



गोंय विद्यापीठ

ताळगांव पठार

गोंय - ४०३ २०६

फोन: +९१-८६६९६०९०४८



(Accredited by NAAC)

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GU/Acad –PG/BoS -NEP/2023/102/12

Date:27.06.2023

CIRCULAR

The University has decided to implement the UGC Curriculum and Credit Framework for the Undergraduate Programme (CCFUP) of **Bachelor of Science in Home Science/Bachelor of Science in Home Science (Honours)** under the National Education Policy (NEP) 2020 from the Academic Year 2023-2024 onwards.

The approved Syllabus of Semesters I and II of the **Bachelor of Science in Home Science/Bachelor of Science in Home Science (Honours)** Programme is attached.

Principals of Affiliated Colleges offering the **Bachelor of Science in Home Science/Bachelor of Science in Home Science (Honours)** Programme are requested to take note of the above and bring the contents of this Circular to the notice of all concerned.

(Ashwin Lawande)
Assistant Registrar – Academic-PG

To,

1. The Principals of Affiliated Colleges offering the Bachelor of Science in Home Science /Bachelor of Science in Home Science (Honours) Programme.

Copy to:

1. The Director, Directorate of Education, Govt. of Goa.
2. The Dean, School of Biological Sciences and Biotechnology, Goa University.
3. The Vice-Deans, School of Biological Sciences and Biotechnology, Goa University.
4. The Chairperson, BoS in Home Science.
5. The Controller of Examinations, Goa University.
6. The Assistant Registrar, UG Examinations, Goa University.
7. Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website.

FIVE DISCIPLINES OF HOME SCIENCE:

- FOOD NUTRITION AND DIETETICS
- TEXTILES AND FASHION STUDIES (Nomenclature changed from Textiles and Clothing to TEXTILES AND FASHION STUDIES)
- HUMAN DEVELOPMENT AND FAMILY STUDIES (Nomenclature changed from Human Development to Human Development And Family Studies)
- RESOURCE MANAGEMENT
- EXTENSION AND COMMUNICATION MANAGEMENT

Courses offered in the I and II semester will be from all the disciplines of Home Science and the codes will be HSC.

The code HSC will be used for all the Multidisciplinary courses and SEC.

The Major core course Research Methodology offered at the VII semester is a common course for all disciplines therefore the code will be HSC-400.

Discipline wise specialization will begin from semester III till VIII and the course codes for Major core and Minor will be as per the specialization:

1. Food, Nutrition & Dietetics: Code – HSF
2. Textiles and Fashion Studies: Code – HST
3. Human Development and Family Studies: Code – HSH
4. Resource Management: Code HSR
5. Extension and Communication Management: Code HSE

Programme Structure for Semester I & II Under Graduate Programme- Home Science

Semester	Major -Core	Minor	MC	AEC	SEC	I	D	VAC	Total Credits	Exit
I	HSC-100 Food Science (3T+1P)	HSC-111 Fundamentals of Human Development (3T+1P)	HSC-131 Resource Management (2T+1P)		HSC-141 Fundamentals of Clothing Construction (0+3 P)				20	
II	HSC-101 Home Science Extension and Development (3T+1 Practical)	HSC-112 Fibre to Fabric (3T+1 Practical)	HSC-132 Child and Adolescent Development (3)		HSC-142 Art Principles and Interior Decoration (0+3P)				20	EXT-1 HSC-161 (Course Title) (4)

Programme Structure for Semester III to VIII Under Graduate Programme- Home Science: Food Nutrition and Dietetics

Semester	Major -Core	Minor	MC	AEC	SEC	I	D	VAC	Total Credits	Exit
III	HSF-200 Nutrition Science (3+1) HSF-201 2. Food Microbiology (3+1)	HSF-211 Nutrition across the Lifespan (3+1)	HSC-231 Human Anatomy & Physiology (2+1)		HSC-241 Home Scale Food Processing & Preservation (1+2)				20	
IV	HSF-202 Basic Dietetics (3+1) HSF-203 Nutrition and Physical Fitness/ Sports Nutrition (3+1) HSF-204 Nutritional Biochemistry (3+1) HSF-205 Nutrition Communication and Counselling (1+1)	HSF-212 Food Safety, Sanitation and Hygiene (4) OR HSF-213 Food Product Development/ (3+1)							20	EXT-2 XXX-16X (Course Title) (4)
V	HSF-300 Medical Nutrition Therapy I (3+1) HSF-301 Advance Nutrition I (Macronutrients) (3+1) HSF-302 Public Health Nutrition (4+0)	HSF-321 Food Service Management (4) OR HSF-322 Quantity Food Production (3+1)				2			20	

	HSF-303 Food heritage of India/Traditional Cuisines of India (1+1)									
VI	HSF-304 Medical Nutrition Therapy II (3+1) HSF-305 Advance Nutrition II (Micronutrients) (3+1) HSF-306 Food Preservation and Processing (Food Technology) (3+1) HSF-307 (Project)	HSF-322 Food Packaging (4) OR HSF-323 Fermented Food Technology (2+2)							20	
VII	HSC-400 Research Methodology (3+1) HSF-401 Geriatric Nutrition (3+1) HSF-402 Nutraceuticals and Nutrigenomics/ Food Biotechnology (3+1) HSF-403 Public Health Nutrition (P) (4)	HSF-411 Food Quality Analysis (2+2)							20	
VIII	HSF-404 Recent advances in Food, Nutrition & Dietetics (3+1) HSF-405 Food	HSF-412 Maternal and Child Nutrition (3+1)					Dissertation (12)		20	

Programme Structure for Semester III to VIII Under Graduate Programme- Home Science: Textiles and Fashion Studies

