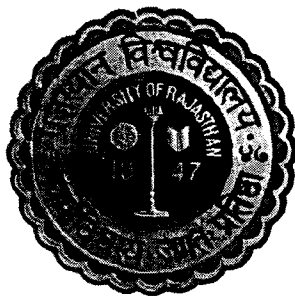


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University of Rajasthan Jaipur

SYLLABUS

B.Sc. (Home Science) PART-III

2016

UNIVERSITY OF RAJASTHAN
JAIPUR
SYLLABUS

Scheme of Examination and
Course of Study

FACULTY OF SCIENCE
B.Sc (HOME SCIENCE)
PART III Examination, 2016
(10+2+3 Pattern)

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B.S.C. HOME SCIENCE PART—III

The number of papers and the maximum marks for each paper together with the maximum marks required for a pass are shown in the scheme of examination against each subject separately. It will be necessary for a candidate to pass in theory parts as well as practical part of a subject paper, wherever prescribed, separately. Classification of successful candidates shall be as follows:

First Division : 60% of the aggregate marks obtain in all the papers and their practicals excluding those which are

Second Division 50% termed as 'qualifying papers' at the Part I, Part II, Part III examinations taken together.

All the rest will be declared to have passed the examination. If they obtain minimum pass marks viz. 36% in each paper, no division shall be awarded at the Part I and Part II examinations.

Distribution of papers :

The candidates shall be required to offer all the papers under the heading 'Qualifying Papers'. The marks of papers for 'Qualifying Papers' shall not count towards the Division. The candidates are required to pass in the theory as well as practicals separately.

Scheme for B.Sc. Home Science Part III

Paper	Subjects	Duration of Exam	Max Marks	Min Marks	No of Hr/wk
XV	Apparel Construction	3 hrs.	50	18	2
	Practical	3 hrs.	100	36	4
XVI	Programme Management	3 hrs.	100	36	4
	Practical	3 hrs.	50	18	2
XVII	Marriage Family and Parenting	3 hrs.	100	36	4
XVIII	Family and Community Nutrition	3 hrs.	100	27	4
	Practical	3 hrs.	50	18	2
XIX	Interior Space designing	3 hrs.	100	36	4
	Practical	3 hrs.	50	18	2
XX	Entrepreneurship Development Project)	Internal Evaluation	50	18	2
	Total		750	20+10 = 30	

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Paper - XV
B.Sc. Honours
Apparel Construction

Theory : 2 hrs

Max. Marks : 50

1. Importance of Clothing
2. Social and Psychological aspects of clothing
 - Functions of clothing
 - Theories of clothing
 - Clothing in relation to status, culture and rituals
 - Individuality and conformity
 - Conspicuous consumption and evaluation
3. Introduction to fashion
 - Fashion terminology
 - Sources of fashion
 - Fashion cycle and seasons
 - Factors favouring and retarding fashion
- Body measurements
 - Importance of taking body measurement and its relation to sizes
 - Important body landmarks
- Methods of pattern making
 - Drafting
 - Flat pattern—Principle and rules
 - Draping
- Paper patterns and layout
 - Difference between drafts, design drafts, and paper patterns
 - Different types of layout cross wire, longitudinal, open and combination.
 - Layouts on different fabric width and fabric types (directional, checks, stripes and bold prints)
 - Calculation & material required
- Selection of suitable fabrics and garments for
 - Age—infants, toddlers, pre-school children, school going children, adolescent
 - Climate, occasion, occupation, fashion, figure, and design.
 - Clothing for people with special needs, maternity and lactation period, old age and physically challenged.

1. Sree Doongaji & Rashmi Despande, Basic Processes of Clothing Construction.
2. Bane A. (1974) Tailoring, McGraw Hill.
3. Brey, N (1978) Dress Patterns

8. Fitting

- Factors affecting good fit, common problems and remedies for fitting defects
9. Selection of Readymade garments—Sizes, selection of undergarments and outer wear.
 10. Industrial machines for
 - Cutting—Round knife, straight knife, Bond knife machines.
 - Fusing—Collars, cuffs and facing
 - Sewing—Double needle machine, zig zag, machine, overlock machine, bartack machine, button sewing/button hole machine, eyelet machine, pocket crease machine, perforating machine, collar turners, hem machine
 - Embellishment
 - Finishing—Laundry and stain removal
 11. Computer application/automation in garment manufacturing.

Practical : 4 hrs/wks

M.M. : 100

1. Hand stitches

Functional : Temporary and permanent, basting, Heming, running, back stitch, slip stitch, button hole, invisible, overcasting, slab stitch.

