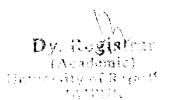


UNIVERSITY OF RAJASTHAN JAIPUR

SYLLABUS

B.Sc. (Home Science) Part-III

EXAMINATIONS – 2018



(1)

B.SC HOME SCIENCE – PART III

SCHEME OF EXAMINATION

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

First Division 60%

of the aggregate marks prescribed in honors and subsidiary subjects of Pt.I, Pt.II and Pt.III examination taken together.

Second Division 48%

of the aggregate marks prescribed in honors and subsidiary subjects of Pt.I, Pt.II and Pt.III examination taken together.

The theory examination paper will consist of three parts:

- 1. Part I will comprise of 10 very short answer questions of 2 marks each. The answer to each question must be within the limit of 20-40 words.
- 2. Part II will comprise of 5 short answer questions of 4 marks each. The answer to each question must be within the limit of 50-60 words.
- 3. Part III will comprise of 6 long answer questions (essay type) of 20 marks each with internal choice in each question. Candidate will need to attempt only 3 questions.

Dy. Registrar
(Academic)
University of Rajasthan
JAIPUR



Scheme for B.Sc. Home Science Part III

| Paper | Subjects | Duration of Exam | Max Marks | Min Marks | No. of Hr/wk Th | No. of Hr/wk Pr |
|-------|---|------------------|-----------|-----------|-----------------------|-----------------------|
| XI | Textile Science (Theory)XI Textile Science | 3 hrs | 100 | 36 | 4 | |
| | (Practical)XI | 3 hrs | 50 | 18 | | 2 |
| XII | Programme Management (Theory)XII | 3 hrs | 100 | 36 | 4 | |
| | Programme Management (Practical)XII | 3 hrs | 50 | 18 | | 2 |
| XIII | Marriage Family and Human Rights (Theory)XIII | 3 hrs | 100 | 36 | 4 | |
| | Marriage Family and Human Rights (Practical)XIII | 3 hrs | 50 | 18 | | 2 |
| XIV | Family and Community Nutrition (Theory)XIV | 3 hrs | 100 | 36 | 4 | |
| | Family and Community Nutrition (Practical)XIV | 3 hrs | 50 | 18 | | 2 |
| XV | Family Resource Management (Theory)XV Family Resource | 3 hrs | 100 | 36 | 4 | |
| | Management (Practical)XV | 3 hrs | 50 | 18 | | 2 |
| | | Total | 750 | 216 | 2.0+ | 10=30 |

Dy. Registrar
(Academic)
University of Rajasthan

B.Sc. Home Science (Part III)

TEXTILE SCIENCE (THEORY XI)

Max Marks: - 100 marks

Teaching workload: 4 hours/week

Total teaching workload:96 hours/year

- 1. To teach the students about different fibres, their manufacturing and properties\
- 2. To acquaint them to different construction processes to make fabrics.
- 3. To teach different finishes and application of colour and design in textiles.

| UNIT-I | | Hours |
|---------|---|---------|
| 1. | Textiles fibres and their properties | |
| | Classification of fibres | 5 |
| | Primary and secondary properties of textiles fibres. | |
| 2. | Manufacturing process, properties and use of following fibres – Cotton, Jute, | 15 |
| | Silk, Wool, Rayon, Polyester, Polyamide. | 15 |
| 3. | Yarn construction | 1 |
| | Basic principles of yarn making – Mechanical spinning (cotton) | 10 |
| | spinning), Chemical spinning – Wet, Dry, and Melt | |
| | Types of yarns – Simple, Novelty and Textured yarns. | |
| | Yarn Twist and Yarn Numbering system | |
| UNIT-II | | |
| 4. | Fabric Construction Methods | 15 |
| | Weaving, Knitting, Braiding, Lacing and Netting | |
| | • Weaving – Types of hand looms, parts of a loom, stages in weaving, | |
| | process | |
| | Classification and construction of basic weaves : plain , twill & satin | |
| | Fabrics made from fibres – Felting and Bonding | |
| 5. | Finishing | 15 |
| | Definition and importance of finishing | 1 |
| | Classification of finishes | |
| | Preparatory Process – Resizing, Scouring and Bleaching | |
| | Mechanical finishes – Sizing, Singeing, Mercerization, Napping, | |
| | Embossing and Calendaring. | |
| | • Functional finishes – Wrinkle resistant, Water- resistant and repellent, | |
| | Flame Retardant, Soil Repellent, Mothproof and Anti static. | 8 |
| 6. | Technical Textiles | |
| | Non Woven's | |
| | Meditech | |
| | • Agrotech | |
| | Geotech | <u></u> |





