevention, treatment and control of diseases; Access to essential medicines; II) Issues of access, affordability and availability in promoting Right to Health</p> <p>F. I) Right to Education- universalization of education and obstacles to free and compulsory education for all II) Issues of access, affordability and availability in the education sector III) Contemporary challenges in the Education sector-increasing privatisation of education, decreasing fund allocation by Government</p>	
III	<p>Soft Skills for Effective Interpersonal Communication</p> <p>A Listening</p> <p>I) Effective Listening- importance and features II) Verbal and non-verbal communication; public-speaking and presentation skills III) Barriers to effective communication; importance of self-awareness and body language</p> <p>B Communication</p> <p>I) Formal and Informal communication- purpose and types II) Writing formal applications, Statement of Purpose (SOP) and resume III) Preparing for Group Discussions, Interviews and Presentations</p> <p>C Leadership</p> <p>I) Leadership Skills and Self-improvement- characteristics of effective leadership II) Styles of leadership and team building</p>	15

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ested Readings

[Note: This is not an exhaustive or prescriptive list; it is merely suggested reading]

Unit 1 (Human Rights, Consumer Rights, Public Interest)

Shivananda, J. Human Rights. Alfa Publications, New Delhi,. 2006
Rajawat, M. Human Rights and Dalits. Anmol Publications, New Delhi, 2005
Kaushal, R. Women & Human Rights in India; Kaveri Books, New Delhi, 2000
Bajpai, A. Child Rights in India; Oxford University Press; New Delhi; 2003
Biju, M.R. Human Rights in a Developing Society; Mittal Publications, New Delhi, 2005
Prakash Kumar & Rai, K. B. Right to Know; Vikas Publishing House, NOIDA, 2008
Naib, Sudhir The Right to Information Act, 2005: A Handbook; OUP, New Delhi; 2011
Sathe, S. P. Judicial Activism in India; OUP; New Delhi, 2002

Unit 2 (Ecology, Health, Education, Urban-Rural Issues)

Satpathy, N. Sustainable Development (An Alternative Paradigm); Karnavati Publications, Ahmedabad, Pachauri R.K & 1998

Pereira, W Inhuman Rights: The Western System and Global Human Rights Abuse; Apex Press; 1997

Pereira, W & Asking the Earth: Farms, Forestry and Survival in India; Earthscan Seabrook J Publications; 1991

Goel, S.L. Encyclopedia of Disaster Management, Vol. I, II & III; Deep and Deep Publications Pvt. Ltd., New Delhi; 2006

Parasuraman S. & Unnikrishnan P.V: India Disasters Report; Oxford University Press, New Delhi, 2000

Azim Premji The Social Context of Education in India; 2004. Foundation www.azimpremjifoundation.org/; Higher Education in India; UGC Report; 2003

Chatterjee, C Health and Human Rights; Vulnerable Groups in India, CEHAT, Mumbai & Sheoran, Gunjan May 2007

Datta, Prabhat The Great Indian Divide; Frontline; Volume 21 - Issue 14, Jul. 03 - 16, 2004

Kundu, Amitabh Rural Urban Economic Disparities in India: Database and Trends; December 2010; <http://www.indiapolicyforum.org/node/21>

Unit 3 (Effective Communications Skills)

Covey, Stephen 7 Habits of Highly Effective People; Free Press, 2004

Iyer, Prakash The Habit of Winning; Penguin, India; 2011

Goldratt, Eliyahu The Goal; The Northriver Press; 3rd Edition; 2004

Goldratt, Eliyahu It's Not Luck; The Northriver Press; 1994

Course Code	Title of the Course	Lectures / week	Marks allotted	Credits for the Course
USHS302	Nutrition and Meal Planning-I	3	100	3

Objectives:

1. To understand the concept of balanced diet
2. To introduce the concept of adaptations of normal diets.
3. To enable students to understand and learn the RDA and plan meals for individuals during different periods of life cycle and physiological conditions.
4. **To understand:** The correct nutrition and lifestyle choice to prevent disease and maintain health **OR** Major public health problems –Causes, symptoms, Prevention and control programme **OR** Communicable Diseases.

Note: **The following is a flexi syllabus in the CBSGS scheme wherein units I and II are compulsory and the students has to choose any one unit from units III, IV and V. The third unit taught will be that which has been chosen by the majority of the students.**

UNIT	COURSE CONTENT	PERIODS
I	<p>Overview of Balanced diet, Food groups, Food guide pyramid, Recommended Dietary Allowances Modification of normal diet for consistency, texture, caloric and nutrient density and route of Delivery(introduction to enteral and parenteral nutrition) Hygiene practices and food handling for safety Meal planning for the adult Factors affecting meal planning Using exchange list to plan meals Planning of a meal for the individual and families Nutrition concepts for preventive Nutrition plan for the adult Lifestyle recommendations for the adult to maintain health</p>	15
II	<p>Nutrition in Pregnancy and Lactation Physiological changes in pregnancy Nutritional Requirements of pregnancy Issues and Complications of pregnancy Lactation physiology Advantages of breast feeding</p>	15

	Problems associated with lactation Nutritional requirements of the lactating mother.	
III	Nutrition concepts and principles for optimum health and disease prevention. Chronic degenerative diseases. ➤ Obesity ➤ Metabolic syndrome ➤ Bone health ➤ Cancer prevention strategies	15
IV	Major public health problems –Causes, symptoms, Prevention and control programme. <ul style="list-style-type: none"> ● Iodine Deficiency Disorder ● Vitamin A deficiency ● Anaemia ● PEM ● Cancer 	15
V	Communicable Diseases <ul style="list-style-type: none"> ● Study of infectious diseases ● Waterborne ● Air borne ● Vector borne ● Food borne ● AIDS ● Symptoms, prevention and control programmes. ● 	15

References:

- Agostoni C.(ed) and Brunser O. (ed).(2007). *Issues in Complementary Feeding(Nestle Nutrition Workshop Series-Pediatric Programme ,vol 60)*.Nestec Ltd./ S. Karger Ag.: Vevey.(Switzerland).
- Bender R.N.(2003).*Introduction to Nutrition and Metabolism*. Taylor & Francis Ltd.: New York.
- Bhargav.P and Chand T.(2005).*Food and Nutrition*. Commonwealth Publishers.: New Delhi, 2005.
- Brown J.E. (2002). *Nutrition through the life cycle*. Wadsworth: Thomas learning.
- E.N. and Rolfes S.R. (2002). *Understanding Nutrition*. Wadsworth:Thomson Learning
- Garrow, J. S. & James, W. P. T. (1993). *Human Nutrition and Dietetics*. New York: Churchill Livingstone.
- Ghosh, S. (1977). *Feeding and Care of Infants and Young Children*. New Delhi: Voluntary Health Association of India.
- Guthrie, H. A. (1986). *Introductory Nutrition*. St. Luis Toronto Times Mirror/ Mosby College Publications

Indian Council of Medical Research. (2010). *Nutrient requirements and recommended dietary allowances for Indians*. ICMR, Hyderabad.

Insel, Paul; Turner, R. Elaine.; Ross, Don.(2006).*Discovering Nutrition*. Jones And Barlett Publishers: Sudbury, Ma

Insel. P. et al (2004) *Nutrition*. Jones & Bartlett Publishers

Maney, N. S. and ShadakSharswamy, M. (1988). *Food Facts and Principles*. New Delhi: New Age International.

Mudambi R and Rajagopal M.V.(2012).*Fundamentals of Foods,Nutrition and Diet Therapy*. New Age International : New Delhi.

Robinson, G. H. &Lowler, M.R. (1984). *Normal and Therapeutic Nutrition*. N.Y.: Macmillan Publications.

Roth, R. A. & Townsend C.E. (2003). *Nutrition and Diet Therapy*. Canada: Delmar Learning.