Applique work and lace attachment

Patch work, darning

Introduction to motion : fasteners and their application

2. Taking body measurements for different types of garments.
3. Introduction to sewing machine and its functions, recognizing the parts and their function, basic operations; straight curve, spiral, reverse and corners.

Seams :

Plain seam and finishing

Enclosed seam—Run N fell, French seam

Decorative seams—lapped

4. Construction of Child's and Adult Bodice block
5. Design drafts for Drafting and construction of samples for plain and puff sleeve nagofar flare
Mandarin and peter-pan collar, cape convertible collar.

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Practical
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Adaptation and development of design drafts for slim skirt, A line panelled skirt, around and Nighty.
 Drafting & Construction of ~~Garments~~
 Infant wear : Frock with ~~gathers/pleats/flare/yoke~~
 Children : Bush-Shirt-short/sleeveless/skirt/top skirt.
 Women : Saree Blouse, Ladies Kameez/Kurta/Churidar/Salwar
 Edge finishing-Shaped facing, bias facing & bindings and bands.
 Pocket-Patch pocket and variation
 Plackets—Even hem, wrap and projection, continuous wrap, kurta
 placket and slit opening with suitable fastness including zipper.
 Disposal of fullness
 Tucks, gathers
 Pleats—Knife, box, inverted box.

Paper XVI

Programme Management

Theory : 4 hrs/wks. ~~Therapy~~ Max. Marks : 100
 Objectives

- enable the students
- to develop skills in community organization,
- to appreciate collective action of weaker sections of people for their own development.
- to understand the community dynamics and its influence on different sections of the community.
- to study the ideology of organizing people in development.
- to understand the pattern of leadership in the community—traditional and emerging.
- to understand the process of organizing people for their own development.
- to understand and design programmes scientifically, at village level/urban slum.
- to impart skills to implement, monitor and evaluate programmes.

Course content:

Unit-I

Community organization—Concept and meaning; role in development; Role of Community organizer.
 Community organization process—Planning and integration.

3. Phases of Community organization.,
4. Propagatory.
5. Setting Down
6. Stabilization

Unit-II

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

References

1. Shree Doongaji & Rashmi Deshpande, Basics Processes of Clothing Construction.
2. Bane A. (1974) Tailoring, McGraw Hill.
3. Brey, N. (1978) Dress Patterns

Unit-III

1. Programme Planning—Objectives, Principles and scope; the process of programme planning.
2. Designing a village level extension programme.
3. Tools and techniques of situation analysis—Participatory methods and approaches, social mapping focused group discussions, Interview, Role plays etc.
4. Developing programme indicators.
5. Programme implementation.
6. Appraisal, monitoring and evaluation.
7. Report Writing.

References

1. Dahama, O.P. (1988) : Education and Communication for Development, New Delhi, Oxford and IBH Publishing Co. Pvt. Ltd.
2. Ghosh Bholu Nath : Rural Leadership and Development—1996, Mohit Publications, New Delhi, 110002.
3. Journal of Rural Development, The National Institute of Rural Development, Rajendranagar, Hyderabad-500029.
4. Kurukshetra, Director, Publications Division, Ministry of I & B. Government of India, Patiala House, New Delhi 110001.
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7. Mohsion Nadeem, (1985), Rural Development through Government Programmes, New Delhi, Mittal Publications.
8. Oakley, Peter and David Marsden (1984). Approaches to Participation in Rural Development, Geneva, ILO.
9. Social Welfare, Central Social Welfare Board, Samaj Kalyan Hbavan, V-12, Tana Crescent, Institutional Area, South of IIT,

New Delhi-110016.

10. इन्देदिया सुन्दरलाल, मेहता सुरेशचन्द्र, नेतृत्व एवं प्रसार शिक्षा, प्रथम संस्करण, 1993ए राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।

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Practical

Practical : 2 hrs/wks

Max.Marks : 50

Objectives

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

Course Content

1. Participatory need assessment of community.
 2. Social mapping of various, infrastructures e.g. health, education, resources, GO's and NGO's at community level. (Village/Urban Slum)
- Programme Planning based on need assessment at Community level.

valuation Marks	50
uration of Exams	2 hrs.
ternal assessment	30 Marks

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8531, पुराणा, हिन्दी प्रायः अकादमी, काठमाडौं

Paper XVII

Marriage, Family and Parenting

Theory : 4 hrs/wks (Theory) Max.Marks : 100

Objectives

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

Unit-I

- Goals, significance and functions of marriage.
- Alternatives to marriage : co-living, being single.
- Adjustments and problems in marriage : desertation, separation, divorce, widowhood and remarriage.
- Legal aspects of marriage and marital counselling.
- Family : Composition, structure, classification and functions.
- Families in different ecological settings: Urban, urban slums, rural and pavement dwellers; Impact of socio-economic conditions, education on family and the individual, employment and resources.

