



UNIVERSITY OF RAJASTHAN

JAIPUR

SYLLABUS

B.Sc. (Home Science) Part-III

EXAMINATIONS – 2018

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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.


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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	3 hrs	100	36	4	2
	Textile Science (Practical)XI	3 hrs	50	18		
XII	Programme Management (Theory)XII	3 hrs	100	36	4	2
	Programme Management (Practical)XII	3 hrs	50	18		
XIII	Marriage Family and Human Rights (Theory)XIII	3 hrs	100	36	4	2
	Marriage Family and Human Rights (Practical)XIII	3 hrs	50	18		
XIV	Family and Community Nutrition (Theory)XIV	3 hrs	100	36	4	2
	Family and Community Nutrition (Practical)XIV	3 hrs	50	18		
XV	Family Resource Management (Theory)XV	3 hrs	100	36	4	2
	Family Resource Management (Practical)XV	3 hrs	50	18		
		Total	750	216	20+	10=30


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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

Objectives:

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 <ul style="list-style-type: none"> • Classification of fibres • Primary and secondary properties of textiles fibres. 	5
2.	Manufacturing process, properties and use of following fibres – Cotton, Jute, Silk, Wool, Rayon, Polyester, Polyamide.	15
3.	Yarn construction <ul style="list-style-type: none"> • Basic principles of yarn making – Mechanical spinning (cotton spinning) , Chemical spinning – Wet , Dry , and Melt • Types of yarns – Simple, Novelty and Textured yarns. • Yarn Twist and Yarn Numbering system 	10
UNIT-II		
4.	Fabric Construction Methods <ul style="list-style-type: none"> • 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 	15
5.	Finishing <ul style="list-style-type: none"> • Definition and importance of finishing • 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. 	15
6.	Technical Textiles <ul style="list-style-type: none"> • Non Woven's • Meditech • Agrotech • Geotech 	8
UNIT-III		

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6.	Dyeing <ul style="list-style-type: none"> • Classification and properties of dyes : Natural and Synthetic dyes • Stages of dyeing – fiber dyeing , yarn dyeing , fabric dyeing and garment dyeing 	10
7.	Printing <ul style="list-style-type: none"> • Methods of Printing – Block , Screen , Stencil , Roller and Rotary • Styles of Printing – Direct , Discharge and Resist 	10
8.	Standards- Textile performance legislation act <ul style="list-style-type: none"> • Bureau of Indian Standards • Care labelling Act • Eco- labelling • Fibre symbols: cotton, wool, silk and handloom 	8

References:

1. Hollan , Norma & Saddler (1998)– Textiles , 16th Edition, Macmillan publishing co, New-York.
2. Potter & Corbman :(1983)Textile – Fibre to fabric , 6th edition ,McGraw hill Book Co. ,. New-York.
3. Joseph M. (1976)– Essentials of textiles – Holt , Rinehart & Winston , New York ,.
4. Joseph M. – (1993) Introductory Textile Science – 6th edition , Fort Worth Harcourt Brace Jovanovich College Publishers.

TEXTILE SCIENCE (PRACTICAL- XI)

Max Marks: - 50 marks

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

Total teaching workload: 24 practicals/batch

Objectives :

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.

Content:

Practical

1.	Fibre Study and identification - Visual , Microscopic , Burning , Chemical solubility	4
2.	Yarn <ul style="list-style-type: none"> • Yarn Count • Yarn Twist 	2
3.	Fabric <ul style="list-style-type: none"> • Thread Count and Balance • Crease Recovery • Dimensional stability • Colour fastness 	8
4.	Identification of basic weaves and their design interpretation on graph	2
5.	Dyeing <ul style="list-style-type: none"> • Tie & dye with different techniques 	3
6.	Printing <ul style="list-style-type: none"> • Block Printing – Border , Corner and all over • Screen printing 	4

7.	Preparation of scrap book showing <ul style="list-style-type: none"> • Fibers • Yarns • Fabric construction methods • Technical textiles • Dyed & printed textiles 	1
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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 organization of different types of communities, Tribal, rural and urban slums	10
2.	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- II		
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- III		
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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References:

1. Dahama, O.P. (1988) : Education and communication for development , , Oxford and IBH Publishing Co. Pvt. Ltd. New-Delhi
2. GhoshBholaNath (1996) – Rural Leadership and Development Mohit Publications New Delhi 110002
3. Kurukshetra , Director , Publication Division , Ministry of I& B , Government of India , Patiala House , New Delhi 110001
4. G.P. Pilania (1991) Leadership RBSA Publishers
5. Mithin , Diana and John Thompson Education (1994) RRA Notes :- Special issue on participatory Tools and Methods and Methods in Urban Areas , International Institute for Environmental and Development.
6. Mohsionnadeem , (1985) , Rural Development through Government Programmes , Mittal Publications. New-Delhi
7. Oakley , Peter and David Marsden (1984). Approaches to participation in Rural Development, Geneva , ILO
8. Social Welfare , Central Social Welfare Board , SamajKalyanBhawan , B-12 Tana Crescent , Institutional Area , South of IIT , New-Delhi – 110016.

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

Contents :**Practical**

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- a) Social mapping b) Transect walk c) Focus group discussion	3
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 Self evaluation	2

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****Objectives :**

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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.

UNIT I		Hours
1.	Goals, Significance and Functions of Marriage. Alternatives of marriage: Being Single, Co-living and Homosexuality.	10
2.	Problems and Adjustments in Marriage: Divorce, Widowhood, and Remarriage. Adoption Policies for Parents and Single Adults.	12
3.	Responsible Parenthood: Parenting Styles and Parenting together; Types of family and Changing roles of family members.	10
UNIT II		
4.	Significance and Objectives of Early Childhood Care and Development including psychosocial care and its impact on health with focus on brain development.	8
5.	Definition meaning and classification of children with special needs. 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)	14
6.	Emotional disturbance: common emotional behaviour problems of children, their definitions, cause and management of- (a) Bed wetting (b) Thumb sucking (c) Aggression (d) Nail biting (e) PICA (f) TICS	10
UNIT III		
7.	Introduction to child rights: meaning laws and policies related to child survival, protection, participation and education, welfare programs, working for children.	10
8.	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	10
9.	Other Laws related to women and adults. Welfare programmes working for children, women and adults.	12

References :

1. Bajpai, A. (2006). Child Rights in India: Law, Policy and Practice, Oxford University

Press, New Delhi.

2. Barnes, C., Mercer, G., Shakespeare, T (2005). Exploring disability: A sociological introduction, Polity Press, Cambridge, UK.
3. Bhargava V. (2005). Adoption in India: Policies and experiences. Sage Publication, New Delhi.
4. Hallan D.P. & Kauffman T.M. (1991), Introduction to Exceptional Children (5th Ed.), Boston, Allyn & Bacon.
5. Hawkes G.R. and Pease D. (1962) Behaviour and Development from 5-12, Harper International
6. Janardan Prasad Rani Prakashan, Educational of Handicapped Children: Problems and solutions, Kaniksha Publishers, Distributors, New Delhi.
7. P. Rathnaswamy, Marriage, Divorce and Morality. Deep and Deep Publication, New Delhi.
8. Parakesh B.S. (1985), Population Education – Inception to Institutionalization, NCERT, New Delhi.
9. Reddy VNK. Marriages in India. The Academic Press 1978, Gurgaon.
10. Surabhi Purohit and Sharada Nayak-Enhancing personal effectiveness-Training instruments for students, teachers and Parents-published by Tata Mcgraw Hill-2003

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.

Contents :

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

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 early and exclusive breast feeding upto 6 months and timely complementary feeding in reducing infant mortality and under 5 mortality.
5. Gain knowledge about dietary management of diseases.
6. Study the schemes, national and international programmes and policies to combat nutritional problems of the community.

