

# NUTRITIONAL BIOCHEMISTRY

CC-9

FN (501)

2+2=4

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Objectives :-

This Course will enable the students to.

1. Develop an understanding of principles of biochemistry ( as applicable to human nutrition )
2. Obtain an insight into the chemistry of major nutrients and physiologically important compounds.
3. Understand the biological processes and system as applicable to human nutrition.
4. Apply the knowledge required to human nutrition and dietetics.

UNIT -1

- (A) Introduction to Biochemistry. - Definition, Objectives, Scope and Inter relation between biochemistry and other biological science.
- (B) Introduction to carbohydrates – Classification, digestion.

UNIT-2

- (A) Introduction to Lipids and Proteins - Classification, digestion.
- (B) Enzymes – Definition, Types and Classification of enzymes, definition  
And types of co – enzymes, specificity of enzymes, isozymes, enzymes  
Kinetics including factors affecting velocity of enzymes catalyzed reaction,  
Enzyme inhibition.

UNIT-3

Molecular aspect of transport – Passive.

- (A) Diffusion, Facilitated diffusion, active transport
- (B) Intermediately metabolism – general consideration carbohydrates  
Glycolysis, blood sugar regulation.
- Lipids – oxidation and biosynthesis of fatty acids, synthesis and utilization of ketone bodies, ketosis, fatty liver.
  - Proteins- general reaction of amino acids and metabolism, urea cycles.

UNIT-4

- (A) Biological Oxidation – Citric acid cycle, electron transport chain.
- (B) Oxidative phosphorylation, energy conversion, high energy phosphate bond.

## Practical :

1. Carbohydrates
  - Reaction of mono, di and polysaccharides and their identification  
In unknown mixture.
  - Estimation of reducing and total sugars in foods.
  
2. Fats
  - Reaction of fats and oils
  - Determination of acid value, saponification and iodine number of natural fats and oil.
  
3. Proteins
  - reaction of protein in food
  - Reaction of amino acids and their identification in unknown mixtures.
  - Estimates of total N of foods by Kjeldahl method.

## References – Theory

- West. E.S.Todd, W.R., Moason H.S and Van Bruggen, J.T.(1974) 4th Ed. Text book of biochemistry, Amerind Publishing co pvt. Ltd.
- White A., Handler P. Smith E.L.Stelten D.W. (1954): 2<sup>nd</sup> Ed. Principles of Bio- Chemistry, Mc Grawhill book co.
- Lehninger, A.L Nelson, D.L and Cox M.M (1993): 2<sup>nd</sup> Ed, Principles of Bio – Chemistry Bs Publisher and distributors.
- Delvin T.M (1986) : 2<sup>nd</sup> Ed. Text book of Biochemistry with clinical correlations, John Wiley and Sons.

## References – Practical

- Oser, B.L. (1965) : 14<sup>th</sup> Ed. Hawk's physiological chemistry, McGraw Hill Book Co.
- William S: 16<sup>th</sup> Ed. JAOAC, official analytical chemicals.
- Indian standards institution, (1985) : ISI hand work book of food analysis, parts I to XI, Manak Bhawan, New Delhi.
- Varley H. Gowenlock, A.H and Bell. M (1980) : 5<sup>th</sup> Ed. Practical and clinical chemistry. Vol. I William Heineman medical books Ltd
- Sundararaj P. and Sindhu, A, (1995) : Qualitative tests and quantitative procedure in Bio- chemistry – A practical manual Wheeler Publishing.

# FOOD COMMODITIES AND PREPARATION – I

CC – 10

FN – 502

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## Objectives

This course will enable the students to:

1. Understand factors to be considered during selection of basic commodities, raw and processed and various aspects of their production and distribution.
2. Know the qualities and standards of available commodities and their suitability for different purposes.
3. Understand use of different commodities in various food preparations.

UNIT: 1 A. Cereals and Millets, cereal products, breakfast cereals, fast foods.

- Structure, processing, storage, use in various preparation, variety, selection and cost.

