University of Rajasthan
Jaipur
SYLLABUS
B.Sc. (Home Science) PART-III
2016
UNIVERSITY OF RAJASTHAN
JAIPUR
SYLLABUS

Scheme of Examination and
Course of Study

FACULTY OF SCIENCE
B.Sc (HOME SCIENCE)
PART III Examination, 2016
(10+2+3 Pattern)
The number of papers and the maximum marks for each paper together with the maximum marks required for a pass are shown in the scheme of examination against each subject separately. It will be necessary for a candidate to pass in theory parts as well as practical part of a subject paper, wherever prescribed, separately. Classification of successful candidates shall be as follows:

First Division: 60% of the aggregate marks obtain in all the papers and their practicals excluding those which are
Second Division: 50% marks in 'Qualifying papers' at the Part-I, Part-II, Part-III examinations taken together.

All the rest will be declared to have passed the examination. If they obtain minimum pass marks viz. 30% in each paper, no division shall be awarded at all. (P.U. and B.H.U. conditions.)

### Distribution of papers:

The candidates shall be required to offer all the papers under the heading 'Qualifying Papers'. The marks of papers for Qualifying Papers shall be counted towards the division. The candidates are required to pass in the theory as well as practicals separately.

<table>
<thead>
<tr>
<th>Paper</th>
<th>Subjects</th>
<th>Duration of Exam</th>
<th>Max Marks</th>
<th>Min Marks</th>
<th>No of Hrs/Wk</th>
</tr>
</thead>
<tbody>
<tr>
<td>XV</td>
<td>Apparal Construction Practical</td>
<td>3 hrs.</td>
<td>50</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>XVI</td>
<td>Programme Management Practical</td>
<td>3 hrs.</td>
<td>100</td>
<td>36</td>
<td>4</td>
</tr>
<tr>
<td>XVII</td>
<td>Marriage Family and Parenting</td>
<td>3 hrs.</td>
<td>100</td>
<td>36</td>
<td>4</td>
</tr>
<tr>
<td>XVIII</td>
<td>Family and Community Nutrition</td>
<td>3 hrs.</td>
<td>100</td>
<td>27</td>
<td>4</td>
</tr>
<tr>
<td>XIX</td>
<td>Interior Space designing Practical</td>
<td>3 hrs.</td>
<td>100</td>
<td>36</td>
<td>4</td>
</tr>
<tr>
<td>XX</td>
<td>Entrepreneurship Development Project</td>
<td>Evaluation</td>
<td>50</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>750</td>
<td>20 + 10 = 30</td>
</tr>
</tbody>
</table>

---

Syllabus: B.Sc. (Home Science) Part-III

---
Theory: 2 hrs

1. Importance of Clothing
   - Functions of clothing
   - Theories of clothing
   - Clothing in relation to status, culture, and rituals
   - Individuality and conformity
   - Conspicuous consumption and evaluation

2. Social and Psychological aspects of clothing
   - Factors favouring and redeeming fashion

3. Introduction to fashion
   - Fashion terminology
   - Sources of fashion
   - Fashion cycle and seasons

Body measurements
- Importance of taking body measurement and its relation to sizes
- Important body landmarks

Methods of pattern making
- Drafting
- Flat pattern - Principle and rules
- Draping
- Paper patterns and layout
- Difference between drafts, design drafts, and paper patterns
- Different types of layout cross wire, longitudinal, open and combination
- Layouts on different fabric width and fabric types (directional, checks, stripes and bold prints)
- Calculation & material required

Selection of suitable fabrics and garments for
- Age-infants, toddlers, pre-school children, school going children, adolescents
- Climate, occasion, occupation, fashion, figure, and design
- Clothing for people with special needs, maternity and lactation period, old age and physically challenged

Practical: 4 hrs/wks

1. Hand stitches
   - Functional: Temporary and permanent, basting, Hemming, running, slip stitch, back stitch, button hole, invisible, overcasting, slab stitch.
   - Applique work and lace attachment
   - Patch work, darning
   - Introduction to motion - fasteners and their application

2. Taking body measurements for different types of garments

3. Introduction to sewing machine and its functions, recognizing the parts and their function, basic operations; straight curve, spiral, reverse and corners.

4. Seams:
   - Plain seam and finishing
   - Enclosed seam - Run N fell, French seam
   - Decorative seams - lapped

5. Design drafts for Drafting and construction of samples for plain and puff sleeve raglan flares
   - Mandarin and peter-pan collar, cape convertible collar.

