

**GOVT. COLLEGE FOR WOMEN**  
**PARADE GROUND,**  
**JAMMU- 180001, J&K**  
(Erstwhile Maharani Mahila College)  
(NAAC Re-Accredited 'A' Grade)  
Autonomous College under the University of Jammu  
College for Potential for Excellence, 2016  
(Estd. 1944)



**BACHELOR OF HOME SCIENCE**  
**EFFECTIVE FROM ACADEMIC**  
**YEAR 2021, 2022, 2023**



## **Programme: - Undergraduate programme in Home Science**

### **Semester-I**

**Course title: - Introduction to Home Science**

**Course type: - Major-theory Course**

**Course code:-UHSMJT101**

**M.M- 100 marks**

**Internal- 20 marks**

**External- 80 marks**

### **Objectives of the Course:-**

The course aim will help students to:-

- To understand the concept, scope and philosophy of Home Science.
- To appreciate the role of Home Science in Nation building.
- To develop desirable attitude towards integrated rural and urban development.
- Learning Cultural and human values through Home Science.

### **Learning outcomes of the course:-**

- The course will help the students to identify and explain the different branches of home science
- It will help the students to lead a more satisfying personal, family and community life because of the knowledge, understanding, skills, appreciation of culture and spiritual values acquired through this course.
- To gain hands on experience in basics of computers

### **Scope of the course in terms of:-**

- Students will learn the basic of home management
- With the learning's of more subjects under Home Science they can be employed as dieticians, Child Counselor, Trainers, in educational institutions etc.

### **Unit-I: Basics of Home Science**

- Definition, meaning, branches and Scope of Home Science.
- Philosophy of Home Science.
- Linkages of Home Sciences with other related subjects Psychology, Sociology, Economics and Agriculture

### **Unit-II: Job Opportunities in Home Science**

- Home Science Education at various levels-School /College/University/Researchers.
- Job oriented courses.
- Vocations within and outside Home Science institutions.
- Qualities of good Home Science student

### **Unit-III: Home Science in Action Programme**

- Integrated Child Development Services, Integrated Rural Development programme, National Rural Employment Programme
- Role of Home Science in Women's empowerment.
- Role of Home Science in the Service of Community and in rural development.

#### **Unit-IV: Home Science and Family Studies**

- Average size, marriage patterns, distinct social roles and nature of relationship between members of the family
- Role of Home Science education in the empowerment of individual, family and society.

#### **Unit-V: Introduction to Computers**

- Relevance of computers to Home Science- Basics of Computer.
- A model of computer, characteristics of computer, problem solving using computers
- Input/output units Description of Computer input/output units, other input method. Computer output units.
- Introduction to operating system- MS, Windows.

#### **Examination pattern shall be as under:-**

1. 20 marks shall be earmarked for internal assessment (5 marks for attendance +15 for assessment test).
2. Scheme for award of marks for attendance shall be same as followed by the College
3. Internal assessment test shall be conducted after the completion of 40% of the syllabus in a particular course.

#### **Pattern for setting internal assessment test paper**

The paper shall comprise of three units:-

- a) **Short answer questions** – Attempt two questions of 2 marks each out of three questions (Maximum of 30 words each)
- b) **Medium answer question** - Attempt two questions of 3 marks each out of three questions (Maximum of 50 words each)
- c) **Long answer question** - Attempt one question out of two questions five marks (Maximum of 100 words)

**Note:** - Questions shall be set in such a way that the syllabi prescribed for the examination is fully represented

**Duration of the paper: - 1hour**

**Pattern of External Examination:**

Total marks: - 80 Time allowed: - 3 hours

The paper shall comprise of 3 units.

- a) **Short answer questions**- 5 questions of 3 marks each (one question shall be asked from each unit). All questions are compulsory
- b) **Medium answer questions**- 5 questions of 7 marks each (one question shall be asked from each unit). All questions are compulsory.
- c) **Long answer questions:** - 5 questions are set from five units, and the students shall be asked to attempt 2 questions only. Each question shall be of 15 marks.

(The word limit shall be same as is the usual practice in external examination of similar weight age.)

## REFERENCES:

1. Devdas, Rajmal,P.(1968) Textbook of Home-Science, Farm information Unit, Directorate of Extension, Ministry of Agriculture, New Delhi.
2. Devdas Rajmal,P. The Meaning of Home Science Sri Avinashillingam Home Science, Coimbatore (1968)
3. The Family and Integrates Rural Development, FAO, 1976.
4. Devdas, Rajmal, P.Methods of teaching Home Science. National Council of Education Research and Training, Delhi, 1977.
5. Chandra A.Shah, A Jishi U.”Fundamental of teaching Home Science”, Sterling Publishers, Private Limited, 1989.
6. Paraliker, Kalpana, R, The Arts of Teaching Home Science”, Evira Publication, Baroda, 1990.
7. Paraliker, Kalpana, R,”What is Home Science, Evira Publication, Baroda, 1989.



**Programme: - Undergraduate programme in Home Science**

**Semester-I**

**Course title: - Introduction to Home Science**

**Course type: - Major-Practical Course**

**Course code:-UHSMJP 101**

**M.M-50 marks**

**Internal-25 marks**

**External-25 marks**

**Objectives:-**

- The students will be able to understand the working environment of various organizations.

**Learning outcomes:-**

- The students will have the basic knowledge of home science.

**Total marks: - 50**

**Total Credits: - 2**

**Minimum No. of practical to be performed:-15**

**Practical Exercises**

- Visits to Preschools/Food Preservation Centers/Interior designers /NGO's/Dietetics clinics /Fashion Houses & Women Entrepreneurs.
- In Basics Computer operation and care.

**Examination pattern:-**

A) Internal assessment

Weight age of internal assessment: - 50% i.e. 25 marks out of 50.

**Components of internal assessment:-**

- a) 5 marks for attendance. Marks shall be awarded as per the rules already followed by the College
- b) 6 marks earmarked for the daily performance of the students in the practical exercises. The evaluation of daily performance shall be undertaken as per the standard  $\alpha$   $\beta$   $\gamma$  scheme being followed in the College.
- c) 6 marks are earmarked for minor project assigned to each student. Students shall have to submit the project report according to a prescribed format on the day of internal assessment test (only for Major Course)
- d) 8 marks earmarked for internal assessment test in practical. The nature of the test shall be similar as is already followed by the College.



## **Programme: - Undergraduate programme in Home Science**

### **Semester-I**

**Course title: - Introduction to Home Science**

**Course type: - Minor-theory Course**

**Course code:-UHSMNT 101**

**M.M-100 marks**

**Internal-20 marks**

**External-80 marks**

### **Objectives of the Course:-**

The course aim will help students to:-

- To understand the concept, scope and philosophy of Home Science.
- To appreciate the role of Home Science in Nation building.
- To develop desirable attitude towards integrated rural and urban development.
- Learning Cultural and human values through Home Science.

