

Saurashtra University

SYLLABUS

B.Sc (Home Science)

Major General Home Science

Clothing & Textile

Education Extension

Human Development

Semester V & VI

W.E.F. JUNE -2021

SAURASHTRA UNIVERSITY, RAJKOT ANNEXURE 'A'
T.Y.B.H.SC. (HOME SCIENCE) [GENERAL HOME SCIENCE]

SEMESTER – V

| Semester | Paper no. | Subject | Credits T + P | Total Credits | Paper Code |
|----------|-----------|----------------------------------|---------------|---------------|--------------|
| 05 | 01 | Canteen Management | 3+2 | 5 | 190801010101 |
| 05 | 02 | Nutrition & Fitness | 3+2 | 5 | 190801010102 |
| 05 | 03 | NGO Management | 3+2 | 5 | 190801010103 |
| 05 | 04 | Adolescent Period | 3+2 | 5 | 190801010104 |
| 05 | 05 | Advance Clothing Technique | 3+2 | 5 | 190801010105 |
| 05 | 06 | Marriage and Family Relationship | 3+2 | 5 | 190801010106 |
| | | Total | 18+12 | 30 | |

SEMESTER – VI

| Semester | Paper no. | Subject | Credits T + P | Total Credits | Paper Code |
|----------|-----------|--|---------------|---------------|--------------|
| 06 | 01 | Traditional Textile and Costume Design | 3+2 | 5 | 190801010101 |
| 06 | 02 | Gardening | 3+2 | 5 | 190801010102 |
| 06 | 03 | Food preservation & fancy cookery | 3+2 | 5 | 190801010103 |
| 06 | 04 | Family finance management | 3+2 | 5 | 190801010104 |
| 06 | 05 | Media for Development Project | 3+2 | 5 | 190801010105 |
| 06 | 06 | Disaster Management and First Aid | 3+2 | 5 | 190801010106 |
| | | Total | 18+12 | 30 | |

SAURASHTRA UNIVERSITY, RAJKOT ANNEXURE 'A'

T.Y.B.H.SC. (HOME SCIENCE) [CLOTHING & TEXTILE]

SEMESTER – V

| Semester | Paper no. | Subject | Credits T + P | Total Credits | Paper Code |
|----------|-----------|----------------------------|---------------|---------------|--------------|
| 05 | 01 | Canteen Management | 3+2 | 5 | 190801010101 |
| 05 | 02 | Nutrition & Fitness | 3+2 | 5 | 190801010102 |
| 05 | 03 | NGO Management | 3+2 | 5 | 190801010103 |
| 05 | 04 | Adolescent Period | 3+2 | 5 | 190801010104 |
| 05 | 05 | Advance Clothing Technique | 3+2 | 5 | 190801010105 |
| 05 | 06 | Indian Embroidery | 3+2 | 5 | 190801010106 |
| | | Total | 18+12 | 30 | |

SEMESTER – VI

| Semester | Paper no. | Subject | Credits T + P | Total Credits | Paper Code |
|----------|-----------|--|---------------|---------------|--------------|
| 06 | 01 | Traditional Textile and Costume Design | 3+2 | 5 | 190801010101 |
| 06 | 02 | Gardening | 3+2 | 5 | 190801010102 |
| 06 | 03 | Food preservation & fancy cookery | 3+2 | 5 | 190801010103 |
| 06 | 04 | Family finance management | 3+2 | 5 | 190801010104 |
| 06 | 05 | Textile Design and Advance Printing | 3+2 | 5 | 190801010105 |
| 06 | 06 | Textile Testing | 3+2 | 5 | 190801010106 |
| | | Total | 18+12 | 30 | |

SAURASHTRA UNIVERSITY, RAJKOT ANNEXURE 'A'
T.Y.B.H.SC. (HOME SCIENCE) [EDUCATION EXTENSION]

SEMESTER – V

| Semester | Paper no. | Subject | Total Credits | Credits T + P | Total Credits | Paper Code |
|----------|-----------|-----------------------------|---------------|---------------|---------------|--------------|
| 05 | 01 | Canteen Management | 5 | 3+2 | 5 | 190801010101 |
| 05 | 02 | Nutrition & Fitness | 5 | 3+2 | 5 | 190801010102 |
| 05 | 03 | NGO Management | 5 | 3+2 | 5 | 190801010103 |
| 05 | 04 | Adolescent Period | 5 | 3+2 | 5 | 190801010104 |
| 05 | 05 | Training for Development | 5 | 3+2 | 5 | 190801010105 |
| 05 | 06 | Adult/ non Formal Education | 5 | 3+2 | 5 | 190801010106 |
| | | Total | 30 | 18+12 | 30 | |

SEMESTER – VI

| Semester | Paper no. | Subject | Total Credits | Credits T + P | Total Credits | Paper Code |
|----------|-----------|--|---------------|---------------|---------------|--------------|
| 06 | 01 | Traditional Textile and Costume Design | 5 | 3+2 | 5 | 190801010101 |
| 06 | 02 | Gardening | 5 | 3+2 | 5 | 190801010102 |
| 06 | 03 | Food preservation & fancy cookery | 5 | 3+2 | 5 | 190801010103 |
| 06 | 04 | Family finance management | 5 | 3+2 | 5 | 190801010104 |
| 06 | 05 | Media for Development Project | 5 | 3+2 | 5 | 190801010105 |
| 06 | 06 | New Dimensions of Extension Education | 5 | 3+2 | 5 | 190801010106 |
| | | Total | 30 | 18+12 | 30 | |

SAURASHTRA UNIVERSITY, RAJKOT ANNEXURE 'A'
T.Y.B.H.SC. (HOME SCIENCE) [HUMAN DEVELOPMENT]

SEMESTER – V

| Semester | Paper no. | Subject | Credits T + P | Total Credits | Paper Code |
|----------|-----------|----------------------------|---------------|---------------|--------------|
| 05 | 01 | Canteen Management | 3+2 | 5 | 190801010101 |
| 05 | 02 | Nutrition & Fitness | 3+2 | 5 | 190801010102 |
| 05 | 03 | NGO Management | 3+2 | 5 | 190801010103 |
| 05 | 04 | Adolescent Period | 3+2 | 5 | 190801010104 |
| 05 | 05 | Children with Disabilities | 3+2 | 5 | 190801010105 |
| 05 | 06 | Women Development & Right | 3+2 | 5 | 190801010106 |
| | | Total | 18+12 | 30 | |

SEMESTER – VI

| Semester | Paper no. | Subject | Credits T + P | Total Credits | Paper Code |
|----------|-----------|--|---------------|---------------|--------------|
| 06 | 01 | Traditional Textile and Costume Design | 3+2 | 5 | 190801010101 |
| 06 | 02 | Gardening | 3+2 | 5 | 190801010102 |
| 06 | 03 | Food preservation & fancy cookery | 3+2 | 5 | 190801010103 |
| 06 | 04 | Family finance management | 3+2 | 5 | 190801010104 |
| 06 | 05 | Marriage and Family Relationship | 3+2 | 5 | 190801010105 |
| 06 | 06 | Family and Social Change | 3+2 | 5 | 190801010106 |
| | | Total | 18+12 | 30 | |

Saurashtra University, Rajkot Annexure 'B'

T.Y.B.H.Sc. (Home Science)[GENERAL HOME SCIENCE]

Semester – V

| Semester | Paper No. | Subject | PM | IM | EM | TM | Credits T + P | Total Credits |
|----------|-----------|-------------------------------------|-----|-----|-----|-----|------------------|------------------|
| 05 | 01 | Canteen Management | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 05 | 02 | Nutrition & Fitness | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 05 | 03 | NGO Management | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 05 | 04 | Adolescent Period | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 05 | 05 | Advance Clothing Technique | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 05 | 06 | Marriage and Family Relationship | 20 | 30 | 50 | 100 | 3+2 | 5 |
| | | Total | 120 | 180 | 300 | 600 | 18+12 | 30 |

Semester – VI

| Semester | Paper No. | Subject | PM | IM | EM | TM | Credits T + P | Total Credits |
|----------|-----------|--|-----|-----|-----|-----|------------------|------------------|
| 06 | 01 | Traditional Textile and Costume Design | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 06 | 02 | Gardening | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 06 | 03 | Food preservation & fancy cookery | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 06 | 04 | Family finance management | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 06 | 05 | Media for Development Project | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 06 | 06 | Disaster Management and First Aid | 20 | 30 | 50 | 100 | 3+2 | 5 |
| | | Total | 120 | 180 | 300 | 600 | 18+12 | 30 |

PM= Practical Marks IM = Internal Marks EM = External Marks TM = total Marks

T = theory P = practical

Saurashtra University, Rajkot Annexure 'B'

T.Y.B.H.Sc. (Home Science)[CLOTHING & TEXTILE]

Semester – V

| Semester | Paper No. | Subject | PM | IM | EM | TM | Credits T + P | Total Credits |
|----------|-----------|-------------------------------|-----|-----|-----|-----|------------------|------------------|
| 05 | 01 | Canteen Management | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 05 | 02 | Nutrition & Fitness | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 05 | 03 | NGO Management | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 05 | 04 | Adolescent Period | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 05 | 05 | Advance Clothing Technique | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 05 | 06 | Indian Embroidery | 20 | 30 | 50 | 100 | 3+2 | 5 |
| | | Total | 120 | 180 | 300 | 600 | 18+12 | 30 |

Semester – VI

| Semester | Paper No. | Subject | PM | IM | EM | TM | Credits T + P | Total Credits |
|----------|-----------|--|-----|-----|-----|-----|------------------|------------------|
| 06 | 01 | Traditional Textile and Costume Design | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 06 | 02 | Gardening | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 06 | 03 | Food preservation & fancy cookery | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 06 | 04 | Family finance management | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 06 | 05 | Textile Design and Advance Printing | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 06 | 06 | Textile Testing | 20 | 30 | 50 | 100 | 3+2 | 5 |
| | | Total | 120 | 180 | 300 | 600 | 18+12 | 30 |

PM= Practical Marks IM = Internal Marks EM = External Marks TM = total Marks

T = theory P = practical

Saurashtra University, Rajkot Annexure 'B'

T.Y.B.H.Sc. (Home Science) [EDUCATION EXTENSION]

Semester – V

| Semester | Paper No. | Subject | PM | IM | EM | TM | Credits T + P | Total Credits |
|----------|-----------|--------------------------------|-----|-----|-----|-----|------------------|------------------|
| 05 | 01 | Canteen Management | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 05 | 02 | Nutrition & Fitness | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 05 | 03 | NGO Management | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 05 | 04 | Adolescent Period | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 05 | 05 | Training for Development | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 05 | 06 | Adult/ non Formal Education | 20 | 30 | 50 | 100 | 3+2 | 5 |
| | | Total | 120 | 180 | 300 | 600 | 18+12 | 30 |

