

13. HOME SCIENCE

B.A. Part III –

Examination Scheme :

- Each Theory paper will contain nine questions having three questions from each unit. Candidates are required to attempt five questions in all selecting at least one question from each unit. Each question will be of 10 marks.

BA Home Science Part III

Paper	Subjects	Duration of exam	Maximum marks	Minimum marks	No. of hrs/wk
Theory Paper V	Mother and Child Care	3hrs	50	18	4
Practical V	Mother and Child Care	3hrs	50	18	2
Theory Paper VI	Extension education and Communication	3hrs	50	18	4
Practical VI	Extension education and Communication*	3hrs	50	18	2
		Total	200	72	12

*In BA Part III, a “Vocational Oriented Practical” under Practical VI- Extension education and communication has been planned in the form of training, internship, demonstration to provide skills to students and enable them to take up a money earning vocation. One practical from each subject has been planned and given as an option to the institution/home science department. The practical which is opted can be based on the available infrastructure and local facilities.

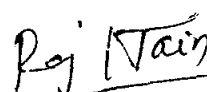
The student has to opt for the practical selected by her institution.

Vocation Oriented Practical*

(in the form of training, internship, demonstration. **One practical** to be selected by the institution based on the available infrastructure and facilities)

One of the following six practicals to be selected by the institution.

- Family Event management
- Nutrition Education activities
- Food Preservation
- Knowledge & Skills based Training for Childhood Educators
- Dyeing & Printing
- Extension Activity Management


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B.A. PART-III

MOTHER AND CHILD CARE (THEORY PAPER V)

Maximum Marks: 50

Minimum marks: 18

Teaching workload: 3 hrs /week

Total teaching workload: 72hours/year

Learning Outcomes:-

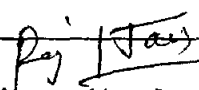
The subject will give a basic understanding of menstruation and it's related issues.it will enable the student to understand the physiology of pregnancy and lactation; and the problems and it's management. They will learn about care of newborns and their management of the common ailments.

After studying this subject, they will be able to understand the reproductive cycle and its various related issues. It will facilitate them to understand and utilise the support given to women in reproductive cycle through various health schemes.

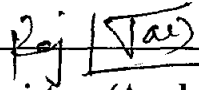
Objectives :

1. To understand importance of reproductive cycle
2. To understand the basic care of mother during pregnancy and lactation
3. To understand the problems /complications during pregnancy and their management.
4. To understand the basic care of newborns and infants.
5. To understand the Danger Sign and Common ailments of newborns and their management.

Contents	Hours
Unit – I	
Health of the Mother	
1. Menstruation & Fertility : <ul style="list-style-type: none"> • Normal Menstrual Cycle • Process of Reproduction 	6
2. Pregnancy: <ul style="list-style-type: none"> • Sign & Symptoms • Use of Pregnancy Kits • Signs & Symptoms • Common Ailments • Abortions –causes & Care of Mother 	8
3. Health & nutritional care during Pregnancy & lactation: <ul style="list-style-type: none"> • Antenatal Care: <ol style="list-style-type: none"> i. Registration of Pregnancy ii. Sign & Symptoms of Pregnancy iii. Use of Pregnancy Kits iv. Common ailments during pregnancy & their 	18


