

**SYLLABUS  
FOR  
POST GRADUATE DIPLOMA  
IN HOME SCIENCE**



**DIRECTORATE OF DISTANCE EDUCATION**

**THE UNIVERSITY OF KASHMIR  
SRIAGAR 190006**

## POST GRADUATE DIPLOMA IN HOME SCIENCE

### Course Structure and Scheme of Examination

- I. The following shall be the course structure for One Year Post Graduate Diploma in Home Science

Course No.	Title	External/ Exam		Max. Marks
		Theory	Practical	
DHS-101	Food Science & Nutrition	80	20	100
DHS-102	Human Development	80	20	100
DHS-103	Family Resource Management	80	20	100
DHS-104	Textiles & Clothing	80	20	100
Dhs-105	Extension & Communication	80	20	100

- II. Each paper shall contain 5 units. The question paper shall contain 10 questions two from each unit. Students shall be required to attempt 05 questions selecting one from each unit within a period of 03 hours.
- III. The examination shall be conducted after the completion of one academic year by the Controller of Examination.
- IV. The programme administration shall be as per the procedure/guidelines adopted by Centre of Distance Education for other programmes.
- V. Minimum pass percentage in each subject:

Theory	Practical	Overall aggregate
32/80	08/20	40/100

- VI. A candidate having passed any one of the following recognized degrees
1. Bachelor's degree B.A B.Sc, B.Com under 10+2+3 pattern with 40% marks.
  2. In Service teachers( Graduates) shall also be eligible for the admission.
  3. Obtained any other qualification which is recognized by the University of Kashmir or equivalent to the qualifications mentioned above.

- VII. The method of instructions will comprise of printed Study Material (scripts), Assignments, Personal Contact Programme, Counseling and Guidance, Radio /T.V lessons, Audio/Video cassettes, Demonstration lessons, Extension lectures, Practical( lab work)
- VIII. The course shall extend over a period of one year.

*Instructions for paper setter:*

**101. Fundamentals of Food Science and Nutrition**

**Max. Marks: 80+20=100**

**Objectives:**

The course will enable the students to understand the composition of foods and food systems in relation to food processing and quality; Understand the functions and sources of nutrients; know the factors affecting the nutrient needs during the life cycle and RDA for various age groups; and apply the knowledge in maintenance of good health for the individual and the community.

**Unit-I Nutrients:**

Foods: The source of Nutrients; Recommended dietary intake for nutrient; Food guide to aid food Selection; Energy, Carbohydrates and Fats; Proteins and Amino Acids; Vitamins; Minerals, Water and Fiber; Disorders of Malnutrition.

**Unit-II Foods:**

Food Selection, Purchase and Storage: Food Preparation, Effect of Preparation on Food Component, Factors Affecting Food Acceptance.

**Unit III Meal Planning & Management:**

Meal Planning for the family, Meal Planning for various Age Groups. Adaptation for Normal Diet for changing. Needs in Indian Meal Patterns. Vegetarian and Non-Vegetarian.

**Unit-IV Food Preservation:**

Food Preservation, Principles and Methods, Home Scale Methods of food preservation.

**Unit-V Safety of Food supply:**

Food Sanitation and Hygiene, Food Borne Disease, Food Laws and Food Standards.

**Practical:**

1. Planning of diets for different age groups. At different socio-economic and activity levels in relation to special nutrient deficiencies.
2. (a) Pregnancy (b) Lactation (c) Pre-school and school going child (e) Adolescence (f) Adults and Aged.

**Suggested Readings:**

1. Passmore, R and Davidson, S (1986). Human Nutrition and Dietetics, Living Stone Publishers.
2. Robinson, C.H. Laer, M.R Chenoweth, W.L. Garwick, A.E (1986) Normal and Therapeutic Nutrition. Mac-Millan Publishing company New Delhi.
3. Shills M.E.olson; Jshika M.and Raos,C(1998):Modern Nutrition Health and Disease 9<sup>th</sup> Ed. Willaims A, Bevelery Co.London

**Instructions for paper setter:**

The question paper shall contain ten question two question for each unit candidates would be required to attempts 05 question in all selecting no more than one question from each unit in 03 hours duration.

