

**REVISED UG SYLLABUS UNDER CBCS**

**(Implemented from Academic Year 2020-21)**

**PROGRAMME: FOUR YEAR B.Sc., HOME SCIENCE**

**Skill Enhancement Courses (SECs) for Semester V, from 2022-23**

**(Syllabus-Curriculum)**

**Structure of SECs for Semester – V**

(To choose one pair from the Four alternate pairs of SECs)

| <b>Semester</b> | <b>Domain Subject</b> | <b>Course</b> | <b>Specialization</b> | <b>Hours/week</b> | <b>Credits</b> | <b>Max Marks</b> |
|-----------------|-----------------------|---------------|-----------------------|-------------------|----------------|------------------|
| V               | <b>Home Science</b>   | Course -16    | FSN                   | 3+3               | 3+2            | 100+50           |
|                 | <b>Series-A*</b>      | Course 17     | IM                    | 3+3               | 3+2            | 100+50           |
|                 | <b>Home Science</b>   | Course -18    | HD                    | 3+3               | 3+2            | 100+50           |
|                 | <b>Series-B**</b>     | Course 19     | EXT                   | 3+3               | 3+2            | 100+50           |
|                 | <b>Home Science</b>   | Course -20    | FRM                   | 3+3               | 3+2            | 100+50           |
|                 | <b>Series-C***</b>    | Course -21    | TEX                   | 3+3               | 3+2            | 100+50           |

\* **Series-A** : FSN & IM - Food Science and Nutrition and Institutional Management

\*\* **Series-B** : HD & EXT - Human Development and Extension

\*\*\* **Series-C** : FRM & TEX - Family Resource Management and Textiles

**REVISED UG SYLLABUS UNDER CBCS**

**(Implemented from Academic Year 2020-21)**

**PROGRAMME: FOUR YEAR B.Sc., HOME SCIENCE (Hons)**

**Domain Subject: HOME SCIENCE**

**Skill Enhancement Courses (SECs) for Semester V, from 2022-23** (Syllabus with Learning Outcomes, References, Co-curricular Activities & Model Q.P.)

**Structure of SECs for Semester– V**

(To choose Four pairs from the Nine alternate pairs of SECs)

(For each SEC: Hours/Week: 05, Credits: 4, Max Marks: 100)

**Pairs of Skill Enhancement Courses (SEC) under each series for Semester-V**

| Course No. | Series-A:<br>FSN & IM*     | Course No. | Series-B:<br>HD & EXT**                        | Course No. | Series-C:<br>FRM & TEX***      |
|------------|----------------------------|------------|--|------------|--------------------------------|
|            | <i>Course Name</i>         |            | <i>Course Name</i>                             |            | <i>Course Name</i>             |
| 16-A       | Food & Beverage Production | 18-A       | Methods and Materials for Pre-school Education | 20 -A      | Interior design and Decoration |
| 17 -A      | Food & Beverage Service    | 19 -A      | IEC Materials for Community Development        | 21 -A      | Textile Design                 |

|       |                                  |       |  |       |                                     |
|-------|----------------------------------|-------|--|-------|-------------------------------------|
| 16-B  | Diet and Nutrition Counselling   | 18-B  | Organization and Management of Pre-Schools | 20 -B | Consumer Economics                  |
| 17 -B | Hospital Food Service Management | 19 -B | Management of Voluntary Organizations      | 21 -B | Fashion Marketing and Merchandising |

|       |                                     |        |       |   |       |                                     |
|-------|-------------------------------------|--------|-------|---|-------|-------------------------------------|
| 16 -C | Food Quality Control and Assurance  | 18-C   | 20- B | Guidance and Counselling                            | 20 -C | Surface Ornamentation for Interiors |
| 17 -C | Food Safety, Sanitation and Hygiene | 19 - C | 21 -B | Education and Counselling for Parents and Community | 21 -C | Surface Ornamentation to Textiles   |

\* **Series-A : FSN & IM** - Food Science and Nutrition and Institutional Management

\*\* **Series-B : HD & EXT** - Human Development and Extension

\*\*\* **Series-C : FRM & TEX** - Family Resource Management and Textiles

Note-1: In **Semester-V** B.Sc., **HOME SCIENCE** students have to study three pairs of SECs (a total of 9 courses). The Pairs are SEC numbers 16 & 17, 18 & 19 and 20 & 21. As there shall be choice to students under CBCS, a total of 9 pairs shall be offered from which students have to choose a total of three pairs of SECs.

The 9 pairs are from 3 series namely: **Series-A** : Food Science and Nutrition and Institutional Management (FSN & IM) , **Series-B** : Human Development and Extension (**HD & EXT**) , **Series-C** : Family Resource Management and Textiles (**FRM & TEX**)

Students can, however, choose their three pairs from any of the six pairs but a pair shall not be broken.

For example, students can choose any three pairs like the following;

16-A & 17-A (From **FSN & IM**), 18-B, 19-B (from **HD & EXT**) and 20-C, 21-C from (**FRM & TEX**).

Or 16-A & 17-A, 18-C & 19-C and 20-B & 21-B

Or 16-B & 17-B, 18-A & 19-A and 20-C & 21-C

Or 16-B & 17-B, 18-C & 19-C and 20-A & 21-A

Or 16-C & 17-C, 18-B & 19-B and 20-A & 21-A

Or 16-C & 17-C, 18-A & 19-A and 20-B, 21-B

REVISED UG SYLLABUS UNDER CBCS  
(Implemented from Academic Year 2020-21)  
**PROGRAMME: FOUR YEAR B.Sc., HOME SCIENCE**  
Skill Enhancement Courses (SECs) for Semester V, from 2022-23  
(Syllabus-Curriculum)

**Course 16 A: Food & Beverage Production**

(Skill Enhancement Course (Elective), 05 Credits) Max Marks: Theory:100 + Practical:50)

**I. Learning Outcomes**

- 1) Enumerate the knowledge about kitchen hierarchy; describe the duties and responsibilities of kitchen staff. Demonstrate kitchen planning, purchasing, receiving and storage of food.
- 2) Understand and distinguish the types of fuels, discuss their advantages and disadvantages. Distinguish the kitchen equipment.
- 3) Applying the principles to plan and prepare various types of menus, Discover the factors to be considered and importance of menu planning.
- 4) Analyse the classification of stocks, sauces, salads. Categorize the components of a salad. Choose the right Garnishes and compare the types of sandwiches.
- 5) Formulate the components of a various styles of menus. Design High tea, afternoon tea, Brunch, Lunch, Dinner, etc.

**II. Syllabus**

- Unit – I** Kitchen- Hierarchy- Duties and responsibilities of kitchen staff - Kitchen Planning–Meal Production - Purchasing - Receiving -Storage of food.
- Unit - II** Types of fuels used in cooking (Solid, Liquid, Gas, Electricity, Fuel less cooking) – Advantages and Disadvantages of all the fuels. Classification of Kitchen equipment - Large, Mechanical, Ancillary equipment.
- Unit - III** Menu planning – Principles of Menu planning – Factors to be considered while planning menu- Importance of menu planning, Types of menus - A-la-Carte, Table d hote menu, Hospital, Institutional, Industrial menus - planning.
- Unit – IV** Basic food preparation, Stocks – Types of stock - method of preparation, Soups – Classification, method of preparation, Sauces – Types of sauces – Basic sauces & derivative sauces, Salads – basic components of a salad, Types of salads, Garnishes-types and uses, Sandwiches – types of sandwiches-preparation methods.
- Unit – V** Components of a menu - Appetizer- Main course- Dessert, Menu planning & characteristics of -South Indian menu, North Indian menu, Continental menu– High Tea–Afternoon Tea–Brunch–Lunch– Dinner.

## **Food and Beverage Production Practical Syllabus**

### **III. Skill outcomes**

**On successful completion of this practical course, student shall be able to:**

1. List out, identify and handle various types of equipment used in kitchens.
2. Demonstrate the planning, preparation of various menus.
3. Exhibit skills in stock, sauce, salad, sandwich preparations.
4. Acquire skills in observing and arranging kitchen and stores.
5. Perform skills related to preparation and service of different styles of menus.

### **IV. Practical syllabus**

- 1) Visit to an Institutional kitchen and store room.
- 2) Visit to Industrial (Hotel) kitchen and stores.
- 3) Planning different types of menus.
- 4) Stock preparations – Vegetable stock, Chicken and Meat stock, Emergency stock / Pot liquor, Fish / Seafood stock.
- 5) Basic and derivative sauce preparations - Mother sauces, White sauce, Brown sauce, Mayonnaise sauce, Béchamel sauce, etc.
- 6) Salad preparation and service – Vegetable, Chicken, Egg and Meat salads, Raw and Cooked salads.
- 7) Sandwiches – Preparation and service.
- 8) Appetizer and Desert preparation and service.
- 9) Styles of Menus preparation and service – North Indian, South Indian, Continental menus.
- 10) High tea, Afternoon tea, Brunch, Lunch, Dinner – planning and service.

### **V. References:**

1. Food and Beverage Service-R. Singaravelavan, Head Department of Catering Science and Hotel Management, SNR College, Coimbatore. Oxford University Press.
2. Theory of Cookery, Krishna Arora, New Delhi.
3. Mohini Sethi & Surjeet Mahan “Catering Management-An Integrated Approach”, 3<sup>rd</sup> edition, 2015, New Age International Publishers, New Delhi.
4. Mohini Sethi, “Institutional Food Management”, 2<sup>nd</sup> edition, 2016, New Age International Publishers, New Delhi.
5. “Food Service Management”, published by Directorate of Distance Education, Alagappa University, Karaikudi.
6. Ruby P. Puckett “Food Service Manual for Health Care Institutions”, 3<sup>rd</sup> edition, 2004, Published by Jossey-Bass, a Wiley Imprint, San Francisco.
7. “Entrepreneurship and Food Service management”, 2017, IGNOU Self Study Material.

## **VI. Co-Curricular Activities:**

**a) Mandatory:** (Training of students by teacher on field related skills: 15 hrs)

1. **For Teacher:** Training of students by teacher in laboratory and field for a total of 15 hours on kitchen equipment identification, handling, care & maintenance. Preparation and serving of various types of menus and styles of menus and food items in the laboratory.
2. **For Student:** Individual visit to a local Institutional and/or Industrial/organizational Kitchen and Store room (Catering Unit) to study the maintenance process and procedure. Submission of a hand-written Fieldwork Report not exceeding 10 pages in the given format.
3. Max marks for Field Work Report: 05.
4. Suggested Format for Field work: Title page, student details, content page, introduction, work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

### **b) Suggested Co-Curricular Activities**

1. Training of students by related industrial experts.
2. Assignments (including technical assignments like identification, care and maintenance of kitchen equipment. Skill assignment like menu planning and preparations)
3. Seminars, Group discussions, Quiz, Debates etc. (on related topics).
4. Preparation of videos on preparation, presentation and serving techniques.
5. Collection of material/figures/photos related to various menus and novel food products, writing and organizing them in a systematic way in a file.
6. Visits to various kitchens and Stores in different types of hotels, catering establishments and institutional (Schools, colleges, University hostels) etc.
7. Invited lectures and presentations on related topics by field/industrial experts.

**IV B.Sc. Home Science – Semester V**  
**SKILL ENHANCEMENT COURSE**  
**Course- 16.A. Food and Beverage production**  
**End Semester Examination – Model Question Paper**

**Time: 3 Hrs.**

**Max. Marks: 75**

**Part – A**

**Max marks: 75 M**

**I. Answer any five of the following questions**

**(5 X 5 = 25 M)**

- 1) Draw the organization chart of kitchen department in a hotel?
- 2) State the advantages and disadvantages of solid fuel.
- 3) Differentiate A-la-carte menu and Table d hote menu.
- 4) Write a short note on types of types of stocks.
- 5) Explain about Garnishes and their uses.
- 6) Plan a South Indian menu for Brunch?
- 7) Write a note on a) Appetizer b) Dessert.
- 8) What are the principles of menu planning?

**Part - B**

**II. Answer any Five of the following questions (10 X 5 = 50 M)**

- 9) A) Describe the steps involved in the receiving and storage of food materials in a large scale.  
(or)  
B) Discuss the duties and responsibilities of kitchen staff.
- 10) A) Explain about the various types of fuels used in cooking, their advantages and disadvantages.  
(or)  
B) Classify kitchen equipment. Explain their, use, care and maintenance.
- 11) A) Define Menu planning? Explain the factors to be considered while planning a menu.  
(or)  
B) Define Menu. Explain the various types of Menus.
- 12) A) Classify soups? Explain the method of preparation of various soups?  
(or)  
B) Describe the basic components of a salad.
- 13) A) Plan a South Indian and continental menu for High tea and Afternoon tea.  
(or)  
B) Differentiate South Indian and North Indian menus.

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**Skill Enhancement Courses (SECs) for Semester V, from 2022-23**  
**(Syllabus-Curriculum)**  
**Course 17 A: FOOD & BEVERAGE SERVICE**

(Skill Enhancement Course (Elective), 05 Credits) Max Marks: Theory: 100 + Practical:50

### **I. Course Outcomes**

- 1) State the knowledge on types of catering establishments. Identify the Duties and Responsibilities of F&B staff.
- 2) Understand to identify and differentiate the service and storage equipment. Demonstrate the use, care and maintenance of F&B equipment.
- 3) Analyze the styles of food service, compare the styles and explain the factors influencing the styles of service.
- 4) Summarize the Table reservation procedure. Dramatize the Table setting and order taking process.
- 5) Evaluate the service methods and procedures. Create knowledge to compile the Aperitifs and Main course. Formulate alcoholic and Non-alcoholic beverages.

### **II. Syllabus**

- Unit – I** Types of Catering establishment – Commercial catering – Residential & Non-Residential, welfare catering – Industrial-Institutional, Transport catering- Airlines, Railways, Ships & Surface. Organization chart of Food & Beverage Department - Duties and responsibilities of F & B Staff – Functions of F& B Department.
- Unit – II** Food & Beverage service and storage equipment – Furniture –Linen – glassware-tableware-Crockery – Cutlery – Holloware - Miscellaneous equipment- Use, Care & Maintenance - Disposables
- Unit – III** Styles of Food Service – Waiter service- Self-service – Counter Service – Cafeteria Service – Gueridon service – Room Service - Assisted Service, Factors influencing the styles of service
- Unit – IV** Table setting & order taking- –Table reservation- Briefing –Greeting & Seating the guests – Table cover laying procedure before and during service - Points to be considered while presenting the menu- Taking order-Writing food order.
- Unit – V** Service method & procedure – Table d Hote menu – Serving Aperitif – Appetizers- Main Course – Dessert – Serving Water- Service of Beverages – Alcoholic - Coffee, Tea, Soft drinks and fruit juices, Non-Alcoholic. Do's & Dont's during the service.