B. Pulses and Legumes – production (in brief) structures, selection and Variety.

- Storage, processing and use in different preparations.
- Nutritional aspects and cost.

UNIT : 2 A. Milk and milk products - composition, classification, selection quality and cost. Processing , storage and uses in different preparations. Nutritional aspects Shelf life and spoilage.

B. Eggs, Meat, Fish and Poultry - production, grade, quality, selection, storage and spoilage.

- Cost, nutritional aspects and use in different preparations.

UNIT: 3 A. Vegetables and Fruits- variety, selection, purchase, storage, Availability, cost, use and nutritional aspects of raw and processed products and use in different preparations.

B. Sugar and Sugar products – Types of natural sweeteners, manufacture, selection, storage, and use in preservation and stages in cookery.

UNIT: 4 A. Fats and oils- Types, and sources (animal and vegetable) processing, uses in different preparations, storage, cost and nutritional aspects.

B. Raising and Leavening agents- Types, constituents, uses, in cookery and bakery and storage.

## PRACTICALS

1. Introduction to practical
  - Weight and measures – their equivalents.
  - Use and care of kitchen equipments.
2. Preparing , serving and evaluating food items.
  - Beverages- Fruit and milk based, punches, juices.
  - Cereals- Variations in Parathas, purees, Rice pulav, Dosa, Idali, Noodles, Macroni.
  - Pulses- Recipes based on pulses and dals like vadas, Dhokla, Khandavi, Rajmah, Channa.
  - Vegetables- Vegetables Koftas, Cutlets, Soups in variations, Salads
  - Sugars – Indian Sweets.
  - Milk , Paneer , Cheese and Khoa preparations- Gulab jamun, Barfis and sweets based on milk.

## REFERENCES

- Lavis, S. (1988) Food Commodities, Heinemann Ltd. London.
- Hughes, O. and Bennion, M.(1970) Introductory Foods, MacMillan & Co. New York.
- Pyke, M. (1974) Catering Service and Technology, John Murrey Pube, London.
- Dowell, P., Bailey, A.(1980) The book of ingredients. Dorling Kinderley Ltd., London.
- Phillip, T.E., (1988) Modern cookery for Teaching and the Trade, 4<sup>th</sup> Ed., Orient Longman, Bombay.
- Purthi, J.S.(1979) Spices and Condiments, National Book Trust, New Delhi.
- Prevention of Food Adulteration Act (1994): Govt. of India.

# HOME FURNISHING

CC-9

RM - 501

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## Unit – 1

- (a) Importance of home furnishing
  - Beauty ,expressiveness and functionalism
  - Home furnishing today and past.
- (b) Elements of design.
  - Line, Size, Form, Structure, Space, Pattern, Shape.
  - Light: Characteristics and classification
    - Its type and use in different rooms for different activities
- (c) Principles of design — definition and their characteristics and types
  - Balance, Harmony, Scale, Proportion, Rhythm, Emphasis.

## Unit 2:

1. Application of elements of art and principles of design in interior and exterior enrichment-Color theories, properties, color schemes, characteristics & effect in interior.
2. Furniture : Types, selection, care, use, arrangement and ease of furniture in different rooms

## Unit 3:

1. Selection, use and care of furnishing material-Texture, Design, Color
  - a. Wall and its treatment
  - b. Window and treatment, upholstering
  - c. Other decorative and functional accessories

## Unit - 4

2. Table setting
  - a. Table lines
  - b. Table wares: Flat ware, hollow ware and silver wares
  - c. Rules for table setting Table setting for different occasions
  - d. Table manners and etiquettes

## PRACTICAL

1. Color wheel, Value chart and its use, colour planning with reference to possession, season, personality and availability for different rooms
2. Models and samples of window treatment
3. Varnishing, polishing and finishing of furniture and accessories
4. Table setting and napkin folding
5. Preparation of a creative article for household decoration
6. Picture mounting and framing
7. Work study techniques

**References:**

- Rutt Anna Hong (1961): Home furnishing, Wiley Eastern Pvt. Ltd.
- Bhat Pranav and Go Enka Shanita (1990): The foundation of art design, Bombay;
- Lakhani Book Depot.
- Goldstein, H and Goldstein, V. (1967): Art in Everyday Life; New Delhi; Oxford and IBH Publishing Company.

