



University of Rajasthan Jaipur

SYLLABUS

B.Sc. (HOME SCIENCE)

PART-III

Examination-2023

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University of Rajasthan
JAIPUR

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.

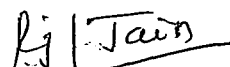
The theory examination paper will consist of three parts:

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
	Developing Entrepreneurial Skills (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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TEXTILE- SCIENCE (THEORY) XI

Max Marks: - 100 marks

Teaching workload: 4 hours/week

Total teaching workload: 96 hours/year

The objectives are:

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

Contents:

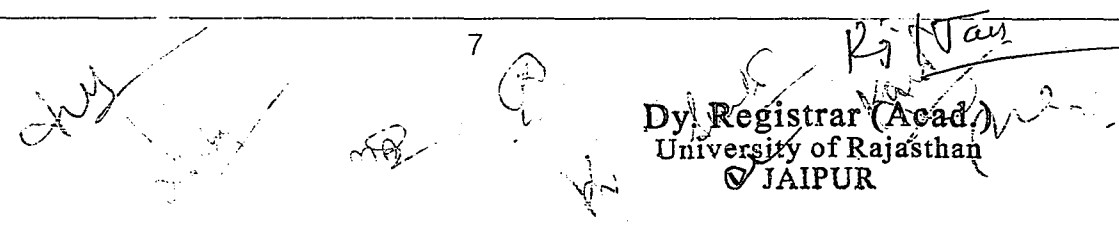
UNIT-I	Hours
1. Textiles fibres and their properties <ul style="list-style-type: none"> • Textiles Terminology • Classification of fibres • Primary and secondary properties of textiles fibres. 	7
2. Manufacturing process, properties and use of following fibres <ul style="list-style-type: none"> • Cotton, Jute, Silk, Wool, Rayon, Polyester, Polyamide, Tencel, Modal • Molecular structure of fibres 	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 – Types of yarns: Staple, Filament, Simple, Novelty: Slub yarn, Chenille yarns, Loop, Curl or Boucle, Spiral / corkscrew yarn, Ratine, Spot, nub or knop yarns • Textured yarns • Yarn Twist and Yarn Numbering system 	10
UNIT-II	Hours
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 – Non-Woven: Felting and Bonding 	12
5. Finishing <ul style="list-style-type: none"> • Definition and importance of finishing • Classification of finishes • Preparatory Process – Desizing, Scouring, Bleaching, Tentering • Mechanical finishes – Sizing, Singeing, Mercerization, Napping, Embossing, Calendaring. • Functional finishes – Wrinkle resistant, Water-resistant and repellent, Flame Retardant, Soil Repellent, Mothproof and Anti-static. 	12
6. Technical Textiles <ul style="list-style-type: none"> • Meditech • Agrotech 	8

<ul style="list-style-type: none"> • Geotech • Mobitech 	
UNIT-III	Hours
7. 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 	11
8. Printing <ul style="list-style-type: none"> • Methods of Printing – Block, Screen, Stencil, Roller and Rotary • Styles of Printing – Direct, Discharge and Resist 	11
9. 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 	10
References:	
<ol style="list-style-type: none"> 1. Hollan , Norma & Saddler --- Textiles , 16th Edition , New-York , Macmillan publishing co, 1998 2. Potter & Corbman : Textile -- Fibre to fabric , 6th edition , New-York : Mc Graw hill Book Co. , 1983. 3. Joseph M. – Essentials of textiles – Holt , Rinehart & Winston , New York , 1976. 4. Josphe M. – Introductory Textile Science – 6th edition , Fort Worth Harcourt Brace Jovanovich College Publishers. New York 1993 	
TEXTILE SCIENCE (PRACTICAL- XI)	
Max Marks: - 50 marks	
Teaching workload: one practical/week (2hours/practical)	
Total teaching workload: 24 practical/batch	
The objectives are:	
<ul style="list-style-type: none"> • To coach the students to learn different physical properties of fibre, yarn and fabric. • To instruct different techniques of dyeing and printing • To familiarize them with different fabrics available in the market. 	
Content	Practical
1. Fibre Study and identification <ul style="list-style-type: none"> • Visual • Microscopic, • Burning, • Chemical solubility 	3
2. Yarn – <ul style="list-style-type: none"> • Yarn Count • Yarn Twist 	2