| 6. | Dyeing | 10 |
|-----|---|----|
| | Classification and properties of dyes: Natural and Synthetic dyes | |
| | Stages of dyeing – fibber dyeing, yarn dyeing, fabric dyeing and garment dyeing | |
| 7. | Printing | 10 |
| · · | Methods of Printing – Block, Screen, Stencil, Roller and Rotary | 10 |
| | Styles of Printing – Direct, Discharge and Resist | |
| 8. | Standards- Textile performance legislation act | 8 |
| | Bureau of Indian Standards | |
| | Care labelling Act | |
| | Eco- labelling | |
| | Fibre symbols: cotton, wool, silk and handloom | |

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TEXTILE SCIENCE (PRACTICAL-XI)

Max Marks: - 50 marks

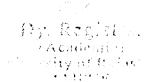
Teaching workload: one practical/week (2 hours/practical)

Total teaching workload: 24 practicals/batch

- 1. To coach the students to learn different physical properties of fibre, yarn and fabric.
- 2. To instruct different techniques of dyeing and printing
- 3. To familiarize them with different fabrics available in the market.

| Conte | nt: | Practical |
|-------|--|-----------|
| 1. | Fibre Study and identification - Visual, Microscopic, Burning, Chemical solubility | 4 |
| 2. | Yarn | |
| | Yarn Count | 1 |
| | Yarn Twist | 2 |
| 3. | Fabric | |
| | Thread Count and Balance | |
| | Crease Recovery | |
| | Dimensional stability | 0 |
| | Colour fastness | 8 |
| 4. | Identification of basic weaves and their design interpretation on graph | 2 |
| 5. | Dyeing | |
| | Tie & dye with different techniques | 3 |
| 6. | Printing | |
| | Block Printing – Border , Corner and all over | 4 |
| | Screen printing | |





| 7. | Preparation of scrap book showing | 1 |
|----|-----------------------------------|---|
| 1 | • Fibers | |
| | • Yarns | |
| | Fabric construction methods | • |
| | Technical textiles | |
| | Dyed & printed textiles | |

Examination scheme

Internal - 10 Marks

Major Problem – 25 Marks (Testing)

Minor Problem – 15 Marks (Identification based on preparation of scrap book, Dyeing& Printing)

PROGRAMME MANAGEMENT (PAPER XII)

Max Marks: - 100 marks

Teaching workload: 4 hours/week
Total teaching workload: 96 hours/year

Objectives:

1. To develop skills in community organization.

2. To appreciate collective action of weaker sections of people for their own development.

3. To understand the community dynamics and its influence on different sections of the community.

4. To study the ideology of organizing people in development.

5. To understand the pattern of leadership in the community – traditional and emerging.

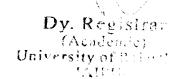
6. To understand the process of organizing people for their own development.