Semester – VI

| Semester | Paper No. | Subject | PM | IM | EM | TM | Credits T + P | Total Credits |
|----------|-----------|--|-----|-----|-----|-----|------------------|------------------|
| 06 | 01 | Traditional Textile and Costume Design | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 06 | 02 | Gardening | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 06 | 03 | Food preservation & fancy cookery | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 06 | 04 | Family finance management | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 06 | 05 | Media for Development Project | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 06 | 06 | New Dimensions of Extension Education | 20 | 30 | 50 | 100 | 3+2 | 5 |
| | | Total | 120 | 180 | 300 | 600 | 18+12 | 30 |

PM= Practical Marks IM = Internal Marks EM = External Marks TM = total Marks T = theory P = practical

Saurashtra University, Rajkot Annexure 'B'

T.Y.B.H.Sc. (Home Science) [HUMAN DEVELOPMENT]

Semester – V

| Semester | Paper No. | Subject | PM | IM | EM | TM | Credits T + P | Total Credits |
|----------|-----------|---------------------------------|-----|-----|-----|-----|------------------|------------------|
| 05 | 01 | Canteen Management | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 05 | 02 | Nutrition & Fitness | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 05 | 03 | NGO Management | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 05 | 04 | Adolescent Period | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 05 | 05 | Children with Disabilities | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 05 | 06 | Women Development & Right | 20 | 30 | 50 | 100 | 3+2 | 5 |
| | | Total | 120 | 180 | 300 | 600 | 18+12 | 30 |

Semester – VI

| Semester | Paper No. | Subject | PM | IM | EM | TM | Credits T + P | Total Credits |
|----------|-----------|--|-----|-----|-----|-----|------------------|------------------|
| 06 | 01 | Traditional Textile and Costume Design | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 06 | 02 | Gardening | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 06 | 03 | Food preservation & fancy cookery | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 06 | 04 | Family finance management | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 06 | 05 | Marriage and Family Relationship | 20 | 30 | 50 | 100 | 3+2 | 5 |
| 06 | 06 | Family and Social Change | 20 | 30 | 50 | 100 | 3+2 | 5 |
| | | Total | 120 | 180 | 300 | 600 | 18+12 | 30 |

PM= Practical Marks IM = Internal Marks EM = External Marks TM = total Marks

T = theory P = practical

Saurashtra University, Rajkot Annexure 'C'

T.Y.B.H.Sc. (Home Science)[GENERAL HOME SCIENCE]

Semester – V

| Semester | Paper No. | Subject | Total Credits | PM | IM | EM | TM | External Exam Time Duration | Practical Exam Time Duration |
|----------|-----------|----------------------------------|---------------|-----|-----|-----|-----|-----------------------------|------------------------------|
| 05 | 01 | Canteen Management | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 05 | 02 | Nutrition & Fitness | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 05 | 03 | NGO Management | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 05 | 04 | Adolescent Period | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 05 | 05 | Advance Clothing Technique | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 05 | 06 | Marriage and Family Relationship | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| | | Total | 36 | 120 | 180 | 300 | 600 | | |

Semester – VI

| Semester | Paper No. | Subject | Total Credits | PM | IM | EM | TM | External Exam Time Duration | Practical Exam Time Duration |
|----------|-----------|--|---------------|-----|-----|-----|-----|-----------------------------|------------------------------|
| 06 | 01 | Traditional Textile and Costume Design | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 06 | 02 | Gardening | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 06 | 03 | Food preservation & fancy cookery | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 06 | 04 | Family finance management | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 06 | 05 | Media for Development Project | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 06 | 06 | Disaster Management and First Aid | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| | | Total | 36 | 120 | 180 | 300 | 600 | | |

PM= Practical Marks IM = Internal Marks EM = External Marks TM = total Marks T = theory
P = practical

Saurashtra University, Rajkot Annexure 'C'

T.Y.B.H.Sc. (Home Science)[CLOTHING & TEXTILE]

Semester – V

| Semester | Paper No. | Subject | Total Credits | PM | IM | EM | TM | External Exam Time Duration | Practical Exam Time Duration |
|----------|-----------|----------------------------|---------------|-----|-----|-----|-----|-----------------------------|------------------------------|
| 05 | 01 | Canteen Management | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 05 | 02 | Nutrition & Fitness | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 05 | 03 | NGO Management | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 05 | 04 | Adolescent Period | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 05 | 05 | Advance Clothing Technique | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 05 | 06 | Indian Embroidery | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| | | Total | 36 | 120 | 180 | 300 | 600 | | |

Semester – VI

| Semester | Paper No. | Subject | Total Credits | PM | IM | EM | TM | External Exam Time Duration | Practical Exam Time Duration |
|----------|-----------|--|---------------|-----|-----|-----|-----|-----------------------------|------------------------------|
| 06 | 01 | Traditional Textile and Costume Design | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 06 | 02 | Gardening | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 06 | 03 | Food preservation & fancy cookery | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 06 | 04 | Family finance management | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 06 | 05 | Textile Design and Advance Printing | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 06 | 06 | Textile Testing | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| | | Total | 36 | 120 | 180 | 300 | 600 | | |

PM= Practical Marks IM = Internal Marks EM = External Marks TM = total Marks

T = theory P = practical

Saurashtra University, Rajkot Annexure 'C'

T.Y.B.H.Sc. (Home Science)[EDUCATION EXTENSION]

Semester – V

| Semester | Paper No. | Subject | Total Credits | PM | IM | EM | TM | External Exam Time Duration | Practical Exam Time Duration |
|----------|-----------|-----------------------------|---------------|-----|-----|-----|-----|-----------------------------|------------------------------|
| 05 | 01 | Canteen Management | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 05 | 02 | Nutrition & Fitness | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 05 | 03 | NGO Management | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 05 | 04 | Adolescent Period | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 05 | 05 | Training for Development | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 05 | 06 | Adult/ non Formal Education | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| | | Total | 36 | 120 | 180 | 300 | 600 | | |

Semester – VI

| Semester | Paper No. | Subject | Total Credits | PM | IM | EM | TM | External Exam Time Duration | Practical Exam Time Duration |
|----------|-----------|--|---------------|-----|-----|-----|-----|-----------------------------|------------------------------|
| 06 | 01 | Traditional Textile and Costume Design | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 06 | 02 | Gardening | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 06 | 03 | Food preservation & fancy cookery | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 06 | 04 | Family finance management | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 06 | 05 | Media for Development Project | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 06 | 06 | New Dimensions of Extension Education | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| | | Total | 36 | 120 | 180 | 300 | 600 | | |

PM= Practical Marks IM = Internal Marks EM = External Marks TM = total Marks

T = theory P = practical

Saurashtra University, Rajkot Annexure 'C'

T.Y.B.H.Sc. (Home Science)[HUMAN DEVELOPMENT]

Semester – V

| Semester | Paper No. | Subject | Total Credits | PM | IM | EM | TM | External Exam Time Duration | Practical Exam Time Duration |
|----------|-----------|----------------------------|---------------|-----|-----|-----|-----|-----------------------------|------------------------------|
| 05 | 01 | Canteen Management | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 05 | 02 | Nutrition & Fitness | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 05 | 03 | NGO Management | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 05 | 04 | Adolescent Period | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 05 | 05 | Children with Disabilities | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 05 | 06 | Women Development & Right | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| | | Total | 36 | 120 | 180 | 300 | 600 | | |

Semester – VI

| Semester | Paper No. | Subject | Total Credits | PM | IM | EM | TM | External Exam Time Duration | Practical Exam Time Duration |
|----------|-----------|--|---------------|-----|-----|-----|-----|-----------------------------|------------------------------|
| 06 | 01 | Traditional Textile and Costume Design | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 06 | 02 | Gardening | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 06 | 03 | Food preservation & fancy cookery | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 06 | 04 | Family finance management | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 06 | 05 | Marriage and Family Relationship | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| 06 | 06 | Family and Social Change | 6 | 20 | 30 | 50 | 100 | 2 Hours | 4Hours |
| | | Total | 36 | 120 | 180 | 300 | 600 | | |

PM= Practical Marks IM = Internal Marks EM = External Marks TM = total Marks

T = theory P = practical

| B. Sc (HOME SCIENCE) | | | | |
|-------------------------------|------------|--|-------------------|---|
| YEAR | III | CANTEEN MANAGEMENT CORE PAPER NO. 1 | | CREDIT 05 (03+02) |
| SEMESTER | V | MAJOR – GENERAL HOME SCIENCE / CT / ED.EX/HD | | HOURS/ WK 07 |
| Total Marks: 100 | | Internal: 30 | Theory: 50 | Practical: 20 |
| OBJECTIVES | | To enable students to 1. Understand the principles of canteen management. 2. Prepare for canteen jobs. | | |
| COURSE CONTENT: THEORY | | | | |
| UNIT – I | | Introduction | | |
| | | A Introduction to canteen management <ul style="list-style-type: none"> • Meaning • Importance • Characteristic of Canteen Management B. Steps for canteen management <ul style="list-style-type: none"> • Planning • Organising • Directing • Co Coordinating • Controlling • Evaluating | | |
| UNIT – II | | Purchasing, storage & cooking | | |
| | | <ul style="list-style-type: none"> • Purchasing, Receiving & Storage • Cooking & Presentation technique. • Hygiene sanitation & safety | | |
| UNIT – III | | Menu Planning and Food Service | | |
| | | <ul style="list-style-type: none"> • Introduction, Definition & Need of Menu Planning in Canteen. • Steps of Menu Planning in canteen Preparation • Principles and types of Menu planning in canteen management • Types of food service | | |
| UNIT – IV | | Training & Account Keeping | | |
| | | <ul style="list-style-type: none"> ▪ Meaning of training ▪ Need of Training ▪ Planning of Training programme for helpers ▪ Account keeping - types, advantages and disadvantages. | | |
| UNIT – V | | Cost & Serving Balance | | |
| | | <ul style="list-style-type: none"> • Importance of Food cost control • Factors affecting Food cost control | | |
| UNIT – VI | | Interior decoration of Canteen in Relation to Selection of | | |
| | | <ul style="list-style-type: none"> • Color • Lighting • Music • Window curtains | | |

