

पं. रविशंकर शुक्ल विश्वविद्यालय
रायपुर (छत्तीसगढ़)



पाठ्यक्रम

- बी.एस.सी. (गृह विज्ञान) B.Sc. (Home Science) - I (Code-901)
बी.एस.सी. (गृह विज्ञान) B.Sc. (Home Science) - II (Code-902)
बी.एस.सी. (गृह विज्ञान) B.Sc. (Home Science) - III (Code-903)

परीक्षा : 2015-16

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REVISED ORDINANCE NO. - 27

(As per state U.G.C. Scheme)

BACHELOR OF SCIENCE (HOME SCIENCE)

(Degree's Name amended in C.C. on 02.02.06)

1. The three year course has been broken up into three parts, Part-I, known as Bachelor of Science (Home Science) Part-I Examination at the end of the First year, Part-II known as Bachelor of Science (Home Science) Part-II Examination at the end of the Second year and Part-III known as Bachelor of Science (Home Science) Part-III Examination at the end of the third year.
2. A candidate who after passing (10+2) or Intermediate examination with Science Subject Home Science group of Science Subject Maths Group, Commerce Group, Arts Group with one subject Home Science, Vocational Course of (10+2) C.G. Board of Secondary Education, Or any other exam. Recognised by University or C.G. Board of Secondary education as equivalent thereto, has attended a regular course of study in an affiliated college or in the teaching deptt. of the University for one academic year shall be eligible at the bachelor of home science part I examination."
3. A candidate who after passing Part-I of the Bachelor of Science (Home Science) examination of the University or any other examination recognised by the University as equivalent there to has attended a regular course of study for one academic year in an affiliated college or in the Teaching Department of the University shall be eligible for appearing at the Bachelor of Science (Home Science) Part-II Examination.
4. A candidate who after passing the Bachelor of Science (Home Science) Part-II examination of the University has completed a regular course of study for one academic year in an affiliated College or in the Teaching Department of the University, shall be eligible for appearing at the Bachelor of Science (Home Science) Part-III (Final) Examination.
5. Every candidate appearing at the Bachelor of Science (Home Science) Part-I, Part-II, and Part-III (Final) examinations shall be examined in subject approved by the faculty and notified as per scheme for the examination concerned.
6. In order to pass at any part of the three year degree course examination, an examinee must obtain not less 33% of the total marks in each subject/group of subjects. In paper where both theory and practical examinations are provided an examinee must pass in both theory and practical part of examination separately.
7. Candidate will have to pass separately at the Part-I, Part-II and Part-III examination. No division shall be assigned on the results of the Part-I and Part-II examinations. In determining the division of the Final examination total marks obtained by the examinees in their Part-I, Part-II and Part-III examination in the aggregate shall be taken into account.

Provided in case of candidate who has passed the examination through the supplementary examination having failed in one subject/group only, the total aggregate

marks being carried over for determining the division shall include actual marks obtained in the paper/papers in which she appeared at the supplementary examination.

- 8 Successful examinees at the Part-III examination obtaining 60% or more marks shall be placed in the First Division, those obtaining less than 60% but not less than 45% marks in the Second Division and other successful examinees in the third division.

USE OF CALCULATORS

The students of Degree/P.G. classes will be permitted to use of Calculators in the examination hall from annual 1986 examination on the following conditions as per decision of the standing committee of the Academic Council at its meeting held on 31-1-1986-

- 1 Student will bring their own Calculators.
- 2 Calculators will not be provided either by the university of examination centres.
- 3 Calculators with memory and following variables be permitted +, -, x, /, square, reciprocal, exponents, log square, root, trigonometric functions, viz, sine, cosine, tangent etc. factorial summation, xy, yx, and in the light of objective approval of merits and demerits of the viva only will be allowed.

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

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

DISTRIBUTION OF MARKS IN VARIOUS PRACTICALS
(ENCLOSURE -2)

S.No.	Name of the Practical	Total M.	Ses-siral	Viva	Practical	Marks
1.	Fundamentals of food & Nutrition	25	05	05	A. Preparation & Presentation) any one Recipe..... B. Taste	10 05
2.	Introduction to Resource Management, Eco. & Environment.	25	05	05	(On Ecology & Any Two)	8+7
3.	Introduction to Human Dev. & Family Dynamics.	25	05	-	A. Preparation of any one article of Baby Kit B. Preparation of Baby Toy or wearing Food or Imm. Chart.	10 10
4.	Introduction of textile & Clothing	25	05	-	A. Drafting B. Sticking C. Weave	05 10 05

S.No.	Name of the Practical	Total M.	Ses-sional	Viva	Practical	Marks
5	Community Deve. Perspective & approaches Socio-Economic analysis of Community	25	10	05	Preparation of audio-visual aids	10
6	Personal Empowerment & Computer Pasics.	25	05	05	Computer Practical	15

Part - I

SYLLABUS FOR ENVIRONMENTAL STUDIES AND HUMAN RIGHTS

(Paper code-0828)

MM. 75

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

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

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

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

(अ) लघु प्रश्नोंत्तर - 25 अंक

(ब) निबंधात्मक - 50 अंक

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

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

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

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

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

UNIT-I THE MULTI DISCIPLINARY NATURE OF ENVIRONMENTAL STUDIES

Definition, Scope and Importance

Natural Resources:

Renewable and Nonrenewable Resources

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

(12 Lecture)

UNIT-II ECOSYSTEM

(a) Concept, Structure and Function of and ecosystem

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

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

(b) Biodiversity and its Conservation

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

(12 Lecture)

UNIT- III

(a) Causes, effect and control measures of

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

(12 Lecture)

(b) Environmental Management

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

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

UNIT- IV

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

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

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

Convention on the Rights of the Child, 1989.

UNIT- V

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

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

Fundamental Duties under the Constitution of India.

Reference/ Books Recommended

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

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

आधार पाठ्यक्रम
प्रश्न पत्र - प्रथम
हिन्दी भाषा (पेपर कोड-0551)

पूर्णांक - 75

नोट :

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

पाठ्य विषय -

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

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

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

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

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

पाठ्य क्रम के लिए पुस्तकें -

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

FOUNDATION COURSE

PAPER - II

ENGLISH LANGUAGE (Paper Code-0552)

M.M. 75

UNIT-1 Basic Language skills : Grammar and Usage.

Grammar and Vocabulary based on the prescribed text.

To be assessed by objective / multiple choice tests.

(Grammar - 20 Marks
Vocabulary - 15 Marks)

UNIT-2 Comprehension of an unseen passage.

05

This should imply not only (a) an understanding of the passage in question, but also (b) a grasp of general language skills and issues with reference to words and usage within the passage and (c) the Power of short independent composition based on themes and issues raised in the passage.

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

UNIT-3 Composition : Paragraph writing

10

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

10

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

UNIT-5 Texts :

15

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

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

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

BOOKS PRESCRIBED -

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

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

Marks: 50

OBJECTIVES :

This course will enable the student to

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

THEORY :

- UNIT-I**
1. Concept of Nutrition - Food; Nutrients, Nutrition, under & over Nutrition, Health.
 2. Functions of Food
 3. Basic Terminology used in food preparation

- UNIT-II** **Nutrients : Macro nutrients**
Classification, sources, functions
Recommended Dietary Allowances
Deficiency and excess (in brief)

Water
Carbohydrates
Fats
Protein
Fibre

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

- UNIT-IV** **Food Production (in brief), Food Composition Structure
nutritional contribution and selection factors for the following**
- Cereals and Millets
Pulses
Fruits
Vegetables
Milk and milk products
Nuts and oilseeds
Meat, fish and poultry
Eggs
Sugars
Tea, coffee, cocoa, chocolate and other beverages
Condiments and spices
Processed foods

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

Improving Nutritional Quality of Foods
Germination
Fermentation
Supplementation
Substitution
Fortification and enrichment

REFERENCES :

Robinson, C.H., Lawler, M.R. Chenoweth W.L. and Garwick A.E. (1986) : Normal and therapeutic Nutrition, 17th Ed., Macmillan Publishing Co.
Swaminathan, M.S. (1985) : Essentials of Food and Nutrition VI : Fundamentals Aspects VII: Applied Aspects.
Hughes, O,Bennion, M. (1970) : Introductory Foods, 5th Edn., MacMillan Company.
Williams, S.R. (1989) : Nutrition and Diet Therapy, 4th Edn., C.V. Mosby Co.