7. To understand and design programmes scientifically, at village level/urban slum.

8. To impart skills to implement, monitor and evaluate programmes.

| UNIT- I | | Hours |
|---------|---|---------|
| 1. | Community concept and characteristics of a community, structure and | 10 |
| 2. | organization of different types of communities, Tribal, rural and urban slums Community organization: concept, meaning and scope, principles, identifying the role of individuals in the community. | 10 |
| 3. | Community organiser: role and qualities of a community organiser. | 4 |
| 4. | Planned social change- nature, concept. | 3 |
| UNIT- I | I | |
| 5. | Group dynamics: concept, meaning, characteristics, types and functions of group, stages and process of group formation, group norms and structure. | 10 |
| 6. | Components of group dynamics: cooperation, competitions, communication, group pressure, group cohesiveness, managing group team building | 13 |
| 7. | Leadership- meaning, leadership patterns, functions, their identification and training. | 8 10 |
| 8. | Training - need assessment, types and methods of training. | |
| UNIT- I | II | |
| 9. | Programme planning- objectives, principles and scope; the process of programme planning. | 10 |
| 10. | Designing a village level extension programme. | 3 |
| 11. | Developing programme indicators. | 3 |
| 12. | Programme implementation. | 5 |
| 13. | Appraisal, monitoring and evaluation. | 3 |
| 14. | Report writing | 4 |





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PROGRAMME MANAGEMENT (PRACTICAL - XII)

Max Marks: - 50 marks

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

Total teaching workload: 24 practicals/batch

Objectives:

1. To help the students to gain work experience at community level

2. To develop acquaintance with the social - cultural patterns of the community

| Conte | Contents: | |
|-------|---|---|
| 1. | Select a community for implementing the extension programme | 1 |
| 2. | Establishing rapport | 4 |
| 3. | Identification of the background information of the community | 2 |
| 4. | Identification of community needs using participatory methods- | 3 |
| | a) Social mapping | 1 |
| | b)Transect walk | |
| | c)Focus group discussion | |
| 5. | Planning a one day (two hours) programme on one of the selected needs | 2 |
| 6. | Preparation and procurements of teaching aids | 5 |
| 7. | | 4 |
| 8. | Implementation | 1 |
| 9. | Identification of changed indicators to assess the impact | 2 |
| | Self evaluation | |

Examination scheme

Internal assessment 20 marks
Major(planning one of the programmes) 15 marks
Minor (Preparation of teaching aid) 10 marks
Viva 5 marks

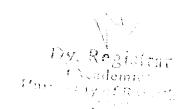
MARRIAGE, FAMILY AND HUMAN RIGHTS (THEORY XIII)

Max Marks: - 100 marks

Teaching workload:4 hours/week

Total teaching workload:96 hours/year

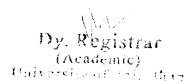




- 1. To acquaint the students to develop an understanding of marriage and its significance in society.
- 2. To help students to learn regarding various aspects of family life and recent changes in family.
- 3. To highlight the role of good parenting in the child's life.
- 4. To learn about early childhood care and development.
- 5. To develop sound perspective on the study of individuals with special needs.

| INIT I | | Hour |
|--------|--|------|
| | Goals, Significance and Functions of Marriage. Alternatives of marriage: | 10 |
| | Being Single, Co-living and Homosexuality. | |
| | Problems and Adjustments in Marriage: Divorce, Widowhood, and | 12 |
| | Remarriage. Adoption Policies for Parents and Single Adults. | |
| | Responsible Parenthood: Parenting Styles and Parenting together; Types of | 10 |
| | family and Changing roles of family members. | 10 |
| NIT II | | 4 |
| | Significance and Objectives of Early Childhood Care and Development | 8 |
| | including psychosocial care and its impact on health with focus on brain | |
| | development. | |
| | Definition meaning and classification of children with special needs. | 14 |
| | Sensory deficit and physical disabilities: definitions, identification, | |
| | classification, causes of- | |
| | (a) Auditory | |
| | (b) Visual | |
| | (c) Communication | |
| | (d) Orthopaedic deficits | |
| | National policies for these children (PWDs) | |
| | Emotional disturbance: common emotional behaviour problems of | 10 |
| | children, their definitions, cause and management of- | 10 |
| | · | |
| | (a) Bed wetting | |
| | (b) Thumb sucking | |
| | (c) Aggression | |
| | (d) Nail biting | |
| | (e) PICA | |
| | (f) TICS | |
| NIT II | | 10 |
| | Introduction to child rights: meaning laws and policies related to child | 10 |
| | survival, protection, participation and education, welfare programs, | |
| | working for children. | 10 |
| | Exploitation of children: trafficking, dysfunctional families, children in | *** |
| | conflict with law, juvenile justice Act. | |
| | Human Rights: Meaning, laws and policies related to women and adults. | |
| | Hindu Marriage Act | |
| | Dowry Prohibition Act | 12 |
| | Other Laws related to women and adults. Welfare programmes working for | |
| | children, women and adults. | |
| eferen | | |