| | |
|-------------------|--|
| | <ul style="list-style-type: none"> • Picture • Table setting • Floor Covering • Flower arrangement • Furniture arrangement • Wall Covering |
| PRACTICALS | |
| 1 | Planning your own college canteen for students, allot various duties to students in group like cook, sanitary officers, accountant, cashier, purchaser, helpers etc. Write in systematic way. |
| 2 | Running your own college canteen for requirement. (One day / Three Days/ One Week) |
| 3 | Plan and prepare an deal canteen and its arrangement(On Graph paper) |
| 4 | Arrange table setting and prepare Menu card for tea party/ buffet/ children party/ any other occasion |
| 5 | Visit to hostel, hotel, restaurant, mess and prepare report in details with : Area of the food institute, use of furnishings, Manu card, furniture arrangement, staff and their duty (cook, manager , receptionist , cashier, waiters, servants etc.), Dress code for workers, storage area, interior designing, accounting system, sanitation and hygiene Atmosphere of the food institute and other details if any. |
| 6 | Project Work : Some Dishes for Canteen Demonstration |
| REFERENCES | |
| 1 | Running your own Restaurant. |
| 2 | Catering in Schools and Colleges |
| 3 | Hotel Management. |

| B. Sc (HOME SCIENCE) | | | | | |
|-------------------------------|------------|---|-------------------|----------------------|-----------------------|
| YEAR | III | NUTRITION AND FITNESS CORE PAPER NO. 2 | | CREDIT | 05 (03+02) |
| SEMESTER | V | MAJOR – GENERAL HOME SCIENCE / CT / ED.EX/HD | | HOURS/ WK | 07 |
| Total Marks: 100 | | Internal: 30 | Theory: 50 | Practical: 20 | |
| OBJECTIVES | | <ol style="list-style-type: none"> 1. Understand the concept of diet and health. 2. Know the importance of nutrition. 3. Gain knowledge about physical activity and weigh management. | | | |
| COURSE CONTENT: THEORY | | | | | |
| UNIT – I | | Understanding Fitness | | | |
| | | <ul style="list-style-type: none"> • Definition of fitness, health and related terms • Assessment of fitness • Approaches for keeping fit | | | |
| UNIT – II | | Importance of nutrition | | | |
| | | <ul style="list-style-type: none"> • Role of nutrition in fitness • Nutritional guidelines for health and fitness • Nutritional supplements. | | | |
| UNIT – III | | Importance of Physical activity | | | |
| | | <ul style="list-style-type: none"> • Importance and benefits of physical activity. • Physical Activity – frequency, intensity, time and type with examples. • Physical Activity – Guidelines and physical activity pyramid | | | |
| UNIT – IV | | Weight Management | | | |
| | | <ul style="list-style-type: none"> • Assessment, etiology, health complications of overweight and obesity. • Diet and exercise for weight management • Fad diets • Principles of planning weight reducing diets | | | |
| UNIT – V | | Sports Nutrition | | | |
| | | <ul style="list-style-type: none"> • Introduction • Endurance and ultra Endurance athletes and nutritional requirements of athletes • Nutrition before, during and after exercise | | | |
| UNIT – VI | | Role of yoga in fitness | | | |
| | | <ul style="list-style-type: none"> • What is yoga • Brief history and development of yoga • The fundamentals of yoga • Yogic practices for health and fitness • General guidelines for yoga practice | | | |
| PRACTICALS | | | | | |
| 1 | | Assessment of fitness status during rest and after exercise for different age group using anthropometry. (any five sample in each group) <ol style="list-style-type: none"> a. Pulse rate, b. Blood pressure | | | |

| | |
|-------------------|---|
| | <ul style="list-style-type: none"> c. Waist circumference d. Arm circumference e. Hip circumference f. Height, weight and BMI |
| 2 | Technique of yoga and its benefits (any ten yoga) |
| 3 | Market survey of different nutritional supplements |
| 4 | Visit to fitness club |
| 5 | Preparation of energy drink in laboratory (any two) |
| 6 | Preparation of low calorie diet in laboratory (any two) |
| REFERENCES | |
| 1 | Wardlaw, Smith Contemporary Nutrition : A Functional Approach. 2 nd ed. 2012 Mc. Graw Hill. |
| 2 | Williams Melvin, Nutrition for health, fitness and sports, 2004 Mc Graw Hill. |
| 3 | Joshi AS, Nutrition and Dietetics 2010, Tata Mc. Graw Hill |

| B. Sc (HOME SCIENCE) | | | | | |
|-------------------------------|------------|--|-------------------|----------------------|-----------------------|
| YEAR | III | NGO MANAGEMENT CORE PAPER NO. 3 | | CREDIT | 05 (03+02) |
| SEMESTER | V | MAJOR – GENERAL HOME SCIENCE / CT / ED.EX/HD | | HOURS/ WK | 07 |
| Total Marks: 100 | | Internal: 30 | Theory: 50 | Practical: 20 | |
| OBJECTIVES | | 1. To know about the role of development communicator in developing NGO 2. To teach students how to start NGO. 3. To understand about NGO Management | | | |
| COURSE CONTENT: THEORY | | | | | |
| UNIT – I | | Basic Concept of NGO | | | |
| | | <ul style="list-style-type: none"> • Introduction • Meaning and Definition • Objectives of NGOs • Characteristics of NGOs • Types of NGOs | | | |
| UNIT – II | | Functions of NGOs | | | |
| | | Social Justice <ul style="list-style-type: none"> • The Healthy World and Nation • Human Right • Identity • Protection of Interest • Awareness | | | |
| UNIT – III | | NGOs and their functional areas | | | |
| | | <ul style="list-style-type: none"> • Women Empowerment and Women Welfare • Health and Hygiene <ul style="list-style-type: none"> (A) AIDS, Thalassemia (B) Malnutrition (C) Vaccination (D) Donation: Blood, Organ - Eye, Kidney • Old people and their welfare • Mentally Challenged and Juvenile Criminal Observation Room • Role of Environment Area as a National and International NGOs | | | |
| UNIT – IV | | NGOs and their Registration Process | | | |
| | | <ul style="list-style-type: none"> • Introduction • Preparation of Registration • Registration of NGO as a Trust <ul style="list-style-type: none"> (A) Main Documents, (B) Points to be considered while Registration as Trust (C) Application form for registration • Registration of NGO as a Society <ul style="list-style-type: none"> (A) Main Documents, (B) Points to be considered while Registration as Society (C) Application form for registration as Society | | | |

| PRACTICALS | |
|-------------------|---|
| 1 | Visit of Local NGO |
| 2 | Visit of Old Age People |
| 3 | Visit of Mentally Challenged / Remand Home |
| 4 | To Plan a programme for community awareness on any one challenges e.g. Any other AIDS, Women Education, Vaccination, Malnutrition |
| 5 | Prepare any one Visual media on functional area of NGOs |
| REFERENCES | |
| 1 | S. Chandra, Guidelines for NGO Management in India (2003), Published by Kanishka Distributors, New Delhi |
| 2 | D. Lewis, Management of Non Governmental Development Organization (2001), Second Edition, Published by Routledge, New York. |
| 3 | A. Abraham, Formation and Management of NGOs (2003), Third Edition, Published by Universal Law Publishing Co. Pvt Ltd., New Delhi |
| 4 | Sundar, P. 2013, Business and Community: The Story of Corporate Social Responsibility in India , New Delhi, Sage Publication. |
| 5 | Aggarwal, S.2008, Corporate Social Responsibility in India, |

| B. Sc (HOME SCIENCE) | | | | | |
|-------------------------------|------------|--|--|----------------------|-----------------------|
| YEAR | III | ADOLESCENT PERIOD CORE PAPER NO. 4 | | CREDIT | 05 (03+02) |
| SEMESTER | V | MAJOR – GENERAL HOME SCIENCE / CT / ED.EX/HD | | HOURS/ WK | 07 |
| Total Marks: 100 | | Internal: 30 | Theory: 50 | Practical: 20 | |
| OBJECTIVES | | 1. To give awareness about adolescent problems regarding physical and mental aspects 2. To develop the concept of adolescent education at undergraduate level. 3. To give knowledge about adolescent challenges | | | |
| COURSE CONTENT: THEORY | | | | | |
| UNIT – I | | Adolescent | | | |
| | | <ul style="list-style-type: none"> • Introduction and concept • Puberty | | | |
| UNIT – II | | Developments of Adolescent | | | |
| | | <ul style="list-style-type: none"> • Physical development (Sexual maturity) • Emotional development • Social development | | | |
| UNIT – III | | Adolescent education | | | |
| | | <ul style="list-style-type: none"> • Introduction • Concept of Adolescent education • Need of Adolescent education • Role of Parents and Teachers in Adolescent education | | | |
| UNIT – IV | | Sexually Transmitted Disease (STD) | | | |
| | | <ul style="list-style-type: none"> • Introduction • Characteristics of STD • Different types of STD • Gonorrhoea and Chlamydia • Syphilis • Bubo's • AIDS | | | |
| UNIT – V | | Problems of adolescents | | | |
| | | <ul style="list-style-type: none"> • Reproductive Health <ul style="list-style-type: none"> ▪ Drug abuse ▪ Anemia – a health problem of adolescents ▪ Gender Equality | | | |
| PRACTICALS | | | | | |
| | | 1 | Expert Lecture : Adolescent Problems and their solutions | | |
| | | 2 | Making Chart/poster of AIDS | | |
| | | 3 | Group Discussion (Control of drug abuse) | | |
| | | 4 | Survey : A study of one problem encountered in raising up adolescent | | |
| REFERENCES | | | | | |
| | | 1 | Child Development Part I- Elizabeth Hurlock | | |
| | | 2 | Child Development Part II- Elizabeth Hurlock | | |

| B. Sc (HOME SCIENCE) | | | | |
|-------------------------------|------------|---|---|-----------------------------|
| YEAR | III | ADVANCE CLOTHING TECHNIQUE ELECTIVE PAPER NO. 5 | | CREDIT 05 (03+02) |
| SEMESTER | V | MAJOR – GENERAL HOME SCIENCE | | HOURS/ WK 07 |
| Total Marks: 100 | | Internal: 30 | Theory: 50 | Practical: 20 |
| OBJECTIVES | | 1. To enable the students to equip with techniques. 2. Acquaint with the various steps involved in the apparel making. 3. To improve the skill in garment making. 4. Prepare the garment as per measurement using appropriate tool, machine and technique. | | |
| COURSE CONTENT: THEORY | | | | |
| UNIT – I | | Study of garment components | | |
| | | <ul style="list-style-type: none"> • Types of Sleeves • Types of pockets | | |
| UNIT – II | | Fitting | | |
| | | <ul style="list-style-type: none"> • Designing for different figure types • Fitting guideline • Fitting Problems and Remedies | | |
| UNIT – III | | Techniques of clothes repairing | | |
| | | <ul style="list-style-type: none"> • Alteration • Renovation • Patching • Darning | | |
| UNIT – IV | | Surface design in apparel | | |
| | | <ul style="list-style-type: none"> • Accessories • Embroidery • Ruffles • Braiding • Laces | | |
| UNIT – V | | Well tailored clothes | | |
| PRACTICALS | | | | |
| | | 1 | Bodice Block – Adult Bodice Block , Child Bodice Block | |
| | | 2 | Construction of skirt/ Salwar & top/ kurta for self | |
| | | 3 | Sketching, Drafting & stitching – Any Two 1. Sleeves 2. Pocket | |
| REFERENCES | | | | |
| | | 1 | Pattern Making for Fashion Design Armstrong, H.J., 2009, Harper Collins Publishers Inc., Ney York. | |
| | | 2 | Evaluating Apparel Quality Stamper, A.A., S. H. Sharp and L.B. Donnell, 1986, , Fairchild Publications, America | |
| | | 3 | Fitting and Pattern Alteration Liechty, E.G., Potterberg, D.N., Rasband, J.A., 2010: A Multi method Approach, Fairchild Publications, New York. | |

