

**Part A**

**Faculty: -Inter-Disciplinary Studies**

**B.Sc. Home Science – 3 years Undergraduate programme**

• **Programme Outcomes (PO)**

The undergraduate programme in Home Science is aimed at providing the students necessary inputs so as to set forth the task of bringing about new and innovative ideas/concepts so that the formulated model curricula in Home Science becomes in tune with the changing scenario and incorporate new and rapid advancements and multi-disciplinary skills, societal relevance, global interface, self sustaining and supportive learning.

**Students will:**

1. Become well equipped with scientific & technical education of theoretical and practical knowledge of interdisciplinary subjects.
2. Improve their life quality through all round personality development by learning essential life skills.
3. Perform in varied professional careers leading to their socio-economic development through financial upliftment and improvement in socio-economic status.
4. Think critically and take informed decisions after identifying the accuracy and validity of their assumptions and ideas from intellectual, organizational, and personal perspectives.
5. Communicate effectively through speaking, reading, writing and listening clearly in one Indian language and thereby express themselves to the world.
6. Recognize the issues of environmental perspectives and appreciate sustainable development for long term environmental sustainability
7. Engage themselves in life-long self-determining and learning in the comprehensive background of socio-technological changes for continued self-directed and life-long learning
8. Ethically recognize different value systems, understand the moral dimensions of individual decisions and accept responsibility for them.

• **Programme Specific Outcomes (PSO)**

The students of undergraduate programme in Home Science will

1. Cultivate a scientific temper towards Fundamentals of Food and Nutrition.
2. Develop their scientific & technical acumen for food science & nutrition; food chemistry & food preservation, Community Nutrition and Applied life Sciences.
3. Cultivate a scientific temper towards Resource Management.
4. Able to advance the aesthetic and organized methods for home décor production & interior decoration.
5. Develop their scientific & technical acumen for Human Development & Family Dynamics.
6. Understand life span development; early childhood education & care; human development & family dynamics.
7. Grow a scientific & technical acumen for Textiles & Clothing, textile & laundry science; apparel & cloth designing, tailoring, embroidery & printing, art & design.
8. Cultivate a scientific temper towards Community Development Perspective and Approaches Socio Economic Analysis of Communities.
9. Cultivate a scientific temper towards Communication Process.
10. Develop a systematic & methodical approach aimed at communication process, computer basics and personal empowerment.
11. Improve their scientific & technical acumen in human physiology, nutritional biochemistry, first aid & nursing.

• **Employability Potential of the Programme:**

Home science is the science of handling the home and this science includes all matters that involve the house, the family members, and their resources. This is the science of -better living and the core of the speciality is the family environment. The study of home science includes various things to manage the home in a proper and organized manner.

There are various job opportunities after pursuing a course in home science, such as fashion, teaching, social work, development studies, dietetics, food industry, home management, etc. The graduate in home science also has the option of self-employment.

Home Science professionals have a ample opportunities in private sector (cooking, fashion designer, housekeeping, dietician) NGOs (social welfare office, food analysts, research officer), government sector (scientists, professor, research analysts) and entrepreneurial opportunities (boutique, grooming centre, hobby ...

Home Science is systematic and factual study of laws and principles as is done in other branches of Science. Its laws and principles are generally applicable. It helps for the suitable progress and development of children and their prevention from diseases. It helps in bringing up children to better citizens and also looking after aged persons and hopeful and nursing mothers. It helps in enhancing the creative part of a home.

Home science professionals have ample of employment opportunities in private sector (cooking, fashion designer, housekeeping, dietitians), NGOs (social welfare officer, food analysts, research officer, fashion designer) government sector (scientists, professors, research assistant), and self-employment sector (boutique, grooming centers, hobby courses and ideas)

- **The career options after pursuing a home science course are provided below:**

**Service and Tourism Industry:** The courses in the home science discipline offer many opportunities in the tourism industry, tourist resorts, hotels, etc. as an interior designer, cooks, food analysts, catering agents, bakers as well as health care professionals. The professionals can get a job as a dietician in different schools, hospitals, colleges, and various organizations.

**Healthcare Industry:** The health centres are specialized to provide advice for the dietary requirements of individuals suffering from diverse illnesses. Appropriate nutrition and physical education enable the home science graduates to start their own support centres for people with special nutritional requirements. The support centres work to provide guidance and support to the individuals to stay fit by balancing their diet, exercise, and management of over weightiness and related conditions.

**Teaching and Research:** After pursuing a course in home science, candidates also have teaching options. Provided, the applicants have to pursue a master's degree in home science to become a teacher at the secondary level. For a graduate-level lecturer post, one must have cleared the UGC NET exam after completing a master's degree in home science. The research positions are also open for the applicants if they clear the NET exam as per the JRF cut off score.

**Production Industry:** In the production industry, there are different types of activities such as frozen food manufacturing, food preservatives, cooking, and different food production which require home science experts. The graduates can apply for the post of food analysts, quality analysts, quality controllers, and quality managers in food preservation departments, and food processing units.

