

B.SC.HOME SCIENCE

IST YEAR

2016-2017

B.Sc. (Home Science) PART - I
MARKING SCHEME

S.N.	Subject	M.M.	M.M.	Total	Min. Marks.	
	Group Paper	Theory	Practical		Theory	Pract.
Group - I						
A.	Environmental Studies	75		100	33	
	Field Work	25				
Foundation Course						
B.	Hindi Language - I	75		75	26	
C.	English Language - II	75		75	26	
Group - II						
A.	Fundamentals of Food & Nutrition	50	25	75	33	09
B.	Introduction to Resource Management Ecology & Environment	50	25	75		09
Group - III						
A.	Introduction Human Development & Family Dynamics	50	25	75	33	09
B.	Introduction to Textile and Clothing	50	25	75		09
Group - IV						
A.	Community Development perspectives & Approaches Socio-Economic analysis of community.	50	25	75	33	09
B.	Personal Empowerment & Computer Basics	50	25	75		09

DISTRIBUTION OF MARKS IN VARIOUS PRACTICALS
(ENCLOSURE -2)

S.No.	Name of the Practical	Total M.	Ses-sinal	Viva	Practical	Marks
1.	Fundamentals of food & Nutrition	25	05	05	A. Preparation & Presentation) any one Recipe..... B. Taste	10 05
2.	Introduction to Resource Management, Eco. & Environment.	25	05	05	(On Ecology & Any Two)	8+7
3.	Introduction to Human Dev. & Family Dynamics.	25	05	-	A. Preparation of any one article of Baby Kit B. Preparation of Baby Toy or wearing Food or Imm. Chart.	10 10
4.	Introduction of textile & Clothing	25	05	-	A. Drafting B. Stitching C. Weave	05 10 05
5.	Community Deve. Perspective & approaches Socio-Economic analysis of Community	25	10	05	Preparation of audio-visual aids	10
6.	Personal Empowerment & Computer Basics.	25	05	05	Computer Practical	15

Part - I

SYLLABUS FOR ENVIRONMENTAL STUDIES AND HUMAN RIGHTS

(Paper code-0828)

MM. 75

इन्वारमेंटल साईंसेस के पाठ्यक्रम को स्नातक स्तर भाग-एक की कक्षाओं में विश्वविद्यालय अनुदान आयोग के निर्देशानुसार अनिवार्य रूप से शिक्षा सत्र 2003-2004 (परीक्षा 2004) से प्रभावशील किया गया है। स्वशासी महाविद्यालयों द्वारा भी अनिवार्य रूप से अंगीकृत किया जाएगा।

भाग 1, 2 एवं 3 में से किसी भी वर्ष में पर्यावरण प्रश्न-पत्र उत्तीर्ण करना अनिवार्य है। तभी उपाधि प्रदाय योग्य होगी।

पाठ्यक्रम 100 अंकों का होगा, जिसमें से 75 अंक सैद्धांतिक प्रश्नों पर होंगे एवं 25 अंक क्षेत्रीय कार्य (Field Work) पर्यावरण पर होंगे।

सैद्धांतिक प्रश्नों पर अंक - 75 (सभी प्रश्न इकाई आधार पर रहेंगे जिसमें विकल्प रहेगा)

(अ) लघु प्रश्नोंत्तर - 25 अंक

(ब) निबंधात्मक - 50 अंक

Field Work - 25 अंकों का मूल्यांकन आंतरिक मूल्यांकन पद्धति से कर विश्वविद्यालय को प्रेषित किया जावेगा। अभिलेखों की प्रायोगिक उत्तर पुस्तिकाओं के समान संबंधित महाविद्यालयों द्वारा सुरक्षित रखेंगे।

उपरोक्त पाठ्यक्रम से संबंधित परीक्षा का आयोजन वार्षिक परीक्षा के साथ किया जाएगा।

पर्यावरण विज्ञान विषय अनिवार्य विषय है, जिसमें अनुत्तीर्ण होने पर स्नातक स्तर भाग-एक के छात्र/छात्राओं को एक अन्य विषय के साथ पूरक की पात्रता होगी। पर्यावरण विज्ञान के

सैद्धांतिक एवं फील्ड वर्क के संयुक्त रूप से 33% (तैंतीस प्रतिशत) अंक उत्तीर्ण होने के लिए अनिवार्य होंगे।

स्नातक स्तर भाग-एक के समस्त नियमित/भूतपूर्व/अमहाविद्यालयीन छात्र/छात्राओं को अपना फील्ड वर्क सैद्धांतिक परीक्षा की समाप्ति के पश्चात् 10 (दस) दिनों के भीतर संबंधित महाविद्यालय/परीक्षा केन्द्र में जमा करेंगे एवं महाविद्यालय के प्राचार्य/केन्द्र अधीक्षक, परीक्षकों की नियुक्ति के लिए अधिकृत रहेंगे तथा फील्ड वर्क जमा होने के सात दिनों के भीतर प्राप्त अंक विश्वविद्यालय को भेजेंगे।

UNIT-I THE MULTI DISCIPLINARY NATURE OF ENVIRONMENTAL STUDIES

Definition, Scope and Importance

Natural Resources:

Renewable and Nonrenewable Resources

- (a) Forest resources: Use and over-exploitation, deforestation, Timber extraction, mining, dams and their effects on forests and tribal people and relevant forest Act.
- (b) Water resources: Use and over-utilization of surface and ground water, floods drought, conflicts over water, dams benefits and problems and relevant Act.
- (c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources.
- (d) food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging , salinity.
- (e) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources.
- (f) Land resources: Land as a resource, land degradation, man induced landslides soil erosion and desertification.

(12 Lecture)

UNIT-II ECOSYSTEM

(a) Concept, Structure and Function of and ecosystem

- Producers, consumers and decomposers.
- Energy flow in the ecosystem

- Ecological succession
- Food chains, food webs and ecological pyramids.
- Introduction, Types, Characteristics Features, Structure and Function of Forest, Grass, Desert and Aquatic Ecosystem.