## CONSUMER EDUCATION

CC- 10

RM - 502

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Objectives :

- 1.To become aware of consumer problems in the market.
- 2.To realize the importance of the effective role of consumer
- 3.To develop good buy man ship skill in the section of goods in the markets\

Unit — 1 Consumer and consumer proble3.

- Definition of comers
- Choice and buying problems of consumers.
- Faulty weights and measures.
- Adulteration and other malpractices.
- Causes and consequences.

Unit-2 Role of standards in consumer protection.

- Meaning of standards.
- Product certification.
- Role of certification.
- Good buy manship.

Unit — 3 Consumer rights.

- Consumer responsibilities.
- Factors affecting consumer

Unit 4 Consumer protective services.

- Govt. agencies.
- Educational institute
- govt. agencies,
- Consumer legislations

### Practical :-

- 1 . Market surveyor products -With regards to advertisement, Label, Packaging, Material and Safety and Pricing.
2. Food adulteration.
3. Study about different certification marks.

**References:**

- Sarkar, A. (1989): Problems of consumers in modern India, Discover Publishing House, Delhi (Unit I, III, V).
  - Consumer Report, CERC, Thakurbhai Desai Smarak Bhavan, Ahmedabad (Unit I V).
  - Consumer Conformation, CERC, Thakurbhai Desai Srriarak Bhavan, Ahmedabaci (Unit I-V).
- Ghosh, A. (1992) The theory of consumer behaviour and welfare in classical paradigm, Bombay: Himalaya Publication House.
- Verma Yogindar, S. and Sharma Chandrakant (eds) (1954); Consumerism in h India, Delhi, Anamika Prakashan.



## EARLY CHILDHOOD EDUCATION AND CARE

CC-9

HD - 501

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Objective :-

1. To develop the awareness of the importance of early childhood education.
2. To develop an understanding of teaching, learning process.
3. To help the students to plan programmes for your children
4. To develop skill for organizing various activities for children.

**Unit -1-** Early childhood education.

- Meaning specific aims, importance of early childhood education.
- Types of early childhood education.
- Duties of and responsibilities in nursery school teacher.

**Unit 2** Planning and organizing an ideal

- location, building, space).
- Maintenance of various records and registers.
- Curriculum planning — Planning a daily

**Unit-3** Activities in the early education centre.

- Managing children.
- Activities to be provided.
- Duration of activities.
- Science experience and 3'rs learning.

**Unit—4** Music in the early childhood education centre.

- Planning music Experiences.
- Singing — Choice
- Importance of children's literature
- Education of early childhood education center.
- Curriculum

Parent- teacher association.

**Practical:**

1. Visit to an ideal crèche and nursery school
2. Planning programs – daily and weekly
3. Evaluating the activities
4. Preparation of aids to 3rs development

5. Preparation of a weekly, monthly and yearly budget.

**References:**

- (1) Mechings M. Preschool education New approach to teaching 3-5-5 years olds, Double day & Co. New York.
- (2) The nursery school, Oxford 1.E.H.publication 1969.
- (3) Roth Kohn, The exploring child, a handbook For primary teacher orints long man 1980

# DEVELOPMENTAL THEORIES AND TESTS

CC - 10

HD: 502

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## OBJECTIVES

- To understand the need of theory in Human Development.
- To see theories in context.
- To understand the practical applications of a theory.

### Unit-1

- Human Development as an interdisciplinary, scientific and applied field
- Historical Foundations:-Medieval Times, The Reformation, Philosophies of the enlightenment, Darwin's theory of evolution, Early scientific beginnings.
- Meaning and characteristics of theory and meaning and characteristics of hypothesis

### Unit-2

- The Psychoanalytic Perspective : Freud's theory and Erikson theory
- Behaviorism and Social Learning theory : John Watson, Ivan Pavlov, Skinner and Albert bandura.
- Cognitive Developmental theory : Jean Piaget's and Human information processing system.