**Nutrition and Dietetics:** The demand for dieticians is rapidly increasing in India. They are the professionals who are concerned about the individual requirements and suggest diet as per human physiology, calorie consumption, and other factors. Their main role is to provide food analysis, food therapy, and food management.

**Resource Management:** Resource management includes home management by organizing all the required resources effectively and economically. Resource management implies furnishing of home with effective use of labour and money for getting maximum work done by spending minimum resources.

**Clothing and Textile:** The textile industry is one of the most successful in India with growth and attention to fashion and fabric. The job of home science individuals in the textile industry is for fabric construction, dyeing, printing, assessing, recognizing, and selecting fabrics or products from dealers based on suitability and checking for performance under various conditions. The job profiles are offered in the textile industry area apparel and textile designers.

**Part B**

**Syllabus Prescribed for 2022-23 First Year UG Programme**

**Programme: B. Sc Home Science (Three year degree course)**

**Semester 1**

Code of the Course/Subject-	Title of the Course/Subject-	(Total Number of Periods)-
HSC101	Communication Skills – I	40 (3/w)

• **Course outcomes:**

**Students would be able to :**

1. Improve their vocabulary to enhance their fluency in English / Marathi.
2. Read with correct pronunciation.
3. Develop written communication skills for every day and professional communication.

Unit	Content
Unit -I	<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. <b>Concept of communication</b></li> <li>2. <b>Need and importance of communication</b></li> <li>3. <b>Elements of communication</b></li> </ol> <p>Communicator / Sender            Communicatee / Receiver            Message / Idea            Encoding,            Channel,            Decoding,            Feedback</p> <p>➤ <b>1.4 Stages of Communication Process</b></p> <p>Comprehending the context            Knowing the sender &amp; receiver            Designing the message            Encoding &amp; transmitting            Selecting proper channel            Receiving &amp; decoding            Feedback</p> <p style="text-align: right;"><b>(8 Periods)</b></p>
Unit II	<p><b>Types of communication</b></p> <p>➤ <b>2.1 Verbal Communication</b></p> <p>Intrapersonal communication            Interpersonal communication            Small group communication            Public communication</p> <p>➤ <b>2 Non Verbal Communication</b></p> <p>Body language            Gestures            Symbol            Expressions</p> <p>➤ <b>2.3 Written Communication</b></p> <p>Letter, Fax, Telegram, e message, Website, News release, Brochure,            Proposal, Contract, Advertisements etc</p> <p>➤ <b>2.4 Visual Communication</b></p> <p>Objects, Models, Graphs, Maps, Photographs etc</p> <p style="text-align: right;"><b>(8 Periods)</b></p>
Unit III	<p>➤ <b>Effective Communication</b></p> <p>Components of effective communication            Communication Barriers            Overcoming Barriers.            Developing effective messages, slogans.            Body languages and its importance in communications.</p> <p>➤ <b>Principles of effective communication</b></p> <p>Goal setting.            Listening            Clarity            Stay organized            Adjustment to the medium of communication            Use visuals &amp; Stories            Conciseness            Curiosity</p> <p style="text-align: right;"><b>(8 Periods)</b></p>

Unit IV	<p>➤ <b>Grammar in Communication</b></p> <p>Articles Conjunctions Prepositions</p> <p>➤ <b>Types of sentences</b></p> <p>Assertive Negative Interrogative Exclamatory</p> <p style="text-align: right;"><b>(8 Periods)</b></p>
Unit V	<p>➤ <b>Formal Written Communications in Marathi &amp; English</b></p> <p>Essay writing Picture composition Letter writing - Personal, Official, Business Correspondence Comprehension of given passage Application Writing Employment, Complaints, Leave Resume Writing</p> <p style="text-align: right;"><b>(8 Periods)</b></p>
<p><b>*SEM- Preparing and communicating to Nursery or preschool with the use of simple sentences and body languages. (any message, story, game, rhymes etc)</b></p>	
<p><b>COs: Student will:</b></p> <ol style="list-style-type: none"> <li>1. Become aware of the social conventions of conversation.</li> <li>2. Develop the ability to use English for academic and professional work.</li> </ol>	

