

Maharaja Surajmal Brij University, Bharatpur

B.A. Home Science Part I

Examination Scheme in each year

- Each Theory paper will contain nine question having three questions from each unit. Candidates are required to attempt five question in all selecting at least one question from each unit. Each question will be of 10 marks.

| Paper           | Subjects                   | Duration of exam | Maximum marks |
|-----------------|----------------------------|------------------|---------------|
| Theory Paper I  | Family Resource Management | 3hrs             | 50            |
| Practical I     | Family Resource Management | 3hrs             | 50            |
| Theory Paper II | Textiles and clothing      | 3hrs             | 50            |
| Practical II    | Textiles and clothing      | 3hrs             | 50            |
|                 |                            | Total            | 200           |

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## B.A. Part I

## FAMILY RESOURCE MANAGEMENT (THEORY PAPER-I)

Maximum Marks : 50

Minimum Marks : 18

Teaching workload : 3hrs./week

Total teaching workload : 72 hrs./year

## Objectives :

1. To understand the meaning of resources management concepts related to management.
2. To apply managerial process to management of time, energy and money.
3. To understand saving, investment and credit pattern of family.
4. To increase awareness about consumer problems, rights, responsibilities & protection laws

## Contents :

## Unit - I

## Housing

1. Function & family need of housing
2. Principles of house planning, aspect, prospect, grouping of room, roominess, privacy, orientation, circulation, flexibility, spaciousness, aesthetics economy, ventilation services.
3. Site selection :
  - Vegetation :
    - I. Size
    - II. Soil Types drainage
    - III. Contour (shape)
    - IV. Orientation
4. Elements and principles of arts and design as related to interior decoration with specific reference to colours and light
5. Floor decoration with use of elementary art
6. Table setting & etiquettes

## UNIT - II

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## Interior designing

7. Room arrangement and decoration – arrangement of furniture, furnishings and accessories in various rooms.
8. Kitchen planning, importance of counters, storage, principles, working heights.
9. Selection and care of household equipment (without reference to any specific equipment)
10. Household waste & its management by 3R
11. Flower decoration
  - Basic equipments
  - Vases and containers
  - Preparing plant material
  - Shaping and arrangement
12. Furniture
  - Types of furniture
  - Selection use & Care
  - Arrangement of Furniture in various rooms

## UNIT – III

## Resource Management

13. Meaning, definition and importance of home management
14. Process of management:
  - Planning,
  - Organization,
  - Implementation,
  - Controlling and evaluation
15. Introduction to motivational factor (meaning and types)
  - Values
  - Goal
  - Standards
  - Decision Making
  - Resources
16. Time Management

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- Tools in time management
  1. Time cost
  2. Time norms
  3. Peak loads
  4. Work Curves and Periods

## 17. Energy Management:

- Process of energy management
- Fatigue
- Body mechanics
- Works simplification – Mundel's Classes of changes
- Ergonomics : Meaning, importance & its components

## 18. Money Management

- Family Income : source & type
- Budget : Definition & Process of budget making
- Saving, investment and raising housing loan:
  - I. Definition & Objectives
  - II. Channels : bank, insurance, post office

## 19. Consumer problems, rights &amp; responsibilities.

## 20. Seeking redressal to consumer problems with special reference to consumer courts.

## References :

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2. Birrel Berla Leone (1967). Colour and Design. A Basic Text (VOL I & II ). Digest submitted in requirement for the degree of education in Teacher college Columbia university.
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6. Donnelly JH, Gibson JL and Iyancevich JM (1995). Fundamental of Management. Chicago.
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15. Kolter Philip, Armstrong Greg (1992). Principles of Marketing. Prentice Hall of Indian, New Delhi. 5<sup>th</sup> Ed.
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20. Sethi M and Seetharaman P (1994). Consumerism – A growing concept. Phonix Publishing House, New Delhi.
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24. Varghese MA, Ole M, Srinivasam K (1985) Home Management. Wiley Eastern Publishers, New Delhi

## FAMILY RESOURCE MANAGEMENT (PRACTICAL-I)

Maximum marks : 50

Minimum marks : 18

Teaching workload : 2 practical/week (2hours/practical)

## Objectives:

1. To help students understand various banking procedures.
2. To help students understand house planning and interior. Decoration.

## Contents :

1. Project work on money management :
  - How to open various accounts in the bank
  - Filling u of slip/forms of bank and post office.
    - I. Application for draft
    - II. Cheques
    - III. Withdrawl slip
    - IV. Money order form
    - V. Application for housing loan
2. Floor decoration : Alpana, Rangoli & mandana
3. Best out of waste (one article)
4. Cleaning of wood, stone, tiles, metal & glass.
5. House Plans:
  - For Various income groups (LIG,MIG,HIG)
    - I. Drawing of architectural symbols of house plan
    - II. Architectural symbols of electricity plan
    - III. Furniture symbols
  - Rooms (making any one paper model)
    - I. Drawing room
    - II. Dining cum leaving room
    - III. Children study room
    - IV. Bed room
    - V. Pooja room
  - Kitchen planning (making any one paper model)

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- I. One wall
- II. Two wall
- III. L shape
- IV. U shape

Examination scheme :

Total Marks : 50 marks

- I. Major : house plan/paper plan of rooms/paper plan of kitchen : 20 marks
- II. Minor-I : Table setting/cleaning/filling forms – 10 Marks  
Minor II : Floor decoration/cleaning/filling forms – 10 Marks
- III. Internal – 10 marks

### TEXTILES AND CLOTHING (THEORY PAPER – II)

Maximum marks : 50

Minimum marks : 18

Teaching workload : 3 hrs/week

Objectives :

The course will lead to :

1. Acquaint students with basic knowledge of textiles and clothing
2. Familiarize the students to make purchase decisions in selection of clothing
3. Update the students with the recent innovation in the field
4. Impart knowledge regarding traditional textiles and embroideries of India.

