

Maharaja Ganga Singh University

Bachelor of Arts (B.A.) Home Science
Semester I, II, III, IV wef Session 2024-25
Semester V and VI wef Session 2025-26

Department of Home Science

Undergraduate Programme
(Effective from Academic Year 2024-25)



Syllabus

Scheme of Examination and Courses of Study

Disclaimer: The CBCS Syllabus has been approved by the Academic Council and Board of Management. Any query may kindly be addressed to the concerned Faculty.

Maharaja Ganga Singh University

Bachelor of Arts (B.A.) Home Science (Semester I-VI) 2024-25

Syllabus 2024-2025

Course Structure of Home Science

Syllabus Checked And Modified by :

S. No.	Name	Designation	Department	Institution /Affiliation
1.	Prof. Abhilasha Alha	Professor	Human Development	Govt. M.S. College for Women, Bikaner
2.	Dr. Nidhi Agarwal	Professor	Food and Nutrition	Govt. M.S. College for Women, Bikaner
3.	Dr. Kamal Jeet Kaur	Professor	Food and Nutrition	Govt. BRG Girls College, Sriganganagar
4.	Dr. Abha Ojha	Professor	Extension Education	Govt. M.S. College for Women, Bikaner
5.	Dr. Sunita Gehlot	Associate Professor	Human Development	Govt. M.S. College for Women, Bikaner
6.	Prof. Vimla Dukwal	Professor	Food and Nutrition	College of Agriculture, S.K.R.A.U., Bikaner
7.	Prof. Neena Sareen	Professor	Extension Education	College of Agriculture, S.K.R.A.U., Bikaner

Preamble

Considering the curricular reforms as instrumental for desired learning outcomes, Maharaja Ganga Singh University made a rigorous attempt to revise the curriculum of undergraduate programmes in alignment with National Education Policy-2020 and UGC Quality Mandate for Higher Education Institutions. The process of revising the curriculum could be prompted with the adoption of Comprehensive Road map for Implementation of NEP'. The road map identified the key features of the Policy and elucidated the Action Plan with well-defined responsibilities and indicative time line for major academic reforms. The University Grants Commission (UGC) has devised a series of regulations and directives over time with the intention of enhancing the higher education system's quality and enforcing minimum standards in Higher Educational Institutions (HEIs) throughout India. The recent academic reforms suggested by the UGC have contributed to an overarching enhancement of the higher education system.

With NEP-2020 in background, the revised curriculum articulate the spirit of the Policy by emphasizing upon- integrated approach to learning; innovative pedagogies and assessments strategies multi-disciplinary and cross-disciplinary education; creative and critical thinking; ethical and constitutional values through value-based courses 21st century capabilities across the range of disciplines through life skills, entrepreneurial and professional skills; community and constructive public engagement; social, moral and environmental awareness; exposure to Indian knowledge system, cultural traditions and classical literature through relevant courses offering 'Knowledge of India'; fine blend of modern pedagogies with indigenous and traditional ways of learning; flexibility in course choices; student-centric participatory learning imaginative and flexible curricular structure stoenable creative combination of disciplines for study offering multiple entry and exit points, integration of extracurricular and curricular aspects; exploring internships with local industry, businesses, artists and crafts persons; closer collaborations between industry and higher education institutions for technical, vocational and science programmes; and formative assessment tools to be aligned with the learning outcomes, capabilities, and dispositions as specified for each course. The University has also developed consensuses adoption of Blended Learning with component of online teaching and face to face classes for each programme.

Choice Based Credit System (CBCS)

The Choice Based Credit System (CBCS), as a part of academic reforms to enhance quality of education and facilitate transferability of students from one University/Institution to another at the national and international level, provides substantive autonomy to teachers to formulate their own curricula and enable them to introduce innovations in teaching and learning process and upgrade overall quality of higher education. The CBCS provides scope for Comprehensive and Continuous Evaluation (CCE) of students and encourages them to learn. The CBCS provides a cafeteria type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses, and acquire more than the required credits, and adopt an interdisciplinary approach to learning.

The grading system is widely regarded as an improvement over the traditional marks system, which is why leading institutions in India and abroad have adopted it. Thus, there is a strong rationale for establishing a consistent grading system. This would facilitate seamless student mobility among institutions within the country and abroad, while also allowing prospective employers to accurately assess students' performance. To achieve the desired standardization in the grading system and the method for calculating the Cumulative Grade Point Average (CGPA) based on students' examination results, the UGC has devised these comprehensive guidelines.

1. **Core Course** : A course, which should compulsarily be studied by a candidate as a core requirement is termed as a Core course.
2. **Elective Course** : Generally, a course which can be chosen from a pool of courses, and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope, or which enable an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency /skill is called an Elective Course.

2.1 Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline / subject of study).

2.2 Dissertation/Project: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 Generic Elective (GE) Course : An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective. A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3- Ability Enhancement Courses (AEC): The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses_(SEC). 'AECC' courses are the courses based upon the content that leads to Knowledge enhancement; (i) Environmental Science and (ii) English/MIL Communication. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication/MIL Communication.

3.2 Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to

provide value-based and/or skill-based knowledge.

4. Research Component in Under-Graduate Courses

Project work/Dissertation is considered as a special course involving application of knowledge in solving/analysing/exploring a real- life situation

/ difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of disciplines specific elective paper.

- **Pre-requisites and requisites of the course :**

Student enrolled and registered in UG Programme first semester. He/she should have passed XII class from CBSE, RBSE or recognized board and admission eligibility as per Commissionerate of College Education, Government of Rajasthan and Maharaja Ganga Singh University, Bikaner's rules and regulations.

- **Objectives of the course :**

The Course is designed with the broad objective of developing professional skills in various dimension of Home Science. However, the specific objectives of the course are as follows :

- To provide learning about the science and technology that contribute to improving the quality of life of people.
- To acquire professional and entrepreneurial skills for socio –economic empowerment of students.
- To develop professional skills in areas of food and nutrition, textiles Home management, Extension and communication and Human development .
- To understand and appreciate the role of Home Science in the development and overall well – being of individual families and communities.
- To provide practical training regarding basics of normal and therapeutic nutrition, cooking, clothing construction, textiles, home management, human development, extension teaching and communication.

- **Programme Learning Outcomes:**

After completion of the course, the student will be able to :

1. Learn the basic concepts and the various dimensions of the discipline (Home Science)
2. Identify major challenges and opportunities related to Home Science.
3. Demonstrate the professional, managerial and behavioral skills for effective job performance and career mobility.
4. Improve interpersonal skills and demonstrate better interaction and persuasion skills while working with teams/communities.

Structure of Program : B.A. Home Science

Instructions for Internal Assessment/Evaluation

Internal evaluation will be of 30 marks in a Semester. Continuous Comprehensive Evaluation process shall be adopted to find out each course level learning outcome, i.e., assignment, test, quiz, seminars etc. that includes logical thinking, knowledge and skill acquired during the course. The institution/ college may also include online quizzes/ assignments/ tests/seminar participation for the purpose of Internal Assessment or Continuous Assessment/Evaluation. The institution/college shall decide the process of Internal/Continuous Assessment or Project work.

- **Scheme of End-of-Semester (EoS) examination:**

The bachelor's in Home Science is a full time Programme of 6 semesters' duration. There will be two Semesters in an Academic Year. Each semester will consist of not less than 90 actual teaching days (15-18 weeks of academic work). 'Course' or 'Paper' is a component to the programme. Each course is identified by a unique course code.

The programme will have core courses, core elective, skill development, and elective open papers, a dissertation/project/training/ review/clinical project/internship/case study in the 6th semester. The dissertation/project/ training/ review/ clinical project/internship/case study will be evaluated by an examiner.

1. English/Hindi shall be the medium of instruction and examination.
2. There will be semester end examination. The semester end examinations, evaluation, publication of results, award of marks statements and award of diploma shall be undertaken by MGS University, Bikaner.
3. The system of evaluation shall be as follows:
 - 3.1 The evaluation scheme shall comprise of External Evaluation and Internal Evaluation/Assessment or Continuous Assessment. The Internal Evaluation will carry 20% marks in each course except DECC. Each theory paper will carry marks (as per distribution of credit table given below). Any student who fails to participate in classes, viva-voce will be debarred from appearing in the end semester examination.
 - 3.2 The duration of written examination for each paper shall be of three hours or as per the instructions of the University. The minimum attendance required by a candidate will be as per rules.
 - 3.3 (A) With regards to the Dissertation/Project/Term Paper/Training /Review/ Clinical Project/ Internship/ Case study/ Report, the scheme of evaluation shall be as follows:

The candidate must submit report/thesis/dissertation/case study in spiral-bound format in three copies which would be evaluated by an external examiner. Total marks for Project/case studies / training/dissertation/ internship, etc. shall be as per MGSU rules and regulations.

3.3 (B) Award of degree, grading, scope for improvement/appeal –shall be as per Maharaja Ganga Singh University rules and regulations/ordinances (CBCS/Semester).

