

GOVT. D.B. GIRLS' P.G. AUTONOMOUS COLLEGE
RAIPUR (CHHATTISGARH)

FACULTY OF HOME SCIENCE

SYLLABUS
OF
B.SC. (HOME-SCIENCE)
(WITH TRADITIONAL PAPERS)
Part-I,II and III
2020-21

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

S.No.	Paper No.	Subject	Theory M.Mark	Practical Min.Mark	Total	Theory M. Mark	Practical M.Mark
Group I	(A)	ENVIRONMENTAL STUDIES	75	-	100	33	
	(B)	FIELD WORK	25				
	(A)	FOUNDATION COURSE	75		75	26	
	(B)	HINDI LANGUAGE-I ENGLISH LANGUAGE-II	75		75	26	
Group A	(I)	BASIC NUTRITION	50	25	75		09
	(II)	INTRODUCTION TO RESOURCE MANAGEMENT	50	25	75	33	09
Group B	(I)	TEXTILE AND CLOTHING	50	25	75		09
	(II)	COMMUNITY DEVELOPMENT	50	25	75	33	09
Group C	(I)	INTRODUCTION TO HUMAN DEVELOPMENT	50	25	75		09
	(II)	PERSONAL EMPOWERMENT AND COMPUTER BASICS	50	25	75	33	09
		Total	700				

DISTRIBUTION OF MARKS IN VARIOUS PRACTICALS

S. N o.	Name of the Practical	Total M.	Session al	Viva	Practical	Marks
1	BASIC NUTRITION	25	05	05	A. Preparation & Presentation) any one Recipe B. Taste	10 05
2	INTRODUCTION TO RESOURCE MENAGEMENT	25	05	05	-	15
3	COMMUNITY DEVELOPMENT	25	05	-	A. Preparation of any one article of Baby kit B. Toy or wearing Food of Imm. Chart	10 10
4	TEXTILE AND CLOTHING COMMUNITY DEVELOPMENT	50	05			
5	INTRODUCTION TO HUMAN DEVELOPMENT	25	10	05	Preparation of Audio-Visual aids	10
6	PERSONAL EMPOWERMENT & COMPUTER BASIC	25	05	05	Computer Practical	15

**GOVT.D.B.GIRLS'P.G.(AUTONOMOUS)COLLEGE,RAIPUR
DEPARTMENT OF HOME SCIENCE**

**B.Sc. (H.Sc.)-I
SESSION: 2020-21**

**Group-A
PAPER –I
BASIC NUTRITION**

Marks – 50

OBJECTIVE:

This course will enable the student to

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

THEORY :

UNIT-I Concept of Nutrition — Food, Nutrition, Under and Over Nutrition, Health

1. Functions of Food
2. Basic Terminology (Blanching, Marination in cookery- Caramalization, Seasoning)
3. Methods of Cooking

UNIT-II Nutrients: Macro Nutrients

Classification, sources, functions
Recommended Dietary-Allowances
Deficiency and excess (in brief)
Water
Carbohydrates
Fats
Protien
Fibre

UNIT-III Nutrients: Micro nutrients

Calcium
Iron
Magnesium
Zinc
Fluorine
Iodine, Selenium, Copper, Manganese
Fat-soluble vitamins (A,D,E,K)
Water soluble Vitamins (Thiamine, Riboflavin, Niacin)
Vitamin C, Folic Acid
Pyridoxine, Pantothenic acid, B12

UNIT-IV Food, Structure Composition Classification and Functions

Cereals and –Millets
Pulses

Fruits
Vegetables
Milk and milk products
Nuts and oilseeds
Meat, fish and poultry
Eggs
Sugars
Tea, coffee, cocoa, chocolate and other beverages
Condiments and spices
Processed foods

UNIT-5 Improving Nutritional Quality of Foods

Germination
Fermentation
Substitution
Fortification and enrichment

REFERENCES:

Robinson, C.H., Lawler, M.R. Chenoweth, W.L and Garwick' A.E. (1986) : Normal and therapeutic Nutrition, 17th Ed., Macmillan Publishing Co.
Swaminathan, M.S. (1985) : Essentials of Food and Nutrition VI : Fundamentals Aspects VII: Applied Aspects.
Hughes, O.Behnion, M. (1970) : Introductory Foods, 5th Edn., MacMillan Company. Williams, S.R. (198-9) -.Nutrition and Diet Therapy, 4th Edn., C.V. Mosby Co.

