

## ATTENDANCE SHEET – CUM – MINUTES OF BOARD OF STUDIES

Minutes of the meeting of the Board of Studies of Home Science held on 20.05.14 at 11.00 a.m.

### P R E S E N T

(Name)		(Signature)
1. Prof. Ravi Sidhu	(Chairperson)	-----P-----
2. Dr. Charu Gupta	(External Expert 1)	----- Absent-----
3. Dr. Madhulika Gautam	(Internal Member)	-----P-----
4. Dr. Richa Verma	(Internal Member)	-----P-----

### Proposed changes in the existing system

- The committee reviewed the existing courses of all the areas.
- Summary of the changes made, have been given in appendix-1
- Courses in which unit titles have been incorporated has been placed in Appendix -2
- Courses in which syllabus has been modified has been placed in appendix - 3
- The committee suggested that a work experience course **FASHION AND TEXTILE DESIGNING CAD** should be started. The course has been developed and is placed in the appendix-4

The committee reviewed the panel of examiners

Prof. Ravi Sidhu  
(Signature of Chairperson)

<b>APPENDIX-1</b>		
<b>Course No.</b>	<b>Course Title</b>	<b>Revision</b>
HSH101	<u>NUTRITION AND HOME MANAGEMENT</u>	Unit titles
HSH102	<u>CHILD DEVELOPMENT AND TEXTILE</u>	Unit titles
HSH281	<u>HOUSEHOLD MANAGEMENT</u>	Unit titles & Syllabus
HSM101	<u>INTRODUCTION TO FOODS</u>	Unit titles
HSM108	<u>COMPUTER BASICS</u>	Syllabus
HSM201	<u>NUTRITION</u>	Unit titles
HSM205	<u>ELEMENTS OF ECONOMICS</u>	Unit titles
HSM206	<u>CHILD IN THE INDIAN FAMILY</u>	Title modification
HSM302	<u>HUMAN DEVELOPMENT PRACTICAL</u>	Sequence of content
HSM308	<u>PARENT &amp; COMMUNITY EDUCATION</u>	Unit titles & Syllabus
HSM 310	<u>COMMUNITY NUTRITION THEORY</u>	Unit titles
HSM403	<u>FAMILY RESOURCE MANAGEMENT</u>	Course titles and Unit titles
HSM408	<u>ELEMENTS OF BIOCHEMISTRY</u>	Unit titles & resequencing of content
HSM501	<u>CHILDREN WITH SPECIAL NEEDS</u>	Unit titles
HSM503	<u>JOURNALISM &amp; SOCIAL MARKETING</u>	Unit titles & Syllabus
HSM602	<u>CHILD IN THE INDIAN FAMILY</u>	Course title & Unit titles
HSM603	<u>TEXTILE CHEMISTRY &amp; TESTING</u>	Unit titles & resequencing of content
HSM702	<u>METHODS OF CHILD STUDY</u>	Unit titles
HSM703	<u>THEORIES OF HUMAN DEVELOPMENT</u>	Unit titles
HSM704	<u>INSTITUTIONAL FOOD ADMINISTRATION</u>	Syllabus
HSM707	<u>APPAREL PRODUCTION &amp; DESIGNING</u>	Syllabus
HSM 710	<u>CHILD AND HUMAN RIGHTS</u>	Unit titles
HSM803	<u>EARLY CHILDHOOD CARE &amp; EDUCATION</u>	Unit titles
HSM807	<u>THERAPEUTIC NUTRITION</u>	Unit titles
HSM809	<u>MANAGEMENT OF HUMAN RESOURCES</u>	Course title
HSM811	<u>MENTAL HEALTH IN DEVEL. PERSPECTIVE</u>	Unit titles
HSW108 & 208	<u>FASHION AND TEXTILE DESIGNING CAD I &amp; II</u>	New course
HSM953	<u>SELF STUDY COURSE</u>	Course revision
HSM954	<u>RESEARCH METHODOLOGY IN HOME</u>	New course

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<b>Appendix-2</b>			
COURSES IN WHICH UNIT TITLES HAVE BEEN INCORPORATED			
Course No	Existing Status	Proposal for change	Justification
<b>HSH 101</b>  <b>NUTRITION AND HOME MANAGEMENT</b>	<p>No unit titles</p> <p>UNIT 1 (a) Definition of Food, Nutrition and Nutrients (b) Functions of Food- Physiological, Social and Psychological (c) Nutrients: (i) Protein-Essential amino acids, functions, food sources, requirements and deficiency (ii) Carbohydrates and Fats-Definition, classification, functions, food sources, requirement, deficiency and effect of over intake.</p> <p>UNIT 2 (a) Functions, sources and deficiency with respect to following: Minerals- Calcium, Phosphorous, Iron and Iodine (b) Fat soluble vitamins- Vitamin A, D, E, K (c) Water soluble vitamins-B1, B2, Niacin B6 &amp; Vitamin C.</p> <p>UNIT 3 (a) Cooking- Objectives of cooking, different methods of cooking and their effect on Nutritive Value (b) Meal</p>	<p>Proposed unit titles</p> <p>UNIT 1: INTRODUCTION TO NUTRITION AND MACRO NUTRIENT</p> <p>UNIT 2 : INTRODUCTION TO MICRO NUTRIENTS</p> <p>UNIT 3: COOKING AND MEAL</p>	<p>Unit headings have been incorporated</p>

	<p>Planning- Objectives of Meal Planning, Underlying factors which should be considered before planning a meal (c) Principles of art-Harmony, Balance, Rhythm, Proportion and Emphasis. Application of principles of art in home.</p> <p>UNIT 4 (a) Meaning of Home Management (b) Steps involved in Home Management-Planning, Organisation Controlling and Evaluation (c) Resources available, Human and Non-human.</p> <p>UNIT 5 (a) Standard of Living-Meaning, factors affecting standard of living, how to achieve a better standard of living (b) Saving-Meaning and importance of saving ways of the family saving. Insurance-Meaning, importance and schemes. Bank-Functions and accounts. Post Office.</p>	<p>PLANNING</p> <p>UNIT 4: MANAGEMENT OF THE HOME</p> <p>UNIT 5: SAVING AND STANDARD OF LIVING</p>	
<p><b>HSH 102</b></p> <p><b>CHILD DEVELOPMENT AND TEXTILE</b></p>	<p>UNIT 1 (a) Meaning and importance of child development (b) Stages of Development (c) Development of Child (i) Physical Development from 0-12 years of age, Factors affecting Physical Development (ii) Motor Development: Importance, motor development from 0-12 years of age. Determinants of motor development.</p> <p>UNIT 2 (a) Social Development: Meaning and nature, stages of social development (0-12 years), Factors influencing social development (b) Emotional Development: Characteristics of children's emotions, some childhood emotions-fear shyness, anger, jealousy, curiosity, affection.</p> <p>UNIT 3 (a) Behaviour problems of children: Bed-wetting, stealing, nail-biting, thumb-sucking, stammering. (b) (i) Importance of Textile (ii)</p>	<p>UNIT 1: INTRODUCTION</p> <p>UNIT 2 : SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>UNIT 3: BEHAVIOUR PROBLEMS &amp; TEXTILE TERMINOLOGY</p>	<p>1</p>