- **Pass Criteria**

For passing in each theory examination, a candidate is required to obtain 36% marks in all theory papers and 36% marks separately in the internal assessment and dissertation/project/report, etc. Pass Marks shall be as per University Guidelines.

Scheme of Examination

Time: 3 hrs.

Maximum Marks: 80

There will be one theory paper and practical in each Semester. This will be of 6 credits of **6 hours per week**. A course will contain 5 units. The question paper shall contain three sections.

- 1. Section A (10 marks)** shall contain 10 questions, two from each Unit. Each question shall be of 1 marks. All questions are compulsory. Section A will be prepared such that questions i to v are multiple choice questions while questions vi to x will be fill in the blank questions.
- 2. Section B (25 marks)** shall contain 05 questions (two from each unit with internal choice). Each question shall be of 05 marks. The candidate is required to answer all 05 questions. The answers should not exceed 150 words.
- 3. Section C (45 marks)** shall contain 5 questions, one from each Unit. Each question shall be of 15 Marks. The candidate is required to answer **any three** questions by selecting any three questions from different units. The answers should not exceed 400 words.

Note : The candidate is required to obtain 36% marks to pass in the Theory, Practical, internal assessment separately. In aggregate the candidate is required to score minimum 36% marks.

Structure of Programme B.A. Home Science (2024-25)
Semester- I

- **Course Code: H.SC4.5DCCT12**
- **Type of the course :** Discipline Specific Core Course of Semester I
- **Title of the Course :** Health and Community Science
- Level of the Course: **NHEQF Level 4.5**
- Credit of the Course: **6**
- Delivery sub-type of the course: **Theory(3) Tutorial (1) Practical (2)**

Course Code	Course Title	Code	L	T	P	Total Credits	Maximum Marks		Total Marks	Minimum Passing Marks
							Internal Marks	External Marks		
H.SC4.5DCCT12 H.SC4.5DCCP12	Health and Community science Basic Food Preparation	DCC DCC	3 -	1 --	- 2	4 2	30	80 40	150	29 (36%) 14 (36%) 11 (36%) 36% each theory practical & internal Assessment.
Total Credit						06	30	120	150	

***Lecture(L)** includes Lecture Sessions

***Tutorial(T)** include lesson at college or university for an individual student or a small group of students consisting of Participatory Discussions/Term Papers/Assignments or Self-Study/Presentations or a combination of some of these.

***Practical (P)** stands for practice session. It consists of Laboratory Experiments/Field work/Project work/Outreach activities/Case Studies, etc.

Semester- II

- **Course Code: H.SC4.5DCCT22**
- **Type of the course :** Discipline Specific Core Course of Semester I
- **Title of the Course : Extension Education and Communication.**
- **Level of the Course: NHEQF Level 4.5**
- **Credit of the Course: 6**
- **Delivery sub-type of the course: Theory(3) Tutorial (1) Practical (2)**

Course Code	Course Title	Code	L	T	P	Total Credits	Maximum Marks		Total Marks	Minimum Passing Marks
							Internal Marks	External Marks		
H.SC4.5DCCT22	Extension education and communication	DCC	3	1	-	4		80	150	29 (36%) 14 (36%) 11 (36%) 36% each theory practical & internal Assessment.
H.SC4.5DCCP22	Extension education and communication	DCC	-	--	2	2	30	40		
Total Credit						06	30	120	150	

***Lecture(L)** includes Lecture Sessions

***Tutorial(T)** include lesson at college or university for an individual student or a small group of students consisting of Participatory Discussions/Term Papers/Assignments or Self-Study/Presentations or a combination of some of these.

***Practical (P)** stands for practice session. It consists of Laboratory Experiments/Field work/Project work/Outreach activities/Case Studies, etc.

Semester- III

- **Course Code: H.SC5 DCCT32**
- **Type of the course :** Discipline Specific Core Course of Semester I
- **Title of the Course : Normal and Therapeutic Nutrition.**
- Level of the Course: **NHEQF Level 5**
- Credit of the Course: **6**
- Delivery sub-type of the course: **Theory(3) Tutorial (1) Practical (2)**

Course Code	Course Title	Code	L	T	P	Total Credits	Maximum Marks		Total Marks	Minimum Passing Marks
							Internal Marks	External Marks		
H.SC5 DCCT32	Normal and Therapeutic Nutrition Meal Management	DCC	3	1	-	4	30	80	150	29 (36%) 14 (36%) 11 (36%) 36% each theory practical & internal Assessment.
H.SC5 DCCP32		DCC	-	--	2	2		40		
Total Credit						06	30	120	150	

***Lecture(L)** includes Lecture Sessions

***Tutorial(T)** include lesson at college or university for an individual student or a small group of students consisting of Participatory Discussions/Term Papers/Assignments or Self-Study/Presentations or a combination of some of these.

***Practical (P)** stands for practice session. It consists of Laboratory Experiments/Field work/Project work/Outreach activities/Case Studies, etc.

Semester- IV

- **Course Code: H.SC5 DCCT42**
- **Type of the course :** Discipline Specific Core Course of Semester I
- **Title of the Course : Fundamentals of Textile and Clothing.**
- Level of the Course: **NHEQF Level 5**
- Credit of the Course: **6**
- Delivery sub-type of the course: **Theory(3) Tutorial (1) Practical (2)**

Course Code	Course Title	Code	L	T	P	Total Credits	Maximum Marks		Total Marks	Minimum Passing Marks
							Internal Marks	External Marks		
HSC5DCCT42	Fundamentals of Textile and Clothing	DCC	3	1	-	4		80	150	29 (36%) 14 (36%) 11 (36%) 36% each theory practical & internal Assessment.
HSC5DCCP42	Textile and Clothing	DCC	-	--	2	2	30	40		
Total Credit						06	30	120	150	

***Lecture(L)** includes Lecture Sessions

***Tutorial(T)** include lesson at college or university for an individual student or a small group of students consisting of Participatory Discussions/Term Papers/Assignments or Self-Study/Presentations or a combination of some of these.

***Practical (P)** stands for practice session. It consists of Laboratory Experiments/Field work/Project work/Outreach activities/Case Studies, etc.

Semester- V

- **Course Code: H.SC5.5 DCCT52**
- **Type of the course :** Discipline Specific Core Course of Semester I
- **Title of the Course : Life Span Development. (Human Development)**
- Level of the Course: **NHEQF Level 5.5**
- Credit of the Course: **6**
- Delivery sub-type of the course: **Theory(3) Tutorial (1) Practical (2)**

Course Code	Course Title	Code	L	T	P	Total Credits	Maximum Marks		Total Marks	Minimum Passing Marks
							Internal Marks	External Marks		
HSC5.5 DCCT52	Life Span Development (Human Development)	DCC	3	1	-	4		80	150	29 (36%) 14 (36%) 11 (36%) 36% each theory practical & internal Assessment.
HSC5.5 DCCP52	Human Development	DCC	-	--	2	2	30	40		
Total Credit						06	30	120	150	

***Lecture(L)** includes Lecture Sessions

***Tutorial(T)** include lesson at college or university for an individual student or a small group of students consisting of Participatory Discussions/Term Papers/Assignments or Self-Study/Presentations or a combination of some of these.

***Practical (P)** stands for practice session. It consists of Laboratory Experiments/Field work/Project work/Outreach activities/Case Studies, etc.

Semester- VI

- **Course Code: H.SC5.5 DCCT62**
- **Type of the course :** Discipline Specific Core Course of Semester VI
- **Title of the Course :Fundamentals of Resource Management.**
- Level of the Course: **NHEQF Level 5.5**
- Credit of the Course: **6**
- Delivery sub-type of the course: **Theory(3) Tutorial (1) Practical (2)**

Course Code	Course Title	Code	L	T	P	Total Credits	Maximum Marks		Total Marks	Minimum Passing Marks
							Internal Marks	External Marks		
HSC5.5DCCT62	Fundamentals of Resource Management	DCC	3	1	-	4		80	150	29 (36%) 14 (36%) 11 (36%) 36% each theory practical & internal Assessment.
HSC5.5DCCP62	Fundamentals of Resource Management	DCC	-	--	2	2	30	40		
Total Credit						06	30	120	150	

***Lecture(L)** includes Lecture Sessions

***Tutorial(T)** include lesson at college or university for an individual student or a small group of students consisting of Participatory Discussions/Term Papers/Assignments or Self-Study/Presentations or a combination of some of these.

***Practical (P)** stands for practice session. It consists of Laboratory Experiments/Field work/Project work/Outreach activities/Case Studies, etc.

Scheme of Examination

Time: 3 hrs.

Maximum Marks: 80

There will be one theory paper and practical in each Semester. This will be of 6 credits of **6 hours per week**. A course will contain 5 units. The question paper shall contain three sections.

1. **Section A (10 marks)** shall contain 10 questions, two from each Unit. Each question shall be of 1 mark each. All questions are compulsory. Section A will be prepared such that question i to v are multiple choice questions while questions vi to x will be fill in the blank questions.
2. **Section B (25 marks)** shall contain 05 questions (two from each unit with internal choice). Each question shall be of 05 marks. The candidate is required to answer all 05 questions. The answers should not exceed 150 words.
3. **Section C (45 marks)** shall contain 5 questions, one from each Unit. Each question shall be on 15 Marks. The candidate is required to answer **any three** questions by selecting these three questions from different units. The answers should not exceed 400 words.