PRACTICALS

OBJECTIVES:

- I 1. Weights and Measures standard and household measures for raw and cooked food.
2. Preparation of two recipes using cooking methods Boiling, Steaming, Baking, Roasting, Frying and Grill
- II Vegetables
 - a. Simple salads and sprouting
 - b. Curries
- III Fruits
Fruit preparations using fresh and dried fruits.
- IV Milk
 - a. Porridges
 - b. Curds, paneer and their commonly made preparation.
 - c. Milk based simple desserts and puddings — custards, kheer, ice-cream
- V Soups
Basic, clear and cream soups
- VI Peanut chikki, Paushitkladoo

REFERENCES:

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

APPROVED BY THE BOARD OF STUDIES

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**B.Sc. (H. Sc.)-I
SESSION: 2020-21**

**Group-A
PAPER –II
INTRODUCTION TO RESOURCE MANAGEMENT**

Marks-50

FOCUS :

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

OBJECTIVES :

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

THEORY:

UNIT - I

1. Introduction to Resource Management Definitions
- 2- Types of Management
- 3- Advantages of Management Limitation in Management

UNIT-II Factors Motivating Management

- 1- Goals — Definition, Types and Utility
- 2- Values — Importance, Sources, Classification, Characteristics, Changing values.
- 3- Standards — Conventional and non-conventional — qualitative, quantitative, conventional and non-conventional.
- 4- Relation between values, goods and standard

UNIT-III Management Process

- (1) Resource
 - (a) Types of Resources
 - (b) Characteristics of Resource
 - (c) Factors affecting use of Resources

(d) Relation to Resources to Management

(2) Decision Making —

(a) Definitions and Importance

(b) Steps of Decision

(c) Factors affecting decision

(d) Resolving conflicts.

Unit — IV Management Process -

1- Meaning, Definition and element of Management process — Planning, Controlling, Organising and evaluation.

2- Planning — Importance, Techniques and Types Organization.

3- Controlling — Phases of Controlling, Factors in success of the control steps — suitability, promptness, new decisions, Flexibility

4- Supervision — Types of Supervision — Direction and Guidance

5- Evaluation — Importance, Types, Techniques of Self-evaluation, Evaluation of whole process and management.

UNIT-V Management of Resources -

(1) Time Management — Tools — Time patterns, Time Cost, Peak Load, Work Curve, Rest Period, Time Norm.

(2) Energy Management —

(a) Introduction, Types, Causes, Symptoms, of fatigue Measures to Relieve. Process of energy management.

(3) Work Simplification Definition Importance, Techniques — Formal and informal pen and pencil techniques.

PRACTICALS

PRACTICAL (any six)

1. Identify and formulate various types of standard that student can have.
2. Identify and formulate five goals that a student will have.
3. Identify and formulate various types of decision, write process of decision making.
4. Take up a situation trip/function/picnic/party and manage that situation. Write the process of management implementing and report.
6. Making time plan for a student (at least for a week) and explain it.
7. To develop simplify methods of any work.
8. Visit to energy garden.

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4. Irina, H. Gross, Elizabeth Grandall, Marjoris M. Knoll (1973) : Management for Modern families, Prentice Hall, Inc, Englewood Cliffs, New Jersey (Unit I - VIII).

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8. Lang, R (1994) : Urban Eco-system From Concept to Application in Human Sociology and the Natural World : Perspectives on Sustainable Future. Eds. DV.J.Bell., R.Keil, Toronto, Yor University.
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13. Sinha, Rajiv K. (1997) : Environmental pollution : the 20th Century Killer. P.49-64 in Environmental crisis and humans at risk : priorities for action. Edited by Sinha,Rajiv K. Ina Shree Publ., Jaipur
14. Sinha, Rajiv K. (1997) : Deforestation and Habitat Destruction : Threat to the Global Ecological Balance. P. 65-76 In Environmental crisis and humans at risk : priorities for action. Edited by Sinha, Rajiv K. Ina Shree Publ., Jaipur.
15. Sinha, Rajiv K. &Khinchi, Shyam Sunder (1997) : Desertification : the silent eco-crisis of land sterilization and annihilation of human civilization. P. 87-94 In Environmental crisis and humans at risk: priorities for action. Edited by Sinha, Rajiv K. Ina Shree Publ., Jaipur.
16. Sinha, Rajiv K. (1997) : Reforesting the earth : an insurance for survival. P.213-227 In Environmental crisis and humans at risk :priorities for action. Edited by Sinha, Rajiv K. Ina Shree Publ., Jaipur
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18. White, R.R. (1994) Urban Environmental Management. Environmental-Change and Urban Design. London, John Wiley & Sons,
19. Water Resource Management. P. 179-264 in Strategies in Development Planning. Edited by Singh, Alok Kumar & Rai, Vinay Kumar & Mishra, Anand Prasad.