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MARRIAGE, FAMILY AND HUMAN RIGHTS(PRACTICAL - XIII)

Max Marks: - 50 marks

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

Total teaching workload: 24 practical/batch

Objectives:

- 1. To develop understanding on issues related to marriage and family.
- 2. Understanding the working of welfare agencies.
- 3. Awareness regarding legal issues for women and children.

| 1. | Planning and implementation of intervention programmes for children in | 3 |
|----|---|---|
| | impoverished situations. | |
| 2. | Case profile of one family on parent-child relationship with special focus on | 4 |
| 2 | fatherhood. Prepare a report. | 2 |
| 3. | Comparative analysis of child rearing practices in different communities and | 3 |
| | socio-economic groups. | 4 |
| 4. | Developing few case profiles of working women, with focus on roles, | - |
| | responsibilities, job stress and leisure time activities. | |
| 5. | Working with adolescents on critical issues related to their developments. | 3 |
| 6. | Raising community awareness through enlisting rights and laws related to | 4 |
| | children and women. | |
| 7. | Visit to selected 3-4 welfare agencies. | 3 |
| | | |

Examination Scheme -

Major Problem - Scoring, analysis and interpretation of a selected tool. 20 marks
Minor Problem -

a. Preparation of observational/checklist. 7 marks
b. Preparation of questionnaire/interview schedule 8 marks

b. Preparation of questionnaire/interview schedule 8 marks
viva 5 marks
Internal 10 marks



FAMILY AND COMMUNITY NUTRITION (THEORY XIV)

Max Marks: - 100 marks

Teaching workload: 4 hours/week
Total teaching workload: 96 hours/year

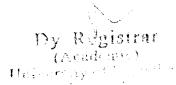
Objectives:

This course will enable the students to

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

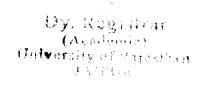
| UNIT | <u>-1</u> | |
|----------|--|-------|
| | al Nutrition | Hours |
| 1. | Relationship between food, nutrition, health and diseases | 1 |
| 2. | Energy metabolism - Units, bornb calorimeter, Fuel value of food, | 6 |
| | physiological fuel value of foods, direct and indirect calorimetry, factors | |
| | influencing total energy requirement(muscular activity, mental effort, | |
| | calorigenic effect of food, maintenance of body temperature and growth). Basal | |
| | Metabolic Rate, factors affecting Basal Metabolic Rate, Recommended Dietary | |
| | Allowances for all age groups. | |
| 3. | Meal Planning - Importance and goals of meal planning, factors affecting meal | 3 |
| | planning-nutritional, socio-cultural, religious, geographic, economic, availability | |
| | of time and material resources use of convenience foods in meal planning. | |
| 4. | Factors influencing food intake: Physiologic factors- Hunger, appetite, | . 3 |
| Ì | hedonic factors; environmental and behavioural factors-culture, economic, | |
| 5. | social, religious, age and sex, emotional factors. | |
| 1 . | Nutrition through life cycle | |
| | • Infants-growth and development, nutritional requirements, Appropriate | 4 |
| } | infant feeding practices: early initiation, colostrum feeding, exclusive breast feeding, techniques, comparison of human and cow's milk, | |
| | complementary feeding commercial and home prepared complementary | |
| ļ | foods, establishment of good feeding habits. | |
| | 100ds, establishment of good reeqing habits. | |
| | • Preschool Children – growth and development, nutritional requirements, | 3 |
| <u> </u> | promoting good food habits. | |
| | • School Children -Growth and development, nutritional requirements, | 3 |
| | promoting good food habits. | |
| 1 | Adolescents- growth and development, nutritional requirements, eating | 3 |
| | disorders-anorexia nervosa, bulimia, skipping meals and snacking. | |
| | Adults –nutritional requirements. | 2 |
| | • Pregnancy – Physiologic and biochemical changes, pre-maternal nutrition, | |
| į | prenatal nutrition and its impact on the growth and development of the | |
| | and the second of the second o | 3 |