Note : The candidate is required to obtain 36% marks to pass in the Theory, Practical internal assessment separately in aggregate the candidate is required to score minimum 36% marks.

Semester – I
H.SC4.5DCCT12
HEALTH AND COMMUNITY SCIENCE

TIME : 03.00 Hrs

Max. Marks - 80

UNIT – I

1. Concept of health – Positive health (Physical, mental, social, spiritual health), factors affecting health,
2. Causes of poor health.
3. Importance of yoga, pranayam, meditation, music and play on good health.
4. Community health and community nutrition: Definition and importance.

UNIT – II

1. Meaning and definition of the terms- Food, Nutrition, Nutrients, Balanced diet, Basic Food Groups.
2. Functions of food- physiological, psychological and socio-cultural.
3. Methods of Cooking- Conservation and enhancement of nutritive value of food.

UNIT – III

1. Cereals, Millets, Pulses & Legumes, Fruits, Vegetables, Fats and Oils, Egg and meat, Milk and milk products, Nuts and Oil seeds -- Nutritive value, effect of cooking and usage in Cookery.
2. Beverages, Spices -- Importance and Usage in cookery.

UNIT – IV

1. Carbohydrate, Protein, Fat – Food sources, Functions and Deficiency.
2. Vitamins (A, D, C, B¹, B², B³), Minerals (Iron, Calcium, Sodium, Iodine) – Food sources, Functions and Deficiency.

UNIT – V

1. Immunity and Immunization.
2. Communicable diseases – Causes, mode of transmission, incubation period, signs and symptoms, care and preventive measures in the following diseases:
 - (i) Fever – Typhoid, Malaria, Swine flu.
 - (ii) Tuberculosis.
 - (iii) Dengue.
 - (iv) HIV/AIDS.

References :

1. Pearce, Evelyn-Anatomy and Physiology for Nurse-Oxford University Press, New Delhi. 2. Sears, Gordon-Anatomy and Physiology for Nurses-Orient Longman Ltd. New Delhi. 3. Taylor-The Living Body, Asia Publishing House.
2. Ross & Smith-Anatomy & Physiology for nurse.
3. J.E. Park and K. Park : Text book of preventive and social medicine Banarsides Bhanot Publishers. 6. Y.P. Bedi : Social and Prevention Medicine, Atma Ram and Sons, Delhi.
4. B.N. Ghosh : A Treatise on hygiene and public health, Scientific Publishing Co., Calcutta. 8. Bhargava Bela : Community health & family welfare.
5. M. Swaminathan : Principles of Nutrition and Dietetics.
6. C.H. Robinson : Normal and Therapeutic Nutrition.

Practical
H.SC4.5DCCP12
HEALTH AND COMMUNITY SCIENCE

BASIC FOOD PREPARATION

Total No. of periods per week – 2/batch/practical

Duration - 3 hrs. Max. Marks – 40 Min. Marks - 14

Part I

1. Foods Lab. Introduction, Rules and regulation of lab working.
2. Kitchen equipments-use and care
3. Basic cooking terms.
4. Weights and measures
5. Cooking methods –Advantage and Disadvantages.

Part II

Preparation, Serving and Evaluation of:

- 1- Beverages-Stimulating, refreshing and nourishing
- 2- Soups-Tomato soup, vegetable soup, cereal and pulsar soup, mix vegetable soups, noodle soup etc. (Stimulating and nourishing)
- 3- Desserts –Halwa, Custard, Kheer, Yoghurts, Shrikhand Pudding, Ice-Cream, Kulfi, Phaluda, Cheese and khoa preparation (Hot and Cold) etc.
- 4- Snacks –(a) Sweet-Laddoo, Burfi, Ghujia, Pedas, Jalebi, Gulabjamun and other sweets. (b) Savories- Samosa, Kachori, Sandwich, Cutlet, Poha, Upma, Idli, Dosa, Khaman etc.
- 5- Salads-Decorative and nutritious.
- 6-Basic preparation from cereals, pulses and vegetables

(a) Cereals –Parantha, Poori, Pulav, Dalia, Mathari etc.

(b) Pulses-Sambhar Vada, Chole, Rajma, Kadhi, Dhali Vada, Sprouted Chaat etc.

(c) Vegetables- Kofta, curries, backed and stuffed vegetable, mix vegetable etc.

(d) Combination of cereals, pulses and vegetables

Note :- Stress to be laid on decoration, preparation and serving of dishes, time plan, cost, number & size of serving.

Distributuion of Marks :

Basic Food Preparation Practical :

1- Sessional and Files	10
2- Preparation of two Dishes	20
3- Table Managment, Service and Cleaning	10
Total	40

सेमेस्टर-प्रथम
H.SC4.5DCCT12
स्वास्थ्य और सामुदायिक विज्ञान

समय – 03.00 घंटे
इकाई प्रथम –

कुल अंक – 80

1. स्वास्थ्य की अवधारणा – सकारात्मक स्वास्थ्य (शारीरिक, मानसिक, सामाजिक, आध्यात्मिक स्वास्थ्य) स्वास्थ्य को प्रभावित करने वाले कारक।
2. खराब स्वास्थ्य के कारण।
3. योग, प्राणायाम, ध्यान, संगीत व खेल का महत्व।
4. सामुदायिक स्वास्थ्य व सामुदायिक पोषण- परिभाषा व महत्व।

इकाई द्वितीय –

1. अर्थ एवं परिभाषा –भोजन, पोषण, पोषक तत्व, संतुलित आहार, आधारभूत भोज्य समूह।
2. भोजन के कार्य – शारीरिक, मनोवैज्ञानिक व सामाजिक सांस्कृतिक।
3. भोजन पकाने की विधियां।
4. भोजन संरक्षण व भोजन का पोषण मूल्य बढ़ाना।

इकाई तृतीय –

1. अनाज, मोटा अनाज (श्री अनाज), दालें और फलियां, फल, सब्जियां, वसा व तेल, अंडा और मांस, दूध व दूध उत्पाद, मेवे व तिलहन-पोषण मूल्य, महत्व, पकाने का प्रभाव और पाक कला में उपयोग।
2. पेय पदार्थ व मसाले –महत्व व पाक कला में उपयोग।

इकाई चतुर्थ –

1. कार्बोहाइड्रेट, प्रोटीन, वसा- खाद्य स्रोत, कार्य और कमी के प्रभाव।
2. विटामिन –(ए, डी, सी, बी¹, बी², बी³), खनिज लवण (लौह तत्व, कैल्सियम, सोडियम, आयोडिन) खाद्य स्रोत, कार्य व कमी के प्रभाव।

इकाई पंचम –

1. प्रतिरक्षा और प्रतिरक्षण।
2. संचारी रोग – कारण, संचरण का तरीका, अवधि, संकेत और लक्षण एवं बचाव के उपाय –
 1. बुखार- टायफाइड, मलेरिया, स्वाइन फ्लू।
 2. क्षय रोग
 3. डेंगू
 4. एचआइवी, एड्स।

प्रायोगिक
H.SC4.5DCCP12
आधारीय पाक कला

समय 3 घण्टे

पूर्णांक – 40

न्यूनतम उर्तीणांक : 14

भाग –1

1. खाद्य प्रयोगशाला – भूमिका, प्रयोगशाला में कार्य करने के नियम एवं शर्तें
2. रसोई के उपकरण – उपयोग एवं सावधानी
3. आधारभूत पाक कला – शब्दावली
4. भार एवं माप
5. पकाने की विधियां – लाभ एवं हानियां

भाग –2

1. तैयारी, परोसना एवं मूल्यांकन
2. पेय पदार्थ – उत्तेजक, स्फूर्तिदायक एवं पोषक
3. सूप – टमाटर सूप, सब्जियों के सूप, अनाज एवं दालों के सूप, मिश्रित सब्जियों के सूप, नूडल्स सूप इत्यादि (उत्तेजक एवं पोषक)
4. डिजर्ट – हलवा, कस्टर्ड, खीर, योगर्ट, श्रीखण्ड, पुडिंग, आइसक्रीम, कुल्फी, फालूदा, चीज एवं खोआ के व्यंजन (गर्म एवं ठण्डे)
5. नाश्ता –(अ) मीठे व्यंजन – लड्डू, बर्फी, गुंजिया, पेडा, जलेबी, गुलाबजामुन एवं अन्य मिठाईयां, (ब) नमकीन-समोसा, कचौड़ी, सेण्डविच, कटलेट, पोहा, उपमा, इडली, डोसा, खमन इत्यादि
6. सलाद – सजावटी एवं पौष्टिक
7. अनाज, दालों एवं सब्जियों से तैयार भोजन
(अ) अनाज-पराठा, पूरी, पुलाव, दलिया, मठरी
(ब) दाले – सांभर बड़ा, छोले, राजमा, कढ़ी, दही बड़े, अंकुरित चाट
(स) सब्जी – कोपता, करी, बेक्ड एवं भरवां सब्जी, मिश्रित सब्जियां
(द) अनाज, दाल एवं सब्जियों के संयोजन से तैयार भोजन

नोट – व्यंजन की तैयारी, परोसने, सजावट समय आयोजन, लागत, संख्या एवं आकार पर विशेष बल दिया जाए।

Scheme of Examination

Time: 3 hrs.