**DHS-102: Human Development**

**Max. Marks: 80+20=100**

**Objectives:**

This course will enable the student to become acquainted with developmental stages from birth to old age; know the importance of early childhood year and significance of intervention programs for early child development.

***Unit-I Growth and Development:***

Meaning. Need & Scope of Human Development. Its relations to other subjects: Principles. Factors influencing Growth and development.

Methods of studying Human Development:

Observation and interviews methods; Questionnaire and Case study methods; Socio-metric and Psychometric methods; developmental Longitudinal-Cross Sectional.

***Unit-II Stages of Prenatal Development:***

Fertilization. The main landmarks in each Trimester and hazards of the third Trimester: Stages of Child Birth and types of Delivery: Postnatal Care of the Mother. The Neonate's characteristics. Abilities and Adjustments: Physical Care-Feeding. Clothing. Bathing. Sleeping. Toilet Training. Health and Hygiene. Immunization. Common ailments; Maternal and Infant Mortality, Cause and Prevention.

***Unit-III Importance of childhood years:***

Growth and Development from 1 to 6 years:

Physical and Motor Development. Speech Development. Mental Development: Social Development. Behavioural Problems. Their identification & Remedy, 6 to 12 years Physical and Motor Development. Speech Development. Mental Development; Emotional and Social Development, Needs and Interests, Play Activities, Behavioural Problems.

***Unit-IV Adolescents (13 to 20 years):***

Physical, Social, Emotional and mental changes; Needs, Problems and Adjustments, Developing Positive Hetero Sexual Relationship, Guidance and Counseling, Sex, Education, Personality Development, Developmental Activities of each period.

***Unit-V Adults and Aged:***

Physical and Intellectual development in young Adulthood, Middle Adulthood and late Adulthood, Aging process and health in old age.

**Practical:**

1. TO record the Physical and Motor development in Infants.
2. To organize play activities for school going children.
3. Exposure to Standardized tests of Intelligence and personality.

**Suggested Readings:**

1. Berk, L.E (2001) Child Development-Third Dimension. New Delhi: Prentice hall of India.
2. Blaxter.L. Hughes. C. and Tight. M. (1990) How to Research. New Delhi: Uwa book.

**DHS-103: *Family Resource Management***

**Max. Marks: 80+20=100**

**Objective:**

This course will enable the students to understand the art and principles of design and apply the same in daily life; understand the meaning of management; recognize the importance of wise use of resources to achieve one's goal.

***Unit-I Introduction to Interior Design:***

Elements of Design. Line Direction. Shape. Size and Texture: Principles of Design. Harmony. Proportion. Balance. Emphasis and Rhythm. Good Taste in Selection of colour. Importance of colour in Interior Decorations. Colour Schemes; Factors influencing a House selection. Care and Arrangement of Furnishing including floor Coverings.

***Unit-II Flower Arrangement:***

Types. Applications of Art. Principles of Potted Plants. Flower Arrangement for different Areas. Art in food serving. Table Equipment Selection Applications of Art. Principles of Table Setting.

***Unit-III Indian traditional ways of Decoration:***

Traditional ways of Decoration for major Festivals and Functions: Trends in Furniture and Furnishing Accessories and Decoration.

***Unit-IV Elements involved in Management:***

Process, Planning, Controlling and Evaluation; Steps involved in Decision making, Factors Aiding Good Decisions.

***Unit-V Resource Management:***

Time management, Time as a resource. Time Demands at Different Stage of Family. Family Life Cycle, Steps in Time Management; Energy management, Energy as a resource. Work simplification Principles; Money Management: Money as a resource. Family Income with reference to Jammu & Kashmir.

**Practical:**

1. Different flower arrangements and designs for interior.
2. Exercises on Resource Management.

**References:**

1. Graves. M. the Art of Colour and Design. McGraw. Hill Book Company. New York 1951.
2. Ruth. A.H. Home Furnishings. Wiley Eastern. Pvt. Ltd New Delhi 1961.
3. Golstein. H. Gold Stein. V. Art in Every day Life. Oxford and IBH Publishing Company. New Delhi.
4. Cross. LH and Crandall. E.W. Management in Family Living. Wile East in Pvt. Ltd. New Delhi.