### **Learning outcomes of the course:-**

- The course will help the students to identify and explain the different branches of home science
- It will help the students to lead a more satisfying personal, family and community life because of the knowledge, understanding, skills, appreciation of culture and spiritual values acquired through this course.
- To gain hands on experience in basics of computers

### **Scope of the course in terms of:-**

- Students will learn the basic of home management
- With the learning's of more subjects under Home Science they can be employed as dieticians, Child Counselor, Trainers, in educational institutions etc.

### **Unit-I: Basics of Home Science**

- Definition, meaning, branches and Scope of Home Science.
- Philosophy of Home Science.
- Linkages of Home Sciences with other related subjects Psychology, Sociology, Economics and Agriculture.

### **Unit-II: Job Opportunities in Home Science**

- Home Science Education at various levels-School /College/University/Researchers.
- Job oriented courses.
- Vocations within and outside Home Science institutions.
- Qualities of good Home Science students

### **Unit-III: Home Science in Action Programme**

- Integrated Child Development Services, Integrated Rural Development programme, National Rural Employment Programme
- Role of Home Science in Women's empowerment.
- Role of Home Science in the Service of Community and in rural development.

#### **Unit-IV: Home Science and Family Studies**

- Average size, marriage patterns, distinct social roles and nature of relationship between members of the family
- Role of Home Science education in the empowerment of individual, family and society.

#### **Unit-V: Introduction to Computers**

- Relevance of computers to Home Science- Basics of Computer.
- A model of computer, characteristics of computer, problem solving using computers
- Input/output units Description of Computer input/output units, other input method. Computer output units.
- Introduction to operating system- MS, Windows.

#### **Examination pattern shall be as under:-**

1. 20 marks shall be earmarked for internal assessment (5 marks for attendance +15 for assessment test).
2. Scheme for award of marks for attendance shall be same as followed by the College
3. Internal assessment test shall be conducted after the completion of 40% of the syllabus in a Particular course.

#### **Pattern for setting internal assessment test paper**

The paper shall comprise of three units:-

- a) **Short answer questions** – Attempt two questions of 2 marks each out of three questions (Maximum of 30 words each)
- b) **Medium answer question** - Attempt two questions of 3 marks each out of three questions (Maximum of 50 words each)
- c) **Long answer question** - Attempt one question out of two questions five marks (Maximum of 100 words)

**Note:** - Questions shall be set in such a way that the syllabi prescribed for the examination is fully represented

#### **Duration of the paper: - 1hour**

#### **Pattern of External Examination:**

Total marks: - 80 Time allowed: - 3 hours

The paper shall comprise of 3 units.

- a) **Short answer questions**- 5 questions of 3 marks each (one question shall be asked from each unit). All questions are compulsory
- b) **Medium answer questions**- 5 questions of 7 marks each (one question shall be asked from each unit). All questions are compulsory.
- c) **Long answer questions:** - 5 questions are set from five units, and the students shall be asked to attempt 2 questions only. Each question shall be of 15 marks.

(The word limit shall be same as is the usual practice in external examination of similar weight age).

**REFERENCES:**

8. Devdas, Rajmal,P.(1968) Textbook of Home-Science, Farm information Unit, Directorate of Extension, Ministry of Agriculture, New Delhi.
9. Devdas Rajmal,P. The Meaning of Home Science Sri Avinashillingam Home Science, Coimbatore (1968)
10. The Family and Integrates Rural Development, FAO, 1976.
11. Devdas, Rajmal, P.Methods of teaching Home Science. National Council of Education Research and Training, Delhi, 1977.
12. Chandra A.Shah, A Jishi U.”Fundamental of teaching Home Science”, Sterling Publishers, Private Limited, 1989.
13. Paraliker, Kalpana, R, The Arts of Teaching Home Science”, Evira Publication, Baroda, 1990.
14. Paraliker, Kalpana, R,”What is Home Science, Evira Publication, Baroda, 1989.





**Programme: - Undergraduate programme in Home Science**

**Semester-I**

**Course title: - Introduction to Home Science**

**Course type: - Minor-Practical Course**

**Course code:-UHSMNP 101**

**M.M-50 marks**

**Internal-25 marks**

**External-25 marks**

**Objectives:-**

- The students will be able to understand the working environment of various organizations.

**Learning outcomes:-**

- The students will have the basic knowledge of home science.

**Total marks: - 50**

**Total Credits: - 2**

**Minimum No. of practical to be performed:-15**

**Practical Exercises**

- Visits to Preschools/Food Preservation Centers/Interior designers /NGO's/Dietetics clinics /Fashion Houses & Women Entrepreneurs.
- In Basics Computer operation and care.

**Examination pattern:-**

A) Internal assessment

Weight age of internal assessment: - 50% i.e. 25 marks out of 50.

**Components of internal assessment:-**

- a) 5 marks for attendance. Marks shall be awarded as per the rules already followed by the College
- b) 12 marks earmarked for the daily performance of the students in the practical exercises. The evaluation of daily performance shall be undertaken as per the standard  $\alpha$   $\beta$   $\gamma$  scheme being followed in the College (Minor Courses only)
- c) 8 marks earmarked for internal assessment test in practical. The nature of the test shall be similar as is already followed by the College.



**Programme: - Undergraduate programme in Home Science**

**Course Semester- I**

**Course title: - Early Childhood Care and Education**

**Course type: Multidisciplinary**

**Course code: - UHSMDT 101**

**Total credits: 03**

**M.M-100 marks**

**Internal-20 marks**

**External-80 marks**

**Learning objectives:**

1. To understand the importance, need and objectives of ECCE
2. Appreciate the contribution of varied educationists and agencies to the development of ECCE.
3. Create awareness of various trends and policies in ECCE.
4. Know the importance of early childhood years and significance of intervention programme for early childhood development.
5. Impart knowledge on programme planning for young children.

**Learning outcomes:**

1. Explain the importance of early childhood years and significance of intervention programme for early childhood development.
2. Describe the historical developments –global and Indian including the current programs and policies in ECCE.
3. Create developmentally appropriate programs you young children.

**Scope of the course in terms of:**

1. The students will able to open a crèche or a day care centre.

**Unit-I: EARLY CHILDHOOD CARE AND EDUCATION**

1. Importance of ECCE and need of ECCE
2. Objectives of ECCE and activities to achieve the objectives.
3. Formal, informal and non formal approaches, advantages and disadvantages.

**Unit-II: CONTRIBUTIONS IN DEVELOPMENT OF ECCE**

1. Thinkers
  - A) Froebel
  - B) Montessori
  - C) Gijubhai Badeka
  - D) M.K. Gandhi ( Pre Basic Education)
  - E) Rudolf steiner and Waldorf school
2. Contribution of Agencies to E.C.C.E
  - A) NCERT
  - B) NCTE
  - C) UNICEF

### **UNIT-III: METHOS OF PRE-SCHOOL EDUCATION**

1. Play way method Meaning stages, Types of Play- Exploratory, manipulative, constructive, Imaginative and Creative, significance of Play
2. Activity method Meaning, organization and significance.
3. Project method meaning, organization and significance.