Unit-II

- Significance of good parenting.
- Parenting styles; parent-child relationships.
- Parenting together roles and responsibilities in changing scenario.
- Supportive-care system-grand parents, siblings, other members in family, community, day-care and creches.
- Significance and objectives of early childhood care and development including psycho-social care and its impact on

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health and nutrition of the child particularly on brain development.

- Major philosophies of early childhood education. Western and Indian philosophers—Rousseau, Froebel, Montessori, Pestolozzi. Project head-start Tarabai Modak, M.K. Gandhi, Ravindernath Tagore, Giju Bhai Badeka.

Unit III

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

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- Anthony Giddens, *Sociology Polity* (2nd Ed), Press.
- Bill R. Gearheart, Mel W. Weishahn and Carol J. Gearheart, *The exceptional student in the regular classroom* (5th Ed), Macmillan Publishing Company, New York.
- Bryan Strong and Christine Devault, *The marriage and family experience* (4th Ed) West Publishing Company. Mary Ann Lamanna and Agnes Ricdmann.
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- Charles W. Telford and James M. Sawrey, *The exceptional individual* (3rd Ed.) Prentice-Hall, Inc. Englewood Cliffs, New Jersey.
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M.M. Krishna Reddy, *Marriage, Population and Society*, Kaniksha Publishers, Distributors, New Delhi.

Rathnaswamy, *Marriage, Divorce and morality*, Deep and Deep Publications, New Delhi.

Richard P. Applebaum and William J. Chambliss, *Sociology*, Harper Collins College Publishers.

William L. Heward and Michael D. Orlansky, *Exceptional Children*. (4th Ed.) Macmillan Publishing Company, New York.

William L. Orlansky, M.D. (1992) *Exceptional Children*. Columbus Merrill.

Yesseldyke, J.E., & Algozine, B.C. (1998). *Special education : A practice approach for teachers*: New Delhi : Kaniksha Pub.

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Prof. Registrar

Prof. Registrar
M. Approval

Prof. Registrar

Paper XVIII

Family and Community Nutrition

Theory : 4 hrs/wks (Theory) Max.Marks : 100

Objectives

This course will enable the students to

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

Unit-1

Normal Nutrition

30 Periods

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

through life cycle
 growth and development, nutritional requirements,
 exclusive breast feeding, breast feeding,
 bottle feeding, comparison of human and cow's milk,
 complementary foods-commercial and home prepared. Infant
 feeding practices IMS Act, establishment of good feeding
 habits. 4

(b) Preschool Children—growth and development, nutritional
 requirements, promoting good food habits. 2

(c) School Children—Growth and development, nutritional
 requirements, promoting good food habits. 2

(d) Adolescents—growth and development, nutritional
 requirements, eating disorders—*anorexia nervosa*, bulimia,
 skipping meals and snacking. 2

Adults—nutritional requirements. 1

(e) Pregnancy—Physiologic and biochemical changes, pre-
 maternal nutrition, prenatal nutrition and its impact on the
 growth and development of the fetus, nutritional
 requirements, complications of pregnancy. 3

(f) Lactation—Physiologic effects, socio-economic effects,
 psychological aspects, nutritional requirements. 2

Old Age—Physiologic and biochemical changes, nutritional
 requirements, factors influencing food habits, nutrition
 related health problems—*osteoporosis*, other health problems—
 constipation, anemia, and hypertension.

Community Nutrition

30 Periods

Nutritional Problems of the Community—scope, forms, etiology—
 symptoms, prevention and treatment. 8

- PEM
- Vitamin A Deficiency
- Anemia
- IDD
- Fluorosis

Modification of Normal Diet : Soft, full fluid and clear fluid
 diets; team approach to nutritional care. 1

Etiology, clinical factors, basic diagnosis and nutritional

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- management, the role of national and international programmes/agencies in the prevention of diseases (wherever applicable) :
- GIT-dyspepsia, gastritis, diarrhoea, constipation, peptic ulcer. 5
 - Liver-Infective hepatitis 2
 - Infections and fevers-acute-Typhoid; Chronic-tuberculosis. 2
 - Overweight, obesity and underweight. 2
 - IDDM and NIDDM 4
 - Hyper lipidemia, atherosclerosis, hypertension 4
 - Feeding during illness and feeding care 2

