



**BRIJ UNIVERSITY**

**BHARATPUR**

**SYLLABUS**

**(Fifth/Sixth Semester Under Graduate Programme)**

**B.A. – Home Science**

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प्रभारी अकादमिक प्रथम

**SEMESTER – V**  
**CORE COURSE V**

Code of the Course	Title of the Course	Level of Course	Credits of course
HSC 75T 351	Extension Education And Communication Theory	7	4
HSC 75P 352	Extension Education And Communication Practical	7	2
<b>Type of Course</b>		<b>Delivery Type of the Course</b>	
<b>Major</b>		<b>Theory-</b> Lecture, Sixty Lecture including diagnostic and formative assessments - during lecture hours <b>Practical-</b> Laboratory work and field visits.	
<b>Prerequisites</b>	Central Board of Secondary Education or equivalent.		
<b>Objectives of the Course (Theory)</b>	<ul style="list-style-type: none"> <li>• To make the students understand the concept of extension and its related aspects.</li> <li>• To enable students, understand the importance, strategies for development and uses, advantages and limitations of audio-visual aids</li> <li>• To sensitize the students and help them to understand the process of communication and its importance in extension teaching.</li> <li>• To sensitize the students and help them to understand the flagship</li> </ul>		
<b>Objectives of the Course (Practical)</b>	<ul style="list-style-type: none"> <li>• To develop skills in development of various audio-visual aids.</li> <li>• To develop skills in using audio-visual aids for effective communication</li> <li>• To develop skill in planning and execution of extension teaching methods</li> </ul>		

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पुस्तक

Vidya

पुस्तक

Randhawa

Theory Credit -4

60 Hours

HSC 75T 351 - Extension Education and Communication

Syllabus -

Max. Marks: 20+80 marks

Min. Pass Marks: 8+32 marks

**Unit 1 Basics of Extension Education**

15

1. Concept and Meaning- Non -Formal Education, Formal Education, Informal Education, Extension Education 3
2. History of Extension Education in India 2
3. Recent advancements in Extension- E -extension and private extension 2
4. Objectives and principles of Extension Education 4
5. Role and qualities of extension worker 4

**UNIT-II Basics of Communication**

12

6. Concept, meaning and elements of communication 2
7. Types of Communication 2
8. Process of communication 2
9. Models of communication- Aristotle, Leagens, Berlo, Shannon- Weaver model 2
10. Functions and barriers of communications 4

**UNIT-III Extension Teaching Methods and AV aids -**

16

11. Audio visual aids: - Meaning and use of audio-visual aids 1
12. Classification of audio-visual aids- visual, audio- and audio-visual aids & Projected and non-Projected classification
13. Extension teaching Methods-Meaning and classification (Individual, Group and mass approach) and various methods of Individual, Group and mass contacts 8

**UNIT IV Support structure and functions -**

17

14. Panchayati Raj – Concept, objectives, and structural organisation. Ans role of Panchayati Raj for Women empowerment 3
15. Village organisations – Village-School, Youth- club, Self -help group, Cooperatives and KVK's 6
16. Basic knowledge of flagship development programmes of the Government of India in reference to objectives, target groups, activities in the category of Women Development, Nutrition & Health, environment and employment generation. 8

**Suggested books and reference including links to e-resources -**

- Dahama OP (1988). Education and communication for development. Oxford and 1 BH Publishing Co. Pvt. Ltd. New Delhi.
- Supe, S.V. (1997). An Introduction to Extension Education. Oxford BH publishing Co. Pvt. Ltd. New-Delhi.
- Pankajam, G .(2000). Extension – Third Dimension of Education. Gyan Publishing

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Vindulhanna

Randran,

House. New-Delhi.

- Uttam Kumar Singh and A K Nayak , (1997). Extension Education, Commonwealth Publishers in association with Dr. Zakir Hussain Institute of Non-formal and Continuing Education
- Reddy, R.S. (1999) – Adult and Non- Formal Education Common wealth Publisher.
- Sharma, S.R. (1997) – Reflections on Continuing and Non – Formal Education –Pointer Publisher, S.M.S. Highway, Jaipur.
- Singh dev Raj (1995) -Infrastructure Planning for non-formal Education – Commonwealth Publishers.

### Learning Outcome of the Course –

- understand the concept of education and objectives, principles, and process of extension education
- describe the concept, process and types of communication
- role of development initiatives of government of India in the progress of country
- understand about the use and importance of teaching methods and AV aids
- understand International, National, and local support structure contributing to the development

प्रभाषी अकादमिक प्रथम पोस्ट

सुखी  
प्रभाषी

सुखी  
Ranjan.