Semester	Major -Core	Minor	MC	AEC	SEC	I	D	VAC	Total Credits	Exit
III	HST-200 Pattern Making and Styling for Kids wear (0+4). HST-201 Psychology of Fashion (2+2)	HST-211 Eco and Sustainable Fashion (2+2)	HSC-232 Fashion Crafts/Accessories (0+3)		HSC-242 Surface Enrichment (0+3)				20	
IV	HST-202 Apparel Design and Illustration (2+2) HST-203 Dyeing, Printing and Finishing of Textiles (3+1) HST-204 Garment Construction for Kids wear (0+4). HST-205 Indian Textile heritage (2+0)	HST-212 Product Development in Textiles & Apparel (0+4)							20	EXT-2 XXX-16X (Course Title) (4)
V	HST-300 Fabric Construction (3+1) HST-301 Textile Testing and laundry science (3+1) HST-302 Pattern Drafting and Draping (Basics) (0+4)	HST-321 Fashion Communication (0+4)				2			20	

	HST-303 CAD in Apparel Design (0+2)									
VI	HST-304 Apparel Production (0+4) HST-305 Traditional Costumes of India (3+1) HST-306 Apparel marketing and merchandising. (3+1) HST-307 (Project)	HST-322 Quality Norms and standards for apparel (2+2)							20	
VII	HSC-400 Research Methodology (3+1) HST-401 Advanced Pattern Making (0+4) HST-402 Textile Industry & Trade (3+1) HST-403 Fibre Chemistry (3+1)	HST-411 Image styling (0+4)							20	
VIII	HST-404 Recent Advancements in Textiles, Clothing and Fashion (3+1) HST-405 Fashion Journalism (2+2) HST-406 World Historic Textiles (3+1)	HST-412 Eco Fashion / Fashion Event Management (1+3)					(12)		20	

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Programme Structure for Semester III to VIII Under Graduate Programme- Home Science: Human Development and Family Studies

Semester	Major -Core	Minor	MC	AEC	SEC	I	D	VAC	Total Credits	Exit
III	HSH-200 Adolescent Development(3+1) HSH-201 Development in Adulthood (3+1)	HSH-211 Essentials of Psychology (3+1)	HSC-233 Basic Skills in Guidance & Counselling (2+1)		HSC-243 Creative Teaching Aids & Techniques (2+1)				20	
IV	HSH-202 Marriage and Family Dynamics (3+1) HSH-203 Gerontology(3+1) HSH-204 Social Psychology (3+1) HSH-205 Social Welfare (2 +0)	HSH-212 Methods of Child Study (V) (3+1)							20	EXT-2-XXX-16X (Course Title) (4)
V	HSH-300 Theoretical Perspectives in Human Development – Part I (3+1) Early Childhood HSH-301 Care & Education – Part I (3+1) HSH-302*	HSc-321 Practical in Preschool Education (V) (0+4)				-2			20	

	HSH-303*									
VI	<p>HSH-304 Theoretical Perspectives in Human Development – Part II(3+1)</p> <p>HSH-305 Early Childhood Care & Education – Part II (3+1)</p> <p>HSH-306 Education of the Differently-Abled – Part II (3+1)</p> <p>HSH-307 (Project)</p>	HSH-322 Creating Developmentally Appropriate Curriculum (V) (3+1)							20	
VII	<p>HSC-400 Research Methodology</p> <p>HSH-401 Advances in Theories of Human Development (3+1)</p> <p>HSH-402 Issues in Human Development / Trends and issues (3+1)</p> <p>HSH-403 Ethics in Research and Human Development (3+1)</p>	HSH-411 Behavioural and Emotional Challenges in Children (3+1)							20	

VIII	<p>HSH-404 Human Resource Management (3+1)</p> <p>HSH-405 Counselling and Psychological Testing (3+1)</p> <p>HSH-406 Advanced Study of Theories of Human Behaviour and Development (3+1)</p> <p>HSH-407 Research in Education from Early Childhood to Higher Education (3+1)</p> <p>OR</p> <p>ONE OF THE ABOVE WITH DISSERTATION</p>	<p>HSH-412 Research Methods and Statistics (SPSS) (2+2)</p>					Dissertation (12)		20	
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Programme Structure for Semester III to VIII Under Graduate Programme- Home Science: Resource Management

Semester	Major -Core	Minor	MC	AEC	SEC	I	D	VAC	Total Credits	Exit
III	HSR-200 Housing and space management (3+1) HSR-201 Interior Space and Furnishing (Part I) (3+1)	HSR-211 Creative Applied Craft(1+3)	HSC-234 Financial Management and Consumer Education (2+1)		HSC-244 Computer-Aided Interior Designing 1 (0+3)				20	
IV	HSR-202 Ergonomics for Everyday Life (3+1) HSR-203 Interior Space and Furnishing (Part II) (3+1) HSR-204 Consumer product development (2+2) HSR-205 Scale and perspective Drawing (0+2)	HSR-212 Product design and development (1+3)							20	EXT-2 XXX-16X (Course Title) (4)
V	HSR-300 Residential space planning (2+2) HSR-301	HSR-321 Art of Enterprising							20	

	Environment and Sustainable development (3+1) HSR-302 Hospitality Management (3+1) (Part I) HSR-303 Traditional and contemporary interior (0+2)	(2+2) OR House Keeping								
VI	HSR-304 Marketing and sale management (3+1) HSR-305 Commercial space planning (2+2) HSR-306 Hospitality Management (3+1) (Part II) HSR-307 (Project)	HSR-322 Event Management (1+3)							20	
VII	HSC-400 Research methodology HSR-401 Ergonomics and Design	HSR-411 Gardening and landscape designing (3+1)							20	

	development (2+2) HSR-402 Vastu Shastra (2+2) HSR-403 Fundamentals of Management & Organizational Behaviour (3+1)									
VIII	HSR-404 Interior Design Project Management (1+3) HSR-405 Functional interior for special needs (2+2) HSR-406 Recent Advances in Family Resource Management (3+1) HSR-407 Ethics & Corporate Social Responsibility Or ANY ONE OF THE ABOVE WITH Dissertation	HSR-412 Computer-Aided Interior Designing 2 (2+2)					Disserta tion (12)		20	

Programme Structure for Semester I to VIII Under Graduate Programme- Home Science: Extension and Communication Management

