

# **DURG VISHWAVIDYALAYA, DURG (C.G.)**

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## **SCHEME OF EXAMINATION & SYLLABUS Of B.Sc. (Home Science) Part-3 Annual Exam**

UNDER

**FACULTY OF SCIENCE**  
Session 2017-18

**(Approved by Board of Studies)**  
Effective from July 2017

# B.SC.HOME SCIENCE

## III<sup>RD</sup> YEAR

### 2017-2018

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## B.Sc. (Home Science) PART -

### III

#### MARKING SCHEME

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

#### DISTRIBUTION OF MARKS IN VARIOUS PRACTICAL

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

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आधार पाठ्यक्रम  
हिन्दी भाषा  
(पेपर कोड – 0891)

प्रथम प्रश्न पत्र

पूर्णांक – 75

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

।। सम्प्रेषण कौशल, हिन्दी भाषा और सामान्य ज्ञान ।।

आधार पाठ्यक्रम की संरचना और अनिवार्य पाठ्य पुस्तके-हिन्दी भाषा एवं समसामयिकी- का संयोजन इस तरह किया गया है कि सामान्य ज्ञान की विषय वस्तु – विकासशील देशों की समस्याओं के माध्यम और साथ-साथ हिन्दी भाषा का ज्ञान और उसमें सम्प्रेषण कौशल अर्जित किया जा सके । इसी प्रयोजन से व्याकरण की अन्तर्वस्तु को विविध विधाओं की संकलित रचनाओं और सामान्य ज्ञान की पाठ्य सामग्री के साथ अन्तर्गुम्फित किया गया है । अध्ययन अध्यापन के लिए परी पुस्तक की पाठ्य सामग्री है और अभ्यास के लिये विस्तृत प्रश्नावली है । यह प्रश्नपत्र भाषा का है अतः पाठ्य सामग्री का व्याख्यत्मक या आलोचनात्मक अध्ययन अनेक्षित नहीं है । पाठ्यक्रम और पाठ्य सामग्री का संयोजन निम्नलिखित पांच इकाईयों में किया जाता है । प्रत्येक इकाई को दो भागो मे विभक्त किया गया है ।

इकाई – 1

1. भारत माता : सुमित्रानंद पंत, परशुराम की प्रतीज्ञा : रामधारी सिंह दिनकर, बहुत बड़ा सवाल : मोहन राकेश, संस्कृति और राष्ट्रीय एकीकरण : योगेश अटल ।
2. कथन की शैलियां : रचनागत उदाहरण और प्रयोग ।

इकाई – 2

1. विकासशिल देशों की समस्यायें, विकासात्मक पुनर्विचार, और प्रौद्योगिक एवं नगरीकरण ।
2. विभिन्न संरचनाएं ।

इकाई – 3

1. आधुनिक तकनीकी सभ्यता, पर्यावरण प्रदूषण तथा धारणीय विकास ।
2. कार्यलयीन पत्र और आलेख ।

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#### इकाई – 4

1. जनसंख्या : भारत के संदर्भ में और गरीबी तथा बेरोजगारी ।
2. अनुवाद ।

#### इकाई – 5

1. उर्जा और शक्तिमानता का अर्थशास्त्र ।
2. घटानाओं, समारोहों आदि का प्रतिवेदन और विभिन्न प्रकार के निमंत्रण-पत्र ।

**मुल्यांक योजना:** प्रत्येक इकाई से एक-एक प्रश्न पूछा जायेगा । प्रत्येक प्रश्न में आंतरिक विकल्प होगा ।

प्रत्येक प्रश्न के 15 अंक होंगे । प्रत्येक दो-दो खंड (क्रमशः 'क' और 'ख' में ) विभक्त है, इसलिए प्रत्येक प्रश्न के भी दो भाग, कौशल से संबद्ध प्रश्न के अंक 7 होंगे । इस प्रकार पूरे प्रश्न पत्र के पूर्णांक 75 होंगे ।

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**PART - II**  
**(Paper Code)**

**ENGLISH LANGUAGE**

**M.M. 75**

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

Five question to be attempted, each carrying 3 marks.