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<p>management: morning sickness, heartburn, indigestion, constipation, piles, leg cramps, sleeplessness, frequency of micturition, edema, varicose veins</p> <p>v. Antenatal Checkups & their importance</p> <p>vi. Danger signs during pregnancy & management.</p> <ul style="list-style-type: none"> • Intra natal care: <ul style="list-style-type: none"> • Birth preparedness for safe delivery • Danger signs during delivery & management & when to refer • Post natal care: <ul style="list-style-type: none"> i. Complications during post partum period & their management ii. Post natal Checkups 	
<p>Unit II Care of New Born</p>	
<p>4. Use of Mother & Child protection card</p> <p>5. Mother and Child Health Nutrition Programme</p> <ul style="list-style-type: none"> • Janani Shishu Suraksha Yojana • Reproductive and Child Health <p>6. Family Planning</p> <ul style="list-style-type: none"> • Advantages & importance • Methods of family planning <p>7. Abortions-causes & care of mother</p> <p>8. New born:</p> <ul style="list-style-type: none"> • Nutritional care of New Born(referring to Integrated Management of Neonatal Childhood illness). • Identification of Danger Sign and when to refer • Common ailments of newborns and their management- diarrhoea, constipation, flatulence, vomiting, colic, malnutrition, napkin rash, umbilical infection, acute respiratory infections 	<p>6</p> <p>6</p> <p>20</p>
<p>Unit III</p>	
<p>9. Immunization & growth monitoring of infant and young child</p> <p>10. Nutritional care of infant & young child (referring to Infant and Young child nutrition guidelines)</p> <ul style="list-style-type: none"> • Infancy <ul style="list-style-type: none"> i. Importance of breastfeeding , early intitaion , colostrums 	<p>4</p> <p>12</p>


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<ul style="list-style-type: none"> ii. Exclusive breastfeeding – techniques of breastfeeding • Complementary feeding: <ul style="list-style-type: none"> i. Importance of complementary feeding ii. Time of introduction iii. Technique of complementary feeding iv. Points to be considered –FODU (Frequency, Adequacy, Density and Utilization. v. Homemade recipes, premixes, from family pot 	16
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References:

1. Sudha Narayanan & Anupama Narayana (2000). Mothercraft Research Publications. 89 Tripolia Bazar, Jaipur. ISBN 8185789-88-6
2. Park JE & Park K (1995). Essentials of Community health Nursing. M/s Banarsidas Bhanot Publishers. 1167 Prem Nagar, Jabalpur. 482001. 2nd Edition. ISBN 81-90011871
3. Dr. Subhash C. Arya (2007). Infant & Child care for the Indian Mother. ISBN 8125914412
4. Shanti Ghosh (2004). Nutrition and Child care: A practical guide. Jaypee Publishers. Second Edition. ISBN: 9788180612077
5. First Aid to the injured. Authorised Manual of St. John Ambulance. 1 cross road, New Delhi 110001
6. Module 1-8 developed for Asha Sahyoginis.

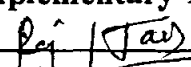
MOTHER AND CHILD CARE(PRACTICAL V)**Maximum marks: 50****Minimum marks: 18****Teaching workload: 1 practical/ week (2 hours/ practical)****Total teaching workload: 24 practical/ batch****Learning Outcomes :-**

The practical will teach students about basic menstruation hygiene and use of pregnancy kits. They will be aware about the care and management of pregnant and lactating mothers; and significance of Mother and Child protection card.

At the end of the course, they will be have basic knowledge about administering first aid in emergency situations. Students will be able to manage home nursing of patients with simple illnesses.

Objectives:-

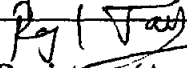
1. To make the students aware and understand about use of pregnancy kits.
2. To teach them about preparation oh home based, appropriate complementary foods and premixes.


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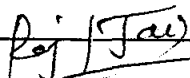
3. To teach about home based management of common ailments of newborns.

4. To teach students about basic first aid and home nursing.

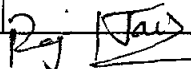
Content	Hours
1. Use of Pregnancy kits	1
<ul style="list-style-type: none"> • Safe Days • Menstrual Hygiene • Hygienic use & disposal of Sanitary pads 	1
2. Breastfeeding – Techniques & Posture	
3. Preparation of Complementary foods	6
<ul style="list-style-type: none"> • Premixes • Guidelines for consistency for quality, preparing frequency, density & variety premixes. • Homemade recipes • Adaptation from family pot C 	5
4. Use of Mother & Child Protection Card	
<ul style="list-style-type: none"> • Registration & personal details • Antenatal care • Danger signs of pregnancy • Diet during pregnancy • Planning of low cost nutritious recipe for pregnant mother • Internal care • Post antenatal care • Checkups planning of low cost nutrition's recipes for lactating mother • Danger signs of new born • New born care • Immunization • Growth monitoring – Demonstration of weighting & measurement of child • Guidelines for child care 	
5. Management of Diarrhea	2
<ul style="list-style-type: none"> • Skin pinch test for identifying dehydration • Feeding schedule • Preparation of oral rehydration solution 	2
6. Management of fever	
<ul style="list-style-type: none"> • Use of thermometer • When to refer • How to bring down fever (home based care) 	4


