Objectives :

1. To understand the function of food and the role of various nutrients, their requirements and effect of deficiency and excess (In Brief)

2. To promote basic knowledge pertaining to various food groups and nutrients.

3. To make students familiar with the different methods of cooking, their advantages and disadvantages.

4. To develop ability to improve the nutritional quality of food.

Theory :

Unit I - Introduction to principles of food and nutrition

- Food :
  1. Definition
  2. Functions of food

- Food groups
  1. Characteristics of basic food groups and their contribution to the diet

- Nutrition and Health :
  1. Definition of Nutrition, Nutritional status, Optimum nutrition and Health
  2. Scope of Nutrition

Unit II - Nutrients and balanced diet:-

- Nutrients
  1. Definition of Nutrients
  2. Nutrients (Macronutrient / Micronutrient)

- Balanced Diet
  1. Definition.
  2. Factors affecting balanced diet.
  3. Concept of Balanced diet.
• Food fads and fallacies.
• Factors affecting food budget

Unit III - Macronutrient

Nutrients
1. Carbohydrates – Definition, classifications, functions, sources, RDA and deficiency states
2. Protein - Definition classifications, functions, sources, RDA and deficiency states.

Unit IV - Fats and Fiber
1. Fats : Definition, classification, functions, sources, RDA and deficiency states.
2. Digestion and absorption of carbohydrates, protein and fats.
3. Fibres : Sources of fibre, Role of fibres in diet.

PRACTICAL :
1. Food Presentation and Table Setting.
3. Simple cooking - preparation, serving, calculation of cost and yield
   a. Appetizers : Soups (any 2).
   c. Salad : a) Sprouted b) Vegetable c) Fruits (any 2).
   d. Raita (any 2).
   e. Cereals – Plain Rice, Pulao, Sweet Rice Masale Bhat (any 2)

Internal Assessment:
Any one of the following
1. Market survey of the locally available food items (Common cereals, pulses, green leafy vegetables) and their cost.
2. Latest Kitchen appliances in the market - their use & upkeep (any 5).
Books Recommended:


SEMESTER -I

Fundamentals of Human Development
Paper-II

Total Marks – 75
Theory- 50
Pra. Int. Ass- 25

Objectives:
● To make student aware of human development, infancy & crèche management.
● To make students aware of developmental psychology of infant & baby hood.
● To make students aware of crèche & it’s functioning

Unit I  Introduction to Human Development
● Meaning, definition, scope, history & studies of human development, developmental period, rate of development & developmental tasks.

Unit II  Growth & development
● Meaning & definition, principles, factors influencing growth & development, difference between growth & development, dimensions of development. Role of heredity & environment, maturation, genetic endowment & learning.

Unit III  Stages of development.
● Female reproductive system, menstrual cycle, fertilization conception, prenatal development, factor influencing prenatal development, signs & symptoms of pregnancy, disturbances & care during pregnancy, birth process, kind of birth

Unit IV  Crèche
● Crèche: - meaning, importance, setup, programme planning, staff., type of records & maintenance.
● Play: - meaning, definition, types, values, characteristics, theories.
● Discipline: - definition, type, principles.

TERMWORK:--
1. Methods of child study
2. Survey of 10 pregnant women( use of questionnaire is compulsory)
3. Observation of children while play. (record to be maintained)
   ● Visit to crèche
   ● Preparation of resources files on human development.
   ● Preparation of work book on any one.
   ● Type of play
   ● Type of discipline, Heredity & environment etc
B. Sc. HOME SCIENCE  
Semester I  
FUNDAMENTALS OF TEXTILE & CLOTHING  
Paper -III

UNIT I

- Introduction to textiles. Textile fibres - classification and terminology. Processing and manufacturing method, properties and uses of different textile fibres - cotton, silk, wool, rayon, polyester, nylon, acrylic and other minor fibres.

- Spinning method - mechanical and chemical. Yarn - classification, characteristics and uses. Definition of yarn count, liner density. Direct & Indirect systems.

UNIT II


UNIT III

- Importance and functions of clothing. Clothing construction - introduction,

- Terminology and principles. Equipment and accessories used in construction. Sewing

- Machine - parts, functions, care, maintenance, problems and general repair. Factors considered in selection of fabrics - design, durability, appearance, texture, price, labels and colourfastness.

UNIT IV

- Clothes for adolescents, adults, aged and special groups. Clothing awareness and symbolism. Impact of clothing on socialization and development of self-concept, Self-confidence, self-esteem and self-security.

- Stitches-classification, hand and machine stitches. Raw edge finishes. Fullness and ease. Types of tucks, pleats pocket and plackets
TERM WORK:

- Identification of textile fibers visually
- Identification of textile material by microscopic, burning and solubility test – cotton, rayon, silk, wool, nylon, polyester and blends
- Darning the fabric – hole, hedge tear and diagonal slit
- Mending the fabric – plain and print patch
- Removal of common stains from cotton fabric
- Demonstration on laundry equipments – washing, drying and finishing
- Washing, drying and finishing of cotton, silk, wool and synthetics
- Raw edge finishing – preparing the samples with buttonhole, herringbone, whipstitch, slip stitch, hemming, pinking, binding, machining and over sewing.
- Seams - plain, lapped, French and flat & fell
- Taking in fullness – Pleats, gathers, shirring, gore, godets, circular skirt, frills and ruffles.
- Necklines and neck finishes – round, square, ‘V’ and shaped.
- Placket opening - continuous, two pieces, bound and fitted.
- Fasteners – attaching different types of fasteners