| | |
|---|--|
| 4 | વસ્ત્ર વિજ્ઞાન એવમ પરિધાન : પ્રમિલા વર્મા |
| 5 | વ્યવહારિક વસ્ત્ર વિજ્ઞાન : પૂષ્પા શો અને ગીતા શો |

| B. Sc (HOME SCIENCE) | | | | |
|-------------------------------|------------|---|-------------------|---|
| YEAR | III | MARRIAGE & FAMILY RELATIONSHIP ELECTIVE PAPER NO. 6 | | CREDIT 05 (03+02) |
| SEMESTER | V | MAJOR – GENERAL HOME SCIENCE | | HOURS/ WK 07 |
| Total Marks: 100 | | Internal: 30 | Theory: 50 | Practical: 20 |
| OBJECTIVES | | <ol style="list-style-type: none"> 1. To acquaint the students with values and goals for achieving a satisfying and useful personal and home life. 2. To help the students develop an understanding in playing a responsible role as a member of society by giving insights into role expectations in marriage. 3. Enlightened parenthood – To give basic information on sex and parenthood, its role in married life. | | |
| COURSE CONTENT: THEORY | | | | |
| UNIT – I | | Introduction to marriage | | |
| | | <ul style="list-style-type: none"> • Introduction to marriage & family • Goals – Marriages • Types of Marriage • Arrange & love marriage. • Other | | |
| UNIT – II | | Family | | |
| | | <ul style="list-style-type: none"> • Definition of family • Types of the family • Function of family | | |
| UNIT – III | | Mate selection and engagement period | | |
| | | <ul style="list-style-type: none"> • Modern aspects and methods • Use of Technology • Important factors in selection of life partner • Mate selection process, dating, courtship, engagement period | | |
| UNIT – IV | | Transition to parenthood | | |
| | | <ul style="list-style-type: none"> • Maturity • Physical and mental fitness to be parent • Raising children – A challenge of parent | | |
| UNIT – V | | Balancing in family | | |
| | | <ul style="list-style-type: none"> • Working style • In-laws • Finance • Social responsibility | | |
| | | Divorce & Remarriage | | |
| | | <ul style="list-style-type: none"> • Conflict • Separation • Divorce • Remarriage | | |

PRACTICALS

| | |
|---|--|
| 1 | To do survey of marriageable boy–girl to know about the view about life partner. |
| 2 | To get information about happy married couple and the aspects of happy marriage.. |
| 3 | To know about problems of working woman and marriage life. |
| 4 | Arrange a group discussion to know students' views about love and arranged marriage. |

REFERENCES

| | |
|---|---------------------------------------|
| 1 | લગ્ન અને કૌટુંબિક સંબંધો – ઈલાબેન શાહ |
| 2 | દાંપત્ય જીવન અને અનુકુલન– ઈલાબેન શાહ |
| 3 | સમાજ અને કુટુંબ –ઈલાબેન શાહ |

| B. Sc (HOME SCIENCE) | | | | |
|-------------------------------|------------|---|---|-----------------------------|
| YEAR | III | ADVANCE CLOTHING TECHNIQUE ELECTIVE PAPER NO. 5 | | CREDIT 05 (03+02) |
| SEMESTER | V | MAJOR – CT | | HOURS/ WK 07 |
| Total Marks: 100 | | Internal: 30 | Theory: 50 | Practical: 20 |
| OBJECTIVES | | 1. To enable the students to equip with techniques. 2. Acquaint with the various steps involved in the apparel making. 3. To improve the skill in garment making. 4. Prepare the garment as per measurement using appropriate tool, machine and technique. | | |
| COURSE CONTENT: THEORY | | | | |
| UNIT – I | | Study of garment components | | |
| | | <ul style="list-style-type: none"> • Types of Sleeves • Types of pockets | | |
| UNIT – II | | Fitting | | |
| | | <ul style="list-style-type: none"> • Designing for different figure types • Fitting guideline • Fitting Problems and Remedies | | |
| UNIT – III | | Techniques of clothes repairing | | |
| | | <ul style="list-style-type: none"> • Alteration • Renovation • Patching • Darning | | |
| UNIT – IV | | Surface design in apparel | | |
| | | <ul style="list-style-type: none"> • Accessories • Embroidery • Ruffles • Braiding • Laces | | |
| UNIT – V | | Well tailored clothes | | |
| PRACTICALS | | | | |
| | | 1 | Bodice Block – Adult Bodice Block , Child Bodice Block | |
| | | 2 | Construction of skirt/ Salwar & top/ kurta for self | |
| | | 3 | Sketching, Drafting & stitching – Any Two 1. Sleeves 2. Pocket | |
| REFERENCES | | | | |
| | | 1 | Pattern Making for Fashion Design Armstrong, H.J., 2009, Harper Collins Publishers Inc., Ney York. | |
| | | 2 | Evaluating Apparel Quality Stamper, A.A., S. H. Sharp and L.B. Donnell, 1986, , Fairchild Publications, America | |

| | |
|---|---|
| 3 | Fitting and Pattern Alteration Liechty, E.G., Potterberg, D.N., Rasband, J.A., 2010: A Multi method Approach, Fairchild Publications, New York. |
| 4 | વસ્ત્ર વિજ્ઞાન એવમ પરિધાન : પ્રમિલા વર્મા |
| 5 | વ્યવહારિક વસ્ત્ર વિજ્ઞાન : પૂષ્પા શો અને ગીતા શો |

| B. Sc (HOME SCIENCE) | | | | | |
|-------------------------------|------------|--|-------------------|----------------------|-----------------------|
| YEAR | III | INDIAN EMBROIDERY ELECTIVE PAPER NO. 6 | | CREDIT | 05 (03+02) |
| SEMESTER | V | MAJOR – CT | | HOURS/ WK | 07 |
| Total Marks: 100 | | Internal: 30 | Theory: 50 | Practical: 20 | |
| OBJECTIVES | | 1. To develop interest in embroidery. 2. To develop skill in hand embroidery. 3. To make aware about embroidery of different states. | | | |
| COURSE CONTENT: THEORY | | | | | |
| UNIT – I | | Embroidery | | | |
| | | <ul style="list-style-type: none"> • Meaning & Definition of Embroidery • Aims of Embroidery • Importance of embroidery • Points to be considered while embroidering | | | |
| UNIT – II | | Steps of embroidery | | | |
| | | <ul style="list-style-type: none"> • Selection of Fabric • Selection of Design • Selection of Thread • Tracing of Design | | | |
| UNIT – III | | Tools of Embroidery | | | |
| UNIT – IV | | Embroidery of different states | | | |
| | | <ul style="list-style-type: none"> • Rajasthani embroidery • Chamba Rumal Himachal Pradesh • Patch of Orissa • Manipur embroidery • Tamilnadu embroidery (Toda Embroidery) • Aasam embroidery (Loom) • Embroidery of Bihar (Sujani) • Embroidery of Karnataka (Kasuti) • Embroidery of Banaras (Jarikala) | | | |
| UNIT – V | | Decorative Stitches | | | |
| | | <ul style="list-style-type: none"> • Silver Golden work • Scalloping • Net work • Bead work | | | |
| PRACTICALS | | | | | |
| 1 | | Prepare consumer items using Indian embroidery <ul style="list-style-type: none"> • Patch work – Cushion cover • Chamba embroidery – Table mat • Chikankari – Handkerchief • Project work: Various types of mirror work or traditional stitches. | | | |

REFERENCES

| | |
|---|---|
| 1 | Indian Embroidery, Jemilla Brajbhushan |
| 2 | Indian Embroidery ,- Kamala Devi Chatopadhyay |
| 3 | Dress Designing – Dr. V.S. Samani |
| 4 | Bharat Margdarshika – NiamalaMistri |

| B. Sc (HOME SCIENCE) | | | | | |
|-------------------------------|------------|--|-------------------|----------------------|-----------------------|
| YEAR | III | TRAINING FOR DEVELOPMENT ELECTIVE PAPER NO. 5 | | CREDIT | 05 (03+02) |
| SEMESTER | V | MAJOR – ED. EX | | HOURS/ WK | 07 |
| Total Marks: 100 | | Internal: 30 | Theory: 50 | Practical: 20 | |
| OBJECTIVES | | <ol style="list-style-type: none"> 1. Understand the educational process in development. 2. Develop skills to be an effective development worker. 3. Develop skills in training development workers and 4. Develop faith in people and their potential to develop themselves. | | | |
| COURSE CONTENT: THEORY | | | | | |
| UNIT – I | | Conceptual analysis | | | |
| | | <ul style="list-style-type: none"> • Meaning of training • Types of training- Institutional, Interactive and Participatory • Assumptions underlying each of the types. | | | |
| UNIT – II | | Training approaches | | | |
| | | <ul style="list-style-type: none"> • Creativity Training- stating and solving problems creatively • Field training • Group dynamics • Laboratory training • Motivation training • Self-awareness and Self- development • Examples of training activates that use one of a combination of approaches | | | |
| UNIT – III | | Techniques for Training | | | |
| | | <ul style="list-style-type: none"> • For understanding problems • Group activities • Perception exercises • Understanding self and other exercise • Serialized posters • Anxiety sharing • For capacity building • Need identification exercises • Problem solving exercises • Intergroup collaboration- planning the programme • For attitude and value development • Practice in observation – Empathy | | | |
| PRACTICALS | | | | | |
| 1 | | Observation of training programmes | | | |
| | | <ul style="list-style-type: none"> • Selecting a development project in the area • Identifying an area of training for the project personnel at one level • Developing a training plan according to their needs • Conducting and/ or coordinating the training programme | | | |