PRACTICALS

OBJECTIVES :

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

ANY EIGHT UNITS

UNIT-I Use and care of Kitchen equipment

UNIT-II Controlling Techniques

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

UNIT-IV **Vegetables**

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

UNIT-V **Fruits**

Fruit preparations using fresh and dried-stewed fruit, fruit salad

UNIT-VI **Milk**

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

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

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

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

UNIT-IX **Soups**

Basic, clear and cream soups

UNIT-X **Snacks**

Pakorras, cheese toast, upma, poha

UNIT-XI Peanut, chikki, til ladoo

REFERENCES :

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

PAPER - II

**INTRODUCTION TO RESOURCE MANAGEMENT;
ECOLOGY & ENVIRONMENT (Paper Code-0554)**

Marks : 50

FOCUS :

This course deals with the management of resources in the family with particular reference to mobilising all the resources for achieving 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 Introduction to Management

Basic concepts of Management

Purpose of Management

Achievement of Goals

Obstacles to the Improvement of Management

Factors affecting management

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

UNIT-II Factors Motivating Management

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

UNIT-III Management Process

- a. Meaning and elements of process - planning, controlling the plan and evaluating, decision making
- b. Planning - Importance, techniques, types of plan
 - i. Controlling the plan in action
 - ii. Phases energizing checking
 - Factors in success of the control step
 - Suitability

- Promptness
- New decisions
- Flexibility
- iii. Supervisions of delegated plan
 - Types of supervision - direction and guidance
 - Analysis of supervision
- iv. Evaluation - Importance, relationship to goals
 - Types- Informal and formal, overall and detailed
 - Techniques of self-evaluation
 - Evaluation of the whole process of management

Resources in the Family

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

UNIT-IV Introduction

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

Land

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

Water

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

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

Air

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

UNIT-V Energy

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

Habitat and Population

Uncontrolled population growth and its impact, control measures.

Environmental Education

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

Environmental Protection

Policies, programmes and legislations

PRACTICALS

ANY EIGHT PRACTICALS

1. Visit to Air Quality Monitoring unit of the Municipal Corporation
 2. Visit to water supply station and sewage plant to study the water supply system and the waste water and sewage disposal.
 3. Identify the Food Chain in our daily life.
 4. Study the water cycle and water distribution on earth.
 5. Study the cooling effects of evaporation.
 6. Study the uses of solar energy
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PAPER - III

INTRODUCTION TO HUMAN DEVELOPMENT & FAMILY DYNAMICS

(Paper Code-0555)

Marks : 100

FOCUS :

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

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

Techers are encouraged to use the points of emphasis mentioned and culturally relevant examples to stimulate thought and participatory discussion. The use of Video-films is also recommended to supplement course content and facilitate discussions.

This course purports to create awareness and appreciation for the role and functions of marriage and family as basic institutions. The changing trends, the dynamics of adjustment and contemporary problems and issues are to be critically analysed for developing better understanding of needs, adjustment areas and intervention strategies.

OBJECTIVES :

The student will -

1. Acquire knowledge and insights about the dynamics of contemporary marriage and family systems in India.
2. Become acquainted with the concept, goals and areas of adjustment in marital relationship and within the family.
3. Become aware of the changing roles and relationships within the family.
4. Understand the dynamics of families in distress and crisis.
5. Become aware of the interventive and preventive family welfare measures.
6. To introduce the student to the field of human development : concepts, scope, dimensions and interrelations.
7. To sensitize the student to social and cross-cultural contexts in Human Development.
8. To sensitize the student to interventions in the field of Human Development.

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

- i. What Human Development ? Why do we need to student it ? Definition of development and human development with focus on life span nature and context of development, i.e. family and society, variations across cultures, and individual differences in human development.
(a) Pre-School Centres (b) day care centres (c) hobby centres, (d) early stimulation programs, (e) ICDS anganwadis,
- ii. Family and child welfare : (a) family welfare programs, (b) child welfare programs, (c) programs of the care of oldorly, (d) organizations catering to advocacy.
- iii. Children with special needs : (a) specialized counselling centres (as planner), (b) schools, (c) early intervention, (d) developmental testing.

----- Growth and Development

- a. Understanding growth and development (definitions)
- b. General principles of development.
- c. Constraints and facilitators in growth and development (influences of heredity and environment).
 - Genetic inheritance : (i) fertilization (ii) Number of chromosomes, (iii) the unique third pair determines sex, (iv) genotype and phenotype, (v) sex linked genetic effects.
 - Environmental pre-requisites : (i) nutrition, (ii) opportunities.
 - Interaction between environment and inheritance : (i) genes provide the

predisposition, range and direction of development, (ii) environment determines the extent or limit.

- d The beginning of a new life
- Prenatal development and the birth process can be covered by a film Or emphasize major developments during the three stages of inter-uterine development and the stages of the birth process.
 - Prenatal influences on the child : biological risks, age of mother, physical characteristics, illness, diet and nutrition, stress and emotional strains, environmental hazards.
 - Cultural variations in child birth practices.
 - Productive thinking reasoning

UNIT-II What is physical and motor development ?

Physical Development

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

The Development of Language Across the Life Span

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 conversions, 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 Dynamics

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

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PAPER - IV

INTRODUCTION TO TEXTILES & CLOTHING (Paper Code-0556)

Marks : 50

FOCUS :

- (A) Variety in clothing depends on variety in textiles. Though very few textiles were known to man earlier, presently, he is seeing newer textiles each one superseding the other. Their performance is also varying. It is essential for a student to have some basic knowledge of these textiles to select the right kind of fabric for a specific end use. Clothing is important for protection, comfort, personality and growth in relevant age groups. The course should be dealt with, keeping in view the activities of the concerned age group with consideration for safety, ease of care and comfort. Clothing is important for protection, comfort, personality and growth in relevant age groups. The course should be dealt with, keeping in view the activities of the concerned age group with consideration for safety, ease of care and comfort.

(B) **OBJECTIVES :**

To enable students to -

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

OBJECTIVES :

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

UNIT-I Classification of Textiles :

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

UNIT-II Study of Yarns :

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

UNIT-III Finishes

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

UNIT-IV Equipment

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

Selection of Fabrics

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

UNIT-V Principles of Clothing Construction :

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

PRACTICALS

1. Identification of Textile Fibres
Visual, Microscopic, burning and chemical
2. Identification of Yarn types
3. Identification of weaves and their variations
4. Sample collection for weaves and finishes and Identification
5. Sewing Techniques
Sewing techniques : Basic stitches, seams and seam finishes, fullness, placket, fasteners, simple collars.
6. Garment Construction
Drafting, cutting and stitching of simple garments, such as vest and bib. A-Line Dress and knickers. Sun suit/romper.

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PAPER - V**COMMUNITY DEVELOPMENT PERSPECTIVE AND APPROACHES
SOCIO ECONOMIC ANALYSIS OF COMMUNITIES (Paper Code-0557)****Marks : 50****FOCUS :**

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

OBJECTIVES : To enable students to

1. Be aware of the approaches to development

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

UNIT-I

Development :

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

Historical Perspective of Development Approaches :

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

Critical Development Issues :

- a. Massive poverty
- b. Food security

Community Development in India :

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

UNIT-II

Support structures and their Functions :

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

Community Development Programme Approaches :

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

Home Science and Community Development :

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

UNIT-III

Introduction to Social Structures and Systems-Framework for Analysis -

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

Analysis of Family as a Social Unit -

Type(s), average size (Micro/Macro), marriage, distinct social roles and nature of ralationships between members of the family; internal distinction in authority based on age and sex roles, gender differences with reference to activities and access

to resources. Emerging patterns of familial organisation influenced by broader economics and political forces - female headed households.

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

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

UNIT-IV Poverty Analysis (Micro/Macro)

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

Social Relations in Religion and Culture (Micro/Macro)

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

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

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

Gender Analysis -

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

Approaches and Methods of Socio-Economic Analysis -

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

PRACTICALS

Field Experience in Village(s) / Urban Slums

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

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- Mam, Peter H. (1985) : *Methods of Social Investigation*, Basil Blackwell.
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JOURNALS :

- Changing Villages, PPS Gussain for Consortium on Rural Technology, D-320 Laxmi Nagar, New Delhi - 110 092.
- Journal or Rural Development, The National Institute of Rural Development, Rajendranagar, Hyderabad - 500 029.
- Social Welfare, Central Social Welfare Board, Samaj Kalyan Bhavan, B-12, Tana Crescent, Institutional Area, South of IIT, New Delhi- 110 016.
- KUrukshetra, Director, Publications Division, Ministry-of I & B, Government of India, Patiala House, New Delhi -110 001.
- Yojana, Director, Publication Division, Patiala House, New Delhi - 110 001.

REFERENCES :

1. Rogers, Alan (1992) : *Adults Learning for development*, Cassette published in association with Education for Development, London.
2. Descrochers, John (1998) : *India's Search for Development and Social Justice. Analysis of india Society - 1. Development Debate*, Centre for Social Action. Bangalore, India.
3. Duarate, Barreto (1984) : *India's Search for Development and Social Justice L Analysis of Indian Society - 2. Indian Situation* Centre for Social Action, Bangalore, India.
4. Staley John (1982) : *People in Development : A Training Manual for Groups*, SEARCH, Bangalore india.
5. Desai, John (1982) : *Rural Development (Volumes 1-6) : Programs and Strategies*,

- Himalaya Publishing House, Bombay.
6. Patnayak, Rama (1990) : Rural Development in India, Arnol Publications, New Delhi.
 7. Reddy A. (1987) : Extension Education. Sri Lakshmi Press, Bapatla.
 8. Baidyanath, Misra (1991) : Poverty, Unemployment and Rural Development, Himalaya Publishing house, Bombay.
 9. Devadas, Rajammal P. (1980) : Text-book of Home Science, NCERT, New Delhi.

PAPER - VI

PERSONAL EMPOWERMENT & COMPUTER BASIC (Paper Code-0558)

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, Ila Bhat, Bhanvari Devi).
Brief sketches/ profiles of women's organization and collective and activist efforts to improve the quality of life or tackle issues of concern (e.g. SEWA, Women's co-operatives, WIT).

