



# University of Rajasthan

## Jaipur

# SYLLABUS

(Three/Four Year Under Graduate Programme)

## B.A. – Home Science

**I & II semester 2025-2026**

**III & IV semester 2026-2027**

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# V & VI semester 2027-2028

## Structure of Four Year's Bachelor of Arts (Home Science)

<b>Programme Code</b>	<b>UG9101</b>	<b>Programme Faculty</b>	<b>Arts</b>	<b>Programme Name</b>	<b>Four Year Bachelor of Arts (Home-Science)</b>
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**Eligibility / Pre-requisite of the Programme-12<sup>th</sup> Class from CBSE or Rajasthan Board or recognised Board**

**Degree Name -Four Year Bachelor of Arts (Home- Science)**

**Entry and Exit Policy**

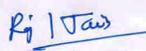
### SEMESTER-I

<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
HSC 51T 151	Family Resources Management Theory	Discipline Centric Core (Major)	4	0	0	4
HSC 51P 152	Family Resources Management Practical	Discipline Centric Core (Major)	0	0	2	2
<b>Total Credit</b>						<b>6</b>

### SEMESTER-II

<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
HSC 52T 153	Food and Nutrition Theory	Discipline Centric Core (Major)	4	0	0	4
HSC 52P 154	Food and Nutrition Practical	Discipline Centric Core (Major)	0	0	2	2
<b>Total Credit</b>						<b>6</b>

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**SPROGRAME CODE – UG9101****Programme Faculty – Arts****Programme Name- Four Year Bachelor of Arts (Home- Science)****SEMESTER – I****CORE COURSE I**

<b>Code of the Course</b>	<b>Title of the Course</b>	<b>Level of Course</b>	<b>Credits of course</b>
HSC 51T 151	Family Resource Management Theory	5	4
HSC 51P 152	Family Resource Management Practical	5	2
<b>Type of Course</b>		<b>Delivery Type of the Course</b>	
Major		<b>Theory-</b> Lecture, Sixty Lecture including diagnostic and formative assessments - during lecture hours <b>Practical-</b> Laboratory work and field visits.	
<b>Prerequisites</b>	Central Board of Secondary Education or equivalent.		
<b>Course Outcome (Theory)</b>	<ul style="list-style-type: none"> <li>To understand the meaning of resource management concepts related to space management.</li> <li>To apply managerial process to the management of time, energy and money.</li> <li>To understand saving, investment and credit pattern of family.</li> <li>To increase awareness about consumer problems, rights, responsibilities &amp; protection laws</li> </ul>		
<b>Course Outcome (Practical)</b>	<ul style="list-style-type: none"> <li>To help students understand various banking procedures.</li> <li>To help students understand house planning and interior decoration.</li> </ul>		

**HSC 51T 151-Family Resource Management**

Theory Credit -4

60 Hours

Max. Marks: 20+80 marks

Min. Pass Marks: 8+32 marks

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**UNIT-I Housing****15**

- Function & family need of housing
- Principles of house planning: aspect, prospect, grouping of room, roominess, privacy, orientation, circulation, flexibility, spaciousness, aesthetics economy, ventilation services
- Site selection:
  - Vegetation:
  - size
  - soil types (drainage)
  - contour (shape)
  - orientation
- Elements of arts and design as related to interior decoration with specific reference to color and light

**UNIT -II Interior designing****15**

- Principles of arts and design
- Furniture
  - Types of furniture
  - Selection use & care
  - Arrangement of furniture in various rooms
- Kitchen planning, importance of counters, storage, principles, working heights.
- Household waste & its management

**UNIT-III RESOURCE MANAGEMENT****15**

- Meaning, definition and importance of home management
- Process of management:
  - planning,
  - Organization,
  - Implementation,
  - controlling and evaluation
- Introduction to motivational factor (meaning and types)
  - Values
  - Goals
  - Standards
  - Decision Making
  - Resources
- Management of Important Resources:
  - Time
    - Tools & Process
  - Energy
    - Process, Work Simplification
    - Classes of change
  - Money

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- Family Income, Budget
- Savings & Investment

#### UNIT-IV

15

- Table setting & etiquettes
- Flower decoration
  - Basic equipments
  - Vases and containers
  - Preparing plant material
  - Shaping an arrangement
- Consumer problems, rights & responsibilities
- Seeking redressal to consumer problems with special reference to consumer courts

#### **Suggested books and reference including links to e-resources –**

- Agarwal S (2009). Grah Prabandh Manual. Shivam book house. Jaipur.
- Birrel Verla 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
- Bryan Lawson (1980). How Designer Think. Architectural press Ltd.
- David H, Bangs Jr. The market planning guides. Gougotera Publishing. 3<sup>rd</sup> Ed
- Don Welers (1974). Who buys- A Study of the Consumer.
- Donnelly JH, Gibson JL and Ivancevich JM (1995). Fundamental of Management. Chicago.
- Fisher CD (1997). Human resource management Chennai: All Indian publishers and distributors.
- Gillat M & Goldstein V (1967). Art Everyday Life. Oxford & IBH publishing Co. New Delhi.
- Goldstein M & Goldstein V (1967). Art Everything Life. Mc Graw hill Books Comp. Ltd. New York.
- Gross I & Crandall E (1963), Management for Modern families, Appleton Counter Contry Craft. New York.
- Gross IH Crandall, Crandall EW and Knoll MM (1980). Management for modern families. Macmillan.
- Halse Altert O (1978). The use of colour in interior. Mc Graw Hill Books Comp. Ltd. New York. 2<sup>nd</sup> Ed.
- Harburgsen Gaillhyn (1980). Design Concepts. Allyn & Bacon Inc.
- Kale MG (1998). Management and human resources.
- Kolter Philip, Armstrong Greg (1992). Principles of Marketing. Prentice Hall of Indian, New Delhi. 5<sup>th</sup> Ed.
- Leland, J. Gordon, Stewart, M, Lee (1974). Economics and consumer. S'Van Nostrand

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Co. New York. 7<sup>th</sup> Ed.

