

SNDT Women's University

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Syllabus for Degree of Bachelor of Science Human Development (Faculty of Home Science)



With effect from
Academic Year 2013-14

**Shreemati Nathibai Damodar Thackersey Women's University
1, Nathibai Thackersey Road, Mumbai – 400 020.**

HUMAN DEVELOPMENT

SEMESTER I

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9101 9101 (A)	English I (H.L.) (d) English I (L.L.)	4	3	1	25	75	100
9102	Applied Science (c)	4	2	2	25	75	100
9103	Design & Aesthetics (b)	4	2	2	25	75	100
9104	Life Span Development (b)	4	4	-	25	75	100
9105	Environment Studies (c)	4	4	-	25	75	100
	TOTAL	20	15	5	125	375	500

SEMESTER II

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9201 9201 (A)	English II (H.L.) (d) English II (L.L.)	4	3	1	25	75	100
9202	Human Physiology (d)	4	3	1	25	75	100
9203	Textile Sc. & Apparel Design (b)	4	2	2	25	75	100
9204	Fundamentals of Food Science and Nutrition (b)	4	2	2	25	75	100
9205	Extension & Communication (b)	4	3	1	25	75	100
	TOTAL	20	13	7	125	375	500

SEMESTER III

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9301	Nutrition for Life Span (b)	4	-	4	100	-	100
9302	Consumer Studies (d)	4	4	-	25	75	100
9303	Family Dynamics (b)	4	3	1	25	75	100
9304	Media Skill Development (b)	4	3	1	25	75	100
9305	Fabric Ornamentation and Accessory Design (b)	4	-	4	100	-	100
	TOTAL	20	10	10	275	225	500

CODE NO: 04Specialization : **Human Development**

Sub

Specialization:

Human Development**SEMESTER IV**

Code No.	Course	TC	Th C	Pr C	Int M	ExtM	Total
0441	Child and Youth Development (b)	4	3	1	25	75	100
0442	Curriculum for Young Children (a)	4	4	-	25	75	100
0443	Curriculum for Young Children b)	4	-	4	100	-	100
0444	Adulthood and Ageing (a)	4	4	-	25	75	100
0445	Working with Parents (a)	4	4	-	25	75	100
	Total	20	15	5	200	300	500

SEMESTER V

Code No.	Course	TC	Th C	Pr C	Int M	ExtM	Total
0451	Early Childhood Education I (a)	4	4	-	25	75	100
0452	Early Childhood Education II (a)	4	-	4	100	-	100
0453	Child Psychology (a)	4	4	-	25	75	100
0454	Community Development Programme (b)	4	-	4	100	-	100
0455	Recent Advances in Human Development (Seminar) (b)	2	-	2	50	-	50
9356	Women's Studies (c)	2	2	-	50	-	50
	Total	20	10	10	350	150	500

SEMESTER VI

Code No.	Course	TC	Th C	Pr C	Int M	ExtM	Total
0461	Children with Special Needs (a)	4	4	-	25	75	100
0462	Basics of Guidance & Counseling (a)	4	4	-	25	75	100
0463	Management of Centers for Children & Youth (b)	4	-	4	100	-	100
0464	Professional Application in Human Development (Internship) (b)	8	-	8	100	100	200
	Total	20	8	12	250	250	500

TC = Total Credits, Th C = Theory Credits, Pr C = Practical Credits**Int M = Internal Marks, Ext M = External Marks**

Structure of Home Science Curricula:

Total Credits for Semesters I-VI

a.	Core Courses (Specialization- Semesters IV to VI)	60
b.	Applied Courses	40
c.	Foundation Courses	16
d.	Inter & Intra Discipline Course	4
		120

A. Detailed Division of each Component:

	Core Course a	Applied Course b	Foundation Course c	Inter & Intra discipline Course d	Total
SemI	8	-	8	4	20
Sem II	12	-	8	-	20
Sem III	8	12	-	-	20
Sem IV	8	12	-	-	20
Sem V	12	8	-	-	20
Sem VI	12	8	-	-	20
Total	60	40	16	4	120

The above course structure of Semesters I to III is common for all programs under B.Sc. Home Science program except FSQC & FAD (Voc).

B. APPLIED COURSES (40 Credits)

Code No.	Course	Cred-its	Internal Marks	External Marks	Total
9302	Consumer Studies	4	25	75	100
9304	Media Skill Development	4	25	75	100
9305	Fabric Ornamentation and Accessory Design	4	100	-	100
	6 Specialization related courses	24	*	*	600
0755	Recent Advances in respective Specialization	2	50	-	50

* As per each Specialization

C. FOUNDATION COURSES (16 Credits)

Code No.	Course	Credits	Internal Marks	External Marks	Total
9101 9101(A)	English I (H.L.) English I (L.L.)	4	25	75	100
9102	Applied Science	4	25	75	100
9201 9201 (A)	English II (H.L.) English II (L.L.)	4	25	75	100
9202	Human Physiology	4	25	75	100

D. INTER & INTRA DISCIPLINE COURSE (4 Credits)

Code No.	Course	Credits	Internal Marks	External Marks	Total
9105	Environment Studies	4	25	75	100

Semester I English I (H.L.)