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

UNIT-III Home Science Education as Empowerment

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

UNIT-IV Some Significant Contemporary Issues of Concern

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

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

UNIT-V Computer Fundamentals :

- a Overview about computers
- b Components of a computer
- c Input/output devices

- d Secondary storage devices
- e Number Systems : Decimal, Binary, Octal, Hexadecimal
- f Representation of information : BCD, EBCDIC, ASCII
- g Representation of Data : Files, Records, Files
- h File organization and access
- i Security and safely of data
- j Introduction to Operating Systems

REFERENCES :

1. Adair, J. (1992) : The action Cenytrod Loaders, Bombay, Jaico Publishing House.
2. Antony, M.J. (1989) : Women's Rights, New Delhi, Hind Pocket Books Pvt. Ltd.
3. Bhattacharya, R. (1987) : Career Management : A NEw Challenge, Vol. I, New Delhi Enkg.
4. Chandrashekhar R. (1992) : (Ed) Women's Resource and National Development - A Perspective, New Delhi; Gaurav Publishing House.
5. Chandra A.A. Shah and U. Joshi (1989) : Fundamentals of Toaching Home Science, New Delhi; Sterling Publishers Pvt Ltd.
6. Feldman, R. (1987) : Understanding Psycholoty, New York; McGraw Hill Co.
7. Forham, A. (1995) : Why Psychology, London : University College, London Press Ltd.
8. Gore, M.S. : Indian Youth; Procesres of Socialization New Delhi, Vishwa Yuvak Kendra.
9. Garmwood, C. and Poppte Stone, R. (1993) : Women Management and Core, Hong Kong; The Macmillan Press Ltd.
10. Gupta J.L. (1988) : Challenges to the Fair Sex - Indian Woman : Problems, Plights and Progressos.
11. Hatcher, J.M. and Halchin, C. (1973) : The Teaching of Home Economics, Boston : Houghton mifllin Co.
12. Hick, H. (1980) : Towards Better Teaching of Home Economics, New York; Macmillan Publishing Co.
13. Kakkar, S. (1997) : Identity and Adulthood, Bombay Oxford Press.
14. Khandwala, P. (1984) : Fourth Eye : Excellence through Crativity. Allahabad : A.H. Wheeler.
15. Rathur, S. and Brid, J. (1983) : Adjustment and Growth : The Challenge of Life New York : C.B.S. College Publishing Co.
16. Singh H.N. (1992) : Sky is the Limit : Practical Guids Lines on Effective Caareer Planning, Bombay : Bombay Schandra Publications.
17. Sargent, A. (1995) : How to Motivate People : Turning People On, Bombay : Jaico Publishing House.
18. Verma, N. (1986) : Leadership Styles in Interpersonal Perspective, Delhi : B.R. publishing.

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

REFERENCES :

1. Subramaniam, S. : Introduction to Computers.
2. Norton Peter : Introduction to Computer.
3. Nagpal, D.P. : Mastering Microsoft OFFICE 2000

MARKING SCHEME OF B.SC (HOME SCIENCE) PART - II

Group No.	Paper No.	Subject	Theory M.Marks	Practical M.Marks	Theory M.Marks	Practical M.Marks
I	(A)	Environmental Studies	75		33	
		Field Work	25			
	Foundation Course					
(B)	English Language	75		26		
	Hindi Language	75		26		
I	(A)	Nutritional Management in Health and Diseases	50	25	33	09
	(B)	Textile and Laundry Science	50	25		09
III	(A)	Community Nutrition and Applied life Sciences	50	25	33	09
	(B)	Communication Process	50	25		09
IV	(A)	Life Span Development	50	25	33	09
	(B)	Consumer Economics	50	25		09

B.SC (HOME SCIENCE) PART - II

DISTRIBUTION OF MARKS IN VARIOUS PRACTICALS

No.	Name of the Practical	Total Marks	Distribution			Marks
			Sessioned	Viva	Practical	
01.	Nutritional Management Health & Diseases	25	05	05	Planning	08
					Cooking + Presentaion	
02.	Textile and Laundry Science	25	05	05	Stain Removal	05
					Tie & Dye	05
					Printing	05
03.	Community Nutrition and Applied life Sciences	25	05	05	Spotting	10
					Blood Practicals	
04.	Communication Process	25	05	05	Preparation of Audio Visual Aids - 2	15
05.	Life Span Development	25	05	05	Practical	15
06.	Consumer Economics	25	05	05	Practical	15

बी.ए./बी.एस-सी./बी.काम./बी.एच.एच-सी.

भाग - दो, आधार पाठ्यक्रम

प्रश्न पत्र - प्रथम (हिन्दी भाषा) (पेपर कोड-0571)

पूर्णांक - 75

खण्ड-क	निम्नलिखित 5 लेखकों के एक-एक निबंध पाठ्यक्रम में सम्मिलित होंगे -	अंक-30
	1. महात्मा गांधी - सत्य और अहिंसा	
	2. विनोबा भावे - ग्राम सेवा	
	3. आचार्य नरेन्द्र देव - युवकों का समाज में स्थान	
	4. वासुदेव शरण अग्रवाल - मातृ-भूमि	
	5. भगवतशरण उपाध्याय - हिमालय की व्युत्पत्ति	
	6. हरि ठाकुर - डॉ. खूबचंद बघेल	
खण्ड-ख	हिन्दी भाषा और उसके विविध रूप	अंक-20
	- कार्यालयीन भाषा	
	- मीडिया की भाषा	
	- वित्त एवं वाणिज्य की भाषा	
	- मशीनी भाषा	
खण्ड-ग	अनुवाद व्यवहार : अंग्रेजी से हिन्दी में अनुवाद हिन्दी की व्यवहारिक कोटियाँ- रचनागत प्रयोगगत उदाहरण, संज्ञा, सर्वनाम, विशेषण, क्रिया विशेषण, समास, संधि एवं संक्षिप्तियां, रचना एवं प्रयोगगत विवेचन ।	अंक-25

PAPER - II

ENGLISH LANGUAGE (Paper Code-0572)

M.M. -75

The question paper for B.A./B.Sc./B.Com./B.H.Sc., English Language and cultural values shall comprise the following units :

UNIT-I	Short answer questions to be asked by (Five short answer questions of three marks each)	15 Marks
UNIT-II	(a) Reading comprehension of an unseen passage (b) Vocabulary	05 Marks
UNIT-III	Report-Writing	10 Marks
UNIT-IV	Expansion of an idea	10 Marks
UNIT-V	Grammar and Vocabulary based on the prescribed text book.	20+15 Marks
Note :	Question on all the units shall be asked from the prescribed text which will comprise specimens of popular creative/writing and the following in any (a) Matter & technology (i) State of matter and its structure (ii) Technology (Electronics Communication, Space Science) (b) Our Scientists & Institutions (i) Life & work of our eminent scientist Arya Bhatt. Kaurd Charak Shusruta, Nagarjuna, J.C. Bose and C.V. Raman, S. Ramanujam, Homi J. Babha Birbal Sahani. (ii) Indian Scientific Institutions (Ancient & Modern)	

Books Prescribed :

Foundation English for U.G. Second Year - Published by M.P. Hindi Granth Academy, Bhopal.

GROUP - II

PAPER - A

M.M. 50

NUTRITIONAL MANAGEMENT IN HEALTH & DISEASES (Paper Code-0573)

Focus : The course encompasses the various stages of the life cycle and how nutrition is critical at various stages. It briefly familiarizes students with the role of nutrition in common elements.

- Objectives :** This course will enable to students to -
1. Understand the concept of an adequate diet and the importance of meal planning.
 2. Know the factors affecting the nutrient needs during the life cycle and the RDA for various age groups.
 3. Gain knowledge about dietary management in common ailments.

THEORY

UNIT-I Definition of Health & Nutrition

Dimensions of Health (Physical, Psychological emotional & Spiritual)

Energy Requirements - Factors affecting energy requirements

BMR, Activity, age, climate, diet - induced thermogenesis (SDA physiological conditions.

concept of nutritionally adequate diet and meal planning

- (a) Importance of meal planning
- (b) Factors affecting meal planning
 - Nutritional, Sociocultural, Religious, Geographic, Economic Availability of time.

UNIT-II Nutrition through the life cycle -

(at different activity and Social economic levels) requirements, nutritional problems, food selection.

- (a) Adulthood
- (b) Pregnancy
- (c) Lactation
- (d) Infancy
- (e) Pre-School
- (f) Adolescence
- (g) Old age

UNIT-III Principles of diet therapy

- (A) Modification of normal diet for therapeutic purposes, full diet, soft diet, Fluid diet, Bland diet.

Energy modification and Nutrition for weight management-

Identifying the over weight and obesectiological factors contributing to obesity, Prevention & treatment, low energy diets.

Under weight - aetiology and assessment, high energy diet.

Diet for Febrile conditions & surgical condition.

Nutritional Anacmia

Fevers - Typhoid

UNIT-IV Etiology, Symptoms & diet management of the following -

Diarrhoea, Constipation, Peptic ulcer, Jaundice, Viral Hepatitis, Cirrhosis, Arthrities, Gout.

UNIT-V Diet in disease of the endocrine -

Pancreas - Diabetes mellitus - classification, symptoms, diagnosis, Dietary case & Nutritional, management of diabetes mellitus. Insulin Therapy, Oral Hypoglycemic

agents, special dietetic food, sweetness & sugar substitutes, Diabetic coma, Juvenile Diabetes.