### Unit-3

- Ethnology and Ecological system theory
- Cross-cultural research and Vygotsky's Socio cultural theory
- Comparing developmental theories & common methods used to study children and adult.

### Unit-4

- Design for studying development and ethics in research on children
- Intelligence tests
- Personality tests

**Practical:**

- To study milestones.
- To prepare checklist for observing developments of different stages of human being.
- To study anthropometric measurements of preschoolers.
- To assessing the newborn's physical condition.
- To study Newborn reflexes
- To studies innovative research in human development.

**References**

- Vasta, R. (1992),Six theories development : Revised formulations and current issues. London sessicat Kingsley Publishers ltd.
- Kakars (1978) The Minor World Delhi; Oxford University press.
- Berk, L. (1996) Child Development(3<sup>rd</sup>) edition, Prentice Hall of India, New Delhi.

# CLOTHING RELATED TO FASHION TRENDS

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Objectives:

1. To gain knowledge about fashion sketching.
2. To develop an understanding structural and decorative design.
3. To apply art principle of design in creating dress designing and selecting suitable fabric for particular design

## UNIT – 1

Fashion sketching- Introduction, Drawing. Aspects of drawing. Tools, Differences between normal and fashion figures. Human proportion-Head. The unit of measurement, average proportion. Method of determining an individual proportion -proportion of the womens figure. The balance like eight head theory, sketching of different fashion figures, basic garment shape and accessories.

## UNIT-2

Design - definition, types - structural and decorative design and their requirements. Elements of design-Line, Form, shape, colour and texture. Principles of Design, balance rhythm, emphasis, harmony and proportion. Applications of principles and elements of design in dress.

## Unit -3

what is fashion ?

Factors affect on fashion.

Fashion cycle. (Fashion sheries)

Fashion Terminology.

## Unit — 4

Clothing Related To Season

(A) Summer , winter, and monsoon wear fashioned garment.

- Colour.

-Texture.

-Design.

(B) Clothing related to occasion

Marriage, Party, Festivals

- Colour.

- Texture.

- Design

(C) Clothing related to age and occupation

1. Eight head theory lay figure sketching. Drawing different fashion figures poses for garment and accessory displays.
2. Drawing and preparing samples for the following: Application of principles of design in dress designing Prang color ,chart ,Value chart ,Intensity chart ,Standard color harmonies

- 3 Preparing samples for surface treatments.
1. Prepare any three garments according to theory.
2. Planning wardrobes for different age groups.

### References Books:

- 1) Fashion merchandising — By Elaine store.
- 2) Fashion Design illustration -- Women By Patrick John Irek'nd
- 3)visual Designs in dress
- 4) Individually
- 5) magazine (clothes line, apparel, stree etc.)

# DYEING PRINTING AND EMBROIDERY

CC-10

CT - 502

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## Unit – 1

- Definition of dyes and its Classification – Natural dye- Vegetable, Animal and Mineral dye Chemical Dye- Direct, Vat, Naptha, Sulpher, Acid, Mordent, Basic, Disperse, Reactive, Pigment
  - Classification of dyes according to the methods of their application to textile fibres
- Tools and equipment used for dyeing

## Unit – 2

- Introduction to Textile Printing. Difference between Dyeing & Printing. Preparation of grey fabric for printing –desizing – scouring –bleaching - mercerization. Degumming of silk.

## Unit – 3

- Style of printing - direct style- resist style- discharge style of printing. Ingredients used in printing. Tools and equipment used in printing

## Unit – 4

- Method of printing- Block, Stencil and Screen
- Tie and dye techniques- method of tying- dyeing method. Batik – types of waxes – waxing – dyeing – de-waxing.

