

**UNIVERSITY OF MUMBAI**

No.UG/ICC/2015-16/111  
MUMBAI- 400 032  
23<sup>rd</sup> October, 2015

The Principal,  
College of Home Science,  
Nirmala Naketan,  
49, New Marine Line,  
**MUMBAI- 400 020.**

Madam,

I am to invited your attention to this office Circular No. UG/146 of 2009 dated 8<sup>th</sup> May, 2009 and to inform you that the recommendation made by the Faculty of Science at its meeting held on 11<sup>th</sup> August, 2015 has been accepted by the Academic Council at its meeting held on 31<sup>st</sup> August, 2015 **vide** item No.4.18 and that in accordance therewith, the revised syllabus as per the Credit Based Semester & Grading System for S.Y. B.Sc. program in Home Science (Sem. III & IV), which is available on the University's web site ([www.mu.ac.in](http://www.mu.ac.in)) and that the same has been brought into force with effect from the academic year 2016-17.

Yours faithfully,

REGISTRAR

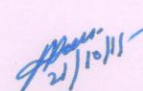
**A.C/4.18/31/08/2015.**

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No. UG/111-A of 2015-16 MUMBAI-400 032 23<sup>rd</sup> October, 2015

Copy forwarded with compliments for information to :-

- 5) The Dean, Faculty of Science.
- 6) The Chairperson, **Ad-hoc** Board of Studies in Home Science.
- 3) The Director, Board of Colleges and University Development,
- 4) The Co-Ordinator, University Computerization Centre,
- 5) The Controller of Examinations.

  
REGISTRAR

...PTO

A.C. 31/08/2015

Item No. 418

ANNEXURE 3

**UNIVERSITY OF MUMBAI**



**Revised Syllabus  
SEMESTER III & SEMESTER IV**

**Program: B.Sc.**

**Course: Home Science**

**(Credit Based Semester and Grading System  
with effect from the  
Academic Year 2016-2017)**

**SEMESTER III**

<b>COURSE CODE</b>	<b>TITLE OF THE COURSE</b>	<b>WORKLOAD</b>		<b>NO. OF CREDITS</b>	
		<b>L</b>	<b>P</b>	<b>T</b>	<b>P</b>
USHS301	Foundation Course	3	-	2	-
USHS302	Nutrition and Meal Planning	3	-	3	-
USHS303	Marriage and the Family	3	-	3	-
USHS304	Textile Technology and Trends	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
				<b>14</b>	<b>6</b>

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><b>Human Rights Violations and Redressal</b></p> <p><b>A. Types and nature</b> of human rights violations faced by vulnerable groups, Women &amp; Children</p> <p><b>B. Human Rights violations</b> faced by People with Disabilities and by the Elderly population</p> <p><b>C. Constitutional provisions and laws</b> 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><b>D. Redressal mechanisms at the National and State levels-</b>  The National Human Rights Commission (NHRC), the National Commission for Women.</p>	15
II	<p><b>Dealing With Environmental Health &amp; Education Concerns</b></p> <p><b>A.</b> Threats to the environment arising from extinction, loss of habitat, degradation of environment, pollution, climate change</p> <p><b>B.</b> Some locally relevant case studies of environmental disasters</p> <p><b>C.</b> Concept of Disaster and general effects &amp; management of Disasters on human life- physical, psychological, economic and social</p> <p><b>D. Science and Superstition-</b> the role of science in exploding myths, blind beliefs and prejudices;  role of science and scientific temper in promoting tolerance and harmony in social groups</p> <p><b>E.</b> I) Right to Health- right to a system of health protection to all without discrimination; right to</p>	15

	<p>prevention, treatment and control of diseases; Access to essential medicines;</p> <p>II) Issues of access, affordability and availability in promoting Right to Health</p> <p><b>F. I) Right to Education-</b> universalization of education and obstacles to free and compulsory education for all</p> <p>II) Issues of access, affordability and availability in the education sector</p> <p>III) Contemporary challenges in the Education sector-increasing privatisation of education, decreasing fund allocation by Government</p>	
III	<p><b>Soft Skills for Effective Interpersonal Communication</b></p> <p><b>A Listening</b></p> <p>I) Effective Listening- importance and features</p> <p>II) Verbal and non-verbal communication; public-speaking and presentation skills</p> <p>III) Barriers to effective communication; importance of self-awareness and body language</p> <p><b>B Communication</b></p> <p>I) Formal and Informal communication- purpose and types</p> <p>II) Writing formal applications, Statement of Purpose (SOP) and resume</p> <p>III) Preparing for Group Discussions, Interviews and Presentations</p> <p><b>C Leadership</b></p> <p>I) Leadership Skills and Self-improvement- characteristics of effective leadership</p> <p>II) Styles of leadership and team building</p>	15

### 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/](http://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
USHS302	Nutrition and Meal Planning	3	100	3