Diseases of the cardio vascular system -

Atherosclerosis Etiology & Risk Factors.

Hypertension - Etiology, prevalence Nutritional management & prevention.

Renal diseases - Etiology, characteristic,

Symptoms & Dietary management of Glomerulonephritis Acute & Chronic

REFERENCES :

1. Krause, M.V. and Mohan, L.K. 1986 : Food, Nutrition and Diet Therapy, Alan R. Liss, Saunders Co., London.
2. Passmore, R. and Davidson, S. 1986 : Human Nutrition and Dietetics, Livingstone Publishers.
3. Robinson, C.H., Laer, M.R. Chenoweth, W.L. Ganwick, A.E. 1986 : Normal and Therapeutic Nutrition, MacMillan publishing Company, New York.
4. Williams, S.R. 1989 : Nutrition and Diet Therapy, 4th Ed., C.V. Mosby Co.
5. Shils, M.E. Olson, J. A. Shike, M. Eds. 1994 : Modern Nutrition in Health and Disease, 8th edn., Lea and Febiger a Waverly Company.

PRACTICALS

Planning & Preparation of Normal and Therapeutic diet in relation to special nutrient requirements (Any 15)

1. Adult
2. Pregnancy
3. Lactation
4. Constipation
5. Diarrhoea
6. Obesity
7. Under weight
8. Peptic Ulcer
9. Jaundice
10. Viral Hepatitis
11. Cirrhosis
12. Acute glomerule nephritis
13. Chronic glomerule nephritis
14. Diabetes melitus
 - Ⓐ With Insulin
 - Ⓑ Without Insulin
15. Hypertension
16. Atherosclerosis
17. Anaemia

GROUP - II

PAPER - B

M.M. 50

TEXTILE & LAUNDRY SCIENCE (Paper Code-0574)

- UNIT-I** Introduction,
Classification and Introduction to Laundry process
 - Ⓐ Wet and
 - Ⓑ Dry cleaningMaterials and equipment in laundry
Water- Hard & Soft water

Temporary and permanent hardness. Problems caused by hard water. Methods of softening water.

Soaps and Detergents - Definition, Chemical nature, manufacture, Properties and their cleaning action.

Balance - Classification commercial Products, application of bleaches to various fibre fabrics.

UNIT-II Additives used in laundry

Optical brightness blueing agent vs. fluorescent whiteness.

Starches, Stiffenings and Softeners

Various types and their characteristics, method of application.

Additional laundry Agent

Acidic, alkaline and others.

Principles of Laundemig

Hand washing methods, types & uses.

UNIT-III Dry Cleaning

Technology - agents - classification

Stain Removal

Classification of stains, Principles of removal. Types of stain removals.

Techniques of removal,

Preservation and storage

Apparel & household linen.

Disinfection of cloths

A brief study of different types of dyes and their applicability to different fibres.

UNIT-IV Difference between dyeing and printing, methods of dyeing.

UNIT-V Style of dyeing - Direct, resist and discharge styles involving varying dyed effects.

Fibre, yarn and fabric dyeing.

PRACTICAL'S - (ANY EIGHT)

Printing - Block, screen, tie & die, stencil printing.

1. Stain Removal

2. Laundering of cotton, rayon silk wool & synthetics etc.

3. Bleaching & whitening

4. Starching

5. Care of household linen

6. Simple dyeing of different fabric.

7. Tie and Dye techniques

8. Batik

9. Finishing of fabric before dyeing & printing, Scoring, bleaching, Desizing.

REFERENCE :

Course : Introduction to Fashion Illustration

1. Tate, S.L., Edwards, M.S. 1987 : The complete Book of Fashion Illustration, New York, Harper & Row Publications, 2nd Edn.

2. Allen, Anne & Seaman, Julian : Fashion drawing : basic principles, B.T. Batsford, London, 1993, 108p.

3. Bames Colin : Fashion Illustration, Macdonald, 1988.

4. Chowdhry, Sonia : A Unique phenomenon : understanding the dynamics of fashion, Clothesline 11 (11) Nov. 1998 p. 75-77

5. Ewing, Elizabeth : History of twentieth century fashion, Elizabeth Ewing, London, 1974, XI, 300P.

6. Ireland John Patrick 1976 : Drawing and Designing Men's Wear, London B.T. Bradford Ltd.

UNDERGRADUATE HOME SCIENCE

1. Ireland John Patric 1976 : Drawing and designing Children's and teenage fashions, London, B.T. Bradford Ltd.
2. Ireland John Patric 1975 : Basic Fashion Design, London, B.T. Bradford Ltd.
3. Ireland John Patreck : Encyclopaedia of Fashion details, London, B.T. Bradford Ltd.
4. Jindal, Ritu : Handbook for fashion designing : best drafting techniques, Mittal Publ., New Delhi, 1988, XIII 142p.
5. Krthryn Mekelively and Joininc Munstrov : Illustrating Fashion, Blockwell Science Ltd. 1997.
6. Ptrick John Ireland : Fashion Design Illustration, B.T. Batsfool, London.
7. Peacock, John : Fashion Sourcebooks : the 1970s, Themes and hudson, London, 1997, 64p. (eng)
8. Patric John Ireland : Introduction to Fashion Design, B.T. Batsfond, London.
9. Stecker, Pamela : The Fashion design Mamillan, South Yarra, 1996, VIII 294p.

UNIT-V Introduction to use of different laboratory dyeing machines -

REFERENCES :

1. Cockett, B.R. 1964 : Dyeing & Printing, London, Sir Issac Pitman & Sons Ltd.
2. Faulkher Ray & Faulkner Sarah 1975 : inside Today's Home, Rinehart & Winston.
3. Gohl & Vilensky 1987 : Textile Science, Delhi BCS, Publishers & Distributors.
4. Grossicki, Watson's 1975 : Textile Designn and colour, Butterworth & Company,
5. Pandit Savitri and Patel Saroj 1970 : Tie and Dye and Batik techniques for all, Baroda, Faculty of Home Science.
6. Shenai, V.A. 1973 : chemitstry of Dyes and Principles of Dyeing, Ahmedabad, Textile Book Sellers & Publishers.
7. Shenai, V.A., 1977 : Technology of Dyeing, Technology of Textile Processing, Vol VI. Bombay Sevak Publication.
8. Story Joyee 1974 : The Thames and Hundon, Mannual of Textile Printing, London, Thames & Hudson Ltd.
9. Story Joyee 1979 : Mannual of Dyes and Frabics, London, Thames & Hudson Ltd.

GROUP - III

PAPER - A

M.M. 50

COMMUNITY NUTRITION & APPLIED LIFE SCIENCES (Paper Code-0575)

- UNIT-I** An Introduction of physiology & Anatomy
- A. Structure & Functions of cell & Tissues
 - B. Cardiovascular System
 - * Blood and it's composition & Functions
 - * Coagulation of blood
 - * Blood group
 - * Structure and functions of Heart, Blood vessels
 - * Heart rate, Cardiac output blood pressure and it's regulation
 - * Circulation of Blood
 - C. Musculo skeletal System
 - * Types of muscles, functions
 - * Skeletal System, Structure and types of Bone
- UNIT-II** Gastrointestinal System
- * Structure and functions of various organs of the GI Tract.

* Digestion & absorption of food.

Nervous System

* Elementary Anatomy of Nervous System

* Functions of different part of the brain and Spinal cord.

* Autonomic, Sympathetic & Parasympathetic nervous system.

UNIT-III Excretory System

* Structure & Functions of Kidney, bladder, formation of urin.

* Structure & Functions of Skin.

* Regulation of temperature of the body.

Respiratory System

* Structure of lungs

* Mechanism of respiration and it's regulations

* O₂ and CO₂ transport in blood.

* Vital capacity and other volumes

UNIT-IV Reproductive System

* Structure and functions of Male & Female reproductive organs.

* Physiology of pregnancy, parturition, Lactation and menopause.

* Special sense organs structure & Functions.

UNIT-V Concept and scope of community nutrition

A. Nutritional problems of the community and implications for public health.

* Common problems in India.

* Causes (Nutritional and non nutritional)

* Incidence of nutritional problems, signs and symptoms treatment.

B. Schemes and programmes to combat nutritional problems in India.

* Prophylaxis programmes.

* Mid day meal programme.

* ICDS

C. Hazard to Community Health and Nutritional Status.

* Adulteration in food.

* Pollution of water.

REFERENCES :

1. संध्या वर्मा, शरीर क्रिया विज्ञान, विनोद पुस्तक मंदिर आगरा ।
2. Guyton, A.C. Hall, J.E. 1996, Text book of Medical Physiology, 9th Ed. Prism Books (Pvt.) Ltd., Bangalore.
3. Winwood 1988 : Sear's Anatomy and Physiology for nurses, London, Edward Arnold.
4. Wilson 1989 : Anatomy and Physiology in Health and Illness, Edinburgh, Churchill Livingstone.
5. Chatterjee Chandi Charan 1988 : Text book of Medical physiology, London, W.B.
6. Saunde's Co. Verma, V. 1986 : A text book of Practical Botany, Vol. I to IV, Rastogy Publication.
7. Anderson, D.B. and Mayer, B.S. 1970 : Plant physiology, Van Nostrand Reinhold Company, East West Press Edition.
8. Kochhar, P.L. 1994 : A text book of plant physiology, Atma Ram & Sons, Delhi.
9. Dhami, P.S. 1987 : A text book of Zoology, S. Nagin & Company, Julundhar.
10. K.S. Gopalaswamy iyengar 1991 : Complete Gardening in India, Bangalore, Gapalawamy Parthasarthy.
11. Kochar, S.L. 1981 : Economic Botany in tropics, Macmillan, India.
12. Hartmann, H. and Kester, D.E. 1993 : Plant Propagation principles and Practice, New Delhi, Prentice Hall of India (Pvt.) Ltd.