## PRACTICAL

1. Draw different types of motifs (Each five)  
Natural, Geometric, Man-made, Decorative and abstract
2. Repetition of motifs in different manner(Each five)  
Simple repeat, Cross repeat and mirror repeat
3. Make a sample of Tie and dye such as Pinch, Circle, Knot, Fold, Pleats, Ruching, Marble, sewing (Shibori)
4. Make a sample of Batik

5. Make a sample of Block, Stencil and Screen

## **REFERENCES**

- \_ Textile printing- Dr.V.A.Shenai, Shevak publications, Mahajan book distributors.
- \_ Textile printing- S. Udayamarthandam, SSM ITT Co-operative stores,
- \_Technology of Textile Printing – R.S. Prayag



## PRELIMINARY TRAINING PROJECT FORMULATION

CC-9

EXT -501

2+2=4

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Objectives :-

- (1) To aware the students about to plan a project for upliftment of rural people.
- (2) To know the formulation and application o
- (3) To aware the students about role of home science in ri

Unit 1. Training.

- Meaning & Need of training.
- Types of training.
- Phases of training system.

Unit — 2 Project formulation.

- Meaning & importance.
- Objectives & Types.
- Steps involve in project formulation.

Unit — 3 Programme planning.

- Definition & importance.
- Steps involve in programme planning.

Unit—4

- Essentials for good project.
- Field experience while contracting people.

Practical.

- (1) To prepare and organize strategies about child nourishment.
- (2) To prepare strategies about immunization programme for children (Traget group O 5 year).
- (3) To survey about the problems of child labour.
- (4) To prepare and organize strategies about adult education.
- (5) To prepare programme for lactating mother.

# COMMUNITY ORGANISATION & LEADERSHIP-1

CC-10

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Objective :-

To enable students to.

1. appreciate collective action of weaker section of people for their own development
2. Understand the community dynamics and its influence on different community.
3. Study the ideology of organizing people in development
4. Understand the pattern of leadership in the community traditional and emerging.
5. Understanding the process of organizing people for their own development

Unit-1

- Collective action as distinct from individual action.

Need for collective action:- Improving production and productivity Improving accessibility to resources, gaining strength.

Unit—2

- Traditional leadership — roles and functions advantages, disadvantages.
- Emerging leadership — Shared leadership.

Unit—3

- Leadership and community organization for development.
- School dynamics in the village, community I urban slums.

Unit—4

- Social structure as basis for social dynamics in operation.
- Social justice and equality of opportunities empowering the weaker sections.

## Practicals:

Practicals based on content of theory of community organization and leadership.

## References :

-Tosselet, D.R.(1976): facilitating community change a basic guide ,california university association .

-Oakley,peter and massden daveving (1984) approaches participating in Rurale development , hennery tlo.

-Devitt,p..tension,planning and the poor , London.ODI.

-Bangkok,FAO(1977): community involvement in primary health care: a study of process of community motivation and continued participation.

-Rahman,md.A.(1981): some dimensions of people's participation in boomi seva movement, UNRISD, geneva .

-Khot, seemantince, shantaken,ginny shrivastava, anita mathur, rajesh tendon and oriando lago,how to organize women's group? New delhi, UNICEF and PRIA.

## **DIET THERAPY**

**CA - 9**

**FN - 503**

**2+2=4**

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Unit 1.

(A) Role of dietician: The hospital & community. Basic concepts of diet therapy. Principles of diet therapy & therapeutic nutrition for changing needs. Adaptation of normal diet for changing needs.

(B) Routine hospital diets - Regular diet, light diet, full liquid and tube feeding.

Unit 2.

(A) Modification of diet - Febrile conditions, infections and surgical conditions. Diets for gastrointestinal disorders, constipation, diarrhea, peptic ulcer.

(B) Diet for renal diseases - Nephritis, Nephrotic syndrome and renal failure.

Unit 3.

(A) Diet for obesity and cardiovascular disorders. Diet for Diabetes mellitus.

(B) Nutrition in cancer. Nutrition in Immune system dysfunction, AIDS

Unit 4.