| | • Lactation – Physiologic effects, socio – economic effects, psychological | 3 |
|-------|---|------------------|
| | aspects, nutritional requirements. Old Age – Physiologic and biochemical changes, nutritional | |
| | requirements, factors influencing food habits nutrition related health problems-osteoporosis, other health problems- constipation, anemia and hypertension. | 3 |
| UNIT | -II | |
| Thera | peutic Nutrition | • |
| 6. | Modification of Normal Diet: Soft, full fluid and clear fluid diets; team | 2 |
| | approach to nutritional care. | |
| _ | Etiology, clinical factors, basic diagnosis and nutritional management, the role | |
| 7. | of national and international programmes /agencies in the prevention of diseases | |
| | (Wherever applicable): | |
| | GIT –dyspepsia, gastritis, diarrhea, constipation, peptic ulcer. | 5 |
| | Liver –Infective hepatitis | 3 2 2 5 |
| | Infections and fevers-acute – Typhoid; Chronic-tuberculosis. | 2 |
| | Overweight obesity and underweight. | 2 |
| | IDDM and NIDDM | 5 5 |
| | Hyper lipidemia, atherosclerosis, hypertension | - |
| UNIT | | <u> </u> |
| | nunity Nutrition | |
| 8. | Concept and scope of community Health and Nutrition | 1 |
| 9. | Assessment of Nutritional Status, methods and their interpretation | |
| | Direct methods: Anthropometry, biochemical and clinical Examination Let's a state of a Diet correct. | 6 |
| | Indirect methods: Diet surveys Objectives principles and scope of Nutrition and Health Education | |
| | Nutritional Problems of the community –prevlence etiology, symptoms, | |
| | prevention and dietary management: | 7 |
| | PEM | |
| | Vitamin A Deficiency | |
| | Anemia | |
| | • IDD | |
| | Fluorosis | |
| 10. | Nutritional Programmes for the prevention of nutritional problems of the country: | 5 |
| | vitamin 'A' prophylaxis Programme | |
| | Nutritional anemia control programme | |
| | Iodine Deficiency Disorders programme | |
| | Mid Day Meal Programme | |
| 11. | Integrated Child development Services National Health policy and National Nutrition Policy | . 3 |
| 11. | National Health policy and National Nutrition Folicy | |
| | rences: | eity nre |
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FAMILY AND COMMUNITY NUTRITION (PRACTICAL-XIV)

Max Marks: - 50 marks

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

Total teaching workload: 24 practicals/batch



Objectives:

This course will enable the students to

- 1. Plan and prepare nutritionally adequate diets in relation to age, activity levels and physiological state.
- 2. Make the therapeutic modifications of normal diet for common diseases conditions.