Semester	Major -Core	Minor	MC	AEC	SEC	I	D	VAC	Total Credits	Exit
III	HSE-200 Gender, Media & Society (3+1) HSE-201 Communication Systems & Mass Media (Part 1) (3+1)	HSE-211 Multimedia and web design (2+2)	HSC-235 Entrepreneurship Management (2+1)		HSC-245 Advertising & Marketing Communication (1+2)				20	
IV	HSE-202 Participatory Program Management Communication(3+1) HSE-203 Systems & Mass Media (Part 2)(3+1) HSE-204 Methods of Development Communication(3+1) HSE-205 Training and Professional Development (0+2)	HSE-212 Graphic designing and Animation (2+2)							20	EXT-2 XXX-16X (Course Title) (4)
V	HSE-301 Behaviour Change Communication (2+2)	HSE-321 Media Production and Management				2			20	

	HSE-302 Problems and Issues in Development (4+0) HSE-303 Extension Education and Development (3+1) HSE-304 Training For Development (0+2)	(2+2)								
VI	HSE-305 Gender & Development (3+1) HSE-306 Socio-economic Environment of India (3+1) HSE307 Sustainable Development (2+2) HSE-308 Non Formal Adult and Lifelong Education(3+1)	HSE-322 Community Health & Recreation (2+2)							20	

VII	HSC-400 Research methodology (3+1) HSE-401 NGO Management (3+1) HSE-402 Corporate Communication and Event Management (2+2) HSE-403 Development Planning & Administration(3+1)	HSE-411 Social Media And Digital Communication (2+2)							20	
VIII	HSE-404 Recent Advances in Extension and Communication (3+1) HSE-405 Community Development (1+3) HSE-406 Diffusion and Adoption of Homestead Technologies(3+1)	HSE-412 Media Research and Ethics(4+0)					Dissertati on 12		20	

EXIT WITH CERTIFICATE IN HOME SCIENCE (FOR EXIT)VOCATIONAL SUMMER COURSES
Fundamentals of Computers Workplace Readiness/ Professional Skills / Personality Development

SEMESTER I

Name of the Programme: BSc Home Science

MAJOR CORE

Course Code: HSC-100 Title of the Course: Food Science

Number of Credits: 4 (3 Theory +1 Practical)

Effective from AY: 2023-24

Pre-requisites for the Course:	Nil	
Course Objectives:	Objectives: 1. To understand importance of food groups and nutritional composition 2. To study advantages and disadvantages of cooking methods on the stability of nutrients 3. To learn the composition of different foods, effect of processing and storage on nutritional composition of foods. 4. To learn the factors influencing the cooking quality of different foods	
Content:	UNIT I. Introduction of Food Groups, Food Pyramid And Cooking Methods Definition of Food and Food Science, Classification Of Foods based on Functions, Food groups and Food pyramid, Need For Grouping Foods Different Methods Of Cooking Moist Heat, Dry Heat And Fat As Medium Of Cooking-Definition, Merits And Demerits Of Different Methods Of Cooking. Microwave Cooking -Merits / Demerits of Various Methods Of Cooking. Recent Methods of Cooking-Ohmic Cooking, Induction Cooking	No of hours 8
	UNIT II Cereals, Pulses, Nuts and Oil Seeds, Fats and Oils Structure, Composition and Nutritive Value, Changes in Nutritive Value during Cooking, Processing and storage, cooking quality Cereals- cereal cookery concepts – Gluten formation, Cereal starch – moist heat effect – Gelatinization, Gel formation, Retrogradation & Syneresis; Dry heat effect - Dextrinization , Pulses- wet milling and dry milling, germination, soaking and fermentation. Nuts and oil seeds- role of nuts and oil seeds in cookery, toxins in nuts and oil seeds Fats and oil seeds- types of oils, functions, effect of heat on oil absorption, rancidity	15
	UNIT III Vegetables and Fruits Classification, Composition and Nutritive Value, pigments, Changes in Nutritive Value and pigments of Vegetables during Cooking , Ripening of Fruits, Storage of vegetables and Fruits	5
	UNIT IV Milk , Milk Products and Eggs Milk - Composition, Nutritive Value, Problems Encountered in Cooking, Kinds of Milk, Types of Milk Products- Fermented and Non-fermented products. Egg- Structure, Composition and Nutritive Value, Methods of cooking, Factors affecting coagulation and foam formation, Testing freshness in Egg. Uses of Egg in Food Preparation and Storage of Eggs 1	10

	<p>Unit V Meat, Poultry and Fish Structure, Composition, Nutritive Value, Selection, Methods of cooking and its effects on changes in nutritive value of Meat, Fish and Poultry. Factors Affecting Tenderness of Meat Storage of Meat, Fish and Poultry</p> <p>PRACTICAL Weights and measures; preparing market order and table setting</p> <p>Food preparations using different cooking methods, understanding the principle involved, nutritional quality and portion size for the following</p> <p>Beverages: Hot tea/coffee, milk shake/ lassi, fruit based beverages Cereals: Boiled rice, pulao, chapatti, parantha, puri, pastas Pulses: Whole, dehusked (Different dishes using pulses and legumes) Vegetables: Green leafy vegetables, coloured vegetables, roots tubers, curries, dry preparations and baked Milk and milk products Meat, Fish and poultry preparations Egg preparations: Boiled, poached, fried, scrambled, omelettes, egg pudding Soups: Broth, plain and cream soups Baked products: Biscuits/cookies, cream cakes, sponge cake preparations, tarts and pies and any other Snacks: pakoras, cutlets, samosas, upma, poha, sandwiches or any other snack Salads: salads and salad dressings. Fermented products: idli, dosa, appam, batura, kulcha, dhokla (any other)</p>	<p>7</p> <p>30</p>
Pedagogy:	Regular lectures, debates, ICT enabled learning experiences	
References/ Readings:	<p>Reference: 1. Potter, N. and Hotchkiss, J.H. Food Science, 5 th Ed., CBS Publications and Distributors, Daryaganji, New Delhi, 1998.</p> <p>2. Shakuntala Manay, Shadaksharaswamy. M (2000) Foods, Facts and Principles, New Age International Pvt Ltd Publishers, Sixth Edition, 2015.</p> <p>3. Usha Chandrasekhar, Food Science and Application in Indian Cookery, Phoenix Publishing House P. Ltd., New Delhi, 2002.</p> <p>4. Food Science Srilakshmi</p>	
Course Outcomes:	<p>Course Outcomes: 1. Knowledge on food groups, food pyramid and understand cooking methods with the application in balanced menu planning. 2. Knowledge on nutritive value, understand the cookery concepts and gain skills to process and store cereals, pulses, nuts and oilseeds. 3. Knowledge on nutritional classification, understand the changes in pigments and acquire skills in preserving nutrients and pigments in the processing and storage of vegetables and fruits. 4. Knowledge on nutritive value, understand the cooking quality factors and develop skills in the preparation and storage of milk and egg products. 5. Knowledge on the structure and nutritive value, understand the processing factors and acquire skills in processing and storage of flesh foods.</p>	