Contents:

Unit-I

Textile Study

1. Fiber

- Classification
- Properties and their importance to the consumer with special reference to the care.
- Natural Fibers
  - a) Cotton
  - b) Wool
  - c) Silk

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d) Jute

- Manmade Fibers

a) Polyester

b) Rayon

2. Yarn

- Simple Yarn
- Novelty Yarn
- Textured Yarn

3. Fabric : Different construction methods :

- Weaving
- Parts of loom
- Steps in weaving
- Types of weaves :
  - \* Plain
  - \* Twill
  - \* Satin
- Knitting
- Felting
- Lacing
- Braiding

4. Finishing

**Basic Finishes**

- Bleaching
- Sizing
- Singeing
- Tentering

**Functional Finishes**

- Wash and wear
- Mercerising
- Sanoforizing
- Flame retardant

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- Water resistant
- Moth proofing
- 5. Dyeing and Printing
  - Classification of dyes
    - I. Natural
    - II. Synthetic
  - Classification of printing
    - I. Direct
    - II. Resist
    - III. Discharge
- 6. Technical textiles
  - Categories and use in daily life
    - I. Mobiltech
    - II. Agrotech
    - III. Geotech
    - IV. Meditech
    - V. Protech

UNIT – II

Apparel Selection and Care

7. Selection of suitable fabrics and garment for different ages – infants, toddlers, pre-school children, school going children, adolescents
8. Climate, occasion, occupation, fashion, figure
9. Clothing for people with special needs : maternity and lactation, old age and physically challenged.
10. Selection of readymade garments
  - Appearance – Size, design, line and colours
  - Fabric – Durability, ease of care
  - Workmanship – Cutting, sewing and finishing
  - Cost & Fitting
11. Labelling
  - Textile fiber symbols

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| <ul style="list-style-type: none"> <li>• Care labelling symbols</li> </ul> <p>12. Wash, Care and storage of</p> <ul style="list-style-type: none"> <li>• Cotton</li> <li>• Silk</li> <li>• Wool</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>UNIT-III</p> <p>Designing &amp; Traditional Textiles</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>13. Elements of design – Line, form, colour and texture</p> <p>14. Principle of design – Proportion, Harmony, Balance and Emphasis</p> <p>15. Traditional textile</p> <ul style="list-style-type: none"> <li>• Woven : Brocade</li> <li>• Printed : Sanganer, Bagru, Kalamkai</li> <li>• Dyed : Bandhani, Patola</li> <li>• Embroidered : Kasuti, Kantha, Phulkari, Chikankari, Kutch</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>References :</p> <ol style="list-style-type: none"> <li>1. Susheela Dhantyagi "Fundamentals of Textiles and their care" Orient Longman Ltd. 4<sup>th</sup> edition 1983 Reprinted 1994.</li> <li>2. Shrivastave K.N. and Gupta M "pram parogat Bhartiya Vastra" Hindi Granth Academy, 2011</li> <li>3. Bela Bargava (2003) "Vastra Vigyan Avamdhulai Kriya" University Book House Jaipur</li> <li>4. Joseph M.L. (1988), Essentials of Textiled, 5<sup>th</sup> edition, Holt Rinehart and Winston, new York</li> <li>5. Ruby Jain (2006) "Basic Stitching Processes" CBH Publications.</li> <li>6. Daulkar Durga, A Guide to household textile and loundary work, Atmaram &amp; Sons, New Delhi.</li> <li>7. Isble B. Wintage – Textile gibers and their selection, Prentice hall Inc, Englewook. Clif, NJersy.</li> </ol> |
| <p style="text-align: center;"><b>TEXTILES AND CLOTHING</b></p> <p>Maximum Marks : 50<br/> Minimum Marks : 18<br/> Teaching workload – 2 practical/week (2hrs/practical) (batch of 20 student each)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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## Contents:


## Textile

1. Make a Scrap Book of the Following
  - a. Fiber samples- Cotton, Silk, Wool, Jute, Nylon.
  - b. Yarn – Ply, textured and Metallic yarn
  - c. Fabric Samples – woven knitted and Non Woven – Felt (wool)
  - d. Technical textiles – Bandages and scotch Brite (Scrub pad)
2. Clothing techniques (sample of each)
  - Simple stitches – hemming and tacking
  - Seam – plain, French and run and fell
  - Dart – straight and curve
  - Tucks – Pin tucks
  - Pleat – knife, box
  - Gathers - simple gathers
  - Finishing of curve – piping and facing
  - Placket opening – continuous wrap & two piece placket
  - Garment construction – 'A' line frock with any sleeve and Collar, Petticot.
  - Embroider the frock using few basic stitches.
3. Tie & dye prepare two sample through any 2 techniques
4. Product design – construction of any one product
  - Two cushion covers
  - Shoulder Bag with any fastener
  - Pouch with zip