### **UNIT IV: PLANNING AND EVALUATION**

1. Programme Planning
  - a) Principles of programme planning
  - b) Preparation of (planning, Editing, Reviewing)
    - Year Plan
    - Term Plan
    - Monthly Plan
    - Weekly Plan
    - Daily Plan
2. Evaluation
  - a) Meaning and need for Evaluation
  - b) Tools of Evaluation ( observation, checklist, Rating scale)
  - c) Criteria for Evaluating
    - Teacher
    - Children
    - Teaching Learning Resources.

#### **Examination pattern shall be as under:-**

Internal Assessment 15 marks

1. 15 marks shall be earmarked for internal assessment (5 marks for attendance +10 for assessment test.
2. Scheme for award of marks for attendance shall be same as followed by the College
3. Internal assessment test shall be conducted after the completion of 40% of the syllabus in a particular course. (10 marks)

Pattern for setting internal assessment test paper

#### **The paper shall comprise of three units:-**

- a) Short answer questions – Attempt two questions of 1 mark each out of three questions (Maximum of 20 words each)
- b) Medium answer question - Attempt two questions of 2 marks each out of 3 questions (Maximum of 30 words each)
- c) Long answer question - Attempt one question out of two questions 4 marks (Maximum of 50 words)

Questions should be set in such a way that the entire syllabus prescribed for the examination is represented

**Duration of the paper: - 3/4hour (45 Minutes)**

**Pattern of External Examination:**

Total marks: - 60

Time allowed: - 2.5 hours

The paper shall comprise of 3 units.

- a) Short answer questions - 4 questions of 3 marks each. The questions shall be set in such a way that the whole syllabus prescribed for a course is represented. All questions are compulsory.
- b) Medium answer questions – 4 questions of 6 marks each( one question shall be asked from each unit) . All questions are compulsory
- c) Long answer questions: - 4 questions are set from four units, and the students shall be asked to attempt 2 questions only. Each question shall be of 12 marks.

**REFERENCES:**

- 1. Agarwal, J. C. (2007). Early childhood care and education: principles and practices. New Delhi: Shipra.
- 2. Canning, N. (2010) Play and practice in the early years: Foundation stage. New Delhi: Sage.
- 3. Kaul, V. (2009). Early childhood education programme. National Council of Educational Research and Training, New Delhi.
- 4. Swaminathan, M.(ed.) (1998).The first five years: A critical perspectives on early childhood care and education in India. New Delhi: Sage.
- 5. Sharma, K.K., & Miglani, P. (2016). Gender, school and society. Patiala: Twenty First Century Publications.



## **B.A HOME SCIENCE SEMESTER-2<sup>nd</sup> FOODS AND NUTRITION**

**Syllabus for the Examinations to be held from 2021, 2022 and 2023.**

**Course Code: UHSTC 201**  
**Theory**

**Max.Marks:100**  
**External Assessment: 80**  
**Internal Assessment: 20**  
**Credits: 04**

### **Course Objectives**

- To understand the relationship between food, nutrition and health.
- To understand the functions of food, basic concepts of food groups and balanced diet.
- To describe the functions of various nutrients and their sources & gaining knowledge about clinical manifestations of excess/ deficiency of nutrients.
- To learn about various methods of cooking and to understand the selection, nutritional contribution of and effect of cooking on different food groups.
- To describe ways of reducing nutrient losses during cooking and methods of enhancement of nutritional quality of foods.
- Create awareness about food preservation, meal planning and nutritional requirements.
- Understand various digestive processes involved within the body.

### **Course Learning Outcomes**

- Comprehend relationship between food, nutrition and health.
- Understand the functions of food, basic concepts of food groups and balanced diet.
- Understand the selection, nutritional contribution and changes during cooking of the commonly consumed foods.
- Understand functions of various nutrients and their sources & gaining knowledge about clinical manifestations of excess/ deficiency of nutrients.
- Develop understanding about the methods of preparing food.
- Understand the concept of nutrient losses during pre- preparation and preparation of food.
- To list different preservative methods used at home and commercial level
- Apply meal planning knowledge to prepare different diets for adults
- To identify and describe the human digestive system

#### **Unit-I**

- Function of food .Food groups and their nutritive value. Concept of malnutrition.Basic terminology used in food preparation, washing ,peeling, cutting, slicing, granting, cubing, pounding, Soaking,Fermentation,Germination,Roasting and Kneading.
- Different basic methods of cooking-boiling, steaming, frying, baking (their merits and demerits).
- Effect of preparation on food components:  
Carbohydrates, Protein, Oils & fats, Minerals, Vitamins, Pigment and flavor.
- Factors affecting food acceptance - color, texture and flavor.

#### **Unit-II**

- Food preservation and basics of food processing. Food spoilage and Principles of food preservation.
- Preservation by low temperature, freezing, drying, high temperatures,
- Preservation by preservatives and Radiation.

- Food Laws & Food standards. Foods adulteration. Common adulterants and their toxic effects.

### **Unit-III**

- Meal Planning: basic principles of meal planning.
- Factors affecting meal planning.
- Nutritional requirements in adulthood.
- Planning a meal for an adult.

### **Unit-IV**

- Digestive system-its structure and process of Digestion
- Absorption and metabolism of food.
- Deficiency diseases of various nutrients.
- Diseases related to excess of various nutrients

### **REFERENCES:**

- Behaviour Marior, Introductory Favels Mac, Mulkan Co., New York, 1980.
- ICMR, Nutritive value of Indian foods, New York, 1989.
- Frazir, W.C. Food Microbiology, MC Graw Hill Book Co. 1978.
- Mudambi, S.R. and Rajagopal, M.V. (1983): Fundamentals of Food and Nutrition, Wiley, Eastern Ltd.
- Mudami, S.R. and Rajagopal, M.V. (1987): Fundamentals of Food and Nutrition, Wiley, Eastern Limited.
- Gupta, A & Garg, (1981): Text Book of Foods and Nutritions, Child Care and Psychology, Kalyani Publishers, Ludhiana.

### **NOTE FOR PAPER SETTING**

Section I consists of 5 short questions and the candidates are required to attempt all questions. Each question carries 3 marks (5x3=15).