Vindhyam

SEMESTER – V**Practical Credit -2****30 Practicals (2 hours each)****HSC 75P 352- Extension Education and Communication****Max. Marks: 10 + 40 marks****Min. Pass Marks: 4 + 16 marks**

1. Development of skill in planning, preparation and use of visual aids (any-two) (10)
    - Chart/Poster/ Power points presentation/ leaflet/folder
  2. Development of skills in planning and use of extension teaching methods (any three) (12)
    - Demonstration,
    - Dram
    - Role play
    - Puppetry
    - FGD
    - Exhibition
  3. Visit to the developmental organization with special reference to their objectives, functions/activities and organization structure, facilities, achievements and challenges (any - two) (8)
    - Aanganwadi
    - Self-help group
    - Youth club
    - NGO
    - PHC
    - Panchayati Raj Institute (Gram panchayat/Panchayat Samiti/Jila Parishad)  
Prepare, Present and discuss the report of visits
- 2. Practical exam scheme: (Total 50 marks: Midterm 10 + EoSE 40 = 50)**
- Planning and execution of any one teaching method- 25 marks
  - Preparation of an Visual Aid: 15 marks
- 3. Suggested books and reference including links to e-resources –**

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द्वारा

प्रज्ञा चौधरी

पुस्तक

सुसंस्कृत

महाराष्ट्र

Vindhyashree

Ravindraan.



## SEMESTER-VI

Course Code	Course Title	Course Type	L	T	P	Credit
HSC 76T 353	Community Based Entrepreneurship Development Theory	Discipline Centric Core (Major)	4	0	0	4
HSC 76P 354	Community Based Entrepreneurship Development Practical	Discipline Centric Core (Major)	0	0	2	2
		<b>Total Credit</b>				<b>6</b>

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अकादमिक प्रभारी

प्रभारी

Jucati

Randhawa

Vindhyasara

SEMESTER – VI

Code of the Course	Title of the Course	Level of Course	Credits of course
HSC 76T 353	Community Based Entrepreneurship Development Theory	8	4
HSC 76P 354	Community Based Entrepreneurship Development Practical	8	2
<b>Type of Course</b>		<b>Delivery Type of the Course</b>	
<b>Major</b>		<b>Theory-</b> Lecture, Sixty Lecture including diagnostic and formative assessments - during lecture hours <b>Practical-</b> Laboratory work and field visits.	
<b>Prerequisites</b>	Central Board of Secondary Education or equivalent.		
<b>Objectives of the Course (Theory)</b>	<ul style="list-style-type: none"> <li>To make the students understand the concept of community development and its related aspects.</li> <li>To enable students, understand the importance, and strategies for entrepreneurial skills</li> <li>To do the need based assessment of to Community related Entrepreneurship Development</li> </ul>		
<b>Objectives of the Course (Practical)</b>	<ul style="list-style-type: none"> <li>To develop skills for Entrepreneurship.</li> <li>To develop skill in entrepreneurial skills and planning and execution of various enterprises.</li> </ul>		

Theory Credit -4

60 Hours

HSC 76T 353- Community Based Entrepreneurship Development Theory

Max. Marks: 20+80 marks  
marks

Min. Pass Marks: 8+32

**Community Based Entrepreneurship Development**

and

नवीन चौधरी

Rajendra

Swati

Vishayharne

Rancharan

**Theory credit-4****60 Hours.****UNIT I**

1. Community Based Entrepreneurship - Concept, focus, principles, characteristics, and importance, advantages, limitations and challenges of Entrepreneurship at local, National and global level. 10
2. Entrepreneur – Concept, Meaning and Importance, Competencies, characteristics and types. 5

**UNIT II**

3. Process of Entrepreneurial Development - Idea generation, Feasibility Study and opportunity assessment. 5
4. Business Plan: meaning, purpose and elements, characteristics and need, points to be considered while formulation of successful business plans, Job creation, economic growth. 10

**UNIT III**

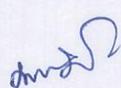
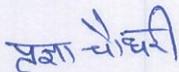
5. Enterprise Management and Networking- Managing Production, Quality Production, input-output cycle. 5
6. Types of Resources – Physical, Human, Financial and Intangible, Selection and utilization of human resources and professionals like Accountants, Lawyers, Auditors, Board Members, etc. 10

**UNIT IV**

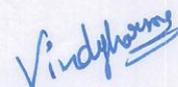
7. Product Quality and Packaging Management – importance and key aspects. 5
8. Financial Management - Meaning of Finance, Types and Sources of Finance, estimation of project cost. Unit of Sale; Unit Price and Unit Cost - for single product or service; Types of Costs for Start ups, Variable and Fixed; Profit Assessment. 10

**Suggested books and reference including links to e-resources –**

- <https://egyankosh.ac.in/bitstream/123456789/12463/1/Unit-4.pdf>
- <https://egyankosh.ac.in/bitstream/123456789/32344/1/Unit-3.pdf>
- [https://www.researchgate.net/publication/326912365\\_Community-Based\\_Entrepreneurship\\_A\\_Community\\_Development\\_Model\\_to\\_Boost\\_Entrepreneurial\\_Commitment\\_in\\_Rural\\_Micro\\_Enterprises](https://www.researchgate.net/publication/326912365_Community-Based_Entrepreneurship_A_Community_Development_Model_to_Boost_Entrepreneurial_Commitment_in_Rural_Micro_Enterprises)






**Learning Outcome** - This course will teach students about the basics of community, Entrepreneurship development and skills addressing the needs of the Community.