- Reporting the entire process

REFERENCES

| | |
|----|---|
| 1 | United Nations, Department of Economic and Social Affairs (1978). A Manual and 2. Resource |
| 2 | Book for Population Participation- Training Vol. 1. Introduction Vol.2. Selected Examples of Innovative Training Activates, Vol.3. A selected Group of Training Approaches and Vol.4. Techniques. |
| 3 | Lynton, Rolf P. and Pareek, Uday (1967). Training for Development, Homewood, Ilwrous, Dorsey Press. |
| 4 | Weshler, Irring R. and Schein, Edgar H. (1962) Five Issues in Training Washington D.C. National Training Laboratories Learning Resources Corporation. |
| 5 | Bhasin Kamala (1979) Breaking Barriers- A south Asian Experience of Training Washington, D.C. National Training Laboratories Learning Resources Corporation. |
| 6 | Chambers, Robert (1992) Rural Appraisal : Rapid, Relaxed and Participatory, IDS Institute of Development Studies, Brighton, BNI 9 RE, England University of Sussex. |
| 7 | Cousins, W.J. (1978). Group Discussion : A Handbook, New Delhi, UNICEF. |
| 8 | FAO of the U.N. Bay of Bengal Programmes – Development of Small Scale Fisheries (1985). Towards Shared Learning. Non-Format Adult Education for Marine Fisherfolk Trainers’ Manual. |
| 9 | Hope. Anne and Timmel, Sally (1984)- Trainers and Practitioners of Rural Appraisal (PRA) Papers in the Administration and Development No. 49, Birmingham |
| 10 | Development Administration Group. |

| B. Sc (HOME SCIENCE) | | | | |
|-------------------------------|------------|--|-------------------|-----------------------------|
| YEAR | III | ADULT/ NON FORMAL EDUCATION ELECTIVE PAPER NO. 6 | | CREDIT 05 (03+02) |
| SEMESTER | V | MAJOR – ED. EX | | HOURS/ WK 07 |
| Total Marks: 100 | | Internal: 30 | Theory: 50 | Practical: 20 |
| OBJECTIVES | | 1. Be sensitive to the educational needs of adults and children from low socio-economic group in rural and urban settings. 2. Organize adult education / non formal education programme for children | | |
| COURSE CONTENT: THEORY | | | | |
| UNIT – I | | Need and importance of Non Formal Education | | |
| | | <ul style="list-style-type: none"> • Purpose of non formal education • Content of non formal education • Research and non formal education • Learning process in non formal education • Non formal education for adults and children • Agencies which help in non formal education programme • Adult Education | | |
| UNIT – II | | Methods and Materials for non formal education | | |
| | | <ul style="list-style-type: none"> • Guidance for non formal education • Advance preparation • Demonstration • Workshops • Group Discussion • Dramatized presentation/ Role play • Materials • Audio Visual aids | | |
| UNIT – III | | Rural Development and non formal education | | |
| | | <ul style="list-style-type: none"> • Rural Development • Non formal education and rural development • Need for non formal education in India : poverty and illiteracy, Fighting ignorance through education, Formal education and the weaker section, non formal education for the formally education • People who need non formal education- Women, Industrial Workers, Rural Labourers, Slum dwellers in town, Tribals and Adivasis. | | |
| UNIT – IV | | Literacy through non formal education | | |
| | | <ul style="list-style-type: none"> • Women’s attitude toward literacy programme • Literacy and development • Concept of development | | |
| UNIT – V | | Institutions and Yojanas for adult education on National and State level | | |
| | | <u>AGENCIES</u> <ul style="list-style-type: none"> • Central government & State government | | |

| | |
|-------------------|---|
| | <ul style="list-style-type: none"> • Non-government and Voluntary agencies. <p><u>YOJANA</u></p> <ul style="list-style-type: none"> • Rural functional Literacy Project (RELP) • Mass Programme for Functional Literacy (MPFL) • National Literacy Mission (NLM) • Adult Education Programme through University Grant Commission (AEP-UGC) • State Adult Education Programme (SAEP) • National Adult Education Programme (NAEP) |
| PRACTICALS | |
| 1 | Preparation of learning materials for adult learner's profile based on key words: more words and sentences. |
| 2 | Non formal education Programme Planning implementation for any one target group e.g. Nonstarter children/ illiterate women/adolescent girls/adult learners. |
| 3 | Post literacy continuity education program planning on any subject which is actual need of people e.g. Health awareness, Nutritional awareness in specific condition (pregnancy, lactation, old age, child care. self employment etc.) |
| 4 | Evaluation : Use of feed back mechanism in above practical and report it. |
| REFERENCES | |
| 1 | Non formal education and the NAEP-by A.B.Shah & Susheelababen. |
| 2 | Chandra A, and Shah A (1987) Non Formal Education for all, New Delhi : Sterling Publishers Private Limited. |
| 3 | Non formal education- By S.B. Mohanty |
| 4 | Devi, M. and Seetharmu A. (1994) Adult Education , New Delhi: Ashish Publishing House, 110002. |

| B. Sc (HOME SCIENCE) | | | | | |
|-------------------------------|------------|---|---|----------------------|-----------------------|
| YEAR | III | CHILDREN WITH DISABILITIES ELECTIVE PAPER NO. 5 | | CREDIT | 05 (03+02) |
| SEMESTER | V | MAJOR – HD | | HOURS/ WK | 07 |
| Total Marks: 100 | | Internal: 30 | Theory: 50 | Practical: 20 | |
| OBJECTIVES | | 1. To appreciate the special needs of children with disabilities and disorders. 2. To gain insights into the causes of disability and disorders in children, and into their prevention. 3. To be sensitized to the similarities and differences between disabled and non-disabled children. | | | |
| COURSE CONTENT: THEORY | | | | | |
| UNIT – I | | Introduction to Childhood Disabilities | | | |
| | | <ul style="list-style-type: none"> • Defining disabilities • Models of disability • Classifying disabilities • Social construction of disability • Demography | | | |
| UNIT – II | | Common Childhood Disabilities: Identification, Assessment and etiology with reference to | | | |
| | | <ul style="list-style-type: none"> • Locomotors disability • Visual disability • Auditory and speech disability • Intellectual disability • Autism • Learning Disability | | | |
| UNIT – III | | Children with Disabilities and Society | | | |
| | | <ul style="list-style-type: none"> • Families of children with disability • Prevention and management of different disabilities • Educational practices – Special education and inclusion • Policy and laws | | | |
| PRACTICALS | | | | | |
| | | 1 | Visits to organizations working with children with disabilities | | |
| | | 2 | Observing children with disabilities in families and institutions | | |
| | | 3 | Planning developmentally appropriate material for children with disabilities | | |
| | | 4 | Exploring audio-visual sources with reference to children with disabilities and their families | | |
| | | 5 | Select psychometric tests (Ravens Progressive matrices, Portage, Tests for detecting Learning Disabilities) | | |

REFERENCES

| | |
|---|--|
| 1 | Chopra G (2010) Early Detection of Disabilities and Persons with Disabilities in the Community, New Delhi, Engage Publications |
| 2 | Chopra G (2012) Stimulating Development of Young Children with Disabilities and at Home- A Practical Guide, New Delhi, Engage Publications |

| B. Sc (HOME SCIENCE) | | | | |
|-------------------------------|------------|--|-------------------|-----------------------------|
| YEAR | III | WOMEN – DEVELOPMENT AND RIGHT ELECTIVE PAPER NO. 6 | | CREDIT 05 (03+02) |
| SEMESTER | V | MAJOR – HD | | HOURS/ WK 07 |
| Total Marks: 100 | | Internal: 30 | Theory: 50 | Practical: 20 |
| OBJECTIVES | | 1. Gain knowledge on the scheme of the government for women development. 2. Get relevant information about services for women provided by NGO at the state, national, international level. | | |
| COURSE CONTENT: THEORY | | | | |
| UNIT – I | | The position of women in Indian society | | |
| | | <ul style="list-style-type: none"> • Introduction • Change in the status and role of the women • Different fields of achievements of Indian women • Role of women in society | | |
| UNIT – II | | Trends in Women's movement | | |
| | | <ul style="list-style-type: none"> • Introduction • Women's movement in India of pre and post independence period • Voluntary women organization and women movement | | |
| UNIT – III | | Women development in India | | |
| | | <ul style="list-style-type: none"> • Rural Area • Working women • House wife | | |
| UNIT – IV | | Woman and conflicts | | |
| | | <ul style="list-style-type: none"> • In married life • Working Place • With children | | |
| UNIT – V | | Need of Women rights | | |
| | | <ul style="list-style-type: none"> • Introduction • Women's rights • Obstacles to implementation of legal provision | | |
| UNIT – VI | | Agencies working for women | | |
| | | <ul style="list-style-type: none"> • SEVA, CHETNA | | |
| PRACTICALS | | | | |
| | 1 | Survey of changes in status of women at local level | | |
| | 2 | Arrange the lecture on women's rights | | |
| | 3 | Visit an organization working for the development of women at local level | | |
| | 4 | Information on SEVA | | |
| | 5 | Information on CHETNA | | |
| REFERENCES | | | | |
| | 1 | Welfare of Women and Children – Pay Bharti | | |
| | 2 | Indian Woman Through the Ages – S. K. Ghosh | | |

| | |
|---|---|
| 3 | Family Welfare Services in India – Bssantibala Jena |
| 4 | Human Right The New Era – M.H. Syed |

| B. Sc (HOME SCIENCE) | | | | |
|-------------------------------|------------|--|-------------------|---|
| YEAR | III | TRADITIONAL TEXTILE AND COSTUME DESIGN | | CREDIT 05 (03+02) |
| SEMESTER | VI | CORE PAPER NO. 1 | | HOURS/ WK 07 |
| | | MAJOR – GENERAL HOME SCIENCE/CT/ED.EX/HD | | |
| Total Marks: 100 | | Internal: 30 | Theory: 50 | Practical: 20 |
| OBJECTIVES | | 1. To study textile craft. 2. To impart knowledge of woven articles and embroidery 3. To study status of Handloom & Handicraft. | | |
| COURSE CONTENT: THEORY | | | | |
| UNIT – I | | Traditional Textile and its Importance | | |
| | | 1. Woven Sari of India <ul style="list-style-type: none"> • Benaras Brocades • Dhaka Saris • Baluchars • Paithani • Chanderi • Vichitrapuri • Kanchipuram • Patola, Bandhni, Laheria | | |
| UNIT – II | | Woven Shawls | | |
| | | <ul style="list-style-type: none"> • Kashmir • Panjabi • Kachhchi • Arunachal | | |
| UNIT – III | | Embroidered Textiles | | |
| | | <ul style="list-style-type: none"> • Kanthas of Bengal • Phulkari of Punjab • Kashmiri work of Kashmir • Gujarati embroideries. • Shadow work of Uttar Pradesh • Lakhanav chikankari | | |
| UNIT – IV | | Painted and Printed textiles | | |
| | | <ul style="list-style-type: none"> • Kalamkari of Andhra Pradesh • Varli Print • Peethora | | |
| UNIT – V | | Cottage industries - “Khadi Udhyog | | |
| | | <ul style="list-style-type: none"> • History of Khadi Udhyog • Types of Khadi and Use of Khadi • Current fashion trends of Khadi in global market | | |
| PRACTICALS | | | | |
| 1 | | Traditional Embroidery stitches – Any Three <ol style="list-style-type: none"> 1) Kanthas of Bengal 2) Phulkari of Punjab 3) Kashmiri work of Kashmir 4) Gujarat embroideries 5) Chikankari of Uttar Pradesh | | |