Section II consists of medium questions and the candidates are required to attempt any all questions. Each question carries 7 marks. (7x5=35)

Section III consists of 4 long questions, one from each unit and the candidates are required to attempt any two questions. Each question carries 15 marks. (15x2=30)

### **TEACHING LEARNING PROCESS**

Lecture methods

Power point presentations

Demonstrations

Field Visits

### **ASSESSMENT METHOD**

Seminars, Internal Assessment Test, Home Assignments, Projects, Continuous Evaluation • Examination as per University of Jammu norms

## **KEYWORDS**

Food and Nutrition, Food Groups, Meal Planning, Digestive System, Malnutrition

## **PRACTICALS**

**Course Code: UHSPC 202**

**Practical**

**Max.Marks:50**

**External Assessment: 25**

**Internal Assessment: 25**

**Credits: 02**

Different methods of cooking

Steaming

Baking

Frying

Boiling

Microwave cooking

**Training**

Training in preservation centre/Food Production /Baking



**B.A HOME SCIENCE SEMESTER 3<sup>RD</sup>**  
**HUMAN DEVELOPMENT**

**Syllabus for the Examinations to be held in 2021, 2022 and 2023.**

**Course Code: UHSTC 301**  
**Theory**

**Max.Marks:100**  
**External Assessment: 80**  
**Internal Assessment: 20**  
**Credits: 04**

**OBJECTIVES:** The course aims to help students to:

- Develop awareness of important aspects of development during the life span of an individual.
- Become acquainted with developmental stages from birth to old age.
- Perceive the importance of family and the community in the development of the children with special needs.
- Know about the problems of Adolescence and Old age

**LEARNING OUTCOMES:**

The course will help the students:

- Understand about the different aspects and stages of development.
- Identify the role of family and community in the development of children.
- Learn about the strategies of various adolescence and old age problems.

**Unit-I Introduction**

- Human development and child development. Definition, Need and Scope
- Methods of child study: Interview, Observation, Case Studies, Psychological test & Intelligence test (in brief)
- Growth and Development-Definition, Principles, Related factors
- Stages of development, Need to study development through the life cycle.

**Unit-II Infancy and Childhood**

- Pre-natal period: Courses of prenatal development, overview of birth process and complications. Conditions affecting pre-natal development, Hazards during pre-natal development.
- Infancy: Physical changes, Language development, Social and Emotional development and cognitive/ intellectual development in infancy.
- Early childhood: Development tasks and milestones, Orientation to pre-school education and significance. Middle childhood: Development task, and Milestones.
- Children with special needs & Organizations working for welfare of children.



### **Unit-III Adolescence and Adulthood**

- Adolescence (13-18 yrs)-Definition, Characteristics,
- Problems of adolescence-drugs and alcohol abuse, psychological breakdown, STD's , AID's and Teenage pregnancies.
- Adulthood: Characteristics of Adulthood.
- Adjustments in adulthood-Vocational, Marital, Parenthood Adjustments.

### **Unit-IV Old Age**

- Definition, Characteristics of old age.
- Problems of old age, intergenerational conflict in India.
- Death-Preparation and coping strategies.
- Organizations working for welfare of old.

**NOTE FOR PAPER SETTING:** (Duration of Examination = 3Hours)

Section I consists of 5 short questions and the candidates are required to attempt all questions. Each question carries 3 marks (3x5=15).

Section II consists of medium questions and the candidates are required to attempt all questions. Each question carries 7 marks. (7x5=35)

Section III consists of 4 long questions, one from each unit and the candidates are required to attempt any two questions. Each question carries 15 marks. (15x2=30)

### **REFERENCES:-**

1. Bee,H,& Boyd,D.(2002).Life span Development.Allyan & Bacon:Boston.
2. Crain William,(2010) (6<sup>th</sup> ed).Theories of Human Development:Concepts and Applications, Prentice Hall Publications:New Jersey.,
3. Chaube,S.P.(1996),Child Psychology,Lakshmi Narain Aggarwal,Publication Agra,
4. Devdas,R.P.and Jay N.A (1989).Text Book on child Development, Mcmillan:India.
5. Devi,L.(1998),Child Development:An Introduction.Anmol Publication Pvt.Ltd.New Delhi.
6. Hurlock,E.B.(2002).Development Psychology (5<sup>th</sup> ed).Tata Mc GrawHill Pub: New Delhi.
7. Papila,D.E.And Olds.(new edition) Human Development,MC Graw Hills Pub:New Delhi.

### **TEACHING LEARNING PROCESS**

Lectures, Panel Discussion, Demonstration with the help of Diagrams and sketches.

### **ASSESSMENT METHOD**

Seminars, Internal Assessment Test, Home Assignments

### **KEYWORDS**

Growth , Development, Child Development, Human Development, Special needs.



## **PRACTICALS**

**Course Code: UHSPC- 302**

**Max.Marks:50**

**External Assessment: 25**

**Internal Assessment: 25**

**Credit: 02**

### **Surveys and visits**

Observation of all around development of infants.

Interviewing pregnant and lactating women to study their problems.

### **Training**

Training in any one Early Childhood Centres/Centre for disabled /

Or

Visit to old age home /Early childhood centres /centre for disabled.



## **SKILL BASED COURSE SEMESTER 3<sup>RD</sup> GENDER DEVELOPMENT**

### **Syllabus for the Examinations to be held from 2021 onwards**

**Course Code: UHSTS 302**  
**Theory**

**Max.Marks:50**  
**External Assessment: 40**  
**Internal Assessment: 10**  
**Credits: 02**

#### **OBJECTIVES:**

- To study the changing status of women.
- To make the students aware of Women's legal rights, Values and crime against them.
- To make them understand the role of community towards raising the status of women in India.

#### **LEARNING OUTCOMES:**

The course will help the students:

- To understand the changing role of women in the family- the status of
- Women in Indian Literature and methodology.
- To understand Gender variations and roles with the family and in Indian society.
- To get trained in inculcating values regarding legal rights and domestic violence

#### **Unit-I Status of Women in India**

- Demographic profile of women in India.
- Women studies in Indian literature and mythology.
- Description of Women in Indian society: Strength and limitations.
- The changing role of women in the family.

#### **Unit –II Gender Variations in Indian Society**

- Geographical variations in male, female ratio.
- Caste, class and religious influences on gender roles.
- The role of education in Women empowerment
- Violence against Women domestic, sexual harassment, immoral trafficking.

#### **NOTE FOR PAPER SETTING:**

Question paper shall have ( A,B and C) sections

Section A shall comprise of 4 questions of 2 marks each.  
2 questions shall be set from each unit of the prescribed course content.  
All questions shall be compulsory.

Section B shall comprise of 4 questions of 5 marks each.  
2 questions shall be set from each unit of the prescribed course content.  
All questions shall be compulsory

Section C shall comprise of 3 questions of 12 marks each.  
1.5 questions shall be set from each unit of the prescribed course content.  
Students shall be asked to attempt only 1 question of 12 marks from this section .