Stree Doongaji & Rashimi Despande, Basic Processes of Clothing Construction.
Brey, N (1978) Dress Patterns

Fitting
- Factors affecting good fit, common problems and remedies for fitting defects
- Selection of Readymade garments - Sizes, selection of undergarments and outer wear
- Industrial machines for
  - Cutting - Round knife, straight knife, Bond knife machines.
  - Fusing - Collars, cuffs and facings
  - Sewing - Double needle machine, zig zag, machine, overlock machine, bartack machine, button sewing/bottom hole machine, eyelet machine, pocket crease machine, perforating machine, collar turner, hem machine
  - Embellishment
  - Finishing - Laundry and stain removal

Computer application/automation in garment manufacturing.
Paper XVI
Programme Management

1. Introduce the students to the principles of planning, organizing, and managing a programme.
2. Enable students to develop skills in leadership, management, and administration.
3. Enable students to appreciate the role of community organization in the development process.

Unit-I
Community organization—Concept and meaning; role in development; Role of Community Organization; Community organization process—Planning and implementation.

Unit-II
1. Group Dynamics and leadership—meaning, nature, types of groups in rural community; principles of working with groups and their mobilization.
2. Leadership—meaning, leadership patterns, functions, their identification and training.
3. Training—need assessment, types and methods of training.

References
8. Oakley, Peter and David MacRae (1994). Approaches to Participation in Rural Development, Geneva, ILO.

New Delhi-110016.
Practical: 2 hrs/wks
Max. Marks: 50

Objectives
1. To help the students to gain work experience at community level.
2. To develop acquaintance with the socio-cultural patterns of the community.

Course Content
1. Participatory need assessment of community.
2. Social mapping of various infrastructures e.g. health, education, resources, GOIs and NGOs at community level. (Village/Urban Slum)
3. Programme Planning based on need assessment at Community level.

Evaluation Marks
Internal assessment
50 Marks

Duration of Exams
2 hrs.

Marriage, Family and Parenting
Theory: 4 hrs/wks
Max. Marks: 100

Objectives
1. To acquaint the students to develop and understanding of marriage and its significance in society.
2. To help students to learn regarding various aspects of family life and recent changes in family.
3. To highlight the role of good parenting in the life of child’s life.
4. To learn about Early Childhood care and development and foundation for better school performance.
5. To develop sound perspectives on the study of individuals with special needs.

Topics
1. Significance and functions of marriage.
2. Types of marriage: co-living, being single
3. Problems and problems in marriage: desertion, separation, divorce, widowhood and remarriage
4. Parental care and care for children of different ages
5. Social aspects of marriage and marital counselling
6. Family: Composition, structure, definition and functions
7. Families in different ecologies: Urban, urban slums, rural and pavement dwellers
8. Education on family and the individual, employment and resources
9. Significance of good parenting.
10. Parenting styles: parent-child relationships
11. Parenting together: roles and responsibilities in changing scenario
12. Supportive care system: grand parents, siblings, other members in family, community, day-care and creches
13. Significance and objectives of early childhood care and development including psycho-social care and its impact on
health and nutrition of the child particularly on brain development.


Unit IV
- Understanding individuals with special needs.
- Classification, incidence, intensity, training, education and rehabilitation of children and people with special needs.
- Caring in early years for better human development.
- Role of national and international bodies in promotion of early childhood care and development and welfare services for special children.

References:
- Anthony Giiddens, Sociology Polity (2nd Ed), Press.
- George E. Dickinson and Michael R. Learning, Understanding Families : Diversity, Continuity and Change, Allyn and Bacon.
Family and Community Nutrition

Theory: 4 hours
Max. Marks: 100

Objectives
This course will enable the students to:
1. understand the concept of an adequate diet and the importance of meal planning.
2. know the factors affecting the nutrient needs during the lifecycle and the RDA for various age groups.
3. be familiar with the common nutritional problems of the community, their causes, symptoms, treatment and prevention.
4. to understand the importance of exclusive and exclusive breastfeeding up to 6 months and timely complementary feeding in reducing infant mortality and under 5 mortality.
5. gain knowledge about dietary management of diseases.
6. study the schemes, national and international programmes and policies to combat common nutritional problems of the community.