## **17. A Food and Beverage service practical Syllabus**

### **III. Skill outcomes**

**On successful completion of this practical course, student shall be able to:**

1. List out, identify and handle various types of equipment used Food & Beverage service department.
2. Demonstrate the methods of various styles of Food service.
3. Exhibit skills in table setting and food order taking.
4. Acquire skills in use, care and maintenance of F & B equipment.
5. Perform skills related to preparation and service of Food, Alcoholic and Non-alcoholic beverages.

### **IV. Practical Syllabus**

- 1) Visit to a various Hotels and Food Catering establishments
- 2) Identification of different storage and service equipment, their use and care.
- 3) Table setting, cover laying styles, Briefing, Greeting & seating the guests.
- 4) Demonstrate – Menu card presentation – Order taking, KOT.
- 5) Food service procedure – Different styles.
- 6) Serving water and Main course.
- 7) Preparation and service of Alcoholic beverages-Cocktails, Speciality Coffee.
- 8) Preparation and service of Non-alcoholic Beverages – Mocktails, Coffee, Tea, Fruit juices, soft drinks etc

### **V. References**

- 1) 1 .Food and Beverage Service by R. Singaravelavan, Coimbatore. Oxford University Press.
- 2) Catering Management - An Integrated Approach by Mohini Sethi and Surjeet Malhan, New age International (P) Ltd Publishers, New Delhi.
- 3) Mohini Sethi & Surjeet Mahan “Catering Management-An Integrated Approach”, 3<sup>rd</sup> edition, 2015, New Age International Publishers, New Delhi.
- 4) Mohini Sethi, “Institutional Food Management”, 2<sup>nd</sup> edition, 2016, New Age International Publishers, New Delhi.
- 5) “Food Service Management”, published by Directorate of Distance Education, Alagappa University, Karaikudi.
- 6) Ruby P. Puckett “Food Service Manual for Health Care Institutions”, 3<sup>rd</sup> edition, 2004, Publishd by Jossey-Bass, a Wiley Imprint, San Francisco.
- 7) “Entrepreneurship and Food Service management”, 2017, IGNOU Self Study Material.

## **VI. Co-Curricular Activities:**

**a) Mandatory:** (Training of students by teacher on field related skills: 15 hrs)

1. **For Teacher:** Training of students by teacher in laboratory and field for a total of 15 hours on Food & Beverage service equipment - identification, handling, care & maintenance. Table setting, cover laying procedure, writing food order and serving process and techniques in the laboratory.
2. **For Student:** Individual visit to various types of Hotels and/or catering establishments to study the Use, Care & maintenance process of F & B equipment. Table setting & Serving methods/styles & techniques. Submission of a hand-written Fieldwork Report not exceeding 10 pages in the given format.
3. Max marks for Field Work Report: 05.
4. Suggested Format for Field work: Title page, student details, content page, introduction, work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

### **b) Suggested Co-Curricular Activities**

1. Training of students by related industrial experts.
2. Assignments (including technical assignments like identification, care and maintenance of Food & Beverage equipment. Skill assignment like table setting, cover laying and service styles)
3. Seminars, Group discussions, Quiz, Debates etc. (on related topics).
4. Preparation of videos on Table setting and cover laying procedures and serving styles.
5. Collection of material/figures/photos related to various food & Beverage equipment, Table setting styles and serving procedures, writing and organizing them in a systematic way in a file.
6. Visits to various Food & Beverage departments in different types of hotels, catering establishments etc.
7. Invited lectures and presentations on related topics by field/industrial experts.

**IV B.Sc. Home Science – Semester V**  
**SKILL ENHANCEMENT COURSE**  
**Course- 17.A. Food and Beverage service**  
**End Semester Examination – Model Question Paper**

**Time: 3 Hrs.**

**Max. Marks: 75**

**Part – A**

**I. Answer any five of the following questions**

**(5x5=25M)**

- 1) Write a note on Transport catering.
- 2) Mention the Glassware and Holloware used in F & B service.
- 3) Assisted service.
- 4) Write the steps in taking and writing food order.
- 5) Define Alcoholic and Non-alcoholic beverages? Give examples.
- 6) Room service procedure.
- 7) Functions of F&B department.
- 8) Importance of Briefing.

**Part - B**

**II. Answer any Five of the following questions**

**(10x5=50M)**

- 9) A) Draw the organization chart of F&B staff and explain their duties and responsibilities.

(or)

B) Explain types of catering establishments in brief.

- 10) A) Explain about the storage equipment of F&B department, their use and maintenance?

(or)

B) Explain about the service equipment of F&B department, their use and maintenance?

- 11) A) Discuss the factors influencing the styles of food service.

(or)

B) Explain Gueridon service and Cafeteria service.

- 12) A) Illustrate the table cover laying procedure.

(or)

B) Describe the serving procedure of Table d hote menu.

- 13) A) Discuss the Do's and Dont's during service of beverages.

(or)

B) Explain the steps involved in table reservation.

## **REVISED UG SYLLABUS UNDER CBCS**

**(Implemented from Academic Year 2020-21)**

### **PROGRAMME: FOUR YEAR B.Sc., HOME SCIENCE**

**Skill Enhancement Courses (SECs) for Semester V, from 2022-23**

**(Syllabus-Curriculum)**

#### **Course-16 B: Diet and Nutrition Counseling**

(Skill Enhancement Course (Elective), 05 Credits) Max Marks: Theory: 100 + Practical: 50

#### **I. Learning outcomes**

After successful completion of the course, the students will be able to

1. Define Dietician and recall the qualities, role and responsibilities of a dietician
2. Describes or explains the steps in diet and nutrition counseling
3. Uses the skills in assessment of nutritional status of normal and diseased people
4. Relate practical skills in dietary counseling of various health and disease conditions
5. Develop teaching aids and uses computer applications and smart phones in diet counseling

#### **II. Theory Syllabus**

##### **UNIT-1 Introduction to Dietitian and IDA**

- Dietician – Definition and Educational qualification
- Types of Dietician – Clinical, academic, research, specific, food service, public/Community, industrial, consultant, sports, business etc.
- Qualities, Role and responsibilities of Dietician
- IDA – Objectives, membership; Registered Dietician – eligibility for R.D. exam

##### **UNIT-2 Diet Counseling/ Nutrition Care Process (NCP)**

- Diet Counseling/ Nutrition Care Process (NCP) – Definition, importance, purposes and ethical principles
- Steps in Diet counseling Process; Documentation – SOAP
- Counseling Skills for a Dietitian; Tools of Dietitian; Guidelines for effective Counseling

##### **UNIT-3 Counseling Approaches**

- Counselling Approaches – Meaning, Developing a counselling approach
- Different Counselling Approaches – Psychoanalytical, behavioural, humanistic, Patient centered GALIDRAA approaches etc.

##### **UNIT-4 Nutrition Education**

- Nutrition Education – Meaning and importance,
- Teaching Methods and aids used for Nutrition Education in the Community  
Teaching Methods – Lecture, Group discussion, Role Play, Storytelling, Demonstrations, Nutrition Exhibition, Marathon race etc.
- Teaching Aids – Posters, pictures, models, charts, flash cards etc.
- Teaching Materials for patients – Models, pamphlets, leaflets, booklets etc.

### **UNIT-5 Use of Modern Technology in Diet Counseling**

- Use of Computers in Diet Counselling and Nutrition Education
- Use of Computer Applications and Mobile Applications in Diet Counselling and Nutrition Education; Computer and mobile applications available for Diet Counselling
- Pre requisites for setting up a Diet Counseling Center

### **Course-16 B: Diet and Nutrition Counseling Practical syllabus**

#### **III. Skill outcomes**

**On successful completion of this practical course, student shall be able to**

1. List out the steps in diet counselling process.
2. Understand and apply the counselling skills in establishing rapport with patients.
3. Analyze the nutritional needs of the patients after assessing the nutritional status.
4. Evaluate the improvement of the patient after counselling.
5. Create awareness among the patients to use the computer and mobile applications.

#### **IV. Practical Syllabus**

1. Introduction to diet counseling process
2. Visit to dietary department of a hospital/ diet clinic
3. Establishing rapport with the patients
4. Assessment of nutritional status and nutritional needs of patients
5. Planning and preparation of teaching material to counsel the patients with different disease conditions
6. Practical exercise on patient counseling in diet counseling centre.
7. Selection of patients and collection of data
8. Counseling the patients and recommendation for therapeutic modification of the diet
9. Follow up of case study of the patient and presentation of results of case study
10. Application of modern technology in diet counseling

#### **V. References**

1. Srilakshmi, B. "Dietetics", 8<sup>th</sup> edition, 2018, New Age International Publishes, New Delhi
2. IDA, Clinical Dietetics Manual, 2018, 2<sup>nd</sup> edition Elite Publishing House New Delhi
3. Corinne H. Robinson, Marilyn R. Lawler, "Normal & Therapeutic Nutrition" 17<sup>th</sup> edition 1986
4. Shubangini A Joshi, "Nutrition & Dietetics" 5<sup>th</sup> edition, 2022, McGraw hill Education India Pvt. Ltd.
5. Judy Gable "Counselling Skills for Dietitians" 2<sup>nd</sup> edition, 2007, Black Well Publishing Ltd, Oxford, UK.
6. "Clinical and Therapeutic Nutrition M.Sc." published by directorate of Distance Education, Swami Vivekanand Subharti University, Meerut, U.P.
7. Linda Snetselaar "Nutrition Counselling Skills for the Nutrition Care Process" 4<sup>th</sup> edition, 2021, Jane and Bartlett Publishers, London.

## **VI. Co-curricular Activities**

### **a) Mandatory: (Training of students by teacher on field related skills: 15 hrs)**

#### **1. For Teacher**

- a. Imparting the skills of Diet Counseling and providing different platforms for Diet and Nutrition Counseling.

#### **2. For Student**

- a. Visit Dietary department in a Hospital or Diet Clinic and submit the hand written report not exceeding 10 pages in the given format.

#### **3. Maximum marks for Field work report: 05**

4. **Format for field work report:** Title Page, Student details, Content page, Introduction, Work done/ Observation, Findings, Conclusions and Acknowledgements

#### **5. Unit Tests**

### **b) Suggested Co-Curricular Activities**

1. Training of students by related industrial experts.
2. Assignments
  - Identification, care and maintenance of patient's health through diet counseling.
  - Menu planning, planning and preparation of teaching aids
3. Seminars, Group discussions, Quiz, Debates etc. (on related topics).
4. Preparation of videos on preparation, presentation on teaching aids.
5. Collection of material/figures/photos related to various menus.
6. Invited lectures and presentations on related topics by field/industrial experts.

**IV B.Sc. Home Science – Semester V**  
**SKILL ENHANCEMENT COURSE**  
**Course-16 B: Diet and Nutrition Counseling**  
**End Semester Examination – Model Question Paper**

**Time: 3 Hrs.**

**Max. Marks: 75**

**PART – A**

**Answer any FIVE questions. Each question carries 5 Marks**

**(5x5 = 25 Marks)**

1. Define Dietitian. Write about different types of Dietitian.
2. Write about the membership and eligibility for Registered Dietitian exam
3. Guidelines for effective diet counseling
4. Write the importance and purpose of Diet counseling.
5. Write about developing a counseling approach.
6. What is Nutrition Education? Explain the importance of Nutrition Education.
7. What is Poster? What are the points to be considered in preparing a poster?
8. Write about the computer use in Diet Counseling.

**PART – B**

**Answer FIVE questions. Each Question carries 10 marks**

**(5x10= 50 Marks)**

9. a) Explain the role and responsibilities of Dietitian.  
(OR)  
b) Write about IDA in detail.
10. a) What is Diet counseling? Write about nutritional assessment and its importance.  
(OR)  
b) Discuss various counseling skills required for a Dietitian.
11. a) Discuss behavioral and humanistic approaches in diet counseling.  
(OR)  
b) Write in detail about GALIDRAA approach.
12. a) What are teaching methods? Discuss two methods used in Nutrition Education.  
(OR)  
b) Discuss different teaching materials used for a patient in diet counseling.
13. a) Write about use of computer applications in Nutrition and Diet Counseling.  
(OR)  
b) Discuss various prerequisites for setting up a Diet counseling Centre.

## REVISED UG SYLLABUS UNDER CBCS

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### PROGRAMME: FOUR YEAR B.Sc., HOME SCIENCE

Skill Enhancement Courses (SECs) for Semester V, from 2022-23

(Syllabus-Curriculum)

#### Course-17 B: Hospital Food Service management

(Skill Enhancement Course (Elective), 05 Credits) Max Marks: Theory: 100 + Practical: 50

#### I. Learning Outcomes

**After successful completion of the course, the students will be able to**

1. List out the functions of dietitian in hospital food service and health care settings.
2. Understand the principles, functions and tools of food service management.
3. Implement the skills in menu planning, production and service.
4. Evaluate menus and articulate their suitability for modified diets.
5. Plan activities to support delivery of quality nutrition and food standards within a Food Service Institute.

#### II. Theory Syllabus

##### UNIT-1 Introduction to Food Service in Hospitals

- Food Service in Hospitals – Importance
- Role and functions of Dietitian in Food Service
- Management in Food Service – Principles, functions and tools of management
- Organizational chart of Food Service Team in Hospital

##### UNIT-2 Physical Requirements

- Kitchen – Physical facilities, layout, factors affecting working performance
- Storage Area – Types of storage, sanitary measures, safety and storage of food materials
- Equipment required for Hospital Food Service with reference to food storage, Preparation, holding and service – Classification and selection

##### UNIT-3 Food Material Management and Food Production

- Purchasing – Methods of purchasing foods
- Receiving and storing of food materials
- Menu planning for patients – types of menus and diets
- Food Production – Methods of preparing food; Safe food handling practices
- Different Methods of holding foods for service

##### UNIT-4 Food Service in Hospital-Styles and Services

- Food Service Styles and Food Service Systems
- Food Service Manager/Director – Leadership and managerial abilities
- Role, duties, qualities and skills of successful food service manager

##### UNIT-5 Dietary Accounting and Book Keeping

- Cost concept – Components, Factors responsible for losses and Cost control
- Accounting–Definition, Book of Accounts –Cash book, Purchase book, Sales book, Purchases return book, Sales return book and Journal, regular audit and logbooks.