## **REFERENCES**

1. Begchi, J. (Ed.) (2003) Indian Women: Myth and Reality. New Delhi: Orient Longman.
2. Chanana, K. (Ed.) (2003) Socialization, Education and Women: Exploration in Gender Identity. New Delhi: Orient Longman.
3. Davis, K. (2006) Handbook of Gender and Women's Studies. New Delhi: Sage Publications.
4. Elizabeth Meehan, and Selma Seven Huijsen, (Ed.) (2003) Equality, Politics and Gender. New Delhi: Sage Publication.
5. Gulati, L. (2005) A space of Her Own- Personal Narratives of Twelve Women. New Delhi: Sage Publications.
6. Jain, D. and Rajput, P. (2003) Narratives for the Women's Studies. New Delhi: Sage Publications.
7. Karlekar, M. (1982) Poverty and Women's Work: Study of Sweeper Women in Delhi, New Delhi: Vikas Publication.
8. Kerlekar, G., Nathan, D. and Walter, P. (Ed.) (2003) Gender Relations in Forest Societies in Asia Patriarchy at Odds. New Delhi: Sage Publications.
9. Mathur, K. (2004) Countering Gender Violence- Initiatives towards Collective Action in Rajasthan. New Delhi: Sage Publications.
10. Niranjana, S. (2001) Gender and Space – Femininity, Sexualization and the Female Body, New Delhi: Sage Publications.

## **TEACHING LEARNING PROCESS**

Lectures, Panel Discussion, Demonstration with the help of Diagrams and sketches.

## **ASSESSMENT METHOD**

Seminars, Internal Assessment Test, Home Assignments

## **KEYWORDS**

Gender, Women Empowerment, Legal rights, Crime.



## **PRACTICALS**

**Course Code: UHSPC- 302**

**Max.Marks:50**

**External Assessment: 25**

**Internal Assessment: 25**

**Credit: 02**

Training will be provided to the students from the experts in the below mentioned fields so that they can further train or educate the people in the following :-

1. Planning and implementation of awareness generation programme for a community.
2. Legal rights of women
3. Domestic violence in the community
4. Crime against women
5. Sexual Harassment



## **B.A.HOME SCIENCE – SEMESTER 4<sup>TH</sup> CLOTHING & TEXTILES**

**Syllabus for the Examinations to be held in 2021, 2022 and 2023.**

**Course Code: UHSTC 401**

**Theory**

**Max.Marks:100**

**External Assessment: 80**

**Internal Assessment: 20**

**Credits: 04**

**OBJECTIVES:** The course is designed to enable the students to:

- Gain knowledge on the characteristics of fabrics and their use.
- Understand the methods of maintaining different fabrics, their finishing and storage.
- Learn the basic stitching skills and acquiring knowledge about embroidery.
- Know the basics of Computers.

### **LEARNING OUTCOMES:**

The course will help the students:

- Learn about the various types of fabrics, their use and finishes
- Gain the practical experience of various embroidery stitches.
- Learn the Skill of handling computers.

#### **Unit-1**

- Meaning Importance and scope of clothing and textiles
- Classification of Natural and Man-made fibers
- Terms- Fabric, Yarn, Clothing, textiles, Selvedge, Warp, Weft, Bias.
- Manufacturing and properties (physical and chemical) of cotton, silk, Wool, Nylon, Rayon, synthetic and blended fibers

#### **Unit-II**

- Laundering of natural fabrics.
- Soaps and Detergents: Properties of Good laundry soap, Material used in soap making, synthetic soaps or detergents.
- Starches Blues and Bleaches. (Types and their uses in laundry)
- Grease removers, Grease solvents and absorbents.

#### **Unit-III**

- Finishes: sanforising, Mercerizing, Tantering, Calendaring, Napping, Waterproof, Water repellent, Fire proof; Crease resistance, Moth proofing, Mordant Embossing, Crinkled or Crepe effect.
- Printing: Screen printing, Block printing, Printing by machine
- Dyed and printed textiles of India: - Kalamkar (painted and block printed) Patola, Tie-and-Dye of Gujarat and Rajasthan. Andhra Pradesh: Pochampally, Telia runals.
- Tie and Dye of Tamil Nadu, Sungandi, Ikats of Orissa, J& K- embroideries

## **Unit-IV Computer Basics**

### **MS – WORD**

- Creating and Formatting a document, Changing Fonts and point size.
- Page set-up, print preview, printing a document

### **MS- POWER POINT**

- Starting MS power point, Auto wizard, Creating a presentation using Auto Content wizard.
- Using clipart, Wordart Gallery, Adding Transitions and animation effects, setting timings for slide show, preparing note pages, preparing audience handout, printing presentation documents.

**NOTE FOR PAPER SETTING:** (Duration of Examination = 3Hours)

Section I consists of 5 short questions and the candidates are required to attempt all questions. Each question carries 3 marks (3x5=15).

Section II consists of medium questions and the candidates are required to attempt all questions. Each question carries 7 marks. (7x5=35)

Section III consists of 4 long questions, one from each unit and the candidates are required to attempt any two questions. Each question carries 15 marks. (15x2=30)

### **BOOKS RECOMMENDED**

1. Susheela Dhashtyagi, fundamental of Textiles and their care, Orient Langman Ltd Fourth edition 1983.
2. Ourga Dwelkan, Household and Laundry work, Atma Ram and sons, Kashmere Gate, New Delhi, 1944
3. Gupta, and Garg, Test Book of Home Science, Kalyani publishers, Ludhiana 1988
4. Gupta, Garg, Saini, Text Book of Clothing & Textile, Kalyani publishers, New Delhi, Ludhiana, first Edition 1989.
5. Subramanian, S. Introduction to Computers.
6. Norton Pepter; Introduction to Computers.
7. Nagpal, P-P, Mastering Microsoft OFFICE-2000

### **TEACHING LEARNING PROCESS**

Lectures, Panel Discussion, Demonstration with the help of Diagrams and sketches.

### **ASSESSMENT METHOD**

Seminars, Internal Assessment Test, Home Assignments

### **KEYWORDS**

Clothing, Textiles, Fibre, Fabric, Yarn, Dyeing.



## **PRACTICALS**

**Course Code: UHSPC 402**

**Practical**

**Max Marks: 50**

**External Assessment: 25**

**Internal Assessment: 25**

**Credits:04**

1. Household dyeing Tie and Dye.
2. Drafting of six panel petticoat.
3. Making of any article using different stitches.
4. Exploring local printing and embroidery in Jammu.





**SKILL DEVELOPMENT COURSE  
SEMESTER IV  
NUTRITION FOR FITNESS- MATERNAL AND CHILD NUTRITION**

**Syllabus for the Examinations to be held from 2021, 2022 and 2023**

**Course Code: UHSTC 402**  
**Theory**

**Max. Marks: 50**  
**External Assessment: 40**  
**Internal Assessment: 10**  
**Credits: 02**

**OBJECTIVES:**

- To study about the maternal health of Women during Pregnancy.
- To study about the care and feeding practices of young children.
- To inculcate the skill of planning diets for women and infance

**LEARNING OUTCOMES:**

The course will help the students

- To understand the relationship between maternal diet and birth outcome.
- To understand the psychology of breast feeding.
- To become aware about various nutritious policies and programmes.