#### References:-

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- (4) Jones, Daniel, Pronunciation of English, Universal Book Stall, New Delhi
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- (6) Cobuild, Student Dictionary and Grammar, Harper Collins Pub. London.
- (7) Jones, Daniel, English Pronouncing Dictionary, Universal Book Stall, New Delhi.
- (8) Murphy R., Intermediate English Grammar, Foundation Books, New Delhi.
- (9) Murphy R., Essential English Grammar, Cambridge University Press, London.
- (10) Krishnaswamy, N., Teaching English Grammar, T.R.Publications, Chennai.
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- (12) Birkett, Julian, Word Power, T.R.Publications, Chennai.
- (13) Corner, J.D.O., Better English Pronounce, Universal Book Stall, N.Delhi.
- (14) Narang, V., Communicative Language Teaching, Creative Books, New Delhi.
- (15) Palliver, A.K., Communicative Language Teaching in English, Surabhi Pub., Jaipur.
- (16) Kaul, Onkar; Effective Communication Skills, Creative Publications, New Delhi.
- (17) Gautam, K.K.; English Language Teaching, Homan Pub. House, New Delhi.
- (18) Rajunwale, S; Introduction to English Phonetics, Rawat Publications, N. Delhi.
- (19) Mohan Krishna; Speaking English Effectively, Macmillan India Limited, New Delhi.
- (20) Tickoo, M.L.; Current English for Language, Macmillan India Limited, New Delhi.
- (21) Gupta, N.; English for all; Macmillan India Limited, New Delhi.
- (22) Singh, C.P.; Before the Headline, Macmillan India Limited, New Delhi.
- (23) Green David; Contemporary English Grammar
- (24) Andal, N.; Communication Theories and Models; Himalaya Pub. House, Mumbai.
- (25) Rayndu, C.S.; Communication Media and Communication Management; Himalaya Pub. House, Mumbai
- (26) Allan W.S.; Keep Up Your English (Three Audio Casette), B.I.Languages Institutes, Mumbai.
- (27) Haycraft, J.Creed; Choosing your English + Four Cassette ISBN
- (28) Geddas Marian; How to listen + one cassette
- (29) O'Connor, J.D., A Course of English Pronunciation + Three Cassette, B.I.Languages Institutes, Mumbai.

## Home Science (Three year degree course)

### Semester 1

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HSC102	Fundamentals of Home Science (Th)- I	Theory – (40) 3/w

#### Course outcomes-

The students would be able to:

1. Recognize various resources available in home/ community/institution
2. Apply human and non human resources for better life style
3. Interpret the concept of food and nutrition
4. Acquire and use the knowledge of nutrients
5. Work in community development activities

Unit	Content
Unit I	<p>➤ <b>Resource Management :</b>                      Meaning and definition.                      Need and importance of resources.                      Classification of resources                      Family resources                      Role of resource management in the development of family and community.  <b>(8 Periods)</b></p>
Unit II	<p>➤ <b>Management process</b>                      Definition, importance and meaning of management process                      Planning , Controlling, Evaluation                      Family characteristics influencing management - stages of family life cycle, family size, types of family , lifestyle  <b>(8 Periods)</b></p>
Unit III	<p>➤ <b>Concept of Health, Food Nutrients&amp; Nutrition</b>                      Functions of Food.                      Physiological , Psychological , Social , and Spiritual Functions                      ➤ <b>Basic Food Groups</b>                      Energy Giving, High energy giving, Body building, Protective and Regulatory Foods  <b>(8 Periods)</b></p>
Unit IV	<p>➤ <b>Concept of Nutrients</b>  <b>Carbohydrates</b>                      Composition, Classification, Functions, Sources and Daily requirement .  <b>Proteins</b>                      Composition, Classification, Functions, Sources and Daily requirement  <b>Lipids</b>                      Composition, Classification, Functions of Lipids, Sources and Daily requirement.  <b>(8 Periods)</b></p>
Unit V	<p>➤ <b>Extension Education</b>                      Definitions, Objectives, need, importance and Types of Education                      Concept, Philosophy and Principles of Extension Education                      Role of Extension Education in community development and Qualities of Extension Worker  <b>(8 Periods)</b></p>
<p><b>*SEM - Table arrangements for various styles of breakfast/ meals                      Innovative styles of table napkins, folds handling cutlery and accessories.</b></p>	
COs:	<p>Student will                      Utilize the tools and presentation skills for food services.                      Acquire presentation skills of various meal categories.</p>

#### References :-

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2. Reddy.P.N, Tripathi.P.C, Appannaiah.H.R, (2003), Essentials of Management, Himalaya Publishing House.
3. Shivalingam.T, (2005), Fundamentals of Management, Vrinda Publications Ltd, New Delhi
4. Omvir Chaudhry and Prakash Singh, (2011), Principles of Managaement,New age International publishers.
5. Raheena Begum M,(2009), A Textbook of Foods, Nutrition and Dietetics. Sterling publishers, New Delhi
6. Mudambi S. R. and Rajagopal M. V., (2008),Fundamentals of Foods, Nutrition & Diet therapy by New Age International Publishers, New Delhi
7. Sri Lakshmi B.(2009),Human Nutrition. New Age International Publishers, New Delhi
8. Swaminathan M. (2002), Advanced text book on Food and Nutrition. VolumeII. Bappco.
9. Acharya SK, Adhikari MM, (2012), Communication: The Process & Application in Extension Education, Agrotech Publishing Academy, Udaipur.

