Preamble

Home Science has contributed a great deal towards national development by training students to take up leadership roles in extension and community outreach programs. The students are encouraged to develop a scientific temper. Familiarizing them with the use of newer technologies, methods in family and community linkages, and sustainable use of resources for human development are the hallmark of education in Home Science. As a discipline Home Science integrates the ingredients of sciences, social sciences and technology to facilitate the study of and enhance the quality of human life. It approaches in its curriculum that engages the student through teaching, research and extension. The education process in Home Science underscores the importance of the individual’s dynamic relationship with his/her family, community and society as a whole, as well as with the resources in the environment. Higher education learning in Home Science subjects provides students the opportunity to sharpen their capacities with a sense of social responsibility.

In contemporary times, Home Scientists promote capacity building of individuals and communities for social and economic empowerment. They train community women and youth from varies strata of society for entrepreneurs themselves. They do not remain job seekers but have also become job creators. They gain and provide employment in research organizations, food and textile industries, dietetic practice, education and child development domains, accreditation of green buildings, strategic planning and communication technologies. Keeping in view the growing aspirations of today’s youth and capacity of Home Science discipline to deliver, the 3-year choice based credit system has been drawn up.

Years of national and international experience in the field has contributed to the wisdom that all the five windows of opportunity that Home Science offers be opened, i.e. Food and Nutrition. Human Development, communication and Extension and Fabric and Apparel Sciences. In this course, the students will learn the fundamental principles and foundations of all five areas. They are expected to internalize the principle of a Home Scientist, that is, to give back to the community from which they draw, for sustainable development. This is a major contribution of Home Science in both developed and developing societies.

The University Grants Commission’s model 2001 curriculum of Home Science reflects a similar philosophy.

The objectives of the present B.Sc. program Home Science course are:

- To understand and appreciate the role of interdisciplinary sciences in the development and well-being of individuals, families and communities.
- To learn about the sciences and technologies that enhance quality the life of people.
• To acquire professional and entrepreneurial skills for economic empowerment of the student in particular, and community in general.
• To develop professional skills in food, nutrition, textiles, housing, product making communication technologies and human development.
• To take science from the laboratory to the people.
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### Saurashtra University, Rajkot Annexure ‘B’

**F.Y.B.H.Sc. (Home Science)**

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

**T = theory     P = practical**
Saurashtra University, Rajkot Annexure ‘C’
Faculty of Home Science

Semester – I

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

T = theory     P = practical
NOTES

Marks and credits distribution –

1) Where the Paper have 4 credits the distribution of marks are as below
   Theory - 50 Marks
   Practical – 20 Marks
   Internal – 30 Marks
   Total – 100 Marks

2) Theory credits – 1 hour /credit so 3 hours/week
   Practical credits – 2 hours/credit, so 2 hours/Batch

3) Duration of Theory Examination for 50 marks – 2 hours.
4) Duration of Practical Examination for 20 marks – 2 hours
5) Duration of Theory Examination for 35 marks – 1.5 hours.
6) Duration of Practical Examination for 35 marks – 3 hours
# B. Sc (HOME SCIENCE)

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**OBJECTIVES**

1. To know about factors involved in management.
2. To create an awareness among the students about management in the family as well.
3. To recognize the importance of wise use of resources in order to achieve goals.

**COURSE CONTENT: THEORY**

**UNIT - I**

- **Introduction to Resource Management**
  - Concept, university and scope of management
  - Approaches to management
  - Ethics in management
  - Motivation Theory

**UNIT - II**

- **Resources**
  - Understanding meaning, classification and characteristics of resources, factors affecting utilization of resources.
  - Maximizing use of resources and resource conservation.
  - Availability and management of specific resource by an individual/family
    - Money
    - Time
    - Energy
    - Space
  - Application of Management Process in:
    - Event Planning & Execution

**UNIT - III**

- **Functions of Management: An overview**
  - Decision Making
  - Planning
  - Supervising
  - Controlling
  - Organizing
  - Evaluation

**PRACTICALS**

1. Resource conservation and optimization/green technologies (natural resources): Portfolio
2. Identification and development of self as a resource.
   - SWOT analysis – who am I and Micro lab
   - Building Decision Making abilities through management games
3. Preparation of time plans for self and family
4. Suggestions for improving income
| 5 | Event planning management and evaluation—with reference to  
|   |   − Managerial process  
|   |   − Resource optimization – time, money, products, space, human  
|   |   capital  
| **REFERENCES** |  
B. Sc (HOME SCIENCE)