Unit-I
Normal Nutrition
30 Periods

1. Relationship between food, nutrition, health and diseases
   1. Energy metabolism—Units, bomb calorimeter. Fuel value of food, physiological fuel value of foods, direct and indirect calorimetry, factors influencing total energy requirement (muscular activity, mental effort, calorigenic effect of food, maintenance of body temperature and growth). Basal Metabolic Rate, factors affecting Basal Metabolic Rate, Recommended allowances for all age groups.
   5
3. Meal Planning—Importance and goals of meal planning, factors affecting meal planning—nutritional, socio-cultural, religious, geographic, economic, availability of time and material resources, use of convenience foods in meal planning.
   3
4. Factors influencing food intake: Physiological factors—Hunger, appetite, hedonic factors; environmental and behavioral factors—culture, economic, social, religious, age, sex, emotional factors.
   2

Unit-II
Infant Nutrition
30 Periods

   8
   "PEM"
   "Vitamin A Deficiency"
   "Anemia"
   "IDD"
   "Fluorosis"
2. Modification of Normal Diet: Soft, full fluid and clear fluid diet; team approach to nutritional care.
   3
3. Etiology, clinical factors, basic diagnosis and nutritional

Preschool Children—growth and development, nutritional requirements, promoting good food habits.
2
School Children—growth and development, nutritional requirements, promoting good food habits.
2
Adolescents—growth and development, nutritional requirements, eating disorders—anorexia nervosa, bulimia, skipping meals and snacking.
2
Malnutrition requirements.
1
Pregnancy—Physiologic and biochemical changes, pre-and post-natal nutrition, pre-natal nutrition and its impact on the growth and development of the fetus, nutritional requirements, complications of pregnancy.
3
Lactation—Physiologic effects, socio-economic effects, psychological aspects, nutritional requirements.
2
Old Age—Physiologic and biochemical changes, nutritional requirements, factors influencing food habits, nutrition and related health problems—osteoporosis, other health problems—constipation, anemia, and hypertension.

Through life cycle, growth and development, nutritional requirements, breast feeding, exclusive breast feeding, breast feeding, complementary foods—commercial and home prepared. Infant feeding practices IMS Act, establishment of good feeding habits.
management, the role of national and international programmes/ agencies in the prevention of diseases (wherever applicable):
- GIT—diabetes, gastritis, diarrhoea, constipation, peptic ulcer.
- Liver-Infective hepatitis
- Infections and fevers—acute Typhoid, Chronic tuberculosis.
- Overweight, obesity and underweight.
- IDDM and NIDDM
- Hyper lipidaemia, atherosclerosis, hypertension
- Feeding during illness and feeding care

Unit-IV
Community Nutrition
20 Periods
1. Concept and scope of community Health and Nutrition
2. Assessment of Nutritional Status, methods and their interpretation:
   - Direct methods: Anthropometry, biochemical and clinical examination
   - Indirect methods: Diet surveys
   - Objectives, principles and scope of Nutrition and Health Education
   - Key messages on: Health and nutritional care of pregnant and lactating women: food supplements, monitoring weight gain, appropriate antenatal, intrapartum and post-partum care.
   - Health and Nutrition care of infants and young children: Promotion of exclusive breastfeeding, timely complementary feeding, immunization, growth monitoring and promotion.
   - Health and nutritional care of adolescent girls: prevention of under/over nutrition, micronutrient deficiencies and early pregnancy.
3. Nutritional Programmes for the prevention of nutritional problems in the country:
   - Vitamin A prophylaxis Programme
   - Nutritional anaemia control Programme
   - Iodine Deficiency Disorders Programme
   - Mid Day Meal Programme

Syllabus: B.Sc. (Home Science) Part-III
1. United Child Development Services
2. Health Policy and National Nutrition Policy
3. Nutrition Management in Emergencies: Drought and Natural Disasters
4. Use of Computers in Nutrition and Health care delivery
Prakashan (P & D), New Delhi. (1st Ed)
20. Text Book of Preventive and Social Medicine, K. Park.

Practical : 25 Hrs
Max. Marks : 50

Objectives
This course will enable the students to
1. plan and prepare nutritionally adequate diets in relation to age, activity levels and physiological state.
2. make the therapeutic modifications of normal diet for common disease conditions.
3. assess the nutritional status of individuals using Dietary survey.
Paper XIX

Interior Space Designing

Practical : 4 hrs/wk Max.Marks : 100

Objectives

1. To develop an understanding of element and principle of design and their application.
2. To orient the students towards current trends in furnishing materials, furniture, flooring, wall and ceiling treatments.

Unit-I : Introduction to foundation of Art.

(a) Design-concept, objective, types and characteristics.
(b) Elements of design-line, form, space, pattern, texture, light.
(c) Colour, an element of design properties, colour schemes and colour in relation to other elements of design.
(d) Principles of design-Balance, harmony, scale & proportion, rhythm and Emphasis.

Interior Space Design

(a) Introduction to interior design.
(b) Factors to be considered while designing interior space.
   (i) Basic needs: Ergonomic consideration, Psychological, aesthetic, occupational and professional development needs.
   (ii) Analysis of client’s specific requirements.
   (iii) Location.
   (iv) Space requirements.
   (v) Availability of materials.
   (vi) Design principles.
   (vii) Budget.