10. Dangi KL & Santosh Samota, (2013), A Textbook on Dimensions of Extension Education, Agrotech Publishing Academy, Udaipur.
11. Dangi KL et al. (2014), A Textbook of Communication Skills, Agrotech Publishing Academy, Udaipur.
12. Dipak De, Basavaprabhu Jirli, (2013), A Handbook Of Extension Education, Dr. Updesh Purohit for Agrobios (India). Jodhpur.

## Home Science (Three year degree course)

### Semester 1

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HSC103	Fundamentals of Home Science II(Th)	Theory –(40) 3/w --

- **Course outcomes:**

**Student would be able to-**

1. Relate major concept, scope and significance of human development.
2. Summarize the stages of Human development.
3. Appraise the importance of textile industry in Indian economy and its sectors.
4. Gain and describe the knowledge of textile fibers and their properties.
5. Apply the process of communication in home science education.

Unit	Content
Unit I	<p>➤ <b>Human Development</b> Definitions, scope and multidisciplinary nature of Human Development Stages and domains of development Principles of Growth and Development Role of human development in building good citizen.</p> <p style="text-align: right;"><b>(8 Periods)</b></p>
Unit II	<p>➤ <b>Factors influencing growth and development</b> stages of development from prenatal , infancy, childhood, puberty specify Influences on pregnancy specify Capacities of neonate specify</p> <p style="text-align: right;"><b>(8 Periods)</b></p>
Unit III	<p>➤ <b>Introduction to Textiles</b> Meaning, definition and scope Importance of Textile Industry in Indian economy. Sectors of Indian Textile Industry. cotton, jute, silk, handloom, manmade and others.</p> <p style="text-align: right;"><b>(8 Periods)</b></p>
Unit IV	<p>➤ <b>Classification of fibers</b> Primary properties and Secondary properties of fibers with reference to their effect on fiber characteristics Textile Terminology</p> <p style="text-align: right;"><b>(8 Periods)</b></p>
Unit V	<p>➤ <b>Extension Teaching Methods</b> Process of Extension Teaching Classification of Extension Teaching Methods, its Use and Limitations Classification of extension teaching aids, their use and limitations. Selection of extension teaching methods and aids for effective communication</p> <p style="text-align: right;"><b>(8 Periods)</b></p>
	<p><b>*SEM - Design and implement an activity using teaching aids for effective communications.</b></p>
	<p>COs: Student will Develop skill in the care and management of children.</p>

**References :-**

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2. DevadasR.PA text book of Child Development and Jaya N. Mac Millan India Ltd.Delhi.
3. Suriyahanth. A Child Development Kavitha Publications, Gandhi Gram Tamilnadu.
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8. Moncrief R.W, (1980) Manmade Fibres, John Willey and Sons, New York
9. CorbmanB(1990) Fibre to Fabric, Woods publications
10. A.F Barker,(1985) Principles of Weaving, John Willey and Sons, New York
11. Cook J Gordon,(1975) Handbook of Textile FibresMorrow Publishing Co. Ltd., England.
12. O.P.Dahama, O.P.Bhatnagar, (1998) Education and Communication for Development, Published By Mohan Prmlani for Oxford & IBH Publishing Co. Pvt.Ltd. New Delhi.
13. S.V.Supe, (1983), An Introduction to Extension Education, Published By Mohan Prmlani for Oxford & IBH Publishing Co. Pvt.Ltd. New Delhi.
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**Home Science (Three year degree course)**

**Semester 1**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HSC104	Applied Human Physiology(Th)	Theory -40 (3/w)

• **Course outcomes:**

Students would be able to:

1. Explain basic terminology regarding human physiology.
2. Illustrate basic structure of human body.
3. Recognize co-ordination between different systems of the body for normal functioning.

Unit	Content
Unit I	<p><b>General Physiology-</b> Structure and Functions of each component of cell. Protoplasm-Properties of Protoplasm Structure and Functions of tissues.</p> <p><b>Skeletal Physiology-</b> Classification of bones. Structure and Functions of bones. Types and Functions of muscles.</p> <p style="text-align: right;"><b>(8 Periods)</b></p>
Unit II	<p><b>Blood and Body Fluids.</b> Body Fluids Blood Red Blood Corpuscles White Blood Corpuscles Blood platelets Blood Vessels Blood Groups Immunity Lymph and Lymphatic System.</p> <p style="text-align: right;"><b>(8 Periods)</b></p>
Unit III	<p><b>Digestive System</b> Introduction to Digestive System Alimentary Canal Digestive glands. Physiology of digestion ó Digestion and absorption of carbohydrates, Protein and Fats.</p> <p style="text-align: right;"><b>(8 Periods)</b></p>
Unit IV	<p><b>Female Reproductive System</b> Introduction to Female Reproductive System Ovary Menstrual Cycle Ovulation and Conception Antenatal and Postnatal Period Menopause</p> <p style="text-align: right;"><b>(8 Periods)</b></p>
Unit V	<p><b>Endocrinology and Renal System</b> Structure and Functions of Urinary System. Mechanism of Urine Formation Endocrinology Introduction to endocrinology Pituitary Gland Thyroid Gland Adrenal Gland</p> <p style="text-align: right;"><b>(8 Periods)</b></p>
*SEM - Practice of simple clinical test of Blood pressure, Pulse rate, oxygen level.	
COs: 1.Student will acquire knowledge about simple clinical test	