Library reference:

- Basic Processes and clothing const. by Sherie Doongaji (Rajj Prakashan)
- Text book of clothing and textiles by Sushma Gupta (Kalyani Publishers)
- Mary Mathews ‘Practical clothing construction’ Thomson & Co. Madras,1974
- Struin Pamela ,”Pattern drafting for Dress Making”Augustan Delhi 1995
- Martin M. Shoben and Janet P.ward,”Pattern cutting and Make for outerwear”Butter worth heinmannLtd,Oxford 1987
- Mary Mathews ‘Practical clothing construction’ Thomson & Co. Madras,1974
- Cock V. ‘Dress making simplified” Black well science,1987
Objective :

1) To develop good taste through the study of basic elements and principles of design

2) To develop aesthetic sense and to be good art consumer

COURSE CONTENT: Theory

Unit I – Introduction to Foundation of art

1) i) Introduction ii) Meaning of art

2) Elements of art

   a) Line  b) Form  c) Colour  d) Texture  e) Space  d) Light  g) Pattern  h) Idea

3) a) Meaning of interior decoration

   b) Essential factors of interior decoration

   c) Importance to interior decoration

Unit II – Design in current life style

a. Aesthetic sense and its importance

b. Concept of design

c. Objectives to design – i) Beauty  ii) Expressiveness iii) Functionalism

d. Elements in design

e. Design and principles of art
Unit III - Design in every day life

a) Importance of good taste

b) Types of design –
   i) Structural
   ii) Decorative
   iii) Naturalistic
   iv) Stylized
   v) Geometric
   iv) Abstract
   vii) Modern
   viii) Traditional

c) Judgment of a good design

Unit IV – Principles of Design in interior

a) Harmony
   i) Definition and importance
   ii) Harmony of line and shape
   iii) Harmony of Texture
   iv) Harmony of idea
   v) Harmony of colour
   vi) Application in Interior decoration

b) Balance –
   i) Definition and Importance
   ii) types of Balance – Formal, Informal, Redial
   iii) Balance in interior & Exterior decoration

c) Rhythm –
   i) Definition and importance
   ii) Methods of obtaining rhythm
   iii) Application in interior decoration
d) Proportion –

i) Definition and importance

ii) To gain interest through

a) Proportion and space

b) proportion and lines

c) Proportion and scale

Emphasis –

i) Definition and importance

ii) What to emphasize

iii) How to emphasize

iv) How much to emphasize

v) Where to emphasize
COURSE CONTENT:
Practicals

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line direction</td>
<td>04</td>
</tr>
<tr>
<td>Types of design</td>
<td>04</td>
</tr>
<tr>
<td>Principles of design</td>
<td>04</td>
</tr>
<tr>
<td>Record book</td>
<td>03</td>
</tr>
</tbody>
</table>

Experiment No. 1 – Line direction
a) Vertical  b) Horizontal  c) Zigzag  d) Diagonal  e) Curved

Experiment No. 2 - Types of design
i) Structural  ii) Decorative

No. 3 - Naturalistic and stylized

No.4 - Geometric and Abstract

No.5 - Modern and Traditional

No.6 - Types of Balance

No.7 - Ways & of obtaining rhythm

No.8 - Harmony of line and shape

No.9 - Proportion to produce change in appearance

No.10 – How to Emphasize

COURSE CONTENT: Internal Assessment

Accessories in interiors (Any two)

a) Greeting Cards  b) Macrom work

c) Door Mats  d) Roti Rumal

e) Ceramic Work
Books Recommended


2) Mann M- Home Furnishing, weley Easterly Pvt Ltd.

3) Sundaraj ‘Text Book of Household arts’, orient long man, Bombay

4) S>m°. B§{Xam IS>go ‘J¥hgOmdQ>’, {h_mb` npāb{e§J hmD$g

5) {ÌdoUr \$aH$mS>o, gw$b^m Jm|Jo ‘H$m¡Qw>§{ ~H$ g§gmYZmMo ì`dñWmnZ Am{U J¥hgOmdQ>,’ qnnimnwao Am[U npābetJ H$h$nZr

6) S>m°. B§{Xam IS>go ‘J¥hi`dñWmnH$ Am{U J¥hH$bm’ {h_mb` npābqeJ hmD$g

7) S>m°. gwZ§Xm dgw … S>m°. aOZr _ohao , ‘J¥hi`dñWmnZ Am{U Am§V[aH$ gOmdQ>’, l€ gmB©Z§X àH$meZ Z
B.SC. HOME SCIENCE PART  I
SEMESTER I
HOME SCIENCE EXTENSION

Objectives:

To impart knowledge regarding:

- To impart knowledge of extension education.
- To acquire knowledge of meaning, fields and objectives of home science extension.
- To develop understanding the importance and functions, models of communication.
- To understand the role of extension teaching methods in the field of extension.

UNIT - I

Extension Education: Definition of education, types of education, definition of extension education, objectives, principles, fields, variation between formal and extension education, Essential links in the chain of rural development.