- Mullick, Premlata (2000). Textbook of Home Science. Kalyani Publishers, New Delhi.
- Nickell P and Dosery JM (1970). Management in family living. Wiley Eastern Ltd. New Delhi.
- Patani M (2010). Home Management. Star publication, Agra.
- Sethi M and Seetharaman P (1994). Consumerism- A growing concept. Phoenix Publishing House, New Delhi.
- Sherlekar SA (1990) Trade Practices & consumerism. Himalaya Publishing House, Mumbai.
- Steidle RE & Bratton EC (1968). Work in the Home. John Wiley and Sons. New York, London.
- Thomson CH (1970). Home with Character. Massachusetts. C. Health & Co. Lexington. III rd Ed.
- Varghese MA, Ogle M, Srinivasan K (1985). Home Management. Wiley Eastern Publishers, New Delhi.
- <https://www.skillshare.com/classes/Interior-Design-Basics-Simple-Steps-to-Your-Perfect-Space/822981848>
- [https://wec.ifas.ufl.edu/extension/Urban\\_Hort/Affordable\\_Housing/documents/4\\_1\\_Site\\_Selection\\_Analysis.pdf](https://wec.ifas.ufl.edu/extension/Urban_Hort/Affordable_Housing/documents/4_1_Site_Selection_Analysis.pdf)
- <https://www.udemy.com/course/architectural-design-and-house-planning/>
- <https://www.huduser.gov/portal/publications/pdf/Needs-Preferences.pdf>
- <https://www.hgtv.com/>

### Learning Outcome of the Course –

- Students will develop an insight in managing family resources i.e. time, money, and energy.
- The procedure of handling money and savings and investment will be learnt.
- There will be a general insight regarding consumer rights and responsibilities.
- Students will develop an insight in house planning and interior decoration

## HSC 5IP 152- Family Resource Management

**Practical Credit -2**

**30 Practicals (2 hours each)**

**Max. Marks: 10+40 marks**

**Min. Pass Marks: 4+16 marks**

- Project work on money management:  
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**10**



- How to open various accounts in the bank.
- Filling up of slips/forms of bank and post office.
  - i. Application for draft
  - ii. Cheques
  - iii. Withdrawal slip
  - iv. Money order form
  - v. Application for housing loan
- Floor decoration: Alpana, Rangoli & Mandana 2
- Flower arrangement: fresh and dry arrangements. 2
- Table setting 2
- Upcycle any one article from unused /waste item in ecofriendly manner (RRR) 2
- House plans: 12
  - Analysis of floor plans with respect to principles of house planning- Aspect, circulation, flexibility, roominess, and privacy.
  - i. Drawing of architectural symbols of house plan
    - ii. Architectural symbols of electricity plan
    - iii. Furniture symbols
  - Various income groups (LIG, MIG) floor planning with furniture arrangement
- **Scheme of Examination –**
  - **Total Marks:** 50 marks
  - **Major:** House plan/paper plan of rooms/ kitchen : 20 marks
  - **Minor - I:** Table setting/flower arrangement: 10 marks
  - **Minor - II:** Floor decoration/filling of forms: 10 marks
  - **Midterm - 10 marks**

**Suggested books and reference including links to e-resources –**

- Khanuja. Reena (2018) Grah Vyavasthaavam Grah Sajja. Agarwal Publications, Agra ISBN: 978-93-81124-96-3
- Patni Manju & Sharma Lalita, Grah Prabandh, Star publications Agra.
- Cherunilam, F., & Hedggade, O. D. (1987). Housing in Bombay: Himalaya Publishing House.
- Craig, H. T. and Rush, O. D. (1966). Homes with Character. Heath, 1966.
- Faulkner, R., and Faulkner, S., (1961). Inside Today's Home. Rev. ed., New York : Holt, Rinehart & Winston, Inc.
- Goldstein. H & Goldstein .V. (1954) Art in Everyday Life Macmillan Publishers.
- Rutt, A. H. (1963) Home furnishing, John Wiley & Sons, Inc.;
- Supriya , K. B. (2004). Landscape gardening and designing with plants. Pointer Publishers.

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- Teresa, P. Lanker. (1960). Flower Arranging: Step –by-step Instructions for Everyday Designs Florist
- [www.architecturaldigest.com](http://www.architecturaldigest.com))
- <http://www.goodhousekeeping.com/>
- <https://egyankosh.ac.in/handle/123456789/29686>
- <https://egyankosh.ac.in/handle/123456789/30021>
- <https://egyankosh.ac.in/handle/123456789/39165>
- <https://egyankosh.ac.in/handle/123456789/38016>

**Learning Outcome of the Course –**

- Students grasp knowledge in money management, house planning, and home decor.
- Acquire the ability to open and operate various bank accounts, fill out necessary forms, and understand financial transactions.
- Develop proficiency in floor decoration, flower arrangement, table setting, and cleaning techniques.
- Gain competence in creating architectural symbols and paper models for different rooms and kitchen layouts.

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**SEMESTER – II**  
**CORE COURSE II**

Code of the Course	Title of the Course	Level of Course	Credits of course
HSC 52T 153	Foods and Nutrition Theory	5	4
HSC 52P 154	Foods and Nutrition Practical	5	2
<b>Type of Course</b>		<b>Delivery Type of the Course</b>	
<b>Major</b>		<b>Theory-</b> Lecture, Sixty Lecture including diagnostic and formative assessments - during lecture hours <b>Practical-</b> Laboratory work and field visits.	
<b>Prerequisites</b>	Central Board of Secondary Education or equivalent.		
<b>Objectives of the Course (Theory)</b>	<ul style="list-style-type: none"> <li>• To learn about basics of nutrition, nutrients and metabolism.</li> <li>• To learn about meal planning for families and individuals.</li> <li>• To learn about Normal &amp; Therapeutic nutrition.</li> <li>• To learn about Nutritional problems of health importance.</li> </ul>		
<b>Objectives of the Course (Practical)</b>	<ul style="list-style-type: none"> <li>• To learn about basics of methods of cooking.</li> <li>• To learn the cooking of methods of various food groups.</li> <li>• To learn planning for Normal &amp; Therapeutic nutrition.</li> <li>• Learning to plan and prepare foods for various nutritional problems of public health importance</li> </ul>		

### HSC 52T 153-Foods and Nutrition

**Theory Credit -4**

**60 Hours**

**Max. Marks: 20+80 marks**

**Min. Pass Marks: 8+32 marks**

**UNIT I**

**10**

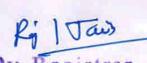
1. Definition of foods and nutrition, 5 basic food groups, balanced diet
2. Function of food:
  - Physiological – hunger, appetite, satiety
  - Psychological
  - Social, economic, cultural
3. Meal Planning
  - Importance and factors affecting meal planning
  - Sample menu for adult male and female

**UNIT II**

**18**

4. Functions, sources of:
  - Macro nutrients
    - i. Carbohydrates
    - ii. Proteins
    - iii. Fats

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- iv. Energy Metabolism
- Micro nutrients
  - i. Minerals – calcium, iron, iodine, fluorine
  - ii. Vitamins
    - Water soluble – B complex vitamins, vitamin C
    - Fat Soluble – A, D, E & K