## Examination Scheme:

Total Marks – 50 marks

1. Major problem – 25 marks
  - Construct any one garment
  - Drafting and cutting of a garment
  - Stitching and finishing of a garment
2. Minor problem – 15 marks
  - Identification of textile yarn/fabrics

  
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Tie and dye one sample using two colours and two different techniques/two samples of any clothing techniques.  
3. Internal marks – 10 marks

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SESSION-2022-23

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## B.A. Home Science Part II

Examination Scheme in each Year

- Each Theory paper will contain nine question having three question from each unit. Candidates are required to attempt five questions in all selecting at least one question from each unit. Each question will be of 10 marks.

| Paper            | Subjects          | Duration of exam | Maximum marks | Minimum Marks |
|------------------|-------------------|------------------|---------------|---------------|
| Theory Paper III | Human Development | 3hrs             | 50            | 18            |
| Practical III    | Human Development | 3hrs             | 50            | 18            |
| Theory Paper IV  | Food & Nutrition  | 3hrs             | 50            | 18            |
| Practical IV     | Food & Nutrition  | 3hrs             | 50            | 18            |
|                  |                   | Total            | 200           | 72            |

| HUMAN DEVELOPMENT (THEORY PAPER III)                                                                     |  |
|----------------------------------------------------------------------------------------------------------|--|
| Maximum Marks: 50                                                                                        |  |
| Minimum Marks: 18                                                                                        |  |
| Teaching Workload: 3hrs/week                                                                             |  |
| Total teaching workload: 72 hours/week                                                                   |  |
| Objectives:                                                                                              |  |
| 1. To acquaint the student with the scope and foundation of human development.                           |  |
| 2. To understand development through different life span stages.                                         |  |
| 3. To learn regarding the significant developmental tasks of each stage                                  |  |
| Contents:                                                                                                |  |
| UNIT I                                                                                                   |  |
| 1. Definition and scope of Human Development as a field of study.                                        |  |
| 2. Principles of development                                                                             |  |
| 3. Role of Heredity and environment and learning and maturation in development.                          |  |
| 4. Factors affecting development.                                                                        |  |
| UNIT II                                                                                                  |  |
| Development from conception to adolescence:                                                              |  |
| 5. Physical development                                                                                  |  |
| 6. Motor development                                                                                     |  |
| 7. Socio-emotional development                                                                           |  |
| 8. Language and cognitive development                                                                    |  |
| UNIT III                                                                                                 |  |
| 9. Importance and objectives of early childhood education; impact of deprivation and early stimulation   |  |
| 10. Definitions, functions and types of families; changing roles and challenges faced by Indian Families |  |
| 11. Understanding differently abled children; definitions, meaning and classification                    |  |
| 12. Major development tasks, achievements and problems of adulthood and                                  |  |

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| aging. Need for care and support for aging in individuals.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>References :</p> <ol style="list-style-type: none"> <li>1. Santrock JW (2007), Lifespan Development, Tata – McGrawHill, New Delhi, 3<sup>rd</sup> Ed.</li> <li>2. Bee H (1995), The developing child, Harper collins College Publisher.</li> <li>3. Berk L (2006), Child development, Allyn &amp; Bacon, New York.</li> <li>4. Cole M and Cole SR (1996), The Development of Children. W.H. Freeman and Company.</li> <li>5. Rice F (1992), Human Development: A Life Span Approach, Prentice Hall.</li> <li>6. Rice FP. Marriage and Parenthood. Allyn and Bacon Inc. Toronto.</li> <li>7. Vidhya Bhushan and Sachdeva (2000). Introduction to Sociology.</li> </ol>                |
| <p><b>HUMAN DEVELOPMENT – PRACTICAL III</b></p> <p>Maximum Marks: 50<br/>         Minimum Marks: 18<br/>         Teaching Workload: 2practicals/week (2 hours/practical)<br/>         Total teaching workload: 24 practicals/batch</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Objectives :</p> <ol style="list-style-type: none"> <li>1. Students will gain insight into the growth patterns, developmental characteristics and activities of children in a practical situation.</li> <li>2. They will also learn to understand significant issues related to adolescents, adults and ageing people.</li> </ol>                                                                                                                                                                                                                                                                                                                                                    |
| <p>Contents:</p> <ol style="list-style-type: none"> <li>1. Anthropometric measurement of children from birth to 6 years. Plotting and interpretation of date as per WHO norms</li> <li>2. Interviewing mothers of young infants regarding breast feeding schedules, supplementary foods and weaning practices.</li> <li>3. Organizing and conducting play and creative activities of children in a nursery school.</li> <li>4. Preparation and conduction of various activities to enhance overall development of children: physical, motor, language, cognitive, social and emotional.</li> <li>5. Focus group discussion with adolescents to understand their aspirations,</li> </ol> |