UNIT- II

Home Science Extension: Definition, fields of home science extension, Philosophy of home science extension, characteristics of home science extension, objectives of home science extension, Scope of home science extension, Guiding principles of home science extension.

UNIT – III

Communication in Extension: Definition, importance and functions of communication in extension, models of communication, communication process and problems related to elements of communication.

UNIT- IV

Extension Teaching Methods: Definition, importance, functions and classification of extension teaching methods according to use and form, study of various extension teaching methods:

Interpersonal approach: Home visit, office call, telephone call and personal letter.

Group approach: Lecture, Method demonstration, study tour, group discussion and meetings.

Mass approach: Circular letter, Result demonstration, puppet show, exhibition and film show.
Practicals:

1. Conducting method demonstration on home science aspects to provide effective communication to the learners.
2. Practise of preparing circular letter to motivate homemakers for acceptance of new ideas.
3. Visits to rural areas to get information about rural living (their needs, interests, customs and traditions, standard of living, economic status, educational background, habits, etc.)

Internal Assessment:

Preparation of a twelve page album on rural development activities.

References:

5. Farkade T., Gonge, S. Gruha vigyan vistar, Vidya prakashan, Nagpur.
Objective:

1. To prepare the students to communicate effectively in English.
2. To enable Students to master reading, writing, speaking and listening skills.
3. To strengthen grammatical accuracy.
4. To prepare the students to deal with customers, professionals, counselors, etc. in correct grammatical, idiomatic English.
5. To provide personality development training through situational role play, interview techniques, group discussions, seminar presentation, etc.

Unit I

Text: English prose for Pleasure and Profit (An Anthology) By R. N. Roy published by S. Chand and Co. New Delhi

Prescribed Lessons: i) Homege to Gandhi ii) All About A Dog

iii) The Bet iv) The Barber’s Trade Union

Unit II

1) Comprehension:

A seen Passage based on text will be given for analysis. Questions will be based on comprehension of content and vocabulary. Answers must be written in the students own language, with minimum use of words and phrases from the passage.

Unit III

1) Paragraph Writing on the basis of given hints/points.

It will test the descriptive vocabulary and constructive logical narrative capabilities of the students.

2) Letter Writing

Students should be trained thoroughly in dealing with personal letters.

1. Letters to Parents/Relatives
2. Letters to Friends
Unit IV

Grammar

Articles, Prepositions

1. Change of Narration
2. Tenses
3. Transformation of Sentences : Assertive, Interrogative, Exclamatory

Books Recommended

English Grammar Practice by Raj N. Bakshi ed. by Orient Longman.

1. Macmillan Foundation English by R.K. Dwivedi pub. by Macmillan India Ltd.
3. English Grammar And Composition by G.S. Mudambadi Vikas Publishing House Pvt Ltd.

Internal Assessment :  

Telephone Conversational Skill will be taught. Role play method is recommended. The student will be assessed during the ‘role play’ practical,

Handling of audio – visual aids such as OHP. The topic for role play can be taken from any part of their Home Science subjects eg: How to deal with customers in a large business establishment, with primary school children, problem solving, etc.

Method of Assessment :

The student will be assessed for language fluency, correct grammar and logical sentence construction.

Passing marks for the theory paper will be 18% of the total marks (50) and for the Sessional 10% of the total marks (25)
Paper Pattern
B.SC Home Science Part I

English and Communication Skills

Time : 3 Hours
Max. Marks : 50

Q. 1) One LAQ. of about 200 words is to be attempted out of Two based on English prose pleasure and profit. Marks : 10

Q. 2) Two SAQ of about 75 words is to be attempted out of Four based on English prose for pleasure and profit. Marks : 10

Q. 3) Question based on Unseen Passage for comprehension. Marks : 10

Q. 4a) Paragraph Writing on the basis of given points. Marks : 05

Q. 4b) One letter out of Two to be attempted. Marks : 05

Q. 5) Ten question out of fourteen are to be attempted on the basis of prescribed Grammar Topics. Marks : 10
1. **Introduction To Computer**

2. **Introduction To Operating System**
   2.1) What Is O.S.
   2.2) Introduction To Windows Xp
   2.3) Starting Of Window
   2.4) Working Of Start Menu
   2.5) Shutting Down The Computer
   2.6) Using Windows Explorer
       2.6.1) Moving A File Or A Folder
       2.6.2) Creating Shortcuts
   2.7) Working With Files And Folder
       2.7.1) Creating A Folder
       2.7.2) Deleting A file Or Folder
   2.8) Customizing The Desktop
       2.8.1) Changing Desktop Background
       2.8.2) Changing Screen Resolution
       2.8.3) Setting Up A Screen Saver
   2.9) Customizing Taskbar
       2.9.1) Move And Resize The Taskbar
       2.9.2) Hiding The Taskbar
   2.10) Working With Multimedia

3. **Ms-Word 2007**
   3.1) What Is Microsoft Office 2007?
   3.2) Introduction To Word 2007
   3.3) Starting Word 2007
   3.4) Creating A New Document
   3.5) Saving Anew Document
   3.6) Closing A Document
   3.7) Exiting Word 2007
   3.8) Opening An Existing Document
   3.9) Undo & Redo
   3.10) Moving Text
   3.11) Copying Text
   3.12) Formatting Text
3.13) Formatting Paragraphs
3.14) Tables In Words 2007
3.15) Formatting A Tables
3.16) Mail Merge
3.17) Protecting The Document
3.18) Macros In Word 2007
3.19) Hyperlinks
3.20) Printing Of Documents