	<p>Introduction to textile terminology- Cloth, fabric, loom, warp, weft, count of cloth, fibre, yarn, spinning, weaving, knitting, felting, bonding, finishing, dyeing, printing and quilting.</p> <p>UNIT 4 (a) Fabric manufacture-spinning, weaving, knitting and non-woven (b) Classification of textile fibers (c) Common properties of fabrics-Luster, feel, appearance (d) Identification of cellulose, protein and synthetic fabrics.</p> <p>UNIT 5 (a) Study of various factors affecting selection of clothing-selection for a college going students (b) Factors effecting selection of any household textile material.</p>	<p>UNIT 4: KNOWING ABOUT FABRICS</p> <p>UNIT 5: CLOTHING SELECTION</p>	
<p><b>HSH 281</b> <b>HOUSEHOLD</b> <b>MANAGEMENT</b></p>	<p>UNIT 1 (a) Functions of food: (i) physiological (ii) social (iii) psychological (b) Food group prescribed by ICMR (c) Meal management for the family.</p> <p>UNIT 2 Functions sources, requirements and deficiency of: (a) Carbohydrates (b) Proteins (c) fats (d) vitamin A, D, E, K (e) B complex and vitamin C (f) Iron and calcium.</p> <p>UNIT 3 (a) Behaviour problems of childhood (b) Parent-Child relationship (c) Discipline (d) Immunization for the child.</p> <p>UNIT 4 (a) Family and stages of family life cycle (b) Basics of Management Process (c) Budget making.</p> <p>UNIT 5 (a) Characteristics of textile fibres and fabrics (b) Common stains and household methods of removal of stains (c) Study of various factors affecting selection of clothing for</p>	<p>UNIT 1: FOOD 1</p> <p>UNIT 2 : FOOD 2</p> <p>UNIT 3: HUMAN DEVELOPMENT</p> <p>UNIT 4: FAMILY RESOURCE MANAGEMENT</p> <p>UNIT 5: CLOTHING AND TEXTILES</p>	<p>Unit headings have been incorporated</p>

	various occasions for self.		
HSM 101 <b>INTRODUCTION TO FOODS</b>	<p>UNIT 1 (a) Concept of food nutrition, health and dietetics (b) Food Groups and their Importance in Meal-Planning (c) Functions of Foods (Physiological, Psychological &amp; Social).</p> <p>UNIT 3 (a) Selection and Purchase of Foods: (i) Perishable (ii) Non Perishable (iii) Semi Perishable (b) Methods of Cooking: (i) Reasons for Cooking (ii) Different methods of Cooking (iii) Effect of Cooking on colour, texture &amp; nutrients (iv) Methods of conserving nutrients during cooking.</p>	<p>UNIT 1: RELATIONSHIP OF FOOD, NUTRITION &amp; HEALTH</p> <p>UNIT 3: SELECTION AND PURCHASE OF FOODS METHODS OF COOKING</p>	Unit headings have been incorporated
HSM 201 <b>NUTRITION</b>	<p>UNIT 1: NUTRITION (a) What is nutrition (b) What is health according to WHO (c) Simple signs of good and malnutrition, incidence of malnutrition in India. Causes and prevention of malnutrition in India.</p> <p>UNIT 5 (a) Water-importance in diet, main functions in the body (b) Fibre-Importance in diet, main functions in the body.</p>	<p>UNIT 1: NUTRITION VS MALNUTRITION</p> <p>UNIT 5: WATER &amp; FIBRE</p>	Unit headings have been incorporated
HSM 205 <b>ELEMENTS OF ECONOMICS</b>	<p>UNIT 1 (a) Meaning, definitions and scope of economics (b) Types of Economics (c) Importance of Economics in the management of family (d) Human wants.</p> <p>UNIT 2 (a) Concept of utility (b) Laws of consumption (i) Law of diminishing marginal utility (ii) Law of substitution &amp; Equimarginal utility.</p> <p>UNIT 3 (a) Consumer surplus-meaning, definition factors affecting consumer's surplus (i) Law of demand (ii) Law of Supply (b) Production-concept of cost, production in modern economies (i) Land (ii) Labour (iii) Capital (iv)</p>	<p>UNIT 1: INTRODUCTION TO ECONOMICS</p> <p>UNIT 2 : DIMINISHING RETURNS</p> <p>UNIT 3: DEMAND AND SUPPLY</p>	Unit headings have been incorporated

	<p>Organisation.</p> <p><b>UNIT 4</b> Market and Market forms, Market Definition: (i) Classification of Markets, (ii) Conditions of Market, (iii) Market forms, (iv) Marketing Function</p> <p><b>UNIT 5</b> Money- Meaning, function, types Usefulness and importance of money- paper money, System of money and essentials of a good monetary system.</p>	<p>UNIT 4: MARKET</p> <p>UNIT 5: MONEY</p>	
<p>HSM 308</p> <p><b>PARENT &amp; COMMUNITY EDUCATION</b></p>	<p><b>UNIT 1</b> (a) Meaning of the term Family &amp; Community. Need for Parent, Family &amp; Community education (b) Principles and objectives of parent education (c) Role of parents in children's upbringing. Parenthood: Meaning, different theoretical views, changing concept, characteristics of a competent parent.</p> <p><b>UNIT 2</b> a) Methods of Parent involvement in school: Home visits, school visits, sending printed material, participation of parents in school activities, parent teacher meetings, newsletters, resource centre for parents, Parent teacher association and decision and policy making (b) need and role of father (c) Addressing the needs of special group of parents.</p> <p><b>UNIT 3</b> Community Involvement in School (a) Personnel for parent &amp; community education: (i) Teachers (ii) Doctors (iii) Nutritionists (iv) Social Worker (b) Local approaches to strengthening community linkages: Special linkages, Professional help, organising activities and visits (c) Community contribution to school in multiple participation for developing children: guidance and counselling, day care centres, Referral Services</p>	<p><b>UNIT 1:</b> CONCEPTUAL BACKGROUND OF FAMILY &amp; COMMUNITY EDUCATION</p> <p><b>UNIT 2 :</b> METHODS OF PARENTAL INVOLVEMENT</p> <p><b>UNIT 3:</b> COMMUNITY INVOLVEMENT IN SCHOOL</p>	<p>Unit headings have been incorporated</p>

	<p>UNIT 4 (a) Parental practices with reference to socialization of children (b) Positive Parenting for promoting self regulation among children (c) Sourcing family and parent wisdom regarding children's care and development.</p> <p>UNIT 5 Planning , Implementing and evaluation of Parent Education Programmes(a) Ways and methods of planning programmes and understanding the processes involved in implementing programmes(b) Criteria for evaluation of Parent Education Programmes and barriers in their implementation (c) General guidelines and ethical issues in working with Parents</p>	<p>UNIT 4: SOCIALISING PRACTICES</p> <p>UNIT 5: PARENT EDUCATION PROGRAMMES</p>	
<p>HSM 310 <b>COMMUNITY NUTRITION THEORY</b></p>	<p>UNIT 1 (a) Factors affecting food habits of the community-Geographic, religious, social and cultural influence (b) Aetiological factors of mal-nutrition and under-nutrition in India (c) Assessment of nutritional status: (i) Dietary, nutritional, clinical, socio-economical surveys.</p> <p>UNIT 2 (a) Teaching better nutrition using different methods of communication (b) Role of nutrition, community gardens, poultry, piggery and fisheries in improving nutrition. (c) Methods of improvement-fortification, enrichment, supplementation, combination, germination and fermentation.</p> <p>UNIT 3 (a) Role of national and international agencies in promoting better nutrition (b) Ongoing nutritional, programmes for the community-their strengths and weaknesses.</p> <p>UNIT 4 (a) Infant &amp; maternal mortality (b) Poverty, malnutrition interaction (c)</p>	<p>UNIT 1: FOOD HABITS AND ITS EFFECT ON NUTRITIONAL STATUS</p> <p>UNIT 2 : IMPROVING NUTRITION IN THE COMMUNITY</p> <p>UNIT 3: PROMOTING BETTER NUTRITION</p> <p>UNIT 4: IMPACT OF MALNUTRITION ON THE</p>	<p>Unit headings have been incorporated</p>