Sharma, S.; Sundararaj, P.(2000).Food and Nutrition update: Challenges ahead. Phoenix Publishing House Pvt. Ltd.: New Delhi.

Sizer F. and Whitney E.(2000).*Nutrition: Concepts and Controversies*. Wadsworth/ Thomson Learning.: Belmont California.

Thompson J. and Manore M. (2005). *Nutrition: An Applied Approach*. Benjamin Cummings.

Tortora S.P. and Grasowski S.R.(2000).Principles of Anatomy and Physiology, New York :John Wiley and Sons.

Wadhwa A. and Sarma S. (2003)*Nutrition in the Community*. New Delhi: Elite Pub.House Pvt Ltd.

Objectives:

Course Code	Title of the Course	Lectures / week	Marks allotted	Credits for the Course
USHS303	Marriage and the Family	3	100	3

1. To provide students with an overview of changing families in changing times.
2. To help students examine the issues related to close interpersonal relationships in the family, especially with regard to (a) the marital dyad and (b) parent-child relationships.
3. To sensitize students to special issues in the study of marriage and the family such as relationships with grandparents and siblings/intergenerational relationships, family caregiving, family conflict, family violence/abuse, and family interface with other institutions like religion and media.

Note: The following is a Flexi Syllabus in the CBSGS scheme wherein Units I and II are compulsory and the students (as a group) have to choose any one unit from Units III, IV and V. The third unit taught will be that which has been chosen by the majority of the students.

Unit	Course Content	Periods
I	<p><u>Introduction and overview</u> (a) Brief overview of changing families, changing times, demographics Optimal functioning families: Diversity and complexity Contemporary two-parent families: Strengths and challenges Multi-generation and joint families: Diversity, strengths and challenges Diversity, strengths, and challenges of single-parent households</p> <p>(b) Family Life Cycle theory and its limitations</p> <p>(c) Mate selection Arranged marriages, self-choice marriages and other ways of selecting one's partner: Indian perspective Western theories of "Who marries whom and why?"</p> <p><u>Close Interpersonal Relationships in the Family: The Marital Dyad</u> <u>Marriage and alternative arrangements: A multicultural perspective</u> (a) Demographic data (world statistics, Indian statistics) (b) Components of romantic love (c) Changing marital roles (d) Benefits of marriage (e) Concepts of marital quality, marital satisfaction and marital</p>	15

	<p>stability; characteristics of high quality marital relationships; creating personal and dyadic well-being in marriages</p> <p>(f) Alternative arrangements: Singlehood, widowhood, divorce, remarriage, reconstituted families, cohabitation, communal habitation/co-living, and homosexual unions</p> <p>(g) Sexuality in marriage and in alternative arrangements</p>	
II	<p><u>Close Interpersonal Relationships in the Family—Parent-Child Relationships: A multicultural perspective</u></p> <p>(a) Demographic data</p> <p>(b) Parent-child relations over the life course Development, continuities, transitions, discontinuities Changing roles, delayed parenthood The influence of parents on children, and that of children on parents Characteristics of high quality parent-child relationships</p> <p>(c) Mothers versus fathers: Gender discrimination, gender specificity or gender equity?</p> <p>(d) Parent-child relationships in diverse families (e.g., single-headed households, reconstituted families)</p> <p>(e) Voluntary childlessness; Adoptive families</p> <p><u>Contemporary relevant topics/issues</u></p>	15
III	<p><u>Other Close Interpersonal Relationships in the Family: A multicultural perspective</u></p> <p>(a) Relationship between Grandparents and Grandchildren Roles, functions and status of grandparents in the family and in society Grandmothers versus grandfathers: Gender discrimination, gender specificity or gender equity? Roles of grandchildren: A life-course perspective</p> <p>(b) Sibling relationships: A life-course perspective</p> <p>(c) Intergenerational family relations: Solidarity Conflict Family Caregiving</p>	15
IV	<p><u>Family Conflict and Family Violence/Abuse</u></p> <p>(a) Family Conflict Nature of family conflict and communication</p>	15

	<p>Impact of marital conflict on spouses and children Parent-child conflict Sibling conflict</p> <p>(b) Family violence/abuse Dowry-related violence in Indian families Wife battering; concept of marital rape Physical, emotional and sexual child abuse in the family Elder neglect and abuse</p>	
V	<p><u>Family Interface with other Institutions</u></p> <p>Religion and Families Impact of religion on the family Impact of family changes on religion Relational dynamics in interfaith marriage</p> <p>Media-Family Interface The Wired Family (Television, movies, and the Internet): Family and media technology in the new era Cyberkids</p>	15

References:

- Lemme, B. (2006). *Development in adulthood (4th ed.)*. New York, NY: Pearson.
- Gottman, J., & Silver, N. (2015). *The seven principles for making marriage work*. New York, NY: Harmony.
- Lamanna, M. A., Riedmann, A., & Stewart, S. (2015). *Marriages, families, and relationships: Making choices in a diverse society (12th ed.)*. Belmont, CA: Wadsworth , Cengage Learning.
- Olson, D. H., DeFrain, J., & Skogrand, L. (2013). *Marriage and families: Intimacy, diversity, and strengths (8th ed.)*. New York, NY: McGraw-Hill Education.
- Roy, P. K. (2003). *Family diversity in India: Patterns, practices and ethos*. New Delhi: Gyan Books.
- Turner, L. H., & West, R. (Eds.) (2006). *The family communication sourcebook*. New Delhi: Sage.
- Walsh, F. (Ed.) (2012). *Normal family processes. Growing diversity and complexity (4th ed.)*. New York, NY: Guilford Press.

Course Code	Title of the Course	Lectures / week	Marks allotted	Credits for the Course
USHS304	Traditional Textiles and Costumes of India	3	100	3

Objectives:

1. To acquaint the student with the rich Indian heritage of woven, dyed, printed, painted and embroidered Textiles.
2. To provide introductory knowledge regarding various traditional textiles of the Western, Southern, Central states of India Northern, Eastern and North Eastern states of India.
3. To acquaint the students to the traditional costumes and jewelry of the Western, Southern, Central states of India Northern, Eastern and North Eastern states of India.
4. To introduce the students to contemporary developments of these rich Indian Textiles.

Note: The following is a flexi syllabus in the CBSGS scheme wherein each student has to choose only one option from Unit III. The course taught will be based on the majority of the choice

Unit	Course Content	Lectures
I	<p>West India: (Rajasthan, Gujarat and Maharashtra) Dyed, printed and painted textiles, Woven textiles, Embroidery, Costumes and Jewelry, Floor coverings</p> <p>South India: (Andhra Pradesh, Karnataka, Kerala, Tamil Nadu) Dyed, printed and painted textiles, Woven textiles, Embroidery, Costumes and Jewelry, Floor coverings</p> <p>Central India: (Madhya Pradesh) Dyed, printed and painted textiles, Woven textiles, Embroidery, Costumes and Jewelry, Floor coverings</p>	15
II	<p>North India: (Jammu & Kashmir, Punjab, Himachal Pradesh, Uttar Pradesh) Dyed, printed and painted textiles, Woven textiles, Embroidery, Costumes and Jewelry, Floor coverings, Shawls</p> <p>East: (West Bengal, Bihar, Orissa) Dyed, printed and painted textiles, Woven textiles, Embroidery, Costumes and Jewelry, Floor coverings</p> <p>North East India: (Assam, Manipur, Mizoram, Sikkim, Arunachal</p>	15

	Pradesh, Meghalaya, Nagaland, Tripura) Dyed, printed and painted textiles, Woven textiles, Embroidery, Costumes and Jewelry, Floor coverings	
III	Contemporary developments in textiles, costumes, floor coverings and jewelry of Western and Southern India	15
IV	Contemporary developments in textiles, costumes, floor coverings and jewelry of Central and Northern India	15
V	Contemporary developments in textiles, costumes, floor coverings and jewelry of Eastern and Northeastern India	15