**References :-**

1. Guyton A.C., Hall, A.J. ó Text Book of Medical Physiology.
2. K.Sembulinga ó Essentials of Medical Physiology.
3. Chatterjee ó Text Book of Medical Physiology.
4. Chatterjee C.C.-Human Physiology
5. Guyton : Functions of Human Body
6. Jacfod and francone : Elements of Anatomy and Physiology.
7. Joglakar V.H. ó
8. Sharpe L & L., Schafer Histology.
9. Best and Taylerr : Human Body.
10. Rastogee. Text Book of Cytology.



**Semester1- Communication Skills (Pr) – I**

Code of the Course/Subject	Title of the Course/Subject-	(No. of Periods/Week)
HSC105	Communication Skills(ACE) – I (Practical )	52 (4 p/w)

• **Course outcomes:**

Students would be able to

1. Prepare and deliver effective presentation
2. Develop effective writing skills.
3. Write an application for job with an effective resume.

**\*List of Practical/Laboratory Experiments/Activities etc.**

1	Understanding the various elements of communication through visit to Radio stations / printing media house / news channel working system. Preparing visit reports and resource file.
2	Visit to deaf and dumb / blind institutions for better understanding of the types of communication.
3	Detection of grammar forms from a given lesson and noting it in assignment/practical book
4	Writing a leave application.

Units	Internal Assessment
1	Writing a complaint redressal
2	Use of verbal and non verbal ways for communication in class activity.
3	Writing job application.
4.	Proper use of grammar in classroom conversation.
5.	Resume writing.

**Semester1**

Code of the Course/Subject	Title of the Course/Subject	(No. of Periods/Week)
HSC106	Fundamentals of Home science-I(Pr)	52(4/w)

• **Course outcomes:**

Student would be able to

1. Judge the nutritional aspects of food and their functions
2. Plan and present the therapeutic recipes
3. Interpret the importance and role of micronutrients in health.
4. Identify food resources to knowledge role of vitamins in health.

**\*List of Practical/Laboratory Experiments/Activities etc.**

S.N.	Prepare at least one recipe from the following food group.
1	Energy rich recipe.
2	Protein rich recipe.
3	Mineral rich recipe
4	Vitamin rich recipe

S.N.	Internal assessment
1	Kitchen equipments use and care.
2	Standard proportion of food and size.
3	Weight and measure for raw and cook foods.
4	Identify and illustrate ten recipes of any one of the food groups. Communicate above assignment through non projected visual aids.

Semester1

CodeoftheCourse/Subject	TitleoftheCourse/Subject	(No.ofPeriods/Week)
HSC107	Fundamentals of Home Science II(Pr)	52(4/w)

• **Course Outcomes:**

Students would be able to:

1. Summarize the importance of play in the development of Child
2. Describe advantages of various teaching aids to promote all round development of a child.

**\*List of Practical/Laboratory Experiments/Activities etc.**

1	Visit to nursery school for studying psychomotor skills, clay molding.
2	Toys making
3	Preparation and use of teaching aids related to animals, colors, shapes, numbers, fruits and vegetables.

Internal assessment	
1	Develop skill in any one of the following for nursery group
2	Types of painting
3	Story telling for nursery group
4	Paper craft

Code of the Course/Subject	Title of the Course/Subject	(No. of Periods/Week)
		4 periods/w
HSC108	Applied Human Physiology(Pr)	52(4/w)

**Course outcomes:**

Students would be able to:

1. Identify all the systems of human body.
2. Demonstrate the basic structure and function of human body.
3. Apply basic first aids measures.

**\*List of Practical/Laboratory Experiments/Activities etc.**

1	Study of various bones. Identification of slides-cell, Types of tissues, Kidney, Ovary, Pancreas, Thyroid gland, Adrenal gland.
2	Individual Clinical Assessment Physical and chemical examination of urine Recording pulse rate Measurement of blood pressure
3	Visit to general practioner and pathologist to know & understand the process of estimation & the desirable range of physiological and biochemical tests.
4	Recording Body Temperature.