(A) Nutrition in Allergy. Nutrition support in metabolic disorders. Nutrition in burns and surgery. Nutrition - Addictive behavior in anorexia, nervosa, bulimia & alcoholism. Nutrient drug interaction.

(B) Feeding the patients - Psychology of feeding the patient, assessment of patient needs. Feeding infants & children - problems in feeding children in hospitals Nutrition & diet clinics - Patients checkup and dietary counseling, educating the patient and follow up.

### **PRACTICAL**

1. Standardization of common food preparations.
2. Planning, preparation and calculation of following diets :
  - a) Normal diet.
  - b) Liquid diet
  - c) Soft diet
  - d) High and low caloric diet

- e) Bland diet for peptic ulcer
- f) Diet for Viral hepatitis and cirrhosis
- g) Diet for Diabetes mellitus
- h) Diet for Hypertension and Atherosclerosis
- i) Diet for Nephritis and Nephrotic syndrome

3. Low and medium cost diets for P.E.M., Anemia & vitamin A deficiency.

### **References**

- 1) Dr. M. Swaminathan Essentials of food & nutrition Vol. I published by the Bangalore Printing and Publishing Co. Ltd. No. 88, Mysore road, Bangalore.
- 2) Mudambi S. R. and M.V Rajgopalan, Fundamentals of food and Nutrition, Wavey estern Ltd. 1983.
- 3) The rox well Williams, essentials of nutrition and Diet therapy, fifth Glition, Tinu mirror / Mospy company, westline industrial prive, St. Louis Missouri – 1990.
- 4) Hand book of food preparation CFTR1.
- 5) E. Gopalan; B.V ramsastri, nutritive value of Indiam foods, national institute of nutrition, Indian council of Medical Researal, Hyderabad – 7.

## COMMUNICATION METHOD AND MEDIA

CA-10

EXT - 504

2+2=4

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Objectives :-

To enable students to:

1. Understand the process of communication In development ‘
2. Develop skills in the use of methods and media<sup>4</sup>
- 3- be sensitivc to the interests and needs of the people and the power of the media and methods in catering to these needs and interests<sup>4</sup>

Unit- 1 Concept of development communication

- Meaning arid importance ofcomrnunicatiOt1 in development.
- The purpose of communication.
- Existing patterns of communication.,
- Factors that help or hidden communication.

Unit- 2 Communication process

- One way and two way or interactive communication.
- Gaps ;n communication or distortions in transmission of message and their causes. Importance of two way communication.
- Basis for effective. interactive communication critical reflection of one self in communication.

Unit — 3 Methods of communication in development methods to reach individuals.

Personal conference, Interviews, Home visit Exhibits, Clinics, to solve individual problems of consultations, methods to reach small groups, illustrated lecture, group discussions, role plays demonstration, workshops, camps, methods reach masses, radio announcements, newspaper stories, posters, video-films television programmes, letters, folders or pamphlets.

Unit -4 Media for development communication.

Folk media, songs, stories, street theatre, games, arts, puppet play, print media postaeer, pamphlets, letters, newspaper – articles, stories, books, books cartoons, audio / visuals audio - visual radio broadcast audio ,slides, Tapes , pictures , drawings , photographs etc. , video films , documentary , features.

**Practical :**

Application of methods and media for development programs in rural f urban communities.

- a) Problem of need identification of community.
- b) Planning an educational programme.
- c) Selection, preparation and effective use of methods and media.
- d) Evaluation of the effectiveness of methods and media.

**References:**

1. Duran, J. (1978); Communication for Rural Development, London, U.K. British Council.
2. Mody, Bel! (1991); Designing Messages for Development Communication, New Delhi, Sage Publications
3. civiky, M. T'am (1979); Contexts of Communication, New York, Hou, Rinehart and Winston.
4. Mc Pherson, A and Timms. H. (1988); The Audiovisual Handboole London, U.K. Peiham Books.
5. Gramble Teñ ;Cira and Gramble, W. Micheal (1989). Inftoducing Mass Communication, London, McGraw Hill Book Company

## POPULATION EDUCATION

ES-5

PE (505)

2+2=4

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### OBJECTIVES:-

1. To create an awareness on different aspect of population growth.
2. To develop on awareness of various of measures of fertility control.