Unit-IV

Community Nutrition

20 Periods

1. Concept and scope of community Health and Nutrition 1
2. Assessment of Nutritional Status, methods and their interpretation
 - Direct methods : Anthropometry, biochemical and clinical Examination 3
 - Indirect methods : Diet surveys 3
 - Objectives, principles and scope of Nutrition and Health Education 3
 - Key messages on: Health and nutritional care of pregnant and Lactating women : food supplements, monitoring weight gain, appropriate antenatal, intrapartum and post-partum care. 3
 - Health and Nutrition care of infants and young children : Promotion of exclusive breast feeding, timely complementary feeding, immunization, growth monitoring and promotion. 3
 - Health and nutritional care of adolescent girls : prevention of under/over nutrition, micronutrient deficiencies and early pregnancy. 6
3. Nutritional Programmes for the prevention of nutritional problems of the country:
 - Vitamin 'A' prophylaxis Programme
 - Nutritional anemia control Programme
 - Iodine Deficiency Disorders Programme
 - Mid Day Meal Programme

Integrated Child Development Services 5

Health Policy and National Nutrition Policy 2

Nutrition Management in Emergencies : Drought and Natural Disasters 1

Application of Computers in Nutrition and Health care delivery in India 2

Anita F.P. and Abraham, P. 1997 Clinical Dietetics and Nutrition. Oxford University Press, New Delhi. (4th Ed)

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23. Whitney, E.N. and Rolfes, S.R. 1996. Understanding Nutrition. West Publishing Company, St. Paul, MN. (7th Ed.)
24. Ribonsom CH, Lawler, MR, Chevoweth WL, Garwick A.E. Normal and Therapeutic Nutrition. Macmillan Publishing Company, New York, 1982.

Practical : 2 hrs/wks

Max.Marks : 50

Objectives

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

Family and Community Nutrition (Practical)

Anthropometry.	
Food Exchange Lists	1
Modification of recipes for use in meal planning.	1
Change of diet through the life cycle.	
Child (Packed launch)	
Woman	
Woman	
Development of complementary foods for infants (6 months to 1	
Diets for the following diseases:	
Diarrhoea	
Constipation	
Peptic Ulcer	
Infective hepatitis	
Typhoid fever	
Obesity	
DM	
Hypertension	8
Planning and preparing low cost nutritional rich diets, one serving	
providing 1/4 th to 1/3 rd days' requirement of a school child for	
Energy	
Vitamin A	
Iron	
Conduct a dietary survey using 24 hr dietary recall method for	
an individual of any age group.	1
Determination of extent of malnutrition using Anthropometric	
techniques:	
- Height	
- Weight	1
Demonstration of software for computers.	1

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Paper XIX

Interior Space Designing

Practical : 4 hrs/wks (Theory) Max.Marks : 100 Objectives

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

Unit-I : Introduction to foundation of Art.

- (a) Design-concept, objective, types and characteristics.
(b) Elements of design-line, form, space, pattern, texture, light.
(c) Colour, an element of design properties, colour schemes and colour in relation to other elements of design.
(d) Principles of design-Balance, harmony, scale & proportion, rhythm and Emphasis. 14

Interior Space Design

- (a) Introduction to interior design
(b) Factors to be considered while designing interior space.
(i) Basic needs : Ergonomic consideration, Psychological, aesthetic, occupational and professional development needs.
(ii) Analysis of client's specific requirements.
(iii) Location.
(iv) Space requirements.
(v) Availability of materials.
(vi) Design principles.
(vii) Budget. 12

Unit-II :Various surface treatments for interior space.

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

Constructional features, materials & finishes, furniture

materials: hard and soft floor coverings: wall-paper, wood panelling treatments. treatments, false ceiling and decorative ceiling. lighting fixtures. 18

lighting : Purpose, types, quality and quantity of lighting, of various activities and rooms

materials : Selection and use. 10

Unit-III : Kitchen Planning

as an important unit of house: functions performed in kitchen types of kitchen Kitchen Geometry 12

- (a) Work heights of different work areas and storage areas.
(b) Space dimensions of different work centres and work areas.

Principles of Kitchen planning : Orientation and location of a kitchen.

- (i) Size and shape of a kitchen.
(c) Ventilation and light.
(i) Socio-economic status of family.
(ii) Type of a family.
(iii) Culture and food habits of a family.
(iv) Colour and aesthetics.
(v) Storage needs.
(vi) Work centres and work triangle.
(vii) Colour and safety.

Material Specifications Floor, Wall, sink, ceiling and its characteristics.

- (i) Materials, storage etc.
(ii) Types of finishes. 14

All you Need to know about Design & Decorating Marshal Carendish Books Ltd. 1985.