3. Fabric	4
<ul style="list-style-type: none"> • Thread Count and Balance • Crease Recovery • Dimensional stability • Colour fastness 	
4. Identification of basic weaves and their design interpretation on graph	2
5. Dyeing	3
<ul style="list-style-type: none"> • Tie & dye with different techniques 	
6. Printing	4
<ul style="list-style-type: none"> • Block Printing -- Border, Corner and all over • Screen printing 	
7. Development of any two products using above techniques: Table linens(table cloth, mats and napkins). Furnishings(Curtains, cushion covers, diwan set), Wall pieces, Scarves, Dupattas, Blouse pieces, Bags, Purses etc.	2
8. Visit to Processing units: Dyeing and Printing	3
9. Preparation of scrap book showing	1
<ul style="list-style-type: none"> • Fibers • Yarns • Fabric construction methods • Technical textiles • Dyed & printed textiles 	
Marking Scheme for the practical examination	
Internal –	20 Marks
Major Problem –	20 Marks (Testing)
Minor Problem –	10 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 understand and design programmes scientifically, at village level/urban slum.	
2. To impart skills to implement, monitor and evaluate programmes.	
3. To understand the role of various organizations/institutions in community development.	
4. To sensitize the students towards major developmental issues.	
UNIT-I	

1	Concept of rural society	2
2	Social group- Concept, types and process of group formation	6
3	Programme: Concept and Definition	2
4	Programme planning- objectives, nature ,principles and Process	9
5	Objectives in Extension Programme	3
6	Developing programme indicators: Meaning and Characteristics	3
7	Programme implementation: Environment building, process and problems in implementation of programme at grass root level	7
UNIT-II		
8	Leadership: Concept. types and selection of leaders, training of leader	7
9	Programme Appraisal – concept and need	2
10	Programme Monitoring : Meaning. types. process and tools and techniques	8
11	Evaluation of programme- concept. types. process and tools and techniques	10
12	Report writing	5
UNIT -III		
13	Participatory methods and approaches -- RRA, PRA, , PLA	16
14	Flagship developmental programmes of Government of India with special reference to their objectives, target groups, activities, and financial support in the category of Women Development, Nutrition & Health, Governance, Livelihood security, environment and employment generation etc. Like ICDS, MNREGA, Pradhan Mantri Kaushal Vikas Yojna, Mid Day Meal programme, Swachh Bharat Abhiyan, Sarva Shiksha Abhiyan, National Health Mission etc.	16
References:		
<ol style="list-style-type: none"> 1. Dahama O.P. (1988) : Education and Communication for Development , . Oxford and IBH Publishing Co. Pvt. Ltd. New - Delhi 2. Ghosh Bhola Nath (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. Oakely, Peter and David Marsden (1984). Approaches to participation in Rural Development, Geneva, ILO 8. Social Welfare, Central social Welfare Board, samaj kalyan Bhawan, B-12 Tana Crescent, intuitional Area, South of IIT. New -- Delhi, 110016. 		



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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

Contents	Practical
Development of skill in designing a extension programme (Home Science Based) in order to bring change in knowledge, skill and attitude	
1. Identification of the back ground information of the community	2
2. Identification of community needs using participatory methods	4
3. Planning a two/three days programme on one of the selected needs	3
4. Collection of subject matter /content for the designed programme and their presentation	4
5. Preparation of teaching aids	3
6. Implementation of the planned programme	3
7. Evaluation of the programme (Designing questionnaire / tool for pre post test)	2
8. Report writing	

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 :

1. To acquaint the students to develop an understanding of marriage and its significance in society.
2. To help students to learn 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.	Marriage: Meaning, Definition, forms of marriage, importance and Functions of Marriage. Alternatives of marriage: Being Single, Co-living and Homosexuality.	10
2.	Problems and Adjustments in Marriage: Divorce, Widowhood, and Remarriage.	12
3.	Adoption Policies for Parents and Single Adults. Family: Meaning, Definition and Types of Family and Changing Roles of Family Members, Responsible Parenthood, parenting styles and its Changing Trends.	10
UNIT II		
4.	Definition meaning and classification of children with special needs.	20

	Sensory deficit and physical disabilities: definitions, identification, classification, causes of-Auditory. Visual. Communication. Orthopaedic deficits (Brief Out line)	
5.	National policies for these children (PWDs)	12
UNIT III		
6.	Introduction to Human Right Focusing child rights: meaning laws and policies related to child survival, welfare programs for children.	10
7.	Exploitation of children: trafficking, dysfunctional families, children in conflict with law, juvenile justice Act.	10
8.	laws and policies related to women and adults: Hindu Marriage Act Dowry Prohibition Act PCPNDT Act 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

DEVELOPING ENTREPRENEURIAL SKILLS (PRACTICAL - XIII)