**Objectives:**

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

Unit	Course Content	Lectures
I	<ul style="list-style-type: none"> <li>• Overview of Balanced diet, Food groups, Food guide pyramid, Recommended Dietary Allowances</li> <li>• Modification of normal diet for consistency, texture, caloric and nutrient density and route of Delivery(introduction to enteral and parenteral nutrition)</li> <li>• Hygiene practices and food handling for safety</li> </ul>	15
II	<p style="text-align: center;"><b>Meal planning for the adult</b></p> <ul style="list-style-type: none"> <li>• Factors affecting meal planning</li> <li>• Using exchange list to plan meals</li> <li>• Planning of a meal for the individual and families</li> <li>• Nutrition concepts for preventive Nutrition plan for the adult</li> <li>• Nutrition recommendations for issues observed in adulthood: <ul style="list-style-type: none"> <li>○ Metabolic syndrome</li> <li>○ Bone health and Osteoporosis</li> <li>○ Iodine deficiency disorder</li> </ul> </li> <li>• Lifestyle recommendations for the adult to maintain health</li> </ul>	15
III	<p style="text-align: center;"><b>Nutrition in Pregnancy and Lactation</b></p> <ul style="list-style-type: none"> <li>• Physiological changes in pregnancy</li> <li>• Nutritional Requirements of pregnancy</li> <li>• Issues and Complications of pregnancy</li> <li>• Lactation physiology</li> <li>• Advantages of breast feeding</li> <li>• Problems associated with lactation</li> <li>• Nutritional requirements of the lactating mother.</li> </ul>	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.(2003).*Introduction to Nutrition and Metabolism*. Taylor & Francis Ltd.: New York.

Bhargav.P&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. &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.



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

**Objectives:**

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) marital dyad, (b) parent-child relationships, (c) grandparents and (d) siblings.
3. To sensitise students to special issues in the study of marriage and the family such as the family caregiving, wired family, family violence, and family wellbeing.

Unit	Course Content	Lectures
I	<p><b>Introduction and overview</b></p> <p>(a) Brief overview of changing families, changing times, demographics</p> <ul style="list-style-type: none"> <li>• Optimal functioning families: Diversity and complexity</li> <li>• Contemporary two-parent families: Strengths and challenges</li> <li>• Multi-generation and joint families: Diversity, strengths and challenges</li> <li>• Diversity, strengths, and challenges of single-parent households</li> </ul> <p>(b) Family Life Cycle theory and its limitations</p> <p>(c) Mate selection</p> <ul style="list-style-type: none"> <li>• Arranged marriages, self-choice marriages and other ways of selecting one's partner: Indian perspective</li> <li>• Western theories of "Who marries whom and why?"</li> </ul> <p><b>Close Interpersonal Relationships in the Family: The Marital Dyad</b></p> <p><b>Marriage and alternative arrangements: A multicultural perspective</b></p> <p>(a) Demographic data (world statistics, Indian statistics)</p> <p>(b) Components of romantic love</p> <p>(c) Changing marital roles</p> <p>(d) Benefits of marriage</p> <p>(e) Concepts of marital quality, marital satisfaction and marital stability; characteristics of high quality marital relationships; creating personal and dyadic well-being in marriages</p> <p>(f) Other topics</p> <ul style="list-style-type: none"> <li>• Sexuality</li> <li>• Alternative unions</li> <li>• Singlehood</li> <li>• Divorce, remarriage and reconstituted families</li> <li>• Widowhood</li> </ul>	15
II	<p><b>Close Interpersonal Relationships in the Family—Parent-Child Relationships: A multicultural perspective</b></p>	15

	<p>(a) Demographic data</p> <p>(b) Parent-child relations over the life course</p> <ul style="list-style-type: none"> <li>• Development, continuities, transitions, discontinuities</li> <li>• Changing roles, delayed parenthood</li> <li>• The influence of parents on children and children on parents</li> <li>• Characteristics of high quality parent-child relationships</li> </ul> <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><b>Other Issues</b></p> <p>(a) Voluntary childlessness</p> <p>(b) Adoptive families</p>	
III	<p><b>Other Close Interpersonal Relationships in the Family: A multicultural perspective</b></p> <p>(a) Relationship between Grandparents and Grandchildren</p> <ul style="list-style-type: none"> <li>• Roles, functions and status of grandparents in the family and in society</li> <li>• Grandmothers versus grandfathers: Gender discrimination, gender specificity or gender equity?</li> <li>• Roles of grandchildren: A life-course perspective</li> </ul> <p>(b) Sibling relationships: A life-course perspective</p> <p><b>Other Topics</b></p> <p>(a) Family caregiving</p> <p>(b) The Wired Family (Television, movies, and the Internet): New directions in family and media research</p> <p>(c) Family violence</p> <ul style="list-style-type: none"> <li>• Dowry-related violence in Indian families</li> <li>• Wife battering and child abuse</li> <li>• Other types of violence</li> </ul> <p>(d) Strategies for promoting family wellbeing</p>	15

**References:**

- 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.). Stamford, CT: 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	Textile Technology and Trends	3	100	3

### Objectives

1. To introduce textile processing done on the gray fabric.
2. To understand the dyeing methods for fibers and fabrics.
3. To provide knowledge about the various styles and methods of printing
4. To acquaint the students with the concept of textile finishing and the different types of finishes.
5. To provide knowledge about the various laundry agents and equipment employed for different types of fabrics and garments.
6. To introduce the methods involved in the care and maintenance of textiles.
7. To understand current trends and future trend forecast in colouration in the area of dyeing and printing and finishing.