OBJECTIVES:

1. To enable the student to read with fluency while simultaneously comprehending passages in English
2. To equip the student with skills to participate independently in conversations and discussions conducted in English
3. To develop written communication skills for everyday and professional communication
4. To develop the student's creativity so that she may express her ideas descriptively and creatively.

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9101	English I (Higher Level)	4	3	1	25	75	100

Module No.	Objective	Content	Evaluation
1	<p>The learners will be able -</p> <ul style="list-style-type: none"> To understand the structure of different types of letter patterns To write social and business letters effectively 	<p>Written communication skills</p> <ol style="list-style-type: none"> Types of layout Social correspondence: Request/apology/ thank you Letters of enquiry/ complaints (both personal and social) Letters to the editor / Appeals (social/ civic issues) <p>Assignment:</p> <ol style="list-style-type: none"> Writing a letter to the editor on a relevant social issue Invitation letter (formal) Thank you letter (formal) Consumer complaint letter Request letter (formal) 	<p>(5 marks per letter)</p> <p>25 marks</p>

Module No.	Objective	Content	Evaluation
2	<p>The learner will be able to -</p> <ul style="list-style-type: none"> identify different types of reports understand sequencing in a project report use the correct tense while writing a report effectively present a report verbally 	<p>Report Writing</p> <p>Kinds of reports</p> <ol style="list-style-type: none"> Sequencing Use of correct tense Reporting an event Structure of a project report <p>Assignments :</p> <ol style="list-style-type: none"> Preparing a simple project report based on class assignment Presenting the same as group of 3-4 students 	<p>Assign.1:(structure/outline) - 5 marks (delivery) - 5 marks = 10 marks Assign.2:(15 marks)</p>

Module No.	Objective	Content	Evaluation
3	<p>The learner will be able to -</p> <ul style="list-style-type: none"> • read the narrative with understanding and enjoyment • enhance their vocabulary • express their personal responses descriptively • express ideas lucidly 	<p>Enhancing Comprehension skills Exercises based on Selections from prescribed text <i>Insight: A course in English Literature and Language</i>. By K. Elango. (Orient Black Swan). Unit IV (life stories) and Unit VII (Mass media) 1. Comprehending narratives 2. Articulating ideas /critical analysis using descriptive language 3. Expressing personal responses creatively 4. Vocabulary enhancement Assignments : 1. Comprehension 2. Articulating ideas/critical analysis 3. Expressing personal response to the select narratives</p>	<p>Assign.1:(5 marks) Assign.2:(10 marks) Assign.3:(10 marks)</p>

Module No.	Objective	Content	Evaluation
4	<p>The learner will be able to -</p> <ul style="list-style-type: none"> • Participate independently in conversations and discussions conducted in English • familiarize them with formal and non-formal modes of conversation • develop questioning skills 	<p>Interpersonal communication skills: Conventions of Social Interaction 1. Greetings 2. Starting a conversation 3. Introducing self and others 4. Asking questions 5. Requesting 6. Apologizing 7. Thanking 8. Inviting 9. Accepting 10. Ending a conversation Conventions of public speaking: Hints on effective delivery (verbal and non-verbal) Assignments: 1. Pair work for dialogue writing 2. Oral presentation on an everyday situation 3. Descriptive question on conventions of public speaking</p>	<p>1. (written dialogue 10 + delivery of dialogue 5) = 15 marks 2. 5 marks 3. 5 marks</p>

EVALUATION :

1. Continuous Evaluation of all four Modules = Internal - 25 marks
2. External - 75 marks
3. Total : Internal – 25 + External – 75 = 100 marks

English I (L.L.)

OBJECTIVES:

1. To enable the student to read with fluency while simultaneously comprehending passages in English
2. To equip the student with skills to participate independently in conversations and discussions conducted in English
3. To develop written communication skills for everyday and professional communication
4. To develop the student's creativity so that she may express her ideas descriptively and creatively

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9101A	English I (Lower Level)	4	3	1	25	75	100

Module No.	Objective	Content	Evaluation
1	<p>The learners will be able to :</p> <ul style="list-style-type: none"> employ techniques of skimming and scanning while reading a passage identify key points while summarizing make notes effectively so as to improve study skills 	<ol style="list-style-type: none"> Skimming and Scanning Note taking Note Making Summary <p>Assignments:</p> <ol style="list-style-type: none"> Passages for note taking Exercises on note making Passage for summarization Passage for skimming and scanning 	<ol style="list-style-type: none"> 5 marks 10 marks 5 marks 5 marks