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DEPARTMENT OF HOME SCIENCE
B.Sc. (H. Sc.)-I
SESSION: 2020-21

Group- B
PAPER –I

TEXTILE AND CLOTHING

FOCUS:

M. Marks: 50

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

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

OBJECTIVES:

To enable students to-

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

THEORY

Unit — I

1. Introduction of the Subject
2. Common Terminologies used in Textile
3. Properties of Textile Fibers

Classification of the textile fibers: History, composition, types, production & properties

- Natural Fiber — Cotton, Linen, Silk, Wool
- Man-Made Fiber — Rayon
- Thermoplastic Fiber — Nylon

Unit — II

1. Study of Yarn
 - Meaning, Yarn Making: Mechanical & Chemical
 - Types — Simple, Complex, Novelty and Textured yarn
 - Number, yarn count , Yarn Twist
2. Methods of fabric construction
 - Weaving: Handloom and its parts.
 - Different types of weaves- Plain weaves, Floting weaves, Pile, Jaquard and Leno weaves.
3. Other methods of fabric construction : Felting, Knitting, Crocheting, Braiding & Lacing

Unit — III

1. Finishes: Meaning and purpose
 - Physical finishes : Singeing , Napping ,Brushing ,Shearing, sizing , shrinking , tentaring, Calendaring etc.
 - Chemical finishes : Bleaching & mercerizing
 - Special purpose finishes : wrinkle resistance , water resistant & water repellent , Flame retardant , crease resistance , soil resistant etc.
 2. Identification of Fabric
 - Appearance test / Microscopic test
 - Burning test / Creasing test
 - Breaking test / Tearing test & Chemical test
2. Importance of Clothing

Unit — IV

1. Dyes
 - Definition and Classification
 - Different types of dyes : Natural & Synthetic dyes
 - Suitability of various dyes to different fibres
2. Dyeing methods of different stages of processing :
 - Fiber , yarn , piece , union & cross
3. Household method of dyeing
4. Colour fastness
 - Characteristics of colour fastness
 - Vastness to sunlight ,clocking ,perspiration

Unit — V

1. Printing
 - Its significance
 - Methods of printing : Block, Stencil, Screen & Roller printing
 - Advantages and disadvantages of various methods of printing
 - Faults in different printing methods
 - Preparation of printing paste
 - Preparation of cloth for printing
 - After treatment of printed goods
 - Resist dyed - Bandhej of Gujrat and Rajasthan

PRACTICAL

1. Identification of yarn
2. Identification of textile fibers:
 - Visual test / Microscopic test
 - Burning test /Chemical test
3. Weaves and their variations:
 - Plain weave / Twill weave
 - Satin & Sateen weave
 - Honeycomb & Birdseye weave
4. Printing
 - Block printing / Screen printing / Stencil printing
5. Tie & dye

6. Simple dyeing of different fabrics
7. Finishing of fabric before dyeing & printing
 - Scouring
 - Bleaching
 - Designing
8. Bleaching & whitening
9. Starching
10. Laundering of cotton, silk, wool and synthetic fabric
11. Batik

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DEPARTMENT OF HOME SCIENCE
B.Sc. (H. Sc.)-I

SESSION: 2020-21

**Group-B
Paper-II
COMMUNITY DEVELOPMENT**

M. Marks: 50

FOCUS

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

OBJECTIVES: To enable students to

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

THEORY

Unit-I Development:

- a. Definitions, types large scale and centrally planned and small scale and locally planned.
- b. Goals, the purpose of developmet - processes of development - the input process and social action process.
Historical Perspective of Development Approaches:
 - a. The Capitalistic approach.
 - b. The welfare approach
 - c. The Gandhian approach
- c. 1. The modernisation approach
- e. The institutional and social justice approach
Critical Development Issues :
 - a. Massive poverty
 - b. Food security

Community Development in India :

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

Unit-II Support structures and their Functions:

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

Community Development Programme Approaches:

- a. Multi-purpose
- b. Target group
- c. Growth centred
- d. Area
- e. Minimum needs
- f. Antyodaya
- g. Integrated

Home Science and Community Development :

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

Unit-III

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

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

Unit-IV

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

Social Relations in Religion and Culture (Micro/Macro)

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

UNIT-V

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

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

Gender Analysis —

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

Approaches and Methods of Socio-Economic Analysis-

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

PRACTICAL

Field Experience in Village(s) / Urban Slums

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

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- Mann, Peter H. (1985) : Methods of Social Investigation, Basil Blackwell. Oakley, Peter and David, Marsden (1984): Approaches to Participation in Rural Development - Published on behalf of the ACC Task Force of Rural Development, Geneva, International Labour Office.