### Course Content

Unit	Course Content	Lectures
I	<p><b>Preparatory processes for gray fabric</b></p> <ol style="list-style-type: none"> <li>i. Open width, Rope form, Continuous and Batch Finishing</li> <li>ii. De-sizing</li> <li>iii. Scouring</li> <li>iv. Bleaching</li> <li>v. Mercerization</li> </ol> <p><b>Dyeing</b></p> <ol style="list-style-type: none"> <li>i. Introduction to dyeing</li> <li>ii. Principles of dyeing</li> <li>iii. Methods of dyeing (dope, fiber, yarn, fabric and garment)</li> <li>iv. Study of auxiliaries used for dyeing <ul style="list-style-type: none"> <li>• Recent developments in preparatory processes and dyeing</li> <li>• Sourcing for Preparatory process and Dyeing Companies/centres/clusters, Dyes and other Auxiliaries</li> <li>• Recent Trends and Future Trend Forecast of Colour in the Textile &amp; Fashion Industry</li> </ul> </li> </ol>	15
II	<p><b>Printing</b></p> <ol style="list-style-type: none"> <li>i. Introduction to printing</li> <li>ii. Styles of printing</li> <li>iii. Methods of printing</li> <li>iv. Study of auxiliaries used for dyeing and printing</li> </ol> <p><b>Finishing</b></p> <ol style="list-style-type: none"> <li>i. Aims of finishing</li> <li>ii. Classification of finishes (physical and chemical)</li> <li>iii. Recent developments <ul style="list-style-type: none"> <li>• Recent developments in printing and finishing</li> <li>• Sourcing for Printing and Finishing companies/centres/clusters, Dyes, Pigments, Auxiliaries and Finishing Chemicals</li> </ul> </li> </ol>	15

	<ul style="list-style-type: none"> <li>Recent Trends and Future Trend Forecast of Prints &amp; Finishes in the Textile &amp; Fashion Industry</li> </ul>	
III	<p><b>Laundry science</b></p> <ol style="list-style-type: none"> <li>Water and cleansing agents</li> <li>Bleaches, optical brighteners, bluing agents, fluorescent whiteners</li> <li>Starches and stiffeners</li> <li>Dry cleaning process and agents</li> <li>Stain removal techniques</li> <li>Household and commercial laundry equipment</li> <li>Care of fabrics and garments</li> </ol> <ul style="list-style-type: none"> <li>Recent developments laundry science</li> <li>Sourcing for Laundering Companies/centres/ clusters and Laundry Chemicals</li> <li>Recent Consumer Trends and future trend forecast of Laundry Practices in the Textile &amp; Fashion Industry</li> </ul>	15

**References:**

Brannon, Evelyn L. (2010) *Fashion Forecasting*. 3d ed. New York: Fairchild.

Colliner, B. J & Tortora P. G. (2001) *Understanding Textiles*. (6th Ed.) Upper Saddle River, N. J: Prentice Hall Inc.

Corbman, B. P. (1983). *Textiles: Fibre to Fabric* (6th Ed.) New York: McGraw Hill.

D'Souza, N. (1998). *Fabric Care*. India: New Age International.

Deulkar, D. (1976). *Household Textiles and Laundry Work*. Delhi: Atmaram Sons.

Joseph, M. L. (1986) *Introductory textile science* (5th Ed.) New York: Holt, Rinehart and Winston.

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.

Marsh, J. T. (1979) *Introduction to Textile Finishing*, Mumbai: BI Publication

Martin, Raymond. (2010) *The Trend Forecaster's Handbook*. London: Laurence King, 2010.

McKelvey, Kathryn. (2008) *Fashion Forecasting*. Chichester, U.K.; Ames, IA: Wiley-Blackwell.

Kadolph, Langford, Hollen & Saddler (1993) *Textiles*. New York: Macmillan.

Rouette, H. K. (2001). *Encyclopedia of Textile Finishing*. Vol I, II & III Berlin: Springer.

Rouso, Chelsea. (2012) *Fashion Forward: a Guide to Fashion Forecasting*. New York: Fairchild.

Scully, Kate and Debra Johnston Cobb. (2012) *Color Forecasting for Fashion*. London: Laurence King.

Wynne, A. (1997). *Textiles: Motivate Seri*

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 utilise resources such as time, energy, money, and space.

Unit	Course Content	Lectures
I	<p><b>Introduction:</b></p> <p>(a) Introduction to management</p> <ul style="list-style-type: none"> <li>• Definition of management</li> <li>• Importance and role of management</li> <li>• Overview of the management process</li> <li>• Fayol's principles of management</li> </ul> <p>(b) Challenges of Management</p> <ul style="list-style-type: none"> <li>• Managing in a global environment</li> <li>• Corporate social responsibility and related ethics</li> <li>• Entrepreneurship</li> </ul> <p>(c) Functions of Management: Planning</p> <ul style="list-style-type: none"> <li>• Principles of planning</li> <li>• Decision-making</li> <li>• Strategic planning</li> </ul>	15
II	<p><b>Functions of Management continued</b></p> <p>(a) Organising</p> <ul style="list-style-type: none"> <li>• Fundamentals of organizing</li> <li>• Responsibility, authority and delegation</li> <li>• Managerial communication and information technology</li> <li>• Managing human resources</li> <li>• Managing change and innovation</li> </ul> <p>(b) Leading and influencing</p> <ul style="list-style-type: none"> <li>• Fundamentals of influencing</li> <li>• Leadership</li> <li>• Motivation</li> <li>• Understanding groups and teams</li> </ul> <p>(c) Controlling</p> <ul style="list-style-type: none"> <li>• Principles of controlling</li> <li>• Production and control</li> </ul>	15
III	<p><b>Management of Resources</b></p> <p>(a) Introduction</p> <ul style="list-style-type: none"> <li>• Meaning and definitions of resources</li> <li>• Characteristics of resources</li> <li>• Types of Resources</li> </ul> <p>(b) Time as a Resource</p> <ul style="list-style-type: none"> <li>- Nature</li> <li>- Tools in Time Management</li> <li>- Time Plan</li> </ul> <p>(c) Energy as Human Resource :</p> <ul style="list-style-type: none"> <li>- Work Simplification</li> <li>- Fatigue and impairment</li> </ul>	15

	(d) Money as a resource <ul style="list-style-type: none"> <li>- Concept of income</li> <li>- Sources and types of income</li> <li>- Steps in money management</li> <li>- Budgeting</li> </ul>	
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**References:**

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Bhat, A (2015) Management: Principles, Process and Practices (1<sup>st</sup> ed.) New Delhi. Oxford University Press.