## **Course-17 B: Hospital Food Service Management Practical syllabus**

### **III. Skill outcomes**

**On successful completion of this practical course, student shall be able to:**

1. Identify the role of dietary department in the hospital
2. Understand the organization chart and describe the duties of dietary personnel in a Hospital
3. Demonstrate the methods of various styles and systems of Food service.
4. Exhibit skills in planning diets.
5. Evaluate the functioning of dietary department in different hospitals

### **IV. Practical Syllabus**

1. Introduction to Food Service Management in Hospital
2. Visit to Govt. hospital to observe kitchen layout, equipment, food production and service
3. Visit to a corporate hospital to observe kitchen layout, equipment, food production and Service
4. Organization chart and identification of duties in a hospital
5. Plan menus for different disease conditions
6. Purchasing methods for food items
7. Calculation of food cost
8. Records maintained in a dietary department
9. Planning of kitchen layouts
10. Comparative study of Government and Corporate Hospitals in providing food service to the Patient

### **V. References**

1. Mohini Sethi & Surjeet Mahan “Catering Management-An Integrated Approach”, 3<sup>rd</sup> edition, 2015, New Age International Publishers, New Delhi.
2. Mohini Sethi, “Institutional Food Management”, 2<sup>nd</sup> edition, 2016, New Age International Publishers, New Delhi.
3. R. Singaravelavan, “Food and Beverage Service” 2<sup>nd</sup> edition, 2016, Oxford University Press, India
3. “Food Service Management”, published by Directorate of Distance Education, Alagappa University, Karaikudi.
5. Ruby P. Puckett “Food Service Manual for Health Care Institutions”, 3<sup>rd</sup> edition, 2004, Publishd by Jossey-Bass, a Wiley Imprint, San Francisco.
6. “Entrepreneurship and Food Service management”, 2017, IGNOU Self Study Material.

## **VI. Co-curricular Activities**

### **a) Mandatory: (Training of students by teacher on field related skills: 15 hrs)**

#### **1. For Teacher:**

- To train the students about the importance and role of dietitian and dietary department in a hospital.
- To train the students in planning kitchen layouts and identifying various equipments used in food service institute.

#### **2. For Student**

Visit and submit a report on their visit to hospital having dietary department. Submission of a hand-written Fieldwork Report not exceeding 10 pages in the given format.

#### **3. Maximum marks for Field work report: 05 marks**

**4. Suggested Format for Field work:** Title Page, Student details, Content page, Introduction, Work done/ observation, Findings, conclusions and Acknowledgements

#### **5. Unit Tests**

### **b) Suggested Co-Curricular Activities**

1. Training of students by related industrial experts.
2. Assignments like identification, care and maintenance of food service equipment.
3. Seminars, Group discussions, Quiz, Debates etc. (on related topics).
4. Preparation of videos on preparation of different diets.
5. Collection of material/figures/photos related to various menus & writing and organizing them in a systematic way in a file.
6. Invited lectures and presentations on related topics by field/industrial experts.

**IV B.Sc. Home Science – Semester V**  
**SKILL ENHANCEMENT COURSE**  
**Course-17 B: Hospital Food Service Management**  
**End Semester Examination – Model Question Paper**

**Time: 3 Hrs.**

**Max. Marks: 75**

**PART – A**

**Answer any FIVE questions. Each question carries 5 Marks**

**(5x5 = 25 Marks)**

1. Write about the importance of Food service in Hospitals.
2. Explain the organizational chart of food service team in a hospital.
3. Discuss the factors affecting working performance in food service kitchen.
4. Explain different kitchen layouts.
5. Discuss different purchasing methods.
6. What are the different methods of holding foods for service?
7. Discuss different styles of food service.
8. Define cost and write about components of cost.

**PART – B**

**Answer FIVE questions. Each Question carries 10 marks**

**(5x10=50 Marks)**

9. a) Write in detail about principles of management.  
(OR)  
b) Discuss different functions of dietitian in food service management
10. a) Write about the selection of equipment in a food service institute.  
(OR)  
b) Explain types of food storage.
11. a) Discuss different types of diets for patients given in a hospital.  
(OR)  
b) Explain food production methods in Hospital.
12. a) Write in detail about food service systems in health care settings.  
(OR)  
b) Discuss the role and duties of food service manager
13. a) Define Accounting. Explain different book of accounts.  
(OR)  
b) Discuss the factors for losses and write about cost control.

**REVISED UG SYLLABUS UNDER CBCS**  
**(Implemented from Academic Year 2020-21)**  
**PROGRAMME: FOUR YEAR B.Sc., HOME SCIENCE**  
**Skill Enhancement Courses (SECs) for Semester V, from 2022-23**  
**(Syllabus-Curriculum)**

**Course 16 C: FOOD QUALITY CONTROL AND ASSURANCE**

**(Skill Enhancement Course (Elective), 05 Credits) Max Marks: Theory: 100 +Practical:50)**

**I. learning out comes**

**After successful completion of the course, the students will be able to**

1. Describe and introduce the principles and methods of food quality control and assurance
2. Understand the methods of quality control and assurance in foods.
3. Apply and use the principles and selection of panelists for sensory evaluation and quality management system.
4. Analyse and explain about quality control and common food standards
5. Evaluate and assess the techniques of quality assessment of different foods.

**II. Syllabus**

**Food Quality Control and Assurance**

- Unit – I** Food Quality – Definition- Food Quality and its need in food industry - Food Quality control objectives- Importance – Functions of quality control – Stages of quality control in Food industry- Methods of quality control – Quality attributes- Classification of quality attributes.
- Unit – II** Food quality assurance: Theoretical and practical considerations, description of different systems: GAP, GMP, TQM, ISO, Indian Food Standards – Voluntary and Obligatory Standards (PFA, FPO, MMPO, BIS, AGMARK etc) Codex Alimentarius, WHO, Worldwide Food Safety issues. Fair Average Quality (FAQ) specification for food grains, ISO 9000 series.
- Unit – III** Sensory evaluation: Requirements and methods –Sensory parameters: Colour, flavour, texture, Taste, aroma, general and overall acceptability –Subjective and objective test of sensory parameters (Differential test, Rating test, Sensory threshold test)
- Unit – IV** Quality assessment of Food materials i.e. Cereals, Pulses, Fruits, Vegetables products – selection method, Food Standards- Food packaging and labelling methods - Recent trends
- Unit – V** Quality assessment of Food materials i.e. Meat, Poultry, Egg, Processed food products- selection method, Food Standards- Food packaging and labelling methods - Recent trends

## Course - 16 C - Food Quality Control and Assurance Practical

### III. Skills outcome

On successful completion of this practical course, student shall be able to

1. Identify and examine the methods for measuring food attributes.
2. Understand and estimate the principles of sensory evaluation of food products.
3. Exhibit skills in quality assessment of food materials.
4. Acquire skills in selection and training of sensory panel.
5. Evaluate techniques related to quality assessment of food products.

### IV. Practical Syllabus

1. Sensory and instrumental methods for measuring food sensory attributes.
2. Selection and training of sensory panel
3. Assessment of sensory evaluation of foods by Hedonic scale
4. Quality assessment of cereals
5. Quality assessment of fruits and vegetables
6. Quality assessment of meat, poultry and other processed products.
7. Quality assessment of dairy products.
8. Quality assessment of Processed food products
9. Visit to food testing lab and writing report on quality assessment of different foods
10. Visit to food processing industry to study the quality measures undertaken by them.

### V. References

1. Manay,S. and shadaksharamasamy, Food Facts and principles, New age International.(p) publishers,New delhi.
2. Srilakshmi, B., 2002, Food Science, 2nd edition, New Age International private limited.,New Delhi.
3. Siva sankar,B.(2013)Food processing and preservation 2<sup>nd</sup> edition, Prentice Hall,pvt,Ltd.
4. Swaminadhan,M., Food Science, Chemistry and Experimental foods, Bappco publishers,Banglore,2004
5. Ranganna S, Hand book of Analysis and Quality-Fruits and Vegetable products, Tata McGraw Hill, New Delhi,1986.

### VI. CO-CURRICULAR ACTIVITIES

#### Mandatory

1. Visit to food processing industries to understand the principles and methods of quality control and assurance in foods.
2. Visit to food testing lab or any agency of food standards.

#### Suggested

1. Market survey of preserved fruits and vegetable products
2. Nutrition labelling requirements and developments
3. Assessment of personal hygiene
4. Assessment of surface sanitation by swab/rinse method
5. Celebration of Important days (National and International)  
World Food safety day - 7<sup>th</sup> JUNE  
World Food day - 16<sup>th</sup> OCT

**IV B.Sc. Home Science – Semester V**  
**SKILL ENHANCEMENT COURSE**  
**Course- 16 C: Food Quality Control and Assurance Practical**  
**End Semester Examination – Model Question Paper**

**Time: 3 Hrs.**

**Max. Marks: 75**

**Part – A**

**I. Answer any five of the following questions**

**(5x5=25M)**

1. Define Quality Control
2. Write about AGMARK?
3. Mention the functions of Quality control department.
4. Classification of quality attributes?
5. Write about ISO 9000series?
6. Describe BIS
7. Define food packaging
8. Write about Differential test.

**Part - B**

**II. Answer any five of the following questions**

**(10x5=50M)**

9. Write about the importance and functions of quality control?  
(OR)
10. Explain about the stages and methods of quality control.
11. Describe about worldwide food safety issues?  
(OR)
12. Write in detail about Fair average quality (FAQ) specification for food grains.
13. Explain about the requirements and methods of sensory evaluation?  
(OR)
14. Describe about the Rating and sensory threshold test?
15. Explain about the Quality assessment of cereals and pulses?  
(OR)
16. Explain in detail about food packaging and labelling methods for processed foods?
17. Write in detail about food standards for meat, poultry and egg?  
(OR)
18. Explain about Recent Trends in food packaging and labelling methods?

**REVISED UG SYLLABUS UNDER CBCS**  
**(Implemented from Academic Year 2020-21)**  
**PROGRAMME: FOUR YEAR B.Sc., HOME SCIENCE**  
**Skill Enhancement Courses (SECs) for Semester V, from 2022-23**  
**(Syllabus-Curriculum)**

**Course 17 C: FOOD SAFETY, SANITATION AND HYGIENE**

**(Skill Enhancement Course (Elective), 05 Credits) Max Marks: Theory: 100 + Practical: 50)**

### **I. Learning Out comes**

After successful completion of the course, the students will be able to

1. Enumerate the various aspects of food safety and to identify the causes and prevention procedures for food borne illness, intoxication and infection
2. Understand the need for consumer education and discuss occupational safety and health administration requirements.
3. Analyse food handling procedure, describe food storage and refrigeration techniques.
4. Evaluate labelling methods by following the principles of food safety, sanitation and hygiene
5. To create awareness regarding sanitation of dishes, equipment and kitchen.

### **II. Theory Syllabus**

**Unit – I** Food safety- Definition, Meaning - factors affecting food safety - importance of food safety - Risks and hazards - Food related hazards - microbial consideration in food safety- Food safety and standards bill 2005

**Unit – II** Basic principles of Food hygiene and Sanitation - Personal and environmental Hygiene – Hygiene aspects of Food handlers- Hygiene aspects in preparation and storage of food - dish washing and garbage disposal- Safety of leftover foods Methods of sanitation and hygiene

**Unit – III** Food Adulteration and Adulterants: Meaning, Methods to identify the presence of adulterants-Types of adulteration in various foods-Intentional, incidental and metallic contaminants - Consequences of adulteration

**Unit – IV** Safety in Food processing –Regulatory compliance requirement for establishment of food outlets - Frame work for enabling environment for serving safe and nutritious food at food establishment or outlets. Sterilization and disinfection using heat and chemicals – Solid and liquid waste management and disposal.

**Unit –V** Objectives of developing Food Safety and Standards- Enforcement of structure and procedure - Role of food analyst- good practices- statutory and regulatory requirements - Certification - HACCP, ISO-22000, FSSC-22000

## **Course: 17 C- Food Safety, Sanitation and Hygiene Practicals**

### **III. Skill outcomes**

On successful completion of this practical course, student shall be able to

1. List out common food adulterants in foods and understand the need for consumer education
2. Demonstrate good personal hygiene and safe food handling procedures
3. Exhibit skills in handling equipment ,describe storage and refrigeration techniques
4. Acquire skills in food handling, solid and liquid waste management and disposal.
5. Perform techniques related to food safety and standards.

### **IV. Practical Syllabus**

1. Detection of common adulterants in foods
2. Bacteriological analysis of water
3. Microbiological examination of different food samples.
4. Assessment of personal hygiene
5. Assessment of surface sanitation by swab/ rinse method
6. Scheme for detection of food borne pathogens
7. Market survey of preserved fruits and vegetable products.
8. Demonstration of safe food handling procedure
9. Visit to Food Service Centre-Hotel/Fast food centre to study the food safety measures and report writing
10. Visit to Food service Institution- Hostel /Hospital to study the food safety, hygiene & sanitation measures and report writing.

### **V. References**

1. Manay,S. and shadaksharamasamy, Food;Facts and principles, New age International.(p) publishers,New delhi.
2. Mahtab,S,Bamji.S,Kamala Krishnaswamy, Brahmam G.N.V,Text book of Human Nutrition,Third edition, Oxford and IBH publishing co. private limited,New Delhi.
3. Srilakshmi,B.,2002,Food Science,2<sup>nd</sup> edition, New Age International private limited.,New Delhi.
4. Swaminadhan ,M., Advanced Text book on Food and Nutrition,Vol.1,Second Edition, Bangalore printing and publishing Co.Ltd,Banglore,2012
5. Dietary Guidelines for Indians, ICMR, National Institute of Nutrition
6. Norman Marriott (1999), Principles of Food Sanitation, 4th ed., Sanitation in Food Processing, JohnA.Troller, 1993, Academic press.