(b) Biodiversity and its Conservation

- Introduction - Definition: genetic. species and ecosystem diversity
- Bio-geographical classification of India.
- Value of biodiversity: Consumptive use. productive use, social ethics, aesthetic and option values.
- Biodiversity at global, National and local levels.
- India as mega-diversity nation.
- Hot spots of biodiversity.
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wild life conflict.
- Endangered and endemic species of India.
- Conservation of biodiversity: In situ and Ex-situ conservation of biodiversity.

(12 Lecture)

UNIT- III

(a) Causes, effect and control measures of

- Air water, soil, marine, noise, nuclear pollution and Human population.
- Solid waste management: Causes, effects and control measures of urban and industrial wastes.
- Role of an individual in prevention of pollution.
- Disaster Management : floods, earthquake, cyclone and landslides.

(12 Lecture)

(b) Environmental Management

- From Unsustainable to sustainable development.
- Urban problems related to energy.

- Water conservation, rain water harvesting, watershed management.
- Resettlement and rehabilitation of people, its problems and concerns.
- Environmental ethics: Issues and possible solutions.
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust.
- Wasteland reclamation
- Environment protection Act: Issues involved in enforcement of environmental legislation.
- Role of Information Technology in Environment and Human Health.

UNIT- IV

General background and historical perspective- Historical development and concept of Human Rights, Meaning and definition of Human Rights, Kind and Classification of Human Rights.

Protection of Human Rights under the UNO Charter, protection of Human Rights under the Universal Declaration of Human Rights, 1948.

Convention on the Elimination of all forms of Discrimination against women.

Convention on the Rights of the Child, 1989.

UNIT- V

Impact of Human Rights norms in India, Human Rights under the Constitution of India, Fundamental Rights under the Constitution of India, Directive Principles of State policy under the Constitution of India, Enforcement of Human Rights in India.

Protection of Human Rights under the Human Rights Act, 1993- National Human Rights Commission, State Human Rights Commission and Human Rights court in India.

Fundamental Duties under the Constitution of India.

Reference/ Books Recommended

1. SK Kapoor- Human rights under International Law and Indian Law.
2. HO Agrawal- Internation Law and Human Rights
3. एस.के. कपूर – मानव अधिकार
4. जे.एन. पान्डेय – भारत का संविधान
5. एम.डी. चतुर्वेदी – भारत का संविधान
6. J.N.Pandey - Constitutional Law of India
7. Agarwal K.C. 2001 Environmental Biology, Nidi pub. Ltd. Bikaner

8. Bharucha Erach, the Biodiversity of India, Mapin pub. Ltd. Ahmedabad 380013, India, Email: mapin@icenet.net(R)
9. Bruinner R.C. 1989, Hazardous Waste Incineration. McGraw Hill Inc.480p
10. Clark R.S. Marine pollution, Clanderson press Oxford (TB)
11. Cuningham, W.P.Cooper. T.H.Gorhani, E & Hepworth. M.T,200
12. Dr. A.K.- Environmental Chemistry. Wiley Eastern Ltd.
13. Down to Earth, Center for Science and Environment (R)
14. Gloick, H.P. 1993 Water in crisis. pacific institute for studies in Deve. Environment & Security. Stockholm Eng. Institute. Oxford University, Press. m 473p.
15. Hawkins R.E. Encyclopedia of Indian Natural History, Bombay Natural History Society, Mumbai (R)
16. Heywood, V.H. & Watson, T.T.1995 Global Biodiversity Assessment, Cambridge Univ. Press 1140p
17. Jadhav H. & Bhosale, V.H. 1995 Environmental Protection and Law. Himalaya pub. House, Delhi 284p
18. Mckinney M.L.& School R.M.1996, environmental Science systems & solutions, web enhanced edition, 639p
19. Mhadkar A.K. Matter Hazardous, Techno-Science publication(TB)
20. Miller T.G.Jr. Environment Science, Wadsworth publication co. (TB)
21. Odum E.P.1971, Fundamentals of Ecology, W.B. Saunders Co. USA,574p
22. Rao M.N. & Datta, A.K. 1987, Waste water treatment. Oxford & IBH pub.co.pvt. Ltd 345p
23. Sharma B.K. 2001, Environmental chemistry, Goel pub. House, Meerut
24. Survey of the Environment, The Hidu(M)
25. Townsend C. Harper J. And Michael Begon, Essentials of Ecology, Blackwell Science(TB)
26. Trivedi R.K.Handbook of Environment Laws, Rules, Guidelines, Compliances and Standards, Vol land II, Environment Media(R)
27. Trivedi R.K. and P.K. Goel, Introduction to air pollution, Techno-Science publication (TB)
28. Wanger K.D.1998, Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p

आधार पाठ्यक्रम

प्रश्न पत्र - प्रथम

हिन्दी भाषा

(पेपर संख्या 0791)

पूर्णांक - 75

नोट :

1. प्रश्न पत्र 75 अंक का होगा ।
2. प्रश्न पत्र अनिवार्य होगा ।
4. इसके अंक श्रेणी निर्धारण के लिए जोड़े जावेंगे ।
5. प्रत्येक इकाई के अंक समान होंगे ।

पाठ्य विषय -

इकाई-1 पल्लवन, पत्राचार तथा अनुवाद एवं पारिभाषिक शब्दावली ।

इकाई-2 मुहावरे-लोकोक्तियाँ, शब्दशुद्धि, वाक्य शुद्धि, शब्द ज्ञान-पर्यायवाची, विलोम, अनेकार्थी, समश्रुत (समानोचरित) अनेक शब्दों के लिए एक शब्द ।