Course Code:HSC-111

Number of Credits: 4 (3 Theory + 1 Tutorial)

Effective from AY: 2023-24

Pre-requisites for the Course:	Nil										
Course Objectives:	<ol style="list-style-type: none"> 1. To introduce students to the scientific study of the human lifespan and the principles of development. 2. To orient students to the key features of physical, cognitive, language, social, emotional development in children, covering the period from conception to late childhood. 3. To create an awareness of the various factors that influence the spheres of development. 										
Content:	<table border="1"> <thead> <tr> <th></th><th>No of hours</th></tr> </thead> <tbody> <tr> <td> Unit I – History and Basic Concepts in the Field of Human Development <ul style="list-style-type: none"> • Growth & Development; Differences between these and importance • History and Prospects in the field of Human Development • Principles of Human Growth & Development </td><td>(5)</td></tr> <tr> <td> Unit II – Conception, Prenatal Development, Infancy and Childhood <ul style="list-style-type: none"> • Conception, Stages of prenatal development and mother's experience of pregnancy • Teratology and hazards to prenatal development • Prenatal care and Cultural beliefs about pregnancy • Birth and the postpartum period (Process and complications, Physical, emotional, & psychological adjustments in the postpartum period, Attachment & Bonding) • Early experience and the brain; development of the brain in childhood, Reflexes, gross motor skills, and fine motor skills • Physical and motor development (Body growth and change in infancy, early childhood, middle and late childhood) </td><td>(15)</td></tr> <tr> <td> Unit III – Cognitive and Language Development <ul style="list-style-type: none"> • Cognitive Development (Characteristics of thought in infancy and childhood – Piaget & Vygotsky's theories; attention and memory, social cognition, intelligence and individual differences in intelligence) • Language Development (Defining language, pattern of language development from birth to late childhood; Multilingualism – advantages and challenges; Parental, Familial, Environmental and other factors that facilitate Language Development) </td><td>(10)</td></tr> <tr> <td> Unit IV – Social and Emotional Development in Childhood <ul style="list-style-type: none"> • Theoretical Perspectives • Social and emotional development in infancy (Attachment, stranger distress, separation anxiety) • Temperament • Social and emotional development in toddlerhood (Growth of sociability, Awareness of self and others, Parent-toddler relations) • Social developmental changes in early childhood (Child's expanding world, Self-control and self-management) • Social development in middle and late childhood </td><td>15</td></tr> </tbody> </table>		No of hours	Unit I – History and Basic Concepts in the Field of Human Development <ul style="list-style-type: none"> • Growth & Development; Differences between these and importance • History and Prospects in the field of Human Development • Principles of Human Growth & Development 	(5)	Unit II – Conception, Prenatal Development, Infancy and Childhood <ul style="list-style-type: none"> • Conception, Stages of prenatal development and mother's experience of pregnancy • Teratology and hazards to prenatal development • Prenatal care and Cultural beliefs about pregnancy • Birth and the postpartum period (Process and complications, Physical, emotional, & psychological adjustments in the postpartum period, Attachment & Bonding) • Early experience and the brain; development of the brain in childhood, Reflexes, gross motor skills, and fine motor skills • Physical and motor development (Body growth and change in infancy, early childhood, middle and late childhood) 	(15)	Unit III – Cognitive and Language Development <ul style="list-style-type: none"> • Cognitive Development (Characteristics of thought in infancy and childhood – Piaget & Vygotsky's theories; attention and memory, social cognition, intelligence and individual differences in intelligence) • Language Development (Defining language, pattern of language development from birth to late childhood; Multilingualism – advantages and challenges; Parental, Familial, Environmental and other factors that facilitate Language Development) 	(10)	Unit IV – Social and Emotional Development in Childhood <ul style="list-style-type: none"> • Theoretical Perspectives • Social and emotional development in infancy (Attachment, stranger distress, separation anxiety) • Temperament • Social and emotional development in toddlerhood (Growth of sociability, Awareness of self and others, Parent-toddler relations) • Social developmental changes in early childhood (Child's expanding world, Self-control and self-management) • Social development in middle and late childhood 	15
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	(Development of the self, Peer relations, Functions of play) <ul style="list-style-type: none"> • Family influences (Quality of care, Parenting styles and their influences, Position/Order of Birth, Sibling relationships) • Role of Books & Toys in Emotional Development Tutorial/Demonstration <ol style="list-style-type: none"> 1. Preparation of aids on journey of the baby in the womb 2. Birth plan, hospital list and baby-friendly hospital guidelines 3. Lamaze Exercises to Support Delivery 4. Breastfeeding positions and misconceptions 5. APGAR and reflexes diagrams 6. Traditional and contemporary methods of babywearing, diapering, weaning, etc. 7. Interview of a mother about her pregnancy and delivery 8. Presentation on developmental milestones of children/own. 9. Observation of motor activities of a toddler. 10. Experiment to test cognitive development in children 	
Pedagogy:	<ul style="list-style-type: none"> • Powerpoint Presentations • Videos • Demonstrations • Interactive Activities (Role Play, Puzzles, Games, etc.) • Observation & Report Writing • In-Class discussions & debates • Samples of Storybook and Children's Toys 	
References/ Readings:	<ol style="list-style-type: none"> 1. Berk, L.E. (2017). <i>Child Development</i> (9th Ed.). USA: Pearson Education. 2. Santrock, J. W. (2013). <i>Child development</i> (14th Ed.). NY: McGraw-Hill. 3. Hurlock, E.B. (1978). <i>Child Development</i> (6th Ed). Singapore: McGraw-Hill Book Co. 4. Craig, G. J. (1999). <i>Human Development</i>. NJ: Prentice-Hall, Inc. 	
Course Outcomes:	Students will be able to: <ol style="list-style-type: none"> 1. Describe the difference between growth and development 2. Justify the importance of studying human development 3. Identify the factors affecting human development 4. Explain the main developments and milestones in childhood 5. Elaborate on all the major developments from infancy to late childhood in the areas of physical and motor development, cognition, language, and social and emotional growth. 	