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| <p>educational and career choices.</p> <p>6. Market survey of story books and toys for children. Assessment of the above in terms of quality, cost, durability, safety, attractiveness and developmental appropriateness.</p> <p>7. Preparation of a brief questionnaire to identify the problems faced by adults and aging people in communities. Report the information as individual case profile.</p> <p>8. Preparation of a scrap book on relevant issues of human development.</p> |
| Examination Scheme:                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>Total Marks:50 marks</p> <p>1. Major problem – 25 Marks<br/>Preparation and conducting of various activities to enhance overall development.<br/>Interviewing mothers of infants.<br/>Organizing and conducting play.</p> <p>2. Minor Problem – 15 Marks<br/>FGD<br/>Preparation of toys, book, poems, questionnaire, Anthropometric measurements</p> <p>3. Internal – 10 Marks.</p>                                                                                                  |
| <b>FOODS &amp; NUTRITION (THEORY PAPER IV)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Maximum Marks: 50</p> <p>Minimum Marks: 18</p> <p>Teaching Workload: 3hrs/week</p> <p>Total teaching workload: 72 hours/week</p>                                                                                                                                                                                                                                                                                                                                                      |
| <p>Objectives:-</p> <p>1. To give knowledge about basics of nutrition, nutrients and metabolism.</p> <p>2. To give knowledge about meal planning for families and individuals.</p> <p>3. To give knowledge about Normal &amp; Therapeutic nutrition.</p> <p>4. To give knowledge about Nutritional problems of public importance.</p>                                                                                                                                                    |
| Contents:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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Unit I

1. Definition of Food and Nutrition, 5 basic Food groups, Balanced diet
2. Functions of food:
  - Physiological -Hunger, Appetite, Satiety.
  - Psychological
  - Social, Economic, Cultural.
3. Functions, sources, Effect of deficiency, Daily allowances of :
  - Macro Nutrients
    - i. Carbohydrates
    - ii. Proteins
    - iii. Fats
  - Micro Nutrients
    - i. Minerals – Calcium, Iron, Iodine, Fluorine
    - ii. Vitamins
      - Water Soluble – B complex vitamin, vitamin C
      - Fat soluble – A,D,E & K
  - Water Balance
  - Energy Metabolism
    - i. Unit of measurement of energy, definition of calorie, Kilocalorie.
    - ii. Gross & physiological fuel value of food.
    - iii. BMR and factors affecting BMR/Energy requirement (RDA) and factors affecting energy requirement.

Unit II

4. Meal Planning
  - Advantages & importance of meal planning.
  - Goal of meal planning
  - i. Food budget-factors affecting food budget, budget for low, moderate & liberal incomes
  - ii. Matching meals to time & energy
  - iii. Other factors – taste, aroma, flavour, texture, temperature, traditions, likes & dislike.

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- Factors affecting meal planning.
  - Factors affecting food intake.
5. Normal Nutrition – Nutritional requirements, physiological demands, problems, dietary guidelines for :
- Pregnancy
  - Lactation
  - Infancy (with special emphasis on breastfeeding & complementary feeding)
  - Preschool child
  - School going child
  - Adolescent
  - Adult
  - Elderly person

Unit III

6. Therapeutic Nutrition
- Modification of normal diet to therapeutic diet.
  - Dietary management of the following:
    - i. Obesity
    - ii. Under weight
    - iii. Diseases of the gastrointestinal tract – diarrhoea, Constipation, Dyspepsia/Indigestion
    - iv. Fever
    - v. Liver – Jaundice
    - vi. Diabetes
    - vii. Hypertension
7. Nutritional Problems of Public Health Importance and their management :
- Protein Energy Malnutrition
  - Anaemia
  - Fluorosis
  - Vitamin A deficiency
  - Iodine Deficiency Disorder

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2. Srilakshmi, B. Food Science, New Age International (P) Ltd. Publishers, new Delhi,
3. Swaminathan MS(2010) Aaharevamposhan, NR Brothers, MY Hospital marg, Indor.
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5. Mudambi, S.R. and Rajgopal. M.V., 1997 Fundamentals of Foods & Nutrition, New Age International (P) Ltd, new Delhi.

FOODS AND NUTRITION (PRACTICAL IV)

Maximum marks: 50

Minimum marks:18

Teaching workload: 2 practicals/week (2 hours/practical)

Total teaching workload: 24 practicals/batch

Contents:

1. Methods of cooking: - Preparation of any four dishes using the following methods of cooking
  - Boiling – for e.g. Rice, Tea, Coffee
  - Steaming – Idli, Dhokla, Muthia
  - Simmering – Kheer, rabadi, kadhi, custard, stews-appple& pear
  - Frying
    - i. Shallow – cheela, parantha, tikki
    - ii. Deep – pakoda, mathri, samosa, kofta etc.
      - Baking – cake, biscuit, nan khatai
      - Roasting – papad, moongphali (groundnuts)
2. Preparation of Beverages – Tea (hot & iced), Coffee (hot & iced), chhaach, lassi, milk shakes, fruit punch (using squashes, fresh fruits), lemonade, jaljeera, aamla shake, aampanna, mocktails(2), mirinda shake.
3. Cereal cookery – chapaati, puri (plain, missi), parantha (stuffed, plain),

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cheela, bhatura, rice (plain, pulao, sweet), khichdi, daliya, Upma, halwa, baati, choorma, mathri (namakpara, shakkarpara), chowmein, pizza, sandwiches (open, toasted, vegetable)