4 Ms - Excel 2007
a. Introduction To Excel 2007
b. Starting With Excel 2007
c. Opening A New Workbook
d. Saving The Workbook
e. Entering Data In A Worksheet
f. Selection Techniques
g. Editing Cell Data
h. Copying The Data
i. Moving The Data
j. Deleting The Data
k. Inserting Rows And Columns
l. Using Formulas In Excel
m. Using Function In Excel
   4.1) Mathematical Function
   4.2) Text Function
   4.3) Date & Time Function
   4.4) Logical Function
n. Creating Chart
o. Sorting Of Data
p. Printing The Worksheet
Unit I- Micronutrients

Minerals: Functions, Sources and Deficiency of:

b) Trace elements: 1) Sodium 2) Potassium 3) Magnesium 4) Copper 5) Zinc 6) Cobalt 7) Chlorine

Unit II- Micronutrients

Vitamins: Functions, Sources and Deficiency of:

Water Soluble Vitamins: i) Thiamine (B<sub>1</sub>) ii) Riboflavin (B<sub>2</sub>) iii) Nicotinic acid (B<sub>3</sub>) iv) Pyridoxine (B<sub>6</sub>) v) Pantothenic acid vi) Biotin vii) Choline viii) Inositol

Ix) Folic Acid x) Cyanocobalamine (B<sub>12</sub>) and Vitamin C.

Fat Soluble Vitamins 1) Vitamin A .2) Vitamin D .3) Vitamin E. 4) Vitamin K.

Unit III


2. Definition and factors affecting BMR. Units of Energy. Energy measurement of food (Bomb calorimeter).

Unit IV

1. Objective of cooking food and cooking methods: a) Different cooking methods, different cooking media b) Effect of different methods of cooking of nutritive value of food.

2. Enhancing Nutritional Quality of Food: Germination, Fermentation, Supplementation, Substitution, Fortification and Enrichment.
PRACTICAL:

Simple cooking- preparation, serving, calculation of cost and yield.

a) Chapati, Puri, Paratha, Missi Roti, Puran Poli, Bhakri (any 2).

b) Pulse Preparation – Whole, Dehusk and Sprouted (any 2).

c) Vegetable Preparation- Dry Curries and Baked (any 2).

d) Fruit Preparation – Fresh, Dried Baked and Steamed (any 2).

e) Milk Preparation – Porridge, Desserts, Curds, and Paneer Preparation (any 2).

f) Egg. Preparation – Boiled, Fried, Poached and Custard (any 2).

g) Desserts : Khowa and milk based (any 2).

Internal Assessment

Any one of the following

1. Scrap Book: Related to food groups, Sources, Deficiencies of Various nutrients

2) Canteen

Books Recommended


UNIT-I Infancy:-

- (0-2 years) Neonate- an overview, reflexes, APGAR scale, adjustments of neonate, factors affecting, Physical development height, weight, head circumference. Definition, changes in body proportion & structure, common motor skills, pre-speech forms of communication, speech skills, cognitive developmental process, sensory motor development, socio-emotional development.

Unit-II Care:-

- Immunization.

- Guidance in feeding, weaning, teething, toilet training, bathing, sleeping, health &

- Postnatal care of mother & baby, importance of breast feeding, advantages of breast feeding, scientific method of breast feeding, do’s and don’t’s of bottle feeding.

Unit – III Toddlerhood:-

- Characteristics, developmental tasks, physical development, muscle control, speech development, emotional behavior, socialization, interest in play, development of understanding beginnings of morality, hazards & happiness.

Unit – IV Stimulation

- Development of senses, role of care giver in providing a safe environment for developing motor abilities. Significance of stimulation during infancy, type of stimulation, [visual, motor, auditory, language & tactile].

- Personality: - meaning, definition, factors influencing heredity environment, peer group, social interaction.
Practicals:-

1. Anthropometric measurement, introduction, height, weight, head, midarm, chest, circumference, measurement of 5 children & compare with norms (0-2 year’s children). How to take measurements.

2. Learning & preparation of different activities for stimulation, tactile, auditory, motor, language, visual & cognitive.

3. Preparation of educational toys a) constrictive, b) matching / sorting / classifying, c) simple mathematical.

SESSIONAL:-

1. Survey of ten lactating mother( use of questionnaire is compulsory)

2. Visit to maternity ward.

3. Visit to well baby clinic

(Record to be maintained)

Book Recommended:-

UNIT I

- Introduction to method of fabric construction - weaving, knitting, braiding, lace making, knotting, felting and non-woven.
- STANDARD WEAVES - Plain and its derivatives, Twill and its derivatives. Satin and sateen honeycomb, brighton honeycomb, mock leno. Basic Knitting Technology: Principles and comparison of weaving and Knitting, Introduction to weft and warp knitting – Classification of weft knitting machines - Terms and definitions of weft knitting
- Study of basic weft knit structures and their characteristics - Knitting cycle of single jersey, rib and interlock structures