इकाई-3 देवनागरी लिपि की विशेषता, देवनागरी लिपि एवं वर्तनी का मानक रूप ।

इकाई-4 कम्प्यूटर में हिन्दी का अनुप्रयोग, हिन्दी में पदनाम ।

इकाई-5 हिन्दी अपठित, संक्षेपण, हिन्दी में संक्षिप्तीकरण ।

पाठ्य क्रम के लिए पुस्तकें -

1. भारतीयता के स्वर साधन धनंजय वर्मा - म. प्र. ग्रंथ अकादमी ।
2. नागरी लिपि और हिन्दी - अनंत चौधरी - ग्रंथ अकादमी पटना ।
3. कम्प्यूटर और हिन्दी - हरिमोहन - तक्षशिला प्रकाशन, दिल्ली ।

FOUNDATION COURSE

PAPER - II

ENGLISH LANGUAGE

M.M. 75

(paper code - 0792)

UNIT-1 Basic Language skills : Grammar and Usage.

Grammar and Vocabulary based on the prescribed text.

To be assessed by objective / multiple choice tests.

(Grammar - 20 Marks

Vocabulary - 15 Marks)

UNIT-2 Comprehension of an unseen passage.

05

This should imply not only (a) an understanding of the passage in question, but also

(b) a grasp of general language skills and issues with reference to words and usage

within the passage and (c) the Power of short independent composition based on themes and issues raised in the passage.

To be assessed by both objective multiple choice and short answer type tests.

UNIT-3 Composition : Paragraph writing 10

UNIT-4 Letter writing (The formal and one Informal) 10

Two letters to be attempted of 5 marks each. One formal and one informal.

UNIT-5 Texts : 15

Short prose pieces (Fiction and not fiction) short poems, the pieces should cover a range of authors, subjects and contexts. With poetry if may sometimes be advisable to include pieces from earlier periods, which are often simpler than modern examples. In all cases, the language should be accessible (with a minimum of explanation and reference to standard dictionaries) to the general body of students schooled in the medium of an Indian language.

Students should be able to grasp the contents of each piece; explain specific words, phrases and allusions; and comment on general points of narrative or argument. Formal Principles of Literary criticism should not be taken up at this stage.

To be assessed by five short answers of three marks each.

BOOKS PRESCRIBED -

English Language and Indian Culture - Published by M.P. Hindi Granth Academy Bhopal.

PAPER –I
FUNDAMENTALS OF FOOD AND NUTRITION (CORE) (Paper Code -0553)
Marks – 50

OBJECTIVE :

This course will enable the student to

1. Understand the functions of food and the role of various nutrients, their requirements and the effects of deficiency and excess (in brief).
2. Learn about the structure, composition, nutritional contribution and selection of different foodstuffs,
3. Be familiar with the different methods of cooking, their advantages and disadvantages,
4. Develop an ability to improve the nutritional-quality of food.

THEORY :

UNIT-I 1. Concept of Nutrition - Food; Nutrients, Nutrition, under & over Nutrition,- Health.

2. Functions of Food

3. Basic Terminology used in food preparation

UNIT-II Nutrients : Macro nutrients

Classification, sources, functions

Recommended Dietary-Allowances

Deficiency and excess (in brief)

Water

Carbohydrates

Fats

Protien

Fibre

UNIT-III Calcium

Iron

Magnesium

Zinc

Fluorine

Iodine, Selenium, Copper, Manganese

Fat-soluble vitamins (A,D,E,K)

Water soluble Vitamins (Thiamine, Riboflavin, Niacin)

Vitamin C, Folic Acid

Pyridoxine, Pantothenic acid, B12

UNIT-IV Food Production (in brief), Food Composition Structure nutritional contribution and selection factors for the following

Cereals and –Millets

Pulses

Fruits

Vegetables

Milk and milk products

Nuts and oilseeds

Meat, fish and poultry

Eggs

Sugars

Tea, coffee, cocoa, chocolate and other beverages

Condiments and spices

Processed foods

UNIT-5 Methods of Cooking, their Advantages and Disadvantages and Effect on Nutritive Value

Improving Nutritional Quality of Foods

Germination

Fejmentation

Supplementation

Substitution

Fortification and enrichment

REFERENCES:

Robinson, C.H., Lawler, M.R. Chenoweth, W.L and Garwick' A.E. (1986) : Normal and therapeutic Nutrition, 17th Ed., Macmillan Publishing Co.

Swaminathan, M.S. (1985) : Essentials of Food and Nutrition VI : Fundamentals Aspects VII: Applied Aspects.

Hughes, O.Behnion, M. (1970) : Introductory Foods, 5th Edn., MacMillan Company. Williams, S.R. (198-9) -.Nutrition and Diet Therapy, 4th Edn., C.V. Mosby Co.

PRACTICALS

OBJECTIVES :

1. To acquire skills in food preparation techniques.
2. To use appropriate methods of cooking for preparation of specific food products.

ANY EIGHT UNITS

UNIT-1 Use and care of kitchen equipment.

UNIT-II Controlling Techniques.

- a. Weights and Measures standard and household measures for raw and cooked food.
- b. Cereal and flour mixtures – basic preparations (15+3)
 - i. Boiled rice and rice pulao.
 - ii. Chapati, puri, paratha
 - iii. Sandwiches
 - iv. Pastas
 - v. Pancakes, biscuits, cookies, cakes
- c. Pulses and legumes – using whole dehusked and sprouted

UNIT-IV **Vegetables**

- a. Simple salads
- b. Dry vegetables
- c. Curries

UNIT-V **Fruits**

Fruit preparations using fresh and dried –stewed fruit, fruit salad.