Module No.	Objective	Content	Evaluation
2	<p>The learner will be able to -</p> <ul style="list-style-type: none"> familiarize themselves with basic letter patterns prepare a report of an event with correct usage of grammar and tense understand the importance of linking words required when reporting an event 	<p>Written Communication Skills</p> <p>Basic Letter patterns</p> <p>(i) Invitation/request/ apology / thank you</p> <p>(ii) Letters of enquiry/complaints/</p> <p>Report writing</p> <ol style="list-style-type: none"> Types of reports Reporting an event Linking devices <p>Assignments:</p> <p>Letter writing. Any 3 of the following:</p> <ol style="list-style-type: none"> Invitation or Request or Apology or Thank you or enquiry or Complaint Reporting an event in college 	<p>Assign.1: (Written -10 marks + oral delivery - 5 marks) = 15 marks</p> <p>Assign.2: 5 marks per letter 2x 5= 10 marks</p>

Module No.	Objective	Content	Evaluation
3	<p>The learner will be able to -</p> <ul style="list-style-type: none"> develop effective reading skills express their ideas coherently write with proper sentence construction and paragraph development enhance their vocabulary 	<p>Developing Reading and Writing Skills 1st + 2nd story from the Prescribed Text Yuva Katha 7</p> <ol style="list-style-type: none"> Sentence construction for grammatically correct English Paragraph development Vocabulary building Expressing ideas Reading with fluency <p>Assignments:</p> <ol style="list-style-type: none"> Comprehension of story Vocabulary based exercises Personal responses to the narrative 	<p>1.10 marks 2. 5 “ 3. 10 ”</p>

Module No.	Objective	Content	Evaluation
4	<p>The learners will be able to -</p> <ul style="list-style-type: none"> familiarize themselves with formal and informal modes of social interaction confidently converse in English confidently make short presentations in English 	<p>Conventions of Social Interaction Conventions of Social Interaction</p> <ol style="list-style-type: none"> Starting a conversation Greetings Introducing self and others Asking questions Requesting Apologizing Thanking Inviting Accepting Ending a conversation <p>Conventions of public speaking : Hints on effective delivery (verbal and non-verbal)</p> <p>Assignments:</p> <ol style="list-style-type: none"> Pair work-dialogue writing Oral presentation on an everyday situation 	<p>Assign 1: Written script =10 marks + Oral presentation = 5 marks Assign 2: Written outline = 5 marks + Delivery =5 marks</p>

Prescribed Texts: (Lower Level)

KeertiRamachandran. 1996 (rpt 2010). Yuva Katha Vol 7. Katha Books. New Delhi.

(Higher Level English)

K. Elango. (2009). *Insight. A course in English Literature and Language*. Orient Black Swan. Hyderabad, ()

REFERENCE BOOKS:

1. Asoka Rani, T. (1989). *English for career development: A course in functional English*. Hyderabad: Orient Longman Ltd.
2. Baker, Joanna (2003). *Essential speaking skills. A handbook for English language teachers*. Westrup, Heaths: London Continuum.
3. David, A. (2005). *Teaching English as a second language*. New Delhi: Commonwealth Publishers.
4. Das, Susmita (2004). *English language and grammar a resource book of ideas and activities for teachers*. Jaipur: Mangal Deep Publications.
5. Gibson, Miiko Tan (2003). *Creative English - a comprehensive approach: 6*. Singapore: Singapore Federal Publications.
6. McArthur, Tom (1983). *A Foundation course for language teachers*. Cambridge: Cambridge University Press.
7. Nagaraj, Geetha (1996). *English language teaching: Approaches, methods, techniques*. Hyderabad: Orient Longman Ltd.
8. Ur, Penny and Wright, Andre (1996). *Five-minute activities*. Cambridge: Cambridge University Press.
9. Reutten, Mary K. (2004). *Focus on writing: 1: developing composition skills through instruction and practice*. Singapore: Singapore Learners Publishing.
10. Sood, S.C.(ed) et al. (1991). *Developing language skills: 1: oral communication and reading comprehension, writing skills and words*. New Delhi: Manohar.

Semester I

Applied Science

OBJECTIVES:

1. To know the importance of science in daily life
2. To develop analytical attitude.
3. To develop scientific way of thinking.
4. To impart knowledge to apply.

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9102	Applied Science	4	2	2	25	75	100

Theory

Module No.	Objectives	Content	Evaluation
1	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1) Inculcate scientific temper in the students and develop scientific, analytical attitude. 2) Develop to understand the importance of knowledge of chemistry with respect to food, textiles, medicine, harmful chemicals & industries. 3) Understand the use and importance of chemistry in day to day life. 	<p>Applied Chemistry</p> <p>1) Review of Basic Chemistry</p> <ul style="list-style-type: none"> • Important definitions • Difference between Organic & Inorganic compounds • Functional groups • Bohr's model of atom • Atomic number & electronic configuration <p>2) Soaps & Detergents</p> <ul style="list-style-type: none"> • Saponification reaction • Cold and hot process of soap making • Difference between soaps and detergents • Cleansing action <p>3) Drugs and Pharmaceuticals</p> <ul style="list-style-type: none"> • Properties of good drug • Meaning of important terms with e.g. Analgesic, Antipyretic, Antacid, Antibiotic, Diuretic, anti-inflammatory, Laxatives, Sulfa drugs • Common drugs- use and side effects of Aspirin, Paracetamol, Sulphanilamide <p>4) Dyes</p> <ul style="list-style-type: none"> • Definition, important terms like chromophore, Auxochrome, chromogen • Classification based on application • e.g. and uses of different dyes in food, textile, medicine, laboratory, etc. & their hazards <p>5) Polymers</p> <ul style="list-style-type: none"> • Introduction • Define-monomer, polymer, polymerization • Some important polymers and their structure & uses polyethylene, polyester, polyvinyl chloride 	<p>Assignment / Quiz</p> <p>(1) Multiple Choice Questions (MCQs)</p> <p>2) Objective</p> <p>3) Descriptive</p> <p>= 10 marks</p>