Maximum Marks: 80

There will be one theory paper and practical in each Semester. This will be of 6 credits of **6 hours per week**. A course will contain 5 units. The question paper shall contain three sections.

1. **Section A (10 marks)** shall contain 10 questions, two from each Unit. Each question shall be of 1 mark each. All questions are compulsory. Section A will be prepared such that question i to v are multiple choice questions while questions vi to x will be fill in the blank questions.
2. **Section B (25 marks)** shall contain 05 questions (two from each unit with internal choice). Each question shall be of 05 marks. The candidate is required to answer all 05 questions. The answers should not exceed 150 words.
3. **Section C (45 marks)** shall contain 5 questions, one from each Unit. Each question shall be on 15 Marks. The candidate is required to answer **any three** questions by selecting these three questions from different units. The answers should not exceed 400 words.

Note : The candidate is required to obtain 36% marks to pass in the Theory, Practical internal assessment separately in aggregate the candidate is required to score minimum 36% marks.

Semester – II
H.SC4.5DCCT22
Extension Education and Communication

TIME : 03.00 Hrs

Max. Marks - 80

Unit –I

Extension Education

- 1- Meaning, definition, need and importance
- 2- Aims and objectives, Scope, philosophy
- 3- Formal and Informal education
- 4- Principles of extension education
- 5- Qualities of an extension worker

Unit –II

- 1- Role of extension workers
- 2- Basic elements of extension teaching and the steps involved in extension teaching.
- 3- Motivation –Definition , kind of motives, Motivational procedure
- 4- Learning-Meaning, Principles and factors affecting the learning process
- 5- Role of learning and motivation in extension teaching.

Unit –III

Extension Teaching method and Aids

- 1- Classification of extension teaching methods :
 - 1- Individual
 - 2- Group
 - 3- Mass

Characteristics, Selection, Usage, Advantages , Limitations of each teaching method.

Unit-IV

Communication :

- 1- Meaning, Definition, forms /Types
- 2- Elements of Communication, their significance & characteristics.
- 3- Process of communication –Different models of communication process-Aristotle, Leagan's; Shannon – Weavers, Dahama bhatnagar, Berlo, Prof. I.P. Tiwari Model
- 4- Barriers in communication and ways to overcome them
- 5- Elementary knowledge about mass media communication.

Unit –V

Programme –Planning

- 1- Meaning, importance , need
- 2- Benefits and scope
- 3- Principles and objectives of programme –planning
- 4- The process of programme –Planning : steps involved (Planning, execution and evaluation)
- 5- National and International agencies working for community welfare –WHO, UNICEF, CARE, ICDS, ANP, PHC, Red Cross Society.

References :

1. Dhama, O.P. & Bhatnagar, O.R: Extension and Communication for Development, Oxford and IBH Publishing Co. New Delhi, 1985
2. Extension Education in Community Development, Directorate of Extension Ministry of Food and

- Agriculture, Government of Delhi.1961
3. Supe, S.V. An Introduction to Extension Education, Oxford & IBH Publishing Co. Pvt. Ltd, New Delhi, 1980
 4. Waghmare, S.K.: Teaching Extension Education, Prashant Publisher, V.allabh Vidhyanagar.1980
 5. Singh, R. Text book of Extension Education, Sahitya Kala Prakashan,Ludhiana,1987
 4. Stenley, John: People in Development: A Training Manual for Group, SEARCH, Bangalore India, 1982
 - Desai, V: Rural Development(Volumes1-6) Programs and Strategies Himalaya Publishing House,Mumbai,1988
 8. Patanayak R: Rural Development in India, Amol Publication, New Delhi, 1990
 5. Reddy.A: Extension Education, Sri Lakshmi Press, Bapatia, 1987
 6. Baidhynath M: Poverty, Unemployment and Rural Development, Himalaya Publication House Mumbai 1991
 11. Devidas.R.R: Text Book of Home Science, NCERT, New Delhi,1980
 7. Mukherjee N.: Villagers' Perception of Rural Poverty Through the Mapping Method of Participatory Rural Appraisal or Participatory Learning Methods: PRA/PALM Series, No .2.Service Road, Domlurayont. Banglore-56007111 MVRAD.1992
 8. Singh.K.: Principles of Sociology, Prakashan Kendra, Lucknow.1980
 9. Thingalaya, N.K. Rural India- Real India, Himalaya Publishing House, Bombay, 1986
 10. Alminyso Social Change and Development Sage Publications Pvt. Ltd. Madras 1990
 11. Desai V. A study of Rural Economics System Approach Himalaya Publishing House New Delhi 1990

Practical
H.SC4.5DCCP22
EXTENSION EDUCATION AND COMMUNICATION PRACTICAL

Total No. of periods per week – 2/batch/practical

Duration - 3 hrs.

Max. Marks – 40

1. Planning, preparation and presentation of communication aids/ media for rural and urban background

A

- i. Poster
- ii. Chart/ Flip chart
- iii. Pamphlet/ Leaflet

B.

- i. Flash cards
- ii. Folder/Puppet

2. Each student has to prepare and display two of the above teaching aids (A & B).
3. Report writing / Role Play any one topic (particularly for women health, child nutrition and care, immunization, family planning, environment conservation).

Distribution of marks

Extension Education and Communication Practical

1- Sessional and Files	10
2- Preparation and display of 2 teaching aids (A & B)	20
3- Report /Role Play	10
Total	40

सेमेस्टर-द्वितीय
H.SC4.5DCCT22
प्रसार शिक्षा एवं संचार

समय – 03.00 घंटे

कुल अंक – 80

इकाई – प्रथम

प्रसार शिक्षा

1. अर्थ, परिभाषा, आवश्यकता एवं महत्व
2. प्रसार शिक्षा के लक्ष्य व उद्देश्य, दायरा/विस्तार क्षेत्र
3. औपचारिक व अनौपचारिक शिक्षा
4. प्रसार शिक्षा के सिद्धान्त
5. प्रसार कार्यकर्ता के गुण

इकाई – द्वितीय

प्रसार शिक्षण

1. प्रसार कार्यकर्ता की भूमिका
2. प्रसार शिक्षण के प्रमुख तत्व एवं चरण
3. अभिप्रेरणा – परिभाषा, अभिप्रेरक प्रक्रियाएं, प्रकार
4. अधिगम – परिभाषा, सिद्धान्त व अधिगम प्रक्रिया को प्रभावित करने वाले कारक
5. प्रसार शिक्षण में अभिप्रेरण एवं अधिगम की भूमिका

इकाई – तृतीय

प्रसार शिक्षण विधियां एवं शिक्षण सामग्री

1. प्रसार शिक्षण पद्धतियों का वर्गीकरण
 1. व्यक्तिगत
 2. सामूहिक
 3. जनसंपर्क

प्रत्येक शिक्षण पद्धति की विशेषताएं, चयन, उपयोग, लाभ एवं सीमाएं

इकाई – चतुर्थ

संचार/संप्रेषण

1. अर्थ, परिभाषा, संचार के रूप/प्रकार
2. संचार के तत्व-महत्व, विशेषताएं
3. संचार प्रणाली – विभिन्न संचार मॉडल-अरस्तु, लीगन, शैनन-वीवर, दहामा भटनागर, बर्लो, प्रो तिवारी संचार मॉडल्स
4. संचार के बाधक तत्व एवं उनके निराकरण के तरीके
5. जनसंचार माध्यमों का प्रारंभिक ज्ञान

इकाई पंचम

कार्यक्रम नियोजन –

1. अर्थ, आवश्यकता, लाभ व विस्तार क्षेत्र
2. कार्यक्रम नियोजन के उद्देश्य व सिद्धान्त
3. कार्यक्रम नियोजन प्रक्रिया – विभिन्न चरण : नियोजन, संचालन, मूल्यांकन, निष्पादन
4. सामुदायिक कल्याण हेतु कार्यरत राष्ट्रीय व अंतरराष्ट्रीय संगठन : विश्व स्वास्थ्य संगठन, यूनीसेफ, केयर आईसीडीएस, एएनपी, प्राथमिक स्वास्थ्य केन्द्र, रेड क्रॉस सोसाइटी

समय 3 घण्टे

पूर्णांक – 40

1. संचार सामग्री / जनसंचार का आयोजन, तैयारी एवं प्रस्तुतिकरण शहरी एवं ग्रामीण परिवेश हेतु।

(अ)

- (1) पोस्टर
- (2) चार्ट / फिल्लि चार्ट
- (3) पेम्पलेट / लीफलेट

(ब)

- (1) फलेश कार्ड
- (2) कठपुतली प्रदर्शन / फोल्डर

2. उपरोक्त सभी शिक्षण सामग्री में से प्रत्येक छात्रा को कोई तीन शिक्षण सामग्री तैयार कर उसका प्रस्तुतिकरण करना है। (अ. ब)

3. प्रतिवेदन लेखन / रोल प्ले किसी एक विषय पर (विशेषकर महिला स्वास्थ्य, बाल पोषण एवं देखभाल, टीकाकरण / प्रतिरक्षण, परिवार नियोजन, पर्यावरण संरक्षण)

Scheme of Examination

Time: 3 hrs.