### Unit- 1 Population education

- Meaning, Definition and important
- Population, situation in India male – female ratio

### Unit – 2 Population explosion – reasons

- Implication on the quality of life of individuals.
- Economic growth of the country

### Unit – 3

- Importance of population education with special reference to youth.
- Concept in population education – fertility, Mortality – IMR, MMR, migration, death- rate, Birthrate.

### Unit – 4

- Family life education – importance, methods of education.
- Methods of fertility control.

### Reference :

1. Neera Desai, Maithrey Krishna, Women and Society in India, Ajanta Publications, Ne Delhi – 1987
2. Agrawal S.N. India's population, some problems in perspective planning, Aria publishing House , Bombay.



# HUMAN RESOURCE MANAGEMENT

ES – 5

HRM (505)

2+2=4

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## Objectives :

- 1 . To help students enhance their human resource management in the work environment.
2. A student has to develop better chance of capitalizing upon her skills.
3. To help students achieve the goal.

Unit — 1 Introduction to human resource management.

Need and scope of human resource management in industrial environment.

Unit — 2 Human needs, Relations and Values.

- X and Y theory).
- Importance of human resource in Indian philosophy.
- Maslow's hierarchy, its importance in managing human resource.
- Need of human relations and human values in the industry.
- Self-esteem as engineer.

Unit — 3 Behavioral Dynamics.

- Interpersonal Behavior.
- Need for interpersonal competence.
- Leadership.
- Influence of leadership.
- Concept of group dynamics.
- Role of group in organization.
- Do's and Don'ts for developing positive attitude.

Unit — 4 Stress management.

- Concept of Stress management.
- Stress measurement techniques.
- Techniques to relieve the stress.
- Attributes of stress.

## FUNDAMENTAL OF MARKETING

EG-5

FM - 506

2+0=2

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Objective :

1. To acquaint students with the difference between selling and marketing.
2. To give an understanding of the marketing concept.
3. To give a thorough understanding of product planning pricing and practices.

Unit - 1 Nature and role of marketing.

- Meaning, nature and scope of marketing.
- Role and importance of marketing in modern economy
- The marketing system.

Unit - 2 Product I Pricing.

- Product life cycle.
- Need for product innovations
- Pricing — economic concept
- Pricing policies.

Unit — 3 Distribution system.

- Channels of distribution — types and function.
- Roles and types of advertising.
- Good salesmanship.

Unit — 4 Stages of marketing research process.

- Types of survey.
- Types of market.
- Market segmentation

### Reference:

Amarchand, D. and Varadaraj B (1981): An introduction to marketing management, vika : publishing house private ltd.

Davar. RS. (1 982) Marketing Management, Bombay. Progressive Corporation Private Limited.

Sherlakar SA4, (1 982); Marketing management. Delhi, Himalaya publishing House.

## ROLE OF HOME SCIENCE IN RURAL DEVELOPMENT

FE -5

R.R.D - 506

2+0=2

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### Objectives :-

This course will be enable students to.

- 1 . Understand the national effects towards rural development.
2. Understand the role of Home Science in rural development.

### Unit—1

- A. The role of every subjects of Home Science in rural development. i.e. Food & Nutrition, Resource Management, Human development, Extension education etc.
- B. Programmes to enhance food production National food production programmes ever since Independence Intensive production schemes.

### Unit—2

- A. Poverty alleviation efforts.  
Programmes for poverty alleviation for rural areas, employment generation and social inputs.
  - A. Current programme for rural development.

### Unit—3

- A. Programmes for women and children. Women as target group — specific measures for women and children such as DWACRA, ICDS, IMY.
- B. Current programmes for women as initiated and implemented by the different ministries and departments. Shift from welfare approach to development approach to empowerment approach.