4. Legumes & pulses-daal (plain & daal fry), rajma, chhole, dal makhani, kadhi, mangodi, dahivada, dal pakodi, besanpakodi, sprout chaat, dal halwa.
5. Vegetables- Dry vegetables (for e.g. aalugobi, methiaalu, arbi, bhindi), stuffed vegetables (bhindi, capsicum), vegetables with gravy (dahiaalummalai kofta, gatta, duma alum kadhaipanner, shahipaneer).
6. Milk & Milk products – paneer, khoa, curd, shikhand, kheerrabri, fruit custard, raita, fruit cream.
7. Soups-clear & cream including Indian soups-palak, tomato, mixed veg., minestrone, sweet corn, pea soup, lentil, raabri.
8. Salads-tossed, fruit salad, sprout salad, kosambri, corn, chana, pasta salad, salad dressing, (mayonnaise, lemon, vinegar).
9. Shallow fat fried - dosa, uttapam, mixed veg cutlets, harabharakabab, burger.  
Deep fat fried - samosa, kofta, kachori, spring rolls, vadapavbhaji, sago khichri, bhelpuri.  
Steamed – Idli, muthia, khaman
10. Sweets-jalebi, Sandesh, gulabjamun, laddu, coconut barfi, gujiya, petha roll, chhainamurki, jalebi
11. Meal planning for
  - Pregnant woman
  - Lactating woman
  - Packed lunch for school going child adult man/woman
  - Elderly
12. Plan dishes rich in
  - Energy
  - Protein
  - Calcium
  - Iron
  - Vitamin A /  $\beta$  carotene

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Examination scheme:

Total Marks : 50 marks

1. Major problem – 25 marks

Meal planning and preparation of one dish for any one of the following

- Pregnant woman
- Lactating woman
- Packed lunch for school going child adult man/woman
- Elderly

2. Minor Problem – Preparation of one dish from – 15 marks

- Any one method of cooking
- Any one food group (cereals, vegetable, milk etc.)

3. Internal – 10 marks

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SESSION-2022-23

Maharaja Surajmal Brij University, Bharatpur

## BA Home Science Part III

## Examination Scheme

- Each Theory paper will contain nine questions having three questions from each unit Candidates are required to attempt five questions in all selecting at least one question from each unit. Each question will be of 10 marks.

| Paper           | Subjects                              | Duration of exam | Maximum marks | Minimum marks |
|-----------------|---------------------------------------|------------------|---------------|---------------|
| Theory Paper V  | Mother and Child Care                 | 3hrs             | 50            | 18            |
| Practical V     | Mother and Child Care                 | 3hrs             | 50            | 18            |
| Theory Paper VI | Extension education and Communication | 3hrs             | 50            | 18            |
| Practical VI    | Extension education and Communication | 3hrs             | 50            | 18            |
|                 |                                       | Total            | 200           | 72            |

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\*In BA Part III, "Vocational Oriented Practical" under Practical VI- Extension education and communication has been planned in the form of training, internship demonstration to provide skills to students and enable them to take up a money earning vocation. One practical from each subject has been planned and given as an action to the institution/home science department. The practical which is opted can be based on the available infrastructure and local facilities.

The student has to opt for the practical selected by her institution.

Vocation Oriented Practical

(in the form of training, internship, demonstration. One practical to be selected by the One of the following threepracticals to be selected by the institution.

- Food Preservation
- Dyeing & Printing
- Extension Activity Management

|                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| B.A. Part – III                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                      |
| MOTHER AND CHILD CARE (THEORY PAPER V)                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                      |
| Maximum marks: 50                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                      |
| Minimum marks:18                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                      |
| Teaching workload: 3hrs/week                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                      |
| Total teaching workload: 72hrs/year                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                      |
| Objectives:                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                      |
| <ol style="list-style-type: none"> <li>1. To understand importance of reproductive cycle</li> <li>2. To understand the basic care of mother during pregnancy and location</li> <li>3. To understand the problems/complications during pregnancy and their management.</li> <li>4. To understand the basic care of newborns and infants.</li> <li>5. To understand the Danger Sign and Common ailments of newborn and their management.</li> </ol> |                                                                      |
| Contents:                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                      |
| Unit – I                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3h                                                                   |
| Health of the Mother                                                                                                                                                                                                                                                                                                                                                                                                                              | अकादमिक प्रभारी<br>महाराजा सुरजमल बूज विश्वविद्यालय<br>भरतपुर (राज.) |

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## 1. Menstruation &amp; Fertility:

- Normal Menstrual Cycle
- Process of Reproduction

## 2. \*Pregnancy:

- Sign & Symptoms of Pregnancy
- Use of Pregnancy Kits
- Sign & Symptoms
- Common Ailments
- Abortions-causes & Care of Mother

## 3. Health &amp; Nutritional care during Pregnancy &amp; lactation:

- Antenatal Care:
  - i. Registration of Pragnancy
  - ii. Common ailment during pregnancy & their management: morning sickness, heartburn, indigestion, constipation, piles, leg cramps, sleeplessness, frequency of micturition, edema, varicose veins
  - iii. Antenatal Checkup & their importance
  - iv. Danger signs during pregnancy & management
- Intra natal care:
  - i. Birth preparedness for safe delivery
  - ii. Danger signs during delivery & management & when to refer
- Post natal care:
  - i. Complication during post partum period & their management
 Post natal Checkups

## Unit II

## Care of New Born

## 4. New Born

- Nutritional care of new Born (referring to Integrated Management of Neonatal Childhood illness).
- Identification of Danger Sign and when to refer