Maximum Marks: 80

There will be one theory paper and practical in each Semester. This will be of 6 credits of **6 hours per week**. A course will contain 5 units. The question paper shall contain three sections.

1. **Section A (10 marks)** shall contain 10 questions, two from each Unit. Each question shall be of 1 marks. All questions are compulsory. Section A will be prepared such that questions i to v are multiple choice questions while questions vi to x will be fill in the blank questions.

2. **Section B (25 marks)** shall contain 05 questions (two from each unit with internal choice). Each question shall be of 05 marks. The candidate is required to answer all 05 questions. The answers should not exceed 150 words.

3. **Section C (45 marks)** shall contain 5 questions, one from each Unit. Each question shall be of 15 Marks. The candidate is required to answer **any three** questions by selecting any three questions from different units. The answers should not exceed 400 words.

Note : The candidate is required to obtain 36% marks to pass in the Theory, Practical, internal assessment separately. In aggregate the candidate is required to score minimum 36% marks.

Semester – III (2025-26)
H.SC5DCCT32
NORMAL AND THERAPEUTIC NUTRITION

TIME : 03.00 Hrs

Max. Marks - 80

UNIT I

1. Meal Management
 - i. Definition, Objectives, Principles, Importance.
 - ii. Factors affecting meal planning.
 - iii. Basic Food Groups, Balanced Diet.
 - iv. RDA: Definition, Importance, Factors affecting RDA.

UNIT II

2. Nutrition during Infancy, Childhood and Adolescence
 - (i) Infancy: Growth and development, factors influencing growth, breast feeding and bottle feeding, nutritional requirements, Weaning, Supplementary foods.
 - (ii) Pre-school and School going children: Growth and development, factors influencing growth, nutritional requirements, factors to be considered while planning meals for pre-school and school going children, supplementary foods, importance of packed lunch.
 - (iii) Adolescence: Physical growth and factors affecting it, menarche, changes in food habits, nutritional requirements, nutritional problems in adolescence.

UNIT III

3. Nutrition during Adulthood, Pregnancy, Lactation and Old age
 - (i) Adults (Men and Women): Reference man and woman, nutritional requirement, factors affecting nutrition.
 - (ii) Pregnancy and Lactation: Physiological changes, common complications, nutritional requirements. Colostrum.
 - (iii) Old age: Physiological changes, psycho-social and economic factors affecting eating behavior, nutritional requirements.

UNIT IV

4. (i) Therapeutic/Clinical Nutrition: Definition, Objectives, Principles, Importance, Modification in diet consistency, Special feeding methods.
 - (ii) Dietician: Qualities, Role.
 - (iv) Nutrition Education and Diet Counseling: Definition, Importance.

UNIT V

5. Definition, Etiology, Complications and Diet management in:
 - (i) Energy Imbalance: Obesity and Underweight.
 - (ii) Gastro-intestinal Disorders: Constipation, Diarrhoea, Peptic Ulcer.
 - (iii) Febrile Diseases: Short term (Typhoid), Intermittent (Malaria), Long term (TB).
 - (iv) CVD: Hypertension.
 - (v) Metabolic Disorders: Diabetes Mellitus.

Reference:

1. M. Swaminathan : Principles of nutrition and dietetics
2. I.C.M.R. : Nutritive value of Indian Foods.
3. I.C. M.R. : Nutritive requirements for Indians
4. C.H. Robinson : Normal and Therapeutic nutrition
5. Narayan Sudha : "Aahar Vigyan" research publication Jaipur.

Practical
H.SC5DCCP32
MEAL MANAGEMENT

Duration - 3 hrs.

Max. Marks – 40

Total No. of periods per week – 2/batch/practical

1. Planning, Preparation and serving of meals Breakfast, Lunch Tea and Dinner for sedentary, moderate and heavy worker.
2. Planning, preparation and serving of all the meals for pregnant and lactating mother.
3. Planning, preparation and serving of all the meals for preschool child, adolescent and old age person.
4. Planning, preparation and serving of meals at low cost, moderate cost and liberal (high) cost.
5. Planning, preparation and serving of meals for special occasion-
 - (a) Birthday party
 - (b) Festival
 - (c) Jounney
 - (d) Tea, Lunch and dinner parties of other Occasions.
6. Planning, preparation and serving of meals requiring Special diets in :
 - (a) Fever
 - (b) Constipation
 - (c) Diarrhoea
 - (d) Peptic Ulcer
 - (e) Obesity
 - (f) Diabetes

Distributuion of Marks :

Basic Food Preparation Practical :

1- Sessional and Files	10
2- Meal Planning (01 Hour)	05
3- Preparation of two Dishes	20
4- Table Mgt. and Service & Cleaning	05
Total	40

सेमेस्टर-तृतीय
H.SC5DCCT32
सामान्य एवं उपचारात्मक पोषण

समय – 03.00 घंटे

कुल अंक – 80

इकाई प्रथम –

आहार प्रबंधन –

1. परिभाषा, उद्देश्य, सिद्धान्त, महत्व।
2. आहार प्रबंधन को प्रभावित करने वाले कारक।
3. आधारभूत खाद्य समूह, संतुलित आहार।
4. प्रस्तावित आहारिय आवश्यकता/आर.डी.ए –परिभाषा, महत्व, आरडीए को प्रभावित करने वाले कारक।

इकाई द्वितीय –

शैशवस्था, बाल्यवस्था व किशोरावस्था में पोषण

1. शैशवस्था : वृद्धि व विकास, विकास को प्रभावित करने वाले कारक, स्तनपान व बोतल द्वारा दुग्धपान, पोषण आवश्यकता, स्तनपान छुड़ाना, पूरक आहार।
2. पूर्वशालेय व विद्यालयी बालक : वृद्धि व विकास, विकास को प्रभावित करने वाले कारक, पोषण आवश्यकता, पूर्वशालेय व विद्यालयी बच्चों के लिए भोजन की योजना बनाते समय विचार किए जाने वाले कारक, पूरक आहार, पैकड लंच का महत्व।
3. किशोरावस्था – शारीरिक वृद्धि व किशोरावस्था को प्रभावित करने वाले कारक, मासिक धर्म, भोजन संबंधी आदतों में परिवर्तन, पोषण आवश्यकता, किशोरावस्था में भोजन संबंधी समस्याएं।

इकाई तृतीय –

प्रौढावस्था –

1. प्रौढ (महिला व पुरुष) : संदर्भ पुरुष व महिला , पोषण आवश्यकता, पोषण को प्रभावित करने वाले कारक।
2. गर्भावस्था व धात्रीवस्था : शारीरिक परिवर्तन, सामान्य जटिलताएं, पोषण आवश्यकता, कोलोस्ट्रम।
3. वृद्धावस्था : शारीरिक परिवर्तन, खान-पान के व्यवहार को प्रभावित करने वाले मनोसामाजिक और आर्थिक कारक, पोषण आवश्यकता।

इकाई चतुर्थ –

1. उपचारात्मक पोषण : परिभाषा, उद्देश्य, सिद्धान्त, महत्व, आहार सांद्रता में परिवर्तन, विशिष्ट भोजन विधियां।
2. आहार विशेषज्ञ : गुण और भूमिका।
3. पोषण शिक्षा व आहार परामर्श : परिभाषा, महत्व।

इकाई पंचम –

परिभाषा, हेतु– विज्ञान (एटियोलोजी) जटिलता एवं आहार–प्रबंधन

1. उर्जा असंतुलन : मोटापा व अल्पभार ।
2. जटरांत्र विकार : कब्ज, अतिसार, पेप्टिक अलसर ।
3. ज्वर रोग : टाइफाइड, मलेरिया, तपेदिक रोग ।
4. हृदयवाहिनी रोग : उच्चरक्त चाप ।
5. चयापचय विकार : मधुमेह ।

प्रायोगिक
H.SC5DCCP32
आहार नियोजन

समय 3 घंटे

पूर्णांक– 40

1. हल्का, साधारण एवं भारी कार्य करने वालों का सुबह का नाश्ता, दोपहर का भोजन, शाम की चाय एवं रात्रि का भोजन के लिए आयोजन, तैयारी एवं परोसना ।
2. गर्भवती एवं धात्री माता के लिए सभी आहारों का आयोजन, तैयारी एवं परोसना
3. पूर्व–विद्यालयी बालक, किशोर एवं वृद्ध व्यक्तियों हेतु सभी आहारों का आयोजन, तैयारी एवं परोसना । कम लागत, मध्यम लागत, अत्यधिक लागत के आहारों का आयोजन, तैयार करना एवं परोसना ।
4. विशेष अवसरों हेतु आहार, आयोजन, तैयारी एवं परोसना
 - अ. जन्म दिवस समारोह
 - ब. त्यौहार
 - स. यात्रा
 - द. अन्य अवसरों पर चाय, दोपहर एवं रात्रि भोजन समारोह
5. विशेष आहार की आवश्यकता हेतु भोजन, आयोजन, तैयारी, एवं परोसना
 - अ. बुखार (तापमान)
 - ब. मलबद्धता (कब्ज)
 - स. अतिसार
 - द. पेप्टिक व्रण (घाव)
 - य. मोटापे में
 - र. मधुमेह

टिप्पणी :- आहार आयोजन के समय, समय योजना, बाजार आदेश, लागत एवं परोसने के समय मात्रा पर अधिक जोर दिया जाना चाहिये ।

Scheme of Examination

Time: 3 hrs.