YEAR I
SEMESTER I

PAPER NO. 2

FUNDAMENTALS OF FOOD AND NUTRITION – I

CREDIT 04
HOURS/WK 05

Total Marks: 100
Internal: 30
Theory: 50
Practical: 20

OBJECTIVES

1. The course enables the students to understand the functions of food and the role of various nutrients and the effects of deficiency and excess
2. To learn about the composition and nutritional contribution and selection of different food stuff
3. To be familiar with different methods of cooking, their advantages and disadvantages
4. To develop the ability to improve the nutritional value of food.

COURSE CONTENT: THEORY

UNIT - I
Introduction
- Concept of nutrition
- Definition of food, diet, nutritional status and malnutrition
- Signs of good and poor nutrition

UNIT - II
Functions of food
- Energy yielding, body building and protective foods

UNIT - III
Macro nutrients: Classification, digestion, absorption, metabolism, sources, functions, RDA, deficiency and excess (in brief)
- Carbohydrates
- Protein
- Fat

UNIT - IV
Energy
- Fuel and energy
- Energy yielding food factors
- Energy value of food
- Energy units
- Determination of energy value using bomb calorimeter
- Direct and indirect calorimeter
- Basal metabolism - factors affecting BMR, BEE
- Recommended allowances for calories

PRACTICALS

1. Use and care of kitchen equipments
2. Controlling techniques: weights and measures – Standard and household measures for raw food
3. Preparation and calculation of following rich recipes
   a. Carbohydrates
   b. Protein
   c. Energy
4. Preparing recipes using pre-preparation methods
   a. Germination
### REFERENCES

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**OBJECTIVES**

1. To enable the students to equip with techniques.
2. Prepare the garment as per using appropriate tool, machine and technique.
3. To acquired the knowledge of different kinds of fibres and their properties.

**COURSE CONTENT: THEORY**

**UNIT - I**  
**Sewing machine**
- History of Sewing Machine.
- Parts and Functions of Sewing Machine.
- Problems and Remedy of Sewing Machine.
- Care of Sewing Machine

**UNIT - II**  
**Sewing Tools (with figure)**
- Measuring Tools
- Marking Tools
- Cutting Tools
- Finishing Tools

**UNIT - III**  
**Basic Stitches**
- Basic Hand Stitches
- Basic Machine Stitches

**UNIT - IV**  
**Selection of Fabric**
- Budget
- Age
- Occasional
- Figure
- Fashion

**UNIT - V**  
**Terminology of Textile**

**UNIT - VI**  
**Introduction to Textile**
- General Properties of Textile Fibre (Primary and Secondary)
- Classification of Fibres.

**PRACTICALS**

1. Demonstration of Sewing Machine
2. Various Tools Chart
3. Basic Stitches (Hand Stitches: Five)
4. Collection and Introduction of various Fabrics.
5. Drafting and Stitches: Any Two: Pillow Cover, Laundry Bag, Apron

**REFERENCES**

1. वस्त्र विज्ञान अध्यम परिचय: प्रविधा खर्चा
2. व्यवहारिक वस्त्र विज्ञान: पूःधा शो अने गीता शो
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**Total Marks: 100**

**Internal: 30**

**Theory: 50**

**Practical: 20**

**OBJECTIVES**

1. To introduce the student to the field of human development concepts, scope dimensions and interrelations.
2. To sensitize the student to intervention in the field of human development.

**COURSE CONTENT: THEORY**

**UNIT - I**

An overview of the field of Human Development

- What is Human Development?
- Need do to study of Human development.
- Human development with focus on life span (Different stages of Human development)
- Individual differences in Human development.
- Human development as Multidisciplinary science.

**UNIT - II**

Growth and Development

- Definition of growth and development.
- General principles of growth and development.
- Factors affecting growth and development

**UNIT - III**

Basic factors in development

(A) Heredity and Environment.  
(B) Learning and maturation.

- 3(A) Heredity:- meaning, process and study about the importance of heredity.
- 3(A) Environment:-meaning, types and study about the importance of environment.
- 3(A) Relational importance of heredity and environment.
- 3(B) Learning and Maturation.