Module No.	Objective	Content	Evaluation
2	<p>This will enable the students to -</p> <p>1) Acquire the basic knowledge of the fundamentals of biological sciences.</p> <p>2) Apply the knowledge of the biological processes to everyday life.</p>	<p>Cell</p> <ul style="list-style-type: none"> As the basic unit of life Types of cells Salient features of animal cell <p>Introduction to Micro-organism</p> <ul style="list-style-type: none"> Bacteria-Structure, Classification based on response to O₂, nutrition, Importance of bacteria Fungi- Morphology of molds and yeasts, classification, beneficial and harmful aspects Virus- Morphology, Classification based on nucleic acid content and hosts <p>Genetics and Heredity</p> <ul style="list-style-type: none"> Origin of the term gene Chemical basis of heredity- organization of human genome, sex determination, monogenic and polygenic traits, patterns of inheritance- autosomal, recessive and sex-linked inheritance Mutation and its type, abnormalities in chromosome number <p>Genetic Engineering and Biotechnology</p> <ul style="list-style-type: none"> Definition of the terms Methodology of gene cloning-in brief <ol style="list-style-type: none"> Application of genetic engineering in plants- insects & virus resistant plants, plants with improved characters. Application in human medicine- pharmaceuticals, thalassemia oncogenes, interferon, production of growth hormone, human insulin ELISA. 	<p>Assignment / Quiz</p> <p>1 Multiple Choice Questions (MCQs)</p> <p>2 Objective</p> <p>3 Descriptive</p> <p>15 marks</p>

EVALUATION :

- 1) Internal (Practical) - 25 marks Internal (Theory) - 25 marks. Total Internal =50/2 = 25
- 2) External Practical - 25 marks + Theory - 50 marks = 75 marks
- 3) Internal-25 + External - 75 marks = 100 marks

REFERENCES:

George A. (1984): Shreeve's Chemical Process Industries
 Glazer A. Na Ni Baido H (1995) Microbial Biotechnology W.H. Freeman Company.
 K. Venkatraman (1952): The Chemistry of Synthetic Dyes, Vol. I, Academic Press, New York.
 Kent S.A. (1974): Riegel's Handbook of Industrial Chemistry.
 Loewy A. and Sckevilz (1995) Cell Structure and Functions, Hold, New-York

Nicholl D.S.T. (1994) An Introduction to Genetic Engineering-Cambridge University, Press.

Pelczar N.S, Chan F.C.S. Krieg N.R.(1998) Microbiology, Tata Mc Grow Hill.

Person D. (1983): The Chemical Analysis of Food, Churchill Livings Tone, Edunburgh, London, New York.

Porter K.R., Bonneville M.A. (1964) Fine Structure of Cells and Tissues,**Lea & Blanchard, Philadelphia.**

Prof. V. A. Shenal (1991): Introduction to the Chemistry of Dyestuffs, sevs Publications.

Rao C.V. (1994) Foundation to Mol. Biol, R. Chenda. Co. Publisher

Thomsen E.G. (1985): Modern Cosmetics Universal publishing corp

Zhdanov L.S. (1980): Physics for the Technician, MIR Publications. Moscow.

Applied Science Practical

Module No	Objective	Content	Evaluation
3	This will enable student to: 1) Develop in students the ability to work systematically in laboratory. 2) Develop in them the skill for simple chemical procedures	Applied Chemistry 1) Introduction to chemistry lab & apparatus. 2) Neutralization of strong acid with strong base (HCl&NaOH) 3) Neutralization of weak base with strong acid (Na ₂ CO ₃ & H ₂ SO ₄) 4) Neutralization of weak acid with strong base (Oxalic acid &NaOH) 5) Oxidation- reduction reaction (Oxalic acid & KMnO ₄) 6) pH determination of various solutions: acid, base and neutral (two household example for each) 7) Preparation of soap bar 8) Viscosity measurement: water, oil, shampoo by Oswald's viscometer	Daily work Journal Performing experiment 8 marks

Module No.	Objective	Content	Evaluation
4	This will enable student to: 1) Acquire knowledge of various micro-organisms and the required skills to study them. 2) Apply this knowledge in day to day life	Applied Biology 1) Study and care of microscope 2) Observation of motility of bacteria by Hanging drop method (<i>E.coli</i> / <i>Proteus</i>) 3) Observation of bacteria by the simple: monochrome staining method (Hay infusion culture or milk) 4) Gram staining of bacteria in buttermilk 5) To observe common pathogenic bacteria (any 6 – permanent slides) 6) Observation of fungi on different food materials 7) To observe common pathogenic protozoa (permanent slides of <i>Entamoebahistoltytica</i> and <i>Plasmodium vivax</i>) 8) Study of medicinally important plants (projects)	Daily work Journal Performing experiment 7 marks