References:

- Bhandari V. (2004). *Costume, Textiles & Jewellery of India – Traditions in Rajasthan*. New Delhi: Prakash Books India (P)Ltd.
- Biswas. A. (1985). *Indian Costumes*. New Delhi: Publication Division Ministry of Information and Broadcasting. Books India (P) Ltd.
- Chattopadhyaya K. (1976). *Carpets and Floor coverings of India*. (Revised edition). Bombay: D.B.
- Dedhia E and Hundekar M (2008). *Ajrakh: Impressions and Expressions*. Colour Publication Ltd.
- Taraporewala Sons & Co. Pvt Ltd.
- Chattopadhyaya K. (1985). *Handicrafts of India*. (Revised Edition). New Delhi: Indian Council for Cultural Relations.
- Gillow J and Barnard N. (1991). *Traditional Indian Textiles*. London: Thames and Hudson Ltd.
- Irwin J. and Hall M. (1971). *Indian Painted and Printed Fabrics*. Ahmedabad: Calico Museum of Textiles.
- Kothari G. (1995). *Colourful Textiles of Rajasthan*. Jaipur: Jaipur Printers Pvt. Ltd.
- Lynton L. (1995). *The Sari*. London: Thames and Hudson Ltd.
- Murphy V. and Gill R. (1991). *Tie-dyed Textiles of India*. London: Victoria and Albert Museum.
- Naik S. (1996). *Traditional Embroideries of India*. New Delhi: A.P.H. Publishing Corporation.
- Pathak A. (2005). *Pashmina*. New Delhi: Roli Books.
- Untracht O. (1997). *Traditional Jewellery of India*. London: Thames and Hudson Ltd

Various Google links for contemporary developments of designers and brands involved in such work

Course Code	Title	Lectures/week	Marks	Credits
USHS305	Principles of Management	3	100	3

Objectives:

1. To help students understand the fundamental concepts and Principles of Management
2. To assist students in gaining knowledge about the theoretical aspects and practices applicable to the managerial process.
3. To enable students to know how to effectively utilize resources such as time, energy, money, and space.

Note: The following is a flexi syllabus in the CBSGS scheme wherein units I and II are compulsory and the students has to choose any one unit from units III, IV and V. The third unit taught will be that which has been chosen by the majority of the students.

Unit	Course Content	Lectures
I	<p>Introduction: Introduction to management Definition of management Importance and role of management Overview of the management process Fayol's principles of management Modern management challenges and opportunities Managing in a global environment Corporate social responsibility and related ethics Entrepreneurship Resources Meaning and definitions of resources Role and characteristics of resources Types of Resources Functions of Management: Planning Principles of planning Decision-making Strategic planning</p>	15
II	<p>Functions of Management: Organizing Fundamentals of organizing Responsibility, authority and delegation Managing change and innovation Leading and influencing Fundamentals of influencing Leadership Motivation</p>	15

	<p>Understanding groups and teams</p> <p>Controlling Control Process Managerial Control</p>	
III	<p>Time, Energy and Money Management</p> <p>Time as a Resource Nature Tools in Time Management Time Plan</p> <p>Energy as Human Resource: Work Simplification Fatigue and impairment</p> <p>3.3 Money as a Resource Concept of income Sources and types of income Steps in money management Budgeting</p>	15
IV	<p>Introduction to Human Resource Management</p> <p>Introduction Definition and Importance Objectives of HRM</p> <p>HRM Process</p> <p>Job Design Job Analysis Techniques of Job Design Factors affecting Job Design</p>	15
V	<p>Introduction to Marketing Management</p> <p>5.1 Introduction Basic concepts: needs, wants, types of demand, products, exchange Marketing functions and their characteristics Marketing Mix: 5 Ps</p> <p>5.2 Marketing management process Grading, Standardization, Branding, Labelling, Packaging</p> <p>5.3 Consumer Buying Behaviour Consumers' Purchasing Decisions Factors influencing consumer Decision Making process</p>	15

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- Arora, S. P. (2009). Office Organization and Management. Mumbai. Vikas Publishing House.
- Aswathappa, K. (2013). Human Resource Management-Texts and cases.
- Bhat, A. (2015). Management: Principles, Process and Practices (1st Ed.) New Delhi. Oxford University Press.
- Carpenter, M., Bane, T. & Erdogan, B. (2009). Principles of Management. Pearson Education Pvt. Ltd.
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- Dayal, R. (1996) : Dynamics of Human Resource Development, Mittal Publications, New Delhi.
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- Iyancevich J.M. et al (1980) : Managing for performance, Business Publications INC, Texas.
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- Raman, M., Singh, P. (2012). (2nd Ed). Business Communication. Oxford University Press.
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- Sherman A_W. et al (1988) : Managing Human Resources, South-Western Publication Co Cincinnati.
- Tripathi, P. C., Reddy, P. N. (2012). Principles of Management. (7th Ed.). McGraw Hill Education (India) Pvt. Ltd.

Course Code	Title of the Course	Lectures / week	Marks allotted	Credits for the Course
USHSP301	Nutrition and Meal Planning-1	3	50	2

Objectives:

- 1) To help the students understand and utilize advanced techniques of cooking with emphasis on nutrient-rich recipes.
- 2) To enable the students develop well-planned menus-Indian, continental and oriental
- 3) To develop skills in presentation of dishes.

Unit	Topic	No. of Periods
I	1. A. Preparing, cooking and presenting menus accordance with traditional requirements so as to meet the needs of reference man and woman as well as pregnant and lactating women. Maharashtrian Central India (MP,UP) Gujarati &Rajasthani Parsi	15
II	1. B. Punjabi Sindhi Bengali .	15
III	1.C. South Indian Cookery across the Globe/Continental	15

Course Code	Title of the Course	Lectures / week	Marks allotted	Credits for the Course
USHSP302	Human Development Principles of Working with Children	3	50	2

Objectives:

1. To introduce students to three types of developmentally-appropriate activities (art and craft; storytelling; music, movement and dance) that can be planned for children (3 -12 years old).
2. To build elementary skills in planning three types of developmentally-appropriate activities (art and craft; storytelling; music, movement and dance) for children (3 -12 years old).

Unit	Topic	No. of Periods
I	<p><u>Art and Craft Activities for 3–to-12-year-old children</u></p> <p>(a) Overview of the course (b) Art and Craft Activities for 3–to-6-year-old children Characteristics of 3–to-6-year-old children Chalk activities, crayon activities, printing and painting activities, paper activities (c) Art and Craft Activities for 6–to-9-year-old children Characteristics of 6–to-9-year-old children Chalk activities, crayon activities, printing activities, painting activities, sketching and paperwork (c) Art and Craft Activities for 9–to-12-year-old children Characteristics of 9–to-12-year-old children Sketching and drawing, colouring, painting, paperwork, fabric-work. 3-dimensional artwork: paper relief, mobile making, stabile making, container creations.</p>	15
II	<p><u>Storytelling Activities for 3–to-12-year-old children</u></p> <p>Overview of the unit: Storytelling Activities for 3–to-12-year-old children Diorama for storytelling: making and using the diorama as a storytelling prop. Puppets and storytelling Introduction to the different types of Puppets used in Storytelling Finger puppets & stick puppets Glove puppets, sock puppets, & box/bag puppets Body puppets Demonstration of the use of different types of puppets for storytelling.</p>	15

	<p>Experimenting/rehearsing using different types of puppets for storytelling.</p> <p>Making <u>any two</u> types of the following three types of puppets: Finger puppets/stick puppets Glove puppets/sock puppets/box puppets/bag puppets Body puppets Flashcards & storytelling Introduction to flashcards for storytelling. Selecting a story and breaking it into a sequence of short episodes or scenes. Making flashcards: Artwork and text. Using flashcards to tell a story</p>	
III	<p><u>Music and Movement Activities for 3–to-12-year-old children</u></p> <p>Overview of the unit: Music and movement activities for 3–to-12-year-old children The use of rhymes, poems, and action songs with children. Collecting a repertoire of rhymes, poems, and action songs for use with children in multiple languages (e.g., English, Hindi, Marathi, Gujarati). Rehearsing/Demonstrating/Presenting action songs/rhymes for children Making action songs for children Adapting existing action songs and rhymes Composing new actions songs and rhymes: Selecting a theme, rhyme words, humour, interesting sound, repetition, refrain, music; making drafts; finalising the text of the action song; selecting and refining the actions of the action song Musical instruments Introduction to the different types of musical instruments that can be made for use with children Making simple musical instruments from waste Using these musical instruments</p>	15

Method:

- Overview of the course is shared in the first session.
- Both individual and small-group activities are used in the practical.
- Students maintain a portfolio of their work.