Common ailments of newborns and their management-diarrhea, constipation, flatulence, vomiting, colic, malnutrition, napkin rash, umbilical infection, acute



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| respiratory infections                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Unit III                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>5. Immunization &amp; growth monitoring of infant and young child</li> <li>6. Nutritional care of infant &amp; young child (referring to Infant and Young child nutrition guidelines) <ul style="list-style-type: none"> <li>• Infancy <ul style="list-style-type: none"> <li>i. Importance of breastfeeding, early intitaioncolostrums</li> <li>ii. Exclusive breastfeeding – techniques of breastfeeding</li> </ul> </li> <li>• Complementary feeding: <ul style="list-style-type: none"> <li>i. Importance of complementary feeding</li> <li>ii. Time of introduction</li> <li>iii. Technique of complementary feeding</li> <li>iv. Points to be considered – FODU (frequency,Adequacy, Density and Utilization.</li> <li>v. Homemade recipes, premixes, from family pot</li> </ul> </li> </ul> </li> <li>7. Use of Mother &amp; Child protection card</li> <li>8. Mother and Child Health Nutrition Programme <ul style="list-style-type: none"> <li>• Janani Shishu Suraksha Yojana</li> <li>• Reproductive and Child Health</li> </ul> </li> <li>9. Family Planning <ul style="list-style-type: none"> <li>• Advantages &amp; importance</li> <li>• Methods of family planning</li> </ul> </li> </ul> |
| Abortions-causes & care of mother                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| References:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ol style="list-style-type: none"> <li>1. Sudha Narayanan &amp; Anupama Narayana (2000). Mother craft Research Publication. 89 Tripolja Bazar, Jaipur. ISBN 8185789-88-6</li> <li>2. Park JE &amp; Park K (1995). Essentials of Community health Nursing. M/s Banarsidas Bhanot Publishers. 1167 Prem Nagar, Jabalpur, 482001, 2<sup>nd</sup> ISBN 81-90011871</li> <li>3. Dr. Subhash C, Arya (2007), Infant &amp; Child care for the Indian Mother, ISBN 8125914412</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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4. Shanti Ghosh (2004), Nutrition and Child care: A practical guide, Jaypee Publishers, Second Edition, ISBN: 9788180612077
5. First Aid to the injured, Authorised Manual of St. John Ambulance, 1 cross road, New Delhi 110001
6. Module 1-8 developed for Asha Sahyoginis.

MOTHER AND CHILD CARE (PRACTICAL V)

Maximum marks: 50

Minimum marks: 18

Teaching workload: 2practical/week (2hours/practical)

Content:

1. Use of Pregnancy kits
  - Safe Days
  - Menstrual Hygiene
  - Hygienic use & disposal of Sanitary pads
2. Breast feeding – Techniques & Posture
3. Preparation of Complementary foods
  - Premixes
  - Guidelines for consistency for quality, preparing frequency, density & variety premixes.
  - Homemade recipes
  - Adaptation from family pot C
4. Use of Mother & Child Protection Card
  - Registration & personal details
  - Antenatal care
  - Danger signs of pregnancy
  - Diet during pregnancy
  - Planning of low cost nutritious recipe for pregnant mother
  - Internal care
  - Post antenatal care
  - Checkups planning of low cost nutrition's recipes for lactating mother
  - Danger signs of new born

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- New born care
  - Immunization
  - Growth monitoring – Demonstration of weighting & measurement of child
  - Guidelines for child care
5. Management of Diarrhea
- Skin pinch test for identifying dehydration
  - Feeding schedule
  - Preparation of oral rehydration solution
6. Management of fever
- Use of thermometer
  - When to refer
  - How to bring down fever (home based care)
7. First aid & home nursing
- First Aid during
    - i. Burns & Scalds
    - ii. Cuts & Wounds (Tetanus Toxoid vaccine)
    - iii. Sprains & fractures
    - iv. Unconsciousness
    - v. Electric shock
    - vi. Animal bite – dog, monkey, snake (importance of vaccine)
    - vii. Polsons
    - viii. Heat stroke
  - Care in infectious disease
    - i. Isolation
    - ii. Prevention of infection through fomites
    - iii. Ventilation & Disinfection
    - iv. Baby weighing scale, ARIT inner & thermometer, first aid box.
- Materials to be provided – from nearest Aanganwadi/Subcentre
- Examination scheme:

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Total Marks: 50 marks

1. Major problem - 20 marks

Planning and preparation of low cost recipe for nay one

- Pregnant/Lactating mother
- Supplementary foods/premixes

2. Minor Problem – 15 marks

Use of pregnancy kit

Management of diarrhea, care of infectious disease, use of Mother & child card,

3. Viva voce 5 marks

4. Internal - 10 marks

5. Fabric Samples: Woven, Knitted and Non woven – Felt (wool)

6. Technical textiles : Bandages & Scotch Brite

7. Clothing techniques (sample of each)

- Simple stitches – hemming and tacking
- Seam – plain, French and run and fell
- Dart – straight and curve
- Tucks – Pin tucks
- Pleat – knife, box
- Gathers – simple gathers
- Finishing of curve – continuous wrap & two piece placket
- Garment construction – 'A' line frock with any sleeve and Collar, peticoat (Petticoat)
- Embroider the frock using few basic stitches