**UNIT III****17**

5. Normal nutrition – dietary guidelines for:
- Pregnancy
  - Lactation
  - Infancy (with special emphasis on breastfeeding and complementary feeding)
  - Preschool child
  - School going children
  - Adolescent
  - Adult
  - Elderly person

**UNIT IV****15**

6. Therapeutic nutrition
- Modification of normal diet to therapeutic diet
  - Dietary management of the following:
    - i. Weight management – obesity, underweight
    - ii. Diseases of gastrointestinal tract –diarrhoea and constipation
7. Nutritional Significance of public health and their management:
- Protein Energy Malnutrition
  - Anaemia

**Suggested books and reference including links to e-resources –**

- Srilakshmi B (2011). Dietetics. New Age International Publishers
- Srilakshmi, B. Food Science , new Age International (P) Ltd. Publishers, New Delhi,
- Swaminathan MS(2010) AaharevamPoshan, NR Brothers,MY Hospital Marg, Indore,
- Kumud Khanna,Sharda Gupta, Santosh Jain Passi, Rama Sethi, Ranjana Mahna& Seema Puri (2005), Elite Publishing House Pvt. Ltd. Ansari Road, Darya Ganj, New Delhi
- Mudambi , S.R. and Rajagopal. M.V., 1997 Fundamentals of Foods & Nutrition, New Age International (P) Ltd, New Delhi.
- [https://www.who.int/health-topics/nutrition#tab=tab\\_1](https://www.who.int/health-topics/nutrition#tab=tab_1)
- <https://www.who.int/news-room/fact-sheets/detail/anaemia>
- <https://www.who.int/news-room/fact-sheets/detail/healthy-diet>
- <https://www.who.int/news-room/fact-sheets/detail/malnutrition>
- <https://www.who.int/news-room/fact-sheets/detail/obesity-and-overweight>

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- <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=NuAs6SreCGryddEfs4kkBA>
- <https://egyankosh.ac.in/handle/123456789/44151>
- <https://egyankosh.ac.in/handle/123456789/32947>
- <https://egyankosh.ac.in/handle/123456789/11137>
- <http://ecoursesonline.iasri.res.in/course/view.php?id=131>

### Learning Outcome of the Course –

- After studying the subject, the student will possess the basic knowledge of food groups, nutrients and basic metabolism related to nutrition in humans.
- This will further help them in the selection of healthy diet.
- Knowledge of various cooking methods and meal panning will enable them to cook and select healthy foods for themselves and their families.
- This subject will also give them basic understanding about nutritional needs in the various stages of life cycle and during disease.

## HSC 52P 154- Foods and Nutrition

**Practical Credit -2**

**30 Practicals (2 hours each)**

**Max. Marks: 10+40 marks**

**Min. Pass Marks: 4+16 marks**

**Methods of cooking: - Preparation of any four dishes by using the different methods of cooking (Steaming/Simmering/Frying/Baking/Roasting):**

- Preparation of Beverages – Tea (hot & iced), Coffee (Hot & Cold), Chaach, lassi, milk shakes, fruit punch (using squashes & fresh fruits), lemonade, jaljeera, aamla shake, aam panna, mocktails (any 2) **3**
- Cereal cookery – Chapaati, puri, Parantha, rice, Idli, (namak para, shakkar para), chowmein, pizza, sandwiches, Biscuit. Muthia. **6**
- Legumes & pulses - daal (plain & daal fry), rajma/chhole, kadhi mangodi, dahivada, dal pakodi, besan pakodi, sprout chaat, dal halwa. Dhokla, Cheela. **6**
- Vegetables –Dry Vegetables (for e.g.aalu gobi, methi aalu, arbi, bhindi), stuffed vegetables (bhindi, capsicum), vegetables with gravy (malai kofta, gatta, dum aalu, kadhai panner, shahi paneer), baked vegetables, soups (clear & cream). **4**
- Milk & Milk products – Paneer, khoa, curd, shrikhand, kheer, rabri, fruit custard, raita, fruit cream, Kheer **4**
- Savory food preparation- dosa, uttapam, mixed veg cutlets, hara bhara kabab, burger, samosa, kofta, kachori, vada, pav bhaji, sago khichri, bhelpuri. **5**
- Salads – vegetable, fruit. Mayonnaise and lemon-vinegar dressing. **2**

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- Sweets- jalebi, sandesh, laddu, coconut barfi, gujiya, fruit stew (apple and pear), pudding, cupcake, brownie 5

**Meal planning (with additional emphasis on nutritional problems) for: 25**

- Exchange Lists
- Adult man/woman
- Pregnant Woman
- Lactating Woman
- Packed lunch for school going child
- Elderly

**1. Scheme of Examination –**

- Practical exam (total 50 marks)
- Internal and record: 10 marks
- Planning of two recipes: 20 marks
- Preparation of two recipes: 20 marks

**2. Suggested books and reference including links to e-resources –**

- Khanna K, Gupta S, Seth R, Mahna R, Rekhi T (2004). The Art and Science of Cooking: A Practical Manual, Revised Edition. Elite Publishing House Pvt Ltd.
- Raina U, Kashyap S, Narula V, Thomas S, Suvira, Vir S, Chopra S (2010). Basic Food Preparation: A Complete Manual, Fourth Edition. Orient Black Swan Ltd.
- <http://ecoursesonline.iasri.res.in/course/view.php?id=184>
- <http://ecoursesonline.iasri.res.in/mod/page/view.php?id=19593>
- <http://ecoursesonline.iasri.res.in/mod/page/view.php?id=19575>

**Learning Outcomes-**

- The learners will be able to prepare various recipes from different food groups based on principles and methods of cooking.
- The learners will be able to plan appropriate meals for people from different stages of life.

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**SYLLABUS**

**(Three/Four Year Under Graduate Programme)**

**B.A. – Home Science I - VI**

**Semester Examination 2024-25**

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## Structure of Four Year's Bachelor of Arts (Home Science)

<b>Programme Code</b>	<b>UG9101</b>	<b>Programme Faculty</b>	<b>Arts</b>	<b>Programme Name</b>	<b>Four Year Bachelor of Arts (Home-Science)</b>
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**Eligibility / Pre-requisite of the Programme-12<sup>th</sup> Class from CBSE or Rajasthan Board or recognised Board**

**Degree Name -Four Year Bachelor of Arts (Home- Science)**

**Entry and Exit Policy**

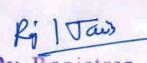
### SEMESTER-III

<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
HSC 63T 251	Human Development Theory	Discipline Centric Core (Major)	4	0	0	4
HSC 63P 252	Human Development Practical	Discipline Centric Core (Major)	0	0	2	2
<b>Total Credit</b>						<b>6</b>