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<p>7. First aid & home nursing</p> <ul style="list-style-type: none"> • First Aid during <ol style="list-style-type: none"> i. Burns & Scalds ii. Cuts & wounds (Tetanus Toxoid vaccine) iii. Sprains & fractures iv. Unconsciousness v. Electric shock vi. Animal bite – dog, monkey, snake (importance of vaccine) vii. Poisons viii. Heat stroke • Care in infectious disease <ol style="list-style-type: none"> i. Isolation ii. Prevention of infection through fomites iii. Ventilation & Disinfection iv. Baby weighing scale, ARIT inner & thermometer, first aid box. v. Materials to be provided – from nearest Aanganwadi /Subcentre 	3
Examination scheme	
<p>Major problem – 15 marks</p> <p>Planning and preparation of low cost recipe for any one</p> <ul style="list-style-type: none"> • Pregnant/ Lactating mother • Supplementary foods/ premixes <p>Minor Problem – 10 marks</p> <p>Use of pregnancy kit</p> <p>Management of diarrhea ,care of infectious disease, use of Mother & child card,</p> <p>Viva voce 5 marks</p> <p>Internal -20 marks</p>	
EXTENSION EDUCATION AND COMMUNICATION (THEORY PAPER VI)	
<p>Maximum Marks: 50</p> <p>Minimum marks: 18</p> <p>Teaching workload: 4 hrs /week</p> <p>Total teaching workload: 96</p>	
Learning Outcomes –	


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Unit-I		Hours
The students will learn about followings-		
<input type="checkbox"/> Concept of education and its types, principle and objectives <input type="checkbox"/> Role of development initiatives of government of India in the progress of country <input type="checkbox"/> Concepts of communication , teaching methods and types <input type="checkbox"/> International, National and local support structure contributing to the development of country.		
Objectives:		
1. To make the students understand the concept of extension and its related aspects. 2. To understand the support of national and international agencies in extension. 3. To sensitize the students and help them to understand the process of communication and its importance in extension teaching.		
Contents		
Unit-I		Hours
Extension Education		
1. Concept and Meaning- Non Formal Education, Formal Education, Informal Education, Extension Education		3
2. History of Extension Education in India		3
3. Objectives and principles of Extension Education		4
4. Role and qualities of extension worker		2
5. Extension teaching methods- Personal , Group and mass approach		10
6. Basic knowledge of flagship development programmes of the Government of India in reference to objectives, target groups, activities, organizational structures and financial support		10
UNIT-II		
7. Communication		
• Concept, meaning and process of communication		4
• Elements and models of communication- Aristotle, Leagens, Roger's and shoemakers		5
• Functions and barriers of communications		4
8. Audio visual aids		
• Meaning and use of audio visual aids		2
• Cone of experience		1
9. Classification of audio visual aids- Projected and non projected (visual, audio and audio visual aids)		10
10. Media		
• Basic concepts of traditional and modern methods of communication		6
• Relative advantages and limitations of traditional and modern methods of communication		4


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UNIT III

11. Support structure and functions –	
• Panchayati Raj – Concept, objectives, and structural organisation. Role of Panchayati Raj for Women empowerment	10
• Village organisations – village school, Yuva Mandal, Mahila Mandal, Cooperatives and KVK's	10
• Role of UNDP, UNICEF, NIRD, NIPCCD, CSWB	8