PRACTICALS (ANY SIX)

1. Preparation of chart's of different systems.
(Part of human baby)
2. Identification of Bones.
3. Recording pulse rate.
4. Measurement of Blood Pressure.
5. Preparation of temperature chart.
6. Bleeding time.
7. Clotting time.
8. Study of Histological slides of different organs.

GROUP - III

PAPER - B

COMMUNICATION PROCESS IN DEVELOPMENT (CORE) (Paper Code-0576)

Code 21003

Cr : T 2 + PI

Pd/Wk : 2 + 2

Mark : 50

Focus : The course focuses on the process of communication, especially in development work in rural and urban areas.

Objectives : To enable students to -

1. Understand the process of communication in development work ;
2. Develop skills in the use of methods and media ; and
3. Be sensitive to the interests and needs of the people and the power of the media and methods in catering to these needs and interests.

THEORY

- UNIT-I** Concept of development communication (3)
- * Meaning and importance of communication in development
 - * The purpose of communication
 - * Existing patterns of communication
 - * Factors that help or hinder communication
- UNIT-II** Communication Process (3)
- * One-way and two-way or interactive communication
 - * Gaps in communication or distortions in transmission of message and their causes
 - * Importance of two way communication
 - * Basis for effective, interactive communication.
 - * Attitude of 'respect for others'
- UNIT-III** Methods of communication in Development Methods to reach individuals (10)
- * Personal conference
 - * Interviews
 - * House visits
 - * Exhibits
 - * Methods to reach small groups
 - * Illustrated lecture
 - * Group discussions
 - Fish Bowl
 - Small group
 - * Co-operation
- UNIT-IV**
- * Role Plays
 - * Demonstrations
 - * Workshop

working with children. The emphasis is on promoting creativity and use of different materials to allow for optimum development.

Objectives : To become acquainted with developmental stages from birth to old age.

1. To develop awareness of important aspects of development during the whole life span.
2. To know the requirement of infants and toddlers and develop skills to create play materials and designing learning experiences.
3. To understand the significance of various creative activities and teachers role in implementing them.

Note : For each of the following stages of development, the influence and inter-actions of sociocultural and environmental factors needs to be discussed.

LIFE SPAN DEVELOPMENT, METHODS AND MATERIALS FOR YOUNG CHILDREN

Code : 24104 and 24105

- UNIT-I**
1. Life Span development and need to study development through the life cycle. Inter-relationship between the aspects of development.
 2. Prenatal Period - Review of prenatal development.
 3. Infancy (0 to 2 years) and childhood period (2 to 12 years) - Definition, Characteristics and Developmental tasks. Review (2-6 yrs to 6-12 yrs) of different developmental areas (Physical, motor, Social, emotional, intellectual sensory and perceptual development) cognition piaget) significance of preschool education, importance of play (for all round development) peer group and school.
- UNIT-II** Adolescence (13 to 18 years)
1. Definition, Developmental tasks.
 2. Physical Development - Puberty, growth, spurts, Primary and Secondary sex characteristics, early and late maturing adolescents.
 3. Identity - Definition, body image, positive and negative outcomes (Role confusion, ego-identity)
 4. Heightened emotionality- Meaning causes, expression characteristics of emotional maturity, conflict with, authority coping up strategies.
 5. Problems - Drug and alcohol abuse, psychological breakdown (Behaviour) STD and AIDS, Pregnancy.
- UNIT-III** Adulthood (19 to 60 years) and ageing- (Early adulthood 19 to 40 years) Definition and characteristics Development tasks, significance of the period, responsibilities and adjustment - New family, parenthood, independence, financial matters.
1. Middle Adulthood (41 to 60 years), Definition, physical changes (senses, diseases-Transition Period.
 2. Menopause- Health issues.
 3. Stresses in middle age, coping with stress to family.
 4. Preparation for retirement.
- Late Adulthood and Ageing - Definition
1. Physiological changes, and health problems.
 2. Retirement-effect of retirement on self family, society financial problems faced.
 3. Recreational interest of the aged.
 4. Issues- Old age homes, loneliness, living in joint family, prolonged illness. (Plan visit to old age homes)
- UNIT-IV** Infancy and Toddlerhood (Emotional Aspect)
1. Importance and ways of meeting child psychological needs to promote feeling

of security, trust and acceptance.

Activities according to developments for various age groups.

- (A) 0-6 months - Activities for simulating and sessions motor experiences with emphasis on seen, hearing, touching, feeling sensation and movements.
- (B) 7 to 12 months - Integration of experiences involving more than one sense to deeper sensory motor experiences promotive manipulation, concept formation, communication and perceptual discrimination.
- (C) 13 to 24 months - Promotion of co-ordination and control of body movements, gross and fine motor skills. Strengthening concept formation, imagination and communication through language promotion of problem solving, environment to explore and satisfy curiosity and develop confidence.
- (D) 25-36 months - Improvement in body movement and communication skills, social skills concept formation.

UNIT-V Creativity

- * Concept of creativity and highlights of the role of creative expressions in overall development of children.
- * Creative expressions, Meaning and definition of creativity expressions.
- * Role of teacher in planning and fostering creative expressions.
- * Creative expressions through a variety of media i.e. painting, Printings.

Art Activities

(8)

- * Painting and graphics
 - (a) Painting with brush, drawing with crayons, chalk, rangoli on floor, finger painting. (Some special characteristics of this medium)
 - (b) Values, materials required, use of substitute from indigenous materials.
 - (c) Teacher's role in conducting activities.
 - (d) Stages in child art.
- * Tearing, cutting, pasting and collage, mural
 - (a) Values, materials required and Teacher's role in conducting activities.
 - (b) Development stages.
- * Printing
 - (a) Types of printing i.e. block, vegetables, string, leaf, stencils, spray, crumpled paper, different textured surfaces.
 - (b) Values, materials required techniques.

BLOCKS :

- (a) Some special features of this medium.
- (b) Types of blocks : hollow large blocks, unit blocks and small blocks.
- (c) Stages in block play.
- (d) Values, materials and accessories for block play.
- (e) Teacher's role

Other materials

- * Sand
 - (a) Characteristics of the medium.
 - (b) Values, materials required and teacher's role,
- * Water.
 - (a) Characteristics of the medium.
 - (b) Values, materials required and teacher's role.

PRACTICALS (ANY TEN)

1. Infancy and Toddlerhood
 1. A file to be prepared to list activities appropriate for age groups - 0-6 months, 7-12 months, 13 to 20 months and 25 to 36 months.
 2. Students be encouraged to observe materials available in the locality, Different types of shops, tailor.
 3. Develop play materials suitable for each age group.
 4. List activities, which can be used for working with different age groups.
 - (a) 0 to 6 months.
 5. Prepare materials and design activities for seeing, hearing touching and feeling.
 6. Sensation and movement for soothing movements and exercises.
 - (b) 7 to 12 months.
 7. Prepare materials and design activities for touching and feeling sensation and movement, and manipulation.
 - (c) 13 to 14 months.
 8. Identify activities for gross motor development and prepare play materials available in the locality.
 9. Prepare play materials and list activities promote manipulation sensory experiences, concepts and language.

Art Activities

10. A few suggestions are given under each category as guideline students be encouraged to explore experiment with each media and understand the characteristics of each medium.
11. Samples of each be included in the resource file which each student is expected to maintain along with description of values materials and technique used.
12. Difficulty level of each activity be considered and decide its suitability for different age groups.
 - * Painting and graphics.
 - * Prepare a variety of brushes from different types of brooms, cotton, wool, strips of cloth, feather etc.

Tearing cutting and pasting

13. 3-5 years
Tearing with all fingers, tearing with thumb and two fingers as used in holding pencil, tearing on straight line, curved line.
14. 6-8 years
Tearing circular rings starting from one corner of the page till centre of page, Making designs.
15. 3-5 cutting and pasting
Cutting a design, pasting, please of paper, cloth, sticks leaves collage, mosaic
Printing

Printing

16. Printing with strings, leaf, vegetable blocks, stencil printing, thumb, finger, spray painting
17. Keeping coins, leaves with veins below paper and gently colouring with crayon.

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1. Berk, L.E. 1996 : Child Development, New Delhi : Prentice Hall.
2. Craig, G. 1999 : Human Development, N.J. : Prentice Hall
3. Cole, M. & Cole, S. 1995 : The Development of Children, NY Freeman & Co., Gardiner, H.W. Mutter, J.D. & Kosmitzki 1998 : Lives Across Cultures, Oston, Allyn & Bacon.