### SEMESTER-IV

<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
HSC 64T 253	Textiles & Clothing Theory	Discipline Centric Core (Major)	4	0	0	4
HSC 64P 254	Textiles & Clothing Practical	Discipline Centric Core (Major)	0	0	2	2
<b>Total Credit</b>						<b>6</b>

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**PROGRAMME CODE – UG9101****Programme Faculty – Arts****Programme Name- Four Year Bachelor of Arts (Home- Science)****SEMESTER – III****CORE COURSE III**

Code of the Course	Title of the Course	Level of Course	Credits of course
HSC 63T 251	Human Development Theory	6	4
HSC 63P 252	Human Development Practical	6	2
<b>Type of Course</b>		<b>Delivery Type of the Course</b>	
<b>Major</b>		<b>Theory-</b> Lecture, Sixty Lecture including diagnostic and formative assessments - during lecture hours <b>Practical-</b> Laboratory work and field visits.	
<b>Objectives of the Course (Theory)</b>	<ul style="list-style-type: none"> <li>To make aware about different stages of life span with specific characteristics and challenges.</li> <li>To make understanding about the need of individual at every stage of development.</li> </ul>		
<b>Objectives of the Course (Practical)</b>	<ul style="list-style-type: none"> <li>To create clearing understanding of reflexes in child and their importance.</li> <li>To develop skill for developmentally appropriate activates and material for child.</li> </ul>		

**HSC 63T 251- Human Development****Theory Credit -4****60 Hours****Max. Marks: 20+80 marks****Min. Pass Marks: 8+32 marks****UNIT-I: Prenatal Development****15**

- (i) Meaning of life span development and Principle of Growth and Development.
- (ii) Conception and development during pre-natal stage.

**UNIT-II: Infancy and Childhood years****15**

- (i) Infancy- Reflexes, Development tasks.
- (ii) Childhood Years- (Early, Middle and Late Childhood)  
Developmental tasks, Importance of early childhood years (Physical, Motor, Mental, Social, Emotional, Moral and language learning experiences).

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**UNIT-III: Adolescence****15**

- (i) Development task and characteristics.
- (ii) Challenges, problems and its management in adolescence.

**UNIT-IV: Adulthood and Aging****15**

- (i) Adulthood- Development tasks and how to overcome the problems of this stage.
- (ii) Aging- Development tasks and the management of problems regarding ageing.

**Suggested books and reference including links to e-resources –**

- Narang D; ChabraN&Koradia K (2010).Adolescent girls: awareness rights and reproductive health, Pointer publishers, Jaipur
- Moorjani J; NarangD&Manika (2009).Bal Vikas Ka Manovigyan, ShriKavitaPrakashan, Jaipur
- Stewart, Clarke, A., Friedman, S. (1987). Child Development: Infancy through Adolescence. John Wiley and Sons, New York.
- Santrock, J. W. (1983). Life Span Development. Wm. C. Brown Publishers, Dubuque, Iowa.
- Freiberg, K. L. (1992). Human Development: A Life Span Approach. Jones and Bartlet Publishers, London.
- Papalia, D.E., Olds, S.W. and Feldman, R.D. (2004). Human Development (9th Ed). Tata McGraw- Hill Publishing Company Ltd. New Delhi.
- Berk, L.E.( 2004). Development through the Lifespan (3rd Ed). Pearson Education, Inc. New Delhi.
- Bhatt, N. (2007). Human Development- A Lifespan Perspective. Aavishkar Publishers. Jaipur
- Rice, F.P. (1992). Human Development: A Lifespan Approach. Prentice Hall. New Jersey
- Shaffer , D,R. and Kipp, K.( 2007). Developmental Psychology: Childhood and Adolescence( 7th Ed). Thompson Wadsworth. Australia
- Saraswathi, T.S.(2003).Cross-Cultural perspectives in Human Development: Theory, Research and Applications. Sage Publications. New Delhi:

**Learning Outcome of the Course –**

- The student will be able to understand the different developments throughout the lifespan.
- The student will be able to predict developmental milestones or delays across life span.
- The student will be able to apply developmental psychology principles to daily life throughout the lifespan.

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**SEMESTER – III****HSC 63P 252- Human Development****Practical Credit -2****30 Practicals (2 hours each)****Max. Marks: 10+40 marks****Min. Pass Marks: 4+16 marks**

1. Identifying the main reflexes of new born and infant. 3
  - Babinski reflex.
  - Grasp reflex.
  - Sucking reflex.
  - Swimming reflex.
  - Moro reflex.
  - Blink reflex.
  
2. Organizing and conducting various activities to enhance overall development of children in Nursery School/Anganwadi. 15
  - Physical and motor.
  - Creative.
  - Language
  - Mental.
  - Social.
  - Emotional.
  - Moral.
  
3. Visit to Preschool/Anganwadi/ day care centres/ NGOs working for women, children and elderly (Any three). 10
  
4. Prepare a report of the visit.
  - **Scheme of Examination –**
    - **Total Marks:** 50 marks
    - **Major:** Planning and execution of any developmental learning material for children of different age groups– 25 marks
    - **Minor - I:** Draw any two reflexes and explain/ prepare a perfroma for Visit to
      - Preschool/Anganwadi/ day care centres/ NGOs working for women, children and elderly: 15 marks
    - **Midterm - 10 marks**

**Suggested books and reference including links to e-resources –**

[Type here]



- Rice. F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice Hall.
- Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: TataMcGraw- Hill.
- Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. NewDelhi: Orient BlackSwan.
- <https://www.egyankosh.ac.in/bitstream/123456789/20744/1/Unit-2.pdf>
- [https://nios.ac.in/media/documents/376\\_ECCE\\_PDF/Book1/8\\_Stages\\_of\\_Child\\_Development\\_Prenatal\\_and\\_Birth\\_to\\_Three\\_Years.pdf](https://nios.ac.in/media/documents/376_ECCE_PDF/Book1/8_Stages_of_Child_Development_Prenatal_and_Birth_to_Three_Years.pdf)

### **Learning Outcome of the Course –**

- The student will be able to identify early detection of any abnormality through reflexes observation.
- The student will be able to plan prepare and conduct educational learning material for children and community.
- The student will be capable of assisting nursery schools and day care centres.