Unit-II : Various surface treatments for interior space.

(a) Window treatment
   (i) Hard-blinds, shades, cornices.
   (ii) Soft-Curtains & draperies.
   (iii) Window accessories, curtain rods, rings, frills, chords etc.

Interior Space Designing

Practical: 2 hrs. M.M. 50%

I. Market Survey and seminar presentation:
   (a) Materials used for kitchen.
   (b) Materials used for furnishings.
   (c) Materials used for modular kitchen.

II. Kitchen Planning:
   1. Developing kitchen plans for families with different incomes.
   2. Planning different types of kitchens.
   3. Developing three dimensional plans of kitchen with storage units.

III. Interior space planning for different areas of a house in terms of colour, furnishings, furniture arrangement:
   (d) Bedroom.
   (e) Drawing room.
   (f) Living cum-dining room.
   (g) Children’s Bed room.

Syllabus: B.Sc. (Home Science) Part-III

Entrepreneurship Development

Max. Marks: 50

Utilize and motivate students to take up self employment. Orient them towards identifying entrepreneurial opportunities.

Lectures/one day workshop/group discussions by the successful entrepreneurs, on the following:

- Importance of business in national economy.
- Type of business.
- How to choose a business: Sources of business ideas, skills, hobbies, opportunity recognition.
- Investing profits: stocks, bonds, liquidity, mutual funds, interest—simple & compound, the rule of 72 mortgage, taxes.
- Quality control, timeliners and pacelining.
- Product promotion—advertising and inexpensive methods.
- Marketing—basic principles.
- Communication for success in business and the power of networking.

Visits to small scale industries and report submissions.

Preparing case histories of successful entrepreneurs.
Discussion of any two case histories as specimens for student's projects.

Preparing case history of any one entrepreneur by students (interview guidelines to be given to students)

Challenges for women entrepreneur

Talk by members of funding agencies, banks and related institutions

<table>
<thead>
<tr>
<th>Distribution of Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
</tr>
<tr>
<td>Case history</td>
</tr>
<tr>
<td>Report on visit to industries</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Evaluation of Project: A three-member committee constituted by HOD will evaluate the project report and conduct viva: 40% marks for internal and 60% marks for external marks.

Rules for the award of Gracemarks:

GRADUATE/POST-GRADUATE (MAIN/ ELEMENTARY) EXAMINATIONS UNDER THE UNIVERSITIES OF ARTS, FINE ARTS, SCIENCE, COMMERCE, SOCIAL SCIENCES, EDUCATION, MANAGEMENT, HOMEOPATHY, LAW, AYURVEDA, ENGINEERING & TECHNOLOGY.

Gracemarks to the extent of 1% of the aggregate marks prescribed for an examination will be awarded to a candidate failing in not less than 25% of the total number of theory papers, practicals, seminars, dissertation, viva-voce and the aggregate, as the case may be, in which minimum pass marks have been prescribed; provided the candidate passes the examination by the award of Gracemarks. For the purpose of determining the number of 25% of the papers, only such theory papers, practicals, dissertation, viva-voce etc. would be considered, of which the examination is conducted by the University.

N.B.: If 1% of the aggregate marks or 25% of the paper works out in fraction, the same will be raised to the next whole number. For example, if the aggregate marks prescribed for the examination is 450, grace marks to the extent of 5 will be awarded to the candidate. Similarly, if 25% of the total papers is 3.2, the same will be raised to 4 papers in which grace marks can be given.

A candidate who passes in a paper/practical or the aggregate by the award of grace marks will be deemed to have obtained the necessary minimum for a pass in that paper/practical or in the aggregate and shown in the marks sheet to have passed by grace. Grace marks will not be added to the marks obtained by a candidate from the examiners nor will the marks obtained by the candidate be subject to any deduction due to award of grace marks in any other paper/practical or aggregate.
2. If a candidate passes the examination but misses First or Second Division by one mark, his aggregate will be raised by one mark so as to entitle him for the first or second division, as the case may be. This one mark will be added to the paper in which he gets the least marks and also to the aggregate by showing +1 in the tabulation register below the marks actually obtained by the candidate. The marks entered in the marks-sheet will be inclusive of one grace mark and it will not be shown separately.

3. Non-appearance of a candidate in any paper will make him ineligible for grace marks. The place of a passed candidate in the examination list will, however, be determined by the aggregate marks he secures from the examiners, and he will not, by the award of grace marks, become entitled to a higher division.

4. Distinction won in any subject at the examination is not to be forfeited on the score that a candidate has secured grace marks to pass the examination.

Note: The grace marks will be awarded only if the candidate appears in all the registered papers prescribed for the examination.