**Unit I**

- Nutritional needs during pregnancy, common disorders of pregnancy (Anemia,, HIV infection, Pregnancy induced hypertension), relationship between maternal diet and birth outcome.
- Maternal health and nutritional status, maternal morality and issues related to maternal health.
- Nutritional needs of nursing mothers and infants, determinants of birth weight and consequences of low birth weight
- Breastfeeding biology, Breastfeeding support and counseling.

**Unit II**

- Infant and young child feeding and care- Current feeding practices
- Nutritional concerns, guidelines for infant and young child feeding.
- Breast feeding, weaning and complementary feeding.
- Nutritional policies and programmes for Women and children

**NOTE FOR PAPER SETTING:**

Question paper shall have ( A,B and C) sections

Section A shall comprise of 4 questions of 2 marks each.

2 questions shall be set from each unit of the prescribed course content. All questions shall be compulsory.

Section B shall comprise of 4 questions of 5 marks each. 2 questions shall be set from each unit of the prescribed course content. All questions shall be compulsory

Section C shall comprise of 3 questions of 12 marks each. 1.5 questions shall be set from each unit of the prescribed course content. Students shall be asked to attempt only 1 question of 12 marks from this section

## **TEACHING LEARNING PROCESS**

Lectures, Panel Discussion, Demonstration with the help of Diagrams and sketches.

## **ASSESSMENT METHOD**

Seminars, Internal Assessment Test, Home Assignments

## **KEYWORDS**

Nutritional needs, Feeding practices, Nutritional Guidelines

## **RECOMMENDED READINGS:**

1. Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). Textbook of Nutrition and Dietetics. Phoenix Publishing House Pvt. Ltd.
2. Mahan L K and Escott Stump S (2013). Krause's Food & Nutrition Therapy, 13th ed. Saunders-Elsevier.
3. Stacy Nix (2009). William's Basic Nutrition and Diet Therapy, 13th Edition. Elsevier Mosby.
4. Mudambi, SR and Rajagopal, MV. Fundamentals of Foods, Nutrition and Diet Therapy; Fifth Ed; 2012; New Age International Publishers
5. Srilakshmi B. Nutrition Science; 2012; New Age International (P) Ltd.
6. Srilakshmi B. Food Science; Fourth Ed; 2010; New Age International (P) Ltd.
7. Swaminathan M. Handbook of Foods and Nutrition; Fifth Ed; 1986; BAPPCO.
8. Bamji MS, Rao NP, and Reddy V. Text Book of Human Nutrition; 2009; Oxford & IBH Publishing Co. Pvt Ltd.
9. Wardlaw GM, Hampl JS. Perspectives in Nutrition; Seventh Ed; 2007; McGraw Hill.
10. Lakra P, Singh MD. Textbook of Nutrition and Health; First Ed; 2008; Academic Excellence.



## **PRACTICALS**

**Course Code: UHSPC 402**

**Practical**

**Max Marks: 50**

**External Assessment: 25**

**Internal Assessment: 25**

**Credits:02**

(A) Training the students to plan and prepare diets for :-

1. Pregnant women
2. Lactating women
3. Infants

(B) Study of current feeding practices in your local area/Slum area.



**DISCIPLINE SPECIFIC COURSE  
B.A.HOME SCIENCE SEMESTER 5<sup>TH</sup>  
FUNDAMENTALS OF RESOURCE MANAGEMENT**

**Syllabus for the Examinations to be held from 2021, 2022 and 2023**

**Course Code: UHSTDSE - 501**  
**Theory**

**Max.Marks:100**  
**External Marks: 80**  
**Internal Marks: 20**

**Credits: 04**

**OBJECTIVES:**

- To understand the fundamentals of resource management in changing Scenario.
- To inculcate skills identifying, creating, selecting and using available resources judiciously with Emphasis on maximization and conservation.
- To understand the scientific application of the process of management in the judicious use of Resources.

**LEARNING OUTCOMES:**

- Sharpen the skill on maximum or maximization and conservation of resources.
- Acquire skills identifying, creating, selecting and using available resources judiciously.
- Identify and explain the scientific application of process of management.

**Unit- I Introduction to Resource Management:**

- Concept and scope of management in today's changing scenario Management- science of Art; Universality of management.
- Systems approach to management.
- Ethics in management.
- Major Motivating factors- values, goals and standards.

**Unit-II Resources:**

- Meaning, definition, importance and characteristics of resources.
- Identification and classification of resources including natural resources ( water; air; fuels; wood; kerosene; petrol; CNG; land and soil solid waste management; Green cover).
- Factors affecting utilization of resources.
- Resource conservation- importance and methods.

**Unit-III Process of Management: Steps in Management- An overview**

- Decision Making- importance, types, steps, and methods of resolving conflicts.
- Planning- nature, characteristics, importance.

- Organizing; coordinating, supervising, directing and guiding; control characteristics for effective control.
- Evaluation- meaning and importance.

#### **Unit-IV Management of important individual/ family resources: Planning controlling & evaluating ( Focus on maximization & conservation).**

- Money- money management
- Time- Utilization of time, tools in time management.
- Human energy- types, energy costs of some common household tasks , posture and body mechanics, fatigue and methods of reducing it, work simplification, work study techniques.
- Space, maintaining spaces ( content, function and analysis of disinfectants and cleaners). Aesthetics of space arrangement ( Basics of flower arrangement and Rangoli)

#### **REFERENCES:**

1. Aggarwal ,R.D.,2000,Organisation and Management, New Delhi: Mc Graw Hill Company.
2. Chatterjee,S.S., 1960,An In trodution to Management ;Its Principles Tecniques,World Press Private Ltd.
3. Koontz, H. and O'Dannel,C.,1976,Management –A system contigencyanalysis of managerial function .Mc Graw Hills,Kogan Ltd ,New Delhi.

**NOTE FOR PAPER SETTING:** Duration of Examination = 3Hours)

Section I consists of 5short questions and the candidates are required to attempt all questions Each question carries 3marks (5x3=15).

Section II consists of medium questions and the candidates are required to attempt all questions. Each question carries 7 marks. (7x5=35)

Section III consists of 4 long questions,one from each unit and the candidates are required to attempt any two questions. Each question carries 15 marks. (15x2=30)

#### **TEACHING LEARNING PROCESS**

Lectures, Panel Discussion, Demonstration with the help of Diagrams and sketches.

#### **ASSESSMENT METHOD**

Seminars, Internal Assessment Test, Home Assignments

#### **KEYWORDS**

Decision Making, Management, Resources, Motivation factors, Evaluation.



## **PRACTICALS**

**Course Code: UHSPDSE- 501**  
**Practical**

**Max.Marks: 50**  
**External Assessment: 25**  
**Internal Assessment: 25**  
**Credit: 02**

### **LEARNING OUTCOMES:**

- Acquiring skill and knowing the importance of time plans for self and family.
- Acquiring skill in traditional and modern technology of floor Decoration and flower arrangement.