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**SEMESTER – IV**  
**CORE COURSE IV**

Code of the Course	Title of the Course	Level of Course	Credits of course
HSC 64T 253	Textiles & Clothing Theory	6	4
HSC 64P 254	Textiles & Clothing Practical	6	2
<b>Type of Course</b>		<b>Delivery Type of the Course</b>	
<b>Major</b>		<b>Theory-</b> Lecture, Sixty Lecture including diagnostic and formative assessments - during lecture hours <b>Practical-</b> Laboratory work and field visits.	
<b>Objectives of the Course (Theory)</b>	<ul style="list-style-type: none"> <li>• Acquaint students with basic knowledge of textiles and clothing.</li> <li>• Familiarize the students to make purchase decisions in selection of clothing.</li> <li>• Update the students with the recent innovations in the field.</li> <li>• Impart knowledge regarding traditional textiles and embroideries of India.</li> </ul>		
<b>Objectives of the Course (Practical)</b>	<ul style="list-style-type: none"> <li>• To develop a deep understanding of various textile fibers, yarns, fabrics, care techniques, and technical textiles.</li> <li>• To Master fundamental clothing techniques encompassing stitching, seams, pleats, and finishes for garment creation.</li> <li>• To Acquire proficiency in drafting child's bodice blocks, sleeves, and constructing 'A' line frocks with varied design elements.</li> <li>• To Explore embroidery basics and tie &amp; dye techniques to enhance garments creatively.</li> <li>• To Apply product design principles to craft functional and stylish items like cushion covers, a shoulder bag, and a zippered pouch.</li> </ul>		

## HSC 64T 253 Textiles & Clothing Theory

**Theory Credit -4**

**60 Hours**

**Max. Marks: 20+80 marks**

**Min. Pass Marks: 8+32 marks**

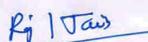
**UNIT-I: Textile Study**

**15**

➤ **Fiber**

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

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(b) Polyamide: Nylon,

(c) Rayon

➤ **Yarn**

- Simple Yarn
- Novelty yarn
- Textured yarn

**UNIT-II: Fabric:**

15

➤ **Different construction methods.**

- Weaving
- Parts of loom
- Steps in weaving
- Types of weaves: (a) Plain (b) Twill (c) Satin
- Knitting
- Felting
- Lacing
- Braiding

➤ **Sustainable textiles**

- Environmental Impact of Textile Production
- Eco-friendly Fabric Options
- Recycling and Upcycling in Textile Industry
- Ethical Labor Practices in Textile Manufacturing
- Innovations in Sustainable Textile Technologies

**UNIT-III: Apparel Finishing**

15

**Finishing:**

**Basic Finishes**

- Bleaching
- Sizing
- Desizing
- Singeing
- Tentering

**Functional finishes**

- Wash and wear
- Mercerising
- Sanoforizing
- Flame retardant
- Water resistant
- Moth proofing

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**Dyeing and Printing:**

- Classification of dyes
  - i. Natural
  - ii. Synthetic
- Classification of printing
  - i Direct
  - ii Resist
  - iii Discharge

**UNIT-IV: Apparel Selection and Care****15**

- Selection of suitable fabrics and garments for different ages — infants, toddlers, pre-school children, school going children, adolescents
- Climate, occasion, occupation, fashion, figure
- Clothing for people with special needs: maternity and lactation, old age and physically challenged.
- Selection of readymade garments
  - i. Appearance— Size, design, line and colours,
  - ii. Fabric- Durability, ease of care
  - iii. Workmanship- Cutting, sewing and finishing
  - iv. Cost & Fitting
- **Labelling**
  - i Textile fiber symbols
  - ii Care labelling symbols
- **Care and storage of**
  - i Cotton
  - ii Silk
  - iii Wool

**Suggested books and reference including links to e-resources –**

- Susheela Dhantiyagi "Fundamentals of Textiles and their care" Orient Longman Ltd. 4 edition 1983 Reprinted 1994
- Shrivastave. K.N and Gupta.M "Paramparagat Bhartiya Vastra" Hindi Granth Academy 2011
- Bela Bhargava (2003) "Vastra Vigyan avam dhulai kriya" University Book House Jaipur
- Joseph, M. L. (1988), Essentials of Textiles, 5th edition, Holt Rinehart and Winston, New York.
- Ruby Jain (2006). "Basic Stitching Processes" CBH Publications

**Learning Outcome of the Course –**

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- Understanding of the complete textile process from raw materials to finished textiles
- Knowledge of textile properties and their applications aiding in clothing selection
- Awareness of technical textiles, broadening perspectives beyond apparel wear
- Ability to select apparel for oneself and others based on gained knowledge
- Grasp of design principles and elements as a foundation, fostering interest in the subject
- Exposure to the rich traditional heritage of Indian textiles
- Attainment of basic knowledge in textiles and clothing
- Capability to identify and specialize in a specific area within the field

## SEMESTER – IV

### **HSC 64P 254- Textiles & Clothing**

**Practical Credit -2**

**30 Practicals (2 hours each)**

**Max. Marks: 10 + 40 marks**

**Min. Pass Marks: 4 + 16 marks**

- 1. Make a Scrap book of the following** **4 Practical**
  - Fiber samples
    - i. Cotton fiber from - (Muslin, 2x2 Rubia , 2xl poplin, Khadi)
    - ii. Silk fiber from- (Georgette, Chiffon, Crepe, Tussar, Mulberry,)
    - iii. Wool fiber from - Felt (wool)
    - iv. Jute fibre from -Gunny Bags & Ropes
    - v. Nylon fibre from -Plastic Cord
    - vi. Polyester fibre from -Sewing Thread
    - vii. Rayon fibre from -Artificial Silk Dupatta
  - Yarn: Ply, textured and metallic yarn
  - Fabric Samples: Woven, Knitted and Non-woven - Felt (wool)
  - Collection of care labels washing, ironing, dry-cleaning, bleaching
  - Fiber symbols (cotton, wool, silk)
  - Technical textiles: Bandages & Scotch Brite
- 2. Clothing techniques (sample of each)** **12 Practical**
  - 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

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- Placket opening — continuous wrap & two-piece placket
3. **Drafting of Childs Bodice block with sleeve block** **2 Practical**
  4. **Garment construction - 'A' line frock with any sleeve and Collar** **6 Practical**
  5. **Embroider the frock using few basic stitches** **2 Practical**
  6. **Tie & dye prepare two sample through any 2 techniques** **2 Practical**
  7. **Product design — construction of any one product** **2 Practical**
    - Two cushion covers
    - Shoulder Bag with any fastener
    - Pouch with zip

**Practical exam scheme: (Total 50 marks: Midterm 10 + EoSE 40 = 50)**

2. Major problem – 25marks  
Construct any one garment Drafting and cutting of a garment - Stitching and finishing of a garment –
3. 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
  - Midterm- 10 marks