Maximum Marks: 80

There will be one theory paper and practical in each Semester. This will be of 6 credits of **6 hours per week**.

A course will contain 5 units. The question paper shall contain three sections.

- 1- **Section A (10 marks)** shall contain 10 questions, two from each Unit. Each question shall be of 1 marks each. All questions are compulsory. Section A will be prepared such that question i to v are multiple choice questions while questions vi to x will be fill in the blank questions.
- 2- **Section B (25 marks)** shall contain 05 questions (two from each unit with internal choice). Each question shall be of 05 marks. The candidate is required to answer all 05 questions. The answers should not exceed 150 words.
- 3- **Section C (45 marks)** shall contain 5 questions, one from each Unit. Each question shall be on 15 Marks. The candidate is required to answer **any three** questions by selecting these three questions from different units. The answers should not exceed 400 words.

Note : The candidate is required to obtain 36% marks to pass in the Theory, Practical internal assessment separately in aggregate the candidate is required to score minimum 36% marks.

SEMESTER IV
H.SC5DCCT42
Fundamental of Textiles and Clothing

Unit –I

Textile Fibres

- 1- Classification of Textile Fibres
- 2- General properties of textile Fibres.
- 3- Natural Fibres- Manufacturing process and properties of cotton, Linen, Silk and Wool
- 4- Artificial Fibres - Manufacturing process and properties of Rayon, Nylon.

Unit –II

Construction of yarn and fabric

- 1- Meaning of yarn, Spinning, twist in yarn
- 2- Different Methods of spinning.
- 3- Different types of yarn
- 4- Meaning of Weaving, Knitting, Felting, warp, welt, selvedge and count of cloth.
- 5- Loom and its parts.
- 6- Different stages of weaving.
- 7- Different types of weaving –Plain, Twill, Satin , Sateen, Pile and Jacquard.

Unit –III

Fabric Finishing

- 1- Meaning and objective of fabric finishing.
- 2- Different types of Finishes.
 - A- Mechanical Finishes –Beating , Singeing, Sizing, Tenting, Calendering, Napping, Embossing.
 - B- Chemical Finishes –Mercerizing , Bleaching , Water- Proofing, fire- proofing, moth – proofing , shrinkage –control, Permanent press, Crease –resistant
- 3- Dying –
 - a. Different types of dyes
 - b. Different stages of dyeing.
- 4- Different methods of Printing –Block, Screen, Roller, Discharge

Unit –IV

Clothing –

- 1- Origin of clothing
- 2- Importance of clothing
- 3- Factors affecting clothing selection-Climate, comfort, utility, occasion, personality, budget, fashion, fiber, finish, colour, design, activity, age and sex.
- 4- Factors affecting the selection of garment for Men , Women and Children.
- 5- Factors affecting the selection of household fabric Bed sheet, Curtains, Carpets and Towels.

Unit –V

Traditional Textile and Traditional Embroideries of India

- 1- Traditional Textile
 - Kashmir –Shawls
 - Banaras –Brocade
 - Gujrat –Patola

- Tamilnadu –Kanjivaram
- Rajasthan –Bandhani
- 2- Traditional Embroideries
- Kashmir –Kasida
- Punjab –Phulkari
- Bengal –Kantha
- UP – Chikankari
- Karnataka –Kasuti
- Rajasthani –Zari Work

References :

1. Dantiyagi, Sushila : Fundamentals of Textiles and their care orient Longmans, Bombay.
2. Daulkar, Durga : A guide to household textile and laundry work, Atma Ram & Sons, New Delhi.
3. Isabel B. Wingtate : Textile Fibres and their selection Prentice Hall Inc. Englewood, Chiff, N. Jersey.
4. Hess, Katherine : Textile fibres and their uses - Oxford & IBH Publishing House, New Delhi.
5. Corbman Bernard : Textile fibres to fabric MCGraw Hill Book Company-New York.
6. Mathews, Mary : Practical clothing construction - Part I cosmic press, Madras.
7. V.A. Shenai – Technology of Printing –Technology of Textile processing, Vol- IV , Sevak Prakashan.
8. Dongerkery S.-The romance of Indian embroidery. Bombay Thacker Co.Ltd.

Practical
H.SC5DCCP42
Textiles and Clothing

Max Marks : 40

Min : 14

- 1- Fibres Identification- Visual /Burning/ Microscope .
- 2- Weaves- Basic weaves.
- 3- Seams, Darts, Pleats, Gathers, Tucks.
- 4- Basic Embroidery stitches-Any 10.
- 5- Tie and Dye.
- 6- Block. Stencil, and Spray printing
- 7- Drafting, Cutting Stitching and finishing of the following garments –
Jhabla, Gathered Frock, A-Line frock.
- 8- Product design – construct any one product- Shoulder bag with any fastner/Multipurpose bags /pouch with zip.

Distribution of marks

Textile and clothing

1- Sessional and Files	10
2- Drafting, Cutting and Finishing of garment /Article	20
3- Embroidery /Tie & Dye Printing	10
Total	40

सेमेस्टर चतुर्थ
H.SC5DCCT42
वस्त्र विज्ञान एवं परिधान के आधारभूत तत्व

इकाई – प्रथम

वस्त्र एवं परिधान के मूल सिद्धान्त

वस्त्रोपयोगी रेशे

1. वस्त्रोपयोगी रेशों का वर्गीकरण।
2. वस्त्रोपयोगी रेशों के सामान्य गुण।
3. प्राकृतिक रेशे – निर्माण प्रक्रिया तथा विशेषताएं— कपास, लिनन तथा उन।
4. कृत्रिम रेशे – निर्माण प्रक्रिया तथा विशेषताएं – रेयान तथा नायलान।

ईकाई – द्वितीय

धागे एवं कपड़े का निर्माण –

1. धागे का अभिप्राय, कताई, धागे की ऐंठन।
2. कताई की विभिन्न विधियां।
3. धागों के विभिन्न प्रकार।
4. बुनाई (विविंग) निटिंग, फेल्टिंग, ताना, बाना, किनारी तथा कपड़े की गणना का अभिप्राय:
5. करघा तथा उसके भाग।
6. बुनाई (विविंग) की विभिन्न अवस्थाएं।
7. विभिन्न प्रकार की बुनाई – सादी, ट्वील, साटिन, सैटिन, पाईल, जेकार्ड।

इकाई – तृतीय

वस्त्र परिसज्जा –

1. वस्त्र परिसज्जा का अभिप्राय तथा उद्देश्य।
 1. परिसज्जाओं के विभिन्न प्रकार।
 2. यांत्रिक परिसज्जा— कटाई करना, सिंजिंग, साइजिंग, टेंटरिंग, कैलेडरिंग, नेपिंग, नक्काशी करना।
 3. रासायनिक परिसज्जाएं – मर्सिराइजिंग, विरंजन, जल— अभेद परिसज्जा, अग्नि अभेद, कीट रोधी परिसज्जा, सिकुडन रोधी परिसज्जा, स्थायी प्रेस, सिलवट रोधी परिसज्जा।
 4. रंगाई
 1. विभिन्न प्रकार के रंग।
 2. रंगाई की विभिन्न अवस्थाएं।
4. छपाई की विभिन्न विधियां – ब्लॉक, स्क्रीन, रोलर, डिस्चार्ज।

इकाई – चतुर्थ

परिधान।

1. वस्त्रों का उद्भव।
2. वस्त्रों का महत्व।
3. परिधान चयन को प्रभावित करने वाले कारक— जलवायु, आरामदायक, उपयोगिता, अवसर, व्यक्तित्व, बजट, फैशन, रेशे, परिसज्जा, रंग, डिजाइन, क्रिया कलाप, उम्र तथा लिंग।
4. पुरुष, स्त्री तथा बच्चों के परिधान चयन को प्रभावित करने वाले कारक।
5. गृह उपयोगी वस्त्र (चादरें, पर्दे, कालीन तथा तौलिये) के चयन को प्रभावित करने वाले कारक।