UNIT-I

Normal Nutrition

Hours

1.	Relationship between food, nutrition, health and diseases	1
2.	Energy metabolism – Units, bomb calorimeter, Fuel value of food, physiological fuel value of foods, direct and indirect calorimetry, factors influencing total energy requirement (muscular activity, mental effort, calorific effect of food, maintenance of body temperature and growth). Basal Metabolic Rate, factors affecting Basal Metabolic Rate, Recommended Dietary Allowances for all age groups.	6
3.	Meal Planning – Importance and goals of meal planning, factors affecting meal planning-nutritional, socio-cultural, religious, geographic, economic, availability of time and material resources use of convenience foods in meal planning.	3
4.	Factors influencing food intake: Physiologic factors- Hunger, appetite, hedonic factors; environmental and behavioural factors-culture, economic, social, religious, age and sex, emotional factors.	3
5.	Nutrition through life cycle	
	<ul style="list-style-type: none"> • Infants-growth and development, nutritional requirements, Appropriate 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 foods, establishment of good feeding habits. 	4
	<ul style="list-style-type: none"> • Preschool Children – growth and development, nutritional requirements, promoting good food habits. 	3
	<ul style="list-style-type: none"> • School Children –Growth and development, nutritional requirements, promoting good food habits. 	3
	<ul style="list-style-type: none"> • Adolescents- growth and development, nutritional requirements, eating disorders-anorexia nervosa, bulimia, skipping meals and snacking. 	3
	<ul style="list-style-type: none"> • Adults –nutritional requirements. 	2
	<ul style="list-style-type: none"> • Pregnancy – Physiologic and biochemical changes, pre-maternal nutrition, prenatal nutrition and its impact on the growth and development of the 	3

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	<ul style="list-style-type: none"> • Lactation – Physiologic effects, socio – economic effects, psychological 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 3
UNIT-II		
Therapeutic Nutrition		
6.	Modification of Normal Diet: Soft, full fluid and clear fluid diets; team approach to nutritional care.	2
7.	<p>Etiology, clinical factors, basic diagnosis and nutritional management, the role of national and international programmes /agencies in the prevention of diseases (Wherever applicable):</p> <ul style="list-style-type: none"> • GIT –dyspepsia, gastritis, diarrhea, constipation, peptic ulcer. • Liver –Infective hepatitis • Infections and fevers-acute –Typhoid; Chronic-tuberculosis. • Overweight obesity and underweight. • IDDM and NIDDM • Hyper lipidemia, atherosclerosis, hypertension 	5 3 2 2 5 5
UNIT-III		
Community Nutrition		
8.	Concept and scope of community Health and Nutrition	1
9.	<p>Assessment of Nutritional Status, ,methods and their interpretation</p> <ul style="list-style-type: none"> • Direct methods: Anthropometry, biochemical and clinical Examination • Indirect methods : Diet surveys • Objectives principles and scope of Nutrition and Health Education <p>Nutritional Problems of the community –prevalence etiology, symptoms, prevention and dietary management:</p> <ul style="list-style-type: none"> • PEM • Vitamin A Deficiency • Anemia • IDD • Fluorosis 	6 7
10.	<p>Nutritional Programmes for the prevention of nutritional problems of the country:</p> <ul style="list-style-type: none"> • vitamin 'A' prophylaxis Programme • Nutritional anemia control programme • Iodine Deficiency Disorders programme • Mid Day Meal Programme • Integrated Child development Services 	5
11.	National Health policy and National Nutrition Policy	3
References :		
1.	Antia,FP and Abraham, P(1997). Clinical Dietetics and Nutrition. Oxford University press, New Delhi. (4 th Ed)	
2.	Begum,MR(1996). A Text Book of Foods, Nutrition and Dietetics. Sterling Publishers Pvt.	