References

Darley, S., & Heath, W. (2008). *The expressive arts activity book: A resource for professionals*. London: Jessica Kingsley.

- Edwards, L. (2010). *The creative arts: A process approach for teachers and children* (5th ed.). New York, NY: Pearson.
- Edwards, L. (2012). *Music and movement: A way of life for the young child*. (7th ed.). New York, NY: Pearson.
- Fox, J. E., & Schirmacher, R. (2014). *Art and creative development for young children*. (8th ed.). Stamford, CT: Cengage Learning.
- Isenberg, J. P., & Jalongo, M. R. (2013). *Creative thinking and arts-based learning: Preschool through fourth grade* (6th ed.). New York, NY: Pearson.
- Kostelnik, M. J., Soderman, A. K., Whiren, A. P., & Rupiper, M. L. (2014). *Developmentally appropriate curriculum: Best practices in early childhood education* (6th ed.). New York, NY: Pearson.
- Mayesky, M. (2014). *Creative activities and curriculum for young children* (11th ed.). Stamford, CT: Cengage Learning.
- Mellon, N., & Moore, T. (2013). *Storytelling with children*. Stroud, Gloucestershire: Hawthorn Press.
- Thomas, B. (2009). *Creative coping skills for children: Emotional support through arts and crafts activities*. London: Jessica Kingsley.

Course Code	Title of the Course	Lectures / week	Marks allotted	Credits for the Course
USHSP303	Pattern Making, Garment Construction and Styling for Women's Wear	3	50	2

Objectives:

1. To train students for women's pattern making and garment construction of garments
2. To train the students in the fundamentals of clothing to stitch few types of plackets, collars, pockets and corner finishes which would be required for the above garments.
3. To help students develop skills in styling women's wear using limited products and also to understand current trends and future trend forecast for styles and silhouettes.

Unit	Course Content	Lectures
I	<p>Pattern Making</p> <p>a) Adult's Basic Block, Torso and Adult's Basic Sleeve using Armstrong method</p> <p>b) Displacement of darts.(shoulder to side seam, shoulder to center front, French, centralizing shoulder dart, shoulder to big waist dart) & Concealment of darts (armhole and shoulder)</p> <p>c) Sleeves - (any two depending upon the trend) e.g. Leg-O-Mutton, Bell, Puff, etc.</p> <p>d) Kurta / Top (any 1)</p> <p>e) Salwar/ Churidar (any 1)</p>	15
II	<p>A. Fundamentals</p> <p>a) Corner Finishes- Mitre corner, Outer and Inner corners, Square neck, Reinforcement</p> <p>b) Collars- Chinese collar (with shaped V/Square/round neckline), Polo collar, etc (any two)</p> <p>c) Plackets-Faced, Kurta Placket</p> <p>B. Garment Construction</p> <p>a) Kurta / Top (any 1)</p> <p>b) Salwar/ Churidar (any 1)</p>	15
III	<p>Styling for Women' wear for different occasions & Study of Current Trends and Future trend forecast in styles and silhouettes for</p> <p>a) College-wear</p> <p>b) Birthday Parties</p> <p>c) Sports activities</p> <p>Based on the above occasions to include: Clothes, Accessories, Hairdo, Makeup – for the complete look</p>	15

The course includes:

- Planning and styling of garments with different garment details and adorning with different embellishing techniques (after having browsed through pattern books and Internet).
- Basic sketching for comprehending garment patterns.
- Flat pattern down-scaled for the journal sheets.
- Pattern constructions full scale.
- Journal as a compilation of drawings, patterns and swatches with colorful photographic presentations.
- Basic concepts of clothing to be incorporated in the garments or may be taught in the form of samples.
- Some instructional classes may be used as make-up periods and for conducting examinations as per predetermined schedules.

References:

- Armstrong, H (2014) Ed. 5th, *Pattern Making for Fashion Design*. Delhi India: Dorling Kindersley Private Limited,
- Charlotte M, Calasibeta, Tortora P, 3rd Edition (2003) *The Fairchild Books Dictionary of Fashion*. USA: Fairchild publications.
- Dingemans, J. (Aug 1999) *Mastering Fashion Styling (Palgrave Master Series)* Paperback, McMillan
- Doongaji, S & Deshpande, R. (1968). *Basic Processes and Clothing Construction*. India: New Raj Book Depot.
- Indian Garment Design Course Book*, Usha International Limited, India, 2011
- Kerr, Hillary. (2009) *Who What Wear: Celebrity and Runway Style for Real Life*. New York: Abrams.
- Kim, Eundeok. (2011) *Fashion Trends: Analysis and Forecasting*. Oxford; New York: Berg.
- Marian L Davis, (1996). *Visual Design and Dress*, Third Edition, Prentice Hall: New Jersey.
- Martin, Raymond. (2010) *The Trend Forecaster's Handbook*. London: Laurence King, 2010.
- McCall's. (1964). *Sewing in Colour*. London: The Hamlyn Publishing Group Ltd.
- McKelvey, Kathryn. (2008) *Fashion Forecasting*. Chichester, U.K.; Ames, IA: Wiley-Blackwell.
- Nichole M (2013) *Lifestyle Trend Book Autumn/Winter 2014-2015*.
- Reader's Digest, (1993). *Step by Step Guide: Sewing and Knitting*, Auckland: Reader's Digest.
- Suzanne G Marshall, Hazel O Jackson (2000). *Individuality in Clothing and Personal Appearance*, Prentice Hall, New Jersey.
- Tungate M (2008) 2nd ed. *Fashion Brands: Branding Style from Armani to Zara*. USA: Kogan Page Limited.

S.Y.B.Sc. Home Science SEMESTER IV

COURSE CODE	TITLE OF THE COURSE	STUDENT WORKLOAD		NO. OF CREDITS	
		L	P	T	P
USHS401	Foundation Course *Computer Applications (Value-Added)	3	-	2	-
USHS402	Nutrition and Meal Planning	3	-	3	-
USHS403	Development in Adulthood: Special Topics	3	-	3	-
USHS404	Sectors of Textiles & Apparel Industry	3	-	3	-
USHS405	Introduction to Ergonomics	3	-	3	-
USHSP401	Nutrition and Meal Planning-II	-	3	-	2
USHSP402	Human Development Principles of Working with Adolescents and Adults	-	3	-	2
USHSP403	Pattern Making, Garment Construction and Styling for Women's Wear	-	3	-	2
		15	9	14	6

- **Additional fee will be charged for the computer classes. Unless a student passes the Computer Examination, the student will not get the credits of the said paper.**

Course Code	Title of the Course	Lectures / week	Marks allotted	Credits for the Course
USHS401	Foundation Course	3	100	2

Objectives:

1. Develop a basic understanding about issues related to human rights violations, ecology and urban-rural disparities in access to health and education
2. Gain an overview of significant skills required to address competition in career choices
3. Appreciate the importance of developing a scientific temper towards technology and its use in everyday life.