REFERENCES:

- George A. (1984): Shreeve's Chemical Process Industries
Glazer A. Na Ni Baido H (1995) Microbial Biotechnology W.H. Freeman Company.
K. Venkatraman (1952): The Chemistry of Synthetic Dyes, Vol. I, Academic Press, New York.
Kent S.A. (1974): Riegel's Handbook of Industrial Chemistry.
Loewy A. and Sckevilz (1995) Cell Structure and Functions, Hold, New-York
Nicholl D.S.T. (1994) An Introduction to Genetic Engineering-Cambridge University, Press.
Pelczar N.S, Chan F.C.S. Krieg N.R.(1998) Microbiology, Tata Mc Grow Hill.
Person D. (1983): The Chemical Analysis of Food, Churchill Livings Tone, Edunburgh, London, New York.
Porter K.R., Bonneville M.A. (1964) Fine Structure of Cells and Tissues,**Lea & Blanchard, Philadelphia.**
Prof. V. A. Shenal (1991): Introduction to the Chemistry of Dyestuffs, sevs Publications.
Rao C.V. (1994) Foundation to Mol. Biol, R. Chenda. Co. Publisher
Thomsen E.G. (1985): Modern Cosmetics Universal publishing corp
Zhdanov L.S. (1980): Physics for the Technician, MIR Publications. Moscow.

Semester I

Design & Aesthetics

OBJECTIVES:

1. To enable the students to understand the elements and principles of design.
2. To enable the students to develop the skills to appreciate the aesthetics of art and design.
3. To develop in the students an understanding of the application of art principles in various areas of Home Science.
4. To promote group learning in the study of arts and crafts.

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9103	Design & Aesthetics	4	2	2	25	75	100

Module No.	Objective	Content	Evaluation
1	<p>To enable the students to understand the various elements of art for creating designs.</p> <p>To develop a understanding in color perception and various textures</p> <p>To enhance the ability of students to visualize space and lighting</p>	<p style="text-align: center;"><u>ELEMENTS OF DESIGN</u></p> <p>1.1. BASIC ELEMENTS Introduction, types, importance, application and psychological effects of each element.</p> <ol style="list-style-type: none"> a. Point b. Line c. Shape d. Form e. Texture f. Light g. Space <p>1.2. INTRODUCTION TO COLOUR</p> <ol style="list-style-type: none"> a. Color wheel (Primary, Secondary and Intermediate colors) b. Introduction to Various Color Schemes (Color Harmonies) c. Dimensions of color d. Classification of colors (warm & Cool color and Advancing and Receding Colours) <p>1.3. PRINCIPLES OF DESIGN Introduction, types and application</p> <ol style="list-style-type: none"> a. Harmony b. Balance c. Rhythm d. Scale and Proportion e. Emphasis 	<p>Collect pictures of all the basic elements from nature as well manmade objects 5 Marks</p> <p>Journal work for the entire color chapter 10 Marks</p> <p>One journal assignment comprising of all the principles 10 Marks</p>

Module No.	Objective	Content	Evaluation
2	To help students to -- understand good and better design concepts - develop the skills to appreciate the aesthetics of art and design. -have an understanding of the application of art principles in various areas of Home Science	2.1 CONCEPT OF DESIGNING a. Meaning of structural design and decorative design b. Requirements of structural design and decorative design 2.2 AESTHETICS OF ART AND DESIGN a. Understanding of aesthetics and art b. Optical illusion 2.3 APPLICATION OF ART ELEMENTS AND PRINCIPLES OF DESIGN Related to Interior Design/ Hospitality, Textile Design, Food Decoration, Visual Communication, Curriculum planning	Group Presentation (Charts, pictures) related to all specializations 10 Marks Optical Illusions (3 Pictures to be collected and Submitted) 5 Marks To conduct group activity (article making) 10 Marks

Module No.	Objective	Content	Evaluation
3	To develop students with various drawing skills. To help students learn different colour combination and its visual effects To promote group learning in the study of arts and crafts To develop skill in making different crafts	3.1 USE OF VARIOUS MEDIUM TO CREATE DESIGNS a) Pencil b) Pen & ink c) Color 3.2 CREATING TEXTURES Fabric, Paper, Sticks, Saw dust, Pearls etc. 3.3 COLOR SCHEMES Color harmony, Monochromatic, Achromatic, Chromatic color schemes. 3.4 ACCESSORY DESIGN Paintings / pot painting / 3D Murals/ Stain Glass Painting (Innovative Work)	Journal Work for the first 3 blocks (5 marks each) = (15 Marks) Accessory Design (10 Marks) Concept (2 Marks) Creativity (3 Marks) Workmanship (3 Marks) Overall presentation (2 Marks)

