FACULTY OF SCIENCE

SYLLABI

FOR

B.Sc. HOME SCIENCE
1st YEAR
(COMMON TO ALL STREAMS)

EXAMINATION 2013

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B.Sc. Home Science – 1st Year (Common to all Streams)  
(Composite, Dietetics, Apparel and Textile Design, Interior Design Management, Human Development and Family Relations)

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English Language & Communication Skills

Max. Marks : 100
Theory : 90 Marks
Internal Assessment : 10 Marks

Teaching period : 3 Hrs/Week

Instructions for Paper Setter:
1. Each theory paper will be of three hours duration.
2. Question paper will have four sections.

Objective:-
To understand concept of English language and Communication Skills.

Testing: There will be one annual examination at the end of the year related to the objective of the course.

Prose /Stories

Unit: I

1. One out of two questions from prose essays (about 150 words) of factual or inferential type. (10 marks)
2. One out of two questions from stories based on theme, character or events (about 150 words) (10 marks)
3. Explanation with reference to the context from essays. (one out of two extracts) (05 marks)

Poetry

Unit: II

1. Summary (one out of two) (05 marks)
2. Short answers (four out of six, 20-30 words each). (10 marks)
3. Explanation with reference to the context (one out of two extracts) (05 marks)
Grammar

Unit: III

1. Voice, Narration, Determiners, Modals, and Non-finites). (20 marks)
2. Translation from M.I.L. INTO English (isolated sentences 6 out of 8) (06 marks)

OR

Expansion of Proverbs for Foreign students. Paragraph on any one of the three given proverbs.

Unit: IV

1. Letter writing (Personal) (07 marks)
2. Paragraph Writing (Descriptive) (06 marks)
3. Comprehension on unseen Passage (06 marks)

References:

1. Slice of Life ed. By Prof. Meera Malik, Published by Publicitation Bureau, P.U., Chandigarh.
Introduction to Resource Management

Theory

Max. Marks: 75
Paper : 65
Int. Ass - 10

Teaching period: 3 Hrs./week

Instructions for Paper Setter:
1. Each theory paper will be of three hours duration.
2. Question paper will have four sections.
3. A total of nine questions comprising of two questions from each unit, and one compulsory question of short answer type covering the whole syllabus will be set.
4. All questions may carry equal marks unless specified.
5. Students will be expected to attempt one question from each unit and the compulsory question.

Objectives

1. To understand the fundamentals of resource management in a changing scenario
2. To recognize the importance of wise use of resources in order to achieve goals.
3. To impart the knowledge regarding maximizing and conserving the use of important resources such as time, money and energy.

Section – A

Unit – I Introduction to Management.

a. Meaning of Management
b. Concept of Management in changing scenario
c. Management – Science or Art.
d. Universality of Management.
e. Obstacles and misconception of Management
f. Major motivating forces – values, goals and standards.

Unit-II Process of Management: Steps in Management – An overview.

a. Decision making – Importance, types, steps, method of resolving conflicts.
c. Organizing & Controlling – Coordinating, Supervising, Directing and Guiding, characteristics for effective control.
d. Evaluation – Meaning and importance.
Section – B

Unit – III  Resources.

a. Meaning, Definition, Characteristics of resources.
b. Identification and Classification of resources.
c. Factors affecting the use of resources.
d. Maximizing the use of resources.
e. Resource conservation.

Section – C

Unit – IV  Management of important individual/Family resources.

b. Utilization of time, steps in time plan, tools in time management.
c. Human energy – types, energy costs of some common household tasks posture and body mechanics, types of fatigue, causes and effects of fatigue and methods to overcome it. Work simplification. Work simplification techniques.

Unit – V  Family.

a. Concept of family.
b. Management of resources during different stage of family life cycle.
c. Recent trends in family life cycle.
d. Methods of handling money and record-keeping.

Section – D

Unit – VI  Savings and Investments.

a. Need for savings – Security, bulk expenditure, pre-planned and unforeseen.
b. Principles of investing savings.
c. Selection of saving agencies.
d. Types of institutions and facilities.
   • Banks – types of accounts, Post Office, Life Insurance, Property Insurance.
   • Unit Trust and other Bonds and Certificates.
Introduction to Resource Management
PRACTICAL

Marks: 50
Paper: 45
Internal Assessment: 05

Teaching period : 2 Hrs./week

1. Cleaning of different household articles – Glass, Wood, Leather, Tiles, Ceramics, Plastics
2. Budget planning for different income groups – LIG, MIG, HIG
4. Preparation of time plan for self.
5. Time and motion study - Pathway Chart.
6. Preparation of a portfolio based on saving pattern of five families.
7. Table setting and table manner.
   - Formal Table Setting
   - Informal Table Setting.
   - Table Manners and Napkin folding.