Name of the Programme: B.Sc Home Science

MULTIDISCIPLINARY COURSE

Course Code: HSC-131 Title of the Course: Family Resource Management Concepts & Contexts

Number of Credits: 3 (3 Theory)

Effective from AY: 2023-24

Pre-requisites for	Nil
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the Course:		
Course Objectives	<ul style="list-style-type: none"> • Learning to identify and manage the use of resources available for functional use • Comprehending the purpose of managing resources • Setting realistic goals and being practical and prudent in the use and management of limited resources by making intelligent decisions • Becoming money, time, and energy conscious in daily living 	
Content	<p style="text-align: center;"><u>COURSE CONTENT</u></p> <p>Unit I Introduction to Resource Management in Family Settings</p> <p>Introduction to home management- meaning, definitions, conceptual framework, need, and philosophy Concept, definition, universality and Scope of family resource management Approaches to resource management – family resources Vs home management Ethics in management of resources – essential qualities for success Motivating factors in management – Values, Standards, and Goals – meaning, types/ classification, and influences. Theories of Motivation- Maslow’s hierarchy of needs theory; human wants – nature and role in the management.</p> <p>Unit II Resources</p> <p>Concept, classification, and Characteristics of family resources Factors affecting utilization of family resources Maximizing use of Resources and resource conservation. Natural resources: renewable and non–renewable resources, methods of harnessing renewable resources for residential use.</p> <p>Unit III Functions of Management: An Overview</p> <p>Decision Making- the crux of management, Types of decisions; factors of control, the role of values, standards, and goals in the decision-making process Management process: Definitions and steps in the management process: Planning, Controlling, Organizing, and Evaluation Significance of managing resources of the family Relation of Family Resource Management to other areas of Home Science.</p> <p>Unit IV Resource Management Process</p> <p>Management process applicable to specific resources: Money- sources of income, meaning of income and expenditure, steps in money management Time – the concept of time schedule, time norms, and peak loads Energy – Types of effort (Manual, pedal, visual etc)., Concept of body posture, drudgery, and fatigue, fatiguing activities, classification of activities (sedentary, moderate, and heavy), use of labor-saving devices in the management of time and energy, methods of alleviating fatigue Principles of Work simplification,</p>	<p>No of Hrs</p> <p>10</p> <p>10</p> <p>10</p> <p>10</p> <p>5</p>

	<p>Mundel's Classes of Change, time and motion studies, working heights at different levels.</p> <p>Unit V Ergonomics: Role in Management of Human Resources</p> <p>Ergonomics – concept and principles, work, worker and work environment relationship, the role of work, workplace and equipment (appliances) as sources of drudgery</p> <p>Occupational health hazards – sources, problems, and solutions</p>	
Pedagogy	Class tests, assignments, records, portfolio presentation, model making	
References/ Readings	<ul style="list-style-type: none"> • Bharti, V.V.(1994). <i>Family Resource Management</i>. New Delhi Discovery Pub House. ISBN: 81-7141-250-5. • Bharti,V.V. and Jacintha, M.(1994). <i>Family Resource Management-New Concepts and Theory</i>. New Delhi Discovery Pub House 45/94. ISBN: 81-7141-250-5. • Deacon, R. (1988). <i>Family Resource Management</i>. Boston Allyn and Bacon 1988-Xii; 291p. ISBN:0-205-1138-6. • Goldsmith, E. B. (2022). <i>Foundations of Family Resource Management</i>. United Kingdom: Taylor & Francis Limited. • Grandjean, E., and Kroemer, K.H.E. (1999). <i>Fitting the Task to the Human - A Text Book of Occupational Ergonomics</i>, New York: Taylor and Francis. • Kaur,H. (1989). <i>Theory and Practice of Home Management</i>. Delhi Surjeet Publisherslishers. • Koontz, H., and O'Donnel C. (2005). <i>Management – A Systems and Contingency Analysis of Managerial Functions</i>. New York: McGraw-Hill Book Company • Mann,MK. <i>Home Management for Indian Families</i>. New Delhi Kalyani Publishers 1982-X;140p. • Nickell, P., and Dorsey, J, M. (2002). <i>Management in Family Living</i>. New Delhi: CBS Publishers (ISBN13: 9788123908519) • Rao V.S.P., and Narayana P.S. (2008). <i>Principles and Practices of Management</i>. New Delhi: Konark Publishers Pvt. Ltd.(ISBN 13: 9788122000283) • Singh, S. (2007). <i>Ergonomics Integration for Health and Productivity</i>. New Delhi/ Udaipur: Himanshu Publication • Varghese, MA.(1989). <i>Home Management</i>. New Delhi Wiley Eastern Limited. ISBN:9780852269046, 0852269048. • Asay, S. M., Moore, T. J. (2017). <i>Family Resource Management</i>. United States: SAGE Publications. ISBN:9781483383156. • Gross.I.H., Crandall, E. W. and Knoll, M. M.(1980). <i>Management for Modern Families</i>. New Jersey: Prentice Hall Inc. • Moore, T. J., Asay, S. M. (2021). <i>Family Resource Management</i>. United States: SAGE Publishing. ISBN:9781544370620, 1544370628. • Nickell, P., Rice, A. S., and Tucker, S.P. (1976). <i>Management in Family Living</i>. New York: John Wiley& Sons Inc • Seetharaman, P., Batra, S., &Mehra, P. (2015). <i>An Introduction to Family Resource Management</i>. New Delhi: CBS Publishers &Distributors (ISBN 13: 9788123911861) 	
Course outcomes	<ul style="list-style-type: none"> • Understanding of the concepts related to family resource management • Appreciation of the significance of the management process in the efficient use of resources • Imbibing nuances of human values and standards for successful management and decision making 	

	<ul style="list-style-type: none"> • Focus on management of human energy as a family resource
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Name of the Programme: BSc Home Science

SKILL ENHANCEMENT COURSE

Course Code: HSC-141 Title of the Course: FUNDAMENTAL OF CLOTHING CONSTRUCTION

Number of Credits: 3 (3 Practical)

Effective from AY: 2023-24

Pre-requisites of the course	Nil
Course Objectives:	1 Learning Objectives: <ul style="list-style-type: none"> • Develop an understanding about the basics of clothing construction • Learn about the principals involved in clothing construction.