**Part B****Syllabus Prescribed for 2022-2023 Year UG Programme****Programme: BSc Home Science 3 Year Degree Course****Semester II**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HSC201	Communication Skills – II (Th)	Theory -03 / W

- Course outcomes:**

The students would be able to:

1. Apply knowledge & skills of communication.
2. Interact more effectively in English & Marathi
3. Be more effectively and creative communication

Unit	Content
Unit - I	<p><b>Reading Skills</b>            Reading and its benefits            Mechanics of reading  <b>Types of reading</b>            Surveying            Skimming            Scanning            Casual            Focused  <b>Purposes for reading</b>            Learning            Entertainment            Intellectual</p> <p style="text-align: right;"><b>(8 Periods)</b></p>
Unit - II	<p><b>Listening Skills</b>            Hearing &amp; Listening            Factors making hearing easy            Factors making listening difficult            Effective listening skills            Barriers in listening            Ways and means to overcome the barriers</p> <p style="text-align: right;"><b>(8 Periods)</b></p>
Unit - III	<p><b>Speaking Skills</b>            Phonetics ó Concept &amp; Importance  <b>Types of Speaking</b> (Informative, Persuasive, Entertaining            Speaking to inform (Informative, Argumentative)            Speaking to persuade, motivate, take action            Speaking to entertain  <b>Types of speaking skills</b>            Types of speaking skills            Vocabulary            Grammar, Pronunciation            Importance of speaking skills in developing relations.</p> <p style="text-align: right;"><b>(8 Periods)</b></p>
Unit- IV	<p><b>Writing skills</b>  <b>Types of writing</b>            Narrative            Descriptive            Persuasive            Creative            Expository  <b>Steps of writing</b>            Topic selection            Collection of information            Organizing contents            Writing            Revising &amp; Editing  <b>Important factors of writing skills</b>            Grammar            Punctuations            Spellings            Vocabulary            Clarity, Proper language</p> <p style="text-align: right;"><b>(8 Periods)</b></p>

Unit - V	<b>Creative writing in Marathi &amp; English</b> Essay writing Story writing Report writing Dialogue writing
*SEM- Enhancing presentation skill on any one current topic.	
COs:	
Students will 1. Prepare and deliver an effective presentation 2. Adapt different techniques of presentation.	

#### References :-

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2. Loneragan, J. : Follow through students.
3. Hobbs J. : Teaching Observed + Two Video Cassettes, British Institute.
4. Tomaleni, B. : Video in Classroom + One Video Cassette, British Institute, UCO Building.
5. Haycraft J. : Getting on in English + Four Cassettes, , British Institute.
6. Kumar, K.J. : Communication Skills in English, Vipul Prakashan Mumbai.
7. Longman, A.: Essential Activator, Longmans.
8. Taylor G. : English Conversation Practice, Mc Graw Hill Pub., New Delhi.
9. Leech G. : English Grammar for Today, Macmillan, London.
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14. Hengh, G.A. : News Writing, Kanishk Pub., N.Delhi.
15. Hyde, H.W. : Television and Radio Announcing.
16. Mitra Anand : Television & popular Culture in India.
17. Kabir, N.M. : Talking Films., Oxford Publications.
18. DeSouza, Y.K. : Electronic Media & Internet, Book Enclave.
19. Dattatreya, P. : Group Discussion Methods of Teaching, Prentice Hall of India Pvt.Ltd.
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21. Field, Marion : Improving Your Written English, Jaiko Publishing House.
22. Swan, Michael : Practical English Usage, Oxford.
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## Semester II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HSC202	Composite Home Science – I	40 (3/w)

- **Course Outcomes:**

The students would be able to:

1. Apply the knowledge for decision making process.
2. Correlate the major responsibilities of family for healthy life.
3. Prioritize the use of foods containing vitamins and minerals.
4. Create a better understanding of community organization and development.

Unit	Content
Unit- I	<p><b>Decision making Process</b>  Meaning, importance and steps of decision making  Types of decision  Factors affecting decision making characteristics  Characteristics of decision  <b>Major responsibilities of family</b>  Physical responsibilities  Social responsibilities  Psychological responsibilities  Economical responsibilities</p> <p style="text-align: right;"><b>(8 Periods)</b></p>
Unit- II	<p><b>Factors Motivating Management</b>  Values ó Meaning, Sources, Characteristics and Classification  Goal - Meaning and Types  Standard - Meaning and Types  <b>Attitude for development of healthy life aspect –</b>  Educational attitude  Social attitude  Religious attitude  Cultural attitude  Recreational attitude</p> <p style="text-align: right;"><b>(8 Periods)</b></p>
Unit- III	<p><b>Concept of Vitamins</b>  Classification of Vitamins  <b>Fat Soluble Vitamins</b>  Functions ,Sources and daily requirement of Vitamin A, Vitamin D, Vitamin E, Vitamin K.  <b>Water Soluble Vitamins</b>  Functions ,Sources &amp;Daily requirement of B Complex Vitamins  Vitamin C</p> <p style="text-align: right;"><b>(8 Periods)</b></p>
Unit- IV	<p><b>Concept of Minerals</b>  <b>Functions ,Sources &amp; Daily requirement of Macro Minerals</b>  Calcium, Phosphorus, Magnesium, Sodium, Potassium. Sulphur,  <b>Functions ,Sources &amp;Daily requirement of Micro Minerals</b>  Chromium, Cobalt, Copper, Fluorine, Iodine, Iron, Manganese, Molybdenum, Selenium ,Zinc</p> <p style="text-align: right;"><b>(8 Periods)</b></p>
Unit -V	<p><b>Community Organisation</b>  Meaning definition and types of community.  Characteristics of Community  Problems of Community.  Role of Community organization in community development.</p> <p style="text-align: right;"><b>(8 Periods)</b></p>
*SEM- Plan, execute and evaluate any one event specify.	
COs: 1. <u>Students will formulate and execute an event</u>	