| | |
|-------------------|--|
| 2 | Traditional textile crafts (Power Point Presentation- any one) |
| 3 | Collection and information of Painted/printed Photograph/ Picture |
| 4 | Visit to craft centers 1. Khadi unit 2. Handloom industry 3. Handicraft sector 4. Printing Unit |
| REFERENCES | |
| 1 | Care and Presentation of Museum projects Agarwal, O.P., 1977, – II, NRL |
| 2 | Handicrafts of India, Chattopadhaya, K.D., 1995, Wiley Eastern Limited, N Delhi |

| B. Sc (HOME SCIENCE) | | | | | |
|-------------------------------|------------|---|-------------------|----------------------|-----------------------|
| YEAR | III | GARDENING CORE PAPER NO. 2 | | CREDIT | 05 (03+02) |
| SEMESTER | VI | MAJOR – GENERAL HOME SCIENCE / CT / ED.EX / HD | | HOURS/ WK | 07 |
| Total Marks: 100 | | Internal: 30 | Theory: 50 | Practical: 20 | |
| OBJECTIVES | | 1. To acquire knowledge of house hold gardening and its designing | | | |
| COURSE CONTENT: THEORY | | | | | |
| UNIT – I | | Introduction | | | |
| | | <ul style="list-style-type: none"> • Principles of gardening • Knowledge of types of plants and soil • Cultivation of soil • Importance of gardening • Drainage, surface & subsoil • Watering • Transplanting • Potting | | | |
| UNIT – II | | Garden Design | | | |
| | | <ul style="list-style-type: none"> • Selection of site – Different types of soil • Water • Layout garden • Rosary • Water garden • Terrace garden • Kitchen garden | | | |
| UNIT – III | | Indoor Gardening | | | |
| | | Cultivation and Maintenance of <ul style="list-style-type: none"> • Hanging plant • Climbers • Cacti • Flowering plant from bulb • Pot plant for foliage • Cultivation of lawn and its maintenance • Propagation of plants by seed , grafting , budding , cutting and layering | | | |
| UNIT – IV | | Methods of cultivation of fruits and vegetables | | | |
| | | <ul style="list-style-type: none"> • Lady finger , Beans, sweet potatoes , carrots , cabbage , onions and garlic , tomatoes , Brinjals, leafy vegetables • Lemon , grapes , Pomegranate Strawberry , Banana , guava | | | |
| UNIT – V | | Fertilizers | | | |
| | | <ul style="list-style-type: none"> • Bio fertilizers and chemical fertilizers • Types of neutral and chemical fertilizer and their use • Common pests -- Common pests , Insects and their control | | | |

| PRACTICALS | |
|-------------------|--|
| 1 | Study of garden tools |
| 2 | Preparing plan for kitchen garden or home garden. |
| 3 | Preparing seed bed and seed sow |
| 4 | Demonstration practical : Propagation by grafting , budding , layering. |
| 5 | Preparation of compost. |
| 6 | Cultivation and maintenance of indoor plants. -- Pot filling, cultivation. -- Maintenance of climbers and leafy vegetables -- methi , coriander ,spinach , beans |
| 7 | Preparing flower beds |
| REFERENCES | |
| 1 | Gardening -- Premila Mehra |
| 2 | Percy Lancaster's Gardening in India Revised by -- T. K. Bose, S. D . Mukherjee |
| 3 | Complete Gardening in India -- K. S. Gopalswamy lyenger, Bangalore |
| 4 | Plant Propagation, Principles \$ Practice – Hartmann H. \$ Kester D. E. (Prentice Hall of India Pvt. Ltd . New Delhi) |

| B. Sc (HOME SCIENCE) | | | | | |
|-------------------------------|---|---|-------------------|----------------------|-----------|
| YEAR | III | FOOD PRESERVATION AND FANCY COOKERY | | CREDIT | 05 |
| SEMESTER | VI | PAPER NO.3 | | HOURS/ WK | 07 |
| | | MAJOR – GENERAL HOME SCIENCE / CT / ED.EX/HD | | | |
| Total Marks: 100 | | Internal: 30 | Theory: 50 | Practical: 20 | |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To gain knowledge regarding principles of food preservation. 2. To prepare students for home scale production of preservation products such as jam, jelly, tomato ketchup etc. 3. To teach students different methods of food preservation. 4. To appraise the students of the latest development in food preservation. 5. To understand cookery as science 6. To apply science to food preparation | | | | |
| COURSE CONTENT: THEORY | | | | | |
| UNIT – I | Introduction of Food Preservation | | | | |
| | <ul style="list-style-type: none"> • Importance of food preservation • Principle of food preservation | | | | |
| UNIT-II | Methods of food preservation | | | | |
| | <ul style="list-style-type: none"> • Bacteriostatic method – De-hydration, fermentation, freezing or Low temperature, salt, sugar, oil, vinegar, chemicals etc. • Bactericidal method – Use of higher temperature, pasteurisation, canning, boiling, Irradiation | | | | |
| UNIT – III | Food spoilage | | | | |
| | <ul style="list-style-type: none"> • Food fit for consumption. • Deterioration of food quality – non perishable, semi perishable and perishable foods. • Causes of food spoilage. | | | | |
| UNIT – IV | Preservation of food products, preparation and principles of preservation | | | | |
| | <ul style="list-style-type: none"> • Fruit juice and squashes. • Jam, Jelly, Marmalade. • Tomato products (Chutney and ketchup) • Pickles | | | | |
| UNIT – V | Introduction to cookery | | | | |
| | <ul style="list-style-type: none"> • Aims and Objectives of cooking foods • Importance of Spices in Indian foods • Beverages | | | | |
| UNIT – VI | Cooking Materials | | | | |

| | |
|-------------------|--|
| | <ul style="list-style-type: none"> • Foundation ingredients • Fats • Raising agents • Eggs • Salt • Liquid • Flavoring and seasoning • Sweetening • Thickening |
| PRACTICALS | |
| 1 | <p>Prepare the following food products in the laboratory.</p> <ol style="list-style-type: none"> 1. Syrup and Squash 2. Jam 3. Jelly 4. Marmalade 5. Pickles 6. Tomato ketchup 7. Beverage (Hot and Cold) 8. Soups 9. Desserts 10. Snacks |
| REFERENCES | |
| 1 | Foundations of food preparation - Peckham. Macmillan Publishing Co. Inc. New Work. |
| 2 | Modern Cookery Vol. I and II - Thangam E. Phillip. Orient Longman Publication. |
| 3 | Basic food preparation” Department of Foods and Nutrition, Orient Longman Publicaion, New Delhi |
| 4 | G. Subbulakshmi – Shobha A. Udipi, “Food Processing and Preservation”, New Age International Publisher. |
| 5 | Girdharilal, G.S. Siddappa – G.L. Tandon, Preservation of Fruits and Vegetables. |
| 6 | M. Swaminathan, “Food Science, Chemistry and Experimental Foods”. |

| B. Sc (HOME SCIENCE) | | | | |
|---------------------------------------|------------|---|--|---|
| YEAR | III | FAMILY FINANCE MANAGEMENT PAPER NO. 4 | | CREDIT 05 (03+02) |
| SEMESTER | VI | MAJOR – GENERAL HOME SCIENCE / CT / ED.EX/HD | | HOURS/ WK 07 |
| Total Marks: 100 | | Internal: 30 | Theory: 50 | Practical: 20 |
| Duration of Theory Exam : 02.00 Hours | | | Duration of Practical Exam : 03.00 Hours | |
| OBJECTIVES | | To enable students to 1. To know about family income, expenditure and saving. 2. To understand the role of money in human life. 3. To understand the role of saving and investment in Indian society. | | |
| COURSE CONTENT: THEORY | | | | |
| UNIT – I | | Income | | |
| | | <ul style="list-style-type: none"> • Meaning • Importance • Types of income | | |
| UNIT – II | | Budget | | |
| | | <ul style="list-style-type: none"> • What is budget • Importance of budget • Points to be noted while preparing the budget • Changes in budget | | |
| UNIT – III | | Expenditures | | |
| | | <ul style="list-style-type: none"> • Meaning • Types of expenditure • Account keeping • Types of account keeping | | |
| UNIT – IV | | Saving and investment | | |
| | | <ul style="list-style-type: none"> • Meaning of saving • Aims of saving • Importance of saving • How to live economically • Meaning of investment • Aims of investment • Importance of investment • Types of investment-Government and non government schemes | | |
| UNIT – V | | Online payment and shopping | | |
| | | <ul style="list-style-type: none"> • Meaning • Importance • Precaution • Advantages and disadvantages • Methods of online payment- Mobile app, net banking, debit/credit card | | |

PRACTICALS

| | |
|---|--|
| 1 | Learn to open an account in a bank and learn to fill all forms. |
| 2 | Learn to use ATM card and precautions. |
| 3 | Collect information about various schemes of post office or arrange a guest lecture. |