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

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

**Books Prescribed:**

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

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Group – II  
PAPER - A

M.M. 50

**NUTRITIONAL BIOCHEMISTRY (Paper Code-0583)**

**UNIT-I**

- (A) Introduction to Biochemistry - definition, objectives, scope and interrelationship between Biochemistry and other biological sciences.
- (B) Carbohydrates - Definition, classifications functions and properties of
- Monosaccharides - Glucose, Fructose, Galactose
  - Disaccharides - Maltose, Lactose, Sucrose
  - Polysaccharides - Dextrin, Starch, Glycogen
- Glycolysis, Gluconeogenesis, Glycogenesis  
Glycogenolysis, Citric and Cycle.  
Blood sugar regulation.

**UNIT-II**

- (A) Lipids - Definition, composition, importance and classification  
Fatty acids - Functions, properties  
Significance of Acid value, Iodine value and saponification value.  
Chemistry and function of Phospholipids, Glycolipids and sterols.  
Metabolism - Beta Oxidation
- (B) Aspects of transport – Passive diffusion, Facilitated diffusion, Active transport

**UNIT-III**

- (A) Proteins - Definition composition function, and classification.  
Amino acids - Essential and Nonessential  
Metabolism - Urea cycle, Nitrogen balance, Amino acid pool
- (B) Enzymes - Definition, properties, classification, Mode of action of enzymes, factors affecting velocity of enzyme catalyzed reactions, coenzymes.

**UNIT- IV**

- (A) Hormones - Biological roles of hormones of Pituitary, Adrenal cortex and medull, Thyroid, Parathyroid, Pancreas, Sex glands.
- (B) Urine - Formation and Composition

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## UNIT-V

- (A) Energy - Definition, Unit, calorimetry, caloric value of foods, BMR, RQ, SDA of Foods.
- (B) Nucleic Acid and Nucleoproteins – Chemistry, composition, structure, functions

### 1. PRACTICALS (Any Six)

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

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**Group – II PAPER –B**  
**FOOD PRESERVATION**  
**(Paper Code-0584)**

**UNIT-I**

Food and its preservation.

Home and community level including commercial operations.

Principles of food Preservation

Causes of spoilage of food.

**UNIT-II**

Fresh Food Storage

Principles - Plant product.

Storage, animal product

Storage, Effect of Storage

Condition on quality

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

**UNIT-III**

**Pasteurisation**

Effect on food quality.

Storage of pasteurised food.

**Drying & Dehydration**

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

**UNIT-IV**

**Use of low temperature**

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

**Pickling and Fermentation**

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

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## UNIT-V

Chemical Preservatives

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

**High Acid & High Sugar Products –**

common defects, Preservation of crystalized and glazed fruits.

### **Nutritional Implications of food processing**

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

#### **PRACTICALS: (Any Six)**

1. Preparation of Jam, Jellies marmalades.
2. Preparation of Pickles & chutneys.
3. Dehydration of Vegetables & Fruits.
4. Preparation of synthetic syrups & squashes.
5. Preparation of Sauces.
6. Preparation of Papad, Badi, Chips.
7. Survey of market products.
8. Packaging.

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1. Oser, B.L. 1965: 14 Ed. Hawk's Physiological chemistry, Mc Graw Hill Book Co.
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## GROUP-III

### PAPER-A

M.M.-50

#### EARLY CHILDHOOD EDUCATION (Paper Code-0585)

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

#### FOCUS-

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

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

#### OBJECTIVES:-

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

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## UNIT-I

Significance and objectives of early childhood care and education.

1. Significance of early childhood years in individual's development.
2. Meaning and need for intervention programmes for better growth and development.
3. Objectives of ECCE.
4. Different types of programs currently offered. Objectives of the program routine and target group covered by each of the following. ECE programme - Balwadi, anganwadi, Nursery school, Kindergarten, Montessori, laboratory nursery school ECCE Program - ICDS and mobile cretch. Play group: day care.