इकाई – पंचम

भारत के परम्परागत वस्त्र तथा कढ़ाईयां –

1. परम्परागत वस्त्र
कश्मीर – शॉल
बनारस – ब्रोकेड
गुजरात – पटोला
तमिलनाडु – कांजीवरम
राजस्थान – बांधनी
2. परम्परागत कढ़ाईयां –
कश्मीर – कसीदा
पंजाब – फुलकारी
बंगाल – कांथा
यूपी – चिकनकारी
कर्नाटक – कसूती
राजस्थान – जरी वर्क

प्रायोगिक
H.SC5DCCT42
वस्त्र विज्ञान एवं परिधान

अधिकतम अंक – 40

उत्तीर्णांक – 14

1. रेशों की पहचान – देखकर।
2. बुनाईयां (वीवस) – आधारभूत बुनाईयां।
3. सीवत, डार्ट, प्लीट, चुन्टे, टक्स।
4. कढ़ाई के आधारभूत टांके – कोई 10।
5. बंधेज।
6. ब्लाक प्रिंटिंग / स्टेन्सील प्रिंटिंग / स्प्रे प्रिंटिंग।
7. निम्नलिखित परिधानों का आरेखत, कटाई, सिलाई एवं फिनिशिंग – झबला, चुन्ट दार फ्राक, ए लाइन फ्रॉक।
8. उत्पाद निर्माण – किसी एक उत्पाद का निर्माण करना, शोल्डर बेग किसी बंधेज के साथ, मल्टीपरपज बेग / पाउच।

Scheme of Examination

Time: 3 hrs.

Maximum Marks: 80

There will be one theory paper and practical in each Semester. This will be of 6 credits of **6 hours per week**.

A course will contain 5 units. The question paper shall contain three sections.

- 1. Section A (10 marks)** shall contain 10 questions, two from each Unit. Each question shall be of 1 marks each. All questions are compulsory. Section A will be prepared such that question i to v are multiple choice questions while questions vi to x will be fill in the blank questions.
- 2. Section B (25 marks)** shall contain 05 questions (two from each unit with internal choice). Each question shall be of 05 marks. The candidate is required to answer all 05 questions. The answers should not exceed 150 words.
- 3. Section C (45 marks)** shall contain 5 questions, one from each Unit. Each question shall be on 15 Marks. The candidate is required to answer **any three** questions by selecting these three questions from different units. The answers should not exceed 400 words.

Note : The candidate is required to obtain 36% marks to pass in the Theory, Practical internal assessment separately in aggregate the candidate is required to score minimum 36% marks.

Semester- V
H.SC5.5DCCT52
Life Span Development {Human Development}

Unit –I

- 1- Introduction : Meaning, definition scope and importance of human development.
- 2- Principles of human development, factors affecting human development.
- 3- Prenatal development.
- 4- Physical characteristics from birth to puberty, Early stimulation and its importance.
- 5- Recent issues in growth and development.
- 6- Relative importance of maturation and learning.
- 7- Human development : New born reflexes.

Unit –II

- 1- Speech development : speech and language, pre-speech forms of communication, bilingualism.
- 2- Cognitive development : Cognition, Piaget's cognition development theory.
- 3- Play and Creativity : meaning, definition and importance, various creative activities during childhood.
- 4- Pre-school education in India : Objectives and teaching methods of Indian and Western education
Montessori, Froebler, Gandhi and Vivekanand.

Unit –III

- 1- Personality development : Meaning, definition and types of personality and its determinants.
- 2- Moral development : Meaning of moral behavior
- 3- Emotional development : Characteristics of children's emotion, basic emotions.
- 4- Social development : Meaning, agents of social , social adjustment, social acceptance.

Unit –IV

- 1- Adolescence : Characteristics, changes, conflicts , interest, adjustment.
- 2- Juvenile delinquency.
- 3- Special need children (only elementary knowledge is required)–
 - 1- Physically challenged .
 - 2- Mentally challenged.
 - 3- Visually and orally challenged.
 - 4- Early identification of exceptionality and its benefits.

Unit –V

- 1- Adulthood : Characteristics, changes, responsibility, parental disciplinary techniques.
- 2- Marriage : Definition, functions, readiness of marriage (psychological, physiological , sociological , economical) mate- selection, marital adjustment ,changing role and challenges faced by Indian families.
- 3- Old age : Characteristics, attitude , problems and adjustment , Govt. schemes for the aged.

Reference :

- 1- Hurlock E.B. :Child Development 1978, Mcraw Hill , London
- 2- Udyashaker : Exapntional children, sterling publication N.Dev
- 3- Devadas R.P. and jaya NA : Text book on child
4. मानव विकास : डा नीता अग्रवाल एवं डॉ आकांक्षा त्रिपाठी (अग्रवाल पब्लिकेशन)
5. बाल मनोविज्ञान : डॉ प्रीति वर्मा : डॉ डी.एन.श्रीवास्तव
6. मानव विकास एवं पारिवारिक संबंध : डॉ वंदना जैन
7. मातृकला एवं बाल विकास : डॉ नीता अग्रवाल
8. फॅमिली डायनेमिक्स : डॉ नीता अग्रवाल
9. एडवांस्ड फॅमिली डायनेमिक्स : भवेता त्यागी (अग्रवाल पब्लिकेशन)
10. मातृकला : प्रो श्रीमती सुधा नारायणन् रिसर्च पब्लिकेशन, जयपुर

PRACTICALS
H.SC5.5DCCP52
HUMAN DEVELOPMENT

Duration - 3 hrs.

Max. Marks – 40

Min. Marks – 14

1. Prepare infant stimulating toy for promoting sensory-motor development.
2. Plan activities like- creative, music activity, story telling and play activity to promote overall development and prepare low cost teaching aid for planned activity.
3. Prepare a folder/leaflet on maternal and child care.
4. Make a resource file or role play on different aspects related to adolescent issues:
 - (a) Save girl child.
 - (b) Guidance for educational level.
 - (c) Guidance for vocational level.
 - (d) Mate selection.
 - (e) Marital adjustment.
 - (f) Laws related to marriage.

Distribution of marks

1- Sessional and Files	10
2- Prep of Teaching Aid (Topic 2&3)	15
3- Prepare a folder/leaflet (Topic 3&4)	15
Total	40

सेमेस्टर पंचम
H.SC5.5DCCT52
जीवनकालीन विकास (मानव विकास)

ईकाई – प्रथम

1. परिचय : अर्थ, परिभाषा, क्षेत्र एवं मानव विकास का महत्व
2. मानव विकास के सिद्धान्त, मानव विकास को प्रभावित करने वाले कारक
3. गर्भकालीन विकास
4. शारीरिक विकास : जन्म से यौवनारंभ तक प्रारंभिक उत्तेजना का महत्व
5. वृद्धि एवं विकास में नूतन प्रवृत्तियां/मुददे
6. परिपक्वता तथा अधिगम का सापेक्षिक महत्व।
7. गव्यात्मक विकास : नवजात शिशु में प्रतिक्षेप क्रियाएं।

ईकाई –द्वितीय

1. वाणी विकास : वाणी एवं भाषा, भाषा विकास से पूर्व अभिव्यक्तियों विभाषिता।
2. संज्ञानात्मक विकास : संज्ञान, पियाजे का संज्ञानात्मक सिद्धान्त।
3. खेल एवं सृजनात्मकता : अर्थ, परिभाषा एवं महत्व, बाल्यवस्था की विभिन्न सृजनात्मक क्रियाएं/गतिविधियां
4. भारत में पूर्व विद्यालयी शिक्षा : शिक्षण उद्देश्य एवं शिक्षण पद्धतियां (विशेषकर भारतीय एवं पाश्चात्य शिक्षक विद्वान : मोंटेसरी, फ्रायबल, गाधीजी, विवेकानंद जी)

ईकाई – तृतीय

1. व्यक्तित्व विकास : अर्थ, परिभाषा, विभिन्न प्रकार के व्यक्तित्व तथा निर्धारक तत्व
2. नैतिक विकास : नैतिक व्यवहार का अर्थ।
3. संवेगात्मक विकास : बालकों में संवेगों की विशेषताएं, मूल संवेग।
4. सामाजिक विकास : सामाजिक विकास का अर्थ, सामाजिकरण के प्रचारक, सामाजिक सामन्जस्य एवं सामाजिक स्वीकृति।

ईकाई –चतुर्थ

1. किशोरावस्था : विशेषताएं, परिवर्तन, अन्तर्द्वन्द्व, रुचियां सामन्जस्य।
2. बाल अपराध
3. विशिष्ट बालक (केवल मूल ज्ञान ही आवश्यक है)
 1. शारीरिक विकलांगता
 2. मानसिक मंदता
 3. अंधापन एवं गूंगापन
 4. असाधारण की प्रारंभिक पहचान एवं उसके लाभ।

ईकाई – पंचम

1. युवावस्था— विशेषताएं, परिवर्तन, उत्तरदायित्व एवं अनुशासन प्रवृत्तियां।
2. विवाह – अर्थ, परिभाषा, विवाह हेतु तैयारी एवं समायोजन(शारीरिक, मनोवैज्ञानिक, सामाजिक एवं आर्थिक) भारतीय परिवारों के बदलते प्रतिमान एवं इससे उत्पन्न चुनौतियां।
3. वृद्धावस्था : विशेषताएं, अभिवृत्ति/मनोवृत्ति, समस्याएं व सामन्जस्य, वृद्धजनों हेतु चलित सरकारी योजनाएं।