**Suggested books and reference including links to e-resources –**

4. Armstrong, Pearson. (1995), Pattern making for Fashion Design, Fairchild Publication, New York 1995 (Indian Ed.)
5. Cream, Penelope.,(1996), The Complete Book of Sewing - A Practical Step by Step Guide to Sewing Techniques, DK Publishing Book, New York ,
6. Dorothy wood, the practical encyclopaedia of sewing, Anneess publishing Ltd, London.
7. Holman, Gillian. (1997), Pattern Cutting Made Easy, BSP.
8. Janace E. Bubonia. (2012), Apparel production terms and processes, Fairchild Books, New York. LOCF: HOME SCIENCE 36
9. Kallal, Mary Jo, (1985), Clothing Construction, Mc Millan Publishing Company, New York.
10. Norma Hollen, Jane Saddler, Anna L. Langford & Sara, J.,(1988) Textiles 6th ed., Macmillan Publication, New York.
11. Readers, Digest, Complete Guide to Sewing, The Reader's Digest Associations (Canada) Ltd. Montreal, Pleasantville, New York.
12. Thomas, A, (1986), the Art of Sewing UBSPD Publishers Distributors Ltd. New Delhi

**Learning Outcome of the Course –**

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- Proficient understanding of various fibers, yarns, fabrics, and technical textiles through comprehensive samples and collections.
- Mastery in diverse clothing techniques showcasing expertise in stitching, seams, pleats, and finishing methods.
- Competence in drafting a child's bodice block with sleeves and constructing an 'A' line frock with collars, sleeves, and embroidery.
- Proficiency in tie & dye techniques demonstrated through two unique samples and the construction of distinct products like cushion covers, bags, and pouches.
- Holistic skill development in textile materials, garment construction, design techniques, and product creation for versatile applications in the industry.

### **Structure of Four Year's Bachelor of Arts (Home Science)**

#### **PROGRAMME CODE – UG9101**

#### **Programme Faculty – Arts**

#### **Programme Name- Four Year Bachelor of Arts (Home- Science)**

#### **SEMESTER-V**

Course Code	Course Title	Course Type	L	T	P	Credit
HSC 75T 301	Extension Education And Communication Theory	Discipline Centric Core (Major)	4	0	0	4
HSC 75P 302	Extension Education And Communication Practical	Discipline Centric Core (Major)	0	0	2	2
		<b>Total Credit</b>				<b>6</b>

#### **SEMESTER-VI**

Course Code	Course Title	Course Type	L	T	P	Credit
HSC 76T 353	<b>Community Based Entrepreneurship Development Theory</b>	Discipline Centric Core (Major)	4	0	0	4
HSC 76P 354	<b>Community Based Entrepreneurship Development Practical</b>	Discipline Centric Core (Major)	0	0	2	2

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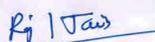
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		<b>Total Credit</b>	<b>6</b>
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**SEMESTER – V**  
**CORE COURSE V**

Code of the Course	Title of the Course	Level of Course	Credits of course
HSC 75T 351	Extension Education And Communication Theory	7	4
HSC 75P 352	Extension Education And Communication Practical	7	2
<b>Type of Course</b>		<b>Delivery Type of the Course</b>	
<b>Major</b>		<b>Theory-</b> Lecture, Sixty Lecture including diagnostic and formative assessments - during lecture hours <b>Practical-</b> Laboratory work and field visits.	
<b>Prerequisites</b>	Central Board of Secondary Education or equivalent.		

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<b>Objectives of the Course (Theory)</b>	<ul style="list-style-type: none"> <li>• To make the students understand the concept of extension and its related aspects.</li> <li>• To enable students, understand the importance, strategies for development and uses, advantages and limitations of audio-visual aids</li> <li>• To sensitize the students and help them to understand the process of communication and its importance in extension teaching.</li> <li>• To sensitize the students and help them to understand the flagship</li> </ul>
<b>Objectives of the Course (Practical)</b>	<ul style="list-style-type: none"> <li>• To develop skills in development of various audio-visual aids.</li> <li>• To develop skills in using audio-visual aids for effective communication</li> <li>• To develop skill in planning and execution of extension teaching methods</li> </ul>

**Theory Credit -4****60 Hours****HSC 75T 351 - Extension Education and Communication****Syllabus -****Max. Marks: 20+80 marks****Min. Pass Marks: 8+32 marks****Unit 1 Basics of Extension Education****15**

- |  |   |
|--|---|
| 1. Concept and Meaning- Non -Formal Education, Formal Education, Informal Education, Extension Education | 3 |
| 2. History of Extension Education in India   | 2 |
| 3. Recent advancements in Extension- E -extension and private extension                                  | 2 |
| 4. Objectives and principles of Extension Education  | 4 |
| 5. Role and qualities of extension worker  | 4 |

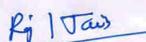
**UNIT-II Basics of Communication****12**

- |   |   |
|---|---|
| 6. Concept, meaning and elements of communication                             | 2 |
| 7. Types of Communication   | 2 |
| 8. Process of communication   | 2 |
| 9. Models of communication- Aristotle, Lagans, Berol's, Shannon- Weaver model | 2 |
| 10. Functions and barriers of communications                                  | 4 |

**UNIT-III Extension Teaching Methods and AV aids -****16**

- |  |   |
|--|---|
| 11. Audio visual aids: - Meaning and use of audio-visual aids  | 1 |
| 12. Classification of audio-visual aids- visual, audio- and audio-visual aids & Projected and non-Projected classification | 7 |

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13. Extension teaching Methods-Meaning and classification (Individual, Group and mass approach) and various methods of Individual, Group and mass contacts **8**

**UNIT IV Support structure and functions – 17**

14. Panchayati Raj – Concept, objectives, and structural organisation. Ans role of Panchayati Raj for Women empowerment **3**

15. Village organisations – Village-School, Youth- club, Self -help group, Cooperatives and KVK's **6**

16. Basic knowledge of flagship development programmes of the Government of India in reference to objectives, target groups, activities in the category of Women Development, Nutrition & Health, environment and employment generation.

**8**

**Suggested books and reference including links to e-resources –**

- Dahama OP (1988). Education and communication for development. Oxford and 1 BH Publishing Co. Pvt. Ltd. New Delhi.
- Supe, S.V. (1997). An Introduction to Extension Education. Oxford BH publishing Co. Pvt. Ltd. New-Delhi.
- Pankajam,G .(2000). Extension – Third Dimension of Education. Gyan Publishing House. New-Delhi.
- Uttam Kumar Singh and A K Nayak , (1997). Extension Education, Commonwealth Publishers in association with Dr. Zakir Hussain Institute of Non-formal and Continuing Education
- Reddy, R.S. (1999) – Adult and Non- Formal Education Common wealth Publisher.
- Sharma, S.R. (1997) – Reflections on Continuing and Non – Formal Education –Pointer Publisher, S.M.S. Highway, Jaipur.
- Singh dev Raj (1995) -Infrastructure Planning for non-formal Education – Commonwealth Publishers.