	<ul style="list-style-type: none"> • Know about various sewing equipment that are essential in a sewing room. • Learns to construct articles. • Develop skill in coordinating fabrics, patterns and supportive materials 	
Content:	<p>Unit-I. Introduction History of Clothing. Origin of Clothing Use of clothing among primitive people Clothing in relation to culture Psychological aspects of clothing Self-respect, self-enhancement, self-expression, gender desirability and Individuality Socio-psychological aspects of clothing . Significance of uniforms and national costumes.Clothes for conformity, mobility and aesthetic appearance. Terminology : Clothing, fabric, fashion, fad, silhouette, weaving, knitting, felting, plackets, brands, clothing symbolism, tradition,</p> <p>Unit-II. Sewing Machines Types of sewing machines Mechanical Sewing Machine. Electronic Sewing Machine. Computerized or Automated Sewing Machine. Embroidery Machine.</p> <p>Unit-III. Design Components Elements and Principles of Design Introduction Basic elements of design Basic principles of design Relation between elements and principles of design to the Clothing and Fashion Color, line and texture in relation to : Age ,Season Occasion Figure and Complexion</p> <p>Unit-IV. Components of Garments Garment Silhouettes , Introduction to basic Garments Skirts Blouses Pants Introduction to Garment detailing for Necklines Fullness Pockets Seams Sleeve Yoke and Plackets.</p> <p>Unit-V.Pattern cutting tools Sewing equipment: its use and care Fundamentals:Preparing woven fabrics for cutting: straightening and blocking of fabrics Hand sewing techniques (Bastings/Slip stitch and Hemming) Seams (Plain, Run and fell, French, Lapped, Double sewn, Pinked) Fasteners (Press button, Button and buttonhole, Pant hook and bar, Velcro, Hook and eye) Piping, Bias Facing and Fitted Facing (Concave/Convex/Inner corner/Outer corner) Edge finishing (Groove and Edge, Edging with laces) Basic Blocks and Sleeve</p> <p>Unit-VI: Surface embellishment Embroidery Fabric painting Stencil printing Wardrobe Styling Exploring types of garments , learning to coordinate mix-n-match and style attire to create different looks by accessorizing Dressing up for specific occasion .</p>	<p>10</p> <p>10</p> <p>10</p> <p>10</p> <p>30</p> <p>20</p>

	<p>Dressing as per different body types.</p> <ul style="list-style-type: none"> □ Basic Clothing Concepts - Introducing body measurements <p>Reading design drawings and patterns with various yokes/pleats/gathers/necklines/sleeves/garment openings.</p> <ul style="list-style-type: none"> -Basic drawing and planning garment details -Understanding and selecting fabrics 	
Pedagogy:	Regular lectures, ICT enabled learning experiences	
References/ Readings:	<ul style="list-style-type: none"> • Armstrong, Pearson. (1995), Pattern making for Fashion Design, Fairchild Publication, New York 1995 (Indian Ed.) • Cream, Penelope., (1996), The Complete Book of Sewing - A Practical Step by Step Guide to Sewing Techniques, DK Publishing Book, New York , • Dorothy wood, the practical encyclopaedia of sewing, Anneess publishing Ltd, London. • Holman, Gillian. (1997), Pattern Cutting Made Easy, BSP. • Janace E. Bubonia. (2012), Apparel production terms and processes, Fairchild Books, New York. 	
Course Outcomes:	<ul style="list-style-type: none"> • Understand basic principles of clothing construction. • Comprehend the importance and function of clothes. • Identify the common fabrics used for clothing construction • Utilize design components in garment construction • Gain an insight of various sewing machines and other sewing equipment's available in the market, their functioning & common problems faced while usage. • Understands various garment construction process. • Co-ordinates fabrics, patterns and supportive materials • Construct the garment 	

Name of the Programme: BSc Home Science

MAJOR CORE

Course Code: HSC-101 Title of the Course: HOME SCIENCE EXTENSION AND DEVELOPMENT

Number of Credits: 4 (3 Theory+ 1 Tutorial)

Effective from AY: 2023-24

Pre-requisites for the Course:	Nil
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Course Objectives:	<p>Understand the <u>meaning</u> process and evolution of extension and extension systems of pre-independence era to present era.</p> <p>Comprehend the relationship between <u>home science education</u> with extension system.</p> <p>Familiarize with the structural and functional concepts of rural <u>society</u>.</p> <p>Acquire Knowledge regarding various existing extension and rural development programmes</p>		
Content:	<p>Unit I Meaning and philosophy of Home Science education; Historical development and present status of Home Science; Home Science Institutions; Role and scope of Home Science towards career development.</p> <p>Unit II Extension Education- concept and importance, philosophy, principles and objectives. Evolution of extension education- glimpses of pre- and post-independence era. Community: Meaning and definition, types of communities, community mobilization leadership, participation-PRA. Community development programmes- concept, objectives, organization, activities, achievement and failures.</p> <p>Unit III Concept of Development Characteristics of developing countries. Measuring Development. Indices of measuring Development. Community Development Origin, Organization and function of community development. Growth and Development of Panchayati Raj. Rural Institutions of India. Village school, Mahila mandal, Youth clubs</p> <p>Unit IV Programme planning Programme Planning: Principles and importance in extension. Evaluation of Programme. Home science for Rural Development Role of Home Science in solving issues of illiteracy, poverty and health. Home science extension workers for Rural Development. Characteristics of extension workers Current rural development programmes/ Organizations- SGSY, MGNREGA, IAY, ICDS, Total sanitation schemes/ campaigns etc. Role of NGOs in rural development.</p> <p>Tutorial/Demonstration Preparation of Simple literature to raise awareness of the urban and rural community regarding community development. Conduct awareness camps Visit to KVK and participate in their programs Collecting information regarding various schemes of Government of Goa and India</p>		<p>10</p> <p>10</p> <p>15</p> <p>10</p> <p>15</p>
Pedagogy:	Regular lectures, debates, field visits, ICT enabled learning experiences		
References/ Readings:	<p>Shah, Chandra and Joshi (1989) Fundamentals of Teaching Home Science, Sterling publishers, Delhi.</p> <p>Dahama O.P. and Bhatnagar O.P., Educational and Communication for Development (1985), Oxford & IBH Publishing Co. Pvt Ltd, New Delhi</p> <p>Supe, An Introduction to Extension Education (1983), oxford IBH publications</p>		