Carpenter M, Banee T & Erdogan B (2009) Principles of Management. Pearson Education Pvt Ltd.

Certo, S. C., & Certo, S. T. (2006). *Modern management* (10<sup>th</sup> ed.). Delhi, India: Pearson Prentice Hall.

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Koontz H, Weihrich H. (2012) Essentials of Management. An International & Leadership Perspective (8<sup>th</sup> ed.) Tata McGraw Hill Education

Raman M. & Singh P. (2012) Business Communication (2<sup>nd</sup> ed). (ISBN – 10-019807705X) Oxford.

Robbins S.P., Coulter M. (2002) Management (7<sup>th</sup> ed.) Prentice Hall of India Pvt Ltd.

Seetharaman P., Sonia, B., Mehra P. (2005) Introduction to Family Resource Management (1<sup>st</sup> ed.) CBS Publishers & Distributors

Tripathi P.C. Reddy P.N. (2012) Principles of Management. (7<sup>th</sup> 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	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	Course Content	Lectures
I	1. a. Preparing, cooking and presenting menus accordance with traditional requirements <ul style="list-style-type: none"> <li>• Maharashtrian</li> <li>• Goan</li> <li>• Gujarati &amp; Rajasthani</li> <li>• Parsi</li> </ul>	15
II	1. b. Preparing, cooking and presenting menus accordance with traditional requirements <ul style="list-style-type: none"> <li>• Punjabi</li> <li>• Sindhi</li> <li>• Bengali</li> </ul> 2. Pickles and preservatives: Indian pickles, relishes	15
III	1.c. Preparing, cooking and presenting menus accordance with traditional requirements <ul style="list-style-type: none"> <li>• South Indian</li> </ul> 3. Cookery across the Globe/Continental	15

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

### References

- Bombay, Orient Longman (Ltd.)  
 Ceserani, V, Kinton, R. and Foskett, D. (1995). *Practical Cookery*. (8th Ed.) London: ELBS.  
 Karla, J. and Dasgupta, P. (1986). Prashad. *Cooking with Indian masters*. Ahmedabad: Allied Publishers.  
 Larousse. *Gastronomie*, (1988). *The world's greatest encyclopedia*. London: Paul Hamlyn.  
 Philip. T. E. (1981). *Modern cookery for teaching and the trade*. Vols. I and II, (3rd Ed.).

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; music, movement and dance; storytelling) 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; music, movement and dance; storytelling) for children (3 -12 years old).

Unit	Course Content	Lectures
I	(a) Overview of the course (b) Characteristics of selected age-group of children (c) How to plan art and craft activities for children	15
II	(a) Brief overview of the characteristics of selected age-group of children as relevant for music, movement and dance activities (b) How to plan music, movement and dance activities for children	15
III	(a) Brief overview of the characteristics of selected age-group of children as relevant for storytelling (b) How to plan a storytelling session for children	15

**Method:**

- Overview of the course is shared in the first session.
- Each group of 20 students is divided into 5 groups (of up to 4 members each).
- Each subgroup of students selects one age-group of children (between 3 and 12 years of age) to work with through the term.
- Each subgroup first examines undergraduate textbooks to recollect characteristics of the selected age-group and makes a presentation about these characteristics.
- For each unit, each group of students works under the guidance of the teacher in the following manner:
  - Collects relevant information on the activities suitable for the selected age group (unit 1: art and craft; unit 2: music, movement and dance; unit 3: storytelling).
  - Makes a presentation of a variety of activities (pertaining to that unit) suitable for the selected age group and justifies the suitability
  - Selects one workable idea in that unit to plan in more detail:
    - Prepares a list of materials
    - Specifies the step-wise procedure needed for conducting such an activity
    - Makes at least one sample item
    - Conducts a mock lesson

**References**



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- 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., & Schirrmacher, R. (2015). *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.
- Fox, J. E., & Schirrmacher, R. (2015). *Art and creative development for young children*. (8th ed.).
- 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. (2015). *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><b>Pattern Making</b></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) &amp; Concealment of darts (armhole and shoulder)</p> <p>c) Sleeves - (any two depending upon the trend) e.g. Leg-O-Mutton, Bell, Puff.</p> <p>d) Kurta / Top (any 1)</p> <p>e) Salwar/ Churidar (any 1)</p>	15
II	<p><b>A. Fundamentals</b></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>B. Garment Construction</b></p> <p>a) Kurta / Top (any 1)</p> <p>b) Salwar/ Churidar (any 1)</p>	15
III	<p><b>Styling for Women' wear for different occasions &amp; Study of Current Trends and Future trend forecast in styles and silhouettes for</b></p> <p>a) College-wear</p> <p>b) Birthday Parties</p> <p>c) Sports activities</p> <p>Based on the above occasions to include:</p> <p>Clothes</p> <p>Accessories</p> <p>Hairdo</p> <p>Makeup</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:

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- Charlotte M, Calasibeta, Tortora P, 3<sup>rd</sup> 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.
- 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) 2<sup>nd</sup> ed. *Fashion Brands: Branding Style from Armani to Zara*. USA: Kogan Page Limited.