### References :

1. Vargese; Home Management, Wiley Estern Ltd., Bombay
2. Swanson Betty, Introduction to Home Management.
3. Shrilakshmi; Food Science, New Age International Publication
4. Shrilakshmi; Nutrition, New Age International Publication
5. Shrilakshmi; Dietetics, New Age International Publication
6. Arvind Chandra, Introduction to Home Science
7. RajamalP.Devdas; Text Books of Home Science

8. RajamalP.Devdas; Home Science and the Nation; Units of Madras.
  9. Supe S.V.; An introduction to Extension Education.
  10. Dahama, O.P.; Extension Education.
- Weblink to Equivalent MOOC on SWAYAM if relevant:  
Weblink to Equivalent Virtual Lab if relevant:  
Any pertinent media (recorded lectures, YouTube, etc.) if relevant:

Semester II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HSC203	-Composite Home Science-II-	40 (3/W)

• **Course Outcomes:**

The students would be able to:

1. Summarize the significance of early and late childhood.
2. Classify aspects of clothing and personality development.
3. Demonstrate the methods of taking body measurements
4. Describe the role of Government and Non-Government organizations in community development

Unit	Content
Unit I	<p>➤ <b>Early Childhood Years</b>                      Development in Infancy and Preschool                      Physical-motor development                      Cognitive and language development                      Socio-emotional development, Family, Preschool and Play  <b>(8 Periods)</b></p>
Unit II	<p>➤ <b>Late Childhood Years and Puberty</b>                      Physical &amp; Motor development                      Cognitive and Language development                      Socio-emotional development, School, Peers and Media                      Moral development  <b>(8 Periods)</b></p>
Unit III	<p>➤ <b>Clothing:</b>                      Importance of Clothing                      Theories of Clothing                      Socio psychological aspects of clothing                      Clothing and personality development                      Clothing &amp; Fashion Terminology  <b>(8 Periods)</b></p>
Unit IV	<p>➤ <b>Clothing construction –</b>                      Anthropometry (men, women and child's body)                      Importance and method of taking body measurement, fabric preparation (fabric grain, preparatory steps-preshrinking, straightening, truing)                      Drafting paper pattern, layout, pinning, marking cutting  <b>(8 Periods)</b></p>
Unit V	<p>➤ <b>Extension Education &amp; Community Development</b>                      Need and significance of community development programme.                      State and National development programme related to health and economic development of the community.                      Non government organization working for health and economic development of the community.  <b>(8 Periods)</b></p>
*SEM- Product designing based on the basic embroidery stitches and sewing techniques.	
<b>COs</b> Student will 1. Acquire skill in basic embroidery stitches and sewing techniques 2. Design and develop the skill in product designing	

**References :-**

1. Development Psychology ó E.B.Hurlock
2. Child Behaviour and Development ó B.Kuppuswamy.
3. Adolescent Development & Adjustment ó L.Crow &A.Crow
4. Zarakar, 1985, System of cutting, Gala Publishers, Bombay.
5. Thomas A.J, 1994 , The Art of Sewing, UBS Publishers.
6. .Strickland G, 1974, A Tailoring Manual, Macmillan.
7. Mauck F, 1970, Modern Sewing Techniques, Macmillan
8. Armstrong J Marie, 1995 ó Pattern Making For Fashion Designö.Fairchild'sPub.U.K.
9. O.P.Dahama, O.P.Bhatnagar, (1998) Education and Communication for Development, Published By Mohan Pramlani for Oxford & IBH Publishing Co. Pvt.Ltd. New Delhi.
10. S.V.Supe, (1983), An Introduction to Extension Education, Published By Mohan Pramlani for Oxford & IBH Publishing Co. Pvt.Ltd. New Delhi.
11. Somani LL, (2013) Extension Education & Communication, Agrotech Publishing Academy, Udaipur.

## Semester II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
HSC204	Nutritional Biochemistry(Th)	40(3/W)

### Course Outcomes:

The students would be able to

1. Develop an understanding of the principles of Biochemistry as applicable to Human Nutrition
2. Obtain an insight into the Biochemistry of digestion and absorption of major nutrients
3. Apply the acquired knowledge in Human Nutrition and Dietetics

Unit	Content
Unit -I	<b>Carbohydrates</b> Digestion, Absorption & Transport - Basic Concept Metabolism <b>(8 Periods)</b>
Unit -II	<b>Lipid</b> Digestion, Absorption & Transport - Basic Concept <b>(8 Periods)</b>
Unit III	<b>Proteins</b> Digestion, Absorption & Transport - Basic Concept Metabolism <b>(8 Periods)</b>
Unit IV	<b>Energy Metabolism</b> Unit of energy Basal Metabolic rate Determination of total Basal Metabolic rate Determination of Energy requirement Factors affecting total Energy requirement <b>(8 Periods)</b>
Unit V	<b>Nucleic Acid &amp; Enzymes</b> <b>Nucleic Acid</b> Nucleic Acid Structure of DNA Structure & Functions of RNA Role of DNA & RNA in protein synthesis <b>Enzymes</b> Definition Nomenclature Classification <b>(8 Periods)</b>
SEM- Skills in estimation of urea and creatinine in unknown sample	
COs: Student will develop the skill in estimation of urea and creatinine in a given sample.	