UNIT II

- Different methods of Finishing-General and Special finishing
- Wrinkle free finish - Water repellent - flame retardant and anti microbial finish. Special calendaring, shrinkage control

UNIT III

- Standard body measurements for children, ladies and gents. Sequence of taking body measurements for various age groups Fabric preparation for garment construction - pre-shrinking and trueing. Methods of layout and cutting. Placing and cutting pattern on stripe, check, plaid, and one way and two way design Methods of garment construction suitable for different fabrics - drafting method

UNIT IV

- Clothing requirement for infants, toddlers, pre-school and elementary school children.
  Self-help garment
- Wardrobe planning - meaning, importance and budgeting. Factors influencing wardrobe planning for different age groups. Methods of arrangement of garments in wardrobe. Storage of clothe
Practicals:

- Taking body measurements and preparing basic bodice block
- Drafting, cutting, stitching and finishing a baby layette (zabala, nappy, bib or feeder)
- Drafting, cutting, stitching and finishing of panty and bloomer
- Drafting, cutting, stitching and finishing of frock
- Adaptation of bodice block into designed frock
- Adaptation of bodice block into apron
- Basic embroidery stitches

Library reference:

- Doongaji, Basic processes and Clothing Construction, Raaj Prakashan, 6 ed., New Delhi.
- Mary Mathews ‘Practical clothing construction’ Thomson & Co. Madras, 1974
- Doongaji, Basic processes & Clothing Construction, Raaj Prakashan, 6 editions, New Delhi.
- E.P.G.Gohl and L.D. Vilensky, Textile Science, CBS Publisher & Distributors
Objective:

1) To develop skill in using colours to create different effects in space, with the use of various colour schemes.

2) To leave techniques of using colour in different media

3) To give knowledge of flowers / floral decoration and arrangement

COURSE CONTENT: Theory

Unit I – Importance of colour in Interior Decoration

Detail Study of Prang colour system:

a. Characteristics or dimensions of colour

   i) Hue   ii) Value   iii) Intensity

b) Classification of color

   i) Primary   ii) Secondary   iii) Intermediate   iv) Tertiary

   iv) Quarternary v) Neutral

c) Warm & cool colours

d) Advancing & Receding colours

e) Colour wheel
Unit : II  - Colour Schemes :

a) Related colour scheme : i) Monochromatic  ii) Analogous

b) Contrast colour scheme: i) Complementary  ii) Double complementary  

   iii) Split complementary  iv) Traid  v) Neutral

c) Colour schemes for different rooms 

   i) Kitchen and dinning 

   ii) Drawing room /Living room 

   iii) Bed room

Unit III – Decorating Interior & Exterior:

1) Floral Decoration : i) Definition and importance  ii) Objectives  iii) Material required

2) i) Elements of Art in flower Arrangement. ii) Principles of Art in Flower arrangement .

3) Use of Flower arrangements: i) Personality  ii) Occasion  iii) Placement in rooms  

iv) Flowers as gift  v) Bouquet: i) Spray of flowers ii) Potted

Unit IV – Types of flower arrangement

1. a) Traditional b) oriental / Japanese  c) Modern  d) Floating e) Miniature  b) Dry

2) Artificial flower arrangement :

   a) Artificial flower making b) Material required for Artificial flower arrangement

3) Do’s & Don’ts in flower arrangement
COURSE CONTENT:  

Practicals

Total Marks - 15

Classes of Colours - 04

Colour Scheme - 04

Flower decoration - 04

Record Book - 03

Ex No. 1 – Classes of colors
i) Primary  ii) Secondary  iii) Intermediate

Ex. No. 2 - Colour Wheel

Ex. No. 3 - Warm & cool colours

Ex. No. 4 - Value Scale

Ex No. 5 - Monochromatic colour scheme

Ex. No. 6 - Analogus colour scheme

Ex. No. 7 - Complementary colour scheme

Ex. No. 8 - Double complementary colour scheme

Ex. No. 9 - Triad colour Scheme

Ex No. 10 - Types of flower decoration / Arrangement
i) Single stick  ii) Small Bunch  iii) Miniature

iv) Modern
COURSE CONTENT: Internal Assessment: Marks (10)

Accessories in interior (Any two)

1) Accessories in home decoration (Creative Art)
2) Floral Carpets
3) Paper Mache
4) Bead Work
5) Artificial Flowers.
6) Rangoli – Using various types of materials

Note: Workshop to be conducted to teach new articles

Books Recommended

2) Mann M- ‘Home Management Kalyani Publishers, New Delhi
4) S>m°. B§{Xam IS>go ‘J¥hgOmdQ>’, {h_mb` npāb{e§J hmD$g
5) {ÌdoUr \$aH$mS>o, gwb^m Jm|Jo ‘H$m|Qw>§{~H$ g§gmYZmMo î`dñWmnZ Am{U J¥hgOmdQ>,’ qnnimnwao Am[U npābetJ H§$nZr
6) S>m°. B§{Xam IS>go ‘J¥hì`dñWmnH$ Am{U J¥hH$bm’ {h_mb` npābqeJ hmD$g
7) S>m°. gwZ§Xm dgw ... S>m°. aOZr _ohao , ‘J¥hì`dñWmnZ Am{U Am§V[aH$ gOmdQ>’, lr gmB©Z§X àH$meZ ZmJnwa.
Objectives:

- To develop understanding regarding population education.
- To acquire knowledge of rural development programme.
- To develop understanding regarding extension teaching.
- To understand the role of leaders in extension work.