Unit	Course Content	Lectures
I	<p>Significant Rights of Citizens</p> <p>A. Right to Information- Genesis and relation with transparency and accountability; important provisions of the Right to Information Act, 2005; some success stories</p> <p>B. Protection of Citizens’/Public Interest-Public Interest Litigation, need and procedure to file a PIL; some landmark cases.</p> <p>C. Rights of Consumers- right to safety, right to be informed, right to choose, right to be heard, right to seek redressal, right to consumer education.</p>	15
II	<p>Ecology: Approaches, Ethics and Issues</p> <p>A. Understanding approaches to ecology- Anthropocentrism, Biocentrism and Eco centrism, Ecofeminism and Deep Ecology</p> <p>B. Environmental Ethics- Libertarian ethics, Ecologic Extension and Conservation; concept of intrinsic and extrinsic value of human and non-human life; eco spirituality.</p> <p>C. Some significant principles and issues- ‘polluter pays’ principle and global and local issues of fair share of carbon space</p>	15
III	<p>Science and Technology</p> <p>A. Technology and Development- the interconnectedness between growth of technology and development of societies</p> <p>B. Dyed, printed and painted textiles, Woven textiles, Embroidery, Costumes and Jewelry, Floor coverings</p>	15

	<p>Some significant modern technologies, their basic features and applications:</p> <p>Laser Technology- Light Amplification by Stimulated Emission of Radiation"; use of laser in remote sensing, GIS/GPS mapping, medical use</p> <p>Satellite Technology- various uses in satellite navigation systems, GPS, and imprecise climate and weather analyses</p> <p>Information and Communication Technology- electronic systems such as telecommunication, radio, television, video and internet aided by computer-based information systems; convergence of various technologies like satellite, computer and digital in the information revolution of today's society</p> <p>Biotechnology and Genetic engineering- applied biology and uses in medicine, pharmaceuticals and agriculture; genetically modified plant, animal and human life.</p> <p>Nanotechnology- definition: the study, control and application of phenomena and materials at length scales below 100 nm; uses in medicine, military intelligence and consumer products</p> <p>C. Issues of control, Access and Misuse of Technology</p>	
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Suggested Readings

[Note: This is not an exhaustive or prescriptive list; it is merely suggested reading]

Unit 1 (Human Rights, Consumer Rights, Public Interest)

- Shivananda, J. Human Rights. Alfa Publications, New Delhi, 2006
- Rajawat, M. Human Rights and Dalits. Anmol Publications, New Delhi, 2005
- Kaushal, R. Women & Human Rights in India; Kaveri Books, New Delhi, 2000
- Bajpai, A. Child Rights in India; Oxford University Press; New Delhi; 2003
- Biju, M.R. Human Rights in a Developing Society; Mittal Publications, New Delhi, 2005
- Prakash Kumar & Rai, K. B. Right to Know; Vikas Publishing House, NOIDA, 2008
- Naib, Sudhir The Right to Information Act, 2005: A Handbook; OUP, New Delhi; 2011
- Sathe, S. P. Judicial Activism in India; OUP; New Delhi, 2002

Unit 2 (Ecology, Health, Education, Urban-Rural Issues)

- Satpathy, N. Sustainable Development (An Alternative Paradigm); Karnavati Publications, Ahmedabad, Pachauri R.K & 1998
- Srivastava L. (eds.) Global Partners for Sustainable Development; Tata Energy Research Institute, New Delhi; 1994
- Shiva, Vandana Ecology and the Politics of Survival: Conflict over Natural Resources in India; Sage Publications, California, 1991
- Pereira, W Inhuman Rights: The Western System and Global Human Rights Abuse; Apex Press; 1997
- Pereira, W & Asking the Earth: Farms, Forestry and Survival in India; Earthscan Seabrook J Publications; 1991
- Goel, S.L. Encyclopedia of Disaster Management, Vol. I, II & III; Deep and Deep Publications Pvt. Ltd., New Delhi; 2006
- Parasuraman S. & Unnikrishnan P.V: India Disasters Report; Oxford University Press, New Delhi, 2000

AzimPremji The Social Context of Education in India;2004. Foundation
www.azimpremjifoundation.org/; Higher Education in India; UGC Report; 2003
Chaterjee, C Health and Human Rights; Vulnerable Groups in India, CEHAT, Mumbai
&Sheoran, Gunjan May 2007
Datta, Prabhat The Great Indian Divide; Frontline;Volume 21 - Issue 14, Jul. 03 - 16, 2004
Kundu, Amitabh Rural Urban Economic Disparities in India: Database and Trends; December
2010; <http://www.indiapolicyforum.org/node/21>

Unit 3 (Effective Communications Skills)

Covey, Stephen 7 Habits of Highly Effective People; Free Press, 2004
Iyer, Prakash The Habit of Winning; Penguin, India; 2011
Goldratt, Eliyahu The Goal; The Northriver Press; 3rd Edition; 2004
Goldratt, Eliyahu It's Not Luck; The Northriver Press; 1994

Course Code	Title of the Course	Lectures / week	Marks allotted	Credits for the Course
USHS402	Nutrition and Meal Planning-II	3	100	3

Objectives:

1. To understand the concept of balanced diet
2. To introduce the concept of adaptations of normal diets.
3. To enable students to understand and learn the RDA and plan meals for individuals during different periods of life cycle and physiological conditions.
4. **To understand:** The correct nutrition and lifestyle choice to prevent disease and maintain health
OR Menu planning OR Food safety.

Note: The following is a flexi syllabus in the CBSGS scheme wherein each student has to choose only one option from Unit III. The course taught will be based on the majority of the choice

UNIT	COURSE CONTENT	PERIODS
I	<p>Nutrition during infancy and Childhood. Physiological Development and nutritional requirements of the infant Breast feeding protocol Complementary feeding and weaning schedule Physiological changes in toddlerhood, preschooler, early and late childhood. Nutritional requirements and factors affecting food intake in toddlerhood, preschooler, early and late childhood. Role of family meals in developing sound eating habits Nutritious packed lunches and snacks. Lifestyle recommendations to maintain health</p> <p>Nutrition during adolescence Physiological changes seen in adolescence Nutritional requirements of the adolescent Food habits of the adolescent, factors influencing food habits in the adolescent and strategies to ensure nutritional adequacy. Lifestyle recommendations to maintain health.</p>	15
II	<p>Geriatric nutrition Physiological changes in the geriatric population Factors affecting food intake Nutritional Requirements in the Elderly and nutrition principles to</p>	15

	<p>address the physiological changes seen</p> <p>Lifestyle recommendations for the elderly to maintain health</p>	
III	<p>Overview of nutrition principles for preventing and managing common disorders/conditions seen in childhood ,adolescence and the elderly populations</p> <p>Childhood</p> <p>Worm infestation, infections and challenges to immune status</p> <p>Dental Caries</p> <p>PEM ,Vitamin A deficiencies</p> <p>Childhood Obesity</p> <p>Adolescence</p> <p>Sub optimal bone health ,adolescent anaemia</p> <p>Effects of substance abuse</p> <p>Teenage pregnancy</p> <p>Eating disorders</p> <p>Geriatric population</p> <p>Neurological issues- senility ,depression, Alzheimer’s Disease</p> <p>Bone health & Dental issues</p>	15
IV	<p>Menu Planning</p> <p>Menu Planning for individuals ,institutions and events.</p> <p>A brief overview of the types of menus and types of service</p> <p>Standardisation of recipes</p> <p>Stepping up of recipes.</p>	15
V	<p>Food safety</p> <p>Basic concepts of food safety.</p> <p>Preventing nutrient losses from foods.</p> <p>Health and hygiene practices</p> <p>Prevention of food borne infections</p>	15

References:

- Agostoni C.(ed) and Brunser O. (ed).(2007). *Issues in Complementary Feeding(Nestle Nutrition Workshop Series-Pediatric Programme ,vol 60)*.Nestec Ltd./ S. Karger Ag.: Vevey.(Switzerland).
- Bender R.N.(2003).*Introduction to Nutrition and Metabolism*. Taylor & Francis Ltd.: New York.
- Bhargav.P and Chand T.(2005).*Food and Nutrition*. Commonwealth Publishers. New Delhi, 2005.
- Bhojwani M. (2007), *Food service management: Principles and practice*
- Brown J.E. (2002). *Nutrition through the life cycle*. Wadsworth: Thomas learning.
- DK(2014).*ACEP First Aid Manual*, 5th Edition .American College of Emergency Physicians.
- E.N. and Rolfes S.R. (2002). *Understanding Nutrition*. Wadsworth:Thomson Learning
- Frazier W.C.and Westhoff D.C. (2008)*Food Microbiology*,4th edition. New Delhi: Tata McGraw Hill Co.
- Garrow, J. S. & James, W. P. T. (1993). *Human Nutrition and Dietetics*. New York: Churchill Livingstone.
- Ghosh, S. (1977). *Feeding and Care of Infants and Young Children*. New Delhi: Voluntary Health Association of India.
- Guthrie, H. A. (1986). *Introductory Nutrition*. St. Luis Toronto Times Mirror/ Mosby College Publications
- Hubbard J.(2013).*Living Ready Pocket Manual - First Aid: Fundamentals for Survival*. Living Ready.
- Indian Council of Medical Research. (2010). *Nutrient requirements and recommended dietary allowances for Indians*. ICMR, Hyderabad.
- Insel, Paul; Turner, R. Elaine.; Ross, Don.(2006).*Discovering Nutrition*. Jones And Barlett Publishers: Sudbury, Ma
- Insel. P. et al (2004) *Nutrition*. Jones & Bartlett Publishers
- Maney, N. S. and ShadakSharswamy, M. (1988). *Food Facts and Principles*. New Delhi: New Age International.
- Mudambi R and Rajagopal M.V.(2012).*Fundamentals of Foods,Nutrition and Diet Therapy*. New Age International : New Delhi.
- Robinson, G. H. &Lowler, M.R. (1984). *Normal and Therapeutic Nutrition*. N.Y.: Macmillan Publications.
- Roth, R. A. & Townsend C.E. (2003). *Nutrition and Diet Therapy*. Canada: Delmar Learning.
- Sharma, S.; Sundararaj, P.(2000).*Food and Nutrition update: Challenges ahead*. Phoenix Publishing House Pvt. Ltd.: New Delhi.
- Sizer F. and Whitney E.(2000).*Nutrition: Concepts and Controversies*. Wadsworth/ Thomson Learning.: Belmont California.
- Thompson J. and Manore M. (2005). *Nutrition: An Applied Approach*. Benjamin Cummings.
- Tortora S.P. and Grasowski S.R.(2000).*Principles of Anatomy and Physiology*, New York :John Wiley and Sons.
- Wadhwa A. and Sarma S. (2003)*Nutrition in the Community*. New Delhi: Elite Pub.House Pvt Ltd.

Course Code	Title of the Course	Lectures / week	Marks allotted	Credits for the Course
USHS403	Development in Adulthood: Special Topics	3	100	3

Objectives:

1. To promote interest among students about the scientific study of development in adulthood.
2. To introduce students to examples of the latest conclusions about adulthood, including the challenges and opportunities in late adulthood.
3. To enable students to build appropriate knowledge and attitudes about special topics in development in adulthood.
4. To help nurture values in students such as respect for the elderly, acceptance of diversity in life paths, healthful living, and successful aging.

Note: The following is a Flexi Syllabus in the CBSGS scheme wherein Units I and II are compulsory and the students (as a group) have to choose any one unit from Units III, IV and V. The third unit taught will be that which has been chosen by the majority of the students.

Unit	Course Content
I	<p><u>Introduction to the study of development in adulthood</u> (a) Demography, a changing view of adulthood, need for studying adult development (b) Theories/conceptualizations relevant to understanding development in adulthood Erik Erikson’s psychosocial stages corresponding to adulthood Levinson’s seasons of a man’s life & Havighurst’s developmental tasks Stage theory: Major criticisms; Life span theory as an alternative (developmental principles & SOC theory)</p> <p><u>Cognitive processes in Adulthood: Dimensions and directions</u> (a) Evidence of Cognitive Decline: The Decrementalist View—Major findings and conclusions (b) Evidence of Cognitive Growth: The Continued-Potential View: Adult life-span learning Quantitative versus qualitative gains in adult cognition Expertise, wisdom and creativity Successful cognitive aging (c) Brain plasticity in adulthood and old age</p> <p><u>Contemporary relevant topics/issues</u></p>
II	<p><u>Aging, Health, Prevention and Adaptation</u> (a) Primary versus secondary aging and current conceptions of aging</p>

	<p>(b)Physical health, disease and disability Review of the changes in structure and function as individuals move across adulthood Defining and measuring health, disease and illness Age and health Three levels of prevention; risk factors versus moderating or protective variables; relationship between mind and body; overview of preventive behaviours Context of health and illness: An ecological view Medication use among older adults Successful aging: A multi-dimensional effort</p> <p>(c) Mental health, happiness and mental disorders Age-related trends in psychological health Risk factors and protective factors; a life-span view of protection Two mental health disorders in adulthood: Major depression and Alzheimer’s disease Determinants of happiness Religious involvement and spirituality</p> <p><u>Death, Dying and Bereavement</u></p> <p>(a) The changed nature of death; changing life expectancies and mortality rates (world, Western countries, India) (b) Attitudes toward death The Western/urban death-denying societies; Eastern societies and attitudes toward death Psychology’s approach to death Death anxiety</p> <p>(c) The dying person Contributions of Kübler-Ross Dying well Right-to-die-movement: Suicide, assisted suicide and euthanasia Hospice care; improving care of the dying</p> <p>(d) Grief and Bereavement Cultural and historical context of grief Resilience in the face of loss Grief process Unanticipated and anticipated death Health and mortality risks of bereavement The funeral, cremation and other leave-taking rituals, condolence behaviours: Differences across cultures Bereavement as a transition</p> <p><u>Contemporary relevant topics/issues</u></p>
III	<p><u>Self in Adulthood</u></p> <p>(a) Multiple meanings of time and age (b) You’re only as old as you feel: The impact of subjective age</p>

	<p>(c) Age and self-esteem; strategies for increasing self-esteem in old age</p> <p><u>Personality in Adulthood</u> The case for stability: The five factor model and criticism Longitudinal studies of dispositional traits; intraindividual change Qualitative stages in adulthood: Jung’s theory, Erikson’s theory, Loevinger’s theory, theories based on life transitions Life narratives, identity, and the self: McAdam’s Life-Story Model Whitbourne’s Identity theory</p> <p><u>Memory</u> Working memory, long-term memory, remote memory/autobiographical memory, implicit memory, false memories Discourse memory Memory in everyday life: spatial memory, memory of activities, prospective memory, memory of pictures Sources of age differences in memory; age differences in memory monitoring; normal and abnormal memory aging; memory and mental health; memory, nutrition and drugs Remediating memory problems</p>
IV	<p><u>Work and Retirement</u></p> <p>(a) Nature of work Significance of work in adult life; why do people work; using Maslow’s theory to understand why people work A changing world of work; the career life cycle model and its limitations</p> <p>(b) Career Development theories/conceptualizations Holland’s RIASEC model Super’s life-span life-space theory of career development Arulmani’s Jiva model SCANS: a three-part foundation and five competencies for success at work</p> <p>(c) Gender and work: Women’s career paths and special career issues Changing nature of women’s work and working women Multiple roles: homemaker role, role overload/role conflict in dual-earner families, interrupted career paths, higher variability and complexity Gender discrimination: occupational segregation, glass ceiling effect, gender gap in earnings/gender disparity Gender benders</p> <p>(d) Retirement What is retirement; does everyone retire; types of retirement; retirement as a complex phenomenon at individual and societal levels; a brief social history of retirement Retirement as a process rather than as an event; retirement as a developmental process Predictors of the quality of retired life</p>