Max Marks: - 50 marks

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

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Total teaching workload: 24 practical/batch		
Objectives :		
<ol style="list-style-type: none"> 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	3
2.	Comparative analysis of child rearing practices in different communities and socio-economic groups.	4
3.	Developing few case profiles of working women, with focus on roles, responsibilities, job stress and leisure time activities.	3
4.	Working with adolescents on critical issues related to their developments.	4
5.	Raising community awareness through enlisting rights and laws related to children and women.	3
6.	Visit to selected 3-4 welfare agencies/ entrepreneurial Units and prepare Blue prints	4
7.	Training/workshop for Skill Development:	3
	<ol style="list-style-type: none"> A. Product development B. Budgeting C. Cost analysis D. Marketing skills E. Selling of product F. Maintain Accounts 	
Examination Scheme -		
•	Major Problem - Scoring, analysis and interpretation of a selected tool.	15 marks
•	Minor Problem -	10 Marks
a)	Preparation of observational/checklist.	
b)	Preparation of questionnaire/interview schedule	
•	viva	5 marks
•	Internal	20 marks

FAMILY AND COMMUNITY NUTRITION (THEORY XIV)

Max Marks: - 100 marks

Teaching workload: 4 hours/week

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10

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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 up to 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, calorogenic effect of food, maintenance of body temperature and growth). Basal Metabolic Rate. factors affecting Basal Metabolic Rate, Recommended Dietary Allowances for all age groups.	4
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.	2
4.	Factors influencing food intake: Physiologic factors- Hunger, appetite, hedonic factors; environmental and behavioural factors-culture, economic, social, religious, age and sex, emotional factors.	2
5.	Nutrition through life cycle	
	• Infants-growth and development, nutritional requirements, Appropriate infant feeding practices: early initiation, colostrums 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
	• Preschool Children – growth and development, nutritional requirements, promoting good food habits.	3
	• School Children –Growth and development, nutritional requirements, promoting good food habits, Mid day meal.	2
	• Adolescents- growth and development, nutritional requirements, eating disorders-anorexia nervosa, bulimia, skipping meals and snacking.	3
	• Adults –nutritional requirements.	2
	• Pregnancy – Physiologic and biochemical changes, pre-maternal nutrition, prenatal nutrition and its impact on the growth and development of the foetus, nutritional requirements, complications of pregnancy.	3
	• Lactation – Physiologic effects, socio – economic effects, psychological aspects, nutritional requirements.	3

	<ul style="list-style-type: none"> Old Age – Physiologic and biochemical changes, nutritional requirements, factors influencing food habits nutrition related health problems- osteoporosis, other health problems- constipation, anaemia and hypertension. 	3
UNIT-II		
Therapeutic Nutrition		
6.	Modification of Normal Diet: Soft, full fluid and clear fluid diets; team approach to nutritional care.	5
7.	Etiology, clinical factors, basic diagnosis and nutritional management, the role of national and international programmes /agencies in the prevention of diseases (Wherever applicable):	5
	<ul style="list-style-type: none"> GIT –dyspepsia, gastritis, diarrhoea, constipation, peptic ulcer. Liver –Infective hepatitis Infections and fevers-acute –Typhoid Chronic- tuberculosis. Overweight obesity and underweight. NIDDM Hyper lipidemia, atherosclerosis, hypertension 	4
		4
		3
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UNIT-III		
Community Nutrition		
8.	Concept and scope of community Health and Nutrition	2
9.	Assessment of Nutritional Status, methods and their interpretation	10
	<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 	
10.	Nutritional Problems of the community prevalence Etiology, symptoms, prevention, dietary management, and National program for prevention	20
	<ul style="list-style-type: none"> PEM – ICDS and Mid Day Meal Vitamin A Deficiency – Vitamin A Prophylaxis program Anemia – Nutritional Anemia Control program IDD – Iodine Deficiency disorder program Fluorosis 	
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. Ltd., New Delhi. (Revised 2 nd 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. (4 th Ed)	
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7. Khanna K, Gupta S, Pass S., Seth R, Mahna, R and PuriS(1997). Textbook of Nutrition and Dietetics. Phoenix Publishing House, Pvt. Ltd., New Delhi.
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9. Mahan LK and Stump SE(2000). Krause's Food, Nutrition and Diet Therapy. W.N. Saundes Company, Philadelphia, Pennsylvania. (10th Ed.).
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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. Jnanada Prakashan (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, Baltimore . U.S.A. (9th Ed).
15. SrilakshmiB(2014) Seventh edition. Dietetics, New age International (p) Ltd, Publishers New Delhi.
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19. Dietetics, B Srilakshmi, Seventh Edition, New Age International Publishers, 2014
20. SwaminathanM(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 FN and RolfesSR(1996). Understanding Nutrition. West Publishing Company. St. Paul, MN., (7th Ed) .
26. Ribonsom CH, Lawler MR. Chevoweth WI., 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