References:-

1. Dahama OP (1988). Education and communication for development. Oxford and 1 BH Publishing Co. Pvt. Ltd. New Delhi.
2. Supe SV (1997). An Introduction to Extension Education. Oxford BH publishing Co. Pvt. Ltd. New-Delhi.
3. Jain R (1993). Mass Media and Rural Development, Vol. III. Manak Publication Pvt. Ltd. New Delhi.
4. Pankajam G (2000). Extension – Third Dimension of Education. Gyan Publishing House. New-Delhi.
5. हरपालानी बी.डी. 1998 : गृह विज्ञान में प्रसार शिक्षा , स्टार पब्लिकेशन , आगरा
6. शॉ , सुगीता पुष्प और शॉ जामस शीला 2011 : प्रसार शिक्षा , श्री विनोद पुस्तक मन्दिर , आगरा-2

**EXTENSION EDUCATION AND COMMUNICATION (PRACTICAL VI)
(Based on the institution's choice)**

Vocation Oriented Practical* (in the form of training, internship, demonstration)

One practical to be selected by the institution based on the available infrastructure and facilities.

***One of the following six practicals to be selected by the institution**

- Family Event management
- Nutrition Education activities
- Food Preservation
- Knowledge & Skills based Training for Childhood Educators
- Dyeing & Printing
- Extension Activity Management

The student has to opt for the practical selected by her institution.

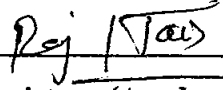
FAMILY EVENT MANAGEMENT

Maximum marks: 50

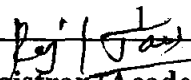
Minimum marks: 18

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

Total teaching workload: 24 practical/ batch


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Learning Outcomes	
1. Students will be able to plan any event in the family . 2. Students will learn various aspects of event management .	
Objectives	
1. To develop a practical approach for planning on event. 2. To understand various aspects of event management	
Contents :	Hours
Step of Event Management	
1. Making a paper plan	1
<ul style="list-style-type: none"> • Guest List • Making / Drafting / Finalizing/Invitation Card • Infrastructure 	1
<ul style="list-style-type: none"> i. Tents ii. Furniture and Furnishing for areas : <ul style="list-style-type: none"> ○ Reception, ○ DJs / Music, ○ Games, ○ Food serving (Based on numbers of persons and types of events) i. Decoration (Theme etc.) ii. Planning of games iii. Transportation & communication iv. DJ's / Music v. Planning and Management of food <ul style="list-style-type: none"> ○ Welcome drink ○ Welcome Snacks ○ Main Course ○ Deserts ○ Mouth Fresheners vi. Return Gifts 	3
2. Budget under different heads (Market survey can be done)	2
<ul style="list-style-type: none"> • Food • Decoration • Invitation • Gifts • Transportation and communication • Games • Infrastructure tents, furniture, furnishing, etc. • DJ's / Music • Time schedule for major activities • Implementation of various activities 	3 1 1 1 1 2 1 1


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	i. Finding out a leader and making groups	1
	ii. Work distribution among group members	1
3.	Controlling the event activities	2
4.	Feedback /evaluation	
5.	Variation in events in a family	
	• Religious events	
	• Entertainment and recreational events	
	• Picnics, Other parties and events	1
	• College events : Fresher's day, Farewell, Annual function	
6.	Class rooms presentation	
Note: Students will participate in events of institution.		

Examination scheme

1. **Major** – 20 marks.
Making a party plan for any specific party.
2. **Minor** – 10 marks.
Planning budget for the party in the specific amount
3. **Internal** – 20 marks

NUTRITION EDUCATION ACTIVITIES**Maximum marks: 50****Minimum marks: 18****Teaching workload: 2 practical/ week (2 hours/ practical)****Total teaching workload: 24 practical/ batch****Learning Outcomes**

The students shall learn about the process of nutrition education and its significance for community.

They shall be able to make a plan to impart nutrition education with the help of various kinds of teaching aids. The course will provide them basic skills for undertaking a nutrition education program in a community.

Objectives:-

1. To gain insight on the concept and importance of Nutrition Education.
2. To develop skills in organizing a Nutrition Education program.

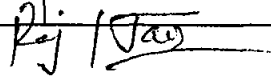
Contents**Hours****Activities:****(A) Classroom/Lab activities :**

1. Introduction to Nutrition Education: Definition, importance related topics, approaches (Individual, group mass), methods, and Teaching aids.