UNIT-VI **Milk**

- a. Porridges
- b. Curds, paneer and their commonly made preparation.
- c. Milk based simple desserts and puddings – custards, kheer, ice-cream

UNIT-VII **Meat- cuts of meat**

- a. Meat preparations
- b. Poultry
- c. Fish

UNIT-VII Hard and soft cooked poached, scrambled, fried omelette, egg yolks

- UNIT-IX Soups**
Basic, clear and cream soups
- UNIT-X Snacks**
Pakorras, Cheese toast, upma, poha

UNIT-XI Peanut, chikki, til laddoo

REFERENCES:

1. . Robinson, C.H., Lawler, M.R., Chenoweth, W.L. and Garwick A.E. (.1986) : Normal and Therapeutic 'Nutrition, 17th Ed., Macmillan Publishing Co.

PAPER –II
INTRODUCTION TO RESOURCE MANAGEMENT
ECOLOGY AND ENVIRONMENT (Paper Code-0554)

Marks-50

FOCUS :

This course deals with the management of resources in-the family with particular reference to mobilising all the resources for achieving thefamily goals. It also deals with the factors motivating management and management applied to specific resources. The course intends to create awareness, appreciation and understanding of environment. The major environmental issues and problems are to be critically analysed for incu.lacting environmental consciousness among the learners and to help them take individual/ household/community level decision for making the physical environment condcive for . family living. The course content has to be taught at an elementary level.

OBJECTIVES :

1. To create an awareness among the students about, management in the family as welt asthe other systems.
2. To recognize the importance' of wise use of resources in order to achieve goals.
3. The physical environment and its components and the major.issues
4. The impact of human, activities on environment
5. The action needed for checking environmental threats

THEORY:

UNIT - I Introduction to Management

Basic concepts of Management

Purpose of Management

Achievement of Goals

Obstacles to the Improvement of Management

- a. Life style
- b. Type of family
- c. Family size, stage of family life cycle

UNIT-II Factors Motivating Management

- a. Goals, definition, types and utility
- b. Values - Importance, sources, of values, . classification, characteristics, changing values
- c. Standards' - Definition, classification-quantitative, qualitative, conventional and non-conventional.
- d. Decision - .,Role of decision making in management, resource availability

UNIT-III Management Process

- a. Meaning and elements of process - planning, controlling the plan and evaluating, decision making

- b. Planning - Importance, techniques, types, of-plan
 - i. Controlling the plan in action
 - ii. Phases energizing checking
 - Factors in success of the control step
 - Suitability
 - Promptness
 - New decisions
 - Flexibility
 - iii. Supervisions of delegated plan
 - Types of supervision - direction and guidance
 - Analysis of supervision
 - iv. Evaluation - Importance, relationship to goals
 - Types-informal and formal, overall and detailed
 - Techniques, of self-evaluation
 - Evaluation of the whole process of management

Resources in the Family

- a. Types of resources
- b. Factors affecting the use of resources

UNIT-1V Introduction

Meaning and definition of ecology and environment, scope of the subject.

Land

as a resource, energy and mineral resources land pollution - sources, domestic waste major health hazards prevention and control.

Water

Problems and issues : Water pollution and scarcity, pollutants - health hazards and their control

Utility of forests and forest resources, deforestation and its impact, -forest conservation.

Air

Composition; air pollutants sources, their health hazards, green house effect

UNIT-V Energy

Major sources of energy - alternate energy sources and energy conservation measure.

Habitat and Population

Uncontrolled population growth and its impact, control measures.

Environmental Education

Meaning, need and objectives, highlights, role of government, NGOs and educational institutions, national and international agencies.

Environmental Protection

Policies, programmes and legislations

PRACTICALS

ANY EIGHT PRACTICALS

1. Visit to Air Quality Monitoring unit of the Mucipal Corporation
2. Visit to water supply station and sewage plant to study the water supply system and the waste water and sewage disposal.
3. Identify the Food Chain in our daily life.
4. Study the water cycle and water distribution on earth.

5. Study the cooling effects of evaporation.
6. Study the uses of solar energy
Practicals of Family resource management of B.H.Sc. Part I of Pt. R.S.S. Uni. Raipur.
7. Decision for various problems, group and individual decision.
8. Management for a Picnic/party.
9. Find all minimum and maximum approaches (Vertical & horizontal).
10. Identification of own goals.
11. Identification of own values.
12. Identification of own standards.

REFERENCES:

1. Douglas, Ian (1983) : The Urban Environment, London, Edward Arnold.
2. Dowdswell, Elizabeth (1997) : Salvaging the Earth : Need for Action. P.20-24 in Environmental crisis and humans at risk : priorities for action. Edited by Sinha, Rajiv K. Ina Shree Publ., Jaipur.)
3. Ruth E. Deacon Francille M. Firebaugh (1975) : Family Resource Management - Principle and Application, Roy Houghton Mifflin Company (Unit I, II, IV-VII)
4. Irna, H. Gross, Elizabeth Grandall, Marjoris M. Knoll (1973) : Management for Modern families, Prentice Hall, Inc, Englewood Cliffs, New Jersey (Unit I - VIII).
5. Enger, Eldon D & Smith, Bradley F (1995) : Environmental Science : A Study of Interrelationships. Wm. C. Brown Publ., Dubuque, IA.
6. Hough, M (1984) : City Form and Natural Process : Towards a New Urban Vernacular, London, Croom Helm.
7. Kingsley, G.T. B.W. Ferguson, B.T. Bower and S.R. Dee (1994) ; Managing Urban Environmental Quality in Asia. Washington, D.C. World Bank, Technical Paper 220.
8. Lang, R (1994) : Urban Eco-system From Concept to Application in Human Sociology and the Natural World : Perspective on Sustainable Future. Eds. D.V.J. Bell., R. Keil, Toronto, York University.
9. Mishra, Ashok Kumar : Role of Agriculture in Rural Development, Khadi Gramodyog 44 (5) Feb 1998p. 165-171.
10. Mooney, Pat Roy : The Parts of Life : Agricultural Bio-diversity, indigenous knowledge, and the role of the third system. Development Dialogue April 15, 1998p. 7-181.
11. Rao, B. Narsimha : Chemical pesticides in human environment: a serious health hazard. P. 105-110 in Environmental crisis and humans at risk : Priorities for action. Edited by Sinha, Rajiv K. Ina Shree Publ., Jaipur, 1997.
12. Shastri, Satish & Trivedi, Manjoo Bala (1997) : Environmental Laws in India : How Effective It is. p. 277-283 in Environmental crisis and humans at risk; priorities for action. Edited by Sinha, Rajiv K. Ina Shree Publ. Jaipur.
13. Sinha, Rajiv K. (1997) : Environmental pollution : the 20th Century Killer. P.49-64 in Environmental crisis and humans at risk : priorities for action. Edited by Sinha, Rajiv K. Ina Shree Publ., Jaipur
14. Sinha, Rajiv K. (1997) : Deforestation and Habitat Destruction : Threat to the Global Ecological Balance. P. 65-76 In Environmental crisis and humans at risk : priorities for action. Edited by Sinha, Rajiv K. Ina Shree Publ., Jaipur.
15. Sinha, Rajiv K. & Khinchi, Shyam Sunder (1997) : Desertification : the silent eco-crisis of land sterilization and annihilation of human civilization. P. 87-94 In