Recommended Readings

Paper – 3:  **Introduction to Human Development and Social Welfare**  
*Theory*

Max. Marks: 75  
Paper: 65  
Internal Assessment: 10

Teaching period : 3Hrs./week

**Instructions for Paper Setter:**
1. Each theory paper will be of three hours duration.  
2. Question paper will have four sections.  
3. A total of nine questions comprising of two questions from each unit, and one compulsory question of short answer type covering the whole syllabus will be set.  
4. All questions may carry equal marks unless specified.  
5. Students will be expected to attempt one question from each unit and the compulsory question.

**Objectives:**
- To introduce concepts of human development and social welfare to students and link them as interdisciplinary fields.  
- To discuss the importance and scope of the study of human development and social welfare.  
- To present the applied perspective on human development and social welfare.  
- To acquaint the students with various welfare programs being run in the country.

**Content**

**Unit I**
1. Concept of human development and social welfare.  
2. Brief scope of human development and social welfare.

**Unit II.**
3. Significance of linking human development and social welfare.

4. Social welfare services for:  
   - Children  
   - Children with special needs  
   - Youth  
   - Aged
Unit III.
5. The beginning of human life- prenatal period and child birth.
6. Biological and environmental influences on prenatal development.

UNIT IV.
7. Major milestones and characteristics of
   Infancy
   Childhood
8. Major developmental tasks of
   Adolescence
   Adulthood

References:
Introduction to Human Development and Social Welfare

Practical

Max.marks:50
Paper: 45
Internal Assessment: 05

Teaching period : 2 Hrs./week

Instructions for Paper Setter:
1. Each practical paper will be of 3 hours duration.
2. The question paper should cover the entire syllabus.
3. The file work and viva voice will be of 5 marks each (Total = 10 marks)

Objectives
• To introduce methods of studying human development.
• To contextualize the self in society.
• To acquaint students to social institutions in society.
• To sensitize students to social change.

Content
1) Methods of studying human development:
   a. Observation of milestones of a pre-schooler.
   b. Interview of an adolescent related to family relations, conflicts, or future aspirations.
   c. Case study.
   d. Experimental and Differential method.

2) To prepare a folder of newspaper clippings related to human development and social issues such as:
   • Rights of the child
   • Gender
   • Impairments
   • Marriage
   • Elderly

3) To plan and carry out any activity for creating social awareness on topics related to human development and social welfare such as:
   a. Poster exhibition, Panel Discussion for college students, Run or Rally with placards prepared by students etc.
   b. Report writing of the same to be done in the file.

References:
Paper -4: Traditional Textiles and Embroideries of India

Theory

Marks- 75
Paper: 65
Internal Assessment: 10

Teaching period : 3Hrs./week

Instructions for Paper Setter:

1. Each theory paper will be of three hours duration.
2. Question paper will have four sections.
3. A total of nine questions comprising of two questions from each unit, and one compulsory question of short answer type covering the whole syllabus will be set.
4. All questions may carry equal marks unless specified.
5. Students will be expected to attempt one question from each unit and the compulsory question.

Objectives:

1. To acquaint the students to various textures colours and motifs used in Traditional embroideries of India.
2. To learn the weaving techniques used, motifs and colours used on various traditional textiles.
3. To acquaint the students with different types of dyes, different dying and printing techniques.

Unit I

Traditional Embroideries of India

b. Bangal – Kanthas
c. Uttar Pradesh – Chikan work
d. Gujarat - Sindhi and Kutch embroideries.
e. Karnataka – Kasuti.
f. Himachal Pradesh – Chamba Rumal.
g. Manipur - Embroidery

Unit II

Traditional Textiles of India

a. Kashmir – Shawls
b. Bangal – Baluchar and jamdani.
c. Uttar Pradesh – Brocades
d. Gujarat - Patolas
e. Rajasthan – Bandhani.
f. Andhra Pradesh – Pochampalli and Kalamkari
g. Orrisa – Ikat
h. Maharashtra – Irkal, Paithani
i. Tamilnadu – Kanchipuram.
Unit III

Dying

a. Classification of dyes.
b. Stages and methods of dying.
c. Tie and Dye and Batik

Unit IV

Methods of printing techniques.

a. Block
b. Screen
c. Photographic screen
d. Roller
e. Resist dying and printing techniques.

REFERENCES:

Textiles

5. Handicrafts of India: Kamla Devi Chattouppadhya.
8. Understanding Textiles: Phyllis, G. Tortora and Billie J. Cotlir

Traditional Textiles and Embroideries of India.