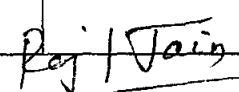
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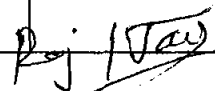
2. Identification and finalization of nearby village/community/women's group/ Aanganwari center/college premises for Nutrition Education.	1
3. Divide the students in different groups – 5 students in each group. Assign one topic to each group.	2
4. Every group will prepare a Nutrition Education program plan based on the topic given.	3
5. Guidelines for Preparation of teaching aids. – Posters, Charts, Flash Cards, Demonstrations, Street Play, Puppetry. - Every group will prepare a minimum of 3 teaching aids. (Posters / chart/ demonstration/flash cards/role play etc.)	2
6. Prepare an activity calendar: venue, time, place, number of participants and implementation of each education programme.	1
7. Village Health & Nutrition day at the nearest Aanganwari centre- Previsit for Planning, organising – VHND, Evaluation.	
(B) Implementation and evaluation of education program The students will implement every activity as per the activity calendar. (Division of classes will be based on number of groups formulated)	10
(C) File work • Discuss the various programs implemented. Every student should prepare a file which would include: Report of program plan & implementation and a way of teaching aids prepared.	2
Suggested Topics:	
<ul style="list-style-type: none"> • Nutritional care during pregnancy. • Nutritional care during lactation. • Advantages of Breast feeding. • Importance and timely introduction of complementary feeding. • Formulation and preparation of fresh home-made and premix for an infant 6 months to 12 months. • Formulation and preparation of fresh home-made and premix for 1 year to 3 years child. • Formulation and preparation of energy – protein rich snack for 3-6 years old child • Growth Monitoring – taking body weight and plotting on growth chart (weight – for – age) • Nutrition counselling based on the results of growth chart. • Preparation of Vitamin 'A' / Beta- carotene rich food for a young child. 	


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<ul style="list-style-type: none"> • Preparation of iron rich food for an adolescent girl. • Promotion of consumption of iodized salt. • Immunization of safe water and house – hold methods of water purification. • Hand – washing promotion. 	
Examination scheme:	
<ol style="list-style-type: none"> 1. Major problem: 20 marks Plan any nutrition education activity for community on any one of the given topics. 2. Minor problem 10 marks Preparation of any one teaching aid. 3. Internal: 20 marks 	
FOOD PRESERVATION Maximum marks: 50 Minimum marks: 18 Teaching workload: 2 practical/ week (2 hours/ practical) Total teaching workload: 24 practical/ batch	
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:- <ol style="list-style-type: none"> 1. To enable the students to develop skills in food preservation. 2. To encourage the students to use these skills at small scale level. 	
Content	Hours
1. Theory of Preservation : Need, importance, principles of food spoilage, principle of food preservation, various methods of food preservation	2 1
2. Development of skills in preparation of : • Dried fruits and vegetables	2 2
i. Sun drying (Curry leaves, mint, methi, coriander, cauliflower, amla , kair-sangri, guar-fali, amchur, onion, peas, kachri, red chillis)	2
• Papad & Magodi	2
• Juices i. Aloe Vera ii. Squashes iii. Lemon iv. Orange v. Pineapple	3


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<ul style="list-style-type: none"> • Syrups <ol style="list-style-type: none"> i. Rose ii. Khas iii. Chandan iv. Jellies v. Karonda 	3
<ul style="list-style-type: none"> • Jams <ol style="list-style-type: none"> 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. Imli Chutney 	2 5
<ul style="list-style-type: none"> • Canning and bottling <ol style="list-style-type: none"> i. Green pea ii. Apple iii. Cauliflower iv. Frozen vegetables <ul style="list-style-type: none"> * Peas * Carrots * Cauliflower * Mango Pulp 	
<ul style="list-style-type: none"> • Pastes & Purees <ol style="list-style-type: none"> i. Onion ii. Garlic iii. Ginger iv. Tomato Puree 	
<ul style="list-style-type: none"> • Pickles <ol style="list-style-type: none"> i. Mango ii. Mix Vegetables iii. Kair iv. Lasoda v. Chilli vi. Lemon 	
<ul style="list-style-type: none"> • Requirements to start a small scale unit <ol style="list-style-type: none"> i. Equipments ii. Finance <ul style="list-style-type: none"> * Loan options 	