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PAPER - III
INTRODUCTION TO HUMAN DEVELOPMENT & FAMILY DYNAMICS
(Paper Code-0555)

Marks : 50

FOCUS:

This is an attempt to guide undergraduate students in understanding of the field of Human Development in a basic way.

A Conscious deviation is taken from the stage-wise approach to the life span so as to make the course more meaningful and to allow for flexibility in understanding human development, as a continuous process. All topics are given a cross-cultural orientation. The major topics covered are : An overview of the field ; factors important for growth and development; different dimensions of development across the life-span namely, physical and motor, cognition, language, socio-emotional and personality and finally relevant issues in human development and social change.

Techers are encouraged to use the points of emphasis mentioned and culturally relevant examples to stimulate thought and participatory discussion. The use of Video-films is also recommended to supplement course content and facilitate discussions. This course purports to create awareness and appreciation for the role and functions of marriage and family as basic institutions. The changing trends, the dynamics of adjustment and contemporary problems and issues are to be critically analysed for developing better understanding of needs, adjustment areas and intervention strategies.

OBJECTIVES :

The student will –

1. Acquire knowledge and insights about the dynamics of contemporary marriage and family systems in India.
2. Become

UNIT-I UNIT-I An overview of the Field of HD & Early childhood care & education.

- i. What Human Development ? Why do we need to study it ? Definition of development and human development with focus on life span nature and context of development, i.e. family and society, variations across cultures, and individual differences in human development.
 (a) Pre-School Centres (b) day care centres (c) hobby centres, (d) early stimulation programs, (e) ICDS anganwadis,
- ii. Family and child welfare : (a) family welfare programs, (b) child welfare programs, (c) programs of the care of elderly, (d) organizations catering to advocacy.

- iii. Children with special needs : (a) specialized counselling centres (as planner), (b) schools, (c) early intervention, (d) developmental testing.

Growth and Development

- a. Understanding growth and development (definitions)
 b. General principles of development.
 c. Constraints and facilitators in growth and development (influences of heredity and environment).
 - Genetic inheritance : (i) fertilization (ii) Number of chromosomes, (iii) the unique third pair determines sex, (iv) genotype and phenotype, (v) sex linked genetic effects.
 - Environmental pre-requisites : (i) nutrition, (ii) opportunities.
 - Interaction between environment and inheritance : (i) genes provide the predisposition, range and direction of development, (ii) environment determines the extent or limit.
 d. The beginning of a new life
 - Prenatal development and the birth process can be covered by a film Or emphasize major developments during the three stages of inter-uterine development and the stages of the birth process.
 - Prenatal influences on the child : biological risks, age of mother, physical characteristics, illness, diet and nutrition, stresses and emotional strains, environmental hazards.
 - Cultural variations in child birth practices.
 - Productive thinking reasoning

UNIT-II What is physical and motor development ?

Physical Development

- The new born physical appearance : size, weight, bodily proportions, sensory capacities i.e. hearing, vision, taste, smell, touch, temperature and position.
- Changes in size, shape, muscles and bones, and brain as it continues through : infancy end of infancy, preschool, middle childhood, adolescent growth spurt (include primary and secondary sexual characteristics and psychological impact of adolescence), plateau in adulthood, decreasing physical abilities in old age.
- Linking physical and motor development.
- Motor development : reflexes in infancy; major milestones through end of infancy, preschool years, middle and late childhood, adolescence; plateau in adulthood, declining co-ordination in middle adulthood and old age.
- Physical and motor development can be influenced through : (i) Maturation, (ii) nutrition, (iii) monitoring and health care, (iv) stimulation, (v) practice.

The Development of Language Across the Life Span .

UNIT-III Cognitive Development Across the Life Span

- a. What is cognitive development ?
 - The concept of intelligence
 - A brief introduction to Piaget's theory)introduce stages without much elaboration : sensorimotor stage in infancy concrete operational stage in childhood (changes in remembering the reasoning in middle childhood, formal operations in adolescence, fluid and crystallized intelligence in adulthood, declining cognitive abilities in late adulthood and old age.) Every day cognition : perception, creativity, imagination, productive thinking reasoning.

(Note : The section on cognition is based Piagetian approach. However, it must be taught with emphasis on changing process across life span without using technical terms of the theory.)