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	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 • 	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"> • Diarrohea • 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 days' requirement of a school child for <ul style="list-style-type: none"> • Energy • Protein • vitamin A • Iron 	1
7.	Planning and preparing low cost nutritient 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 24hr dietary recall methods for an individual of any age group.	2

Examination Scheme

Total Marks: 50

One question on normal and therapeutic nutrition problems:

Planning	15 marks
Dishes (2)	10 marks
Viva	05 marks
Internal	20 marks

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FAMILY RESOURCE MANAGEMENT (THEORY XV)

Max Marks: - 100 marks

Teaching workload:4 hours/week

Total teaching workload:96 hours/year

Objectives:

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	3
	• Planning	
	• Organization	
	• Implementation	
	• Controlling	
	• Evaluation	
	(d) System approach to management & family as a system & its models	
	(e) Family life cycle	3
	• Meaning & definition	
	• Stages	3
3.	Motivation in home management	
	(a) Value : meaning, definition, and classification	
	(b) Goal: meaning, definition and classification	3
	(c) Standard: meaning, definition and classification	
4.	Resources	3
	• Meaning , definition, importance & characteristics	
	• Classification of resources	
	• Principles for use of resources	
5.	Energy management	4
	(a) Meaning & definition	
	(b) Process of energy management	

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 	4
7.	Ergonomics <ul style="list-style-type: none"> • Ergonomics in home - an introduction • Meaning and definition • Relation between work, worker and work place 	4
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 	6
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 	4
4.	Saving and Investment <ul style="list-style-type: none"> (a) Meaning, definition & importance (b) Selection factors 	4
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.	4
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 	4

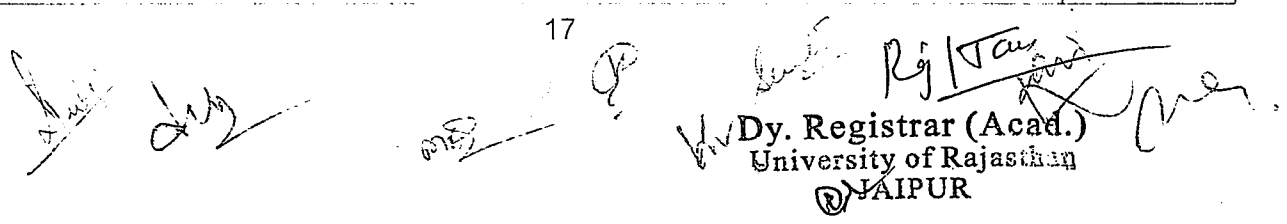
	<ul style="list-style-type: none"> • Food adulteration • Fake products • Misleading advertisements, etc. 	
9.	Consumer education: introduction, Definition, basic concepts	2
10.	Consumer rights and responsibilities	2
11.	Consumer Legal issues. laws and legislation	6
	<ul style="list-style-type: none"> (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
	<ul style="list-style-type: none"> (a) Redressal procedure (b) How to complain (c) Consumer court (d) Case studies 	
13.	Household equipments	5
	<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 & blender, refrigerator, microwave, water purifiers, cook tops & pressure cookers. 	
14.	Marketing	
	(A) Standardization/ certification marks	1
	(B) Branding	2
	<ul style="list-style-type: none"> • Definition • Types • Advantages 	2
	(C) Labelling	2
	<ul style="list-style-type: none"> • Meaning & definition • Types • Advantages 	
	(D) Promotion mix	
	<ul style="list-style-type: none"> • Advertising • Sales promotion • Personal selling • Packaging 	2
15.	Marketing and promotion strategies in small scale interior decoration start-ups	3
	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:	Practical
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1.	Market survey on household equipments	1
2.	Opening various accounts in the bank; filling up of slips/ forms;	1
3.	Operating bank accounts and handle monetary transactions online.	1
4.	Methods of account keeping	1
5.	Income tax form- calculations	1
6.	Filling the income tax form	1
7.	Filling a consumer complaint	1
8.	Analysis of advertisement: information and product detail	1
9.	Analysis of labels: content. MRP. use and care. instructions and symbols	1
10.	Identification of values and goals of different age groups	1
11.	Budget Making for LIG, MIG and HIG; house party	3
12.	Time and motion pathway charts	2
13.	Party planning	1
14.	Theme party planning	1
15.	Making time schedule for a day of party	1
16.	Marketing, promotion and sale of prepared housing/interior designing items.	6

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7. Kale M.G. (1998), Management and human resources
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Examination schemes

Major – Income tax calculation	15 marks
Minor 1 - Party planning/budget making/pathway chart etc	10 marks
Minor 2 – Filling of forms of banks/consumer complaint/label analysis	05 marks
Internal –	20 marks

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