UNIT - I

Population education: Meaning, definitions, need of population education, objectives of population education, population growth in India- its rate and reason. Concept related to population- birthrate, deathrate, growthrate, sex ratio, fertility.

UNIT - II

Rural development programmes:

IRDP-Integrated rural development programme
NREP-National rural employment programme
ICDS-Integrated child development scheme
NAEP-National adult education programme
Role of voluntary agencies and rural in rural institutions.

UNIT - III

Extension Teaching: Meaning and importance of extension teaching, factors contributing to teaching, principles of extension teaching, steps involves in extension teaching and desirable traits of a teacher for effective extension work.

UNIT - IV

Leadership in Extension: Definition of Leadership, type of leaders, methods of selecting local leaders in extension work, role of local leaders in extension work and methods of leadership training.
PRACTICALS:

1. Study of village panchayat and submission of report.

2. Preparation and presentation of flannel cutouts to provide effective communication to the group of learners.

3. Handling and operation of camera for extension photography.

INTERNAL ASSESSMENT

Write a detail account on one of the progressive programme held in your village. e.g. Gramin swachata aabhiyan, saksharta aabhiyan etc.

REFERENCES:


2. Directorate of Extension, Extension education in community development, Ministry of food and agriculture, Govt. of India publication, New Delhi.

B. Sc I Home Science
Semester II
ENGLISH & COMMUNICATION SKILLS
Paper VI

Total Marks : 75
Theory : 50
Internal Assessment : 25

Unit I
Text: English Prose for Pleasure and Profit (An Anthology)

Prescribed lessons :-

i) Martin Luther King  ii) The Little Angel  iii) The Way To Equal Distribution
iv) The Dying Sun

Unit II
1. Comprehension :-
An unseen passage will be given for analysis. Questions will be based on Comprehension of Content and Vocabulary. Answers must be written in the students Own language with minimum use of words and phrases from the passage.

UNIT III
1. Paragraph Writing :-
Students would be given four topics for paragraph writing. Out of which one is to be attempted with in 150 words.

2. Letter Writing :-
Students should be trained thoroughly in dealing With Formal Letters/Business Correspondence such as :
1) Sales Letters  2) Enquiry Letters  3) Job application Letters
4) Letters to the Editor  5) Business proposal

Unit IV
Grammar
Change of Voice

1. Degrees of Comparison
2. Transformation of Sentences : Use of – As soon as, No sooner than, either or, neither nor, unless, until, etc.

3. Phrasal Verbs
4. Punctuation
Internal Assessment :-

A) Personal Interview/Viva :-

The students will be given training on how to appear for an interview, what kind of common questions to expect, the kind of language required for appropriate formal responses etc. Role Play method is recommended here.

B) Group Discussion :-

Students will need to acquire Correct Speaking Skills as well as leadership skills taught through this module.

Method of Assessment :-

The student will be assessed for language fluency, Correct grammar an logical sentence construction.

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B.Sc. HOME SCIENCE
SEMESTER-II
BASIC COMPUTER

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30 p total
B.Sc. Home Science Part – I
Semester –II
Basic Food Science and Nutrition
Paper-I

Unit I- Micronutrients

Minerals: Functions, Sources and Deficiency of:


b) Trace elements: 1) Sodium 2) Potassium 3) Magnesium 4) Copper 5) Zinc

6) Cobalt 7) Chlorine

Unit II- Micronutrients

Vitamins: Functions, Sources and Deficiency of:

Water Soluble Vitamins: i) Thiamine (B₁) ii) Riboflavin (B₂) iii) Nicotinic acid (B₃) iv) Pyridoxine (B₆) v) Pantothenic acid vi) Biotin vii) Choline viii) Inositol

Ix) Folic Acid x) Cyanocobalamin (B₁₂) and Vitamin C.

Fat Soluble Vitamins 1) Vitamin A .2) Vitamin D .3) Vitamin E. 4) Vitamin K.

Unit III


2. Definition and factors affecting BMR. Units of Energy. Energy measurement of food (Bomb calorimeter).

Unit IV

1. Objective of cooking food and cooking methods: a) Different cooking methods, different cooking media b) Effect of different methods of cooking of nutritive value of food.

2. Enhancing Nutritional Quality of Food: Germination, Fermentation, Supplementation, Substitution, Fortification and Enrichment.

PRACTICAL:

Simple cooking- preparation, serving, calculation of cost and yield.

a) Chapati, Puri, Paratha, Missi Roti, Puran Poli, Bhakri (any 2).

b) Pulse Preparation – Whole, Dehusk and Sprouted (any 2).

c) Vegetable Preparation- Dry Curries and Baked (any 2).

d) Fruit Preparation – Fresh, Dried Baked and Steamed (any 2).

e) Milk Preparation – Porridge, Desserts, Curds, and Paneer Preparation (any 2).

f) Egg. Preparation – Boiled, Fried, Poached and Custard (any 2).

g) Desserts : Khowa and milk based (any 2).
Internal Assessment

Any one of the following

1. Scrap Book: Related to food groups, Sources, Deficiencies of Various nutrients
2) Canteen

Books Recommended


B.Sc Home Science

SEMESTER -II

Infant Stimulation And Toddlerhood

Paper- II

UNIT-I Infancy:-

- (0-2 years) Neonate- an overview, reflexes, APGAR scale, adjustments of neonate, factors affecting, Physical development height, weight, head circumference. Definition, changes in body proportion & structure, common motor skills, pre-speech forms of communication, speech skills, cognitive developmental process, sensory motor development, socio-emotional development.