**PRACTICALS**

1. Visit to Balwadi (L.K.G. and H.K.G.)
3. Making Albums of Birds/Animals/Fruits/Vegetables/alphabets
4. Anganwadi visit
5. One case study of 3 to 5 years child

**REFERENCES**

1. Fundamentals of child development and child care - Poonam Sharma & Lata Gairda
2. Elements of child development - Dr. K.C. Panda
3. भावनाविक अत्यन्त बाल मनोविज्ञान – प्र.सारिका, शाह, ……, वसुदेव, राख्याक, वसुदेव, पुनरात्मक, कन्यारा
4. बाल मनोविज्ञान – उदयसिंह सच्चेना
5. बालगणित परिचय – ड. श्री.पनिया, ड. आई.सी.जगीवाला
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>To enables students to</th>
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<tbody>
<tr>
<td>1.</td>
<td>Understand the widening concept of extension.</td>
</tr>
<tr>
<td>2.</td>
<td>To know about extension programme planning.</td>
</tr>
<tr>
<td>3.</td>
<td>To know about types of education.</td>
</tr>
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</table>

**COURSE CONTENT: THEORY**

**UNIT - I Concept of Extension**

- Meaning and Definition of Extension
- Origin and wider understanding of the meaning of extension
- Extension Education and importance of extension

**UNIT - II Extension**

- Principles of Education Extension
- Philosophy of Education Extension
- Objectives of the Education Extension
- Need of Education Extension

**UNIT - III Extension Programme Planning and Process**

- The Extensional Educational Process
- Meaning, Objectives and Importance of Extension Programme Planning.
- Role of Extension Worker in Extension Programme

**UNIT - IV Extension methods and approaches**

- Classification of Approaches
- Types of Methods for Approaches – interview, circular/letter, puppet show, film show

**UNIT - V Education**

- Types of Education: Formal, In formal, Non formal – Definition, Characteristics, Advantages & Disadvantages
- Adult learning Components of Extension

**PRACTICALS**

1. Discuss with male/ female extension worker – regarding his/her job & responsibilities

2. To enable students for job opportunities, plan, prepare and evaluate any one type of formal education programme for home science students with demonstration method. E.g. Beauty care and Treatment, Soft toys making, Hobby Classes Any other activities which is related to gruh Udyog and waste out of best.

3. Group Discussion - various methods of approaches.

4. Make teaching aids: placards/street play/slide show/slogan

**REFERENCES**

1. Mikkelsen, Britha, (2002), Methods for Development Work and
<table>
<thead>
<tr>
<th></th>
<th>Research. New Delhi: Sage Publications</th>
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B. Sc (HOME SCIENCE)

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Total Marks: 100  
Internal: 30  
Theory: 50  
Practical: 20

OBJECTIVES
1. To understand Cell Biology
2. To understand Basic functions of Life forms
3. To be aware of role of Plants and Micro-organisms in Human Life

COURSE CONTENT: THEORY

UNIT - I  
**Cell as Unit of Life**
- Typical Plant Cell
- Typical Animal Cell
- Animal Tissues: Epithelial, Connective, Muscular and Nervous Tissues.

UNIT - II  
**Morphology of flowering Plant**
- Typical flowering plant and it’s parts
- Root and their modifications
- Stem and it’s modifications
- Types of leaves and venation
- Different parts of flower
- Germination of seed

UNIT - III  
**Microscopic Forms of Life**
- History of Microbiology
- Economic importance of microorganisms
- General morphology of virus, bacteria, fungi, algae and protozoa

UNIT - IV  
**Aetiology, Symptoms, Transmission and Prevention of:**
- Bacterial Diseases: Typhoid, Tuberculosis
- Viral Diseases: Hepatitis, Measles, Polio
- Miscellaneous: Cancer

PRACTICALS
1. Study of Simple and Compound Microscope and their parts
2. Preparation of Slides: a) Onion peel Cells b) Starch grains
3. Study of Laboratory Instruments: Autoclave, Hot Air Oven, Incubator and Centrifuge
4. Study of yeast cells by wet mount preparation
5. Examination of permanent slides:
   a) Fungi: Aspergillus, Mucor, Rhizopus
   b) Protozoa: Amoeba, Euglena, Paramecium
   c) Algae: Spirogyra
<table>
<thead>
<tr>
<th></th>
<th>REFERENCES</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>An introduction to Biology by A.R.Chavan</td>
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<td>2</td>
<td>Outline of Botany by J F Almida and D.D. Mulan</td>
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<td>3</td>
<td>A modern Introduction to Zoology by C.J. George</td>
</tr>
<tr>
<td>4</td>
<td>Microbiology by Pelczar and Reid</td>
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B. Sc (HOME SCIENCE)

YEAR I  BASIC COMPUTER & ITS APPLICATION  CREDIT 02
SEMESTER I  CORE - PAPER NO. 7  (00+02)

Total Marks: 50  Internal: 15  Theory: 00  Practical: 35

OBJECTIVES
1. To know the basics of computers.
2. To be able to use computers for education, information and research.