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**B.Sc. (H. Sc.)-I
SESSION: 2020-21**

**Group-C
Paper-I**

INTRODUCTION TO HUMAN DEVELOPMENT

Marks : 50

FOCUS:

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

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

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

OBJECTIVES :

The student will –

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

Unit –I An overview on the field of HD

- i what is human development? Why do we need to studyit? defenition of development,ie. family and society, variations across cultures and individual differences inHuman development.
- ii family and child welfare ;**a.** family welfare programme, **b.** childwelfareprogramme,
- iii Growth and Development
 - a. Understanding growth and development (Definitions)
 - b. General Principles of development.
 - c. Constraints and facilitators in growth and development (influences of heredity and environment)
 - Genetic inheritance: (i) fertilization (ii) Number of chromosomes. (iii) theuniqe third pair determines sex, (iv) genotype and phenotype, (v) sex linked genetic effects.

- Environmental per-requisites: (i) Nutrition, (ii) opportunities.
- Interaction between environment and inheritance: (i) genes provide the predisposition, range and direction of development, (ii) environment determines the extent or limit.
- The beginning of a new life
 - Prenatal development
 - Prenatal influences on the child: biological risks, age of mother, physical characteristics, illness, diet and nutrition, stress and emotional strains environmental hazards.

UNIT-II What is physical and motor development?

Physical Development

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

The Development of Language Across the Life Span

Language as a form of communication

- Functions of language : expressing wishes, controlling others, interacting with others, expressing individuality, exploring the world, pretending, using language to communicate/share information, understanding our society and culture, reasoning.

UNIT-III Cognitive Development Across the Life Span

a. What is cognitive development ?

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

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

The Development of Language Across the Life Span

Language as a form of communication

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

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

UNIT-IV Socio-emotional Development Across the Life Span

- a. Understanding social and emotional development
- b. Social development :
 - Introduce socialization as an important part of the process of becoming human.
 - Social milestones : beginning with the emergence of the social smile; attachment, separation, anxiety, acquiring sex roles in childhood, induction into occupational roles by adulthood, social isolation and consequences in late adulthood and in the elderly.
 - Patterns and role of parent-child interactions, interactions with siblings and peers; social and cultural interactions through infancy to old age.
- c. Emotional development
 - Emotions serve two adaptive functions : (i) motivating and (ii) communication.
 - Basic emotional reactions (joy, fear, jealousy, anger, sadness, aggressions)
 - Components of emotion : (i) emotions are elicited by the context, (ii) include bodily activity, (iii) emotional expressions are made through facial expressions, bodily movements, vocalization, (iv) labelling emotions. Emotions may be acquired as a result of/by the Influence of - (i) internal and external sources, (ii) cognition, (iii) learning and (iv) social reinforcement.

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

Personality Development Across the Life Span

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

UNIT-V

Marriage

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

Families with Problems

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

Interventions for Families in Trouble

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

PRACTICALS

Production to Human Development and Family Pynamics

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

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GOVT.D.B.GIRLS'P.G.(AUTONOMOUS)COLLEGE,RAIPUR
DEPARTMENT OF HOME SCIENCE
B.Sc. (H.Sc.)-I
SESSION: 2020-21

Group-C

PAPER - II PERSONAL EMPOWERMENT & COMPUTER BASIC

Marks : 50

FOCUS :

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

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

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

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

OBJECTIVES :

The student will

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

NOTE :

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

THEORY :

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

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

UNIT-II Empowerment of Women

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

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

UNIT-III Home Science Education as Empowerment

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

UNIT-IV Some Significant Contemporary Issues of Concern

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

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

UNIT-V Computer Fundamentals :

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

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Note : Suggested References unit-wise are as under

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

PAPER - VII

PRACTICALS - COMPUTER BASICS

1.
 - a. Introduction
 - b. Exploring the Desktop
 - c. Running multiple programmes
 - d. Accessories
 - e. Control Panel
 - f. Managing Documents and Folders
2. **MS Word**
 - a. Starting MS-WORD
 - b. Creating and Formatting a document
 - c. Changing Fonts and Point Size
 - d. Table Creation and operations
 - e. Autocorrect, Auto Text, Spell Check, Thesaurus
 - f. Word Art, inserting objects
 - g. Mail merge, letter, label, envelope
 - h. Page set-up, Page preview
 - i. Printing a document
3. **MS-Excel**
 - a. Starting Excel
 - b. Work Sheet, Cell, Inserting Data into Rows/Columns
 - c. Alignment, Text-wrapping
 - d. Sorting data, Auto sum
 - e. Use of functions, referencing formula cells in other formulae
 - f. Naming cells and ranges, Goal seek
 - g. Generating graphs
 - h. integrating Worksheet, data and charts with WORD
 - i. Creating Hyperlink to a WORD document
 - j. Page set-up, Print Preview, Printing Worksheets.
4. **Internet**
 - a. Genesis and use of Internet
 - b. Software and hardware requirements for Internet
 - c. Accessing the Internet, Web Page, Using a Search Engine, Accessing the Internet from MS-Office applications