8. Tie & dye prepare two sample through any 2 techniques

9. Product design – construction of any one product

- Two cushion covers

Shoulder Bag with any fastner

Examination scheme:

Total Marks : 50 Marks

1. Major problem – 25 marks

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Construct any one garment  
 Drafting and cutting of a garment  
 Stitching and finishing of a garment

2. Minor Problem – 15 marks

Identification of textile yarn/fabrics  
 Tie and dye one sample using two colours and two different techniques/two samples of any clothing techniques

Internal – 10 marks

Following steps-

- Identification of the activity – nature, duration, number of participants etc.
- Plan of the activity – selection of venue, resource management (men, material/infrastructure, and money), and delegation of responsibility.
- Scheduling of the activity
- Publicity of the activities
- Organising the activity
- Overall supervision
- Report writing

Examination scheme:

Total Marks : 50 marks

1. Major Problem: 20 Marks

Plan strategy to publicise the chosen extension activity and prepare any one aid out of them.

2. Minor Problem : 15 Marks

Prepare financial budget for the planned activity or prepare scheduling of activities according to allotted time.

3. Viva : 5 Marks

4. Internal : 10 Marks

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EXTENSION EDUCATION AND COMMUNICATION (THEORY PAPER VI)

Maximum Marks: 50

Minimum Marks: 18

Teaching Workload: 3hrs/week

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Total teaching workload: 72 hours/year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. To make the students understand the concept of extension and its related aspects.</li> <li>2. To understand the support of national and international agencies in extension.</li> <li>3. To sensitize the students and help them to understand the process of communication and its importance in extension teaching.</li> </ol>                                                                                                                                                                                                                                                                                                               |
| Contents                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Unit-I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>Extension Education</p> <ol style="list-style-type: none"> <li>1. Concept and Meaning – Non Formal Education, Formal Education, Informal education, Extension Education</li> <li>2. History of Extension Education in Indian</li> <li>3. Objectives and principles of Extension Education</li> <li>4. Role and qualities of extension worker</li> <li>5. Extension teaching methods- Personal, Group and mass approach</li> <li>6. Basic knowledge of flagship development programmes of the Government of India in reference to objectives, target groups, activities, organizational structures and financial support</li> </ol>                                                                       |
| Unit-II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <ol style="list-style-type: none"> <li>7. Communication <ul style="list-style-type: none"> <li>• Concept, meaning and process of communication</li> <li>• Elements and models of communication – Aristotle, Leagens Shannon and Weaver Model</li> <li>• Functions and barriers of communication</li> </ul> </li> <li>8. Audio visual aids <ul style="list-style-type: none"> <li>• Meaning and use of audio visual aids</li> </ul> </li> <li>9. Classification of audio visual aids- Projected and non projected (visual, audio and audio visual aids)</li> <li>10. Media <ul style="list-style-type: none"> <li>• Basic concepts of traditional and modern methods of communication</li> </ul> </li> </ol> |

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- Relative advantage and limitations of traditional and modern methods of communication

UNIT – III

11. Support structure and function-

- Panchayati Raj – Concept, objectives, and structural organization. Role of Panchayati Raj for Women empowerment
- Village organisations – Village school, Yuva Mandal, Mahila Mandal, Cooperatives and KVK's
- Role of ICCW, UNICEF, ICMR, NIPCCD, CSWB

References:-

1. Dahama Op (1988). Education and communication for development. Oxford and I BH Publishing Co. Pvt. Ltd. New Delhi.
2. Supe SV (1997). An Introduction to extension Education. Oxford BH Publishing Co. Pvt. Ltd. New-Delhi.
3. Jain R (1993). Mass Media and Rural Development, Vol. III Manak Publication Pvt. Ktd. New Delhi.
4. Pankajam G (2000) Extension – Third Dimension of Education. Gyan Publishing house. New-Delhi
5. हरपालानीबी.डी. 1998 : गृहविज्ञान में प्रसार शिक्षा, स्टारपब्लिकेशन, आगरा
6. शॉ, सुगीता, पुष्पा और शॉजामस शीला 2011:प्रसार शिक्षा, श्री विनोद पुस्तक मन्दिर, आगरा-2

EXTENSION EDUCATION AND COMMUNICATION (PRACTICAL VI)  
 (Based on the institution's choice)

Vocation Oriented Practical (in the form of training, internship, demonstration)  
 One practical to be selected by the institution based on the available infrastructure and facilities.

One of the following three practicals to be selected by the institution.

- Food Printing
- Dyeing & Printing
- Extension Activity Management

The student has to opt for the practical selected by her institution.

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### FOOD PRESERVATION

Maximum marks: 50

Minimum marks: 18

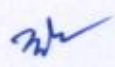
Teaching workload: 2 practical/week (2 hours/practical)

Objectives:-

1. To enable the students to develop skills in food preservation.
2. To encourage the students to use these skills at small scale level.