COURSE CONTENT: PRACTICAL

1. Prepare an application for the post of an English lecturer in Arts College in MS-Word.
3. Prepare your timetable of semester-1 in MS-Word.
4. Prepare a pie chart of semester-1 of result of your class in MS-word
5. Prepare a bar chart of last 4 years results of home science sem-6 of your college in MS-Word
6. Prepare a layout for visiting card in MS-Word.
7. Prepare a layout for invitation card in MS-Word
8. Prepare a power point presentation about semester wise subjects and job opportunities in home-science
9. Prepare a power point presentation for your tuition class/hobby class/beauty parlor.

REFERENCES
2. Bano computer expert 5th edition by computer word.
### OBJECTIVES

To enable students to
1. To develop understanding about the status of women in India
2. To become aware of the issues and problems of women
3. To become acquainted with services available for women

### COURSE CONTENT: THEORY

#### UNIT - I
**Importance of women’s study**
- Women’s Studies as an interdisciplinary area, as an emerging discipline--Definition, Scope and Controversies.

#### UNIT - II
**Status of women**
- Social
- Educational
- Economical
- Legal
- Domestic
- Political

#### UNIT - III
**Problems and issues of women in India**
- Dowry
- Suicide
- Health
- Sexual exploitation
- Unwed mother
- Rape/Gang rape
- Divorce
- Domestic violence
- Live in relationship
- Prostitution
- Acid attack
- Widow
- Child marriage

#### UNIT - IV
**Local organizations dealing with issues of women**
- Legal and family counseling
- Helpline 181
- Nari suraksha kendra
- Mahila police station

### PRACTICALS

1. Arrange a lecture of gynecologist
2. Arrange a lecture of a legal advisor
3. Visit to a mahila police station
<table>
<thead>
<tr>
<th></th>
<th>Collect the information about the helpline 181</th>
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</table>
### OBJECTIVES
1. The course enables the students to understand the functions of food and the role of various nutrients and the effects of deficiency and excess.
2. To learn about the composition and nutritional contribution and selection of different food stuff.
3. To be familiar with different methods of cooking, their advantages and disadvantages.
4. To develop the ability to improve the nutritional value of food.

### COURSE CONTENT: THEORY

#### UNIT – I
**The basic five food groups**
- Cereals and Breads
- Protein foods
- Protective Vegetables and Fruits & Vitamin C rich Vegetables and Fruits
- Other Vegetables and Fruits
- Oils, Fats, Sugars

#### UNIT – II
**Micro nutrients: Classification, sources, functions, RDA, deficiency and excess (in brief)**
- Vitamins – Fat soluble vitamins A, D, E, K
  
  Water soluble vitamin C and B-Complex
- Minerals _ Calcium, phosphorus, magnesium, sodium, potassium, chlorine, iron, fluorine, iodine, copper, selenium, zinc

#### UNIT – III
**Water**
Sources, water balance and requirement

#### UNIT – IV
**Basic terminology used in food preparation**
- Pre-preparation – Peeling, scraping, paring, cutting, grating, steeping, centrifuging, emulsification, homogenization, germination, fermentation
- Mixing terms – Beating, blending, cutting in, creaming, folding in

#### UNIT – V
**Methods of food preparation**
- Boiling
- Pressure cooking
- Stewing
- Poaching
- Brewing
- Braising
- Solar cooking
- Baking
- Frying
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<thead>
<tr>
<th></th>
<th>Microwave cooking</th>
<th>Steaming</th>
<th>Roasting</th>
<th>Puffing</th>
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**PRACTICALS**

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<tr>
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<th>Preparation of following recipes rich in (One each)</th>
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<tr>
<td></td>
<td>Vitamin A</td>
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<table>
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<th>Preparing recipes using different methods of cooking (One each)</th>
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<tr>
<td></td>
<td>Boiling</td>
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<td>i. Deep frying</td>
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**REFERENCES**