Unit-II Care:-

- Immunization.
- Guidance in feeding, weaning, teething, toilet training, bathing, sleeping, health &
- Postnatal care of mother & baby, importance of breast feeding , advantages of breast feeding , scientific method of breast feeding ,do’s and don’t’s of bottle feeding .

Unit – III Toddlerhood:-

- Characteristics, developmental tasks, physical development, muscle control, speech development, emotional behavior, socialization, interest in play, development of understanding beginnings of morality, hazards & happiness.

Unit – IV Stimulation

- Development of senses, role of care giver in providing a safe environment for developing motor abilities. Significance of stimulation during infancy, type of stimulation, [visual, motor, auditory, language & tactile].
- Personality: - meaning, definition, factors influencing heredity environment, peer group, social interaction.
Practicals:-

1. Anthropometric measurement, introduction, height, weight, head, midarm, chest, circumference, measurement of 5 children & compare with norms (0-2 year’s children). How to take measurements.

2. Learning & preparation of different activities for stimulation, tactile, auditory, motor, language, visual & cognitive.

3. Preparation of educational toys a) constrictive, b) matching / sorting / classifying, c) simple mathematical.

SESSIONAL:-

1. Survey of ten lactating mother (use of questionnaire is compulsory)

2. Visit to maternity ward.

3. Visit to well baby clinic
   (Record to be maintained)

Book Recommended:-


UNIT I

- Introduction to method of fabric construction - weaving, knitting, braiding, lace making, knotting, felting and non-woven.
- STANDARD WEAVES - Plain and its derivatives, Twill and its derivatives. Satin and sateen honey comb, brighton honeycomb, mock leno. Basic Knitting Technology: Principles and comparison of weaving and Knitting. Introduction to weft and warp knitting - Classification of weft knitting machines - Terms and definitions of weft knitting
- Study of basic weft knit structures and their characteristics - Knitting cycle of single jersey, rib and interlock structures

UNIT II

- Different methods of finishing - General and Special finishing
- Wrinkle free finish - Water repellent - flame retardant and anti microbial finish. Special calendaring, shrinkage control

UNIT III

- Standard body measurements for children, ladies and gents. Sequence of taking body measurements for various age groups Fabric preparation for garment construction - pre-shrinking and trueing. Methods of layout and cutting. Placing and cutting pattern on stripe, check, plaid and one way and two way design Methods of garment construction suitable for different fabrics - drafting method

UNIT IV

- Clothing requirement for infants, toddlers, pre-school and elementary school children.
  Self-help garment
- Wardrobe planning - meaning, importance and budgeting. Factors influencing wardrobe planning for different age groups. Methods of arrangement of garments in wardrobe. Storage of clothes
Practicals:

- Taking body measurements and preparing basic bodice block
- Drafting, cutting, stitching and finishing a baby layette (zabala, nappy, bib or feeder)
- Drafting, cutting, stitching and finishing of panty and bloomer
- Drafting, cutting, stitching and finishing of frock
- Adaptation of bodice block into designed frock
- Adaptation of bodice block into apron
- Basic embroidery stitches

Library reference:

- Doongaji, Basic processes and Clothing Construction, Raaj Prakashan, 6 ed., New Delhi.
- Mary Mathews ‘Practical clothing construction’ Thomson & Co. Madras, 1974
- Doongaji, Basic processes & Clothing Construction, Raaj Prakashan, 6 editions, New Delhi.
- E.P.G.Gohl and L.D. Vilensky, Textile Science, CBS Publisher & Distributors
Objective:

1) To develop skill in using colours to create different effects in space, with the use of various colour schemes.

2) To leave techniques of using colour in different media

3) To give knowledge of flowers / floral decoration and arrangement

COURSE CONTENT : Theory

Unit I – Importance of colour in Interior Decoration

Detail Study of Prang colour system:

a. Characteristics or dimensions of colour
   i) Hue    ii) Value    iii) Intensity

b) Classification of color

   i) Primary    ii) Secondary    iii) Intermediate    iv) Tertiary
   iv) Quarternary    v) Neutral

c) Warm & cool colours

d) Advancing & Receding colours

e) Colour wheel
Unit :- II

Colour Schemes :

a) Related colour scheme : i) Monochromatic  ii) Analogous

b) Contrast colour scheme: i) Complementary  ii) Double complementary
   iii) Split complementary  iv) Traid  v) Neutral

c) Colour schemes for different rooms
   i) Kitchen and dinning
   ii) Drawing room /Living room
   iii) Bed room

Unit III –

Decorating Interior & Exterior:

1) Floral Decoration : i) Definition and importance  ii) Objectives  iii) Material required

2) i) Elements of Art in flower Arrangement.  ii) Principles of Art in Flower arrangement .