Content:

1. Theory of Preservation : Need, importance, principles of food spoilage, principle of food preservation, various methods of food preservation.
  2. Development of skills in preparation of:
    - Dried fruits and vegetables
      1. Sun drying (Curry leaves, mint, methi, coriander cauliflower, amla, kair-sangri, guar-fali, amchur, onion, peas, kachri, red chillis)
    - Papad & Magodi
    - Juices
      - i. Aloe Vera
      - ii. Squashes
      - iii. Lemon
      - iv. Orange
      - v. Pineapple
    - Syrups
      - i. Rose
      - ii. Khas
      - iii. Chandan
      - iv. Jellies
      - v. Karonda
    - Jams
      - i. Apple
      - ii. Mixed fruits
- A. Preserve (Murabba)

  
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## SESSION-2022-23

- i. Carrot
- ii. Amla
- B. Ketchup, sauce and chutney
  - i. Tomato ketchup
  - ii. Garlic chutney
  - iii. Tomato chutney
  - iv. Imli chutney
- Canning and bottling
  - i. Green pea
  - ii. Apple
  - iii. Cauliflower
  - iv. Frozen vegetable
    - \* Peas
    - \* Carrot
    - \* Cauliflower
    - \* Mango Pulp
- Pastes & Purees
  - i. Onion
  - ii. Garlic
  - iii. Ginger
  - iv. Tomato Puree
- Pickles
  - i. Mango
  - ii. Mix Vegetables
  - iii. Kair
  - iv. Chilli
  - v. Lemon
- Requirements to start a small scale unit
  - i. Equipments
  - ii. Finance
    - \* Loan options

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\* Budgeting – calculation of selling price of the product  
 \* Book keeping

Examination Scheme:

Total Marks: 50 Marks

1. Major problem : 25 marks  
 Planning and preparation of any one preserved food.
2. Minor problem : 15 marks  
 Calculation selling price of a given product
3. Internal : 10 marks

DYEING AND PRINTING

Maximum Marks: 50

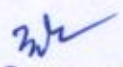
Minimum Marks:18

Teaching workload: 2 practical/week (2 hours/practical)

Contents

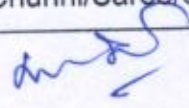
Make a scrap book with following

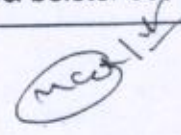
1. Different types of motifs
  - Floral-Natural and stylized
  - Human-Natural and stylized
  - Animal-Natural and Stylized
  - Abstract
  - Geometrical
2. Make samples of different methods of printing and dying
  - Tie & Dye techniques (10 samples with different techniques)
    - i. Marbling
    - ii. Pleating & binding
    - iii. Knotting
    - iv. Twisting and coiling
    - v. Bandhej
    - vi. Stitching (Shibori)
    - vii. Pegging, etc

  
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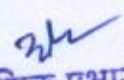
Make any one Product – Table cloth with 6 napkins/Chunni/Saree/cushion& bolster set

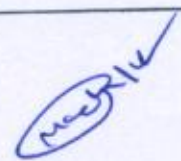


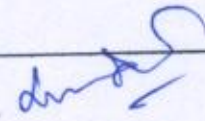


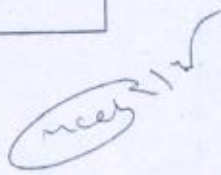


|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Printing-             <ul style="list-style-type: none"> <li>i. Block printing (samples)                 <ul style="list-style-type: none"> <li>* Butti block to create all over effect</li> <li>* Borders &amp; corners</li> </ul> </li> </ul> </li> </ul> <p>Make any one Product – Table Mats/Table Napkins/Runner</p> <ul style="list-style-type: none"> <li>ii. Screen printing (Samples)</li> </ul> <p>Make any one Product – Table mat/ 'T' shirt/Cushion cover</p> |
| Examination scheme :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>Total Marks : 50 marks</p> <ol style="list-style-type: none"> <li>1. Major Problem – 25 marks<br/>Make a design for a product by combining any two techniques e.g. tie and dye, block and screen.</li> <li>2. Minor Problem – 15 marks<br/>Make a sample of tie and dye using two colors and two techniques</li> <li>3. Internal Marks – 10 marks</li> </ol>                                                                                                                                                     |
| <b>EXTENSION ACTIVITY MANAGEMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>Maximum Marks:50</p> <p>Minimum Marks:18</p> <p>Teaching workload: 2 practical/week (2 hours/practical)</p>                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. To impart knowledge regarding process of extension activity management.</li> <li>2. To develop the skills in organizing extension activity at the community level.</li> </ol>                                                                                                                                                                                                                                                                          |
| <ol style="list-style-type: none"> <li>1. Theoretical understanding of process of programme/extension activity management.</li> <li>2. Organise following extension activities from the area of home science:             <ul style="list-style-type: none"> <li>• Workshop/seminar</li> <li>• Fair</li> <li>• Exhibition</li> <li>• Rally</li> </ul> </li> </ol> <p>Could be taken up in rural/urban/slum community in a group on the basis of following steps –</p>                                               |

  
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- Identification of the activity – nature, duration, number of participants etc.
- Plan of the activity – selection of venue, resource management (men, material/infrastructure, and money), and delegation of responsibility.
- Scheduling of the activity
- Publicity of the activity
- Organising the activity
- Overall supervision
- Report writing

Examination scheme:

Total marks: 50 marks :

1. Major Problem – 20 marks  
Plan strategy to publicise the chosen extension activity and prepare any one aid out of them.
2. Minor Problem – 15 marks
3. Viva : 5 Marks
4. Internal : 10 Marks

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*(Handwritten signature)*  
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