Module No.	Objective	Content	Evaluation
4	To enable the students to - - create concept designing with themes - understand basic principle of geometry and shapes; and the concept of form follows function with the help of	4.1 SCALE DRAWING a) Understanding Scales b) Enlargement c) Reduction 4.2 GEOMETRICAL DESIGN PATTERN 4.2.1 Symmetry and asymmetrical designs 4.2.2 Abstract pattern 4.3 APPLICATION OF ART IN DESIGN 4.3.1 Flower Arrangement 4.3.2 Fabric design/Embroidery	Scale drawing and Geometric work 3 D form object • est out of waste

	3D modeling.	4.3.3 Salad carving/Food presentation 4.3.4 Flash cards/puppets 4.4 BEST OUT WASTE 4.4.1 Paperbags / Paper collage etc.	
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EVALUATION:

- 2) On Four Modules of 25 marks
- 3) External examination of 75 marks
- 4) Total : Internal - 25 + External - 75 = 100marks

REFERENCES:

- 1 Agan T. (1970): The Houses, its plan and use, Oxford and IBM, New Delhi.
- 2 Ahmed K. (1995): Interior Design- An introduction to art, craft, science, techniques and profession, Ingra Publications Pvt.Ltd, Mumbai.
- 3 Bevin M.E. (1985): Design through discovery, Rinchart And Winston, NewYork.
- 4 Bhatt N.D. (1985): Elementary drawing, Anan Charotar Publishing House.
- 5 Bhatt P. &Shamita G.(1990) : Foundation of Art and Design, Lakhani Book Depot, Mumbai.
- 6 Collingwood R.G. (1958): The principles if Art, Oxford University Press, London.
- 7 Craig &Rush :Homnes with character, D.C. Health & Co.
- 8 Dandekar H.D. and Krishnamurti C.E. (1960): Anchine drawing, Oxford University Press, London.
- 9 Donald Anderson. : Elements of design, Holt, Rinchat and Winston, NewYork.
- 10 Dorothy S.: Introduction to Home Furnishing, The McMillan Company, NewYork.
- 11 Faulker R. &Faulker S.: Inside today's home, Holt, Rinchat and Winston, NewYork.
- 12 Faulker, Ziegfeld, and Hill: Art today, Itenry Holt.
- 13 Frances O.: Art and Design in home living, McMillan Company, NewYork.
- 14 GarrestonFrouz.: Theory and practice of colour, Studio Vista Publishers, London.
- 15 Goldstein and Goldstein (1953): Art in everyday life, McMillan Company, NewYork.
- 16 Grames M. (1951): The art of colour and Design,Mcgraw Hill Book Co., NewYork.
- 17 Lewis D.S., Jean O.B and Ester F.S. (1969): Housing and Home Management, The McMillan Company, NewYork.
- 18 Morris W. (1989): Design and patterns Bracker Books, London
- 19 Morton R.: The home and its furnishing, Mcgraw Hill Book Company, Inc., New York.
- 20 Morton G. M. (1964): The arts of costume and personal appearance, John Wiley and Sons, New York.
- 21 Mueller C. G., Mae Rudolfetal (1967): Light and vision – Life Science and Library, Time life International, Netherlands.
- 22 Rowland K. (1965): The shapes we need vol. 2/3, Grinnnd Co., London.
- 23 Rutt A. H.: Home Furnishing, Wiley Eastern Pvt. Ltd., New Delhi.
- 24 Shah M. G., Kale G. M. &Patki S. Y. (1993): Building drawing with an integrated approach to built environment, Tat Mcgraw Hill Publishing Company Ltd., New Delhi.

Semester I

Life Span Development

OBJECTIVES:

1. To become acquainted with the development stage from birth to old age.
2. To develop awareness of important aspects of development during the whole life span.
3. To understand the problems and hazards faced by an individual throughout the life span.

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9104	Life Span Development	4	4	-	25	75	100

Module No.	Objective	Content	Evaluation
1	This will enable students to:- 1. To know and comprehend the meaning of life span development. 2. To develop awareness of advancements in the stage of pre natal and infancy	Introduction to Life Span Development 0-2 years 1. Meaning and definition of life span development and various stages in life span development. 2. Conception and development during pre natal stage. 3. Neonatal stage a) Physical appearance b) Reflexes c) Perceptual Skills 4. Infancy a) Physical & Motor Development b) Developmental Task	Practical Component: Project on Child rearing practices 5 marks

Module No.	Objective	Content	Evaluation
2	This will enable students to- 1. Acquaint student with the developmental changes during early & middle childhood. 2. Develop understanding about significance of preschool and school in the process of development.	Childhood 1. Early & Late childhood – Definition & Developmental tasks 2. Physical, Social & Emotional development	Practical Component: Visit to a preschool & Group presentation in class 10 marks

Module No	Objective	Content	Evaluation
3	This will enable students to: 1. To gain deeper knowledge of various domains of adolescent development. 2. Develop awareness about career planning/sex education during adolescence.	Adolescence 1. Definition and characteristics of adolescence. 2. Physical, Social & Emotional development.	Practical Component: Guest Lecture on career choice/sex education, report on it 5 marks

Module No	Objective	Content	Evaluation
4	This will enable students to: 1. Develop awareness about characteristics of early, middle & late adulthood. 2. Create awareness about problems & issues of middle & late adulthood.	Adulthood 1. Definition of young, middle & late adulthood & development tasks of each stage. 2. Physical, Social & Emotional Development	Practical Component: Visit & write a report on old age home 5 marks

EVALUATION:

1. On Four Modules of 25 marks
2. External examination - 75 marks
3. Total : Internal - 25 + External - 75 = 100marks

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- Papalia D.E & Olds S. W. (1975): A Child's world, Macgraw Hill publication, New York.
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- Tara Chand (1993). Modern Child Psychology. Amol Publication, New Delhi.