**SEMESTER IV**

COURSE CODE	TITLE OF THE COURSE	WORKLOAD		NO. OF CREDITS	
		L	P	T	P
USHS401	Foundation Course *Computer Applications (Value-Added)	3	-	2	-
USHS402	Nutrition & Meal Planning	3	-	3	-
USHS403	Development in Adulthood : Special Topics	3	-	3	-
USHS404	Traditional Textiles and Costumes of India	3	-	3	-
USHS405	Introduction to Ergonomics	3	-	3	-
USHSP401	Nutrition & Meal Planning	-	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
				<b>14</b>	<b>6</b>

♦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><b>Significant Rights of Citizens</b></p> <p><b>A. Right to Information-</b> Genesis and relation with transparency and accountability; important provisions of the Right to Information Act, 2005; some success stories</p> <p><b>B. Protection of Citizens'/Public Interest-</b>Public Interest Litigation, need and procedure to file a PIL; some landmark cases.</p> <p><b>C.Rights of Consumers-</b> 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><b>Ecology: Approaches, Ethics and Issues</b></p> <p><b>A. Understanding approaches to ecology-</b> Anthropocentrism, Biocentrism and Eco centrism, Ecofeminism and Deep Ecology</p> <p><b>B. Environmental Ethics-</b> Libertarian ethics, Ecologic Extension and Conservation; concept of intrinsic and extrinsic value of human and non-human life; eco spirituality.</p> <p><b>C. Some significant principles and issues-</b> 'polluter pays' principle and global and local issues of fair share of carbon space</p>	15
III	<p><b>Science and Technology</b></p> <p><b>A. Technology and Development-</b> the interconnectedness between growth of technology and development of societies</p> <p><b>B.Some significant modern technologies, their basic features and applications:</b></p> <p><b>Laser Technology-</b> Light Amplification by Stimulated Emission of Radiation"; use of laser in remote sensing, GIS/GPS mapping, medical use</p> <p><b>Satellite Technology-</b> various uses in satellite navigation systems, GPS, and imprecise climate and weather analyses</p> <p><b>Information and Communication Technology-</b> electronic</p>	15

	<p>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><b>Biotechnology and Genetic engineering</b>- applied biology and uses in medicine, pharmaceuticals and agriculture; genetically modified plant, animal and human life</p> <p><b>Nanotechnology</b>- 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><b>C. Issues of control, Access and Misuse of Technology</b></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 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/](http://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



<b>Course Code</b>	<b>Title of the Course</b>	<b>Lectures / week</b>	<b>Marks allotted</b>	<b>Credits for the Course</b>
<b>USHS402</b>	<b>Nutrition and Meal Planning</b>	<b>3</b>	<b>100</b>	<b>3</b>

### **Objectives**

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

<b>Unit</b>	<b>Course Content</b>	<b>No of Lectures</b>
1.	<p style="text-align: center;"><b>Nutrition during infancy and Childhood</b></p> <ul style="list-style-type: none"> <li>• Physiological Development and nutritional requirements of the infant</li> <li>• Breast feeding protocol</li> <li>• Complementary feeding and weaning schedule</li> <li>• Physiological changes in toddlerhood, preschooler, early and late childhood.</li> <li>• Nutritional requirements and factors affecting food intake in toddlerhood ,preschooler, early and late childhood.</li> <li>• Nutrition and cognitive development in infancy and childhood</li> <li>• Role of family meals in developing sound eating habits</li> <li>• Nutritious packed lunches and snacks.</li> <li>• Overview of deficiency disorders and diseases in childhood: <ul style="list-style-type: none"> <li>○ Worm infestation</li> <li>○ Infections and challenges to immune status</li> <li>○ Dental Caries</li> <li>○ PEM and diarrhoea</li> <li>○ Vitamin A deficiencies</li> <li>○ Childhood Obesity</li> </ul> </li> <li>• Lifestyle recommendations to maintain health.</li> </ul>	15
II	<p style="text-align: center;"><b>Nutrition during adolescence</b></p> <ul style="list-style-type: none"> <li>• Physiological changes seen in adolescence</li> <li>• Nutritional requirements of the adolescent</li> <li>• Food habits of the adolescent , factors influencing food habits in the adolescent and strategies to ensure nutritional adequacy.</li> <li>• Requirements of the adolescent athlete</li> </ul>	15

	<ul style="list-style-type: none"> <li>• Nutrition recommendations for issues observed in adolescence: <ul style="list-style-type: none"> <li>○ Sub optimal bone health</li> <li>○ Adolescent anaemia</li> <li>○ Effects of substance abuse</li> <li>○ Teenage pregnancy</li> <li>○ Eating Disorders</li> </ul> </li> <li>• Lifestyle recommendations for the adolescent to maintain health</li> </ul>	
III	<p style="text-align: center;"><b>Geriatric nutrition</b></p> <ul style="list-style-type: none"> <li>• Physiological changes in the geriatric population</li> <li>• Factors affecting food intake</li> <li>• Nutritional Requirements in the Elderly</li> <li>• Challenges of the geriatric population with nutritional causes and consequences and dietary strategies to address it: <ul style="list-style-type: none"> <li>○ Neurological issues- senility ,depression, Alzheimer’s Disease</li> <li>○ GI disturbances- acidity, constipation ,flatulence, mal-digestion</li> <li>○ Bone health &amp; Dental issues</li> <li>○ Renal Health</li> <li>○ Heart Health</li> <li>○ Eye Health &amp; Vision related issues</li> </ul> </li> <li>• Lifestyle recommendations for the elderly to maintain health</li> </ul>	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.(2003).*Introduction to Nutrition and Metabolism*. Taylor & Francis Ltd.: New York.  
Bhargav.P&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 Rolfe 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.  
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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 Bartlett Publishers: Sudbury,Ma  
Insel. P. et al (2004) *Nutrition*. Jones & Bartlett Publishers  
Maney, N. S. &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.