	Impact of retirement on individual well-being
V	<p><u>Social relationships and social support; friendship; leisure</u></p> <p>Overview of social relationships</p> <p>Nature of relationships</p> <p>Benefits of relating</p> <p>Social support</p> <p>Convoy model of social relationships</p> <p>Equity theory: A theory of social interaction</p> <p>Ethnic differences</p> <p>s</p> <p>Nature of friendship</p> <p>Functions of friendship</p> <p>Gender differences</p> <p>Friendship development over the life span</p> <p>The future of friendship</p> <p>c) Leisure Activities</p> <p>Types of leisure activities</p> <p>Developmental changes in leisure</p> <p>Consequences of leisure activities</p>

References:

- Cavanaugh, J. C., & Blanchard-Fields, F. (2002). *Adult development and aging* (4th ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Lemme, B. (2006). *Development in adulthood* (4th ed.). New York, NY: Pearson.

Course Code	Title of the Course	Lectures / week	Marks allotted	Credits for the Course
USHS404	Sectors of Textiles & Apparel Industry	3	100	3

Objectives:

1. To acquaint the student with the basics of the various sectors of Textile, Apparel & Fashion
2. To provide conceptual basic knowledge regarding various sectors of Technical Textiles
3. To acquaint the students to the services available in the Textile & Apparel Industry
4. To orient students to the various Textile & Apparel Industries

Note: The following is a flexi syllabus in the CBSGS scheme wherein units I and II are compulsory and the students has to choose any one unit from units III, IV and V. The third unit taught will be that which has been chosen by the majority of the students.

Unit	Course Content	Lectures
I	Contemporary Sectors in Apparel & Costumes – Scope & Challenges, Few examples of Brands & Designers i) Apparel sector- Knits & Woven- Menswear, Women’s wear, Kids wear- Domestic & Exports – Lifestyle brands and Global Luxury brands, designers boutiques, Indian & Western wear. Clothing for different occasion. ii) Costumes - for Films, Television serials and Theatres	15
II	Technical Textile - Uses of each and special features Home Textiles, Sports Textiles, Industrial Textiles, Medical Textiles, Agro Textiles, Geotextiles, Automobile Textiles, Protective Textiles, Ecological Protective Textiles, Packaging Textiles, Building Textiles, Mobile/Transport Textiles, Smart Textiles & Apparel (Electronic Textiles & Apparel) etc	15
III	Product & Lifestyle Design- basic variety of products and their features. Jewelry design, Interior accessories, craft-based accessories for Costume, Precious and semi precious jewelry, other accessories such as shoes, belts, bags, Headgears etc.	15
IV	Fashion Media Communication: Basic types. Print, electronic or news media - events and promotions (public relations and advertising) of Fashion. Fashion Value Chain, Fashion Weeks, e-Fashion, Retail, Trend Forecasting- for the promotion of fashion and lifestyle brands.	15

	Editing and writing for different formats such as print, broadcast and digital. Visual merchandising, Styling, Graphic Design, Display and Exhibit design, Advertising, Public Relations and Creative Writing.	
V	<p>Industries: Type, Scope & Challenges, Clusters located in India</p> <p>Fibre Industry, Fabric- Weaving, Knitting, Nonwoven Industry, Process houses, Dye houses, Printing houses, Finishing Industry, Denim washing Industry, Laundry Industry, Garment Industry, Textile Design houses, Fashion Design houses, Embroidery houses, Boutiques, Recycling Industry, Textile and Fashion Writing houses, Retail houses, E Retailing, Single and Multi-Brand Stores, Designer Stores, Styling and Grooming Houses, Costume Design Houses, Technical Textile Production Industries and other ancillary industries, etc</p>	15

References:

- Agnès Rocamora, 2009, *Fashioning the City: Paris, Fashion and the Media*. I B Tauris, London.
- Christopher Breward, 2003 *Fashion (Oxford History of Art)*. 1st Edition, Oxford University Press, USA.
- Clinton Kelly, Stacy London, 2003, *Dress Your Best: The Complete Guide to Finding the Style That's Right for Your Body*. Three River Press.
- Djurdja Bartlett (Editor), Shaun Cole (Editor), Agnès Rocamora (Editor), 2013, *Fashion Media: Past and Present*. Bloomsbery group, London.
- Helen Goworek, 2006, *Careers in Fashion and Textiles*. 1st Edition, Blackwel publishing.
- Horrocks, A.R.; S.C. Anand, 2000, *Handbook of Technical Textiles*. The Textile Institute. Woodhead Publishing Limited.
- Marie O'Mahone, 2011, *Advanced Textiles for Health and Wellbeing*. Thames and Hudson.
- Noemia D'Souza, 1998, *Fabric Care*, New Age International, India.
- Philip Parker, 2009 *The 2010-2015 Outlook for Commercial Laundry Machinery in India*, Icon Group International.
- Richard Jones, 2006, *The Apparel Industry*, Blackwell publishing, UK.

Course Code	Title of the Course	Lectures / week	Marks allotted	Credits for the Course
USHS405	Introduction to Ergonomics	3	100	3

Objectives:

1. To sensitize students to the role of ergonomics in work effectiveness and efficiency.
2. To facilitate students in understanding how to identify a good fit between products and users.
3. To help students understand the importance of keeping in mind the user's perspective in the evolution of product and space design.
4. To equip students with the knowledge of how to create a safe and comfortable work environment.

Note: The following is a flexi syllabus in the CBSGS scheme wherein each student has to choose only one option from Unit III. The course taught will be based on the majority of the choice

I.	<p>Introduction Definition and basic terms Definition and meaning of Ergonomics Scope of Ergonomics Goals/Aims of Ergonomics Elements of an Ergonomics program History of Ergonomics Man – Machine – Environment System Types of system Human Characteristics, Capabilities and Limitations Interdisciplinary and nature of Ergonomics</p>	15
II.	<p>Units of Ergonomics Organizational Ergonomics Work Design Work organization Problems arising from poor work design Cognitive Ergonomics Perception and Cognition Memory Decision Making Perception of Risk Work Stress Motivation and Behaviour Physical Ergonomics</p>	15

	Work Environment	
III.	<p style="text-align: center;">Anthropometry and Design</p> <p>Introduction Definition History of Anthropometry Body planes Body Somatotypes Design implications in the Indian Context Factors affecting anthropometry data Anthropometric data Measuring procedures: Direct and Indirect Types of anthropometric data Applied Anthropometry</p>	15
IV.	<p>Biological Ergonomics</p> <p>Introduction Structure and Functions of Muscles The Musculoskeletal system Spine – Anatomy Work Physiology Muscular effort : Static and Dynamic Body metabolism Work capacity Fatigue Posture Definition, types Awkward posture and its ill-effects</p>	15
V.	<p>Workplace Layout and Equipment Design</p> <p>Principles of Workplace and Work system design Layout of workspaces Workshops and other work areas Workstation and Equipment Design Work Areas Working position Work Height Tools Chairs and Seating Computers and Workstation Design Information, Displays and Controls Design principles for Displays and Controls Information and Displays Danger and Information Signals Controls</p>	

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- Pheasant, S. (1996). Body Space: Anthropometry, Ergonomics & the Design of work. (2nd Ed). Taylor and Frances Ltd. London.