Semester I Environment Studies ()

OBJECTIVES:

- 1.To make students aware about the importance, current situation of natural resources and the need to conserve them.
- 2.To give information about concept, types of various ecosystems.
- 3.To make aware about biodiversity, and need of conservation.
4. To create awareness about social issues and the solutions to solve them.

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9105	Environment Studies	4	4	-	25	75	100

Module No.	Objective	Content	Evaluation
1	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1. Get acquainted with physical environment and its components 2. Know various natural resources, their importance, over use 3. Develop the concept of sustainable development 	<p>The Multidisciplinary Nature of Environmental Studies</p> <ul style="list-style-type: none"> • Definition, Scope and Importance, Need for public awareness <p>Natural Resources</p> <ul style="list-style-type: none"> • Renewable and Non-Renewable Resources • Natural Resources and Associated Problem <p>Forest Resources: Use and Over exploration, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.</p> <p>Water Resources: Use and over utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.</p> <p>Mineral Resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.</p> <p>Food Resources: World food problems, changes cause by agriculture and over grazing, effects of modern agriculture, fertilizers, pesticide problems, water logging, salinity, case studies.</p> <p>Energy Resources: Growing energy needs, renewable and non-renewable energy sources and use of alternate energy sources, case studies.</p> <p>Land Resources: Land as a resources, land degradation, man induced landslides, soil erosion and desertification</p> <ul style="list-style-type: none"> • Role of individual in conservation of natural resources • Equitable use of resources for sustainable lifestyles <p>Ecosystems Concept of ecosystem</p>	<ul style="list-style-type: none"> • Short Questions/Multiple Choice Questions <p>Assignment or display on ecosystems 10 marks</p>

		Structure and function of ecosystem Producers, consumers and decomposers Energy flow in the ecosystem	
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Module No.	Objective	Content	Evaluation
2	1. Develop the concept of ecology and its components 2. Study the impact of human activities and ecology and need to conserve the resources	Biodiversity and its Conservation <ul style="list-style-type: none"> • Introduction-Definition: Genetic, Species and Ecosystem Diversity • Bio-geographical classification of India • Value of biodiversity, consumptive use, productive use, social, ethical, aesthetic and option values • India as a mega-diversity nation • Hot-spots of biodiversity • Threats to biodiversity: habitat, loss, poaching of wild life, man wildlife conflicts • Endangered and endemic species of India • Conservation of bio-diversity: <i>In-situ</i> and <i>Ex-situ</i> conservation of biodiversity. 	Display/ Assignment 5 marks

Module No.	Objective	Content	Evaluation
3	1. Make the students aware of various types of pollutions and solutions to the problem. 2. Make the students aware of social problems.	Environmental Pollution: <ul style="list-style-type: none"> • Definition, causes, effects and control measures of - Air, water, soil, marine, noise and thermal pollutions; Nuclear hazards • Solid Waste Management: causes, effects and control measures of urban and industrial waste • Role of individual in prevention of pollution • Pollution case studies • Disaster Management: Floods, earthquake, cyclone and landslides Social Issues and the Environment: <ul style="list-style-type: none"> • From unsustainable to sustainable development • Urban problems related to energy • Water conservation, rain water harvesting, water shed management • Resettlement and rehabilitation of people, its problem and concerns. case studies • Environmental ethics: Issues and possible solutions • Climate changes, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. case studies • Waste land reclamation • Consumerism and waste products • Environment Protection Act • Air, Water (Prevention and control of pollution) Act • Wildlife Protection Act 	Assignment on local problems 5 marks

		<ul style="list-style-type: none"> • Forest Conservation Act • Issues involved in enforcement of environmental legislation • Public awareness 	
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Module No.	Objective	Content	Evaluation
4	1. Make the students aware of population problems. 2. Develop the love and interest about nature by being in nature itself. 3. Create awareness about Biodiversity pollution and social issues.	Human Population and the Environment <ul style="list-style-type: none"> • Population growth, variation among nation • Population explosion-family welfare programme • Environment and Human Health • Human Rights • Value Education • HIV/AIDS • Women and child welfare • Role of Information Technology in Environment and Human health • Case studies Visit to local area to document environmental assets <ol style="list-style-type: none"> a) Rivers/forest/grassland/ hill/ mountain b) Local Pollution Site-Urban/Rural/Industrial/ Agricultural c) Study of common plants/ insects/ birds d) Study of simple ecosystems-ponds, rivers, hill, slopes etc. 	Report on the local visit 5 marks