### Unit—4

- A. Role of NGOs.  
Need for participation of non Governmental organization in developmental efforts. Encouragement given to NUOs.
- B. Preparatory work with Local people – informal contact and building rapport collect data general needs and community profiles needs assessment – identification of specification needs , obstacle solution .

**Reference :**

- Upadyaya H.C (1991) : Modernisation and rural Development, new Delhi Anmol Publication.
- Desai vasanth (1988) Rural Development Programmes and strulegies – volumes I to VI Bombay Himalaya Publising House.
- Kelbugh Chetna (1991) women and development, new Delhi Discovery publishing House.
- Mohsion Naddem (1985) rural Development through Government programmes new Delhi Mittal Publication.

# LEGISLATION AND THE POLICY ISSUES IN FEMALE AND CHILD WELFARE

EG – 5

LFC – 506

2+0=2

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## Objectives:

To enable the students to

1. Gain knowledge about the laws relating to female and children.
2. Gain perspectives on various policies relating to children, youth, women and the aged.
3. Help to identify gaps in the existing policies on female and child welfare.
4. Get awareness about measures required to implement the policies effectively.

Unit – 1 Overview of legislation on different aspects of child and family welfare.

Background leading to the development of legislation and polices in family and child welfare.

Constitutional provisions for protection and welfare of children.

National policy for children, youth, women and agencies.

Unit – 2 Laws relating to children.

Juvenile Justice Act 1986.

Child labour (Probation and Regulation) act 1986.

Hindu law of adoption.

Guardianship and wards act.

Unit – 3 Laws relating to marriage.

Personal laws (Hindu, Muslim).

Special marriage act, child marriage restrain act.

Issues relating to child marriage.

Widow marriage.

Unit – 4      Laws relating to family.

Divorce, maintenance, custody of children, succession, family courts act.

Implications for family and child welfare.

Legal provisions against rapist, implications for victims of rape.

Laws relating to dowry and implications for women.

### **References**

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- Govt of India, Profile of the child in India; policies and programme, New Delhi: ministry of social welfare. 1980: unit II, III.
- Jain, S.C. (1986): The law relating to marriage and divorce, Delhi: Surjee Book Depo, units VI & VII (entmo work).
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# PARENTHOOD EDUCATION

FE-5

PE - 507

2+0=2

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Objectives :

1. To understand the importance of parenting and parenthood education.
2. To understanding the significance of parents role in children period.
3. To develop skill to involve parents in childhood education.

Unit 1 .

- Parenthood, Meaning Importance Duties and role.
- Effect of family structure Of parenthood.
- Factors affecting to parenthood.

Unit—2

- The task of parenting and the concept of parenting skills.
- changing concept of parenthood and children.
- Being a competent parent.

Unit—3

- Determinants of parenting behaviour.
- Parenthood and planning of family.
- Methods of child rearing practices.

Unit—4

- Characteristics of the parenting roles The mothering role, the fathering role.
- Concept of family life cycle stages
- Effect of culture and family tradition.

Reference

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3. Berk L.E (1995) Child development London , Allyn & Bacon.
4. MUSEN p.h. Conger , J.J Kagan J. & Huston A.C.(1996) Child development & personality, New York : harper & Row.

# PATTERN MAKING AND GRADING

**FE-5**

**PMG - 507**

**2+0=2**

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Pattern grading and Its parameter

Definition of pattern grading, grading up and grading down, three parameter of pattern grading-1. Consistent size interval, 2. Anthropometric principles, 3. Design proportion

Unit – 1

- Development of the body grades
- Body length and width increments
- Development of the sleeve grades
- Sleeve length and width increments

Unit – 2

- General procedure of grading
- Axes, Origin points, Increments notes and Vector grading
- Master grade of body and sleeve

Unit – 3

- Basic straight back, Basic straight front, Basic straight sleeve and Alignment of armhole and sleeve head nips
- Grading of basic collar

Unit -4

- Grading of skirt back and front
- Grading of Trouser

The underside (Back) and the top side (front)