	<p>Chandra A., Shah A. 1987, Non Formal Education for All, Sterling Publishers, New Delhi</p> <ul style="list-style-type: none"> • Gupta, D. (2007). Development communication in Rural Sector. New Delhi: • Meenakshi Raman and Sangeetha Sharma. (2013). Technical Communication- Principles and Practice. New Delhi: Oxford University Press Mukhopadhyay Abhijeet Publication • Nair, R. (1993). Perspectives in Development Communication. New Delhi: • Nisha, M. (2006). understanding Extension Education. New Delhi: Kalpay Publications • Parveen Pannu and Yuki Azaad Tomer. (2012). Communication Technology for Development. New Delhi: International Publishing House Pvt Ltd. • Ray, G.L. (2015). Extension Communication and Management. Ludhiana: Kalyani Publishers • Reddy, A.A. (2001). Extension Education. Bapatla: Sri Lakshmi Press • Rogers Everett, M. (2003). Diffusions of Innovations. 5th Edition. New York: Sage Publication • Singh, U.K. and Nayak, A.K. (2007). Extension Education. New Delhi: Common The Free Press, Wealth Publisher
Course Outcomes:	<p>Explain the basic concept, nature and significance of home Science Education.</p> <p>Role of Home Science in solving issues of illiteracy, poverty and health.</p> <ul style="list-style-type: none"> • Learn the communication channel and skill • Analyze the media in development communication • Understand the adoption and diffusion process to help the extension agents to accelerate them

Name of the Programme: BSc Home Science

Course Code: HSC-112

Title of the Course: FIBRE TO FABRIC

Number of Credits: 4 (3 Theory + 1 Tutorial)

Effective from AY: 2023-24

Pre-requisites for the Course:	Nil
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Name of the Programme: B.Sc. Home Science

Course Code: HSC-132

Title of the Course: DEVELOPMENT IN ADOLESCENCE

Number of Credits: 3 (3 Theory)

Effective from AY: 2023-24

Pre-requisites for the Course:	<ol style="list-style-type: none">1. A Basic understanding of development in childhood2. Basic knowledge of human development3. Ability to comprehend and write in one's own words about simple concepts
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Course Objectives:	<ol style="list-style-type: none"> 1. To introduce students to the scientific study of adolescence. 2. To help students learn about key areas of adolescent development and the issues faced during: puberty, health, cognitive and moral development, self, identity, emotions, gender, personality, and sexuality. 3. To help students explore the various contexts which can influence adolescent development: family/ parents/ siblings/ peers/ friends/ school/ culture/ media. 4. To expose students to learnings of how to foster well-being in adolescence. 	
Content:	<p>Unit 1 - Introduction, History, and Biological Development</p> <p>0. Historical perspective of the study of adolescence: Developmental Tasks, Storm and Stress, adolescence as a new stage in human development, stereotyping of adolescents, positive youth development theory</p> <p>0. Importance of studying adolescents; status of adolescents in the world and in India</p> <p>0. Puberty: determinants, growth spurt, sexual maturation, secular trends in puberty, pubertal timings and health care, psychological dimensions</p> <p>0. Adolescent health as a critical juncture: nutrition, exercise and sports, sleep, leading causes of death</p> <p>Cognitive and Moral Development</p> <p>0. The cognitive development view: Piaget and Elkind</p> <p>0. The information processing view: characteristics of the information-processing view, attention, memory, executive functioning (decision-making, reasoning, critical thinking, creative thinking)</p> <p>0. Moral development: Piaget, Kohlberg, Religion and spirituality</p> <p>Unit 2 - Self, Identity, and Emotions</p> <p>0. Self: what is the self, multidimensionality, self-concept vs. self-esteem, characteristics of an adolescent's self</p> <p>0. Identity: Erikson's identity vs. role diffusion, psychosocial moratorium, identity crisis, Marcia's four statuses of identity</p> <p>0. Emotions: definition, relationship with self-esteem, adolescence as a period of storm and stress, hormones and emotions, social aspects and emotions, emotional competence</p> <p>Personality, Gender, and Sexuality</p> <p>0. Personality: different conceptions of personality, the Big Five model of personality, person vs. situation as determinants of behavior</p> <p>0. Gender: femininity, masculinity, role of culture in gender development, sex vs. gender, gender differences (activities and interests, personal-social attributes, social relationships, styles and symbols)</p> <p>0. Sexuality: sex vs. sexuality, importance of sexuality in adolescence, challenges related to sexuality</p> <p>Unit III - Contexts of Adolescent Development</p> <p>0. Parents: developmental changes in parents and adolescents, changing parent-adolescent relationships, parents as managers, parenting styles, parent-adolescent conflict, autonomy and attachment</p> <p>0. Siblings: sibling roles</p> <p>0. Peer relations: peer group functions, family-peer linkages,</p>	<p>No of hours</p> <p>(15)</p> <p>(15)</p> <p>(15)</p>