**Learning Outcome of the Course –**

- understand the concept of education and objectives, principles, and process of extension education
- describe the concept, process and types of communication
- role of development initiatives of government of India in the progress of country
- understand about the use and importance of teaching methods and AV aids
- understand International, National, and local support structure contributing to the development

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**SEMESTER – V**

**Practical Credit -2**

**30 Practicals (2 hours each)**

**HSC 75P 352- Extension Education and Communication**

**Max. Marks: 10 + 40 marks**

**Min. Pass Marks: 4 + 16 marks**

1. Development of skill in planning, preparation and use of visual aids (any-two) (10)

- Chart/Poster/ Power points presentation/ leaflet/folder

2. Development of skills in planning and use of extension teaching methods (any three)  
(12)

- Demonstration,
- Dram
- Role play
- Puppetry
- FGD

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- Exhibition
3. Visit to the developmental organization with special reference to their objectives, functions/activities and organization structure, facilities, achievements and challenges (any - two) **(8)**
- Aanganwadi
  - Self-help group
  - Youth club
  - NGO
  - PHC
  - Panchayati Raj Institute (Gram panchayat/Panchayat Samiti/Jila Parishad)  
Prepare, Present and discuss the report of visits
- 2. Practical exam scheme: (Total 50 marks: Midterm 10 + EoSE 40 = 50)**
- Planning and execution of any one teaching method- 25 marks
  - Preparation of an Visual Aid: 15 marks

**3. Suggested books and reference including links to e-resources –**

- Dahama O.P. (1988) : Education and Communication for Development, Oxford and IBH Publishing Co. Pvt. Ltd. New –Delhi
- Modi Bella: Designing Message for Development Communication and Audience Participation- Based Approach, Sage Publications, New Delhi, 1991.
- Devito, J. (1998) Human Communication. New York: Harper & Row.
- <https://www.egyankosh.ac.in/bitstream/123456789/59273/1/Unit2.pdf>
- <http://ecoursesonline.iasri.res.in/mod/resource/view.php?id=4374>
- <http://ecoursesonline.iasri.res.in/mod/page/view.php?id=47234>
- [https://monad.edu.in/img/media/uploads/Audio%20on%20Visual%20Aids%20\(BSC AG-415\)\(U-1,P-3\).pdf](https://monad.edu.in/img/media/uploads/Audio%20on%20Visual%20Aids%20(BSC%20AG-415)(U-1,P-3).pdf)
- <https://extension.oregonstate.edu/sites/default/files/documents/10551/preparingandusingvisualaids.pdf>

**Learning Outcome of the Course –**

- acquire skill in planning, use and execution of extension teaching methods
- acquire skill in use and preparation of visual aids
- understand the functioning of village developmental organizations

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**SEMESTER-VI**

<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>HSC 76T 353</b>	<b>Community Based Entrepreneurship Development Theory</b>	Discipline Centric Core (Major)	4	0	0	4
<b>HSC 76P 354</b>	<b>Community Based Entrepreneurship Development Practical</b>	Discipline Centric Core (Major)	0	0	2	2
		<b>Total Credit</b>				<b>6</b>

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**SEMESTER – VI**

Code of the Course	Title of the Course	Level of Course	Credits of course
HSC 76T 353	Community Based Entrepreneurship Development Theory	8	4
HSC 76P 354	Community Based Entrepreneurship Development Practical	8	2
<b>Type of Course</b>		<b>Delivery Type of the Course</b>	
<b>Major</b>		<b>Theory-</b> Lecture, Sixty Lecture including diagnostic and formative assessments - during lecture hours <b>Practical-</b> Laboratory work and field visits.	
<b>Prerequisites</b>	Central Board of Secondary Education or equivalent.		
<b>Objectives of the Course (Theory)</b>	<ul style="list-style-type: none"> <li>To make the students understand the concept of community development and its related aspects.</li> <li>To enable students, understand the importance, and strategies for entrepreneurial skills</li> <li>To do the need based assessment of to Community related Entrepreneurship Development</li> </ul>		
<b>Objectives of the Course (Practical)</b>	<ul style="list-style-type: none"> <li>To develop skills for Entrepreneurship.</li> <li>To develop skill in entrepreneurial skills and planning and execution of various enterprises.</li> </ul>		

**Theory Credit -4****60 Hours****HSC 76T 353- Community Based Entrepreneurship Development Theory****Max. Marks: 20+80 marks  
marks****Min. Pass Marks: 8+32****Community Based Entrepreneurship Development**

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**Theory credit-4****60 Hours.****UNIT I**

1. Community Based Entrepreneurship - Concept, focus, principles, characteristics, types and importance, advantages, limitations and challenges of Entrepreneurship at local, National and global level. 10
2. Entrepreneur – Concept, Meaning and Importance, Competencies, characteristics and types. 5

**UNIT II**

3. Process of Entrepreneurial Development - Idea generation, Feasibility Study and opportunity assessment. 5
4. Business Plan: meaning, purpose and elements, characteristics and need, points to be considered while formulation of successful business plans, Job creation, economic growth. 10

**UNIT III**

5. Enterprise Management and Networking- Managing Production, Organizing Production, input-output cycle. 5
6. Types of Resources – Physical, Human, Financial and Intangible, Selection and utilization of human resources and professionals like Accountants, Lawyers, Auditors, Board Members, etc. 10

**UNIT IV**

7. Product Quality and Packaging Management – importance and key aspects. 5
8. Financial Management - Meaning of Finance, Types and Sources of Finance, estimation of project cost. Unit of Sale; Unit Price and Unit Cost - for single product or service; Types of Costs for Start ups, Variable and Fixed; Profit Assessment. 10

**Suggested books and reference including links to e-resources –**

- <https://egyankosh.ac.in/bitstream/123456789/12463/1/Unit-4.pdf>
- <https://egyankosh.ac.in/bitstream/123456789/32344/1/Unit-3.pdf>
- [https://www.researchgate.net/publication/326912365\\_Community-Based\\_Entrepreneurship\\_A\\_Community\\_Development\\_Model\\_to\\_Boost\\_Entrepreneurial\\_Commitment\\_in\\_Rural\\_Micro\\_Enterprises](https://www.researchgate.net/publication/326912365_Community-Based_Entrepreneurship_A_Community_Development_Model_to_Boost_Entrepreneurial_Commitment_in_Rural_Micro_Enterprises)

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- **Learning Outcome** -This course will teach students about the basics of Entrepreneurship development and skills addressing the needs of the community.