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.

Unit	Course Content	No of Lectures
I	<p><b>Introduction to the study of development in adulthood</b></p> <p>(a) Demography, a changing view of adulthood, need for studying adult development</p> <p>(b) Theories/conceptualisations relevant to understanding development in adulthood</p> <ul style="list-style-type: none"> <li>• Erik Erikson's psychosocial stages corresponding to adulthood</li> <li>• Levinson's seasons of a man's life</li> <li>• Havighurst's developmental tasks</li> <li>• Stage theory: Major criticisms</li> <li>• Life span theory: General principles and Selective Optimisation with Compensation (SOC) theory</li> </ul> <p><b>Cognitive processes in Adulthood: Dimensions and directions</b></p> <p>(a) Evidence of Cognitive Decline: The Decrementalist View- Major findings and conclusions</p> <p>(b) Evidence of Cognitive Growth: The Continued-Potential View:</p> <ul style="list-style-type: none"> <li>• Adult life-span learning</li> <li>• Quantitative versus qualitative gains in adult cognition</li> <li>• Expertise, wisdom and creativity</li> <li>• Successful cognitive aging</li> </ul> <p>(c) Brain plasticity in adulthood and old age</p>	15
II	<p><b>Self in Adulthood</b></p> <p>(a) Multiple meanings of time and age</p> <p>(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><b>Work and Retirement</b></p> <p>(a) Nature of work</p>	15

	<ul style="list-style-type: none"> <li>• Significance of work in adult life; why do people work; using Maslow's theory to understand why people work</li> <li>• A changing world of work; the career life cycle model and its limitations</li> </ul> <p>(b) Career Development theories/conceptualisations</p> <ul style="list-style-type: none"> <li>• Holland's RIASEC model</li> <li>• Super's life-span life-space theory of career development</li> <li>• Arulmani's Jiva model</li> <li>• SCANS: a three-part foundation and five competencies for success at work</li> </ul> <p>(c) Gender and work: Women's career paths and special career issues</p> <ul style="list-style-type: none"> <li>• Changing nature of women's work and working women</li> <li>• Multiple roles: homemaker role, role overload/role conflict in dual-earner families, interrupted career paths, higher variability and complexity</li> <li>• Gender discrimination: occupational segregation, glass ceiling effect, gender gap in earnings/gender disparity</li> <li>• Gender benders</li> </ul> <p>(d) Retirement</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Retirement as a process rather than as an event; retirement as a developmental process</li> <li>• Predictors of the quality of retired life</li> <li>• Impact of retirement on individual well-being</li> </ul>	
III	<p><b>Aging, Health, Prevention and Adaptation</b></p> <p>(a) Primary versus secondary aging and current conceptions of aging</p> <p>(b) Physical health, disease and disability</p> <ul style="list-style-type: none"> <li>• Review of the changes in structure and function as individuals move across adulthood</li> <li>• Defining and measuring health, disease and illness</li> <li>• Age and health</li> <li>• Three levels of prevention; risk factors versus moderating or protective variables; relationship between mind and body; overview of preventive behaviours</li> <li>• Context of health and illness: An ecological view</li> <li>• Medication use among older adults</li> <li>• Successful aging: A multi-dimensional effort</li> </ul> <p>(c) Mental health, happiness and mental disorders</p> <ul style="list-style-type: none"> <li>• Age-related trends in psychological health</li> <li>• Risk factors and protective factors; a life-span view of protection</li> <li>• Two mental health disorders in adulthood: Major depression and Alzheimer's disease</li> <li>• Determinants of happiness</li> <li>• Religious involvement and spirituality</li> </ul>	15

	<p><b>Death, Dying and Bereavement</b></p> <p>(a) The changed nature of death; changing life expectancies and mortality rates (world, Western countries, India)</p> <p>(b) Attitudes toward death</p> <ul style="list-style-type: none"> <li>• The Western/urban death-denying societies; Eastern societies and attitudes toward death</li> <li>• Psychology's approach to death</li> <li>• Death anxiety</li> </ul> <p>(c) The dying person</p> <ul style="list-style-type: none"> <li>• Contributions of Kübler-Ross</li> <li>• Dying well</li> <li>• Right-to-die-movement: Suicide, assisted suicide and euthanasia</li> <li>• Hospice care; improving care of the dying</li> </ul> <p>(d) Grief and Bereavement</p> <ul style="list-style-type: none"> <li>• Cultural and historical context of grief</li> <li>• Resilience in the face of loss</li> <li>• Grief process</li> <li>• Unanticipated and anticipated death</li> <li>• Health and mortality risks of bereavement</li> <li>• The funeral, cremation and other leave-taking rituals, condolence behaviours: Differences across cultures</li> <li>• Bereavement as a transition</li> </ul>	
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**References:**

- Arulmani, G. (2011). Striking the right note: The cultural preparedness approach to developing resonant career guidance programmes. *International Journal for Educational and Vocational Guidance, 11*, 79 – 93.
- Brown, S. D., & Lent, R. W. (2012). *Career development and counseling: Putting theory and research to work* (2nd ed.). Hoboken, NJ: Wiley.
- Cavanaugh, J. C., & Blanchard-Fields, F. (2011). *Adult development and aging* (6th ed.). Belmont, CA: Wadsworth Cengage Learning.
- Lemme, B. J. (2005). *Development in adulthood* (4th ed.). Boston, MA: Pearson Education.
- Robinson, O. (2013). *Development through adulthood: An integrative sourcebook*. Basingstoke, Hampshire: Palgrave Macmillan.

Course Code	Title of the Course	Lectures / week	Marks allotted	Credits for the Course
USHS404	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 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.