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Course Content :	2
• Teaching strategies for early childhood care and education	2
• Characteristics and qualifications of an early childhood educator.	2
• Developing communication skills in dealing with young children.	2
• Working in crèches, preschool and day care centres to develop administrative, managerial and supervisory skills in students.	2
• Administration, management and supervision of crèches, preschool and day care centres.	2
• Planning and implementing developmentally appropriate activities in crèches, preschool and day care centres.	2

Examination scheme:**1. Major Problem : 20 marks**

Planning and preparation of ECE activities in preschools and day care centres.
Evaluation of crèches, preschool and day care centres.

2. Minor Problem : 10 marks

Preparation of teaching aids – story books, songs poems, models, toys, aids etc.

3. Internal : 20 marks**DYEING AND PRINTING**

Maximum marks: 50

Minimum marks: 18

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

Total teaching workload: 24 practical/ batch

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.

Contents**Hours**

Make a scrap book with following

1. Different types of motifs

- Floral – Natural and stylized
- Human - Natural and stylized
- Animal - Natural and stylized
- Abstract
- Geometrical

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2. Make samples of different methods of printing and dying

- Tie & Dye techniques (10 samples with different techniques)
 - i. Marbling


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<p>ii. Pleating & binding iii. Knotting iv. Twisting and coiling v. Bandhej vi. Stitching (Shibori) vii. Pegging, etc</p> <p>Make any one Product – Table cloth with 6 napkins/Chunni / Saree/cushion & bolster set</p> <ul style="list-style-type: none"> • Printing – <ul style="list-style-type: none"> i. Block printing (samples) <ul style="list-style-type: none"> ○ Butti block to create all over effect ○ Borders & corners <p>Make any one Product – Table Mats/Table Napkins/Runners</p> <ul style="list-style-type: none"> ii Screen printing (Samples) <p>Make any one Product – Table mat / 'T' shirt /Cushion cover</p>	<p>8</p> <p>4</p>
<p>Examination scheme :</p>	
<p>1. Major Problem -20 Marks Make a design for a product by combining any two techniques e.g. tie and dye, block and screen.</p> <p>2. Minor -10 Marks Make a sample of tie and dye using two colors and two techniques</p> <p>3. Internal Marks -20 Marks</p>	
<p style="text-align: center;">EXTENSION ACTIVITY MANAGEMENT</p> <p>Maximum marks: 50 Minimum marks: 18 Teaching Workload: 2 practical/ week (2 hours/ practical) Total teaching workload: 24 practical/ batch</p>	
<p>Learning Outcome</p>	
<p>Objectives:</p> <ol style="list-style-type: none"> 1. To impart knowledge regarding process of extension activity management. 2. To develop the skills in organizing extension activity at the community level. <p>Practicals</p>	
<p>1. 2.</p>	<p>Theoretical understanding of process of programme/extension activity management.</p> <p style="text-align: right;">Pg. / (Jai)</p>

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	<p>Organise following extension activities from the area of home science :</p> <ul style="list-style-type: none"> • Workshop/seminar • Fair • Exhibition • Rally <p>could be taken up in rural/urban/slum community in a group on the basis of following steps-</p> <ul style="list-style-type: none"> • Identification of the activity - nature, duration, number of participants etc. • Plan of the activity – selection of venue, resource management (men, material/infrastructure, and money), and delegation of responsibility. • Scheduling of the activity • Publicity of the activity • Organising the activity • Overall supervision • Report writing 	<p>2</p> <p>4</p> <p>2</p> <p>2</p> <p>3</p> <p>3</p> <p>4</p>
Examination scheme :		
Total Marks: 50 marks		
Major Problem: 15 Marks		
Plan strategy to publicise the chosen extension activity and prepare any one aid out of them.		
Minor Problem: 10 Marks		
Prepare financial budget for the planned activity or prepare scheduling of activities according to allotted time.		
Viva: 5 Marks		
Internal: 20 Marks		


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