### References :

1. Pottorn N. and Hotchkiss, J.H. (1996), Food Science; C.B.S. Publishers and distributors, New Delhi.
2. Duck Worth, R.B. (1978), Water Retention to Foods, Academic Press, London.
3. Peckham, G.G. (1969); Foundation of Food Preparation, McMillan Co.
4. Fox B.A. and Cameron, A.G.; Food Science and Chemical Approach; University of London, 1970.
5. Kraner, A. and Twing B.A.; Fundamentals of Quality Control for food industry, The AVI Publishing Co,1966.
6. C.Gopalan, B.V.Rama Sastri, S.C.Balasubramanian (2004), Nutritive Value of Indian Foods, National Institute of Nutrition, ICMR, Hyderabad.



## Semester II

Code of the Course/Subject	Title of the Course/Subject	(No .of Periods/Week)
HSC205	Communication Skills in languages – II(Pr)(AEC2)	52(4/W)

- **Course Outcomes-**

The students would be able to:

1. Develop listening, reading and writing skills.
2. Develop the speaking skills

**\*List of Practical/Laboratory Experiments/Activities etc.**

1	Loud reading for enhancing reading skills
2	Listening to a passage / poetry / story for acquiring narrative skills and pronunciations.
3	Practice speaking in classroom sessions Greeting, responses, introducing self, guest and friends Taking leave and requesting Narrating an incidence
4	Creative writing in Marathi & English

Units	Internal Assessment
1	Practice listening motivational speeches for and writing in own words.
2	Group Discussion
3	Practice narration and message delivery to improve quality of voice, tone and pitch.

### Programme: BSc Home Science Semester II

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(No. of Periods/Week )
HSC206	Composite Home Science – I(Pr)	52 (4/w)

- **Course Outcomes:**

The students would be able to

1. Plan the use of various types of spaces
2. Develop sustainable alternatives of utilization of waste resources .

**\*List of Practical/Laboratory Experiments /Activities etc.**

1	Enlist and classify resources of family/ institution/organization/small scale industry
2	Identify and effectively utilize waste recourses/ Garden and surrounding/ house hold level/ institution level.

#### Practical Assessment

1	Skill demonstration of utilization of resources for a target group.
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**Semester II**

<b>Code of the Course/Subject</b>	<b>Title of the Course/Subject</b> (Laboratory/Practical/practicum/hands-on/Activity)	<b>(No .of Periods/Week)</b>
<b>HSC207</b>	<b>Composite Home Science-II(Pr)</b>	<b>52(4/w)</b>

• **Course Outcomes:**

The students would be able to:

1. Acquire and apply skills in basic stitching and finishing.
2. Do application of seam, tucks and pleats in the garments designing.
3. Demonstrate the use and care of various sewing machines and
4. Design and illustrate basic garments construction techniques

**\*List of Practical/Laboratory Experiments/Activities etc.**

1	Sourcing of different fiber, fabric and visual identification .
2	Introduction to pattern cutting tools, sewing machine and care
3	Understanding and developing the basic hand and machine sewing techniques- Machine exercises, clipping, notching, stay stitching, under stitching, hemming, basting, piping, trimming, mitered corner, gathering, shirring and applying cross way strips.etc
4	Applying trims for eg. Frills, fringes and piping etc.
	<b>Practical Assessment</b>
	Practice and develop basic embroidery stitches

**Semester II**

<b>Code of the Course/Subject</b>	<b>Title of the Course/Subject</b>	<b>(No .of Periods/Week)</b>
<b>HSC208</b>	<b>Nutritional Biochemistry(Pr)</b>	<b>52(4/W)</b>

**COs:**

The Students would be able to:

1. Identify carbohydrates and Lipid.
2. Develop ability of Detection of proteins using color reaction.

**\*List of Practical/Laboratory Experiments/Activities etc.**

1	Identification of Carbohydrates, Glucose, Fructose, Lactose, Maltose Sucrose and Starch
2	Fats Identification of lipid Determination of SMOKING Point of fats and oils butter, ghee, Different oils
3	Estimation of Glucose by titrimetric method

<b>Units</b>	<b>Internal Assessment</b>
<b>1</b>	Detection of protein using colour reaction, Burette test, Xanthoprotic test, Million test
<b>2</b>	Presentation on applied topic other than routine course.