The Development of Language Across the Life Span

Language as a form of communication

- Functions of language : expressing wishes, controlling others, interacting with others, expressing individuality, exploring the world, pretending, using language to communicate/share information, understanding our society and culture, reasoning.
- Communicating before language development i.e. the stages of vocalization : undifferentiated crying, differentiated crying, babbling, Imitation of sound, patterned speech.
- Beginning to use language : one or two word utterances; early sentences; telegraphic speech; understanding metaphors, similes, irony, reflecting on superficial and deeper level meanings of sentences.
- Uses of language; conversational acts (non-verbal) conversational conventions, learning to listen.
- Language is refined through middle, late-childhood and puberty; language linked to academic skills, cognition and thought.
- Language development can be influenced through : (i) maturation, (ii) stimulation
- Deviations in language development : in language development : Possible decline of language in the aged, (speech- impairment and disorders to be introduced briefly).

(Note : While teaching this topic emphasize variations in language development –for example, by gender and socio-economic strata etc. Also introduce issues of bilingualism and multilingualism.

UNIT-IV Socio-emotional Development Across the Life Span

a. Understanding social and emotional development

b. Social development :

- Introduce socialization as an important part of the process of becoming human.
- Social milestones : beginning with the emergence of the social smile; attachment, separation, anxiety, acquiring sex roles in childhood, induction into occupational roles by adulthood, social isolation and consequences in late adulthood and in the elderly.
- Patterns and role of parent-child interactions, interactions with siblings and peers; social and cultural interactions through infancy to old age.

c. Emotional development

- Emotions serve two adaptive functions : (i) motivating and (ii) communication.
- Basic emotional reactions (joy, fear, jealousy, anger, sadness, aggressions)
- Components of emotion : (i) emotions are elicited by the context, (ii) include bodily activity, (iii) emotional expressions are made through facial expressions, bodily movements,

vocationalization, (iv) labelling emotions. Emotions may be acquired as a result of/by the Influence of - (i) internal and external sources, (ii) cognition, (iii) learning and (iv) social reinforcement.

- Milestones of emotional development through infancy and childhood emotional confusions and adolescence, stability of emotions in adulthood and old age.
- Emotional problems : (i) depression, (ii) over-activity, (iii) aggression.

Personality Development Across the Life Span

- a. What is personality ?
- b. How personality develops across the life span : temperament and sense of self in infancy and childhood, identity development in adolescence, crystallization of identity by late adolescence and early adulthood, stability versus personality change in adulthood and old age.
- c. Personality may be influenced by : (a) heredity, (b) environment (parenting styles, peer groups, social interactions, early childhood experiences, life events, support available in a community etc.)
- d. The role of social norms in personality development. Deviant personalities : (juvenile delinquency in childhood and anti-social personalities in adulthood)

UNIT-V

Marriage

- a. Marriage as an institution : goals, rituals, functions, changes and challenges.
- b. Mate selection : factors influencing, considerations of exogamy and endogamy, changing trends, arranged and personal choice of mates.
- c. Preparation for marriage, social emotional issues, financial concerns and exchanges, guidance and counseling.
- d. Marital adjustment, areas and factors influencing: planned parenthood.

Families with Problems

- a. Families with marital disharmony and disruption, dimension, casual factors.
- b. Families in distress, violence and abuse, dowry victimization, violence against women.

Interventions for Families in Trouble

- a. Scope, needs and assessment
- b. Counselling premarital and marital
- c. Welfare and rehabilitation policies and programmes
- d. Public awareness and education programmes

PRACTICALS

Introduction to Human Development and Family Dynamics

1. Visit to a paediatric ward to observe a new born baby and a premature baby.
2. Preparing a growth average height weight chart of five (5) children from one to (1 -3) years.
3. Study of immunization schedule.
4. Survey of parents regulative awareness about weaning food, toys ; clothes.
5. Preparation of baby Kit- Baby carry bag, bib, Jhabla.

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PAPER - IV
INTRODUCTION TO TEXTILES & CLOTHING (Paper Code-0556)
Marks : 50

FOCUS :

(A) Variety in clothing depends on variety in textiles. Though very few textiles were known to man earlier, presently, he is seeing newer textiles each one superseding the other. Their performance is also varying. It is essential for a student to have some basic knowledge of these textiles to select the right kind of fabric for a specific end use.

Clothing is important for protection, comfort, personality and growth in relevant age groups. The course should be dealt with, keeping in view the activities of the concerned age group with consideration for safety, ease of care and comfort.

Clothing is important for protection, comfort, personality and growth in relevant age groups. The course should be dealt with, keeping in view the activities of the concerned age group with consideration for safety, ease of care and comfort.

(B) **OBJECTIVES :**

To enable students to -

1. To acquaint with proper notion regarding choice of fabrics.
2. To develop skills in clothing construction.
3. Acquaint with the different textiles and their performances.
4. Impart knowledge on different textile finishes.

OBJECTIVES :

1. To acquaint with proper notion regarding choice of fabrics.
2. To develop skills in clothing construction.

UNIT-I Classification of Textiles :

- a. Introduction to and classification of textiles, Terminology in textiles
- b. History, composition, types, production, properties and uses - Cotton, Linen, Wool, Silk, Rayon, Polyamide, Polyester and Acrylic fibres.

UNIT-II Study of Yarns :

Methods of spinning, making of spinning, making of sewing thread, simple, novelty, metallic and texturised yarns, stretch, cospun, bi and multi component yarns - characteristics. Yarn numbering systems (Cotton count, Denier, tex-conversion from one to the other).

UNIT-III Finishes

- a. Physical - Singeing, napping, brushing, shearing, sizing, shrinking, tendering, calendarings, etc.
- b. Chemical - bleaching, mercerizing, etc.
- c. Special purpose finishes - wrinkle resistant, water resistant and repellent, flame retardant, durable press, soil release and resistant, antipiling, dyeing and printing, etc.

UNIT-IV Equipment

Equipment and supplies used in clothing construction, their maintenance, problems faced, remedies with specific reference to sewing machine.

Selection of Fabrics

Factors influencing selection of fabrics, budget, age, season, occupation, figure, fashion, occasion etc.