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2. 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.
3. Bryan Lawson (1980); How Designers Think, Architectural Press Ltd.
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8. Sulharia and Diamong-Inside Design Creating Tour Environment: Harper and Row, Publishers; New York.
9. Thomson C.H. (1970); Home with Character. (3rd Ed.) Lexington: Massachusetts, C. Health & Co.

Interior Space Designing

Practical : 2 hrs.

(Practical)

M.M. :50

- I. Market Survey and seminar presentation :
 - (a) Materials used for kitchen.
 - (b) Materials used for furnishings.
 - (c) Materials used for modular kitchen.
- II. Kitchen Planning :
 1. Developing kitchen plans for families with different incomes.
 2. Planning different types of kitchens.
 3. Developing three dimensional plans of kitchen with storage units.
- III. Interior space planning for different areas of a house in terms of colour, furnishings, furniture arrangement :
 - (d) Bed-room.
 - (e) Drawing room.
 - (f) Living cum-dining room.
 - (g) Children's Bed room.

- Architectural model (Three Dimensional) :
- Models of various furniture to be used in various rooms.
 - Developing layout of furniture.
 - Presentation to computer softwares related to interior Design.
 - AutoCAD.

Paper XX

Part-III

Entrepreneurship Development

2 hrs/wks

Max.Marks : 50

- 1. Sensitize and motivate students to take up self employment.
- 2. Orient them towards identifying entrepreneurial opportunities.
- 3. Conduct lectures/one day workshop/group discussions by the successful entrepreneurs, on the following:
 1. Importance of business in national economy. 2
 2. Type of business. 1
 3. How to choose a business: Sources of business ideas, skills, hobbies; opportunity recognition 2
 4. Initial preparation & principles of running a business-Basic financial concepts, costs of starting, sources of finance, pricing, breakeven analysis, profits, cash flow, income statement, cash book. 6
 5. Investing profits : stocks, bonds, liquidity, mutual funds, interest-simple & compound, the rule of 72 mortgage, taxes. 2
 6. Quality control, timeliners and pacleazing. 1
 7. Product promotion-advertising and inexpensive methods. 2
 8. Marketing-basic principles. 2.
 9. Communication for success in business and the power of negotiating. 2
 10. Visits to small scale industries and report submissions. 10
 11. Preparing case histories of successful entrepreneurs.

Night papers
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- a. Discussion of any two case histories as specimens for student's projects. 2
 - b. Preparing case/history of any one entrepreneur by students (interview guidelines to be given to students) 10
 - c. Challenges for women entrepreneur 2
4. Talk by members of funding agencies, banks and related institutions

Distribution of Marks	
Class participation	10
Case history	20
Report on visit to industries	20
Total	50

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

UNIVERSITY OF RAJASTHAN
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RULES FOR THE AWARD OF GRACEMARKS

UNDER GRADUATE/POST-GRADUATE (MAIN/ SUPPLEMENTARY) EXAMINATIONS UNDER THE FACULTIES OF ARTS, FINE ARTS, SCIENCE, COMMERCE, SOCIAL SCIENCES, EDUCATION, MANAGEMENT, HOMOEOPATHY, LAW, AYURVEDA AND ENGINEERING & TECHNOLOGY.

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

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

General
A candidate who passes in a paper/practical or the aggregate by the award of grace marks will be deemed to have obtained the necessary minimum for a pass in that paper/practical or in the aggregate and shown in the marks sheet to have passed by grace. Grace marks will not be added to the marks obtained by a candidate from the examiners nor will the marks obtained by the candidate be subject to any deduction due to award of grace marks in any other paper/practical or aggregate.

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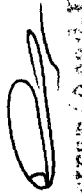
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2. If a candidate passes the examination but misses First or Second Division by one mark, his aggregate will be raised by one mark so as to entitle him for the first or second division, as the case may be. This one mark will be added to the paper in which he gets the least marks and also in the aggregate by showing +1 in the tabulation register below the marks actually obtained by the candidate. The marks entered in the marks-sheet will be inclusive of one grace mark and it will not be shown separately.
3. Non-appearance of a candidate in any paper will make him ineligible for grace marks. The place of a passed candidate in the examination list will, however, be determined by the aggregate marks he secures from the examiners, and he will not, by the award of grace marks, become entitled to a higher division.
4. Distinction won in any subject at the examination is not to be forfeited on the score that a candidate has secured grace marks to pass the examination.

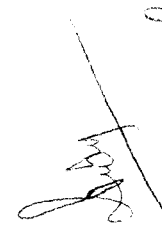
Note: The grace marks will be awarded only if the candidate appears in all the registered papers prescribed for the examination.

♦♦♦


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(73)




M. Aggarwal



(12)