	Malnutrition infection cycle. UNIT 5 (a) Types of Immunity-Innate, acquired, primary, secondary, immune response (b) Immunization schedule (c) Oral re-hydration.	COMMUNITY  UNIT 5: IMMUNITY	
HSM 408 <b>ELEMENTS OF BIOCHEMISTRY</b>	UNIT 1 Structure and general properties of physiologically important compounds (a) Carbohydrate-Glucose, fructose, galactose, sucrose, maltose, lactose, starch, glycogen (b) Lipids-fatty acids, triglycerids phospholipids, sterols (c) Proteins-amino acids, proteins.  UNIT 2 Chemistry and physiological function of Vitamin A, B-Complex, C, D, & K (thiamine, riboflavin, niacin, pyridoxine, folic acid, B12, ascorbic acid).  UNIT 3 Enzymes-Classification, elementary treatment of enzyme kinetic, including factors which affect rates of enzyme-catalysed reactions.  UNIT 4 Digestion and absorption of Carbohydrates, fats, proteins.	UNIT 1: BIOCHEMICAL IMPORTANCE OF MACRONUTRIENTS  UNIT2: BIOCHEMICAL IMPORTANCE OF MICRONUTRIENTS  UNIT 3: ENZYMES  UNIT 4 : DIGESTION & ABSORPTION FROM THE GASTROINTESTINAL TRACT	Unit headings have been incorporated
HSM 501 <b>CHILDREN WITH SPECIAL NEEDS</b>	UNIT 1 Concept of disability: (a) Definition and meaning of the term children with disability (b) Indian Classification of children with disability (c) National laws and Policies for children with disability.  UNIT 2 Classification, causes, characteristics, educational rehabilitation of children with Orthopaedic disabilities and cerebral palsy  UNIT 3 Classification, causes, characteristics,	UNIT 1: INTRODUCTION  UNIT 2 : ORTHOPAEDIC DISABILITIES  UNIT 3: INTELLECTUAL	Unit headings have been incorporated

	<p>educational rehabilitation of children with (a) Diversities in Intellectual abilities: impairment and giftedness (b) Learning disabilities (c) Autistic spectrum disorders.</p> <p>UNIT 4 Classification, causes, characteristics, educational rehabilitation of children with Sensory Disabilities: Visual and Hearing Impairments.</p> <p>UNIT 5 (a) Emotional and Behaviour disorders- anxiety, phobia, aggression, depression (b) Children at risk-Victims of abuse, chronic illness, broken homes, street and institutionalized children</p>	<p>DISABILITIES</p> <p>UNIT 4: SENSORY DISABILITIES</p> <p>UNIT 5: EMOTIONAL PROBLEMS</p>	
<p>HSM 503</p> <p><b>JOURNALISM &amp; SOCIAL MARKETING</b></p>	<p>UNIT 1 Development Journalism: (a) Growth, Nature, Scope and Significance, (b) Need for development journalism, Social- economic and cultural context of India, (c) Issues and problems for media professionals, Global scenario of development journalism in Asia, Europe, America.</p> <p>UNIT 2 Development Journalism: Perspective and Approaches: (a) Development issues faced by India: need for clear understanding of problems, inter linkages and holistic perspective, role of development journalism in furthering the appropriate perspective and the challenges, (b) Approaches to development journalism: short term and long term, isolated, integrated. Sensational and others case studies.</p> <p>UNIT 3 Development Journalism in Print Media: (a) Status of Development journalism in national and regional dailies, magazines and journals, challenges, ahead, print media policy with respect to space and quality of reporting for development journalism, (b) photo journalism and written journalism; principles, techniques for</p>	<p>UNIT 1: CONCEPTUAL FRAMEWORK OF JOURNALISM</p> <p>UNIT 2: PERSPECTIVE AND APPROACHES</p> <p>UNIT 3: JOURNALISM IN PRINT MEDIA</p>	

	<p>enhancement, media research and development journalism, problems of print media professionals in development journalism and role of advocacy.</p> <p><b>UNIT 4</b> Development Journalism in Radio and TV: (a) Policy perspectives, Available space, time, value and cost, Advocacy to promote value for development journalism, (b) Changing trends in development journalism on Radio and T.V. as a result of media liberalisation and globalisation case studies; global, national and regional perspectives. Video for Development: Project design for video journalism, policy perspectives, challenges ahead; technical, space, financial, other, successful experiments like SEWA video, etc. Cyber Journalism: Relevance scope, reach, Web designing techniques, challenges of content, presentation, reach, economics, others policy perspectives, challenges ahead, global and national perspective to cyber journalism.</p> <p><b>UNIT 5</b> Social Marketing and Advertising: (a) Social advertising and commercial advertising: definitions, need, scope, understanding marketing and social marketing; 3p, 4p and 5p models, terms of social marketing and social advertising, (b) Similarities and differences between commercial marketing of products and services and social marketing, (c) Approaches to Social advertising and marketing, Social advertising as developmental communication model.</p>	<p><b>UNIT 4:</b> <b>JOURNALISM IN RADIO AND TV:</b></p> <p><b>UNIT 5: SOCIAL MARKETING AND ADVERTISING</b></p>	
<p>HSM 602 <b>CHILD IN THE FAMILY</b></p>	<p><b>UNIT 1</b> The family in social context (a) Sociological significance of family (b) Modern trends in Indian families- Urban, Rural, Changing roles and relationships (c) Social and</p>	<p><b>UNIT 1: THE INDIAN FAMILY</b></p>	