4. Lerner, R.M. & Hultsch, D.F. 1983 : Human Development : A life Span Perspective, NY, MC Graw Hill
5. Rice, F.P. 1965 : Human Development : A life Span Approach, NJ : Prentice Hall.
6. Santrock, J.W. 1997 : Life Span Development, NY Brown & Bench mark.

GROUP - IV

PAPER - B

M.M. 50

CONSUMER ECONOMICS (Paper Code-0578)

- UNIT-I** Consumption Economics
- (1) Meaning and definition
 - (2) Family as a decision making unit of house hold
 - (3) Consumer - definition
- Measures of living and consumption
- (1) Place of living
 - (2) Level of living
 - (3) Standard of living
 - (4) Plan of consumption
 - (5) Level of consumption
 - (6) Standard of consumption
 - (7) Rpoce/Price level/cost of living
- UNIT-II** Consumer income
- (1) Types of income - real, money, psychic, national income, disposable income.
- Market
- (1) Definition
 - (2) Type of market Segmentation and characteristics
 - (3) Functions
 - (4) Channels of distribution
- UNIT-III** Consumer in the market
- (1) Consumer buying habits - Convenience goods
 - (2) Buying motives - Primary selective, rational emotional and tottranages.
- Types of Products
- Advertisement, Sales, Promotion packing
- Consumer Buying Problems
- (1) Adulteration
 - (2) Faculty weights and measures
 - (3) Pricing
 - (4) Legal - guarantee and warrantee contracts, instalment buying
- UNIT-IV** Consumer protection services
- (1) Organisations
 - (2) Legislation - import laws for consumer protection
 - (3) Consumer representation
- Consumer and consumers problems
- (1) Definition of consumers
 - (2) Choice and buying problems of consumers
- Consumer Protection Law
- (1) Definition of laws, Types of laws importance of law
- UNIT-V**
- (1) Consumer Decision making
 - (2) Factors effecting consumer decisions in the market
 - (3) Good buy man ship

- (4) Consumer aides for decision making
- Consumer rights and responsibilities
- Consumer protective services
 - (1) Indian Standard Institution
 - (2) Educational Institution
 - (3) Consumer Co-operatives
 - (4) Government Agencies Municipality

PRACTICALS - PROJECTS IN ANY AREA/UNIT

- (1) Selection of relevant topics.
- (2) Written matter (typed 20 pages, double space, A-4 size paper).
- (3) Oral Presentation of 20 minutes, by the student.
- (4) Audio Visual aids to be used in presentation.
- (5) Q.A. session of 10 minutes.
- (6) File presentation by the student.
- (7) List of reference/Source to be written in the report.

REFERENCES :

1. Lelend, J. Gordan, Stewart, M. Lee 1974 : Economics and consumer, 7th Edu., D'van Nostrand Co., New York, (Unit I, IV)
2. Don Welers (1974) : Who Buys - A study of consumer, (Unit I, IV, VI)
3. Sherlekar, S.A. 1984 : Trade Practices and Consumerism, Himalaya Publishing House, (Unit I, VI)
4. Sales Management, 5th Edu., Cunliffe Bolling, (Unit II, IV)
5. Kotler Philip, Armstrong Gary (Principles of Marketing, 5 Edu. Prentice Hall of India, New Delhi, (Unit IV)
6. David H. Bangs, Jr. : The Market Planning Guide, 3rd Edu., Galgotra Publications, (Unit IV, VII)
7. Hansen, A.T. 1951 : Business Cycles and National Income, W.W. Norton & Co. Inc. (Unit III, V)
8. Sarkar, A : Problems of Consumers in Modern India, Discovery Publishing House. (Unit VII-X)
9. Beckman, T.R. Moyard, H.H. and Davidson, W.R. 1957 : Principles of Marketing, Ronald Press, (Unit IV, VI)
10. Gordon, L.J. and Lee, S.M. 1972 : Economics of Consumers, Dvan Vostrand, (Unit I, II, III)
11. Cochrane, W.W. and Bell, C.S. 1958 : The Economics of Consumption, McGraw Hill.
12. Conoyer, H.C. and Vailes, R.S. 1951 : Economics of Income and Consumption, Ronald Press.

B.H.Sc PART - III
MARKING SCHEME

Group No.	Paper No.	Subject	Theory M. Mark	Practical M. Mark	Theory M. Mark	Practical M. Mark
I		Foundation Course				
	(A)	Hindi Language	75		26	
	(B)	English Language	75		26	
I	(A)	Nutritional Biochemistry	50	25	33	09
	(B)	Food Preservation	50	25		09
III	(A)	Early Childhood Education	50	25	33	09
	(B)	Extension Education	50	25		09
IV	(A)	Foundation of Art and Design	50	25	33	09
	(B)	Apparel Making	50	25		09
		Total	600			

DISTRIBUTION OF MARKS IN VARIOUS PRACTICAL

S. No.	Name of the Practical	Total Mark	Distribution			Marks
			Sessi.	Viva		
01.	Nutritional Biochemistry	25	5	5	Titration Identification of CHO Blood	10 05
02.	Food Preservation	25	5	5	Preparation Presentation	10 05
03.	Early Childhood Education	25	5	5	Preparation & Teaching	05+10
04.	Extension Education	25	5	5	Practical - (2)	15
05.	Foundation & Art & Design	25	5	5	Practical - (2)	15
06.	Apparel Making	25	5	-	Embridry & Texture	05+05
					Stitching or Designing	10

GROUP - I

PAPER - A

आधार पाठ्यक्रम

प्रश्न पत्र - प्रथम (हिन्दी भाषा)

पूर्णांक - 75

(पेपर कोड-0581)

(बी.ए., बी.एस.सी., बी.एच.एस-सी., बी.काम., तृतीय वर्ष के पुनरीक्षित एकीकृत आधार पाठ्यक्रम एवं पाठ्य सामग्री का संयोजन 2000-2001 से लागू है)

॥ सम्प्रेषण कौशल, हिन्दी भाषा और सामान्य ज्ञान ॥

आधार पाठ्यक्रम की संरचना और अनिवार्य पाठ्य पुस्तक- हिन्दी भाषा एवं समसामयिकी- का संयोजन इस तरह किया गया है कि सामान्य ज्ञान की विषय वस्तु- विकासशील देशों की समस्याओं- के माध्यम, आधार और साथ-साथ हिन्दी भाषा का ज्ञान और उसमें सम्प्रेषण कौशल अर्जित किया जा सके । इसी प्रयोजन से व्याकरण की अन्तर्वस्तु को विविध विधाओं की संकलित रचनाओं और सामान्य ज्ञान की पाठ्य सामग्री के साथ अन्तर्गुस्फित किया गया है । अध्ययन-अध्यापन के लिए पूरी पुस्तक की पाठ्य सामग्री है और अभ्यास के लिये विस्तृत प्रश्नावली है । यह प्रश्नपत्र भाषा का है अतः पाठ्य सामग्री का व्याख्यात्मक या आलोचनात्मक अध्ययन अपेक्षित नहीं है । पाठ्यक्रम और पाठ्य सामग्री का संयोजन निम्नलिखित पाँच इकाइयों में किया जाता है । प्रत्येक इकाई दो भागों में विभक्त किया गया है ।

इकाई-1 (क) भारत माता : सुमित्रानंदन पंत, परशुराम की प्रतीज्ञा : रामधारी सिंह दिनकर, बहुत बड़ा सवाल : मोहन राकेश, संस्कृति और राष्ट्रीय एकीकरण : योगेश अटल ।

(ख) कथन की शैलियाँ : रचनागत उदाहरण और प्रयोग ।

इकाई-2 (क) विकासशील देशों की समस्यायें, विकासात्मक पुनर्विचार, और प्रौद्योगिकी एवं नगरीकरण ।

(ख) विभिन्न संरचनाएँ ।

इकाई-3 (क) आधुनिक तकनीकी सभ्यता, पर्यावरण प्रदूषण तथा धारणीय विकास ।

(ख) कार्यालयीन पत्र और आलेख ।

इकाई-4 (क) जनसंख्या : भारत के संदर्भ में और गरीबी तथा बेरोजगारी ।

(ख) अनुवाद ।

इकाई-5 (क) ऊर्जा और शक्तिमानता का अर्थशास्त्र ।

(ख) घटनाओं, समारोहों आदि का प्रतिवेदन और विभिन्न प्रकार के निमंत्रण-पत्र ।

मूल्यांक योजना : प्रत्येक इकाई से एक-एक प्रश्न पूछा जायेगा । प्रत्येक प्रश्न में आंतरिक विकल्प होगा । प्रत्येक प्रश्न के 15 अंक होंगे । प्रत्येक इकाई दो-दो खंड (क्रमशः 'क' और 'ख' में) विभक्त है, इसलिए प्रत्येक प्रश्न के भी दो भाग, (क्रमशः 'क' और 'ख') होंगे । 'क' अर्थात् पाठ एवं सामान्य ज्ञान से संबद्ध प्रश्न के अंक 8 एवं 'ख' अर्थात् भाषा एवं सम्प्रेषण कौशल से संबद्ध प्रश्न के अंक 7 होंगे । इस प्रकार पूरे प्रश्न पत्र के पूर्णांक 75 होंगे ।

GROUP - I

PAPER - B

ENGLISH LANGUAGE

M.M. 75

(Paper Code-0582)

The question paper for B.A./B.Sc./B.Com./B.H.Sc. III Foundation course, English Language and General Answers shall comprise the following items :

Five question to be attempted, each carrying 3 marks.