3. Assess the nutritional status of individuals using dietary survey and Anthropometry.

| Conto | Assess the nutritional status of individuals using dietary survey and Anthropometry. Contents: Practical | | | |
|-------|---|-------------|--|--|
| 1. | Exchange lists and use of Exchange Lists | Practical 2 | | |
| 1 | Standardization of recipes for use in meal planning | 1 - | | |
| 2. | Planning of diet through the life cycle. | 1 | | |
| 3. | School Child (Packed lunch) | 8 | | |
| | 1 | | | |
| | | | | |
| | *** | | | |
| | Pregnant Woman Lactating Woman | | | |
| | 1 | | | |
| | 2210011 | | | |
| 4. | Development of complementary foods for infants (6 months to 1 year) | 1 | | |
| 5. | Planning diets for the following diseases: | 8 | | |
| ļ | Diarrhea | | | |
| | • constipation | 1 | | |
| | Peptic Ulcer Regulation of the second of the sec | | | |
| l | Infective hepatitis The state of the s | l | | |
| l | Typhoid fever | | | |
| | Obesity | | | |
| | • NIDDM | | | |
| | Hypertension | | | |
| 6. | Planning and preparing low cost nutritient rich dishes, one serving providing 1/4 th to 1/3 rd days' requirement of a school child for | 1 | | |
| | • Energy | 1 | | |
| | • vitamin A | ļ | | |
| | • Iron | | | |
| | Planning and preparing low cost nutritient rich dishes. one serving providing | | | |
| 7. | 1/4 th to 1/3 rd days' requirement for each of the following nutrients: | 1 | | |
| | • protein | | | |
| • | • vitamin A | | | |
| ļ | beta carotene | | | |
| | • iron | | | |
| | calcium | | | |
| | thiamine | | | |
| | riboflavin | | | |
| | • niacin | | | |
| 1 | • vitamin C | | | |
| | Conduct a dietary survey using 24 hr dictary recall method for an individual of | 2 | | |
| 8. | any age group. | | | |
| | | | | |

Examination Scheme

Total Marks: 50

One question on normal and therapeutic nutrition problems:

Planning

15 marks



Dy. Registrar
(Academic)
University of Rejastha:

| | Dishes (2) Viva | 20 marks 05 marks | |
|----------|--------------------|----------------------|--|
| Internal | | 10 marks | |

FAMILY RESOURCE MANAGEMENT (THEORY XV)

Max Marks: - 100 marks

Teaching workload:4 hours/week

Total teaching workload:96 hours/year

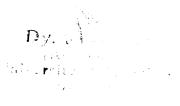
- 1. To develop managerial skills among students for family resources.
- 2. To understand the meaning of resource management, concepts related to management.
- 3. To apply managerial process to management of time, energy and money.
- 4. To understand saving, investment and credit pattern of family.
- 5. To acquire awareness about consumer problems, rights, responsibilities, protective services and law pertaining to consumer protection.
- 6. To impart knowledge to students about household equipments.

| UNIT- I | | |
|--|---|--|
| NTRODUCTION TO FAMILY RESOURCES MANAGEMENT | 2 | |
| Meaning, definition & importance of family resource management Management process in family system: | 2 | |
| i management process in raining injection. | 1 | |
| (a) Meaning and definition | 2 | |
| (b) Decision making | | |
| Meaning, definition & its importance | | |
| Classification of decision making | } | |
| Steps of decision making | | |
| (c) Steps of management process | 4 | |
| Planning | l | |
| Organization | ļ | |
| Implementation | - | |
| Controlling | | |
| • Evaluation | | |
| (d) System approach to management & family as a system & its | 3 | |
| models | | |
| (e) Family life cycle | 3 | |
| Meaning & definition | | |
| • Stages | | |
| Motivation in home management | 5 | |
| (a) Value: meaning, definition, and classification | | |
| (b) Goal: meaning, definition and classification | | |
| (c) Standard: meaning, definition and classification | 4 | |
| Resources | | |
| Meaning, definition, importance & characteristics | | |
| Classification of resources | | |
| Principles for use of resources | 6 | |
| Energy management | | |
| (a) Meaning & definition | | |
| (b) Process of energy management | | |