	<p>psychological approaches to study family.</p> <p><b>UNIT 2</b> Ecological and sociological factors affecting the interpersonal relationships (a) Ordinal position, caste, religion, caste socio-economic status, culture sex and parent's educational level (b) Mother-child relationship, father child relationship, sibling relationship (c) Family disciplinary techniques.</p> <p><b>UNIT 3</b> Where and how the family helps the individual through (a) sex education (b) family and mental health (c) Personal guidance and counselling</p> <p><b>UNIT 4</b> Common problems (a) Sexual Misbehaviour &amp; delinquency of deprived and disadvantaged child (b) Drug addiction (c) AIDS (d) Aggression and hostility (e) Vocational and Educational guidance</p> <p><b>UNIT 5</b> Approaches &amp; theories to family studies (a) Developmental approach (b) Interactional approach (c) Institutional approach (d) Systematic approach (e) Cyclic approach (f) Progressive theory (g) Structural &amp; functional theory</p>	<p><b>UNIT 2 : INTERPERSONAL RELATIONS</b></p> <p><b>UNIT 3: SPECIFIC FAMILY SUPPORT</b></p> <p><b>UNIT 4: COMMON PROBLEMS</b></p> <p><b>UNIT 5: APPROACHES AND THEORIES</b></p>	
<p>HSM 603</p> <p><b>TEXTILE CHEMISTRY &amp; TESTING</b></p>	<p><b>UNIT 1</b> (a) Polymer Chemistry: fine structure of fiber, methods of polymerization, degree of polymerization (b) Types of Polymer: co-polymers, oligomes graft polymers (c) Degree of Crystallization and orientation in fibers and their influence on fiber properties (d) Inter and Intrapolymer bonding.</p> <p><b>UNIT 2</b> (a) Molecular structure, chemical composition of cotton, action of acids and alkalis on cellulose (b) Chemical composition, molecular structure of</p>	<p><b>UNIT 1: FIBER CHEMISTRY</b></p> <p><b>UNIT 2 : CHEMISTRY &amp; PROPERTIES OF NATURAL FIBERS</b></p>	

	<p>wool. Physical and chemical properties of wool (c) Difference in wool and silk chemistry.</p> <p>UNIT 3 (a) Chemistry, manufacture process, physical and chemical properties of nylon, polyester and acrylic fibers (b) Blending: advantages and limitations of blends.</p> <p>UNIT 4 (a) Yarn and Fabric testing: importance, sampling procedure (b) (i) Techniques to test yarns for yarn count, denier and tex, yarn twist. (ii) Techniques to test fabric density, strength, abrasion, elongation, thickness of fabric, shrinkage, crease recovery, stiffness of fabrics, GSM, fabric drapability. (c) Colourfastness testing of fabrics for various agents: light, wash, rub, etc.</p> <p>UNIT 5 (a) Garment Testing: colourfastness, shrinkage tests of garments (b) Fabric faults/defects as related to stages of manufacture and their classification (c) Appropriate labels on garments (d) Standardization: Quality control of textile products and Compliance in Industry.</p>	<p>UNIT 3: CHEMISTRY &amp; PROPERTIES OF SYNTHETIC FIBERS</p> <p>UNIT 4: YARN AND FABRIC TESTING</p> <p>UNIT 5: GARMENT TESTING</p>	
<p>HSM 702 <b>METHODS OF CHILD STUDY</b></p>	<p>UNIT 1 Methods of study in Human Development: Meaning, Objectives, Research Approaches, Cross-sectional, longitudinal and sequential approach. Concept of testing and measurement ethics on research on human beings.</p> <p>UNIT 2 History of testing children, nature of tests and their classification, scales of Measurement, concept of norms, types of norms. Reliability: concept, types and factors affecting. Validity:</p>	<p>UNIT 1: INTRODUCTION TO CHILD STUDY</p> <p>UNIT 2 : MEASUREMENT</p>	

	<p>concept, types and factors affecting. Relation between reliability and validity. Item analysis of power tests.</p> <p>UNIT 3 Methods of data collection- observation, questionnaire interview, sociometry, case study, rating scale, anthropometric measurements for assessment of health status. Use of computer technology to study human beings.</p>	UNIT 3: METHODS OF DATA COLLECTION	
HSM 703 <b>THEORIES OF HUMAN DEVELOPMENT</b>	UNIT 1: Meaning, Types and functions of theory, Theoretical perspective of Human Development and behaviour	CONCEPT OF THEORETICAL PERSPECTIVE	
HSM 710 <b>CHILD AND HUMAN RIGHTS</b>	<p>UNIT-I a) Definition and Evolution of Rights. b) Human rights, Child rights, Women's rights, Charter, Convention and Policy</p> <p>UNIT-II a) Status of Indian Children and their rights b) Gender disparities (infanticide, feticide, girl child) c) Children in difficult circumstances (Children of prostitutes, child prostitutes, Child labour, street children, refugee children and child victims of war) d) Children with special needs.</p> <p>UNIT-V a. International convention of Human rights. b. Adoption and its Laws</p>	<p>UNIT 1: INTRODUCTION TO RIGHTS PERSPECTIVE</p> <p>UNIT 2 : STATUS OF CHILDREN &amp; THEIR RIGHTS</p> <p>UNIT 5: INTERNATIONAL PERSPECTIVE OF HUMAN RIGHTS</p>	
HSM 803 <b>EARLY CHILDHOOD CARE &amp; EDUCATION</b>	<p>UNIT 1 Contribution of the following western thinkers to the development of early childhood care and education (their principles application and limitations). Rousseau, Pestalozzi, Froebel, Maria Montessori and Margaret Macmillan.</p> <p>UNIT 2 (a) Contribution of the following Indian thinkers to the development of early childhood education. Mahatma Gandhi, Rabindranath Tagore,</p>	<p>UNIT 1: CONTRIBUTION OF WESTERN THINKERS</p> <p>UNIT 2 : CONTRIBUTION OF INDIAN THINKERS</p>	

	<p>Tarabai Modak, Gijubhai Badheka, Anutai Wagh (b) Contribution of the following agencies/Programmes to early childhood care and education in India. ICCW, IAPE, NCERT, ICDS, UNICEF, NCTL, Mobile Crèche (c) Major types of Pre-School Programmes- Kindergarten School, Montessori, Nursery School, Pre-Basic type, Aganwadi and Day Care.</p> <p>UNIT 3 (a) Developmental Needs of Early Childhood (b) Terminology: ECCE, ECD, ECCD (c) Need, importance and objectives of early childhood care education (d) Role of Pre-School (i) Laying Foundation of security (ii) Releasing hostility and aggression (e) Policies and perspective of Five Year Plans (f) RTE</p> <p>UNIT 4 The Nursery School (a) location, building, equipments (b) The Nursery School Personnel (c) Fee (d) Record keeping and reports (e) Evaluation Policy.</p> <p>UNIT 5 Programme Planning (a) Programme planning for Pre-School (b) Individualisation of programme (c) Role of music, science experiences, creative activities, field trips, dramatizations and puppetry in Pre-School education (d) Celebration of special occasions- annual programme, religious and national festivals (e) Strategies to involve parents in various preschool activities.</p>	<p>UNIT 3: CONCEPTUAL BAKGROUND OF ECCE</p> <p>UNIT 4: NURSERY SCHOOL : INFRASTRUCTURE AND STAFF</p> <p>UNIT 5: PROGRAMME PLANNING</p>	
<p>HSM 807 <b>THERAPEUTIC NUTRITION</b></p>	<p>UNIT 1 (a) Role of Dietician, definition of nutritional care and team approach. Planning and implementing dietary care (b) Therapeutic adaptations of the normal diet (i) Soft (ii) Liquid (iii) Special feeding methods.</p>	<p>UNIT 1: NUTRITION CARE PROCESS</p>	