Unit	Course Content	Lectures
I	<p><b>West India: (Rajasthan, Gujarat and Maharashtra)</b></p> <p>a. Dyed, printed and painted textiles  b. Woven textiles  c. Embroidery  d. Costumes and Jewelry  e. Floor coverings</p> <p>• <b>Current status of the making/practice and use of the traditional textile and costume of Western India</b></p> <p><b>South India: (Andhra Pradesh, Karnataka, Kerala, Tamil Nadu)</b></p> <p>a. Dyed, printed and painted textiles  b. Woven textiles  c. Embroidery  d. Costumes and Jewelry  e. Floor coverings</p> <p>• <b>Current status of the making/practice and use of the traditional textile and costume of Southern India</b></p>	15
II	<p><b>Central India: ( Madhya Pradesh)</b></p> <p>a. Dyed, printed and painted textiles  b. Woven textiles  c. Embroidery  d. Costumes and Jewelry  e. Floor coverings</p> <p>• <b>Current status of the making/practice and use of the traditional textile and costume of Central India</b></p> <p><b>North India: (Jammu &amp; Kashmir, Punjab, Himachal Pradesh, Uttar Pradesh)</b></p> <p>a. Dyed, printed and painted textiles  b. Woven textiles  c. Embroidery  d. Costumes and Jewelry</p>	15

	e. Floor coverings f. Shawls • <b>Current status of the making/practice and use of the traditional textile and costume of North India</b>	
III	<b>East: (West Bengal, Bihar, Orissa)</b> a. Dyed, printed and painted textiles b. Woven textiles c. Embroidery d. Costumes and Jewelry e. Floor coverings • <b>Current status of the making/practice and use of the traditional textile and costume of Eastern India</b>  <b>North East India: (Assam, Manipur, Mizoram, Sikkim, Arunachal Pradesh, Meghalaya, Nagaland, Tripura)</b> a. Dyed, printed and painted textiles b. Woven textiles c. Embroidery d. Costumes and Jewelry e. Floor coverings • <b>Current status of the making/practice and use of the traditional textile and costume of Northeastern India</b>	15

**References:**

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

**Objectives:**

1. To sensitise 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.

<b>UNIT I</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>(a) Definition, History of Ergonomics</li> <li>(b) Applications in designs and work efficiency</li> <li>(c) Man – Machine – Environment System <ul style="list-style-type: none"> <li>- Bio- mechanisms of work as related to the user, work and the work environment</li> <li>- Risk factors: Physical and Psychological</li> </ul> </li> <li>(d) Interdisciplinary and Applied nature of Ergonomics</li> <li>(e) Working Environment <ul style="list-style-type: none"> <li>- Functional Design and arrangement of workplace</li> <li>- Work study: Time and Motion studies</li> <li>- Indices of Indoor comfort: Ventilation, Noise, Lighting, and Temperature.</li> </ul> </li> </ul>	<b>15</b>
<b>UNIT II</b>	<p><b>The User:</b></p> <ul style="list-style-type: none"> <li>(a) Work Physiology &amp; Posture – Structure and Functions of Muscles <ul style="list-style-type: none"> <li>- Physiology of muscular work</li> <li>- Types of Muscular efforts: Static and Dynamic</li> </ul> </li> <li>(b) Posture <ul style="list-style-type: none"> <li>- Definition</li> <li>- Types: Standing, Sitting, Reaching, Moving</li> </ul> </li> <li>(c) Work-related Musculoskeletal Disorders : Awkward posture and its ill-effects <ul style="list-style-type: none"> <li>• Neck / shoulders</li> <li>• Elbow</li> <li>• Hand / wrist</li> <li>• Back : Low back disorders</li> </ul> </li> </ul>	<b>15</b>
<b>UNIT III</b>	<p><b>The Product</b></p> <ul style="list-style-type: none"> <li>(a) Anthropometry</li> <li>(b) Job Design</li> <li>(c) Product design</li> <li>(d) Ergonomic considerations in designing products <ul style="list-style-type: none"> <li>- Furniture</li> <li>- Tools &amp; equipment's</li> <li>- Electrical appliances</li> </ul> </li> </ul>	<b>15</b>

**References:**

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- Norman D (2005) Emotional Design why we love for Hate (1<sup>st</sup> ed) Everyday things Basic books.
- Norman D (2013) The Design of Everyday Things .Basic Books
- Pheasant S (1996) Body Space: Anthropometry, Ergonomics & the Design of work (2<sup>nd</sup> ed) Taylor and Frances Ltd. London

Course Code	Title of the Course	Lectures / week	Marks allotted	Credits for the Course
USHSP401	Nutrition & Meal Planning	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 presentation of dishes.

Unit	Course Content	No of Lectures
I	<b>Entire day Menu plan for a healthy adult (Principles of planning, calculating the nutrient content and cooking of the menu)</b>	15
II	<b>Preparation of nutrient rich recipes</b> <ul style="list-style-type: none"> <li>• Protein</li> <li>• Fibre</li> <li>• B Vitamins (Thiamin, Riboflavin, Niacin and Folic Acid)</li> <li>• Vitamin A</li> <li>• Vitamin C</li> </ul>	15
III	<b>Preparation of nutrient rich recipes</b> <ul style="list-style-type: none"> <li>• Iron</li> <li>• Calcium</li> </ul>	15

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

### References

- Ceserani, V, Kinton, R. and Foskett, D. (1995). *Practical Cookery*. (8th Ed.) London: ELBS.
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- 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
USHSP402	Human Development Principles of Working with Adolescents and Adults	3	50	2