UNIT-V Principles of Clothing Construction :

General Principles of clothing construction. Drafting and making paper patterns. Taking body measurements for different types of garments. Preparation of fabrics for garment making. Laying out of patterns, cutting and marking.

PRACTICALS

1. Identification of Textile Fibres
Visual, Microscopic, burning and chemical
2. Identification of Yarn types
3. Identification of weaves and their variations
4. Sample collection for weaves and finishes and Identification
5. Sewing Techniques

- Sewing techniques : Basic stitches, seams and seam finishes, fullness, placket, fasteners, simple collars.
6. Garment Construction
Drafting, cutting and stitching of simple garments, such as vest and bib. A-Line Dress and knickers. Sun suit/romper.

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PAPER-V
COMMUNITY DEVELOPMENT PERSPECTIVE AND APPROACHES
SOCIO ECONOMIC ANALYSIS OF COMMUNITIES (Paper Code-0557)

Marks : 50

FOCUS:

The focus of the course is on the evaluation of approaches to community development in general and in our country in particular. The course focuses on the structure of rural and urban communities, the systems comprising of interacting structures and interlocking of these to form the existing society. It will also indicate the relationship of social change to changes in the structures and systems that exist. It is expected to help students to orient themselves to be part of the development process.

OBJECTIVES : To enable students to

1. Be aware of the approaches to development
2. Develop faith in the capacity of the people, to take responsibility for their own development.
3. Understand the existing support structures for development efforts.
4. Understand the role of non Govt organizations in community development.
5. Understand the socio - economic structures and systems that make up the rural and urban communities.
6. Understand the meaning of social change through development plans and programs in the context of the exiting socio-economic structures and systems.
7. Recognise one's own role in the development process.

UNIT-I Development :

- a. Definitions, types - large scale and centrally planned and small scale and locally planned.
- b. Goals, the purpose of developmet - processes of development - the input process and social action process.

Historical Perspective of Development Approaches :

- a. The Capitalistic approach.
- b. The welfare approach
- c. The Gandhian approach
- d. The modernisation approach
- e. The institutional and social justice approach

Critical Development Issues :

- a. Massive poverty
- b. Food security

Community Development in India :

- a. Evolution of community development programme in India since Independence.

UNIT-II Support structures and their Functions :

- a. Central Social Welfare Board
- b. State Social Welfare Board
- c. National Level Voluntary Agencies such as CAPART, KVIC.
- d. Elected Panchayats.

Community Development Programme Approaches :

- a. Multi-purpose
- b. Target group
- c. Growth centred

- d. Area
- e. Minimum needs
- f. Antyodaya
- g. Integrated

Home Science and Community Development :

Scope of Home Science Extension for meaningful participation in community development in India

UNIT-III Introduction to Social Structures and Systems-Framework for Analysis –

- a. Meaning and Systems of Organisation
- b. Relationship between Social Systems
- c. Types of Society - Harmonic – Disharmonic

Analysis of Family as a Social Unit –

Type(s), average size (Micro/Macro), marriage, distinct social roles and nature of relationships between members of the family; internal distinction in authority based on age and sex roles, gender differences with reference to activities and access to resources. Emerging patterns of familial organisation influenced by broader economics and political forces - female headed households.

Analysis of Social Relations of Groups Social Stratification -Caste System (Micro/Macro)

Differential ranking of groups as superior and inferior caste-groups; changes that have taken place/expected; abolition of untouchability, inter-caste collaboration, fusion of sub-castes; impact of reservations; social inequalities - extent of acceptance or opposition.

UNIT-IV Poverty Analysis (Micro/Macro)

The number and proportion of poor (in general and with reference to gender in particular) prevalence of hunger and malnutrition, availability and accessibility to drinking water and sanitation facilities, health facilities, clothing and housing facilities, education facilities. Unemployment pattern and indebtedness; causes of poverty and inequalities; programs for poverty alleviation. Poverty line.

Social Relations in Religion and Culture (Micro/Macro)

- a. Religions represented - the role of religion in the lives of people.
- b. Popular expression of beliefs and attitudes that promote fatalism or confidence in themselves.
- c. Religious and cultural customs and organisational patterns that oppose the values of social justice, equality, liberty and solidarity.

UNIT-V Analysis of Social Relation to Environment (Micro/Macro)~

- a. Customs, mores, rules, regulations that are eco-friendly and that are not eco-friendly.
- b. Changing patterns of production and consumption-organic farming, soil and water conservation measures, recycling of wastes, use of bio-degradable articles etc., impact of these in the communities

Gender Analysis –

- a. The concept of Gender as distinct from sex.
- b. The division of labour.
- c. Access and control of resource.
- d. Changes in the means of gaining access to resources

Approaches and Methods of Socio-Economic Analysis-

- a. Rapid Rural Appraisal

- b. Participatory Rural Appraisal
- c. Surveys, case studies, observation
- d. Participant observations.

PRACTICALS

Field Experience in Village(s) / Urban Slums

- a. Practical use of RRA / PRA Methods
- b. Reporting on Socio-economic analysis of the rural / urban community
- c. To select, Plan, preparation & use of different-audio visual aids., aids, i.e.
Chart - Educational, Tree Chart, Flow.
Chart., Suspense Chart.-
Posters - Cartoons Pemphelets Puppets.
- d. Conduct of survey based on Unit IV & V of Theory Papers, (any two)
- e. Organising group demonstration.

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PAPER - VI

PERSONAL EMPOWERMENT & COMPUTER BASIC (Paper Code-0558)

Marks : 50 FOCUS :

FOCUS :

This course is designed to create awareness and understanding of the need for empowerment and motivating the student towards higher goals and challenges of self-improvement. The focus is on the adolescent moving towards making choices, developing competencies and skills for handling responsibilities of self-growth and interpersonal relationships in personal and professional spheres. The thrust of this course must be in the Indian context, creating pride in and respect for cultural heritage and values. The teaching approach should be truly a "facilitator"- convinced and committed to the cause of empowerment of youth.