	<p><b>UNIT 2</b> Dietary modification in (a) Fevers and infections-(i) fevers of short duration-typhoid (ii) fevers of long duration-tuberculosis (b) Diseases of the gastro-intestinal tract (i) Peptic ulcer (ii) diarrhoea (iii) constipation-their etiology, manifestation and dietary modifications.</p> <p><b>UNIT 3</b> Weight Control (i) Obesity (ii) Underweight (iii) diabetes mellitus.</p> <p><b>UNIT 4</b> (a) Hypertension (b) Atherosclerosis (c) Acute and chronic diseases of the heart</p> <p><b>UNIT 5</b> (a) Nephritis, (b) nutrition for the cancer patient (c) Hepatitis.</p>	<p><b>UNIT 2 : DIET IN FEVERS &amp; GASTRO-INTESTINAL TRACT DISORDERS</b></p> <p><b>UNIT 3: WEIGHT MANAGEMENT &amp; DIABETES</b></p> <p><b>UNIT 4: CARDIOVASCULAR DISORDERS</b></p> <p><b>UNIT 5: KIDNEY, LIVER DISORDERS AND CANCER</b></p>	
<p>HSM 811</p> <p><b>MENTAL HEALTH IN DEVEL. PERSPECTIVE</b></p>	<p><b>UNIT 1</b> (a) Mental Health (i) Definition, concept and importance of holistic health well-being and happiness (ii) National mental health policy of India (iii) Community mental health needs and programme. (b) Infancy (i) Psycho-social well being (ii) Implications of attachment for mental health, deprivation syndrome.</p>	<p><b>UNIT 1: CONCEPT OF MENTAL HEALTH &amp; INFANCY</b></p>	

<b>APPENDIX-3</b>			
<b>COURSES IN WHICH SYLLABUS HAS BEEN MODIFIED</b>			
<b>Course No</b>	<b>Existing Status</b>	<b>Proposal for change</b>	<b>Justification</b>
<p>HS 281</p> <p><b>HOUSEHOLD MANAGEMENT</b></p>	<p>Unit 5 (a) Characteristics of textile fibres and fabrics (b) Common stains and household methods of removal of stains (c) Study of various factors affecting</p>	<p>Unit 5 (a) Characteristics of textile fibres and fabrics (b) Process involved in fibre to fabric manufacture (c) Various uses of fabrics,</p>	<p>Upgradation of Course</p>



	selection of clothing for various occasions for self.	factors affecting selection of clothing (d) Common stains and household methods of removal of stains	
HSM 108 <b>COMPUTER BASICS</b>	UNIT 2: MS WINDOWS (c) Managing documents and Folders. Practical application of Windows (d) Creating a new user (e) Security and safety of files.	(c) Managing documents and folders, Practical application of MS Windows (d) Windows accessories and features (e) Features of control panel	Essential component of ms windows that was missing has been added Sections deleted are covered in practical application of MS windows

HSM 206 <b>FAMILY IN SOCIETY</b>	Course Title: CHILD IN THE INDIAN FAMILY 1	INTRODUCTION TO CHILD IN THE FAMILY	There were two papers named as <b>Child in the Indian family</b> 1 and 2. one was an introductory course and the second was an advance course. This nomenclature is more suitable
HSM 302 <b>HUMAN DEVELOPMENT- PRACTICAL</b>	1. Preparation of material for community health, nutrition and child care. 2. Use of the observation and interview methods for studying behaviour of parents and children 3. Visit to a maternity ward to observe neonates and interview their mothers. 4. Planning creative activities for 3-5 year old children. 5. Preparing low cost material for child play and learning	1. Preparation of material for community health, nutrition and child care. 2. Analysis of cases for development/ relationship assessment 3. Use of the observation and interview methods for studying behaviour of parents and children 4. Visit to a maternity ward to observe neonates and interview their mothers. 5. Planning creative activities for 3-5 year old children.	Change in sequence

	6. Audio Visual sources to be shown on different aspects of prenatal/ neonate/ Infancy/ childhood leading to discussion and report writing 7. Analysis of cases for development/ relationship assessment	6. Preparing low cost material for child play and learning 7. Audio Visual sources to be shown on different aspects of prenatal/ neonate/ Infancy/ childhood leading to discussion and report writing	
HSM 308 <b>PARENT &amp; COMMUNITY EDUCATION</b>	UNIT 4 (c) Sourcing family and parent wisdom regarding children's care and development.	(c) Information support from family and school regarding children's care & development	Reframing of Sentence
HSM 403 <b>FAMILY RESOURCE MANAGEMENT</b>	Course title: FAMILY RESOURCE MANAGEMENT  Title of UNIT 5: WORK SIMPLIFICATION	INTRODUCTION TO FAMILY RESOURCE MANAGEMENT  MATERIAL AND FINISHES USED IN HOUSEHOLD EQUIPMENT	There are two courses of this nomenclature, this is the introductory paper, hence this title represent the content better
HSM 408 <b>ELEMENTS OF BIOCHEMISTRY</b>	UNIT 1 Structure and general properties of physiologically important compounds (a) Carbohydrate-Glucose, fructose, galactose, sucrose, maltose, lactose, starch, glycogen (b) Lipids-fatty acids, triglycerids phospholipids, sterols (c) Proteins-amino acids, proteins.  UNIT 2 Chemistry and physiological function of Vitamin A, B-Complex, C, D, & K (thiamine, riboflavin, niacin, pyridoxine, folic acid, B12, ascorbic acid).  UNIT 3 Enzymes-Classification, elementary treatment of enzyme kinetic, including factors which affect rates of enzyme-catalysed reactions.  UNIT 4 Digestion and absorption of Carbohydrates, fats, proteins.	No change  Now UNIT 4  Now UNIT 5  Now UNIT 2	Re-sequencing of units has been done. unit4 has been shifted as 2 <sup>nd</sup> unit to have complete knowledge of macro nutrients all together regarding their importance, digestion and metabolism; micronutrients can be taught afterwards enzymes

	<p>UNIT 5: METABOLISM  (a) Carbohydrates-Glucolysis, Citric acid cycle, synthesis, breakdown of glycogen, Gluconeogenesis, Blood sugar and its regulation (b) Lipids- Oxidation of fatty acids, fatty liver, ketosis, De novo fatty acid synthesis (c) Proteins- General reactions of amino acid metabolism, urea cycle, electron transport chains and oxidative phosphorylations (d) Introduction to the concept of protein biosynthesis.</p>	Now UNIT 3	
<p>HSM 503  <b>JOURNALISM &amp; SOCIAL MARKETING</b></p>	<p>UNIT 1  Development Journalism: (a) Growth, Nature, Scope and Significance, (b) Need for development journalism, Social-economic and cultural context of India, (c) Issues and problems for media professionals, Global scenario of development journalism in Asia, Europe, America.</p> <p>UNIT 2  Development Journalism: Perspective and Approaches: (a) Development issues faced by India: need for clear understanding of problems, inter linkages and holistic perspective, role of development journalism in furthering the appropriate perspective and the challenges, (b) Approaches to development journalism: short term and long term, isolated, integrated. Sensational and others case studies.</p> <p>UNIT 3  Development Journalism in Print Media: (a) Status of Development journalism in national and regional</p>	<p>UNIT 1  Journalism: (a) Growth, Nature, Scope and Significance, (b) Need for development journalism, Social- economic and cultural context of India, (c) Issues and problems for media professionals, Global scenario of development journalism in Asia, Europe, America.</p> <p>UNIT 2  Journalism: Perspective and Approaches: (a) Development issues faced by India: need for clear understanding of problems, inter linkages and holistic perspective, role of development journalism in furthering the appropriate perspective and the challenges, (b) Approaches to development journalism: short term and long term, isolated, integrated. Sensational and others case studies.</p> <p>UNIT 3  Journalism in Print Media: (a) Status of Development journalism in national and</p>	Deletion of the term development from each of the four units