3) Use of Flower arrangements: i) Personality  ii) Occasion  iii) Placement in rooms
   iv) Flowers as gift  v) Bouquet: i) Spray of flowers ii) Potted

Unit IV – Types of flower arrangement

1. a) Traditional b) oriental / Japanese  c) Modern  d) Floating e) Miniature  b) Dry
2) Artificial flower arrangement :

a) Artificial flower making b) Material required for Artificial flower arrangement

3) Do’s & Don’ts in flower arrangement
COURSE CONTENT: Practicals

Total Marks - 15

Classes of Colours - 04

Colour Scheme - 04

Flower decoration - 04

Record Book - 03

Ex No. 1 – Classes of colors
i) Primary  ii) Secondary  iii) Intermediate

Ex. No. 2 - Colour Wheel

Ex. No. 3 - Warm & cool colours

Ex. No. 4 - Value Scale

Ex No. 5 - Monochromatic colour scheme

Ex. No. 6 - Analogus colour scheme

Ex. No. 7 - Complementary colour scheme

Ex. No. 8 - Double complementary colour scheme

Ex. No. 9 - Triad colour Scheme

Ex No. 10 - Types of flower decoration / Arrangement
i) Single stick  ii) Small Bunch  iii) Miniature
iv) Modern
COURSE CONTENT:         Internal Assessment:                       Marks (10)

Accessories in interior (Any two)

1) Accessories in home decoration (Creative Art)
2) Floral Carpets
3) Paper Mache
4) Bead Work
5) Artificial Flowers.
6) Rangoli – Using various types of materials

Note: - Workshop to be conducted to teach new articles

Books Recommended

2) Mann M- ‘Home Management Kalyani Publishers, New Delhi
4) S>m°. B§{Xam IS>go ‘J¥hgOmdQ>’, {h_mb` npāb{e§J hmD$g
5) {ÌdoUr \$aH$msS>o, gwb^m Jm|Jo ‘H$miQw>§{~H$
g§gmYZmMo i`dñWmnZ Am{U J¥hgOmdQ>,’ qnnimnwao Am[U npābetJ H§$nZr
6) S>m°. B§{Xam IS>go ‘J¥hì`dñWmnH$ Am{U J¥hH$bm’ {h_mb` npābqeJ hmD$g
7) S>m°. gwZ§Xm dgw … S>m°. aÖZr _ohao , ‘J¥hì`dñWmnZ
Am{U Am§V[aH$ gOmdQ>’, lr gmB©Z§X àH$meZ ZmJnwa.
Objectives:

- To develop understanding regarding population education.
- To acquire knowledge of rural development programme.
- To develop understanding regarding extension teaching.
- To understand the role of leaders in extension work.

UNIT - I

Population education: Meaning, definitions, need of population education, objectives of population education, population growth in India - its rate and reason. Concept related to population - birthrate, deathrate, growthrate, sex ratio, fertility.

UNIT- II

Rural development programmes:
IRDP - Integrated rural development programme
NREP - National rural employment programme
ICDS - Integrated child development scheme
NAEP - National adult education programme

Role of voluntary agencies and rural in rural institutions.

UNIT - III

Extension Teaching: Meaning and importance of extension teaching, factors contributing to teaching, principles of extension teaching, steps involves in extension teaching and desirable traits of a teacher for effective extension work.

UNIT- IV

Leadership in Extension: Definition of Leadership, type of leaders, methods of selecting local leaders in extension work, role of local leaders in extension work and methods of leadership training.
PRACTICALS:

1. Study of village panchayat and submission of report.

2. Preparation and presentation of flannel cutouts to provide effective communication to the group of learners.

3. Handling and operation of camera for extension photography.

INTERNAL ASSESSMENT

Write a detail account on one of the progressive programme held in your village e.g. Gramin swachata aabhiyan, saksharta aabhiyan etc.

REFERENCES:


2. Directorate of Extension, Extension education in community development, Ministry of food and agriculture, Govt. of India publication, New Delhi.

Unit I
Text: English Prose for Pleasure and Profit (An Anthology)

Prescribed lessons:

i) Martin Luther King    ii) The Little Angel    iii) The Way To Equal Distribution
iv) The Dying Sun

Unit II
1. Comprehension:
An unseen passage will be given for analysis. Questions will be based on Comprehension of Content and Vocabulary. Answers must be written in the students' own language with minimum use of words and phrases from the passage.

UNIT III
1. Paragraph Writing:
Students would be given four topics for paragraph writing. Out of which one is to be attempted with in 150 words.

2. Letter Writing:
Students should be trained thoroughly in dealing with Formal Letters/Business Correspondence such as:
1) Sales Letters    2) Enquiry Letters    3) Job application Letters
4) Letters to the Editor    5) Business proposal

Unit IV
Grammar
Change of Voice

1. Degrees of Comparison
2. Transformation of Sentences: Use of – As soon as, No sooner than, either or, neither nor, unless, until, etc.
3. Phrasal Verbs
4. Punctuation
**Internal Assessment :-**

A) Personal Interview/Viva :-

The students will be given training on how to appear for an interview, what kind of common questions to expect, the kind of language required for appropriate formal responses etc. Role Play method is recommended here.

B) Group Discussion :

Students will need to acquire Correct Speaking Skills as well as leadership skills taught through this module.

**Method of Assessment :-**

The student will be assessed for language fluency, Correct grammar and logical sentence construction.

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