## **VI. CO-CURRICULAR ACTIVITIES**

### **Mandatory (Training of student by teacher on field related skills)**

1. Market survey of preserved fruits and vegetable products
2. Visit to Food Service Centre-Hotel/Fast food centre to study the food safety measures and report writing

### **Suggested**

1. Visit to Food service Institution - Hostel /Hospital to study the food safety, hygiene & sanitation measures and report writing.
2. Group discussion on principles, actions and limitations of food safety, sanitation and hygienic procedures.
3. Celebration of Important days (National and International)  
World sanitation day - 19<sup>th</sup> November  
World Hand Hygiene Day - 5<sup>th</sup> May

**IV B.Sc. Home Science – Semester V**  
**SKILL ENHANCEMENT COURSE**  
**Course- 17 C: Food Safety, Sanitation and Hygiene**  
**End Semester Examination – Model Question Paper**

**Time: 3 Hrs.**

**Max. Marks: 75**

**Part – A**

**Answer any five of the following questions –**

**(5x5=25M)**

1. Define food adulteration
2. What are the standards for cereals?
3. What are the objectives of developing food safety?
4. Describe the role of Food Analyst.
5. What are the different types of adulteration in various foods?
6. What are the methods of sanitation and hygiene?
7. Write the standards for sugar and sugar products
8. Write the basic principles of food hygiene

**Part – B**

**Answer any five of the following questions –**

**(10x5=50M)**

9. a) Define food safety? Explain about the importance and factors affecting food safety?  
(OR)  
b) Describe about the food related hazards in food safety?
- 10.a) Explain about the personal and environmental hygiene?  
(OR)  
b) Discuss the solid and waste disposal.
11. a) Explain about the intentional, incidental and metallic contaminants in foods?  
(OR)  
b). Describe about the consequences of Food Adulteration?
- 12.a) Explain about the standards for milk and milk products?  
(OR)  
b) How do you plan network for creating enabling environment for serving safe and nutritious food at workplace.
13. a) Explain about HACCP?  
(OR)  
b) Write about Certification and ISO22000?

**REVISED UG SYLLABUS UNDER CBCS**  
**(Implemented from Academic Year 2020-21)**  
**PROGRAMME: FOUR YEAR B.Sc., HOME SCIENCE**  
**Skill Enhancement Courses (SECs) for Semester V, from 2022-23**  
**(Syllabus-Curriculum)**

**Course 18: A-Methods and Materials for Teaching Pre-school Children**

(Skill Enhancement Course (Elective), 05 Credits) Max Marks: Theory:100 + Practical:50)

**I. Learning Outcomes:**

Students after successful completion of the course will be able to:

1. Understand the meaning and importance of Pre-school/Early childhood education
2. Acquire a critical knowledge about various activities for pre-school children
3. Plan materials for different activities of curriculum
4. Apply skills in preparing readiness activities
5. Prepare materials appropriate for teaching young children using indigenous materials.

**II. Syllabus-Theory**

**UNIT-1 Pre-school Education-Methods**

- Nomenclature of Pre-schools in Indian context- Nursery, Kindergarten, Early Childhood Centres and Anganwadi Centre.
- Expansion from ECE to ECCE to ECD.
- Important Methods- Friedrich Froebel- Maria Montessori, John Dewey- Mahatma Gandhi Gijubhai Badheka, Tarabai Modak, and Rabindranath Tagore.

**UNIT-2 Readiness Activities and Materials**

- Different Activities for promoting all round development of pre-school children-
- Readiness activities- Pre reading, pre writing and pre- mathematical concepts- Materials to teach readiness activities
- Role of teacher

**UNIT-3 Creative Activities and Materials**

- Creative activities- Definition of creativity- Importance
- Different creative activities- Painting, Drawing, Collage, Clay modelling etc.,
- Materials for creative activities
- Role of teacher

**UNIT-4 Activities for Language Development and Materials -I**

- Language development-Importance during early years
- Activities for language development-Informal talk and storytelling
- Selection of stories
- Techniques of story telling
- Materials for story telling
- Role of Teacher

**UNIT-5 Activities for Language Development and Materials-II**

- Music- Importance for pre-school children
- Activities for Language Development -Rhymes -Selection of Rhymes for different age groups-Indigenous materials for music and Rhyme singing -Role of teacher
- Dramatization-Importance in promotion of language-Materials required and Role of teacher.

## Course 18 A: Methods and Materials for Teaching Pre-school Children Practical syllabus

### III. Skills Outcomes:

**On successful completion of this practical course, student shall be able to:**

1. Study and observe different techniques of storytelling and creative arts.
2. Demonstrate skills in teaching stories for young children
3. Prepare audio-visual aids for storytelling
4. Exhibits skills in preparation of art file appropriate for young children.
5. Apply skills in teaching rhymes and dramatization for young children.

### IV. Practical Syllabus

1. Developing worksheets to teach readiness concepts
2. Study and observation of different techniques of story telling
3. Developing stories appropriate for young children
4. Preparation of audio-visual aids for story telling
5. Study on different methods to foster creativity
6. Preparation of Art file appropriate for young children
7. Preparation of simple musical instrument with indigenous materials.
8. Developing rhymes appropriate for young children.

### V. References:

1. Contractor, M. (1984). Creative drama and puppetry in education. National Book Trust of India, Delhi.
2. Hendrick, J. (1980). Total Learning for the Whole Child. The C V Mosby, St. Louis.
3. Murlidharan, R. and Asthana, S. (1991). Stimulation activities for young children. NCERT, New Delhi.
4. Swaminathan, M. (1984). Play activities for young children, UNICEF, New Delhi.
- Robinson, H. (1983). Exploring teaching. Allyn and Bacon, London.

### V. Co-curricular Activities:

**a). Mandatory: (Training of students by teacher on field related skills: 15 hrs)**

#### 1. Field work and Report Preparation

Visit to local library/ book shops, collect stories, assess about suitability for 3+, 4+ and 5 +year old children and preparation of report.

#### 2. Max marks for Field Work Report: 05.

Format for Field work: Title page, student details, content page, introduction, work done, findings, conclusions and acknowledgements.

#### b) Suggested Co-Curricular Activities

1. Training of students to prepare teaching aids with indigenous materials
2. Visit to local library/ book shops and collect rhymes, assess about suitability for 3+, 4+ and 5 +year old children and preparation of report.
3. Visit to shops and prepare a report of different musical instruments available for children.etc.
4. Planning role play / drama for young children and making children to enact.

**IV B.Sc. Home Science – Semester V**  
**SKILL ENHANCEMENT COURSE**  
**Course-18 A: Methods and Materials for Teaching Pre-school Children**  
**End Semester Examination – Model Question Paper**

**Time: 3 Hrs.**

**Max. Marks: 75**

**PART – A**

**III. Answer any five of the following questions (5 X 5 = 25 M)**  
**Each question carries equal marks**

1. Write the need and importance of Early Childhood Centres.
2. Write a short notes on Maria Montessori, method
3. Define Readiness and list out some Pre reading activities
4. What is the role of teacher in promoting Creative activities among preschool children?
5. Write a note on criteria for selection of stories for preschool children
6. What is the importance of Informal talk during early childhood years?
7. What is the importance of music? List out some rhymes suitable for preschool child
8. What are called indigenous material? List out them

**Part - B**

**IV. Answer either A or B from each question (10 X 5 = 50 M)**

9. a. Give the Expansion from ECE to ECCE to ECD.  
**Or**  
b. Explain the Methods of Friedrich Froebel, Mahatma Gandhi, and Rabindranath Tagore.
10. a. Discuss different activities for promoting all round development of pre-school children  
**Or**  
b. Define the concept of Readiness and list out materials used for different readiness activities
11. a. Define creativity and write the importance of creativity during early childhood years  
**Or**  
b. Enumerate on materials used for different creative activities in preschool children
12. a. Discuss on Importance of language development during early years  
**Or**  
b. Explain about different techniques in story telling
13. a. Discuss the role of teacher in selection of rhymes for different age groups  
**Or**  
b. Explain the Importance of Dramatization in promotion of language development during early years

**REVISED UG SYLLABUS UNDER CBCS**  
**(Implemented from Academic Year 2020-21)**  
**PROGRAMME: FOUR YEAR B.Sc., HOME SCIENCE**  
**Skill Enhancement Courses (SECs) for Semester from 2022-23**  
**(Syllabus - Curriculum)**  
**19 A: IEC MATERIALS FOR COMMUNITY DEVELOPMENT**  
**(Skill Enhancement Course (Elective), 05 Credits) Max Marks: Theory: 100+Practical: 50)**

**I. Learning outcomes**

1. Develop the understanding regarding the concept and meaning of IEC material.
2. Demonstrate lesson plans for specific group.
3. Analyse the selection and usage of various IEC materials for community development and to plan, prepare and execute the ability in designing IEC material.
4. Conduct project works in community development programs.
5. Elaborate the fundamentals Theories of Mass Communication

**II. Theory Syllabus**

**Unit - 1 Concept of IEC Material**

- Meaning of Information, Education & Communication
- Importance of IEC material, Principles of IEC material
- Characteristics of Good IEC Materials.
- Qualities of effective IEC material

**Unit - 2 Theories and Role of Communication**

- Role of IEC material for Community Development
- Role of Communicator in IEC material, Responsibilities of Communicator in IEC material.
- Fundamentals Theories of Mass Communication- Magical Bullet Theory-Two Step Flow Theory-Multistep Flow Theory-uses & gratification theory-Cultivation theory.

**Unit - 3 Development of IEC Materials**

- Criteria for selecting IEC material
- Guidelines for selecting IEC material
- Different types of IEC materials for Community Development (Flannel graphs, Flash cards, Charts, Posters, Chalk board, Bulletin board, Exhibits, Demonstrations, Dramas, Puppet show)
- Strength and Limitations of Various IEC materials

**Unit - 4 USE OF IEC MATERIAL IN PROGRAM PLANNING**

- Program planning in Extension using IEC material.
- Criteria for writing project report.
- Steps in program planning
- Principles and methods for evaluating program planning

**Unit- 5 IT in IEC**

- Meaning of IT, Definition of IT, Scope of IT, Uses of IT in Community Development.
- Software uses in Community Development
- Usage of Digital media in Community Development-Facebook, Power-point, videos, You-tube, Instagram.
- Modern trends of Digital Media in Community Development.

## **Course-19 A: IEC Materials for Community Development Practical syllabus**

### **III. Skill outcomes:**

**On Successful completion of this practical, course students shall be able to:**

1. Plan and prepare effective IEC materials for community development.
2. Use Digital media for community development.
3. Posting videos, you tube videos in digital media.
4. Identify the problems in the community and plan programs according to their capacities.
5. Evaluating the performed activity and try to overcome the mistakes further.

### **IV. Practical Syllabus**

1. Prepare chart for community development on any issue.
2. Prepare poster on any topic for rural Development.
3. Designing layouts for various IEC materials
4. Write script on selected developmental issues for videos, You-tube and Instagram.
5. Plan and perform community development programme using IEC material.
6. Plan and perform community development using digital media.
7. Write project report for the community development program .

### **V. REFERENCES**

1. Enderson (1972): Introduction to communication theories and practices, Cummings publishing house, California
2. Bernice Hurst (1996) : The handbook of communication skills, Kogan Page Limited, London.
3. Chandra A, Shah A, Joshi U (1989) : Fundamentals of teaching home science, Sterling publishers, New Delhi
4. Wittich and Schuller (1967) : Audio visual materials, Havper& Row publications, London
5. Keval Kumar (2010) : Mass communication in India, Jaico publishing house, Ahmedabad

### **VI. Co-curricularActivities:**

**a). Mandatory: (Training of students by teacher on field related skills: 15 hrs)**

#### **Field work and Report Preparation**

Visit to nearby village and create awareness / training for rural women with the help of IEC material and preparation of report.

**Max marks for Field Work Report: 05.**

Format for Field work: Title page, student details, content page, introduction, work done, findings, conclusions and acknowledgements.

#### **b) Suggested Co-Curricular Activities**

1. Training of students to prepare IEC materials with indigenous materials
2. Visit to nearby villages and try to identify the felt and unfelt needs of the rural community and preparation of report.
3. Students are trained to create awareness among the rural community for better living.

**IV B.Sc. Home Science – Semester V**  
**SKILL ENHANCEMENT COURSE**  
**Course-19 A: IEC MATERIALS FOR COMMUNITY DEVELOPMENT**  
**End Semester Examination – Model Question Paper**

**Time: 3 Hrs.**

**Max. Marks: 75**

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**PART – A**

**Answer any FIVE questions. Each question carries 5 Marks**

**(5x5 = 25 Marks)**

1. Write the importance of IEC material.
2. Explain magical bullet theory.
3. Give the importance of flash cards.
4. Write about exhibitions.
5. Explain the criteria for project writing
6. Discuss the use of IT material in community development.
7. Write the types of charts and explain any two charts.
8. Explain about method demonstration.

**PART – B**

**Answer FIVE questions. Each Question carries 10 marks**

**(5x10= 50 Marks)**

9. a) Explain the qualities of effective IEC materials.  
(OR)  
b) Describe the principles of IEC materials.
10. a) Discuss the role and responsibilities of communicator in IEC material.  
(OR)  
b) Write any two fundamental theories of Mass communication.
11. a) Discuss the criteria and guidelines for selecting IEC material  
(OR)  
b) Explain any four types of IEC materials for Community Development.
12. a) Write the principles and methods for evaluating program planning  
(OR)  
b) Write a program plan on the topic Swatch Bharat to create awareness in the community.
13. a) Explain the modern trends of digital media in community development  
(OR)  
b) Write the importance of you tube, power point and videos in community development.



## **REVISED UG SYLLABUS UNDER CBCS**

**(Implemented from Academic Year 2020-21)**

### **PROGRAMME: FOUR YEAR B.Sc., HOME SCIENCE**

**Skill Enhancement Courses (SECs) for Semester V, from 2022-23**

**(Syllabus-Curriculum)**

#### **Course 18 B -ORGANISATION AND MANAGEMENT OF PRE-SCHOOL CENTRES**

(Skill Enhancement Course (Elective), 05 Credits) Max Marks: Theory: 100 + Practical: 50)

##### **I. Learning Outcomes:**

Students after successful completion of the course will be able to:

1. Understand the concepts and importance of a preschool
2. Learn the resource management, physical structure and facilities of an ECE centre
3. Describe the quality of an ideal pre-school teacher.
4. Plan a programme for preschool children based on theme appropriate
5. Plan a programme based on developmentally appropriate programmes

##### **II. Syllabus-Theory**

###### **Unit – 1: Concept and Organization of Preschool**

- Nomenclature of Pre-schools in Indian context- Nursery, Kindergarten and Early Childhood Centres and Anganwadi Centre.
- Expansion from ECE to ECCE to ECD.
- Need and Significance of pre-school education
- Objectives of Pre-school education

###### **Unit – 2: Resource Management**

- Location, Site and Building
- Types of rooms, Arrangement of room (activity centers), ventilation, lighting & safety
- Space- Indoor and outdoor -Minimum requirement
- Play Equipment – Types- Principles in selection of equipment and maintenance
- Child friendly environment ,Provision of Safe drinking water and Sanitary facilities

###### **Unit – 3: Personnel Management**

- Qualities of an Ideal pre-school teacher – Role of Care taker and other Staff involved in Welfare and Care of Children.
- Teacher – Child Ratio
- Need and Importance of training to personnel

###### **Unit – 4: Records and Registers**

- Need, Importance and Maintenance of records and registers
- Types of records and Registers – Teacher related, Child related and school related.