	<p>dailies, magazines and journals, challenges, ahead, print media policy with respect to space and quality of reporting for development journalism, (b) photo journalism and written journalism; principles, techniques for enhancement, media research and development journalism, problems of print media professionals in development journalism and role of advocacy.</p> <p>UNIT 4 Development Journalism in Radio and TV: (a) Policy perspectives, Available space, time, value and cost, Advocacy to promote value for development journalism, (b) Changing trends in development journalism on Radio and T.V. as a result of media liberalisation and globalisation cast studies; global, national and regional perspectives. Video for Development: Project design for video journalism, policy perspectives, challenges ahead; technical, space, financial, other, successful experiments like SEWA video, etc. Cyber Journalism: Relevance scope, reach, Web designing techniques, challenges of content, presentation, reach, economics, others policy perspectives, challenges ahead, global and national perspective to cyber journalism.</p>	<p>regional dailies, magazines and journals, challenges, ahead, print media policy with respect to space and quality of reporting for development journalism, (b) photo journalism and written journalism; principles, techniques for enhancement, media research and development journalism, problems of print media professionals in development journalism and role of advocacy.</p> <p>UNIT 4 Journalism in Radio and TV: (a) Policy perspectives, Available space, time, value and cost, Advocacy to promote value for development journalism, (b) Changing trends in development journalism on Radio and T.V. as a result of media liberalisation and globalisation cast studies; global, national and regional perspectives. Video for Development: Project design for video journalism, policy perspectives, challenges ahead; technical, space, financial, other, successful experiments like SEWA video, etc. Cyber Journalism: Relevance scope, reach, Web designing techniques, challenges of content, presentation, reach, economics, others policy perspectives, challenges ahead, global and national perspective to cyber journalism.</p>	
<p>HSM 602 <b>CHILD IN</b></p>	<p>Course Title: CHILD IN THE INDIAN FAMILY2</p>	<p>ADVANCED COURSE ON CHILD IN THE INDIAN FAMILY</p>	<p>There were two papers named as</p>

THE FAMILY			Child in the Indian family 1 and 2. This nomenclature is better
<p>HSM 603</p> <p><b>TEXTILE CHEMISTRY &amp; TESTING</b></p>	<p>UNIT 1 (a) Polymer Chemistry: fine structure of fiber, methods of polymerization, degree of polymerization (b) Types of Polymer: co-polymers, oligomers, graft polymers (c) Degree of Crystallization and orientation in fibers and their influence on fiber properties (d) Inter and Intrapolymer bonding.</p> <p>UNIT 2 (a) Molecular structure, chemical composition of cotton, action of acids and alkalis on cellulose (b) Chemical composition, molecular structure of wool. Physical and chemical properties of wool (c) Difference in wool and silk chemistry.</p> <p>UNIT 3 (a) Chemistry, manufacture process, physical and chemical properties of nylon, polyester and acrylic fibers (b) Blending: advantages and limitations of blends.</p> <p>UNIT 4 (a) Yarn and Fabric testing: importance, sampling procedure (b) (i) Techniques to test yarns for yarn count, denier and tex, yarn twist. (ii) Techniques to test fabric density, strength, abrasion, elongation, thickness of fabric, shrinkage, crease recovery, stiffness of fabrics, GSM, fabric drapability. (c) Colourfastness testing of fabrics for various agents: light, wash, rub, etc.</p>	<p>Now UNIT 3</p> <p>Now UNIT 4</p> <p>Now UNIT 5</p> <p>Now UNIT 1</p>	<p>Unit – 4 &amp; 5 are practical based hence would be covered in the beginning. This will help understand developing theoretical base for HSM 606. (Practical course of the same subject)</p>

	<p>UNIT 5  (a) Garment Testing: colourfastness, shrinkage tests of garments (b) Fabric faults/defects as related to stages of manufacture and their classification (c) Appropriate labels on garments (d) Standardization: Quality control of textile products and Compliance in Industry.</p>	Now UNIT 2	
HSM 704 <b>INSTITUTIONAL FOOD ADMINISTRATION</b>	<p>UNIT 3: QUALITY ASSURANCE  (a) Management by objectives (b) Food quality (c) Food safety (d) Total quality management.</p>	<p>(a) Evaluation of Food Quality  (i) Sensory Evaluation  (ii) Objective Evaluation  (b) Management by objectives (c) Food quality (d) Food safety (e) Total quality management</p>	To have complete information on topic; upgraded course content
HSM 707 <b>APPAREL PRODUCTION &amp; DESIGNING</b>	<p>UNIT1:PSYCHOLOGICAL IMPORTANCE OF CLOTHING  (a) Origin of clothing (b) Theories of clothing (c) Role of clothing (d) Perception of self and its development.  UNIT 2: CLOTHING SELECTION FOR DIFFERENT AGE GROUPS  (a) Infant clothing (b) Toddler clothing (c) Pre-school clothing (d) Clothing for School going (e) Adolescent clothing (f) Adult clothing.  UNIT 3: FASHION IN DRESS  (a) Terminologies of fashion (b) Sources of fashion (c) Factors favouring and retarding fashion (d) Fashion cycle (e) Fashion merchandising.  UNIT4:TECHNIQUESIN PATTERN MAKING  (a) Pattern making terms: pattern, drafting, flat pattern making (b) Basic pattern set, working pattern, The dart, Truing, Blending, Pivotal point, Direction of grainline, straight, bias, cross grain, pattern manipulation (c) Bodice Darts: Converting darts to gathers/ Pleats/ Multiple darts/ tucks by slash and spread method.  UNIT 5: FLAT PATTERN</p>	<p><b>UNIT 1: APPAREL AND TEXTILE INDUSTRY</b>  <b>(a)</b>History, development, present status, problems<b>(b)</b>Export – import trends in cotton, wool, silk, jute, and manmade fibre industries and the garment industry in India.<b>(c)</b>Effect of Globalization and Liberalization on textile and apparel Industry<b>(d)</b>Visit to a Apparel production unit  <b>UNIT 2: INTRODUCTION TO APPAREL PRODUCTION</b><b>(a)</b>Planning of garment business, procurement of raw material, organization of apparel firms.<b>(b)</b> Machinery and equipments required for garment production at industrial level cutting, sewing, finishing and embellishment.  <b>UNIT 3: PRODUCTION DEPARTMENTS</b>  <b>(a)</b>Sampling department-importance of sampling department, objectives, types of sample- size set, fit sample, prototype sample,</p>	Unit -1,2,3 already covered in HSM-306 (which was designed last year)