	<p>peer conformity, peer statuses, friendship, dating and romantic relationships</p> <p>0. Schools; adolescence as a critical juncture in achievement; technology; career choices, process and factors influencing it</p> <p>0. Role of culture; youth in poverty</p> <p>Challenges, Problems and Wellbeing in Adolescence</p> <p>0. Teen suicide: statistics, common situations in which adolescents commit suicide, symptoms of depression, prevention and intervention</p> <p>0. Academic stress: statistics/profile of adolescents in India related to academic stress, reasons, strategies for coping</p> <p>0. Bullying, ragging, aggression/violence, and juvenile delinquency: statistics/profile of adolescents in India, prevention and intervention</p> <p>0. Substance abuse: smoking, alcohol and drugs; influence of peers; prevention and intervention</p> <p>0. Strategies for creating well-being in adolescence</p>	
Pedagogy:	<ul style="list-style-type: none"> • Powerpoint Presentations • Songs/Videos • Interactive Activities (Role Play, Puzzles, Games, etc.) • Observation & Report Writing • In-Class discussions & debates 	
References/ Readings:	<ol style="list-style-type: none"> 1. Berk, L.E. (2007). <i>Development through the Lifespan</i> (4th Ed). NY: Pearson Education Inc. 2. Santrock, J. W. (2013). <i>Adolescence</i> (14th Ed.). NY: McGraw-Hill. PP 3. Rice, F. P. & Dolgin, K. G. (2008). <i>The Adolescent: Development, Relationships, and Culture</i> (12th Ed.). NY: Pearson Education Inc. 	
Course Outcomes:	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the various nuances of development in adolescence. 2. Understand and Evaluate their own development 3. Identify issues they face in various spheres and decipher possible solutions 4. Recognize their personality traits and attributes, for example, learning styles 5. Prevent themselves from vices and learn to evaluate possible pitfalls 6. Handle relationships with peers in a more mature manner 	

Name of the Programme: B.Sc Home Science

SKILL ENHANCEMENT COURSE

Course Code: HSC-142

Title of the Course: ART PRINCIPLES & INTERIOR DECORATION

Number of Credits: 3 (3 Practical)

Effective from AY: 2023-24

Pre-requisites for the Course	Nil
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Course Objectives	<ul style="list-style-type: none"> To understand the concept of elements and principles of design To learn the importance of art element, principles, and their applications in interior decoration. To learn important furnishing require to decorate for interior To develop the design using elements and principles of design 	
Content	<p style="text-align: center;"><u>COURSE CONTENT</u></p> <p>UNIT I: Design Fundamentals in Designing Interior Space ((Including Demonstration and Field visits)</p> <p>Life Space and Proxemics – significance in interior space designing Concept and Meaning of Aesthetics, perception, and good taste in Designing Interior Design Vs Interior Decoration Design: Definition, types and Classification Plastic elements - elements of design – application in interiors Rudiments of Design - Principles of Design – application in Interiors</p> <p>UNIT II: Aesthetic and Functional Considerations in Designing Interior Space (Including demonstrations and field visits)</p> <p>our –</p> <ul style="list-style-type: none"> Definition of color, colour spectrum, Pigment, Prang Colour system, Classification of colors, color harmonies – use and application in interiors. Colour Psychology, Colour & composition, Type of colors available in the market and their uses. <p>Furniture –</p> <ul style="list-style-type: none"> Introduction of furniture, classification, and their importance, Factors influencing selection and arrangement, Care and maintenance of furniture Current market trend in furniture <p>Lighting –</p> <ul style="list-style-type: none"> Light Sources, qualities, and features Requirements of good lighting, use/ role, brightness - measurement for adequacy, avoidance of glare and shadow Examples of lighting concepts in interior <p>Soft furnishings in the interior –</p> <ul style="list-style-type: none"> Definition, classification, and use in different areas Window treatments- hard and soft and their uses <p>Accessories in the interior –</p> <ul style="list-style-type: none"> Definition, functions, use, and classification; Explore accessories of the interior available in the market Role in completing a design needs in an interior <p>Flower arrangements,</p> <ul style="list-style-type: none"> Flower and its characteristics Types of Flower Arrangements, <p>PORTFOLIO</p> <ol style="list-style-type: none"> Introduction to the drawing - Exploring elements of design. Development of design through combining two or more elements of design. 	<p>No of Hrs</p> <p>20</p> <p>30</p>

	<ol style="list-style-type: none"> 3. Different techniques of sketching, and lettering techniques. 4. Colour wheel, create a color composition using different color schemes, 5. Spatial effect color (Gouache, watercolors, pastels) 6. Develop a design for Alpana and Rangoli 7. Develop Paper cutting decorating item 8. Use of waste material for making accessories 9. Napkin folding 10. Flower Arrangements 11. Use different materials like Clay, Cardboard, and Thermo coal to create 3 Dimensional designs 	<p>10</p> <p>30</p>
Pedagogy	Class tests, assignments, records, portfolio presentation, model making	
References/ Readings	<ul style="list-style-type: none"> • Bachwal, L., Ray, G. G. (2012). Residential Interior Design for the Elderly and Physically Challenged: A Guide Book on Ergonomic Dimensional References for Designing Home Interior. India: Shroff Publishers & Distributors Pvt. Limited. ISBN: 9789350236338. • Bhargava, B. (2001). Family Resource Management and Interior Decoration, Delhi: University Book House • Bhargava, B. (2001). Housing and Space Management. Jaipur: University Book House Ltd. • Bush, Akiko. (1988). Floorworks: Bringing Rooms to Life with Surface Design and Decoration. Published By: Toronto Bantam Book. ISBN: 0553-05253-5. • Cicale, A. (2004). The Art & Craft of Hand Lettering: Techniques, Projects, Inspiration. United States: Lark Books. • Crafti. (2004). The office – Designing for Success. Jaipur: Images Publication • Creative Paper Cutting: Basic Techniques and Fresh Designs for Stencils, Mobiles, Cards, and More. (2010). United Kingdom: Shambhala. ISBN: 9781590307311. • Deshpande, R.S. (2000). Build Your Own Home. Pune: United Book Corporation 	
Course outcomes	<ul style="list-style-type: none"> • Practicing knowledge gained in art and principles helps refine personal aesthetic senses. • Enable to develop basic designs or motifs. • Enable reading and comprehending requirements of various interior furnishings as per the need of the home. • Examining current market trends and prominent styles of interior furnishing. 	