### B. Sc (HOME SCIENCE)

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**Total Marks: 100**

**INTERNAL:** 30

**Theory:** 50

**Practical:** 20

### OBJECTIVES

1. Acquaint with various steps involved in the apparel making
2. To improve the skill in garment making

### COURSE CONTENT: THEORY

#### UNIT – I

**Seams**

- Types of Seams
- Seams Finishes

#### UNIT – II

**Measurement**

- Knowledge of various landmark on the body, required for making garment.
- Techniques of taking body measurement

#### UNIT – III

**Fullness Techniques**

- Dart – Types of darts
- Pleats – Types of pleats
- Tucks – Types of tucks
- Gathering – Types of gatherings

#### UNIT – IV

**Manufacturing process, Properties, Types of following fibres**

- Natural Cellulose Fibre: Cotton
- Natural Protein Fibres (Animal Fibres): Silk, Wool.
- Chemical Fibre: Nylon

#### UNIT – V

**Yarn Construction**

- History and Construction of yarn
- Classification of yarn: (1) Simple Yarn (2) Complex Yarn (3) Textured Yarn

### PRACTICALS

1. Make the Specimen: (1) Pleats (2) Tucks (3) Gatherings
2. Make a Sample: Types of Seams (Any Five)
3. Identification and Testing of Fibers: (1) Visual Test (2) Microscopic Test (3) Burning Test (4) Chemical Test
4. Drafting and Stitching: (1) Bib (2) Nappy

### REFERENCES

1. परिचय : संतोष भाटिवा
2. वस्त्र विज्ञान अवस्था परिचय : प्रभुला वर्मा
3. वस्त्र विज्ञान के मुख्य सिद्धांत : डा. डा. पी. शेरी
4. पाषाणिक निर्माण के मुख्य सिद्धांत : हातफूस समेत शोपी
5. वस्त्र विज्ञान : फ्लूम्प शा अन गोला शा
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<tbody>
<tr>
<td>9</td>
<td>Understanding Textiles, Tortora, G. Phyllis, McMillan Co. USA.</td>
</tr>
</tbody>
</table>
## OBJECTIVES

1. To introduce the students to the field of Human development concepts, scope, dimensions and interrelations.
2. To sensitize the student to intervention in the field of human development.

## COURSE CONTENT: THEORY

### UNIT - I  
**Prenatal Development**
- Course of prenatal development
- Overview of birth process and complication
- Condition affecting prenatal development

### UNIT - II  
**Physical Growth & Development (0 to 6 years)**
- Definition
- Development task.
- Factors affecting physical development

### UNIT - III  
**Motor Development (0 to 6 years)**
- Concept of motor Development
- Motor development for infancy
- Factors affecting Motor development

### UNIT - IV  
**Social Development**
- Meaning and definition
- Social development process
- Factors affecting social development

### UNIT - V  
**Emotional Development**
- Meaning and definition
- Types of Emotions
- Factors affecting emotional development

## PRACTICALS

1. Visit to Balwadi
2. Visit to Hobby center
3. Create any one development chart
4. Make any one game

## REFERENCES

1. Child Development - Elizabeth Hurlock
2. भावमानस परियोजना—डॉ. श्री. अ. परियोजना, डॉ. अर्द्ध. श्री. जोरीवाला
3. विकासविद्या मनोविज्ञान भाग—१—२ अर्द्ध. जोरीवाला, अंग. श्री. तामालाल
# B. Sc (HOME SCIENCE)

<table>
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<th>YEAR</th>
<th>I</th>
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<td>Internal: 30</td>
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<td>Practical: 20</td>
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</table>

## OBJECTIVES
1. Make students aware of the approaches to development
2. Understand the existing support structure for development
3. Understand the role of Non Government Organization in community

## COURSE CONTENT: THEORY

### UNIT – I  
**Community Development**

- Definition, Type – large scale and centrally planned, and small scale and locality planned.
- Goals, the purpose of development process of development

### UNIT – II  
**Community Development In India**

- Evolution of community development in India since independence.
- Structure and function of community development at different levels

### UNIT – III  
**Home Science and community development**

- Scope of Home Science Extension for meaningful participation in community development in India

### UNIT – IV  
**Support structures and their functions**

- Central Social Welfare Board
- State social Welfare Board
- National level voluntary agencies such as SEWA, KVIC

### UNIT – V  
**Role of women’s self help group in community development**

- Meaning and method of working
- Advantages
- Role of supporting agencies

### UNIT – VI  
**National development programme in community development**

## PRACTICALS

1. ‘Anti poverty approach’- with Development method-plan, prepare and evaluate the women’s income generation programs for village women and their development.