## **PRACTICALS**

- 1) Preparation of time plans for self and family
- 2) Flower arrangement – Different styles
- 3) Floor Decoration –Traditional and modern technique of floor decoration Rangoli.

**Training: - Recycling of Resources/Waste Products**



**B.A HOME SCIENCE SEMESTER  
5<sup>TH</sup> SKILL BASED COURSE  
LIFE SKILLS EDUCATION AND SOCIAL ENTREPRENEURSHIP**

**Course Code: UHSTS – 501**  
**Theory**

**Max. Marks-50**  
**External Assessment: 40**  
**Internal Assessment: 10**  
**Credits: 02**

**OBJECTIVES:**

**To enable students to:**

- To understand and to enhance life skills,
- To understand the skills related to personal growth and development
- To study the concept of Entrepreneurship, its classification, motivation and challenges.
- To understand social Entrepreneurship and its importance.

**LEARNING OUTCOMES:**

- To develop skill of behavioral change and communication.
- Developing skill in handling tools and techniques and develop scientific approaches of advocacy.
- Learning about the developing skill in preparing the different advertisements and gain knowledge in developing innovated strategies in social marketing.

**Unit-I**

- Life-skills-meaning and concept of life skills, importance and goals, WHO life skills
- Communication Skills- meaning and types, ways to improve interpersonal communication, understanding of social skills, interpersonal skills, and emotional skills, cognitive/ thinking skills.
- Need and importance of career guidance, exploring career options and deciding a career. Job search methods and Importance of resume writing.
- Conflict- Concept and causes, steps for managing and resolving conflict, the five styles of conflict resolution and healthy ways to avoid conflict in relationships, Conflict and stress management.

**Unit-II**

- Entrepreneurship- Concept, definition, need and significant of entrepreneurship, development in India, entrepreneurship growth process and barriers
- Entrepreneurship-their characteristics, types, entrepreneurship educational model
- Social entrepreneurship- concept, definition and approaches, difference between entrepreneurship and social entrepreneurship
- Personality traits of social entrepreneurship and various models of financing social enterprises

## **NOTE FOR PAPER SETTING:**

- Question paper shall have (A, B and C) sections
- Section A shall comprise of 4 questions of 2 marks each.
- 2 questions shall be set from each unit of the prescribed course content.
- All questions shall be compulsory.
- Section B shall comprise of 4 questions of 5 marks each
- 2 questions shall be set from each unit of the prescribed course content.
- All questions shall be compulsory
- Section C shall comprise of 3 questions of 12 marks each.
- 1.5 questions shall be set from each unit of the prescribed course content.
- Students shall be asking to attempt only 1 question of 12 marks from this section.

## **REFERENCES:**

- Berk, L.E., (2007), Development through the Life Span, Pearson Education, New Delhi.
- Akhouri, M.M.P. (1990) Entrepreneurship for Women in India. New Delhi: NIESBUD.
- Module on lifeskills: UNODC, <https://www.unodc.org> › message › escap\_peers\_07
- Gaubda, Sucheta (2020) Entrepreneurship. 2nd rev.ed, Galgotia Publishing Company (1January 2020).
- Varshney, G.K (2019) Fundamentals of Entrepreneurship, Sahitya Bhawan.

## **TEACHING LEARNING PROCESS**

- Lectures, Panel Discussion, Demonstration with the help of Diagrams and sketches.

## **ASSESSMENT METHOD**

- Seminars, Internal Assessment Test, Home Assignments

## **KEYWORDS**

- Life skill education, entrepreneurship, social entrepreneurship





## **PRACTICALS**

**Course Code: UHSPS – 501**

**Max.Marks:50**

**External Assessment: 25**

**Internal Assessment: 25**

**Credit: 02**

- To interview two women entrepreneurs and challenges faced by them.
- To create a resume for various sectors like educational and private sector



**GENERIC COURSE**  
**B.A. HOME SCIENCE SEMESTER 5<sup>th</sup>**  
**ENTREPRENEURSHIP DEVELOPMENT**

**Syllabus for the Examination to be held from 2021, 2022 and 2023**

**Course Code: UHSTGE 501**

**Max.Marks:100 Theory**  
**External Assessment: 80**  
**Internal Assessment: 20**  
**Credits: 04**

**OBJECTIVES:**

- To develop knowledge regarding entrepreneurship.
- Develop skills of Enterprise Management and Networking.

**LEARNING OUTCOMES:**

- Sharpen skill of enterprise management and networking.
- Knowledge regarding entrepreneurship.

**Unit I: Entrepreneurship Development**

- Entrepreneurship- concept, definition, need and significance of entrepreneurship development in India, entrepreneurship growth process, barriers, entrepreneurship educational model.
- Entrepreneur- their characteristics, types, gender issues, role demands and challenges. Entrepreneurial Motivation.
- Challenges faced by Women Entrepreneurs

**Unit II: Enterprise Planning and Launching**

- Types of enterprises classification based on capital, product, location, ownership pattern and process
- Sensing business opportunities
- Assessing market potential; market research
- Appraising of project and feasibility

**Unit III: Enterprise Management and Networking**

- Managing Production- Organizing Production; input-output cycle, Ensuring Quality
- Managing Marketing: Understanding markets and marketing
- Functions of Marketing
- -4Ps of Marketing (same as marketing mix)

**Unit IV: Financial Management and Networking**

- Financial Management: Meaning of Finance
- Types and sources of Finance
- Estimation of Project cost, Profit Assessment
- Networking of Enterprise

**REFERENCES:**

- Gundry Lisa K. & Kickul Jill R., Entrepreneurship Strategy: Changing Patterns in New Venture Creation, Growth and Reinvention, SAGE Publication, Inc.
- Taneja & Gupta, 2001, Entrepreneur Development. New Venture Creation, Galgotia Publishing Company.
- Subedi, N R, (2008). Advocacy Strategies and Approaches: A Training of Trainers Manual

**NOTE FOR PAPER SETTING:** Duration of Examination (3 hours)

- Section I consists of 5 short questions and the candidates are required to attempt all questions. Each question carries 3 marks (5x3=15).
- Section II consists of medium questions and the candidates are required to attempt all questions. Each question carries 7 marks. (7x5=35)
- Section III consists of 4 long questions, one from each unit and the candidates are required to attempt any two questions. Each question carries 15 marks. (15x2=30)

**TEACHING LEARNING PROCESS**

Lectures, Panel Discussion, Demonstration with the help of Diagrams and sketches.

**ASSESSMENT METHOD**

Seminars, Internal Assessment Test, Home Assignments

**KEYWORDS**

Business strategy, Communication skills, Enterprise, Entrepreneurship, Entrepreneurs, Marketing strategy, Profit- financial gain.