Course Code	Title of the Course	Lectures / week	Marks allotted	Credits for the Course
USHSP401	Nutrition & Meal Planning-II	3	50	2

Objectives:

1. To enable the students develop well-planned balanced menus
2. To help the students understand and utilize advanced techniques of cooking with emphasis on nutrient-rich recipes.
3. To develop skills in standardizing and stepping up recipes.

Unit	Course Content	Lectures
I	Entire day Menu plan for a healthy adult (Principles of planning, calculating the nutrient content and cooking of the menu)	15
II	Preparation of nutrient rich recipes <ul style="list-style-type: none"> • Protein • Fiber • Vitamin A • Iron • Calcium 	15
III	Menu planning Standardisation of recipes Stepping up of recipes Planning and preparing for events/themes(microcanteen)	15

The above cooking techniques will make the use of equipment like Microwave, Tawa / kadhai, Pressure Cooker and Tandoor.

References

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 Karla, J. and Dasgupta, P. (1986). Prashad. *Cooking with Indian masters*. Ahmedabad: Allied Publishers.
 Philip. T. E. (1981). *Modern cookery for teaching and the trade*. Vols. I and II, (3rd Ed.).Bombay, Orient Longman (Ltd.)

Course Code	Title of the Course	Lectures / week	Marks allotted	Credits for the Course
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USHSP402	Human Development Principles of Working with Adolescents and Adults	3	50	2
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Objectives :

1. To introduce students to three types of techniques (group games and activities; street plays; focus group interviews) employed in Human Development and allied fields when working with adolescents and adults.
2. To build elementary skills in using three types of techniques (group games and activities; street plays; focus group interviews) that are relevant for working with adolescents and adults in Human Development and allied fields.

Unit	Topic	No. of Periods
I	<p>(a) Overview of the course</p> <p>(b) Group games and activities to foster developmental assets (e.g., self-esteem, interpersonal competence) among adolescents and adults</p> <p>Overview of group games and activities as method of fostering developmental assets among adolescents and adults</p> <p>Brief overview of the characteristics of selected age-group of adolescents/adults as relevant for group games and activities</p> <p>Group games and activities to foster developmental assets (e.g., self-esteem, interpersonal competence, building values) among adolescents and adults:</p> <p>The teacher facilitates students in playing each of a series of group games (small-group and large-group games) and engage in group activities which promote developmental assets.</p> <p>Each activity/game is a reflexive exercise. A teacher-moderated reflexive discussion follows the game. Students write their reflections on each activity/game in their journal afterwards.</p> <p>Next, students devise their own game/activity along with a list of discussion questions on the developmental asset(s) of their choice.</p> <p>Board Game: Small-group activity: Introduction to devising a board game on any issue pertaining to the students. This is achieved in stages 1 through 7 as follows:</p> <p>Identifying/listing and discussing issues.</p> <p>Selecting one issue to work on (with the help of the teacher).</p> <p>Goal Setting: Identifying and specifying the goal(s) which will help address the selected issue.</p> <p>Identifying steps that lead to or detract from achieving the goal:</p> <p>Making two lists (one for steps that lead to achievement of goal; second list of obstacles or deterrents that detract from the achievement of goal).</p> <p>Planning a creative way to use these steps leading to or detracting from the goal to make a board game (layout, graphics, accessories, number of players, rules, scoring).</p> <p>Making of the board game.</p>	15

	Presentation/displaying/using of the board game. Playing on each other's board games.	
II	<p>(a) Introduction to dramatization techniques used in human development and allied fields.</p> <p>(b) Street plays to sensitise audience to socially-relevant issues pertaining to human development (e.g., women's empowerment, ageism)</p> <p>Overview of street play as a technique</p> <p>Brief overview of the characteristics of selected age-group of adolescents/adults as relevant for street plays</p> <p>Viewing of a street play (YouTube or other video)</p> <p>In two groups (within one practical group), making a list of socially-relevant issues pertaining to human development (e.g., women's empowerment, ageism)</p> <p>Selecting an issue to work on (with the teacher's guidance).</p> <p>Scripting the street play, working on theatrical presentation in the street play, rehearsing the street play.</p> <p>Performing the street play in front of an audience (within the college or outside the college to a target group).</p>	15
III	<p>(a) Introduction to interviews used in human development and allied fields.</p> <p>(b) Focus group interviews to enable guided reflection on key topics pertaining to human development (e.g., intergenerational relationships)</p> <p>Overview of focus group interviews as a technique</p> <p>Brief overview of the characteristics of selected age-group of adolescents/adults as relevant for focus groups</p> <p>Demonstration of an FGI by the teacher.</p> <p>In smaller groups, making of a list of key topics pertaining to human development (e.g., intergenerational relationships) that can be used for focus group interviews.</p> <p>Selecting an issue to work on (with the teacher's guidance).</p> <p>Designing and executing one focus group interview: Participating in a focus group interview with each group member taking turns in being the moderator.</p> <p>Each student then switches to another sub-group and facilitates the FGI with that sub-group.</p>	15

Method:

- Overview of the course is shared in the first session.
- For each unit, many of the exercises are done in subgroups (ranging from 3-4 for board games to 10-12 for the street play).
- Reflexive exercises that follow the main activities can be done in the large group through a discussion, as well as individually through writing in the journal after the practical.
- Students are expected to maintain a portfolio of activities.

References

- Ackerman, M. A. (2004). *Conversations on the go: Clever questions to keep teens and grown-ups talking*. Minneapolis, MN: Search Institute.
- Kimball-Baker, K. (2003). *Tag, you're it! 50 easy ways to connect with young people*. Minneapolis, MN: Search Institute.
- Krueger, R. A., & Casey, M. A. (2015). *Focus groups: A practical guide for applied research* (5th ed.). Thousand Oaks, CA: Sage.
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- Vaughn, S., Schumm, J. S., & Sinagub, J. (1996). *Focus group interviews in education and psychology*. Thousand Oaks, CA: Sage.

Course Code	Title of the Course	Lectures / week	Marks allotted	Credits for the Course
USHSP403	Pattern Making, Garment Construction and Styling for Women's Wear	3	50	2

Objectives:

1. To train students for women's pattern making and garment construction of garments
2. To train the students in the fundamentals of clothing which would be required for the above garments.
3. To help students develop skills in styling women's wear using limited products.

Unit	Course Content	Lectures
I	Pattern Making based on Armstrong method a) Night wear (Top and Pyjama) b) Skirt and Blouse/shirt	15
II	A. Fundamentals 15 Any 2 suitable/required for the garments B. Garment Construction a) Night wear (Top and Bottom) b) Skirt and Blouse/shirt	15
III	Styling for Women' wear for different occasions & Study of Current Trends and Future trend forecast in styles and silhouettes for following categories: a) Office wear b) Beach wear/Resort wear c) Outdoor activities like treks/hikes/picnics Based on the above occasions to include: Clothes Accessories Demonstrations of: Hairdo, Makeup, etc.	15

The course includes:

- Planning and styling of garments with different garment details and adorning with different embellishing techniques (after having browsed through pattern books and Internet).
- Basic sketching for comprehending garment patterns.
- Flat pattern down-scaled for the journal sheets.
- Pattern constructions full scale.
- Journal as a compilation of drawings, patterns and swatches with colorful photographic presentations.

- Basic concepts of clothing to be incorporated in the garments or may be taught in the form of samples.
- Some instructional classes may be used as make-up periods and for conducting examinations as per predetermined schedules.

References:

- Armstrong, H (2014) Ed. 5th, *Pattern Making for Fashion Design*. Delhi India: Dorling Kindersley Private Limited,
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- Martin, Raymond. (2010) *The Trend Forecaster's Handbook*. London: Laurence King, 2010.
- McCall`s. (1964). *Sewing in Colour*. London: The Hamlyn Publishing Group Ltd.
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- Suzanne G Marshall, Hazel O Jackson (2000). *Individuality in Clothing and Personal Appearance*, Prentice Hall, New Jersey.
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