The Purpose of inclusion of this course must be viewed as "offering opportunities, motivation, information and skills" for enhancing the total outlook (perspectives) of the young student particularly girls. Hence the thrust is on development, women and the concept of Home Science education as holistic education with interface (and intergration) of professionalism and qualitative development of individuals and families. The teacher (facilitator) for this course must share such an- outlook and be oriented towards the same to be really effective. Also the typical examination oriented approach should be replaced by promoting dynamism, visionary zeal and motivational ethos in the classroom.

This course is designed to give basic inputs to students on Computers and their functioning and hands-on experience.

The awareness of the basic applications of computers as the tool for education, information and research is to be created and emphasized. The teaching learning process should include demonstrations and hands-on experience for all the students. Individuals, families and community.

OBJECTIVES :

The student will

1. become aware of the need, competencies and skills to be developed **for** empowerment and be motivated for self improvement/self -enhancement.
2. become aware of the role of empowerment of women from the perspectives of personal and national development;
3. become aware of the interdisciplinarity of Home Science education and its potential for personal and professional enhancement.
4. become sensitized to some pertinent contemporary issues that affect the quality of life of individuals, families and community.
5. know the basics of computers;
6. to be able to use computers for education, information and research.

NOTE :

Practical based and participatory teaching-learning methodology to be utilized : not conventional lectures. Dynamism on the part of the teacher is essential for successful outcome of the course.

THEORY :

UNIT-I Personal Growth and Personality Development (through exercises, role play, discussions)

- a. The challenge : understanding and managing oneself : being aware of one's strengths and weaknesses.
- b. Personality Development: Factors and influences : emotional and motivational aspects; assertion vs. aggression.
- c. Peer pressures : Issues and management; group conformity and individualism as co-existing aspects.
- d. Conflicts and stresses, simple coping strategies.
- e. Adjustment and readjustment to changing needs and conditions of contemporary society (technological changes, social changes, changes in values)

UNIT-II Empowerment of Women

- a. Women and Development : The personal, familial, societal and national perspectives.
- b. Capacity building for women : Education, decision-making abilities and opportunities, awareness and information on legal and political issues.
- c. Women's organizations and collective strength : Women's action groups, women's participation in development initiatives.
- d. Study and discussion of life histories, case studies of illustrious Indian women from different walks of life (eg. Indira Gandhi, Jhansi ki Rani, Medha Patkar, Kiran Bedi, Vijayalaxmi Pandit, Sudha Chandran, Anutai Wagh, Ha Bhat, Bhanvari Devi)
Brief sketches/ profiles of women's organization and collective and activist efforts to improve the quality of life or tackle issues of concern (e.g. SEWA, Women's co-operatives, WIT).

Note : Students must be sensitized and made aware through assignments to identify and study the contributions of women in their own regional areas as also in the context of national perspectives. Cases of individual and collective / organized women's strengths must be discussed with examples from local / regional / levels. Each student may prepare profiles of one individual and one collective group.

UNIT-III Home Science Education as Empowerment

1. The interdisciplinarity of Home Science Education.
2. The role of Home Science Education for personal growth and professional development.
3. Home Science as holistic education with integration of goals for persons, enhancement and community development.

UNIT-IV Some Significant Contemporary Issues of Concern

- a. Gender issues : inequities and discriminations, biases and stereotypes; myths and facts.
- b. Substance abuse : Why and how to say no.
- c. Healthy Habits : In relation to physique, to studies, to heterosexual interests.
- d. AIDS : Awareness and education.

Note: Teachers/facilitators must be knowledgeable and equip themselves sufficiently; orientations/training sessions for facilitatory

UNIT-V Computer Fundamentals :

- a. Overview about computers
- b. Components of a computer
- c. Input/output devices
- d. Secondary storage devices
- e. Number Systems : Decimal, Binary, Octal, Hexadecimal
- f. Representation of information : BCD, EBCDIC, ASCII
- g. Representation of Data : Files, Records, Files
- h. File organization and access
- i. Security and safety of data.
- j. Introduction to Operating Systems.

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Note : Suggested References unit-wise are as under

For Unit – I	:	Ref. 1, 3, 6, 7, 8
For Unit-II	:	Ref. 2, 4, 9, 10, 17, 18
For Unit-III	:	Ref. 11, 12, 5
For Unit – IV	:	Ref. 1, 8, 18, Newspapers and Magazines

PAPER - VII

PRACTICALS - COMPUTER BASICS

1.
 - a. Introduction
 - b. Exploring the Desktop
 - c. Running multiple programmes
 - d. Accessories
 - e. Control Panel
 - f. Managing Documents and Folders
2. **MS Word**
 - a. Starting MS-WORD
 - b. Creating and Formatting a document
 - c. Changing Fonts and Point Size
 - d. Table Creation and operations
 - e. Autocorrect, Auto Text, Spell Check, Thesaurus
 - f. Word Art, inserting objects
 - g. Mail merge, letter, label, envelope
 - h. Page set-up, Page preview
 - i. Printing a document
3. **MS-Excel**
 - a. Starting Excel
 - b. Work Sheet, Cell, Inserting Data into Rows/Columns
 - c. Alignment, Text-wrapping
 - d. Sorting data, Auto sum

- e. Use of functions, referencing formula cells in other formulae
- f. Naming cells and ranges, Goal seek
- g. Generating graphs
- h. integrating Worksheet, data and charts with WORD
- i. Creating Hyperlink to a WORD document
- j. Page set-up, Print Preview, Printing Worksheets.

4

Internet

- a. Genesis and use of Internet
- b. Software and hardware requirements for Internet
- c. Accessing the Internet, Web Page, Using a Search Engine, Accessing the Internet from MS-Office applications