###### **Unit – 5: Managing a Pre-school programme**

- Pre-school programme- Principles of planning
- Long- and Short-term planning
- Theme based approach in planning.-planning, implementation and evaluation
- Developmentally appropriate programme-planning, implementation and evaluation

## **Course18: B- Organisation and Management of Pre-School Centres Practical Syllabus**

### **III. Skills Outcomes:**

On successful completion of this practical course, student shall be able to:

1. Learn techniques in observation of events related to pre-school education.
2. Demonstrate skills related to recording of observed programme
3. Plan a programme based on theme based approach
4. Plan a programme based on developmentally appropriate programme
5. Prepare visual aids related to planned programme

### **IV. Practical Syllabus**

1. Field Visit: Observations and recording of early childhood education programmes by different managements
2. Field Visit: Observation and recording of a day's programme in a pre-school, Anganwadi centre, Nursery school and report writing
3. Field Visit: Observation of qualities of a pre-school teacher
4. Field Visit: Observation of equipment in ECE centre
5. Planning a day's programme for pre-school children based on theme approach
6. Implementation and evaluation of prepared plans based on theme approach
7. Planning a day's programme for pre-school children based on developmentally appropriate approach
8. Preparing teaching aids related to planned programme

### **V. REFERENCES**

1. Pankajam, G. 1994, 'PreSchool Education Philosophy and Practice', The Indian publications, Ambala Cantt
2. Aggarwal, J.C. 1983 Methods and materials of nursery education, published by DOABA house, Delhi.
3. MujibulHasanSiddiqui 2004-early childhood education, APH publishing corporation, New Delhi.
4. Crosser, S. (2005). What Do We Know About Early Childhood Education? Research based Practice (pp. 154-165). U.S.A: THOMSON Delmar Learning.
5. Dorothy, J. S. A., & Dorsey, G.(2003). Developing and Administering", A child care center, 5th edition (pp. 361-374). U.S.A: Thomson Delmar Learning.
6. Billman., & Sherman, J.A. (1996). Observation and Participation in Early Childhood settings, A Practicum Guide (pp.13-39). U.S.A: Allyn & Bacon.

### **VI. Co-curricular Activities:**

#### **a). Mandatory: (Training of students by teacher on field related skills: 15 hrs)**

##### **Field work and Report Preparation**

Visit to a Pre-school, Anganwadi centre, Nursery school for one day observation of Children and report writing

##### **Max marks for Field Work Report: 05.**

Format for Field work: Title page, student details, content page, introduction, work done, findings, conclusions and acknowledgements.

#### **b) Suggested Co-Curricular Activities**

1. Training of students to prepare themes & teaching aids for pre-school children.
2. Visit to nearby rural and urban pre-schools to study the resources available and management of pre-schools and preparation of report.

**IV B.Sc. Home Science – Semester V**

**SKILL ENHANCEMENT COURSE**

**Course-18 B: ORGANISATION AND MANAGEMENT OF PRE-SCHOOL CENTRES**

**End Semester Examination – Model Question Paper**

**Time: 3 Hrs.**

**Max. Marks: 75**

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**PART – A**

**I. Answer any five of the following questions (5 X 5 = 25 M)**

1. What is Need and Significance of pre-school education?
2. Write a note on Minimum requirement of Indoor and outdoor space
3. Why Safe drinking water and Sanitary facilities are important in preschools
4. What is the ideal Teacher – Child Ratio in preschools
5. What is the Need and Importance of training to personnel in preschools
6. List out the child related records maintained in preschools
7. Write on Principles of planning in preschool
8. Write a short note on Long-term programme planning

**Part - B**

**II. Answer either A or B from each question (10 X 5 = 50 M)**

9. a. Explain the nomenclature of Pre-schools in Indian context- Nursery, Kindergarten and Anganwadi Centre.  
Or  
b. Enumerate on Objectives of Preschool Education
10. a. Discuss on criteria for selection of Location, Site and Building for preschools  
Or  
b. Explain about Principles in selection of play equipment and maintenance
11. a. Enumerate on Qualities of an Ideal pre-school teacher  
Or  
b. Discuss on role of care taker and other staff involved in welfare of children.
12. a. Explain the Need, Importance in Maintenance of records and registers in preschools  
Or  
b. Discuss on different Types of records and Registers maintained in preschools
13. a. Discuss on Theme based approach in programme planning.  
Or  
b. Plan a day plan on any one theme for preschool children.

REVISED UG SYLLABUS UNDER CBCS

(Implemented from Academic Year 2020-21)

PROGRAMME: FOUR YEAR B.Sc, HOME SCIENCE

Skill Enhancement Courses (SECs) for Semester V, from 2022-23

(Syllabus - Curriculum)

**Course: 19-B Management of Voluntary Organization**

(Skill Enhancement Course (Elective), 05 Credits) Max Marks: Theory: 100 + Practical: 50)

**I. Learning outcomes**

1. Acquire specific knowledge of voluntary organization
2. Recognize the project management dimensions, planning & its implementation
3. Enhance skills & techniques of project evaluation / Resource mobilization
4. Analyse the basic concepts & principles involved in managing organizations
5. Understand Human resource management in voluntary organization

**II. Theory Syllabus**

**UNIT –I - Conceptual frame work**

- Aims, objectives and functions of NGOs
- Voluntary organization
- Non-Governmental organization
- Management of organizations
- Changing concepts of voluntary organizations

**UNIT -II – Process of formation of organization**

- Structure, goals and functions
- Establishment and registration
- Approaches and methodologies of work.
- Partnership with government, and corporate sector

**UNIT -III -Management of voluntary organization**

- Financial resources,
- Source of finance
- Organizational budget, Audit
- Enhancing the involvement of people in organizations- executive boards, committees, professionals and other staff,
- Team building, supervision and participation in training

**UNIT -IV - Developmental Projects**

- Project planning, project selection, Action plan
- Project formation, Project implementation
- Management of programs

**UNIT-V Administrative requirements**

- Office and maintenance of records
- Reporting and documentation
- Evolution and assessment
- Problems of organizations
- Emerging challenges and responses

## **Course19: B- Organisation and Management of Pre-School Centres Practical Syllabus**

### **III. Skills Outcomes:**

On successful completion of this practical course, student shall be able to:

1. Learn techniques about SWOC analysis.
2. Demonstrate skills in preparation of Project proposal.
3. Analyse the requirements of voluntary organizations.
4. Evaluate the implementation of programmes in Voluntary organizations.
5. Promote skill in preparing visual aids related to planned programme

### **IV. Practical Syllabus:**

1. SWOC analysis (Strengths, Weakness, opportunities, challenges)
2. Survey to identify the voluntary organization works
3. Assess the voluntary organization in implementing the schemes
4. Exploration of various requirements for voluntary organization
5. Visit to voluntary organizations & Observation of voluntary organization
6. Selection of Locale & Clientele -Children, Youth, Adult, Old age (Different age groups) and Preparation of Project proposal
7. a . Input sources - Manpower, Finance, Infrastructure facilities, Scope for implementation, Cost benefit analysis
- b. Preparation of project proposal–Vision Mission, Financial support, Monitoring, Evaluation

### **IV. References**

- 1.Choudhary D. Paul, 1992 – Social Welfare Administration, Atma Ram and Sons, Delhi
- Garain. S. 1998 – Organizational Effectiveness of NGOs University. Book House, Jaipur
2. Choudhari D. Paul – Voluntary efforts in social welfare and Development Sidhartha Publishers, New Delhi.
4. Latith N.V.1984–Voluntary Work in India, a study of volunteers in welfare Agencies, New Delhi,
5. Gangrade K.D. – Social Work and Social Development, Northern Book Centre, New Delhi Young India foundation New Delhi
6. Kulkarni V.M. – Voluntary Action in a Developing Society, New Delhi
7. Pathak Shankar 1981 Social Welfare: An Evolution and Development Perspective, McMillan India
8. Dr. Koteswar Raju, - Excellence in NGO.

### **VI. Co-curricular Activities:**

#### **a). Mandatory: (Training of students by teacher on field related skills: 15 hrs)**

##### **Field work and Report Preparation**

Visit to a Voluntary organization, study the resources & management of the organization and report writing

##### **Max marks for Field Work Report: 05.**

Format for Field work: Title page, student details, content page, introduction, work done, findings, conclusions and acknowledgements.

#### **b) Suggested Co-Curricular Activities**

1. Training of students to prepare project proposal to run a Voluntary organization.
2. Visit to nearby NGO's and preparation of report.

**IV B.Sc. Home Science – Semester V**

**SKILL ENHANCEMENT COURSE**

**Course19: B- ORGANISATION AND MANAGEMENT OF PRE-SCHOOL CENTRES**

**End Semester Examination – Model Question Paper**

**Time: 3 Hrs.**

**Max. Marks: 75**

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**Part – A**

**I. Answer any five of the following questions**

**(5 X 5 = 25 M)**

1. Write the functions of NGO
2. Write about corporate sector
3. Explain in detail about Audit
4. What are the records maintained in administration
5. Write about project implementation
6. Write short notes on Executive boards
7. Write about Documentation
8. What are the approaches of work?

**II. Answer the following questions. Each question carries TEN marks (10X 5 = 50 M)**

- 9) A. Write the objectives of Voluntary Organizations

(OR)

- B. Explain the management of Organization

- 10) A. Write the structure of Organization

(OR)

- B. Discuss Organizational partnership with Government

- 11) A. Explain in detail the Organizational Budget

(OR)

- B. Explain in detail about Team building

- 12) A. Explain the management of programs

(OR)

- B. Discuss about Project planning

- 13) A. what are the problems of organization

(OR)

- B. Discuss the emerging challenges in administration

## **REVISED UG SYLLABUS UNDER CBCS**

**(Implemented from Academic Year 2020-21)**

### **PROGRAMME: FOUR YEAR B.Sc., HOME SCIENCE**

**Skill Enhancement Courses (SECs) for Semester V, from 2022-23**

**(Syllabus-Curriculum)**

#### **Course – 18 C: Guidance and Counselling**

(Skill Enhancement Course (Elective), 05 Credits) Max Marks: Theory:100 + Practical:50)

#### **I. Learning Outcomes:**

**Students after successful completion of the course will be able to:**

1. Understand the concepts, scope, need and importance of guidance and counselling.
2. Acquire a critical knowledge on techniques and process of counselling.
3. Demonstrate skills required in counselling.
4. Understand the role and characteristics of an effective counsellor.
5. Comprehend the problems of children and adolescents in need of counselling.

#### **II. Syllabus -Theory**

##### **Unit 1- Guidance and Counselling**

- Meaning and scope
- Need and Importance of Guidance and Counselling
- Principles of Guidance and counselling.
- Types of Guidance- Educational, Vocational, and Personal Guidance

##### **Unit 2- Counselling Types and Techniques**

- Goals of counselling
- Types of Counselling— Education, Vocation, Social, Health, Personal, Marital, Family.
- Different types of counselling Techniques - Directive, Non-directive, Eclectic
- Stages of Counselling- Beginning, Middle and Ending phase

##### **Unit 3- Counselling Process and Skills**

- Process of Counselling- physical setting – Establishing the relationship – conducting counselling interview – Problems involved – Termination of counselling.
- Skills in Counselling- (listening, questioning, responding)-Diagnostic, Exploration, Relationship, Understanding, Action, Attending/ Listening Skills, Group process and Evaluation skills

##### **Unit 4- Counselor Role, characteristics and ethics**

- Role of a Counsellor - As a communication expert, inhibitor, trainer, facilitator, an idol, a teacher, and a supporter.
- Characteristics of an effective counsellor
- Confidentiality and ethics in counselling

##### **Unit V- Counselling children and adolescents**

- Counselling children with behavioural and emotional problems
- Counselling Parent of children with special needs
- Counselling Adolescents with problems- delinquents and addicts

## **Couse: 18 C: Guidance and Counselling Practical Syllabus**

### **III. Skills Outcomes:**

**On successful completion of this practical course, student shall be able to:**

1. Identify and list out various psychological tools used for guidance and counselling.
2. Comprehend and categorize the problems faced by children and adolescents.
3. Acquire skills in observing and collecting and reporting of case studies.
4. Exhibit skills as a counsellor.
5. Observing, recording and understanding the functioning of a guidance and counselling centre.

### **IV. Practical Syllabus**

1. Explore and lists out various interest inventory and aptitude tests used for personal, educational and vocational guidance.
2. Group discussion and listing of problems faced by them and categories the problems in following categories - Personal/ Social/ Academic, Health etc.
3. Collection of case study of children with special need and prepare a report.
4. Collection of case study of children with problem from electronic and print media.
5. Collection of case study of adolescents with problem from electronic and print media.
6. Simulation exercises/Mock session/ Role play as counsellor and counsellee by taking above case studies– children/adolescents
7. Simulation exercises/Mock session/ Role play as counsellor and counsellee by taking above case studies– Adult/ Parent
8. Visit to a guidance and counselling center

### **V. References:**

1. Aggarwal J. C., (2004) Educational and Vocational Guidance and Counseling, 7th Edition, Doaba House; Delhi.
2. Bhatnagar, R.P. & Rani Seema (2003) Guidance and Counseling in Education and Psychology, Meerut, Surya Publication.
3. Chauhan, S.S. (2009) Principles and Techniques of Guidance, VikasPublicashing House Pvt. Ltd. New Delhi
4. Crow, L.D & Crow.A. (1966) Introduction to Guidance, New Delhi: Eurasia Publishing House.
6. Dash (2003) - Guidance services Schools, Forminant publishers and Distibutions, New Delhi.
6. Gibson Robert L. Michel Marianne. J (2005)-Introduction to counselling and guidance, practice Hall India Pvt.Ltd.
7. Indu Deve (1984): The Besic Essentials of counselling, sterling Pvt.Ltd, New Delhi.
8. Jaffeey, A K. and Elian K. (1993) - Teacher as a counselor, sage publication, London.
9. Jones, A.J. (1934) Principles of Guidance, New York: MC Graw Hill Book Co
10. Kochar, S.K. (1987) Educational and Vocational Guidance in Secondary Schools, New Delhi: Sterling Publishers Ltd.
11. Nande S.K. and Sherma, S (1992)- Fundamentals of guidance, Chandigerh.
12. Narayana Rao, S. (1991) – Counselling and Guidance – Second Edition, Tata Mc Graw Hill publishing company, Ltd. New Delhi.
13. Sharma, R.N. (2006) Guidance and Counselling, Delhi, Surjeet Publication.
14. Pedersen (1996) - counselling across cultures, sage publications, London.
15. Shrivastava (2003) – Principles of guidance and counselling, Kanishka publishers, New Delhi.