**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	Course Content	No of Lectures
I	(a) Overview of the course (b) Group games and activities to foster developmental assets (e.g., self-esteem, interpersonal competence) among adolescents and adults <ul style="list-style-type: none"> <li>• Overview of group games and activities as method of fostering developmental assets among adolescents and adults</li> <li>• Brief overview of the characteristics of selected age-group of adolescents/adults as relevant for group games and activities</li> <li>• Making of a list of relevant group games and activities</li> <li>• Presentation of relevant group games and activities for the selected age-group and justification of suitability</li> <li>• Conduction of one group game/activity from the list presented</li> <li>• Designing and executing one group game/activity</li> </ul>	15
II	(a) Introduction to dramatization techniques used in human development and allied fields. (b) Street plays to sensitise audience to socially-relevant issues pertaining to human development (e.g., women's empowerment, ageism) <ul style="list-style-type: none"> <li>• Overview of street play as a technique</li> <li>• Brief overview of the characteristics of selected age-group of adolescents/adults as relevant for street plays</li> <li>• Making of a list of socially-relevant issues pertaining to human development (e.g., women's empowerment, ageism)</li> <li>• Presentation of this list and relevant YouTube videos of street plays</li> <li>• Designing and executing one street play</li> </ul>	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> <ul style="list-style-type: none"> <li>• Overview of focus group interviews as a technique</li> <li>• Brief overview of the characteristics of selected age-group of adolescents/adults as relevant for focus groups</li> <li>• Making of a list of key topics pertaining to human development (e.g., intergenerational relationships) that can be used for focus group interviews</li> <li>• Presentation of this list</li> <li>• Participating in a focus group interview moderated by the teacher</li> <li>• Designing and executing one focus group interview</li> </ul>	15

**Method:**

- Overview of the course is shared in the first session.
- Each group of 20 students is divided into 4 groups (of up to 5 members each).
- For each unit, some of the exercises are done in subgroups (of up to 5 members each) and others in the total group of 20 students.

**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.

Probst, K. (2006). *Mentoring for meaningful results: Asset-building tips, tools, and activities for youth and adults*. Minneapolis, MN: Search Institute.

Ragsdale, S., & Saylor, A. (2007). *Great group games: 175 Boredom-busting, zero-prep team builders for all ages*. Minneapolis, MN: Search Institute.

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	Periods / week	Marks allotted	Credits for the Course
USHSP403	Pattern Making, Garment Construction and Styling for Women's Wear	3	50	3

### 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	<b>Pattern Making based on Armstrong method</b> a) Night wear (Top and Pyjama) b) Skirt and Blouse/shirt	15
II	<b>A. Fundamentals</b> Any 2 suitable/required for the garments  <b>B. Garment Construction</b> a) Night wear (Top and Bottom) b) Skirt and Blouse/shirt	15
III	<b>Styling for Women' wear for different occasions &amp; Study of Current Trends and Future trend forecast in styles and silhouettes for following categories:</b> 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. 5<sup>th</sup>, *Pattern Making for Fashion Design*. Delhi India: Dorling Kindersley Private Limited,
- Charlotte M, Calasibeta, Tortora P, 3<sup>rd</sup> Edition (2003) *The Fairchild Books Dictionary of Fashion*. USA: Fairchild publications.
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- Kim, Eundeok. (2011) *Fashion Trends: Analysis and Forecasting*. Oxford; New York: Berg.
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- Martin, Raymond. (2010) *The Trend Forecaster's Handbook*. London: Laurence King, 2010.
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**S.Y.B.Sc. (Home Science) 2016-17 onwards****Scheme of Examination**  
**SEMESTER III**

<b>COURSE CODE</b>	<b>TITLE</b>	<b>Internal Examination Marks</b>	<b>University / External Examination Marks</b>	<b>Total Marks</b>	<b>Examination Time (Hours)</b>
USHS301	FOUNDATION COURSE	25	75	100	2 ½ HRS.
USHS302	Nutrition and Meal Planning	25	75	100	2 ½ HRS.
USHS303	Marriage and the Family	25	75	100	2 ½ HRS.
USHS304	Textile Technology and Trends	25	75	100	2 ½ HRS.
USHS305	Theory of Management	25	75	100	2 ½ HRS.
USHSP301	Nutrition and Meal Planning	--	50	50	3 HRS
USHSP302	Human Development Principles of Working with Children	--	50	50	3 HRS
USHSP303	Pattern Making, Garment Construction and Styling for Women's Wear	--	50	50	3 HRS

**S.Y.B.Sc. (Home Science) 2016-17 onwards**  
**Scheme of Examination**  
**SEMESTER IV**

<b>COURSE CODE</b>	<b>TITLE</b>	<b>Internal Examination Marks</b>	<b>University / External Examination Marks</b>	<b>Total Marks</b>	<b>University/ External Examination Time (Hours)</b>
USHS401	Foundation Course *Computer Applications (Value-Added)	25	75	100	2 ½ HRS.
USHS402	Nutrition & Meal Planning	25	75	100	2 ½ HRS.
USHS403	Development in Adulthood : Special Topics	25	75	100	2 ½ HRS.
USHS404	Traditional Textiles and Costumes of India	25	75	100	2 ½ HRS.
USHS405	Introduction to Ergonomics	25	75	100	2 ½ HRS
USHSP401	Nutrition & Meal Planning	--	50	50	3 HRS
USHSP402	Human Development Principles of Working with Adolescents and Adults	--	50	50	3 HRS
USHSP403	Pattern Making, Garment Construction and Styling for Women's Wear	--	50	50	3 HRS

- Computer statements