REFERENCES

| | |
|---|---|
| 1 | Dorsey, P. N. (1988). Management In Family Living. New York: John Wiley & Sons. |
| 2 | Gandotra, M. S. (2006). Home Management And Family Finance. New Delhi: Dominant Publishers And Distributers . |
| 3 | Ranpara, M. V. (2004). Family Financial Management . Rajot: Pravin Prakshan. |
| 4 | Shairy, G. (1994). Household Management And Household Art. Agra: Vinod Pustak Mandir |

| B. Sc (HOME SCIENCE) | | | | |
|-------------------------------|------------|--|-------------------|---|
| YEAR | III | MEDIA FOR DEVELOPMENT PROJECT ELECTIVE PAPER NO. 5 | | CREDIT 05 (03+02) |
| SEMESTER | VI | MAJOR – GENERAL HOME SCIENCE | | HOURS/ WK 07 |
| Total Marks: 100 | | Internal: 30 | Theory: 50 | Practical: 20 |
| OBJECTIVES | | To enable student to 1. Explore the use of different media in development projects. 2. Acquire skills in developing and using media in development projects. | | |
| COURSE CONTENT: THEORY | | | | |
| UNIT – I | | Media Education in Indian Society | | |
| | | <ul style="list-style-type: none"> • Media role to development of India • Role of Media in Indian Democracy • Challenges and Issues • Changing Role of Mass Media | | |
| UNIT – II | | Media Technology and Learning | | |
| | | <ul style="list-style-type: none"> • Effective learning through technology • Design Media technology for Education • Media and Human Resource Development • Media and Social Networking • New Media Culture | | |
| UNIT – III | | Types of Media Education Tools | | |
| | | <ul style="list-style-type: none"> • Radio - Digital Radio Revolution • Television • Video cassettes • Computer • Internet • E-mail • Advertising • Mobile | | |
| UNIT – IV | | Software in folk Media | | |
| | | <ul style="list-style-type: none"> • Types of folk media <ul style="list-style-type: none"> - music, dance, theatre - Folk music - the cultural, physical, intellectual, emotional, moral and spiritual value of music - Folk dances - varieties and their value in education | | |
| UNIT – V | | Software in Print Media | | |
| | | <ul style="list-style-type: none"> • The press - social responsibility of the press media • Newspaper circulation and readership • Online, Newspaper and Magazines • Newspaper Categories - Daily, Weekly, National, International, Online • Role of Print Media | | |

| PRACTICALS | |
|-------------------|--|
| 1 | Designing communication strategies as part of the project. Select the media, prepare and apply them in the field. |
| 2 | Demonstrate some of the recorded folk forms i.e. puppetry/ Bhavai / Role play/ Street play or any other one. |
| 3 | Script writing for Radio/ TV/ Newspaper article. |
| 4 | Collect review of different forms of advertisement. |
| 5 | Prepare advertisement for commercial programs/ development programs |
| 6 | Project Work : Use of Different Types of Mobile App |
| REFERENCES | |
| 1 | Bhatnagar O. Dahama O. (1991) Education and Communication for Development, New Delhi: Oxford & IBH Publishing Co. |
| 2 | Bishnoi I. Dubey V. (2008) Extension Education and Communication, New Delhi New Age International (P) Limited, Publisher |
| 3 | Chkrabarti S. (Third Edition, 1967) Audio-Visual Education in India, Calcutta: Oxford Book Company |
| 4 | Mathur P (2009), 21st Century Media Environment, Delhi : Author Press |
| 5 | Mody, B(1991) Designing Messages for Development Communication, New Delhi Sage Publication |
| 6 | Mohanty P(2011) Mass Media and Education, New Delhi: A P H Publishing Corporation |
| 7 | Rao S, Surnarayana N, Goteri H, (2011) Media Education, New Delhi: A P H Publishing Corporation |
| 8 | Ray, G.L.(1991) Extension Communication and Management, Calcutta: Naya Prakashan |

| B. Sc (HOME SCIENCE) | | | | |
|-------------------------------|------------|--|-------------------|-----------------------------|
| YEAR | III | DISASTER MANAGEMENT AND FIRST-AID ELECTIVE PAPER NO. 6 | | CREDIT 05 (03+02) |
| SEMESTER | VI | MAJOR – GENERAL HOME SCIENCE | | HOURS/ WK 07 |
| Total Marks: 100 | | Internal: 30 | Theory: 50 | Practical: 20 |
| OBJECTIVES | | 1. The students will be able to understand about the natural & manmade disaster and its management during and after disaster. 2. To get the alimentary knowledge about first aid treatment needed during various injuries. | | |
| COURSE CONTENT: THEORY | | | | |
| UNIT – I | | Introduction | | |
| | | <ul style="list-style-type: none"> • Meaning of disaster • Types of disasters <ul style="list-style-type: none"> – Natural disasters – Manmade disasters – Other disasters | | |
| UNIT – II | | Disaster Management. | | |
| | | <ul style="list-style-type: none"> • Management of different disasters <ul style="list-style-type: none"> – Earthquake – Cyclone – Tsunami – Draught – Fire – Flood – Industrial accident | | |
| UNIT – III | | First Aid | | |
| | | <ul style="list-style-type: none"> • Introduction and definition • Principles of first aid • First aid during cuts • First aid during burns • First aid during fractures • First aid during poisons & bites (snake) | | |
| PRACTICALS | | | | |
| | 1 | Preparation of first aid box. | | |
| | 2 | Identification of types of bandages | | |
| | 3 | Use of different bandages | | |
| | 4 | Prepare projects on Disaster | | |
| | 5 | Visit of nursing college OR Expert lecture | | |
| | 6 | Demonstration /lecture by-GSDMA | | |

REFERENCES

| | |
|---|--|
| 1 | Community nursing in developing country-- Monica Byren & F.J. Barnet |
| 2 | Text book of First Aid- Published by John Ambulance Association |
| 3 | Disaster Management (Gujarati) –S.N. Parikh, Dr. G.P. Mankad & Dr. K.G. Vyas |

| B. Sc (HOME SCIENCE) | | | | | |
|-------------------------------|------------|--|--|----------------------|-----------|
| YEAR | III | TEXTILE DESIGN AND ADVANCE PRINTING | | CREDIT | 05 |
| SEMESTER | VI | ELECTIVE PAPER NO. 5 | | HOURS/ WK | 07 |
| | | MAJOR – CT | | | |
| Total Marks: 100 | | Internal: 30 | Theory: 50 | Practical: 20 | |
| OBJECTIVES | | 1. To develop creativity in designing for different prints. 2. To create awareness about traditional textiles and printing. 3. To develop skills related to different printing techniques. | | | |
| COURSE CONTENT: THEORY | | | | | |
| UNIT – I | | Designs of Textile | | | |
| | | <ul style="list-style-type: none"> • Types of surface design (printing, painting) • Types of structural design (basic weaves, fancy weaves, Knitting, Felting) | | | |
| UNIT – II | | Printing | | | |
| | | <ul style="list-style-type: none"> • Fundamental of printing – color, pigment and auxiliaries for printing • Hand printing (stencil, screen), machine printing (roller) • Advance printing methods. | | | |
| UNIT – III | | Traditional textiles and printing | | | |
| | | <ul style="list-style-type: none"> • Madhubani print, Pichavaiprint, Rogan print, Aajrak print. | | | |
| UNIT – IV | | Decorative designs in textiles through weaves, knitting, felting, lacing and breadding: | | | |
| UNIT – V | | Eco friendly Textiles | | | |
| | | <ul style="list-style-type: none"> • Meaning • Advantages | | | |
| PRACTICALS | | | | | |
| | | 1 | Prepare a portfolio of traditional printing motifs. | | |
| | | 2 | Collection and identification of various weave samples. | | |
| | | 3 | Make a household article by using printing method-any one. | | |
| | | 4 | Make one specimen using with eco-friendly dyes. | | |
| REFERENCES | | | | | |
| | | 1 | Neelima, (2009) Printing and Washing of Textile, Sonali Publication, New Delhi. | | |
| | | 2 | Khandelwal, M. and Chauhan, M., (2005) Dyeing Printing and Textile, Ritu Publications, Jaipur. | | |
| | | 3 | Arora, A. (2009) Textbook of Dyes, Sonali Publication, New Delhi. | | |
| | | 4 | Clark- Introduction to textile printing. | | |
| | | 5 | Parvathi, K. (2007) Textile Designing, Avishkar Publishers, Jaipur. | | |

| B. Sc (HOME SCIENCE) | | | | | |
|-------------------------------|---|---|-------------------|----------------------|-----------------------|
| YEAR | III | TEXTILE TESTING ELECTIVE PAPER NO. 6 | | CREDIT | 05 (03+02) |
| SEMESTER | VI | MAJOR – CT | | HOURS/ WK | 07 |
| Total Marks: 100 | | Internal: 30 | Theory: 50 | Practical: 20 | |
| OBJECTIVES | | 1. To acquaint students with knowledge of various fibre, yarn and fabric properties. 2. To gain knowledge on various fabrics, fabric count and relation to weight of fabric. | | | |
| COURSE CONTENT: THEORY | | | | | |
| UNIT – I | Introduction and importance of textile testing | | | | |
| | <ul style="list-style-type: none"> • Standardization • Sampling and its importance (fibre, yarn and fabric) | | | | |
| UNIT – II | Fibre testing | | | | |
| | <ul style="list-style-type: none"> • Classification of fibre • Properties and uses – cotton, silk, wool and polyester • Objectives and methods of testing (length, fineness, tensile strength) | | | | |
| UNIT – III | Yarn testing | | | | |
| | <ul style="list-style-type: none"> • Classification and characteristics of yarn • Objectives and methods of testing (count, denier, twist) | | | | |
| UNIT – IV | Fabric testing | | | | |
| | <ul style="list-style-type: none"> • Objectives and methods of testing – (length, width, count, weight, absorbency, shrinkage) | | | | |
| UNIT – V | Colour fastness tests | | | | |
| | <ul style="list-style-type: none"> • Washing fastness • Sunlight fastness • Pressing | | | | |
| PRACTICALS | | | | | |
| | 1 | Fabric testing (cotton, muslin and polyester) | | | |
| | | <ul style="list-style-type: none"> • Fabric count • Weight per unit area • Length and width | | | |
| | 2 | To test effect of shrinkage on cotton fabric. | | | |
| | 3 | To test effect of absorbency on different fabrics i.e. cotton, polyester, silk, wool. | | | |
| | 4 | To test effect of sunlight and washing fastness on cotton fabric. | | | |
| REFERENCES | | | | | |
| | 1 | AATCC technical Manual (2010), American association of textile chemists and colorists, Research Triangle Park, NC. | | | |
| | 2 | Booth, J.E. (1996) Fabric dimensions and properties: Principles of textiles testing, CBS publishers and distributors, New Delhi. | | | |
| | 3 | Grover E.B. (1960) Hand book of textile testing and quality control, Dames Hamby Publisher, New York. | | | |