Practicals

Marks- 50
Paper: 40
Internal Assessment: 10

Teaching period : 2Hrs./week

Objectives:
1. To learn the basic embroidery stitches.
2. To learn the fabrics, stitches, motifs and colours used in Traditional embroideries.
3. To learn the techniques of tie & dye and batik.
4. To learn the selection of appropriate design and motif enlargement and reduction.

1. Basic Designing
   a. Different types of designs- Floral, animals, geometrical & Human Motifs.
   b. Motif enlarging & reducing.
   c. Selection of appropriate design.
2. Decorative dying-Tie &Dye and Batik.

3. Samples for traditional embroideries.
   a. Kantha
   b. Kasuti
   c. Kashida
   d. Kutch
   e. Chikankari
   f. Chamba
   g. Sindhi
   h. Phulkari
   i. Manipuri

4. Fancy embroidery stitches-one sample with twenty (20) different stitches.

5. One article-using any embroidery.

Note-
1. Each practical paper will be of 3 hours duration.
2. Practical paper should be set by the external examiner in advance.
3. Material list for practical will be sent by the external examiner along with the set question papers. Important: Material list should reach the external examiner minimum ten days/a week in advance.
4. Paper setter will also be the external for the practical. Incase external examiner does not turn up, then on the spot examiner will be appointed by the Controller of Examiner.

Instruction for the Paper Setter:-

1. There will be two questions in all.
2. One question will be set from Sr. No. 1 and 3 and one question will be set from Sr. No. 2.
Paper-5:  Fundamentals of Foods

Theory

M. Marks: 75
Paper : 65
Int. Assessment: 10

Teaching Periods: 3/week

Note:-
1. Each theory paper will be of three hours duration.
2. Question paper will have four section/ units. Paper setter will set a total of nine questions comprising of two questions from each section and one compulsory question of short answer type covering the whole syllabus.
3. Students should attempt one question from each unit and the compulsory question. (Total of five questions)
4. All questions may carry equal marks, unless specified.

Objectives:-
1. To gain knowledge about foods.
2. To study the various food groups with respect to composition, nutritive content, properties selection etc.
3. To learn about food deterioration and preservation and processing of food.

Unit – I
1. Introduction to food- definition, importance and objectives of cooking food.
2. Functions of food- physiological, psychological and social.

Unit – II
3. Basic terminology used in cookery.
4. (a) Methods of cooking- dry heat, moist heat, frying, solar cooking and microwave cooking.
(b) Effect of cooking on food.

Unit- III
5. Study of various food groups with respect to their classification, composition, processing, nutritive content, selection and storage.
   a. Milk and milk products.
   b. Eggs, meat, fish and poultry.
   c. Cereals.
   d. Fruits and vegetables.
   e. Legumes and Soya products.
   f. Fats & oils.
   g. Sugars.
   h. Spices.
   i. Tea, coffee and cocoa.
Unit – IV
  6. Balanced Diet-Concept of balanced diet

Fundamentals of Foods- Practical

M. Marks- 50
     Paper- 45
     Int. Ass.-05

Teaching period : 2 Hrs./week

Objectives-
  1. To understand the concepts of weights and measurements (raw and cooked food) and its importance.
  2. To acquire skills in food preparation techniques.
  3. To use appropriate methods of cooking for preparation of specific food products.
  4. To observe and understand the principles involved in preparation of different foodstuffs.
  5. To learn some methods of preservation of foods.

Content-
  1. Identification of different foods
  2. Weights and measures.
  3. Food preparation and understanding the principles involved.
  7. Vegetables, soups, salads and fruits.
 10. Snacks: biscuits/cookies, cakes, cutlets etc.
 11. Demonstration for the preparation of jams, pickles, sauces and chutney.
**Paper-6: Computer Basics**

**Practical**

M. Marks- 50  
Paper- 45  
Int. Ass.-05

Teaching period : 2 Hrs./week

**OBJECTIVES:**

1. To impart basic computer knowledge e to students.
2. To enable the students to understand the rules of I.T. automation, fashion and apparels.

**I. THEORETICAL BACKGROUND TO BE DONE IN PRACTICAL CLASSES**

1. Introduction to Computer: Data, Processing and Information, Classification and evaluation of computers. Configurations of computers, Resolution Factor, Raster and Vector Data and Image Processing.
3. Operating systems (OS), Basic Concepts of M-DOS/windows 9x/NT or system management.
4. Word processing, Work Sheet, Basic data base, Business charts (Pic, Line Br etc.) operations and professional presentation formations.

**II. PRACTICAL**

1.) Introduction to the Computer Operations – Hardware and Software, Understanding OS and Basic system management, Trouble Shooting operations.
2.) Word processing software, preparations, saving and printing of text documents.