## **VI. Co-curricular Activities:**

### **a). Mandatory: (Training of students by teacher on field related skills: 15 hrs)**

**1. For Teacher:** Training of students by teacher in laboratory and field for a total of 15 hours on visit to Library, educational institutions and guidance centre for collection of psychological tools, case studies and other information. Observing and guiding students in mock sessions of counselling.

**2. For Student:** Individual visit to nearby library and educational institutions and guidance centre for collection of psychological tools, case studies and other information. Submission of a hand-written list outs, case studies and observation report.

**3. Max marks for Field Work Report: 05.**

**4. Suggested Format for Field work:** *Title page, student details, content page, introduction, work done, findings, conclusions and acknowledgements.*

**5. Unit tests (IE).**

### **b) Suggested Co-Curricular Activities**

1. Training of students by experts.

2. Assignments

3. Seminars, Group discussions, Quiz, Debates etc. (on related topics).

4. Video show and films on related issues

5. Preparation of resource files by collecting news article of children and adolescents with problems

7. Invited lectures and presentations on related topics by experts.

**IV B.Sc. Home Science – Semester V**  
**SKILL ENHANCEMENT COURSE**  
**Course18: C- GUIDANCE AND COUNSELLING**  
**End Semester Examination – Model Question Paper**

**Time: 3 Hrs.**

**Max. Marks: 75**

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**Part – A**

**I. Answer any five of the following questions (5 X 5 = 25 M)**

- 1 Explain the need and importance of guidance and counselling
- 2 Enumerate the goals of counselling
- 3 Describe stages of counselling
- 4 Discuss any five important skills in counselling
- 5 Explain the need and importance vocational guidance
- 6 Write about premarital and marital counselling
- 7 Enumerate characteristics of an effective counsellor
- 8 Write about counselling of adolescents addicted to smart phone.

**Part - B**

**II. Answer either A or B from each question (10 X 5 = 50 M)**

**9.a** Explain the Principles of Guidance and Counselling

Or

b. Discuss on types of Guidance- Educational, Vocational, and Personal Guidance

10.a Write about any two techniques of counselling Techniques.

Or

b. Enumerate on Goals of Counselling

**11.a** Describe the process of counselling

Or

b. Discuss different skills used in counselling

**12.a** Discuss various roles of a counselor

Or

Explain different stages of counselling

**13.a** Write about counselling children with behavioural and emotional problems

Or

b Discuss on confidentiality and ethics in counselling

## **REVISED UG SYLLABUS UNDER CBCS**

**(Implemented from Academic Year 2020-21)**

**PROGRAMME: FOUR YEAR B. Sc., HOME SCIENCE**

**Skill Enhancement Courses (SECs) for Semester V, from 2022-23**

**(Syllabus - Curriculum)**

**Course- 19 C: Education and Counselling For Parents and Community**

**(Skill Enhancement Course (Elective), 05 Credits) Max Marks: Theory: 100 + Practical: 50)**

### **I. Learning Outcomes:**

1. Understand the need and importance of parent education
2. Get acquainted to the concept of community education
3. Understand the techniques of imparting parent education programme.
4. Develop educational materials and apply skills to plan, conduct and organize parent education programmes in community and PTA meetings in school.

### **II. Syllabus -Theory**

**Unit-I** Parent education –Need, aspects, Types of parent education. Parents as - stake holders, planners, advisers, volunteers, and resource persons.

**Unit-II** Community education – Fundamental principles of community. Community education with reference to education Health, rights of children, child rearing socialization in various socio-cultural settings.

**Unit-III** Techniques of Parent and community Education- Informal meeting, group and individual meetings Use of audio visual aids. Organizing parent and community programmes –school, community centers, Recreation centers, Youth clubs and other NGO's.

**Unit-IV** Role of professional, Contribution of professionals in parent and community education, Training programmes for young parents. Evaluation of parent and community education programmes

**Unit-V** Methods of Parent Education and Counseling- Strategies and Management skills for parents to deal with normal children. Children of developmental delays and disabilities. Counselling parents of Children with Special Needs

**Course- 19 C: Education and Counselling for Parents and Community –**

### **Practical Syllabus**

### **III. Skill Outcomes**

1. Orientation on need and importance of parent and community education.
2. Understanding recent issues and challenges on parent and community education.
3. Preparation of a suitable schedule to study - Parent-Child Relationships and its impact on children.
4. Administering the prepared schedule.
5. Observing, recording and understanding the functioning of a Education and counselling centre.

#### **IV. Practical Syllabus**

1. Study various methods of parent and community education.
2. Visit to local community for identifying parents of normal and exceptional children,
3. Conducting case studies on parents of normal children.
4. Conducting case studies on parents of exceptional children.
5. Identification of areas and issues for parent education.
6. Developing parent education programmes.
7. Planning, conducting and evaluating parent education programmes.
8. Conducting awareness among the community regarding counselling centres.

#### **V. References**

1. Campbell, D. (2003). Group parent education: Promoting parents learning and support. Sage publication
2. Epstein, L.J. (2010). School, family and community Partnership: Preparing educators and Improving School, West view press.
3. Tett, L. (2006). Community education: Lifelong learning and social inclusion (Policy & practice in education). Dunedin Academic Press.

#### **VI. Co-curricular Activities:**

##### **a). Mandatory: (Training of students by teacher on field related skills: 15 hrs)**

**1. For Teacher:** Training of students by teacher in laboratory and field for a total of 15 hours on visit to Library, educational institutions and counseling and community centres for collection of psychological tools, case studies and other information. Observing and guiding students in mock sessions of education & counselling.

**2. For Student:** Individual visit to nearby library and educational institutions, Community and counselling centre for collection of psychological tools, case studies and other information. Submission of a hand-written list outs, case studies and observation report.

**3.** Max marks for Field Work Report: 05.

**4.** Suggested Format for Field work: *Title page, student details, content page, introduction, work done, findings, conclusions and acknowledgements.*

**5.** Unit tests (IE).

##### **b) Suggested Co-Curricular Activities**

1. Training of students by experts.
2. Assignments
3. Seminars, Group discussions, Quiz, Debates etc. (on related topics).
4. Video show and films on related issues
5. Preparation of resource files by collecting news article of Parents and children with Problems
7. Invited lectures and presentations on related topics by experts.

**IV B.Sc. Home Science – Semester V**

**SKILL ENHANCEMENT COURSE**

**Course19: C- Education & Counselling for Parents and Community**

**End Semester Examination – Model Question Paper**

**Time: 3 Hrs.**

**Max. Marks: 75**

**Part – A**

**I. Answer any five of the following questions**

**(5 X 5 = 25 M)**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**PART -B**

**II . Answer either A or B from each of the following questions**

**(10 X 5 = 50 M)**

**9 .A .**

**( or )**

**B .**

**10.A .**

**( or )**

**B .**

**11.A .**

**(or )**

**B .**

**12.A**

**(or )**

**B .**

**13.A**

**(or )**

**B**

**REVISED UG SYLLABUS UNDER CBCS**  
**(Implemented from Academic Year 2020-21)**  
**PROGRAMME: FOUR YEAR B.Sc., HOME SCIENCE**  
**Skill Enhancement Courses (SECs) for Semester V, from 2022-23**  
**(Syllabus-Curriculum)**

**Course 20 A: INTERIOR DESIGN AND DECORATION**

(Skill Enhancement Course (Elective), 05 Credits) Max Marks: Theory: 100 + Practical: 50)

**I. Learning Outcomes**

At the end of the course the students will be able to:

1. Remember and explain in a systematic way the difference between interior design and decoration
2. Understand and use the elements and principles to create beautiful designs & interiors
3. Critically explain the nuances of Indian interior design work in prescribed areas under co-curricular activity
4. Application of the principles and elements in creating beautiful landscape
5. Acquire computer skills to be able to render the planned interiors using AutoCAD

**II. Syllabus –Theory**

- Unit - 1** Introduction to interior design -goals, Design – definition, classification, requirements, elements of design – line, form, texture, value, size, direction, color
- Unit - 2** Principles of Art – Harmony, Balance, Proportion, Rhythm, Emphasis – methods of obtaining in interiors, importance.
- Unit - 3** Color in interiors – Importance, Classification, Prang’s color system – hue, value and intensity, color harmonies – classification and application
- Unit 4** Furniture and Furnishings
- A. Furniture – styles, selection and arrangements of furniture for interiors.
  - B. Furnishings – classification, selection of furnishings, window treatment – types of curtains/draperies.
- Unit 5**
- A. Accessories – Importance, classification
  - B. Flower Arrangement – Importance, styles, classification, care of cut flowers.
  - C. Plants as accessories – Bonsai, Indoor plants – selection and care.

**Course 20 A: Interior Design and Decoration Practical Syllabus**

**III. Skill outcomes:**

1. Identify Elements of Design and types of design.
2. Demonstrate the methods of using Auto CAD
3. Exhibit skills in drawing.
4. Acquire skills in use of Art Principles.
5. Perform skills related to application of colour and colour harmonies.

#### **IV. Practical Syllabus**

1. Elements of Design and types of design – naturalistic, stylized, geometric and abstract
2. Structural and decorative design – requirements and critical evaluation of art objects
3. Art principles – harmony, balance, proportion, rhythm and emphasis – sketching to illustrate application in interiors.
4. Color and color harmonies – application in interior
5. Introduction to AutoCAD
6. Setting up a drawing – tools, commands
7. Isometric drawings
8. Designing using AutoCAD – Furniture, Interiors, Floor plans/layouts/elevations
9. 3D drawing in AutoCAD.

#### **V. REFERENCES**

1. Faulkner & Faulkner “Inside Today’s Home”
2. Goldstein & Goldstein “Art in Everyday Life”
3. Premavathy Seetharaman & Parveen Pannu “Interior Design & Decoration”

#### **VI. Co-curricular Activities:**

##### **a). Mandatory: (Training of students by teacher on field related skills: 15 hrs)**

**For Teacher:** Training of students by teacher in laboratory and field for a total of 15 hours on visit to Interior Designing agencies, boutiques etc. to demonstrate the application of elements of design, colour harmonies and Art principles in interior decoration.

##### **For Student:**

1. Observing use of color in interiors in different platforms
2. Making an album of AutoCAD drawings to showcase skill in designing using the software.
3. Max marks for Field Work Report: 05.
4. Suggested Format for Field work: *Title page, student details, content page, introduction, work done, findings, conclusions and acknowledgements.*
5. Unit tests (IE).

##### **b) Suggested Co-Curricular Activities**

1. Training of students by Interior design experts in Auto CAD.
2. Assignments, Seminars, Group discussions, Quiz, Debates etc. (on related topics).
3. Drawing sketches, Paintings using various colour harmonies.
4. Video show and films on Interior design works and decoration of Interiors.
5. Preparation of resource files by collecting new and innovative designs and models of Interior design.
7. Invited lectures and presentations on related topics by Designer experts.

**IV B.Sc. Home Science – Semester V**  
**SKILL ENHANCEMENT COURSE**  
**Course 20 A: Interior Design and Decoration**  
**End Semester Examination – Model Question Paper**

**Time: 3 Hrs.**

**Max. Marks: 75**

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**Part – A**

**I. Answer any five of the following questions**

**(5 X 5 = 25 M)**

1. Explain the use of different types of lines in design.
2. Write about the goals of interior design.
3. Classify colors and explain briefly.
4. Classify furnishings and explain briefly.
5. Write about the role of accessories in interiors.
6. Write about the care of cut flowers.
7. Explain the types of flower arrangements according to size.
8. Explain the requirements of good decorative design.

**Part - B**

**II. Answer any Five of the following questions**

**(10x5=50M)**

9. a) Elaborate on the use of balance in interior design and explain how it can be achieved.  
OR  
b) Explain the importance of emphasis and methods of achieving it.
10. a) Classify design and explain with suitable illustrations.  
OR  
b) Explain the use of elements of design in creating functional interiors.
11. a) Explain the attributes of color.  
OR  
b) Classify color harmonies and explain their use in interiors.
12. a) Elaborate on styles of furniture.  
OR  
b) Explain the use of furnishings in creating beautiful interiors.
13. a) Write about the use of indoor plants as accessories.  
OR  
b) Classify flower arrangements as per styles and explain with illustrations.



**REVISED UG SYLLABUS UNDER CBCS**  
**(Implemented from Academic Year 2020-21)**  
**PROGRAMME: FOUR YEAR B.Sc., HOME SCIENCE**  
**Skill Enhancement Courses (SECs) for Semester V, from 2022-23**  
**(Syllabus-Curriculum)**

**Course 21 A : TEXTILE DESIGN**

(Skill Enhancement Course (Elective), 05 Credits) Max Marks: Theory:100 + Practical:50)

### **I. Learning Outcomes**

**At the end of the course the students will be able to:**

1. Remember and explain in a systematic way the Principles of design, elements, classification and its importance in textile design.
2. Understand the different types of fibers and fabrics.
3. Analyse the structure of loom and classification of weaves.
4. Identify the types of weaves (Basic weaves and decorative weaves).
5. Critically explain & judge: The estimation of designs suitable for dyeing and printing, dye paste requirement, and also estimation of suitability of material.

### **II. Syllabus- Theory**

#### **Unit- 1 Introduction to textile design**

Elements of design, principles of design, classification of methods by which design is obtained in fabric – structural and surface designs

#### **Unit - 2 Structural designs in fabrics**

A. Basic weaves – plain weave and variations, twill weave and variations, satin weave and sateen weave – features, identification

B. Decorative weaves – jacquard weave, dobby weave, swivel weave, lappet weave, pile weave, leno weave – features, identification

#### **Unit - 3 Surface design on fabrics**

A. Dyeing – preparation of fabric, classification of dyes, mode of action and application for various fibres and fabrics

B. Printing – preparation of fabric, printing paste, printing on fabric, painting methods – block printing, screen printing, roller, stencil, spray, digital, tie & dye and batik printing

#### **Unit- 4 Traditional textiles of India**

Importance, traditional textiles and embroideries of India – origin, fabrics of different states of India – motifs used, typical colors and fabrics used for – Dacca Muslins, Benaras Brocades, Chanderi, Kanthas of Bengal, Kasuti of Karnataka, Chikankari of Lucknow, Kashida of Kashmir, Phulkari of Punjab, Pipli of Orissa.