2. Discuss with the Director/ President/ Manager of any voluntary agencies or NGOs regarding his/ her function and information of their institute.

3. To check the ‘Efficiency approach’ emphasis on women’s key role in production with the aim of this visit any one voluntary group which is run by only women and collect their information such as AKRSP’s – and any other self help group of women which is run by them only at the district, Taluka, Gram and State level.

4. Project work-NGO/National development programme

## REFERENCES

<table>
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<tr>
<th></th>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher/Location</th>
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<td>2</td>
<td>Ray G.L.</td>
<td>Extension Communication and Management</td>
<td>Oxford and IBH Publishing</td>
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<td>3</td>
<td>Sandhu A.</td>
<td>Extension Programme Planning</td>
<td>Oxford and IBH Publishing</td>
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<td>4</td>
<td>Sharma S.R.</td>
<td>New Perspective on Extension Education</td>
<td>Book Enclave, Jaypur</td>
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<td>5</td>
<td>Waghmare S.K.</td>
<td>Teaching Extension Education</td>
<td>Prashant Publisher V.V.Nagar, Gujarat</td>
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</table>
## OBJECTIVES

This course will enable student to-
1. Understand general structure and functions of various systems in human body.

## COURSE CONTENT: THEORY

### UNIT - I

**Skeleton System**

Different Bones, Joints & its functions

### UNIT - II

**Digestive System**

- Organs of Digestive System and it’s functions
- Accessory digestive glands & it’s functions-Salivary gland, Liver & pancreas
- Digestion & absorption of food

### UNIT - III

**Respiratory System**

- Structure & function of respiratory system
- Mechanism of Respiration

### UNIT - IV

**Circulatory System**

- Composition & functions of blood
- Structure of Heart & its function

### UNIT - V

**Excretory System**

- Structure and function of Urinary system
- Urine formation
- Composition of urine

### UNIT - VI

**Nervous System**

- Central nervous System, different parts of Brain & its function.
- Spinal cord & Reflex arch
- General studies of all sensory organs

### UNIT - VII

**Endocrine Glands**


### UNIT - VIII

**Reproductive System**

- Male & female reproductive system
- Menstruation, puberty and menopause

## PRACTICALS

1. Demonstration and preparation of stained fresh blood smear and identification of blood cell
2. Preparation of slide- oral epithelium
3. Identification of different bones of human skeleton
4. Identification of different organ and its function Digestive system
<p>| | |</p>
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<tr>
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|   | -Respiratory system  
  | -Urinary system  
  | -Brain  
  | -Reproductive system  
  | -Structure of Heart & its functions  

**REFERENCES**

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<tr>
<td>1</td>
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| 3 | Biology teachers guide – NCERT  
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| 4 | Manav sharir rachna ane kriya vigyan (Gujarati) - S.N.Parikh  
  | |
| 5 | Manav sharir rachana, sharir kriya ane swasthya vigyan (Gujarati) - Dr. Harit Derasari  
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<th>Theory: 35</th>
<th>Practical: 00</th>
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**OBJECTIVES**

1. To be aware of the holistic ecological approaches to environment
2. To be aware of the environmental problems, hazards and risks
3. To understand the aspects of environmental pollution
4. To know our environmental resources and its conservation
5. To be aware of public duties for sustainable development of India
6. To be aware of the environmental policies, movements and ethics

**COURSE CONTENT: THEORY**

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<tr>
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<th>Environmental Science - Scope and Importance</th>
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<td>• Components of Environment</td>
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<td>• Human Interference of Environment and Public Awareness</td>
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<td>• Classification of natural resources</td>
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<td>• Principal Natural Resources and their associated problems and conservation in brief</td>
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<td>− Forest resources</td>
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<td>• Food Chain and Food Web</td>
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<td>• Environmental laws and Protection Acts and Environmental Movements</td>
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<td>− Soil Pollution</td>
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</table>
- Radioactive Pollution
- Noise Pollution
- Role of individual in prevention of Pollution
- Social Issues and Environment
  - Global Warming and Green House Effect
  - Depletion of Ozone layer
  - Nuclear Accidents

REFERENCES