## UNIT-II

Current Status and Expansion of Scope of ECE to ECCE

18

- Expansion from ECE to ECCE.
- Current Status of ECCE programme.
- Objectives: staff qualifications, teacher-children ratio, indoor and outdoor play space and play facilities, equipment, curriculum and evaluation.
- Admission tests and effects on children.
- Effects of pressures on young children due to formal education.
- Need for ECCE programmes to provide quality care where mothers are at work.
- Historical overview of ECCE.
- Global perspective - views of educationists - Froebel, Mac Millan sister, Deweu and Montessori,
- ECE in India: Overview of pre.and post-independence period.
  - Contributions of Ravindranath Tagore, Mohandas Gandhi, Gijubhai Bodheka, Tarabai Modak, Anutai Wagh.

Recent Developments: Policies, Institutions and contributions of NGOs

10

- national policy on children.
- National policy on education 1986.
- Adoption of Ram Joshi Committee Report on Child Education by Government of Maharashtra.
- Role of Indian Association of Preschool Education, National Institute of Public Cooperation and Child Development, National Council for Educational Research and Training, SCERT and NGOs.

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### UNIT-III

- Meaning of curriculum, Foundation of curriculum development.
- Impact of play as means of development and learning.
- Developmental stages of play.
- Types of Play - Solitary play, parallel play, associative play and cooperative play.
- Functions of play - play as a means of assessing children's development.
- Teachers Role in creating environment and Promoting play.
- Classical theories of play - Surplus energy theory relaxation theory, Pre-exercise & recapitulation theory.

### Programme Planning

- Approaches to learning: Incidental and planned learning.
- Principles of programme planning :
  - from known to unknown, simple to complex, concrete to abstract.
- Balance between individual and group activity, indoor and outdoor play, quiet and active plays, guided and free activities.
- Factors influencing programme planning.
- Formal versus non-formal approach in education: advantages and disadvantages.
- Integrated learning approach or project method that is covering various components of curriculum that is focussing on one topic/theme at a time.
- Short and long term planning.

### UNIT-IV Languages

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

### Mathematics

- Importance of number and mathematics.
- Number as a language and history of its development.
- Abstract nature of number.
- Mathematical readiness.
- Analysis of prerequisite skill for 'number classification, comparing, seriation,

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patterning, counting, shape and space, measurement fractions, vocabulary, numeral operations.

- Decimal system of numeration (base 10)
- Number line-position and relevance of zero.
- Operations and relevant rules and properties; subtraction, multiplication and division.
- Two and three dimension shapes, properties, characteristics.
- Basic principles of measurements 0 time/distance, weight, capacity and money.

**Environmental studies** (2)

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

**UNIT-V Project method** (2)

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

**Alternative to Home Work** (2)

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

**Evaluation**

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

**PRACTICALS: (any four)** (30)

1. Plan three activities for children: list objectives, analyst tasks to achieve goals, select and organize instructional and learning materials, teacher's role, preparation of evaluation sheets i.e. chick list, rating scale.

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2. Prewriting activities.
3. (a) Mathematics.  
(b) Readiness  
(c) Materials for classifying, comparing, seriations, patterning, counting shapes, fractions, and list vocabulary related to mathematical concepts.  
(d) Material for addition, subtraction, multiplication and divisions.  
(e) Graphs.  
(f) Experiences for understanding time distance weight, capacity and money.
4. Plan science experiences.
5. Plan a project based on lessons of first and second standard, plan activities which children can do at home.

#### **PREFERENCES:**

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## Group-III PAPER-B

M.M.-50

### EXTENSION EDUCATION (Paper Code-0586)

#### UNIT-II

1. Concept of Education
  - (a) Meaning of Extension
  - (b) Origin of Extension
2. Extension Education Process
  - (a) Environment for learning
  - (b) Role of educator
  - (c) Role of the people participants
3. Communication Process

#### UNIT-II

1. Concept of adult / non formal education
  - a. Meaning
  - b. Purpose
2. Five Year Plans
  - a. History of planning in India.
  - b. Five year plans and their focus.
3. Planning at different levels - National to Grass roots.

#### UNIT-III

1. Programmes to enhance food production
  - a. National food production programmes.
2. Poverty alleviation efforts
  - a. Programmes for poverty alleviation for rural and urban areas.
  - b. Current programmes for rural and urban poor.