प्रायोगिक
H.SC5.5DCCP52
मानव विकास

पूर्णांक-40

समय : 3 घंटे

न्यूनतम अंक-14

1. शिशु उद्धीपन हेतु खिलौना तैयार करना (संवेदी गामक विकास को बढ़ावा देने हेतु।)
2. विविध क्रियाओं जैसे सृजनात्मक, संगीत, कहानी व खेल क्रियाओं का बालकों के बहुमुखी विकास हेतु आयोजन एवं इन क्रियाओं के लिए कम लागत की शिक्षण सामग्री तैयार करना
3. माताओं एवं बच्चों की देखभाल विषय से संबंधित फोल्डर/लीफलेट तैयार करना
4. किशोरावस्था के विविध पहलुओं पर रिसोर्स फाइल तैयार करना अथवा रोल प्ले करना। अ. बालिका बचाओ
4. ब. शैक्षिक स्तर पर निर्देशन
5. स. व्यवसायिक स्तर पर निर्देशन
6. द. जीवनसाथी का चयन
7. ई. दाम्पत्य समायोजन
8. उ. विवाह संबंधी कानून

Scheme of Examination

Time: 3 hrs.

Maximum Marks: 80

There will be one theory paper and practical in each Semester. This will be of 6 credits of **6 hours per week**.

A course will contain 5 units. The question paper shall contain three sections.

1. **Section A (10 marks)** shall contain 10 questions, two from each Unit. Each question shall be of 1 marks each. All questions are compulsory. Section A will be prepared such that question i to v are multiple choice questions while questions vi to x will be fill in the blank questions.
2. **Section B (25 marks)** shall contain 05 questions (two from each unit with internal choice). Each question shall be of 05 marks. The candidate is required to answer all 05 questions. The answers should not exceed 150 words.
3. **Section C (45 marks)** shall contain 5 questions, one from each Unit. Each question shall be on 15 Marks. The candidate is required to answer **any three** questions by selecting these three questions from different units. The answers should not exceed 400 words.

Note : The candidate is required to obtain 36% marks to pass in the Theory, Practical internal assessment separately in aggregate the candidate is required to score minimum 36% marks.

Semester- VI
H.SC5.5DCCT62
Fundamentals of Resource Management

Unit – I

Family resource Management :

- 1- Definition and concept of Home Management : Importance and scope of Home Management.
- 2- Family Resource :Definition, types, importance. characteristics, factors affecting management of family resources.
- 3- Motivating factors of Home Management : Values, goals and standards : Meaning, classification, factors affecting and their inter relationship.
- 4- Decision Making : Definition, Process, types ,steps involved in Problem-solving.

Unit –II

Finance Management -

- 1- Family Income : Types.
- 2- Budget : Meaning and steps in making a family budget
- 3- Market : Definition, types, functions.
- 4- Consumer problems and their solution.

Unit –III

Time and Energy Management :

- 1- Time : Definition, tools and process of time management.
- 2- Energy : Concept and Process
- 3- Work simplification : Definition and techniques, classes of change.
- 4- Fatigue : Concept, types and ways to overcome fatigue.

Unit –IV

Housing : Planning and construction

- 1- Housing : Definition, importance, need, functions and factors affecting need of housing.
- 2- Site selection and house planning.
- 3- Advantage and disadvantages of owning or renting house.
- 4- House construction material and low cost building technology.
- 5- Housing finance Govt. and non Govt. agencies.

Unit –V

Basis of Interior :

- 1- Element of Art and principle of design and their application in interior.
- 2- Furniture : Types, factors, care and maintenance and arrange.
- 3- Wall and floor covering : Types, selection care and maintenance.
- 4- Lighting : Types, importance and application.
- 5- Furnishing : Types, selection, care and arrangement.

Practical
H.SC5.5DCCP52
Fundamentals of Resource Management

Maximum Mark : 40

Min Marks : 14

1. Major Problem :-

1. a. House plan – Low, Middle and high income group (on graph paper)
b. Making Budget – Low, Middle and high income group.
2. a. Colour and colour scheme & its application in home.
b. Window and Window treatment.

2. Minor Problem :-

- a. Best out of waste (Utility & Decorative household article)
- b. Floor decoration : Rangoli and Alpana etc.
- c. Flower arrangement : Fresh, Dry and Artificial.

Distribution of marks

1- Sessional and Files	10
2- Major Problem (Sec I)	10
3- Major Problem (Sec II)	10
4- Minor Problem (Any I)	10
Total	40

संदर्भ पुस्तकें –

1. वर्मा सरस्वती एवं देशपांडे आशा– पारिवारिक वित्त, मध्यप्रदेश ग्रंथ अकादमी, भोपाल।
2. पाटनी मंजू – गृह प्रबंध, बिहार ग्रंथ अकादमी, पटना।
3. डॉ पांडेय कांति – गृह प्रबंध, बिहार, ग्रंथ अकादमी, पटना।
4. डॉ शर्मा ललिता – आवास एवं गृह सज्जा, स्टार पब्लिकेशन, आगरा।
5. डॉ सिंह वृन्दा – पारिवारिक संसाधन व्यवस्था एवं गृह सज्जा, पंचशील प्रकाशन, जयपुर।

षष्ठम सेमेस्टर
H.SC5.5DCCT62
संसाधन प्रबंधन के मूल तत्व

इकाई –प्रथम

पारिवारिक संसाधन प्रबंधन

1. गृह प्रबंध की परिभाषा एवं अवधारणा, महत्व व गृह प्रबंध का क्षेत्र।
2. पारिवारिक संसाधन : परिभाषा, प्रकार, महत्व, विशेषताएं एवं पारिवारिक गृह प्रबंधन को प्रभावित करने वाले कारक।
3. गृह प्रबंधन के प्रेरक कारक : मूल्य, लक्ष्य और मानक – अर्थ, वर्गीकरण, प्रभावित करने वाले कारक और उनका अंतर्संबंध।
4. प्रबंध प्रक्रिया – परिभाषा, प्रक्रिया, प्रकार एवं समस्या समाधान के चरण।

इकाई –द्वितीय

वित्त प्रबंधन

1. पारिवारिक आय– प्रकार
2. बजट– अर्थ व पारिवारिक बजट बनाने के चरण।
3. बाजार – परिभाषा, प्रकार, कार्य
4. उपभोक्ता समस्याएं और उनके समाधान।

इकाई –तृतीय

समय व उर्जा प्रबंधन –

1. समय – परिभाषा, साधन और समय प्रबंधन की प्रक्रिया।
2. उर्जा – अवधारणा और प्रक्रिया।
3. कार्य का सरलीकरण – परिभाषा, प्रविधि और परिवर्तन के वर्ग।
4. थकान – अवधारणा, प्रकार व थकान को दूर करने के उपाय।

इकाई –चतुर्थ

आवास : योजना और निर्माण

1. आवास : परिभाषा, महत्व, आवश्यकता और आवासीय आवश्यकता को प्रभावित करने वाले कारक।
2. स्थल चयन एवं किराए का मकान : लाभ एवं हानि।
3. गृह निर्माण सामग्री एवं कम लागत निर्माण प्रौद्योगिकी (तकनीक)
4. सरकारी एवं गैर सरकारी वित्त (फाइनेंस) आवासीय योजनाएं।

इकाई– पंचम

आधारीय आंतरिक सज्जा :

1. कला के तत्व एवं डिजाइन के सिद्धान्त तथा आंतरिक सज्जा में प्रयोग।
2. फर्नीचर : प्रकार, कारक, व्यवस्था, देखभाल एवं रखरखाव।
3. दीवार एवं फर्श सज्जा : प्रकार, चयन, देखभाल एवं रखरखाव।
4. प्रकाश व्यवस्था : प्रकार, महत्व एवं प्रयोग।
5. साज-सज्जा : प्रकार, चयन, देखभाल एवं व्यवस्था।

प्रायोगिक
H.SC5.5DCCP52
आंतरिक सज्जा

पूर्णांक 40

समय 3 घंटे

न्यूनतम अंक – 14

1 मुख्य प्रश्न –

1. (अ) गृह योजना – निम्न, मध्यम एवं उच्च आय वर्ग के लिए (ग्राफ पेपर पर)
(ब) बजट निर्माण – निम्न, मध्यम एवं उच्च आय वर्ग के लिए।
2. (अ) रंग व रंग योजना, इनका गृह व्यवस्था में प्रयोग।
(ब) खिड़किया व खिड़की सज्जा।

2 लघु प्रश्न –

1. अनुपयोगी वस्तुओं से उपयोगी वस्तु (उपयोगी व कलात्मक वस्तु बनाना)
2. फर्श सज्जा – रंगोली और अल्पना।
3. पुष्प सज्जा – ताजा, सूखे व कृत्रिम।