**DHS-104: *Textile and Clothing***

**Max. Marks: 80+20=100**

**Objective:**

This course will acquaint the students with the materials, reagents, equipment and processes involve in laundering; knowledge of fiber. Yarn and fabric, properties and impart knowledge regarding clothes for children with reference to texture, fabric, growth, development and fashion trends.

***Unit-I Essentials of Children's Clothing:***

Importance of clothing. Sociological and Psychological aspects of clothing. Factors to be considered while selecting and making children's garments; Children's clothing budget in relation to the clothing budget of family.

***Unit-II Clothing for Infants:***

Desirable features in infants clothing. Garments for the Creeping age. Pre-schoolers and school going child.

***Unit-III Laundry Science:***

Classification and Introduction to Laundry process. Wet and Dry cleaning. Principles of Laundering. Stain removal. Classification of Stains. Principles of Removal. Types of Stain Removers. Techniques of Removal. Fiber. Yarn and Fabric Dying.

***Unit-IV Textile testing:***

Importance of Textile Testing. Fiber Testing: Yarn Testing; Fabric Testing: Introduction to Garment Testing.

***Unit-V Elements and principles of Design:***

Fashion Trends and changes: Dyed and Printed textiles of India; Kalam Kari. Patola Tie and Dye, woven textiles of India, Brookades, Kashmiri Shawls. Bengali Muslin, Silk of Karnataka, Kashmir, Assam, Tamil Nadu, methods of Printing; Fundamentals of Printing. Hand Printing. Machine Printing.

**Practical:**

1. Stitching processes.
2. Textile testing Practical with chemicals. Ink. Microscope. Tearing. Burning.

**Suggested Readings**

1. Grower and Hanby ( 1969): Handbook of Textile Testing and Quality Control.
2. Indian Standards Institute (1982): Handbook of Textile Testing Testing.
3. Story Joyce ( 1979): Manul of Dyes and Fabrics. London. Themes and Hudson Ltd.
4. Grossicki, Watson ( 1975): Textile Design and colour, Butter-worth and company.
5. Pandit Savitri and Patel Saroj ( 1970): Tie and Dye Batik techniques for all. Baroda, Faculty of Hokme Science.
6. Thomson and Rea( 1979): Clothing for Children, John Wiley and Sons. New York.
7. Doongaji, ( 1975): Basic Process and clothing construction, New Delhi, Raj book Dep.

**DHS-105; Extension and Communication**

**Max. Marks: 80+20=100**

**Objectives:**

This course will enable the students to understand the widening concept of extension: Be aware of the extension models in practice and their scope in facilitating development: understand the process of communication in development work: Development skills in the use of methods and Media of Communication.

**Unit-I Conceptual Analysis:**

Meaning, Scope, Principles of Extension, Changing concept of Extension. Philosophy and Objectives. Functions. Components and Dimension of Extension.

**Unit-II Extension Models and Approaches:**

Innovation Transfer Model, Social education Model, Combination Model Approach, Agricultural, Extension Training and Visit Programmes, Cluster and Target Approach. Individual and Group Approach.

**Unit-III National Extension Systems:**

Early Extension efforts, Community Development Programmes-Genesis and Growth. Objective. Principles. Extension System of Rural Development. Support Structure and their Function. Central Social Welfare Board. State Social Welfare Board. Voluntary Agencies.

**Unit-IV Communication:**

Meaning, Scope, Functions, importance of Communication; Communication Models; Introduction to Modern Means of Communication, Main Problems in Communication.

**Unit-V Audio-Visual Aids:**

Meaning, Definition, Types, Classification, Importance and Advantages of A.V. Aids, Mass Media Approaches of Communication. Films and Slides. Flash Cards. Printed materials. Models and Exhibits. Radio. Charts. Diagrams. Posters. Circular Letter. News Papers. Stories. Campaigns. Television Puppetry.

**Practical:**

1. Preparation of the following A. V Aids with any Home Science Message:
2. Flash Card Poster, Chart, Puppet, Models.

**Suggested Readings:**

1. Dhama O.P and Bhatnagar 1987. Education and Communication for Development, Oxford.
2. K. Sampath, A. Pantrseluam ( 2003) S. Santhanan, Introduction to Education Technology.
3. R.E De Kieffen Lee W. Cochren Audio Visual Techniques ( Manual).