| <u>-</u> _ | (c) Fatigue | |
|------------|--|---|
| | Meaning & definition | • |
| | • Types of fatigue | l |
| _ | • Reduction in fatigue | 6 |
| 6. | Work simplification and Body mechanics | |
| | Principles of body mechanics | |
| | Mundel's Classes of changes | |
| | | |
| 7. | Techniques of time and motion studies | 5 |
| <i>'</i> · | Ergonomics | 3 |
| | Ergonomics in home – an introduction | |
| | Meaning and definition | } |
| | Relation between work, worker and work place | |
| UNI | | |
| | IE AND MONEY MANAGEMENT | |
| 1. | Time management | 5 |
| | (a) Meaning, definition & importance | • |
| | (b) Tools in time management | • |
| | • Time cost | |
| | • Time norms | |
| | • peek loads | 4 |
| | Work curve and rest periods | |
| 2. | (c)Process of managing time | |
| | Family income | |
| | (a) Meaning and definition | |
| | (b) Types and sources | 2 |
| 3. | Budget (a) Engel's law | |
| | (b) Meaning, definition and importance | |
| | (c) Process of making budget | |
| | (d) Account Keeping | |
| | Saving and Investment | |
| 4. | (a) Meaning, definition & importance | 3 |
| | (b) Selection factors | |
| | Channels of saving and investment: | |
| 5. | Bank & Post office: types of account & their mode of operation | 6 |
| | Insurance: LIC, health insurance, vehicle insurance, goods insurance | |
| | Provident fund and mutual fund | |
| | Shares, debentures & others | |
| 6. | Taxation | |
| 0. | (a) Meaning, definition and type | 4 |
| | (b) Role of taxes in Indian economy | • |
| | (c) Basic calculation of income tax | |
| 7. | Filling of income tax returns | 2 |
| | T- III | |
| | NSUMER EDUCATION & MARKETING | |
| 8. | Problems of Indian consumer | 4 |
| | (a) Common problems | |
| | Weights and measure | |
| | Food adulteration | |
| | Fake products | |
| | The processor | |





| | (f) MRTP Act (g) AgMark Act | |
|----|---|--------|
| | (g) AgMark Act | |
| | (h) Prevention of food Adulteration Act | |
| | (i) Standards of weights and measure Act Consumer Redressal System: | |
| 2. | (a) Redressal procedure | 2 |
| | (b) How to complain | |
| | (c) Consumer court | |
| | (d) Case studies | |
| | Household equipments | |
| 3. | Basic materials | 6 |
| | Properties, Suitability and maintenance | |
| | Metals used for cooking utensils, serving & dinning | |
| | • Selection factors buying household equipments, mixers & | |
| | blander, refrigerator, microwave, water purifiers, cook tops & | |
| | pressure cookers. | |
| | Marketing (A) Standard in the different | |
| 4. | (A) Standardization/ certification marks | |
| | (B) Branding • Definition | 2 3 |
| | | 3 |
| | • Types | |
| | Advantages (C) Labelling | |
| | Meaning & definition | 2 |
| | • Types | |
| | • Advantages | |
| | (D) Promotion mix | |
| | • Advertising | 3 |
| | Sales promotion | |
| | Personal selling | |
| | • Packaging | • |
| | NOTE: Seminar presentations on selected topics from unit III. | |



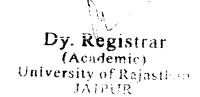


- 3. How to open various accounts in the bank
- 4. | Filling up of slips/ forms of bank & post office
- 5. Filling up the slip for Bank draft
- 6 Filling up of Cheques & withdrawal slips
- 7. Methods of account keeping
- 8. Income tax form-calculations
- 9. Filling the income tax form
- 10. Filling a consumer complaint
- 11. Analysis of advertisement: information and product detail
- 12. Analysis of labels: content, MRP, , use and care, instructions and symbols
- 13. Analysis of standardization, marks
- 14. Making time schedule for a day for house wife & working women
- 15. Identification of values of different age groups
- 16. Identification of goals of different age groups
- 17. Budget Making for LIG & MIG
- 18. Budget Making for HIG
- 19. Budget Making for a party in a house
- 20. | Time pathway charts
- 21. Motion pathway charts
- 22. Party planning
- 23. Theme party planning
- 24. Making time schedule for a day of party

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Examination schemes

| Major – Income tax calculation | 20 marks |
|---|----------|
| Minor 1 - Party planning/budget making/pathway chart etc | 10 marks |
| Minor 2 – Filling of forms of banks/consumer complaint/label analysis | 10 marks |
| Internal – | 10 marks |