**SEMESTER - VI**  
**Practical Credit -2**  
**HSC 76P 354- COMMUNITY BASED ENTREPRENEURSHIP**  
**30 Practicals (2 hours each)**

**Max. Marks: 10 + 40 marks**

**Min. Pass Marks: 4 + 16 marks**

**NOTE-** Vocation Oriented Practical" (in the form of training, internship, demonstration) One practical to be selected by the institution based on the available infrastructure and

- A. Food Preservation
- B. Dyeing and Printing
- c. Garment Production

**The practical is based on the needs of the community and The student has to opt any one of the options.**

**(A) FOOD PRESERVATION**  
**LEARNING OUTCOME**

The students will learn skills for food preservation techniques. It will also teach them how to set up their own unit along with financial aspects. The course will enable the students to undertake food preservation as an enterprise.

**Objectives:**

1. To enable the students to develop skills in food preservation.
2. To encourage the students to use these skills at small scale level.

**Practicals:**

Development of skills in preparation of

- Sun drying ( Curry leaves, mint, methi, coriander, cauliflower, amla, kair-sangri, guar-fali, amchur, onion, peas, kachri, red chillis)
- Papad & Magodi
- Juices
  - i. Aloe Vera
  - ii. Squashes
  - iii. Lemon
  - iv. Orange
  - v. Pineapple
- Syrups
  - i. Rose
  - ii. Khas

- iii. Chandan
- iv. Jellies
- v. Karonda
- Jams
  - i. Apple
  - ii. Mixed fruit
  - iii. Preserve (Murabba)
  - iv. Carrot
  - v. Amla
  - vi. Ketchup sauce and chutney
    - vii. Tomato Ketchup
    - viii. Garlic Chutney
    - ix. Tomato Chutney
    - x. Imlı Chutney
- Canning and bottling
  - i. Green pea
  - ii. Apple
  - iii. Cauliflower
  - iv. Frozen vegetables- Peas, Carrots, Cauliflower, Mango Pulp
- Pastes & Purees
  - i. Onion
  - ii. Garlic
  - iii. Ginger
  - iv. Tomato Puree
- Pickles
  - i. Mango
  - ii. Mix Vegetables
  - iii. Kair
  - iv. Lasoda
  - v. Chilli
  - vi. Lemon
- Requirements to start a small scale unit
  - i. Equipments
  - ii. Finance- Loan options, Budgeting – calculation of selling price of the product, Book keeping

धुंधल

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परमेश्वर

## D) DYEING AND PRINTING and Garment Production

### LEARNING OUTCOMES

After doing the course the students will be able to be self-employed as they will master the art of dyeing and printing. Rajasthan is a fertile place where enough infrastructure is available in this area so any related vocation can be started or else they can join as an expert in the area of dyeing and printing.

#### Objectives:

1. To introduce and teach students about different motifs and dyeing and printing techniques.
2. To enable students to make a product using dyeing printing techniques.

#### Practicals:

##### ii. Different types of motifs

Make a scrap book with following

- \* Floral - Natural and stylized
- \* Human - Natural and stylized
- \* Animal - Natural and stylized
- \* Abstract
- \* Geometrical

##### iii. Make samples of different methods of printing and dyeing

- Tie & Dye techniques (10 samples with different techniques)
- iv. Marbling
- v. Pleating & binding
- vi. Knotting
- vii Twisting and coiling
- viii. Bandhej
- ix. Stitching (Shibori)
- x. Pegging, etc

**Make any one Product - Table cloth with 6 napkins/Chunni / Saree/cushion & bolster set**

#### \* Printing -

##### i. Block printing (samples)

- \* Butti block to create all over effect
- \* Borders & corners

**Make any one Product - Table Mats/Table Napkins/Runners**

##### ii Screen printing (Samples)

**Make any one Product - Table mat /'T' shirt /Cushion cover**

  
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**xi- continues:**

Dfrating, cutting and Stiching of the fallowing:

(a) Children's garments: Jhabla, Panty, gathered frock, a line frock

(b) men's garments - Plain Payjama.

(c) Lady's gorments: Petticoat

(d) utility itums; (Any one) - Hand bag, wall hanging, apron, multi Purpose kit, Blouse, Salwar, kurta

  
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