#### **Unit- 5 Traditional Textiles of India**

Dyed, Printed and Painted Textiles – History, Significance, Typical designs & fabrics used for

- a. Bandini/Bandhej of Gujarat & Rajasthan, Patolas, Ikkats, Telia Rumal, Pochampalli
- b. Kalamkari of Andhra Pradesh
- c. Block Printing, Stencil printing, Batik.

## Course 21 A: TEXTILE DESIGN Practical Syllabus

### III. Skill Outcomes:

1. Demonstrate the embroidery techniques and designs.
2. Understand and apply the skills in dyeing, Printing and painting textiles.
3. Analyze the history, process, application and typical designs of different states.
4. Evaluate the difference between traditional and modern textiles.
5. Create awareness by visiting embroidery, dyeing and printing units..

### IV. Practical Syllabus:

1. Design Modification to suit different surfaces/ uses
2. Preparation of Dye Paste/Dye Solution for Dyeing & Printing
  - a. Tie & Dye
  - b. Block Printing
  - c. Batik (Demonstration/Field Visit)
3. Preparation of Samples of Traditional Embroidery -Kanthas, Pipli, Chikankari
4. Study and practice of Typical Designs used in Traditional Embroidery and printing in India
5. Market Survey to know availability of Traditional Textiles in local market
6. Survey to know the Awareness about Traditional Textiles and Embroidery among youth and adults.

### V. REFERENCES

1. Chavan,R.B. (1979), Textile Printing (Book of Papers), Department of Textile Technology, IIT, New Delhi
2. Saraiya,N.S. and Gupta,P.C. Technology and Management of Printing
3. Shenai.V.A. (1979), Chemistry of Dyes and Principles of Dyeing, Sevak Publications, Mumbai

### VI. Co-curricular Activities:

#### a). Mandatory: (Training of students by teacher on field related skills: 15 hrs)

**For Teacher:** Training of students by teacher in laboratory and field for a total of 15 hours on visit to dyeing, printing and embroidery units etc. to demonstrate the process.

#### **For Student:**

1. Visiting nearby hand embroidery units and observing different traditional embroidery techniques.
2. Visiting nearby textile emporiums and observing the fabrics of different states.
3. Preparing/Making of Hand and Traditional embroidery samples.
4. Preparing/Making of Dyed, printed and painted textile samples.
5. Max marks for Field Work Report: 05.
6. Suggested Format for Field work: *Title page, student details, content page, introduction, work done, findings, conclusions and acknowledgements.*
5. Unit tests (IE).

#### b) Suggested Co-Curricular Activities

1. Training of students in Dyeing, Painting and Printing various fabrics.
2. Assignments, Seminars, Group discussions, Quiz, Debates etc. (on related topics).
3. Drawing sketches, Paintings using various colour harmonies.
4. Video show and films on Interior design works and decoration of Interiors.
5. Preparation of resource files by collecting the history, process, application and typical designs of different states.
6. Invited lectures and presentations on related topics by Textiles experts.

**IV B.Sc. Home Science – Semester V**

**SKILL ENHANCEMENT COURSE**

**Course 21 A: TEXTILE DESIGN**

**End Semester Examination – Model Question Paper**

**Time: 3 Hrs.**

**Max. Marks: 75**

**Part – A**

**I. Answer any five of the following questions**

**(5 X 5 = 25 M)**

1. What is Textile Design? Write about elements of design.
2. Classify weaves.
3. Write about block printing and screen printing.
4. Write about plain weave and its variations?
5. Write about jacquard weave and lappet weave?
6. What are the typical motifs and colors used for Dacca Muslins?
7. Briefly explain the process of Kalamkari of Andhra Pradesh?
8. Name the dyes preferred for cotton and silk fabrics.

**Part – B**

**II. Answer any FIVE of the following. Each question carries 10 marks (10X5 = 50 M)**

9. a) Explain in detail about process, application and typical designs of Bandini of Gujarat.  
(OR)  
b) Explain in detail about process, application and typical designs of Kalamkari of Andhra Pradesh.
10. a) Write about the motifs, typical colors and fabrics used for Kantas of Bengal?  
(OR)  
b) Write about motifs, typical colors and fabrics used for Kasuti of Karnataka.
11. a) Explain the preparation of fabric, printing paste and the method of Block printing.  
(OR)  
b) Explain in detail about preparation of fabric, preparation of printing paste and the method of Batik printing.
12. a) Explain the application of dyes for cotton fibers and fabrics.  
(OR)  
b) Explain the application of dyes for silk fibers and fabrics.
13. a) Explain in detail about the significance of traditional embroideries and suggest measures to popularize them.  
(OR)  
b) Explain in detail about the significance of traditional textiles of India and write about the measures taken by the Government to preserve and popularize them.

**REVISED UG SYLLABUS UNDER CBCS**  
**(Implemented from Academic Year 2020-21)**  
**PROGRAMME: FOUR YEAR B.Sc., HOME SCIENCE**  
**Skill Enhancement Courses (SECs) for Semester V, from 2022-23**  
**(Syllabus-Curriculum)**

**Course 20 B: CONSUMER ECONOMICS**

(Skill Enhancement Course (Elective), 05 Credits) Max Marks: Theory:100 + Practical:50)

**I. Learning Outcomes**

**At the end of the course the students will be able to:**

1. Remember and explain in a systematic way the Rights of the Consumer and the Legal provisions for the safety of the Consumer.
2. Understand and Use the provisions in the Consumer Protection Act to ensure safety and fairness for self and others also.
3. Critically explain consumer buying behaviour and consumer problems.
4. Analyse the consumer buying habits.
5. Evaluate the types of markets, characteristics, functions and channels of distribution.

**II. SYLLABUS - THEORY**

- Unit - 1** Consumer – definition; rights & responsibilities of consumers – right to safety, to choose, to be heard, to be informed, to redressal and to healthy environment.
- Unit - 2** Consumer behaviour - Law of Demand, Law of diminishing marginal utility, law of substitution – behaviour of consumer
- Unit - 3** Markets – definition, types of markets – characteristics, functions, channels of distribution.
- Unit - 4** Consumer buying habits – role of labels, advertisements in aiding consumer decisions, good buymanship
- Unit - 5** A. Consumer Problems – Faulty weights/measures, adulteration, malpractices – causes;  
B. Consumer Protection Act – provisions, redressal, procedures to follow.

**Course 20 B: CONSUMER ECONOMICS Practical Syllabus**

**III. Skill Outcomes**

1. Identify the consumer cheating practices and familiarising with consumer redressal.
2. Analyse the daily newspapers to know the cases of consumer cheating and redressal.
3. Promotion of digital transactions in a local community.
4. Understand the consumer buying practices.
5. Recognise and assess the problems faced by consumers

#### IV. PRACTICALS SYLLABUS

1. Survey – to know the awareness of consumers towards their rights – interview method
2. Survey – questionnaire to know the role of advertisements in consumer decisions
3. Survey – questionnaire to know the importance given to labels and information contained in them
4. Observation of consumer buying practices
5. Survey to know problems faced by consumers
6. Visit to consumer court to observe proceedings
7. Lecture/awareness session on safety in digital transactions
8. Survey to know extent of digital transactions in the market

#### V. REFERENCES

1. Sarkar A(1989), Problems of Consumers in Modern India, Discovery Publishing House, New Delhi
2. Ghosh,A. (1992). The theory of consumer behaviour and welfare in classical paradigm, Himalaya Publishing House, Mumbai

#### VI. Co-curricular Activities:

##### a). **Mandatory: (Training of students by teacher on field related skills: 15 hrs)**

**For Teacher:** Training of students by teacher in laboratory and field for a total of 15 hours on visit to Consumer forums and Market survey to analyse the buying habits of consumers, understand the consumer problems.

##### **For Student:**

1. Visiting to nearby Market and observe the buying habits of consumers.
2. Visiting local communities to create awareness and to promote digital transactions
3. Identification of consumer cheating practices and familiarising with consumer redressal.
4. Study of newspapers to know the cases of consumer cheating and redressal.
5. Max marks for Field Work Report: 05.
6. Suggested Format for Field work: *Title page, student details, content page, introduction, work done, findings, conclusions and acknowledgements.*
5. Unit tests (IE).

##### **b) Suggested Co-Curricular Activities**

1. Training of students in Consumer acts and consumer protection laws.
2. Assignments, Seminars, Group discussions, Quiz, Debates etc. (on related topics).
3. Reading & collection of articles related to consumer cheating and redressal.
4. Video show and films on Consumer cheating practices, igital transactions etc.
5. Preparation of resource files by collecting the articles relevant to Consumerism and advertisements and Marketing strategies.
6. Invited lectures and awareness on related topics by Consumer Forums and legal personnel..

**IV B.Sc. Home Science – Semester V**

**SKILL ENHANCEMENT COURSE**

**Course 20 B: CONSUMER ECONOMICS**

**End Semester Examination – Model Question Paper**

**Time: 3 Hrs.**

**Max. Marks: 75**

**Part – A**

**I. Answer any five of the following questions**

**(5 X 5 = 25 M)**

1. Write about role of labels.
2. List the commonly adulterated foods and the adulterants.
3. Define market and explain.
4. State the law of demand and explain briefly.
5. Classify channels of distribution and explain briefly.
6. How should an advertisement be? Explain.
7. Who is a consumer? List any three important responsibilities of a consumer.
8. What is consumer redressal? Explain.

**Part – B**

**II. Answer any FIVE of the following. Each question carries 10 marks (10X5 = 50 M)**

9. a) Explain the Right to safety, Right to choice and Right to be heard with suitable examples.

OR

- b) Explain the Right to redressal and the process of consumer redressal.

10. a) Explain the Law of Diminishing Marginal Utility.

OR

- b) Explain the Law of Substitution.

11. a) Classify markets and explain.

OR

- b) Explain the functions of market with examples.

12. a) What is good buymanship? Explain.

OR

- b) Write about consumer buying habits and factors influencing them.

13. a) Explain the provisions in the Consumer Protection Act.

OR

- b) Write about the problems faced by consumers in the market.

**REVISED UG SYLLABUS UNDER CBCS**  
**(Implemented from Academic Year 2020-21)**  
**PROGRAMME: FOUR YEAR B.Sc., HOME SCIENCE**  
**Skill Enhancement Courses (SECs) for Semester V, from 2022-23**  
**(Syllabus-Curriculum)**  
**Course 21 B: Fashion Marketing and Merchandising**

(Skill Enhancement Course (Elective), 05 Credits) Max Marks: Theory:100 + Practical:50)

**I. Learning Outcomes:**

**A successful completion of this course will enable students to**

1. Explain how fashion marketing and merchandising can help the fashion industry.
2. Identify target markets and build consumer profiles for fashion products
3. Develop a promotional plan and promote merchandise & Select promotional tool suitable for potential customers.
4. Make market visits and negotiate with vendors. Develop and prepare merchandise plan as well as a merchandise assortment
5. Establish and use inventory control systems

**II. SYLLABUS – THEORY**

**Unit- I. Understanding the Basic Concepts of Fashion Marketing and Merchandising**

- Fashion business terminologies
- Nature and scope of fashion marketing and merchandising
- The marketing environment: macro and micro
- Areas of fashion marketing and merchandising: public relations, brand management, event planning, customer relations, social media, advertising, retail buying, store management, fashion buying, visual merchandising, retail sales management
- Profiles of occupations in fashion marketing and merchandising

**Unit - II. Researching the Fashion Market and Consumer**

- The fashion consumer and organizational buyer
- Segmentation and the marketing mix
- Fashion marketing research: identifying the needs and wants of target customer.

**Unit - III. Fashion Marketing Communication**

- Promotion tools for fashion marketing: advertising, sales promotion, packaging, public relations and publicity
- Onsite Promotion: visual merchandising framework and approaches

**Unit - IV. Merchandise Management**

- Types of Merchandise
- Six rights of merchandising and their importance
- Merchandise planning, acquisition, handling and monitoring
- Supply chain management
- Inventory Control systems
- Financial accounting

## **Unit - V. Future Trends in Buying and Merchandising**

- The changing impact of IT on fashion retailing
- The impact of new manufacturing techniques
- The fashion buyers of the future
- The fashion merchandiser of the future
- Future technologies impacts on the consumer
- Other types of fashion retail competition

### **Course 21 B: Fashion Marketing and Merchandising Practical Syllabus**

#### **III. Skill Outcomes:**

1. Identify the marketplace and evaluate customers, as well as trends affecting future sales
2. Analyze promotional activities used by fashion businesses
3. Promotion of digital transactions in a local community.
4. Understand the Case study of fashion business to understand its supply chain management and inventory control systems
5. Evaluate the emerging trends and the growing retail formats.

#### **IV. Practical Syllabus:**

1. Case studies to understand the buying procedures of various types of fashion retail businesses and also analyze the environment in which buying occurs.
2. Review trends, emerging and the growing retail formats where will consumers make purchases through literature and field visits
3. Describe your customers; identifying changes in consumer markets, understanding buying motives and learning about customers through data warehousing and data mining
4. Plotting customer profiles for various fashion businesses
5. Promoting a merchandise for fashion business – experiential project
6. Visual merchandising projects to be undertaken for different fashion businesses
7. Visit to various type of markets
8. Case study of fashion business to understand its supply chain management and inventory control systems

#### **V. Reference**

1. Bliss, L. L. (1995) Study Guide Visual Merchandising and Display 3<sup>rd</sup> ed. Fairchild Publications.
2. Blythe, J. (2006), Principles and Practice of Marketing, Thomson, London.
3. Easey M. (2009), Fashion Marketing, 3<sup>rd</sup> ed. United Kingdom: Blackwell Publishing
4. Elaine, S. (2013) The Dynamics of Fashion. 4<sup>th</sup> ed. New York: Bloomsbury publication
5. Kotler, P. and Gary, A. (2001) Principles of Marketing. 9th ed. Upper Saddle River, N.J.: Prentice Hall
6. Wolfe, M. (2009) Fashion Marketing & Merchandising, 3<sup>rd</sup> ed. United States:

**Web links:** Goodheart-Willcox Publishing <https://www.slideshare.net/kotharivr/fashion-merchandising-ebook>



## **VI. Co-curricular Activities:**

### **a). Mandatory: (Training of students by teacher on field related skills: 15 hrs)**

**For Teacher:** Training of students by teacher in laboratory and field for a total of 15 hours on visit to designer and fashion stores Visual merchandising projects to be undertaken for different fashion businesses

#### **For Student:**

1. Interact with Store managers to understand how they develop and prepare merchandise plan as well as a merchandise assortment for their business. What are their best practices?
2. Max marks for Field Work Report: 05.
3. Suggested Format for Field work: *Title page, student details, content page, introduction, work done, findings, conclusions and acknowledgements.*
4. Unit tests (IE).