## **SKILL ENHANCEMENT SEMESTER 6<sup>th</sup>**

### **BEHAVIOUR CHANGE COMMUNICATION ADVOCACY AND ADVERTISING SOCIAL MARKETING**

**Course Code: UHSTS – 601**  
**Theory**

**Max. Marks-50**  
**External Assessment: 40**  
**Internal Assessment: 10**  
**Credits: 02**

#### **OBJECTIVES:**

- To develop the skills in behaviour, change communication.
- To design advertisements for media.
- To develop skills for innovative strategies in social marketing

#### **LEARNING OUTCOMES:**

- Developing skill in handling tools and techniques and to develop scientific approaches of advocacy.
- Learning about the developing skill in preparing the different advertisements and gain knowledge in developing innovated strategies in social marketing.

#### **Unit-I**

- The concept and process of Behaviour change communication
- BCC campaigns in core areas for stakeholders
- Meaning, types and purpose of advocacy- tools and techniques
- Advocacy planning cycle and elements of advocacy strategy

#### **Unit-II**

- Advertisement: Concept, types and role of advertisement in society
- Analyzing and designing advertisements for media- print, audio and video
- The concept of social marketing, difference between social marketing and advertisement
- Innovative strategies in Social Marketing

#### **NOTE FOR PAPER SETTING:**

- Question paper shall have (A, B and C) sections
- Section A shall comprise of 4 questions of 2 marks each.
- 2 questions shall be set from each unit of the prescribed course content.
- All questions shall be compulsory.
- Section B shall comprise of 4 questions of 5 marks each.
- 2 questions shall be set from each unit of the prescribed course content.
- All questions shall be compulsory

- Section C shall comprise of 3 questions of 12 marks each.
- 1.5 questions shall be set from each unit of the prescribed course content.
- Students shall be asking to attempt only 1 question of 12 marks from this section.
- 

#### **REFERENCES:**

- Aggarwal, B.V., Gupta, V.S. (2002) Handbook of Journalism and Mass Communication. Concept Publishing Company, New Delhi
- Kotler Philip, Roberto Eduardo L. (1989). Social marketing: Strategies for Changing Public Behaviour. Free Press, New York, 1989
- Kotler, Philip, Andreasen Alan (1987). R Strategic Marketing for non-profit Organizations Englewood cliffs, New Jersey, Prentice Hall Inc
- Subedi, N R, (2008). Advocacy Strategies and Approaches: A Training of Trainers Manual.

#### **TEACHING LEARNING PROCESS**

Lectures, Panel Discussion, Demonstration with the help of diagrams and sketches.

#### **ASSESSMENT METHOD**

Seminars, Internal Assessment Test, Home Assignments

#### **KEYWORDS**

Advertisement, Communication, Social marketing, Teaching Aids



## **PRACTICALS**

**Course Code: UHSTS 601**

**Max.Marks:50**

**External Assessment: 25**

**Internal Assessment: 25**

**Credit: 02**

- To collect the various types of advertisements on the basis of types
- To create a content on social issue
  - Advertisement
  - Jingle



## **DISCIPLINE SPECIFIC ELECTIVE SEMESTER**

### **6<sup>th</sup> EXTENSION AND COMMUNICATION**

**Syllabus for the examination to be held from 2021, 2022 and 2023**

**Course Code: UHSTDSE-601**

**Theory**

**Max.Marks:100**

**External Assessment: 80**

**Internal Assessment: 20**

**Credit:04**

#### **OBJECTIVES:**

- Understand the concept of communication and extension and its relevance ' for self and national development.
- To appreciate the role of Home Science extension in community development.
- Sensitize students towards identifying methods and prepare suitable materials for effective communication.

#### **LEARNING OUTCOMES:**

- Apply the knowledge regarding the communication and extension for self and national development.
- Develop professional skill to identify methods and prepare suitable material for effective Communication.

#### **Unit I: Extension Education:**

- Concept, Objectives, Principles and scope
- History and philosophy of extension education.
- System of Extension in India
- Management of Extension Organization and Role of Extension worker in Development.

#### **Unit II: Introduction to program planning:**

- Extension program-Concept and scope.
- Principles of Extension Program Planning
- Steps for Extension Program Planning and Evaluation
- Evaluation- concept, types and difference between monitoring and evaluation.

#### **Unit III: Understanding Communication**

- Concept, types and Principal of communication.
- Function and types of Communication, Models of Communication.
- Effective Communication and barriers
- Adoption and diffusion of Innovation: Concept, The adoption-process, Innovation-decision process, types of innovation-decision, adopters' categories

#### **Unit IV: Communication Methods**

- **Teaching Process in Extension, Extension teaching methods**
- Audio-visual aids in extension, classification of Audio-visual aids, Advantages and disadvantages of Audio-Visual aids.
- Selection of Extension teaching methods

#### **REFERENCES:**

- Daharria, O.P & Bhatnagar, 1992; Education and Communication for Development, Oxford and IBH.
- Mathur, Kanwar, B., 2001; Communication, Mohit Publications, New Delhi.
- Narulla, U., 1994; Development Communication, Haranand Publications, .
- Venkataiah, S. 2001. New Dimensions of Extension Education, Anmol Publications Pvt. Ltd. New Delhi.
- Ray, G.L.,2017, Extension Communication and Management. Kalyani Publishers, New-Delhi.
- Sandhu, A.S.(2003), Extension Program Planning, Oxford &ibh publishers (1 January 2003)
- Kumar, Birendra and Hansra, B.S. (Extension Education for Human Resource Development), Concept Publishing Co.

#### **NOTE FOR PAPER SETTING**

Section I consists of 5 short questions and the candidates are required to attempt all questions Each question carries 3 marks (5x3=15).

Section II consists of medium questions and the candidates are required to attempt all questions. Each question carries 7 marks. (7x5=35)

Section III consists of 4 long questions, one from each unit and the candidates are required to attempt any two questions. Each question carries 15 marks. (15x2=30)

#### **TEACHING LEARNING PROCESS**

Lectures, Panel Discussion, Demonstration with the help of Diagrams and sketches.

#### **ASSESSMENT METHOD**

Seminars, Internal Assessment Test, Home Assignments

#### **KEYWORDS**

Extension Education, Programme Planning, Communication Extension.





## **PRACTICALS**

**Course Code: UHSPDSE-601**  
**Practical**

**Max. Marks: 50**  
**External Assessments: 25**  
**Internal Assessment: 25**  
**Credits: 02**

### **LEARNING OUTCOMES:**

- To create audio-visual aids (Planning, preparation, presentation and evaluation)

## **PRACTICALS**

- Introduction to design of audio-visual aids
- Planning, Preparation, Presentation and evaluation of various audio-visual aids.
  - Posters
  - Charts and Flip charts
  - Flash cards
  - Flannel graph
  - Puppets

**Training: -** Workshop on preparation of Audio-Visual Aids.