UNIT-I	Essay type answer in about 200 words. 5 essay type question to be asked three to be attempted.	15
UNIT-II	Essay writing	10
UNIT-III	Precis writing	10
UNIT-IV	(a) Reading comprehension of an unseen passage	05
	(b) Vocabulary based on text	10
UNIT-V	Grammar Advanced Exercises	25

Note : Question on unit I and IV (b) shall be asked from the prescribed text. Which will comprise of popular create writing and the following items. Minimum needs housing and transport Geo-economic profile of M.P. communication Educate and culture. Women and Worm in Empowerment Development, management of change, physical quality of life. War and human survival, the question of human social value survival, the question of human social value, new Economic Philosophy Recent Diberaliation Method) Demoration docontralisation (with reference to 73, 74 constitutional Amendment.

Books Prescribed :

Aspects of English Language And Development - Published by M.P. Hindi Granth Academy, Bhopal.

Group - II

PAPER - A

M.M. 50

NUTRITIONAL BIOCHEMISTRY

(Paper Code-0583)

UNIT-I	(A) Introduction to Biochemistry - definition, objectives, scope and interrelationship between Biochemistry and other biological sciences.
	(B) Carbohydrates - Definition, classifications functions and properties of
	- Monosaccharides - Glucose, Fructose, Galactose
	- Disaccharides - Maltose, Lactose, Sucrose
	- Polysaccharides - Dextrin, Starch, Glycogen
	Glycolysis, Gluconeogenesis, Glycogenesis, Glycogenolysis, citric and cycle. Blood sugar regulation.
UNIT-II	(A) Lipids - Definition, composition, importance and classification
	Fatty acids - Functions, properties
	Significance of Acid value, Iodine value and saponification value.
	Chemistry and function of Phospholipids, Glycolipids and sterols.
	Metabolism - β (Beta) Oxidation.
	(B) Aspects of transport - Passive diffusion, FAcilitated diffusion, Active transport.
UNIT-III	(A) Proteins - Definition composition function, and classification.
	Amino acids- Essential and Nonessential.
	Metabolism - Urea cycle, Nitrogen balance, Amino acid pool.
	(B) Enzymes - Definition, properties, classification, Mode of action of enzymens, factors affecting velocity of enzyme catalyzed reactions, coenzymes.
UNIT-IV	(A) Harmones - Biological roles of harmones of Pituitary, Adrerall cortex and medulla, Thyroid, Parathyroid, Pancreas, Sex glands.
	(B) Urine - Formation amd Composition.
UNIT-V	(A) Energy - Definition, Unit, calorimetry, caloric value of foods, BMR, RQ, SDA of Foods.

(B) Nucleic Acid and Nucleoproteins - Chemistry, composition, structure, functions.

PRACTICALS (Any Six)

1. Identification of Glucose, Fructose, Maltose, Lactose, Sucrose, Starch.
2. Colour and precipitation reactions of Protein.
3. Colour reactions of cholesterol.
4. Estimation of Glucose by Benedict's method.
5. Estimation of Ascorbic acid by Iodometric method.
6. Estimation of Glycine by Titration.
7. Estimation of Haemoglobin by acid haemotomion method.
8. Preparation of Haemin crystals.
9. Action of Salivary amylase on conversion of starch.

Group - II

PAPER - B

M.M. 50

FOOD PRESERVATION

(Paper Code-0584)

UNIT-I Food and it's preservation

Home and community level including commercial operations.

Principles of food Preservation

Causes of spoilage of food.

UNIT-II Fresh Food Storage

Principles - Plant product.

Storage, animal product

Storage, Effect of Storage

Condition on quality

Canning - Principles and methodology influence of canning on food quality. Storage of canned foods.

UNIT-III Pasteurisation

Effect on food quality,

Storage of pasteurised food.

Drying & Dehydration

Methods used and effect on food quality. Types of driers. Storage and deterioration of dehydrated food products.

UNIT-IV Use of low temperature

Refrigeration and freezing methods, principles and applications. Preparation of foods for freezing influence on food components and structure. Self life of frozen foods.

Pickling and Fermentation

Pickles, chutneys, ketchups sauces. Fermentation - Types, products and method use Establishment of a small scale industry / cottage industry.

UNIT-V Chemical Preservatives

Preparation of Fruit, Juices, Squashes, Fruite Syrups, Cordials, Jam Jelly.

High Acid & High Sugar Products -

common defects, Preservation of crystalized and glazed fruits.

Nutritional implications of food processing

Causes for loss of vitamins and minerals. Enrichment, Restoration and Fortification.

PRACTICALS : (Any Six)

1. Preparation of Jam, Jellies marmalades.
2. Preparation of Pickles & chutneys.
3. Dehydration of Vegetables & Fruits.
4. Preparation of synthetic syrups & squashes.

5. Preparation of Sauces.
6. Preparation of Papad, Badi, Chips.
7. Survey of market products.
8. Packaging.

REFERENCES :

1. Oser, B.L. 1965 : 14 Ed. Hawk's Physiological chemistry, Mc Graw Hill Book Co.
2. William, S. : 16th Ed. JAOAC, Official methods of Analysis, Part I to XI, Manak Bhawan, New Delhi.
3. West E.S., Todd W.R., Mason, H.S. and Van Braggen J.T. 1974 : 4th Ed. Textbook of Biochemistry, Amerind Publishing Co. Pvt. Ltd.
4. White A. Handlar, P. Smith E.L. Stelten, D.W. 1959 : 2nd Ed. Principles of Biochemistry, CBS Publishers and distributors.
5. Lehninger, A.L. Nelson, D.L. and Cox, M.M. 1993 : 2nd Ed. Principles of Biochemistry, CBS Publishers and distributors.
6. Stryer, L. 1995 : Biochemistry, Freeman WH and Co.
7. Devlin, T.M. 1986 : 2nd Ed. Textbook of Biochemistry with clinical Correlations John Wiley and sons.
8. Murray, R.K. Granner, D.K. Mayes, P.A. and Rodwell V.W. 1993 : 23rd Ed. Harper's Biochemistry, Large Medical Book.

GROUP - III

PAPER - I

M.M. 50

EARLY CHILDHOOD EDUCATION (Paper Code-0585)

Code - 34113 + 34114 cr T5 + P2 Pol/wk 5 + 4

FOCUS-

The course focuses on need to provide various early childhood care and educational facilities through different programmes, for early childhood education. Types and present status of ECCE programmes are covered in this course. The recent policies affectionary young children are also included.

The course introduces students to the concept of curriculum for all round development of children. The main emphasis is on various components of curriculum to be included in daily program through medium of play. Method of learning by doing which forms the basis for understanding and knowledge is extended to the first two years of primary school.

OBJECTIVES :-

1. To know importance of early childhood care and significance of intervention programmes for early child development.
2. To understand major theoretical approaches and implication for early child development.
3. To become acquainted with current policies and programs in ECCE.
4. To meaning of curriculum and various components to be included in the daily programmes to promote all round development of children.
5. To recognize role of play in children's development.
6. To understand goals, principles, factors and approaches used in programme planning.
7. To recognize the advantages of project method and learn to use integrated approach in the development of daily programme.

UNIT-I Significance and objectives of early childhood care and education.

1. Significance of early childhood years in individuals development.
2. Meaning and need for intervention programmes for better growth and development.
3. Objectives of ECCE.
4. Different types of programs currently offered. Objectives of the program routine

and target group covered by each of the following.

ECE programme - Balwadi, anganwadi, Nursery school, Kindergarten, Montessori, laboratory nursery school ECCE Program - ICDS and mobile cretch.

Play group : day care.

- UNIT-II** Current Status and Expansion of Scope of ECE to ECCE 18
- Expansion from ECE to ECCE.
 - Current Status of ECCE programme.
 - Objectives : staff qualifications, teacher-children ratio, indoor and outdoor play space and play facilities, equipment, curriculum and evaluation.
 - Admission tests and effects on children.
 - Effects of pressures on young children due to formal education.
 - Need for ECCE programmes to provide quality care where mothers are at work.
 - Historical overview of ECCE.
 - Global perspective - views of educationists - Froebel, Mac Millan sister, Dewey and Montessori.
 - ECE in India : Overview of pre and post independence period.
 - Contributions of Ravindranath Tagore, Mohandas Gandhi, Gijubhai Bodheka, Tarabai Modak, Anutai Wagh.
- Recent Developments : Policies, Institutions and contributions of NGOs 10
- national policy on children.
 - National policy on education 1986.
 - Adoption of Ram Joshi Committee Report on Child Education by Government of Maharashtra.
 - Role of Indian Association of Preschool Education, National Institute of Public Cooperation and Child Development, National Council for Educational Research and Training, SCERT and NGOs.
- UNIT-III**
- Meaning of curriculum, Foundation of curriculum development.
 - Impact of play as means of development and learning.
 - Developmental stages of play.
 - Types of Play - Solitary play, parallel play, associative play and cooperatives play.
 - Functions of play - play as a means of assessing children's development.
 - Teachers Role in creating environment and Promoting play.
 - Classical theories of play - Surplus energy theory relaxation theory, Pre-exercise & recapitulation theory.
- Programme Planning** 4
- Approaches to learning : Incidental and planned learning.
 - Principles of programme planning :
 - from known to unknown, simple to complex, concrete to abstract.
 - Balance between individual and group activity, indoor and outdoor play, quiet and active plays, guided and free activities.
 - Factors influencing programme planning.
 - Formal versus non-formal approach in education : advantages and disadvantages.
 - Integrated learning approach or project method that is covering various components of curriculum that is focussing on one topic/theme at a time.
 - Short and long term planning.
- UNIT-IV Languages**
- Goals of language teaching.
 - Readiness for reading and writing. Meaning of readiness.