	<p>MAKING</p> <p>(a) Flat pattern techniques for different types of (i) sleeves (ii) collar (iii) yokes (iv) skirts (b) Fitting problems and their remedies (c) Awareness of role of computer in the field of fashion designing.</p>	<p>production sample</p> <p>(b)Cutting department- Machineries, fabric laying, marker preparation, sorting, numbering &amp; bundling</p> <p>(c)Production department- selection of production system- progressive bundle system, unit production system, modular manufacturing, piece work, Production planning(d)Finishing &amp; pressing department, Trimming department, packing department</p> <p><b>UNIT 4: TECHNIQUES IN PATTERN MAKING</b></p> <p>No change</p> <p><b>UNIT 5: FLAT PATTERN MAKING</b></p> <p>No change</p>	
<p>HSM 803</p> <p><b>EARLY CHILDHOOD CARE &amp; EDUCATION</b></p>	<p>UNIT 1</p> <p>Contribution of the following western thinkers to the development of early childhood care and education (their principles application and limitations). Rousseau, Pestalozzi, Froebel, Maria Montessori and Margaret Macmillan.</p> <p>UNIT 2</p> <p>(a) Contribution of the following Indian thinkers to the development of early childhood education. Mahatma Gandhi, Rabindranath Tagore, Tarabai Modak, Gijubhai Badheka, Anutai Wagh (b) Contribution of the following agencies/Programmes to early childhood care and education in India. ICCW, IAPE, NCERT, ICDS, UNICEF, NCTL, Mobile Crèche (c) Major types of Pre-School Programmes- Kindergarten School, Montessori, Nursery School, Pre-Basic type, Aganwadi and Day Care.</p> <p>UNIT 3</p>	<p>Now UNIT 4</p> <p>Now UNIT 5</p> <p>Now UNIT 1</p>	<p>Sequencing of order of units has been changed. This will help students to have a better understanding of theory and practice</p>

	<p>(a) Developmental Needs of Early Childhood (b) Terminology: ECCE, ECD, ECCD (c) Need, importance and objectives of early childhood care education (d) Role of Pre-School (i) Laying Foundation of security (ii) Releasing hostility and aggression (e) Policies and perspective of Five Year Plans (f) RTE</p> <p>UNIT 4 The Nursery School (a) location, building, equipments (b) The Nursery School Personnel (c) Fee (d) Record keeping and reports (e) Evaluation Policy.</p> <p>UNIT 5 Programme Planning (a) Programme planning for Pre-School (b) Individualisation of programme (c) Role of music, science experiences, creative activities, field trips, dramatizations and puppetry in Pre-School education (d) Celebration of special occasions-annual programme, religious and national festivals (e) Strategies to involve parents in various preschool activities.</p>	<p>Now UNIT 2</p> <p>Now UNIT 3 Programme Planning (a) Programme planning for Pre-School (b) Individualisation of programme (c) Role of music, science experiences, creative activities, field trips, dramatizations and puppetry in Pre-School education (d) Strategies to involve parents in various preschool activities.</p>	<p>Sections (d) deleted as it is being covered in practical course of HSM 804</p>
<p>HSM 809 <b>MANAGEMENT OF HUMAN RESOURCES</b></p>	<p>Course Title: MANAGEMENT OF HUMAN RESOURCES</p>	<p>ADVANCED FAMILY RESOURCE MANAGEMENT</p>	<p>The topics under this syllabus are of advance level and are related to different family resources (not only human resources),the refore this title is more appropriate</p>
<p><b>HSM953</b> <b>SELF STUDY COURSE</b></p>	<p>Students will perform two seminars on different topics in the following areas during the first semester.</p> <p><b>SPECIFIC AREAS FOR SELF</b></p>		



	<p><u>STUDY COURSE</u></p> <p>Foods and Nutrition</p> <ol style="list-style-type: none"> <li>1. Life style disease (a) Cardiovascular (b) Obesity (c) Cancer (d) Diabetes.</li> <li>2. Nutrition of the girl child (a) Adolescent girl (b) Adolescent pregnancy.</li> <li>3. (a) Geriatric Nutrition Malnutrition in old age (b) Osteoporosis and diet (c) Alzheimer's and diet.</li> <li>4. Micronutrient deficiencies of Iron and Vitamin-A.</li> <li>5. Effect of diet in pregnancy on (a) Effect on fetal outcome (b) Lactation (c) Post natal growth (d) Weaning.</li> </ol> <p>Human Development and Family Relations</p> <ol style="list-style-type: none"> <li>6. Developmental issues during the life span.</li> <li>7. Children with special needs.</li> <li>8. Early childhood care and education.</li> <li>9. Family &amp; Child welfare.</li> <li>10. Women's studies.</li> </ol> <p>Extension Education</p> <ol style="list-style-type: none"> <li>11. Government Programs.</li> <li>12. Non-Government Programs.</li> <li>13. Program Planning.</li> <li>14. Running a Program.</li> <li>15. Evaluation.</li> </ol> <p>Clothing and Textiles</p> <ol style="list-style-type: none"> <li>16. Developing catalogues for draft preparation.</li> <li>17. Fabric properties with respect to usage.</li> <li>18. Development Appropriate Clothing.</li> <li>19. Clothing Psychology</li> <li>20. Developing Blue standards for Indian brands.</li> </ol> <p>Family Resource Management</p> <ol style="list-style-type: none"> <li>21. Consumer Studies</li> </ol>	<ol style="list-style-type: none"> <li>1. The students will prepare one self study paper related to the subject area.</li> <li>2. Preparation of one full length research paper</li> <li>3. Review of a subject related book</li> </ol>	<p>To develop their ability to explore, organize and present the content systematically.</p> <p>To develop their ability to get their research work published</p> <p>To teach them critical analysis of subject content</p>
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	<p>(Economics).  22. Institutional Management.  23. Resources and their Management.  24. Rural Sociology.  25. Interior Designing.</p>		
<p><b>HSM954,  RESEARCH  H  METHOD  O-LOGY  IN HOME  SC.</b></p>	<p>UNIT 1: INTRODUCTION TO RESEARCH  (a) Meaning, aims, nature and scope of Home Science research  (b) Characteristics and prerequisites of Home Science research  (c) Types of research  (d) Research needs in different subjects of Home Science  (e) Research Problem – Meaning of research problem, Errors in selecting a research problem.  UNIT 2: HYPOTHESIS  (a) Meaning (b) Types of hypothesis (c) Sampling – Sampling and Population, Techniques of sample selection, Characteristics of a good sample, Sampling errors and how to reduce them  UNIT 3: METHODS OF RESEARCH  (a) Measures of central tendencies: Mean, Median and Mode (b) Measures of Variability: Range, Q.D; S.D; A.D; and Coefficient of Variation (c) Measures of Relative Position: Percentiles, Percentile Ranks, Standards Scores, Stanine Scores, T-Scores (d) Normal Probability Distribution, properties of normal curve, applications of normal curve, Divergence from Normality: Skewness and Kurtosis (e) Correlation Techniques – Karl Pearson’s Product Moment Correlation Coefficient <math>r</math>., Spearman’s Rank order correlation coefficient (<math>\rho</math>), Regression and Prediction  UNIT 4: STATISTICAL INFERENCE  (a) Concept of Standard Error and its uses, (b) The Significance of</p>	<p>Syllabus changed (enclosed in Appendix)</p>	<p>Recommendations of the committee formulated for this purpose were found to be in the student interest, hence this course has been accepted.</p>