#### UNIT-IV

1. Programmes for women and children

Women as target groups - specific measures for women and children such as DWCRA, ICDS, IMY. Current programmes for women as initiated and implemented by the different ministeries and Departments.
2. Roie of NGOs

Need for participation of Non-Governmental organisations in developmental efforts.  
Encouragement given NGO's - Role of CAPART.

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## UNIT-V

### Advertising Media

1. Different media for advertising - print media, Newspapers and periodicals.
2. Broadcast media - Television - Films.
3. Non-media advertising
4. Outdoor advertisement - Hoardings, Posters, Billboards, Bulletin Boards, and Electronic signs, Litterbins, Aerial methods.
5. Transportation media (Mobile Vehicles)
6. Exhibition and Trade fair.

### PRACTICALS:

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

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Group – IV  
**PAPER – A**

**FOUNDATION OF ART AND DESIGN (Paper Code-0587)**

**M.M. 50 Cr - T3 P3**

Introduction to foundation of art

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

**UNIT-II**

1. Indian, regional, traditional and contemporary arts and their use in :-
  1. Floor decoration
  2. Home decoration
  3. Accessories
2. Appreciation of art
  1. In terms of principles of art and design
  2. In terms of composition and aesthetic appeal

*A. Singh*  
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*Beta*  
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### UNIT-III

1. Family's Housing Needs
  1. Protective, economic, affection, social, standard of living, housing goals, style, function occupation.
2. Factors influencing selection and purchase of site for house building
  1. Legal aspects, location, physical feature, soil conditions, cost, services
3. House planning
  1. Reading house plans.
  2. Grouping of rooms, orientation, circulation, flexibility, Privacy spaciousness, services, aesthetics, economy, light and ventilation.
  3. Planning different rooms: living room, dining room, bedrooms, kitchen, store room, toilet, passage, and staircase.
  4. Landscape planning - Principles and application.

### UNIT-IV

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

### UNIT-V

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

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### **PRACTICALS: (Any Ten)**

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

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Group - IV

**PAPER - B**

**APPAREL MAKING & FASHION DESIGNING**

**UNIT-I**

Introduction

- Importance of Clothing
- Sociological & psychological aspects of clothing Fabrics to be considered while selecting of fabric for different garment.
- Estimation of material required for different garments (cloth estimation)
- Study of fabric finishes - Meaning, objective facilities, General & special.

**UNIT-II**

Experiments & principles of design: Meaning methods pf creating importance Elements of principles of design as applied, to apparel designing - Harmony, balance proportion, Rhythm & emphasis.

Element: - Lines, shapes / forms.

Colour consideration: Definition, Dimensions, characteristics colour systems & colour schemes.

Classification & Process of designing. Structural.

Decorative

. Realistic

Abstract

Stylized

Geometric

Traditional

Big & small design

**UNIT-III** Fashion - Definition

- Fashion trends in India & changes
- Theories
- Body measurements
- Tailoring tools & Equipment's
- Methods of taking body measurements
- For different garments
- Importance
- Pattern making techniques
- Flat pattern
- Drafting
- Drapping

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#### UNIT-IV

Fashion Illustrations:-

Disposals of fullness

1. Plackets  
One piece two  
piece seam  
invisible  
Continuous
2. Neck lines
3. Collie's
4. Sleeve details
5. Factories
6. Frill & gatheri
7. Pleats & Tucks
8. Darts
9. Patch work
10. Seams & seam finishes

#### UNIT-V

Fundamentals of Embroidery :-

- Techniques, design colour, uses of different combination - threads;
- mbroidery stick – Types
- Types of thread, needle, used for different fabrics.
- Study of traditional Embroideries of India.
- Kasida of Kashmiri
- Kantha of Bengal
- Chichenkari of Lucknow
- Kutch & kathiawan
- Kasuti of Karnataka
- Phulkari of Punjab.
- Gold & Silver (Zari work)
- Applique work

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## PRACTICALS:-TECHNIQUES

(Any seven)

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

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6. Goldsworthy 1980: Simple Dressmaking, Londown, Mills and Boon.altd.
7. Littman Connie 1977 : Pattern Making Design, Litton Educational Publishing Inc.
8. Muka A. 1979 : French Touch, Pittsburgh, Wolfson Publishing Co., Inc.

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