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2. Begum,MR(1996). A Text Book of Foods, Nutrition and Dietetics. Sterling Publishers Pvt. Ltd., New Delhi. (Revised 2nd Ed)
3. Bamji, MS, Rao, NP and Reddy V (1999). Text book of Human Nutrition. Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi.
4. Burtis,G, Davis,J and Martin,S(1998) . Applied Nutrition and Diet Therapy. WB. Saunders Company, Philadelphia.
5. Garrow JS and James WPT (1994) Human Nutrition and Dietetics. Churchill Livingstone, New York. (4th Ed)
6. Joshi SA(2001) Nutrition and Dietetics. Tata McGraw Hill Publishing Company Ltd, Delhi (9th Ed).
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8. Kreutler PA and CzajkaNarins DM(1987). Nutrition in Perspective. Prentice –Hall, INC, Englewood Cliffs, New Jersey. (2ndEd).
9. Mahan LK and Stump SE(2000). Krause's Food, Nutrition and Diet Therapy. W.N. Saundes Company, Philadelphia, Pennsylvania. (10th Ed.).
10. Sabarwal B(1999). Encyclopaedia of Food, Nutrition, Dietetics and Health (4thVol) Efficient Offset, Delhi.
11. Sabarwal B (1999). Meal Management. Commonwealth Publishers. New Delhi.
12. SabarwalB (1999). Foundations of Nutrition. Commonwealth Publishers, New Delhi
13. Sharma S (2000). Human Nutrition and Meal Planning. JnanadaPrakashan (P &D). New Delhi. (1st Ed).
14. Shils ME, Olson JA, Shike M and Ross, AC(1998). Modern Nutrition in Health and Disease. Williams & Williams, Baltimone , U.S.A. (9th Ed).
15. Srilakshmi B(2014) Seventh edition. Dietetics, New age International (p) Ltd, Publishers New Delhi.
16. Stanfield PS(1992). Nutrition and Diet Therapy, Jones and Bartlett Publishers, Boston – London, (2nd Ed).
17. Swaminathan M(1997). Principles of Nutrition and Dietetics, the Bangalore Printing and Publishing Co Ltd. Bangalore. (1997 reprinted)
18. Longvah T, Ananthan R, Bhaskarachary K and Venkaish K. Indian food composition tables, NIN, 2017.
19. Dietetics, B Srilakshmi, Seventh Edition, New Age International Publishers, 2014
20. Swaminathan M(1997). Advanced Text –Book on Food & Nutrition (Vol I & II). The Bangalore Printing and Publishing Co. Ltd. Bangalore. (1997 reprinted).
21. Mudambi SR and RajagopalMV(1997). Fundamentals of Foods & Nutrition, New Age International (P) Ltd, New Delhi.
22. Text Book of Preventive and Social Medicine , K. Park,
23. Text Book of Preventive and Social Medicine, M.C. Gupta and B.K. Mahajan.
24. Williams SR(1990). Essentials of Nutrition and Diet Therapy. Times Mirror / Mosby College Publishing St. Louis. Missousn.(5th Ed)
25. Whitney EN and Rolfes SR(1996). Understanding Nutrition. West Publishing Company. St. Paul, MN., (7 th Ed) .
26. Ribonsom CH, Lawler MR. Chevoweth WL, Garwick A. E. Normal and Therapeutic Nutrition. Macmillan Publishing Company, New York, 1982.

FAMILY AND COMMUNITY NUTRITION (PRACTICAL- XIV)

Max Marks: - 50 marks

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

Total teaching workload: 24 practicals/batch

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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.

Contents :**Practical**

1.	Exchange lists and use of Exchange Lists Standardization of recipes for use in meal planning	2
2.	Planning of diet through the life cycle.	1
3.	<ul style="list-style-type: none"> • School Child (Packed lunch) • Adolescent girl/boy • Adult man/woman • Pregnant Woman • Lactating Woman • Elderly 	8
4.	Development of complementary foods for infants (6 months to 1 year)	1
5.	Planning diets for the following diseases: <ul style="list-style-type: none"> • Diarrhea • constipation • Peptic Ulcer • Infective hepatitis • Typhoid fever • Obesity • NIDDM • Hypertension 	8
6.	Planning and preparing low cost nutrient rich dishes, one serving providing 1/4 th to 1/3 rd days' requirement of a school child for <ul style="list-style-type: none"> • Energy • vitamin A • Iron 	1
7.	Planning and preparing low cost nutrient rich dishes. one serving providing 1/4 th to 1/3 rd days' requirement for each of the following nutrients: <ul style="list-style-type: none"> • protein • vitamin A • beta carotene • iron • calcium • thiamine • riboflavin • niacin • vitamin C 	1
8.	Conduct a dietary survey using 24 hr dietary recall method for an individual of any age group.	2

Examination Scheme

Total Marks: 50

One question on normal and therapeutic nutrition problems:

Planning

15 marks

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	Dishes (2)	20 marks
	Viva	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		
Objectives:		
<ol style="list-style-type: none"> 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		Hours
INTRODUCTION TO FAMILY RESOURCES MANAGEMENT		
1.	Meaning, definition & importance of family resource management	2
2.	Management process in family system:	
	(a) Meaning and definition	1
	(b) Decision making	2
	• Meaning, definition & its importance	
	• Classification of decision making	
	• Steps of decision making	
	(c) Steps of management process	4
	• Planning	
	• Organization	
	• Implementation	
	• Controlling	
	• Evaluation	
	(d) System approach to management & family as a system & its models	3
	(e) Family life cycle	3
	• Meaning & definition	
	• Stages	
3.	Motivation in home management	5
	(a) Value : meaning, definition, and classification	
	(b) Goal: meaning, definition and classification	
	(c) Standard: meaning, definition and classification	4
4.	Resources	
	• Meaning , definition, importance & characteristics	
	• Classification of resources	
	• Principles for use of resources	6
5.	Energy management	
	(a) Meaning & definition	
	(b) Process of energy management	

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6.	(c) Fatigue <ul style="list-style-type: none"> • Meaning & definition • Types of fatigue • Reduction in fatigue Work simplification and Body mechanics <ul style="list-style-type: none"> • Principles of body mechanics • Mundel's Classes of changes • Techniques of time and motion studies 	6
7.	Ergonomics <ul style="list-style-type: none"> • Ergonomics in home – an introduction • Meaning and definition • Relation between work, worker and work place 	5
UNIT- II		
TIME AND MONEY MANAGEMENT		
1.	Time management <ul style="list-style-type: none"> (a) Meaning, definition & importance (b) Tools in time management <ul style="list-style-type: none"> • Time cost • Time norms • Peak loads • Work curve and rest periods (c) Process of managing time 	5
2.	Family income <ul style="list-style-type: none"> (a) Meaning and definition (b) Types and sources 	4
3.	Budget <ul style="list-style-type: none"> (a) Engel's law (b) Meaning, definition and importance (c) Process of making budget (d) Account Keeping 	2
4.	Saving and Investment <ul style="list-style-type: none"> (a) Meaning, definition & importance (b) Selection factors 	3
5.	Channels of saving and investment: <ul style="list-style-type: none"> • Bank & Post office: types of account & their mode of operation • Insurance: LIC, health insurance, vehicle insurance, goods insurance • Provident fund and mutual fund • Shares, debentures & others 	6
6.	Taxation <ul style="list-style-type: none"> (a) Meaning, definition and type (b) Role of taxes in Indian economy (c) Basic calculation of income tax 	4
7.	Filling of income tax returns	2
UNIT- III		
CONSUMER EDUCATION & MARKETING		
8.	Problems of Indian consumer <ul style="list-style-type: none"> (a) Common problems <ul style="list-style-type: none"> • Weights and measure • Food adulteration • Fake products 	4

9.	<ul style="list-style-type: none"> • Misleading advertisements, etc. 	
10.	Consumer education: introduction, Definition, basic concepts	2
11.	Consumer rights and responsibilities	1
	Consumer Legal issues, laws and legislation	4
	(a) Consumer protection Act 1986	
	(b) Drugs and magic remedies Act	
	(c) Environment protection Act	
	(d) Right to information Act	
	(e) Bureau of Indian standards Act	
	(f) MRTP Act	
	(g) AgMark Act	
	(h) Prevention of food Adulteration Act	
	(i) Standards of weights and measure Act	
12.	Consumer Redressal System:	2
	(a) Redressal procedure	
	(b) How to complain	
	(c) Consumer court	
	(d) Case studies	
13.	Household equipments	6
	<ul style="list-style-type: none"> • Basic materials • Properties, Suitability and maintenance • Metals used for cooking utensils, serving & dining • Selection factors buying household equipments, mixers & blander, refrigerator, microwave, water purifiers, cook tops & pressure cookers. 	
14.	Marketing	
	(A) Standardization/ certification marks	2
	(B) Branding	3
	<ul style="list-style-type: none"> • Definition • Types • Advantages 	
	(C) Labelling	2
	<ul style="list-style-type: none"> • Meaning & definition • Types • Advantages 	
	(D) Promotion mix	3
	<ul style="list-style-type: none"> • Advertising • Sales promotion • Personal selling • Packaging 	
NOTE: Seminar presentations on selected topics from unit III.		

FAMILY RESOURCE MANAGEMENT(PRACTICAL- XV)

Max Marks: - 50 marks

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

Total teaching workload: 24 practicals/batch

Contents:

One class/Practical

- | | |
|----|---------------------------------------|
| 1. | Market survey on household equipments |
| 2. | Care of household equipments |



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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


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