### SEMESTER – VI

**Practical Credit -2**

**30 Practicals (2 hours each)**

**HSC 76P 354- COMMUNITY BASED ENTREPRENEURSHIP**

**Max. Marks: 10 + 40 marks**

**Min. Pass Marks: 4 + 16 marks**

**NOTE-** 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.**

- A. Nutrition Education activities
- B. Food Preservation
- C. Skills based Training for Preschool Teachers
- D. Dyeing and Printing
- E. First Aid and Home Nursing

*The practical is based on the needs of the community and The student has to opt any one of the options.*

### (A) NUTRITION EDUCATION ACTIVITIES

#### LEARNING OUTCOME

They shall be able to make a plan to impart nutrition education with the help of various IEC materials. The course will provide them basic skills for undertaking a nutrition education program in a community.

#### Objectives:

1. To gain insight on the concept and importance of Nutrition Education.
2. To develop skills in organising a Nutrition Education program.

#### Practicals:

1. Identification of nearby village/community/women's group/Aaganwari centre/college premises for Nutrition Education.
2. Preparation of IEC materials like – Posters, Charts, Flash Cards focusing IYCN
3. Demonstrations, Street Play, Puppetry on any of the suggested topic below.
4. Organise a Health camp in the selected area (height, weight, BMI, WHR, demonstration and display of the prepared IEC materials) for women and children.

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**Suggested Topics:**

- Nutritional care during pregnancy and lactation.
- IYCN
- Formulation and preparation of energy – protein rich snack for 3-6 years old child
- Growth Monitoring – taking body weight and plotting on growth chart (weight – for – age) and Nutrition counselling based on the results of growth chart
- Preparation of Nutrient rich dishes
- Hand – washing promotion.

**(B) FOOD PRESERVATION****LEARNING OUTCOME**

The students will learn skills for food preservation techniques. It will also teach them how to set up their own unit along with financial aspects. The course will enable the students to undertake food preservation as an enterprise.

**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.

**Practicals:**

Development of skills in preparation of

- 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

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- iii. Chandan
- iv. Jellies
- v. Karonda
- Jams
  - i. Apple
  - ii. Mixed fruit
  - iii. Preserve (Murabba)
  - iv. Carrot
  - v. Amla
  - vi. Ketchup sauce and chutney
    - vii. Tomato Ketchup
    - viii. Garlic Chutney
    - ix. Tomato Chutney
    - x. Imli Chutney
- Canning and bottling
  - i. Green pea
  - ii. Apple
  - iii. Cauliflower
  - iv. Frozen vegetables- Peas, Carrots, Cauliflower, Mango Pulp
- Pastes & Purees
  - i. Onion
  - ii. Garlic
  - iii. Ginger
  - iv. Tomato Puree
- Pickles
  - i. Mango
  - ii. Mix Vegetables
  - iii. Kair
  - iv. Lasoda
  - v. Chilli
  - vi. Lemon
- Requirements to start a small scale unit
  - i. Equipments
  - ii. Finance- Loan options, Budgeting – calculation of selling price of the product, Book keeping

### (C) SKILLS BASED TRAINING FOR PRESCHOOL TEACHERS

#### LEARNING OUTCOMES

[Type here]

Early childhood years (birth to 8 years) are crucial for the development of children which is greatly influenced by early stimulation (birth to 3 years) and preschool education (3-8 years). This will cater to the needs of working parents/mothers who seek for safe custody of their children in crèches, preschool and day care centres. Early childhood educator plays a major role in shaping the development and laying strong foundation of young children. This practical will be useful for students to learn the skills and knowledge required to be an effective early childhood educator.

### **Objectives:**

1. To develop skills in organising various developmentally appropriate activities for young children.
2. Develop hands-on skills in activity planning, classroom management, and education
3. Promote use of educational aids, storytelling, play, and technology.
4. To develop insight about administration, management and supervision of early childhood Education Centres i.e. Crèches, Preschools and day care centres.

### **Practicals:**

1. Identify a nearby ECCE centre, (crèches, preschool and day care centre) and Prepare a chart of development milestones for age groups -3–5 yrs, and 6–8 yrs.
2. Design a theme-based activity plan for one week (e.g., my family, our helpers, fruits, colours etc).
3. Prepare any two teaching aids (flashcards, puppets, charts) for different concepts ( physical and motor skills, language, social, emotional, and cognitive development)
4. Prepare and perform (one each ) (i)Story sessions using props, puppets and (ii) action songs/rhymes focusing on motor coordination.
5. Set up a classroom corner with activity zones (reading, play, art, quiet).
6. Conduct a case study on one child and document behaviour in terms of physical and motor skills, language, social, emotional, and cognitive development.

## **(D) DYEING AND PRINTING**

### **LEARNING OUTCOMES**

[Type here]



After doing the course the students will be able to be self-employed as they will master the art of dyeing and printing. Rajasthan is a fertile place where enough infrastructure is available in this area so any related vocation can be started or else they can join as an expert in the area of dyeing and printing.

**Objectives:**

1. To introduce and teach students about different motifs and dyeing and printing techniques.
2. To enable students to make a product using dyeing printing techniques.

**Practicals:**

Make a scrap book with following

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

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

- Printing –
  - i. Block printing (samples)
    - Butti block to create all over effect
    - Borders & corners

Make any one Product – Table Mats/Table Napkins/Runners

- ii Screen printing (Samples)

Make any one Product – Table mat / 'T' shirt /Cushion cover

-

[Type here]



**(E) FIRST AID AND HOME NURSING****Practical Credit -2****30 Practicals 2 hours each****Max. Marks :10+40 marks****Min.Pass****Marks 4+16 marks****LEARNING OUTCOME**

The student will be enabled to provide basic first aid and home nursing

**Objectives:**

- 1 To teach students about basic principles of first aid.
2. To teach students about basic principles of home nursing.

**Practicals:****1.Basic Principle of First Aid /Emergency Care**

Scene safety ,Check response, Call for help.

**1. Road Traffic Accident/ Injury**

Common injuries management

- Bleeding
- Fracture

**3.Time Sensitive Emergencies**

- Stroke(brain Attack)
- Breathing difficulty
- Heart Attack-CPR;Recovery position

**4.Common Emergencies**

- Choking
- Seizures (Fits)
- Nasal Bleeding
- Heat stroke

**5.External Emergencies**

- Drowning
- Electric current
- Burn
- Heat Stroke
- Dog Bite
- Snake Bite

[Type here]

## **6. Home Nursing**

- Care in infectious disease- fomites, sponging, Ventilation, Isolation
- Prevention of spread of infection
- Disinfecting at home
- Care of elderly and Physically challenged individuals

[Type here]