	<p>Statistical Measures, (c) Testing the Significance of difference between two means Z-Test, T-Test, (d) Analysis of variance and Analysis of covariance: One way Anova, Post Anova, Test of difference by use of. T, Two-way Anova, Analysis of covariance.</p> <p>UNIT 5: REPORT WRITING</p> <p>(a) Developing a Research Proposal: (i) Format of research proposal, (ii) Individual research proposal, (b) Research Report: (i) Format of the Research Report, (ii) Style of writing the report, (iii) References and Bibliography (c) Scientific Writing (i) Different forms of scientific writing (Journal. Reports, review, media articles, monograph) (ii) formulating outlines/drafting of Different forms of scientific writing</p>		
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## Appendix-4

### **WORK EXPERIENCE COURSE - FASHION AND TEXTILE DESIGNING CAD I**

#### **SEMESTER I**

##### **UNIT 1: INTRODUCTION TO SOFTWARE FOR TEXTILE DESIGNING**

- (a) Functions: Texture table, Overlap, Create woven material, Pen, Group Colour
- (b) E-Material & Colour-way Studio - Set Texture's Dye, Knitting effect, Crinkle, Leather effect, and other textures
- (c) Scanning- Scan and make Lace, patterns, textures, change the colour ways

##### **UNIT 2: CREATING TEXTILE DESIGNS**

- (a) Create and modify print textures
- (b) Create colour ways for print textures
- (c) Creating new printed textures, setting them into different repeat patterns

##### **UNIT 3: DEVELOPMENT OF WOVEN TEXTURES**

- (a) Developing woven textures using different types of weave structures like plain, twill, and other decorative weaves
- (b) Create woven stripes or checks with different weave structures
- (c) Create colour ways for woven textures
- (d) Creating new woven textures, setting them into different repeat patterns

##### **UNIT 4: FASHION DESIGNING**

- (a) Menu command - File, Edit, object, Library, Setting
- (b) Working area - Light, display mode, Define show ratio, back ground colour, ruler
- (c) E-style & sketch studio - Pick object, Create curve, Edit curve, Create surface, Rescale texture, Create Text, Pick colour, Set canvas property

##### **UNIT 5: DESIGN SILHOUETTES**

- (a) E- Photo and Draping Studio - Set canvas, Clip image, Edit image alpha, colour management, Draping, Fill colour, pen, Local skew, Pick colour.
- (b) Make technical flat 2D sketches, with stitching details, etc.
- (c) Design silhouettes, and do draping on models by drag and drop of scanned textures
- (d) Drape photographs with scanned textures

### **WORK EXPERIENCE COURSE - FASHION AND TEXTILE DESIGNING CAD II**

#### **SEMESTER II**

##### **UNIT 1: CREATE A COMPLETE VIRTUAL COLLECTION OF DESIGNS, CREATE STORYBOARDS**

- (a) Development of a Mood board, Story board, Colour Board
- (b) Development of Collection based on the above boards

##### **UNIT 2: EXPERIMENT WITH TEXTURES AND COLOURS**

- (a) Designing of apparels showing textural effects
- (b) Creating colour effect in apparels using different colour combinations

##### **UNIT 3: DESIGNING APPARELS BASED ON DIFFERENT THEMES**

- (a) Creating thematic apparels based on different themes such as history, nature, architecture, music etc.
- (b) Designing apparels incorporating different traditional motifs and patterns.

##### **UNIT 4: WESTERN SILHOUETTES**

Designing 3 western dresses with appropriate colours and accessories.

## **UNIT 5:INDIAN SILHOUETTES**

Designing 3 Indian dresses with appropriate colours and accessories.

## **HSM954: Applied Research Methodology (M Phil.)**

### **Unit 1: Introduction to Research**

a. Introduction to research methodology. Types of research, Phenomenology, Ethical and other related issues (e.g., patents, copyright, plagiarism, etc.), Construction of (i) rating scale and (ii) attitude scale, Establishment of reliability, validity and norms of an established test.

b. Developing Logical Reasoning and Quantitative aptitude - Logical Reasoning: Understanding the structure of arguments, Kinds of Explanation – Deductive, Inductive, and Abductive, Scientific Method, Verbal analogies: Word analogy, Applied analogy, Verbal classification, Logical diagrams, Venn diagram, Analytical reasoning.

### **Unit 2: Review of Related Literature**

Review of related literature, Its relevance and approach, Development of a conceptual framework of the study, Assessment of the antecedents and consequences of the construct.

### **Unit 3: Data Collection**

Types of data, Concept of probability and nonprobability sampling, Statistical inference, Sampling distribution, Comparison of distribution of sample obtained through random and non-random sampling technique, Determination of sampling errors and methods of minimizing these errors, Estimation of sample size.

### **Unit 4: Research Design and Data Analysis**

Quantitative analysis of data, Analysis of variance and multiple regression analysis, Qualitative analysis of data; Content analysis, Discourse analysis, Conversational analysis, Ethnographic researches, Software packages for data analysis.

### **Unit 5: Report writing, Presentation and Publication of research**

Bibliography, Citation index, Impact factor, Levels of journals, Workshops, Seminars, Symposium, and Conference.

### **Suggested Readings:**

General Mental Ability Logical Reasoning and Analytical Ability by Sachidanand Jha (Kalingar Publishers, 2012)

Modern Approach to Logical and Reasoning by A.K. Agarwal (S. Chand, 2012)

Bandarkar, P.L. & Wilkinson, T.S. (2000), Methodology and Techniques of Social Research, Mumbai : Himalaya Publishing House.

Gomm R., (2008), Social Research Methodology, A Critical Introduction, Second Edition Palgrave Macmillan, ISBN: 978-0-230-22475-9, ISBN10: 0-230-22475-X.

Brysbart M., (2011), Basic Statistics for Psychologists, Palgrave Macmillan, ISBN: 978-0-230-27542-3, ISBN10: 0-230-27542-7.

Zechmeister J., Zechmeister E., Shaughnessy J., (2009), Essentials of Research Methods in Psychology, ISBN: 9780070700451.

Bryman A., (2004), Social Research Methods, Oxford University Press, Second Edition.

Bhattacharjee A., (2012), Social Science Research: Principles, Methods, and Practices, 2nd edition, ISBN-13: 978-1475146127, ISBN-10: 1475146124.

Matthews B., Ross L., Research Methods: A Practical Guide for the Social Sciences, Pearson Education Limited.

Mills J. and Birks M., Qualitative Methodology, A Practical Guide, Sage Publication.

Barbour R., Introducing Qualitative Research, A Student's Guide, Second Edition, Sage Publication.

Kerlinger F.N., Foundations of Behavioural Research.

Jahoda, Shultz & others, Research Methods in Social Relations.

Garrett H.E., Statistics in Psychology & Education.

Guilford J. P., Fundamentals of Statistics in Psychology & Education.

Guilford J. P., Psychometric Methods. New York. McGraw Hill.

Lindquist F. F., Statistical Analysis in Educational Research.

Levin & Rubin, Statistics for Management, PHI.  
Nicola B., R. Kemp & R. Snelgar, SPSS for Psychologists, Lawrence Erlbaern Associates.  
Asthana B., Srivastava V., Asthana N., Research Methodology, Agarwal Publications, Agra.  
Townsend J.C., Introduction to Experimental Methods, New York, McGraw Hill Books Co.  
Nunnally J.C., Introduction to Statistics for Psychology Education, New York, McGraw Hill.  
Mc Gurjan F.J., Experimental Psychology: A methodological approach, practice Hall of India,  
Pvt.Ltd.