- Factor to be considered for readiness : Age, Vision, Hearing, Physical, emotional, social, experiential background, attention span, finer motor coordination, eye hand coordination, reading from left to right and top to bottom.

Mathematics

- Importance of number and mathematics.
- Number as a language and history of its development.
- Abstract nature of number.
- Mathematical readiness.
- Analysis of prerequisite skill for number classification, comparing, seriation, patterning, counting, shape and space, measurement fractions, vocabulary, numeral operations.
- Decimal system of numeration (base 10)
- Number line-position and relevance of zero.
- Operations and relevant rules and properties; subtraction, multiplication and division.
- Two and three dimension shapes, properties, characteristics.
- Basic principles of measurements 0 time, distance, weight, capacity and money.

Environmental studies

(2)

- Scope of environmental studies.
- Importance and goals of environmental studies.
- Content : to conclude understanding from biological, physical and social environment.

UNIT-V Project method

(2)

- Introduction
- Meaning and advantages of using project method.
- Planning .
- Resource unit.

Alternative to Home Work

(2)

- Disadvantages of learning by role.
- Suitable alternatives such as observations, exploration, experimentation and reporting orally, picture or at. Something related to the concepts covered in class.

Evaluation

- Need for evaluation.
- Formative and summative evaluation.
- Methods of evaluation : Observations
- Evaluation of daly work, tools for evaluation
- Reporting to parents.

PRACTICALS : (any four)

(30)

1. Plan three activities for children : list objectives, analyst tasks to achieve goals, select and organize instructional and learning materials, teacher's role, preparation of evaluation sheets i.e. chick list, rating scale.
2. Prewriting activities.
3. (a) Mathematics
(b) Readiness
(c) Materials for classifying, comparing, seriations, patterning, counting shapes, fractions, list vovabulary related to mathematical concepts.
(d) Material for addition, subtraction, multiplication and divisions.
(e) Graphs.
(f) Experiences for understanding time distance weight, capacity and money.

4. Plan science experiences.
5. Plan a project based on lessons of first and second standard, plan activities which children can do at home.

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Group - III

PAPER - B

M.M. 50

EXTENSION EDUCATION (Paper Code-0586)

- | | |
|-----------------|---|
| UNIT-I | 1. Concept of Education
(a) Meaning of Extension (b) Origin of Extension |
| | 2. Extension Education Process
(a) Environment for learning (b) Role of educator
(c) Role of the people participants. |
| | 3. Communication Process |
| UNIT-II | 4. Concept of adult / non formal education
(a) Meaning (b) Purpose |
| | 5. Five Year Plans
(a) History of planning in India.
(b) Five year plans and their focus. |
| | 6. Planning at different levels - National to Grass roots. |
| UNIT-III | 7. Programmes to enhance food production
(a) national food production programmes. |
| | 8. Poverty alleviation efforts
(a) Programmes for poverty alleviation for rural and urban areas.
(b) Current programmes for rural and urban poor. |
| UNIT-IV | 9. Programmes for women and children
Women as target groups - specific measures for women and children such as |

- DWCRA, ICDS, IMY. Current programmes for women as initiated and implemented by the different ministries and Departments.
10. Role of NGOs
Need for participation of Non-Governmental organisations in developmental efforts. Encouragement given NGO's - Role of CAPART.

UNIT-V Advertising Media

11. Different media for advertising - print media, Newspapers and periodicals.
12. Broadcast media - Television - Films.
13. Non- media advertising
14. Outdoor advertisement - Hoardings, Posters, Billboards, Bulletin Boards, Electronic signs, Letterbins, Aerial methods.
15. Transportation media (Mobile Vehicles)
16. Exhibition and Trade fair.

PRACTICALS :

1. Visits to Radio / T.V. stations.
2. Script writing for Radio.
3. Visit to Extension Education Unit.
4. Write slogan about Adult-Education.
5. Designing an Advertisement for any product with relevant slogan atleast Two.

Group - IV

PAPER - A

M.M. 50

FOUNDATION OF ART AND DESIGN (Paper Code-0587)

Cr - T3 P3

UNIT-I Introduction to foundation of art

1. Design, Definition and types : Structural and Decorative
2. Elements of design :-
 1. Line
 2. Size
 3. Form
 4. Structure
 5. Space
 6. Pattern
 7. Shape
 8. Light - Characteristics and Classification
 9. Study of Colour - classification, dimensions, colour schemes and effect.
3. Principles of design - definition and their characteristics and types :-
 1. Balance
 2. Harmony
 3. Scale
 4. Proportion
 5. Rhythm
 6. Emphasis

UNIT-II 1. Indian, regional, traditional and contemporary arts and their use in :-

1. Floor decoration
2. Home decoration
3. Accessories
2. Appreciation of art
 1. In terms of principles of art and design
 2. In terms of composition and aesthetic appeal.

UNIT-III 1. Family's Housing Needs

1. Protective, economic, affectional, social, standard of living, housing goals, style, function occupation.
2. Factors influencing selection and purchase of site for house building
 1. Legal aspects, location, physical feature, soil conditions, cost, services.

3. House planning -
 1. Reading house plans.
 2. Grouping of rooms, orientation, circulation, flexibility, Privacy spaciousness, services, aestheriucs, economy, light and ventilation.
 3. Planning different rooms : living room, dining room, bedrooms, kitchen, store room, toilet, passage, staircase.
 4. Landscape planning - Principles and application.

- UNIT-IV**
1. Financial Considerations :
 1. Availability of funds for housing
 2. Housing Development finance corporation
 3. Cooperative Housing Society
 4. Life Insurance corporation
 5. Cooperative Banks
 6. Loan from provident fund
 7. Finance corporation of India
 8. Disability of owning versus renting
 2. State and central Housing scheme
 1. Housing problems, causes and remedial measures.

- UNIT-V**
1. Furniture :-
 1. Styles of furniture - traditional contemporary and modern.
 2. Selection of furniture for comfort, rest and relaxation for work, for storage
 3. Arrangement of furniture for living. Sleeping, dining and multipurpose rooms.
 4. Upholstered furniture materials, techniques and designs.
 2. Furnishing fabrics
 1. Types of curtains, draperies, floor coverings rugs and carpets, cushion covers.
 2. Selection and use
 1. Accessories and their role in interiors

PRACTICALS : (Any Ten)

1. Freehand drawing : Memory drawing and sketching.
2. Scale drawing, solid geometry, orthographic.
3. Preparation of colour wheel and colour schemes.
4. Elements of design laws of field size, proportion, types of shadows.
5. Residential space planning - scale, lines, abbreviations, metric projections, defining space by shades, shadows.
6. Lettering.
7. Use of colour for wall/floor decoration and making accessories.
8. Application of design principles in flower arrangement, styles of flower ar rangement, innovation of new styles.
9. Gift wrapping and preparing decorative articles of sibre, fabric, coir, bamboo, clay, metal etc.
10. Drawing houseplans with standard specifcation.
11. Furniture layout of living, dining. Kitchen and bedroom designs presentation with furniture layout, sectional elevation, views.
12. Development of designs and construction of any five of the under mentioned items - cushions, certains, carpets, doormats, rugs, table mates.
13. Wall paintings, picture frame design.
14. Graphic designs.

7. Pleats & Tucks
8. Darts
9. Patch work
10. Seams & seam finishes

UNIT-V Fundamentals of Embroidery :-

- Techniques, design colour, uses of different combination - threads;
- Embroidery stick - Types
- Types of thread, needle, used for different fabrics.
- Study of traditional Embroideries of India.

Kasida of Kashmiri
 Kantha of Bengal
 Chichenkari of Lucknow
 Kutch & Kathiawan
 Kasuti of Karnataka
 Phulkari of Punjab
 Gold & Silver (Zari work)
 Applique work

PRACTICALS :- TECHNIQUES

(any seven)

1. Preparation of paper pattern for all age groups

(A) Creeping age	(B) Preschools
(C) For Children wear	(D) For men's wear
(E) For Ladies wear	
2. Adoption of the basic block to various clothes & their stitching Saree - blouses; Salwar; Chudidar Kameez; Petticoats; Frock; Night Dress.
3. Making samples of traditional embroideries of India (any five).
 - (i) Kashida of Kashmir
 - (ii) Kantha of Bengal.
 - (iii) Kasuti of Karnataka
 - (iv) Kutch Kathiawar
 - (v) Phulkari of Punjab
 - (vi) Chikankari of Lucknow
 - (vii) Gold & Silver (Zari work)
4. Free hand sketching of simple objects involving various shapes & forms.
5. Drawing designs for various textile articles by adopting principles of design.
6. Drawing & colouring a colour wheel.
7. Painting designs with different colour schemes.
8. Reducing & enlarging a design.
9. Creating various textures.

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