**Instructions for paper setters:**

- There will two questions in all from Section –II only.
- One question will be set from Sr. No. 1 carrying 15 marks.
- One question will be set from Sr. No. 02 carrying 15 marks.
- Each question can be sub divided into according to the Practical

**Reference:**  
- Annual World, “Computer in the world of Textiles Institute, UK 1984
Paper-7:  Extension Education

M. Marks:  75  
Marks     :  65  
Int. Asstt:  10

Teaching period : 3Hrs./week

Instructions for Paper Setter:

1. Each theory paper will be of **three hours** duration.
2. Question paper will have **four** sections.
3. A total of **nine** questions comprising of two questions from each unit, and one compulsory question of short answer type covering the whole syllabus will be set.
4. All questions may carry **equal marks** unless specified.
5. Students will be expected to attempt one question from each unit and the compulsory question.

Objectives:

1. To understand the concept of extension and its relevance for self & national development.
2. To appreciate the role of Home Science extension in community development.
3. To create awareness about rural development and various programs and agencies involved in it.
4. To sensitize students towards various methods, preparation and selection of suitable materials for effective communication.

Section - A

UNIT I

EXTENSION

- Concept, principles, philosophy of extension
- Objectives and scope of extension
- Extension Education process
- Qualities of extension workers
- Home Science Extension as a discipline and its contribution towards development.

Section – B

UNIT II

RURAL DEVELOPMENT

- Concept of strategy of rural development
- Rural Development Programmes in India – Integrated Child Development Services (ICDS), Integrated Rural Development Programme (IRDP), TRYSEM, DWACRA, JRY etc.
- Role of voluntary organizations and NGO’s in rural development.
UNIT III

COMMUNITY DEVELOPMENT

- Definition and origin of community development
- Principles and philosophy of Community Development
- Panchyati Raj and Democratic Decentralization
- Evolution of Panchyati Raj, functions, structure and three-tier system of administration

UNIT IV

EXTENSION TEACHING METHODS

- Concept and steps in extension teaching
- Classification of methods according to form and use
- Description, advantages and limitations of different extension teaching methods
- Factors affecting selection and use of extension teaching methods

UNIT V

AUDIO- VISUAL AIDS

- Classification of Audio-visual aids
- Scope, advantages and limitations of various audio visual aids

References


Physical Education (Non-Credit Course)

Marks: 50

Teaching period : 2 Hrs./week

CHAPTER – I

Athletics: Who is an athlete, brief knowledge of the track and field events.
Sprint Running: 100 metre race and 200 metre race.
[a] Technique for start, finishing and running in race.
[b] Fouls at start, finish and mid of the race.

CHAPTER – II

Throws: Shot put or Discus Throw:-

[a] Dimension of the circle.
[b] Technique.
[c] Fouls of throwing events.

CHAPTER – III

Anyone game from the following games:
[a] Badminton
[b] Kho- Kho
[c] Volleyball
[d] Hockey
[e] Yoga

REFERENCES:
2. Rule Book of Athletics by Amateur Athlete Federation of India.
3. Rule Book of Badminton by Amateur Badminton Federation of India.
5. Rule Book of Volley Ball by Amateur Volley Ball Federation of India.
Music Vocal (Non Credit Course)

2 Credit Hours/week

Marks: 50

1. One Vilambit & three fast Khayals with Alap & Tans of the following: Malkauns, Yaman, Bhopali.

2. Sargam Geet in Rag Yaman.

3. The following Tals with Ekgun and Dogan with bols on hands, Teental, Ektal, Jhaptal.

4. The Alankars are to sing in Billawal and Kafi That

BOOKS RECOMMENDED:


DANCE (PRACTICAL) Kathak (NON –CREDIT COURSE)

Teaching period : 2 Hrs./week

 Marks: 50

1. Teen Tal
   Two types of Ektal in Single, Dogan & Chaugan Laykaris
   Namaskar - 1
   Amad - 1
   Tora - 2
   Paran - 1
   Chakardar Paran - 2
   Kavit - 1

2. Jhap-Tal
   Tatkar in Single & Dugan Layakaris
   Amad - 1
   Tora - 4
   Paran - 2
   Chakardar Paran - 1
   Kavit - 1

3. Gat Nikas in teen tal

4. Practical demonstrations of the 10 hand movements with their functions

5. Ability to play Nagma on Harmonium in Teen Tal

6. Ability to demonstrate following Tals on Tabla.

Books for Dance

1. Kathak Nritya Shiksha Part-I, by Puru Dadheik
2. Kathak Nritya Shiksha Part-II, by Puru Dadheik
EVALUATION KEY FOR REVIEW THE EXAMINATION (PRACTICAL)

Physical Education/Music/Dance

A. +  -  90 to 100%
A.    -  80 to 89%
B. +  -  70 to 79%
B.    -  60 to 69%
C. +  -  50 to 59%
C.    -  40 to 49%
D.    -  Below 40%

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