| B. Sc (HOME SCIENCE) | | | | |
|-------------------------------|------------|--|-------------------|---|
| YEAR | III | MEDIA FOR DEVELOPMENT PROJECT ELECTIVE PAPER NO. 5 | | CREDIT 05 (03+02) |
| SEMESTER | VI | MAJOR – ED.EX | | HOURS/ WK 07 |
| Total Marks: 100 | | Internal: 30 | Theory: 50 | Practical: 20 |
| OBJECTIVES | | To enable student to 3. Explore the use of different media in development projects. 4. Acquire skills in developing and using media in development projects. | | |
| COURSE CONTENT: THEORY | | | | |
| UNIT – I | | Media Education in Indian Society | | |
| | | <ul style="list-style-type: none"> • Media role to development of India • Role of Media in Indian Democracy • Challenges and Issues • Changing Role of Mass Media | | |
| UNIT – II | | Media Technology and Learning | | |
| | | <ul style="list-style-type: none"> • Effective learning through technology • Design Media technology for Education • Media and Human Resource Development • Media and Social Networking • New Media Culture | | |
| UNIT – III | | Types of Media Education Tools | | |
| | | <ul style="list-style-type: none"> • Radio - Digital Radio Revolution • Television • Video cassettes • Computer • Internet • E-mail • Advertising • Mobile | | |
| UNIT – IV | | Software in folk Media | | |
| | | <ul style="list-style-type: none"> • Types of folk media <ul style="list-style-type: none"> - music, dance, theatre - Folk music - the cultural, physical, intellectual, emotional, moral and spiritual value of music - Folk dances - varieties and their value in education | | |
| UNIT – V | | Software in Print Media | | |
| | | <ul style="list-style-type: none"> • The press - social responsibility of the press media • Newspaper circulation and readership • Online, Newspaper and Magazines • Newspaper Categories - Daily, Weekly, National, International, Online • Role of Print Media | | |

| PRACTICALS | |
|-------------------|--|
| 1 | Designing communication strategies as part of the project. Select the media, prepare and apply them in the field. |
| 2 | Demonstrate some of the recorded folk forms i.e. puppetry/ Bhavai / Role play/ Street play or any other one. |
| 3 | Script writing for Radio/ TV/ Newspaper article. |
| 4 | Collect review of different forms of advertisement. |
| 5 | Prepare advertisement for commercial programs/ development programs |
| 6 | Project Work : Use of Different Types of Mobile App |
| REFERENCES | |
| 1 | Bhatnagar O. Dahama O. (1991) Education and Communication for Development, New Delhi: Oxford & IBH Publishing Co. |
| 2 | Bishnoi I. Dubey V. (2008) Extension Education and Communication, New Delhi New Age International (P) Limited, Publisher |
| 3 | Chkrabarti S. (Third Edition, 1967) Audio-Visual Education in India, Calcutta: Oxford Book Company |
| 4 | Mathur P (2009), 21st Century Media Environment, Delhi : Author Press |
| 5 | Mody, B(1991) Designing Messages for Development Communication, New Delhi Sage Publication |
| 6 | Mohanty P(2011) Mass Media and Education, New Delhi: A P H Publishing Corporation |
| 7 | Rao S, Surnarayana N, Goteri H, (2011) Media Education, New Delhi: A P H Publishing Corporation |
| 8 | Ray, G.L.(1991) Extension Communication and Management, Calcutta: Naya Prakashan |

| B. Sc (HOME SCIENCE) | | | | | |
|-------------------------------|------------|--|-------------------|----------------------|-----------------------------|
| YEAR | III | NEW DIMENSIONS OF EXTENSION EDUCATION | | CREDIT | 05 (03+02) |
| SEMESTER | VI | ELECTIVE PAPER NO. 6 MAJOR – ED. EX. | | HOURS/ WK | 07 |
| Total Marks: 100 | | Internal: 30 | Theory: 50 | Practical: 20 | |
| OBJECTIVES | | 1. To enable students to acquire knowledge about Community Development Programmes 2. To gain the knowledge about leadership and extension service. | | | |
| COURSE CONTENT: THEORY | | | | | |
| UNIT – I | | Extension Education | | | |
| | | <ul style="list-style-type: none"> • Research in Extension • The Educational Needs for Rural Development • Extension Education and Human Behaviour • The Scope of Extension Work in Rural areas | | | |
| UNIT – II | | Rural Leadership | | | |
| | | <ul style="list-style-type: none"> • What is Leadership? • What is a Leader? • Classification of Leaders • Types of Leadership • Styles of Leadership • Qualities of a Leader • Functions of a Leader | | | |
| UNIT – III | | Development Programmes in India | | | |
| | | <ul style="list-style-type: none"> • Rural Development in India • Rural Development efforts of Pre-independence (brief) • Post-independence Development Programmes(brief) | | | |
| UNIT – IV | | Community Development Programmes | | | |
| | | <ul style="list-style-type: none"> • National Extension Service • Small and Marginal farmers Development Programme • Operational Research Project • Integrated child development Service • Suvarna Jayanti Gram Swarojgar Yojana (S.G.S.Y.) • Development of Women and Children in Rural Areas(DWACRA) | | | |
| UNIT – V | | Extension Service | | | |
| | | <ul style="list-style-type: none"> • Extension as a Service – Origin and definition • Philosophy of Extension Service • Approaches in Extension Service • Types of Extension Approach <ol style="list-style-type: none"> 1) Training & Visit Approach 2) Participatory Approach | | | |

| | |
|-------------------|--|
| | 3) Project Approach 4) Farming systems Development Approach 5) General Agricultural Extension Approach |
| PRACTICALS | |
| 1 | Visit to “Aganwadi” and collect the information about it with the help of Questionnaire. |
| 2 | Prepare a project work on ICDS : and its services, beneficiary, structure, Organizational Set – up, Integrated departmental service and role of workers. |
| 3 | Organize any one Extension activity in group for community development. |
| 4 | To plan any one community development programme for specific target group. |
| REFERENCES | |
| 1 | Bhatnagar, O. P. Dhama, O. (Second edition 1994) Education and communication for Development. |
| 2 | Bishnoi, I., Dubey, V. (2008) Extension Education and Communication, New Delhi : New Age International (P) Limited, Publishers. |
| 3 | Ray, G. (1991) extension Communication and Management , Calcutta : Naya Prakashan. |
| 4 | Suvarn Jayanti Gram Swarojgar Yojana and Watershed Project Guideline. |
| 5 | Venkataiah, S. (2001) New Dimensions of Extension Education, New Delhi : Anmol Publications Pvt. Ltd. |
| 6 | Waghmare, S. (1980) teaching Extension Education, Vallabh Vidyanagar Prashant Publishers. |

| B. Sc (HOME SCIENCE) | | | | |
|-------------------------------|---|--|-------------------|---|
| YEAR | III | MARRIAGE & FAMILY RELATIONSHIP ELECTIVE PAPER NO. 5 | | CREDIT 05 (03+02) |
| SEMESTER | VI | MAJOR – HD | | HOURS/ WK 07 |
| Total Marks: 100 | | Internal: 30 | Theory: 50 | Practical: 20 |
| OBJECTIVES | 4. To acquaint the students with values and goals for achieving a satisfying and useful personal and home life. 5. To help the students develop an understanding in playing a responsible role as a member of society by giving insights into role expectations in marriage. 6. Enlightened parenthood – To give basic information on sex and parenthood, its role in married life. | | | |
| COURSE CONTENT: THEORY | | | | |
| UNIT – I | Introduction to marriage | | | |
| | <ul style="list-style-type: none"> • Introduction to marriage & family • Goals – Marriages • Types of Marriage • Arrange & love marriage. • Other | | | |
| UNIT – II | Family | | | |
| | <ul style="list-style-type: none"> • Definition of family • Types of the family • Function of family | | | |
| UNIT – III | Mate selection and engagement period | | | |
| | <ul style="list-style-type: none"> • Modern aspects and methods • Use of Technology • Important factors in selection of life partner • Mate selection process, dating, courtship, engagement period | | | |
| UNIT – IV | Transition to parenthood | | | |
| | <ul style="list-style-type: none"> • Maturity • Physical and mental fitness to be parent • Raising children – A challenge of parent | | | |
| UNIT – V | Balancing in family | | | |
| | <ul style="list-style-type: none"> • Working style • In-laws • Finance • Social responsibility | | | |
| | Divorce & Remarriage | | | |
| | <ul style="list-style-type: none"> • Conflict • Separation • Divorce • Remarriage | | | |

PRACTICALS

| | |
|---|--|
| 1 | To do survey of marriageable boy–girl to know about the view about life partner. |
| 2 | To get information about happy married couple and the aspects of happy marriage.. |
| 3 | To know about problems of working woman and marriage life. |
| 4 | Arrange a group discussion to know students' views about love and arranged marriage. |

REFERENCES

| | |
|---|---------------------------------------|
| 1 | લગ્ન અને કૌટુંબિક સંબંધો – ઈલાબેન શાહ |
| 2 | દાંપત્ય જીવન અને અનુકુલન– ઈલાબેન શાહ |
| 3 | સમાજ અને કુટુંબ –ઈલાબેન શાહ |

| B. Sc (HOME SCIENCE) | | | | | |
|-------------------------------|------------|---|--|----------------------|-----------------------|
| YEAR | III | FAMILY AND SOCIAL CHANGES (FCW) ELECTIVE PAPER NO. 6 | | CREDIT | 05 (03+02) |
| SEMESTER | VI | MAJOR – HD | | HOURS/ WK | 07 |
| Total Marks: 100 | | Internal: 30 | Theory: 50 | Practical: 20 | |
| OBJECTIVES | | 1. Students will gain knowledge about the family in the context of changing social scenario. 2. Students will gain knowledge about the causes on family disharmony and effects of disharmony on the family. 3. Students will appreciate the importance of family and community involvement for overall development of young children. | | | |
| COURSE CONTENT: THEORY | | | | | |
| UNIT – I | | Social changes in the Indian family | | | |
| | | <ul style="list-style-type: none"> • Introduction • Social changes in pre and post independence period • Social change and social mobility | | | |
| UNIT – II | | Tradition and Modernity in India | | | |
| | | <ul style="list-style-type: none"> • Meaning and characteristics of Tradition • Meaning and characteristics of modernity • Tradition to modernity | | | |
| UNIT – III | | Socialization | | | |
| | | <ul style="list-style-type: none"> • Meaning and definition of Socialization • Characteristics of Socialization • Agencies of Socialization: Family, Role of peers, School, mass media • Life course : Stages of Socialization : Childhood, Adolescence | | | |
| UNIT – IV | | Working Woman and Social changes (Social condition) | | | |
| UNIT – V | | Social Planning | | | |
| | | <ul style="list-style-type: none"> • Meaning of Social Planning • Elements of Social Planning • Condition for Social Planning • Nature of Social Planning • Aims of Social Planning • Ways of Social Planning | | | |
| PRACTICALS | | | | | |
| | | 1 | Information of the social changes at local community | | |
| | | 2 | Collect information about "Attitude of Tradition and Modernity" at different age Group Survey – Life style of Working Women. | | |
| REFERENCES | | | | | |
| | | 1 | Family welfare Services in India – Bssantibala Jena | | |