### **b) Suggested Co-Curricular Activities**

1. Training of students in emerging trends in marketing concepts.
2. Assignments, Seminars, Group discussions, Quiz, Debates etc. (on related topics).
3. Reading & collection of material related to fashion merchandising.
4. Video show and films on visual merchandising etc.
5. Preparation of resource files by collecting the Case study of fashion business to understand its supply chain management and inventory control systems
6. Invited lectures and awareness on related topics by personnel in fashion, retail and supply chain marketing.

**IV B.Sc. Home Science – Semester V**  
**SKILL ENHANCEMENT COURSE**  
**Course 21 B: Fashion Marketing and Merchandising**  
**End Semester Examination – Model Question Paper**

**Time: 3 Hrs.**

**Max. Marks: 75**

**Part – A**

**Answer any five of the following questions –**

**(5x5=25M)**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**PART -B**

**II . Answer either A or B from each of the following questions ( 10 X 5 = 50 M )**

**9 .A .**

**( or )**

**B .**

**10.A .**

**( or )**

**B .**

**11.A .**

**(or )**

**B .**

**12.A**

**(or )**

**B .**

**13.A**

**(or )**

**B)**

**REVISED UG SYLLABUS UNDER CBCS**  
**(Implemented from Academic Year 2020-21)**  
**PROGRAMME: FOUR YEAR B.Sc., HOME SCIENCE**  
**Skill Enhancement Courses (SECs) for Semester V, from 2022-23**  
**(Syllabus-Curriculum)**

**Course 20 C: SURFACE ORNAMENTATION FOR INTERIORS**

(Skill Enhancement Course (Elective), 05 Credits) Max Marks: Theory: 100 + Practical: 50

### **I. Learning Outcomes**

At the end of the course the students will be able to learn:

1. Remember and explain in a systematic way The relevance of and types of Interior ornamentation
2. Understand and Use The application of knowledge on methods of ornamentation
3. Critically explain The relative significance of different choices in ornamentation
4. Analyse the types of lighting and its importance
5. Observing and evaluating the choices available for interior ornamentation

### **II. SYLLABUS - THEORY**

- Unit - 1** Factors influencing interior ornamentation decisions – principles of design, family needs and preferences, climatic conditions, availability of materials in the market, financial limits
- Unit- 2** Window and Door ornamentation – types of doors and windows, types of curtains and draperies; hardware fittings for window treatment – pelmets, valance, rods, hooks
- Unit - 3** Lighting in interiors – types, selection, types of fixtures, lighting requirement for different activities/areas in interiors
- Unit - 4** Landscape gardens – importance, types of gardens, layout of landscape, components of landscape design; other features – bird house, feeders, kennel house
- Unit - 5** Indoor gardening – factors to be considered in selection of plants, basic requirements for maintenance of indoor gardens – temperature, light, water, air, nutrients and space, garden tools and equipment; Bonsai – techniques and styles, terrarium – concept and functions

### **Course 20 C: Surface Ornamentation for Interiors Practical Syllabus**

### **III. Skill Outcomes**

**On successful completion of this practical course, student shall be able to:**

1. Identify the availability of lighting fixtures in local market.
2. Understand the importance of landscape gardening and its use, care and maintenance.
3. Demonstrate the Planning for a landscape garden layout for a residential building and drawing the plan to scale methods of various styles and systems of Food service.
4. Exhibit skills in Patchwork, Quilting & Braiding techniques.
5. Evaluate the traditional floor decoration, artificial flowers etc..

#### **IV. Practical Syllabus**

1. Survey to know availability of lighting fixtures in local market
2. Survey to know the availability and cost of curtains and draperies materials in local market. Preparation of a sample material index
3. Planning for a landscape garden layout for a residential building and drawing the plan to scale
4. Visit to local public/corporate buildings to observe the landscape layout and to prepare a report
5. Preparation of runner using patchwork technique
6. Preparation of table mats using quilting technique
7. Preparation of coasters using braiding technique
8. Traditional floor decoration – Muggulu, Rangoli, flower carpet
9. Preparation of artificial flowers using paper/fabric/stockings.

#### **V. REFERENCES**

1. Premavathy Seetharaman & Parveen Pannu “Interior Design and Decoration”
2. Satishchandra Agarwala & Nishant Chandra Agarwala “Interior Decoration”
3. Pratap Rao M “Interior Design”

#### **VI. Co-curricular Activities:**

##### **a). Mandatory: (Training of students by teacher on field related skills: 15 hrs)**

**For Teacher:** Training of students by teacher in laboratory and field for a total of 15 hours on visit to Interior and Gardening outlets,

##### **For Student:**

1. Designing ornamentation for windows, doors and surfaces in interiors and planning and rendering landscape designs.
2. Max marks for Field Work Report: 05.
3. Suggested Format for Field work: *Title page, student details, content page, introduction, work done, findings, conclusions and acknowledgements.*
4. Unit tests (IE).

##### **b) Suggested Co-Curricular Activities**

1. Preparation of a Portfolio of Interior Ornamentation Objects
2. Preparation of an album of Plants suitable for Indoor and Bonsai.
3. Assignments, Seminars, Group discussions, Quiz, Debates etc. (on related topics).
4. Video show and films on Landscape gardening.
5. Preparation of Albums by collecting various styles of Windows, Lights, Fixtures landscape gardening & Indoor gardening styles
6. Invited Lecture/Demonstration on home composting and terrace gardening

**IV B.Sc. Home Science – Semester V**  
**SKILL ENHANCEMENT COURSE**  
**Course 20 C: Surface Ornamentation for Interiors**  
**End Semester Examination – Model Question Paper**

**Time: 3 Hrs.**

**Max. Marks: 75**

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**PART – A**

**Answer any FIVE questions. Each question carries 5 Marks** (5x5 = 25 Marks)

1. How does family needs influence interior ornamentation?
2. Illustrate any five types of windows.
3. Illustrate any five types of curtains.
4. Write about the importance of planning for walkways in landscaping.
5. What is a Bird house? How is it relevant in landscape design?
6. Write about the functions of indoor gardens.
7. How can we ensure adequate interior natural lighting?
8. What is a terrarium? How can we plan for it?

**PART – B**

**Answer FIVE questions. Each Question carries 10 marks** (5x10= 50 Marks)

9. a) Explain the influence of climate and financial limits on interior ornamentation decisions.  
OR  
b) Explain the relevance of art principles in planning for interior ornamentation.
10. a) Write about the importance of hardware fittings in window and door treatment.  
OR  
b) Write about the importance of and types of window treatment.
11. a) Discuss the lighting requirement of different areas in a house.  
OR  
b) Explain the different types of lighting. Discuss the factors which influence the selection of lighting fixtures.
12. a) Explain the different types of gardens with suitable illustrations.  
OR  
b) Plan a landscape layout for a plot measuring 50 ft x 40ft showing the built-up construction and the garden.
13. a) Discuss the factors influencing selection of indoor plants.  
OR  
b) What is Bonsai? Explain how we can plan for a Bonsai garden in interiors.

**REVISED UG SYLLABUS UNDER CBCS**

**(Implemented from Academic Year 2020-21)**

**PROGRAMME: FOUR YEAR B.Sc., HOME SCIENCE**

**Skill Enhancement Courses (SECs) for Semester V, from 2022-23**

**(Syllabus-Curriculum)**

**Course 21C: SURFACE ORNAMENTATION TO TEXTILES**

**(Skill Enhancement Course (Elective), 05 Credits) Max Marks: Theory: 100 +Practical:50)**

**I. Learning Outcomes:**

**A successful completion of this course will enable students to**

1. Identify and use embroidery tools following safety precautions.
2. Meticulous use stitches and trimmings. Translate design ideas onto fabric.
3. Use the Indian Embroidery, painting and printing for developing products
4. Access, analyse, evaluate and use information from a variety of sources, work collaboratively with others to achieve individual and collective goals.
5. Develop different styles of designs.

**II. Syllabus – Theory**

**UNIT - I** Value Addition to textiles – Introduction, History of surface enrichment, different techniques/materials used in India in earlier periods, Significance.

**UNIT – II** Embroideries of India I – Danka, Gota Patti, Heer Bharat, Soof Embroidery. Ari work – Place of origin, Description of method used, typical designs and materials used, Present status- Availability and design features.

**UNIT – III** Embroideries of India II – Zardosi, Parsi embroidery, Chikankari, Chamba Rumal – Place of origin, Description of method used, typical designs and materials used, Present status – Availability and Design features

**UNIT- IV** Value Addition through other methods:  
**a.** With Fabric – Smocking, Patch work, Quilting, Cording – Description of method, Common designs used, Use.  
**b.** With Thread, Beads, Sequins etc. – Drawn thread work, Lace – Description of method, Common designs used, Use.

**UNIT – V** Setting Up a Surface Ornamentation Enterprise- Steps to establish a unit, Skills required, Basic requirements to start- Materials, Finance, Personnel- Estimation and Preparation of Feasibility Report.

## **Course 21C: SURFACE ORNAMENTATION TO TEXTILES Practical Syllabus**

**III. Skill Outcomes:** A successful completion of this course will enable students to

1. Identify the essentials of surface ornamentation.
2. Understand the design enlargement and reduction.
3. Demonstrate the ornamentation of textile fabrics.
4. Exhibit skills in hand embroidery and machine embroidery.
5. Evaluate the decorative trimmings, patch works, quilted pouches etc.

### **IV. Practical Syllabus**

1. Essentials of Surface ornamentation
  - a. Design modification, placement and transfer
  - b. Design enlargement and reduction
2. Value addition to Textiles - Embroidery - Basic and Decorative Embroidery Stitches - preparation of samples:
  - a. Hand Embroidery – Five samples
  - b. Machine embroidery – Five samples
3. Trimmings and decorations – Lace and Fabric ribbons
4. Ornamentation with colours - Painting and Printing – Block printing, Stencil printing – on stole/ table cloth/ runner
5. Ornamentation with Fabric -Applique, Patch work, Quilting
6. Product development - Home decor Items /Accessories using embroidery or fabric.
7. Decorative trimmings – Visit to a local outlet to understand
  - a. Ari work with bead, sequin, mirror.
  - b. Zardosi border
  - c. Trims and other decorative items: shells, beads, stones, buttons, cords
  - d. Other techniques: Layering. Cording, weaving, draw thread
8. Ornamentation with fabric discards (Optional)
  - a. Patch worked Mask
  - b. Quilted Pouch /Bag
  - c. Smocked Yoke/ Sleeve

### **V. Reference**

1. Abling, B., (2006), Marker rendering for fashion, accessories and home fashions, Fairchild publications, New York.
2. Abling, B., (2003), The Fairchild Encyclopedia of fashion accessories, Fairchild publications, New York.
3. Celia S., (2004), Know your fashion accessories, Fairchild publications, New York.
4. Hideaki, C., (1992), Colour Harmony-a guide to creative colour combinations, Rockport publishers, London.
5. McCall's (1982). McCall's Big Book of Needlecrafts. Chilton Book Company. Randnon, Pennsylvania. USA.
6. Readers digest complete Guide to Needle Work (1979), The Readers Digest Association, New York, and Montreal.
7. Shenai, V.A. (1981), History of Textile Design. Sevak Publication, Mumbai.
8. Skull J., (1988), Key terms in art craft and design, Elbrook press, Australia.

## **VI. Co-curricular Activities:**

### **a). Mandatory: (Training of students by teacher on field related skills: 15 hrs)**

**For Teacher:** Training of students by teacher in laboratory and field for a total of 15 hours on visit to Embroidery units.

#### **For Student:**

1. Designing using various styles of embroidery types.
2. Printing, paintings, creating surfaces using variety of materials,
2. Max marks for Field Work Report: 05.
3. Suggested Format for Field work: *Title page, student details, content page, introduction, work done, findings, conclusions and acknowledgements.*
4. Unit tests (IE).

### **b) Suggested Co-Curricular Activities**

1. Preparation of a textiles fabrics using various embroidery designs.
2. Preparation of an album of embroidery, printing, paintings, creating surfaces using variety of materials,
3. Assignments, Seminars, Group discussions, Quiz, Debates etc. (on related topics).
4. Video show and films on surface ornamentation
5. Preparation of Albums by collecting various forms of embroidery designs, paintings and fabric ornamentation works and products/items..
6. Invited Lecture/Demonstration on home composting and terrace gardening



**IV B.Sc. Home Science – Semester V**  
**SKILL ENHANCEMENT COURSE**  
**Course 21C: SURFACE ORNAMENTATION TO TEXTILES**  
**End Semester Examination – Model Question Paper**

**Time: 3 Hrs.**

**Max. Marks: 75**

**Part – A**

**I. Answer any five of the following questions**

**(5x5=25M)**

1. What are the different materials used in India for surface enrichments?
2. Write a brief note on soof embroidery.
3. Explain the origin of Aari work.
4. Briefly explain about Chamba Rumal.
5. What are the typical designs used for Paarsi embroidery?
6. Explain in detail about Chikankari.
7. Briefly explain about Drawn Thread work.
8. Write a note on method of Quilting and its uses.
9. Write a note on skills required to establish surface ornamentation enterprise.

**Part - B**

**II. Answer any five of the following questions**

**(10x5=50M)**

9. (a) Describe the history of surface enrichment.  
(Or)  
(b) Explain different techniques used and significance of surface enrichment.
10. (a) Describe the following: i. Danka ii. Heer Bharat.  
(Or)  
(b) Explain the present status of embroideries of India.
11. (a) Describe the embroideries used, motifs and present status of Zardosi.  
(Or)  
(b) Explain in detail about Chikankari.
12. (a) Write a note on: (a) Smocking (b) Beads and Sequence  
(Or)  
(b) Describe the value addition methods and designs used in Patch Work and Lace.
13. (a) Explain in detail about steps to establish a unit.  
(Or)  
(b) Describe the estimation and preparatory process of feasibility report.