EVALUATION:

- 1) On Four Modules, 1 or 2 assignments = 25 marks
- 2) External - 75 marks
- 3) Total : Internal - 25 + External - 75 = 100 marks

REFERENCES:

- 1) Agarwal, K.C. (2001) Environmental Biology, Nidi Publication Ltd. Bikaner.
- 2) Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahamadabad-380013, India, Email: mapin@icenet.net(R)
- 3) Brunner R. C. (1989), Hazardous Waste Incineration, McGraw Hill Inc. 480p
- 4) Clark R. S. Marine Pollution, Clanderson Press Oxford (TP)
- 5) Cunnigham W. P. Cooper, T. H. Gorhani, E & Hepworth, M. T. (2001), Environmental Encyclopedia, Jaico Publ. House Mumbai, 1196p
- 6) De A. K., Environmental Chemistry, WileyEastem Ltd.
- 7) Down to Earth, Center for Science and Environment(R)
- 8) Gleick, H. P. (1993), Water in Crisis, Pacifics Institute for Studies in dev., Environment & Security, Stockholm Env. Institute, Oxford University, Press. 473p

SEMESTER II

English II (H.L.)

OBJECTIVES:

The student should be able to -

1. Prepare and deliver an effective presentation
2. Write an effective resume
3. Appear for an interview process with confidence
4. Develop skills of reading literary narratives with understanding and appreciation

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9201	English II (Higher Level)	4	3	1	25	75	100

Module No.	Objective	Content	Evaluation
1	<p>The learners will be able to-</p> <ul style="list-style-type: none"> • understand the different techniques of presentations • understand the concept of sequencing of presentations • be equipped with the required vocabulary and correct use of grammar • be competent enough to give an effective presentation 	<p>Presentation Skills :</p> <ol style="list-style-type: none"> 1. Structure of a presentation 2. Sequencing 3. Commonly used verbs 4. Use of signaling, signposting and listing techniques 5. Use of visual and electronic aids (OHP/PPT etc.) <p>Assignments:</p> <ol style="list-style-type: none"> 1. Structure of a presentation – (descriptive question) 2. Small group presentation on a given topic 	<p>Assign.1 :Written script - 5 marks + orals -10 marks</p> <p>Assign.2 Group presentation - 10 = 20 marks</p>

Module No.	Objective	Content	Evaluation
2	<p>The learners will -</p> <ul style="list-style-type: none"> • familiarize themselves with basic norms of business correspondence • produce effective resumes in accordance with various contexts 	<p>Job Applications</p> <ol style="list-style-type: none"> 1. How to write applications for jobs in response to advertisements 2. Types of resume 3. Electronic formats for resumes <p>Assignments:</p> <ol style="list-style-type: none"> 1. Job Application Letters in response to advertisement 2. Writing a student's resume 	<p>Assign.1: 2 x 5 = 10 marks</p> <p>Assign.2 15 marks</p>

Module No.	Objective	Content	Evaluation
3	The learners will - <ul style="list-style-type: none"> • develop skills of literary appreciation • enhance their descriptive writing skills • enrich their vocabulary 	Literary Appreciation The following stories from the prescribed Text 'Let's Go Home and Other Stories' . Ed. By Meenakshi Mukherjee. "The Shadow" "Meeting Pool" "Death of a Hero" "White Dove" "Zamindar of Palipuram" Assignments: 1. 2 Questions on expressing personal responses 2. 2 Character sketches 3. Vocabulary enhancement exercises	Assign. 1: (2 x 5) = 10 marks 2. (2 x 5) =10 3. 5 marks

Module No.	Objective	Content	Evaluation
4	The learners will - <ul style="list-style-type: none"> • be competent enough to appear for an interview process • confidently participate in a group discussion 	Soft skills enhancement through effective communication in English Content-point (only of that module): 1. Types of Interviews 2. How to prepare for an interview 3. Language and Etiquette 4. Role play/mock interviews 5. Methods and Procedures of Group Discussions 6. Practice sessions in Group Discussions Assignments: 1. Descriptive question on how to prepare for an interview 2. Mock Interview 3. Mock Group Discussion	Assign. 1. 5 marks 2. 10 marks 3. 10 marks

EVALUATION :

4. Internal= Continuous Evaluation of all four Modules to be taken = 25 marks
5. External = 75 marks
6. Total : Internal = 25 + External =75 = 100 marks

English II (L.L.)

OBJECTIVES:

The student should be able to -

1. Prepare and deliver an effective presentation
2. Write an effective resume
3. Appear for an interview process with confidence
4. Develop skills of reading literary narratives with understanding and appreciation

Code No.	Subject	TC	Th C	Pr C	Int M	Ext M	Total
9201A	English II (Lower Level)	4	3	1	25	75	100

Module No.	Objective	Content	Evaluation
1	<p>The learners will be able to -</p> <ul style="list-style-type: none"> • use appropriate technical words, tense and linking devices • adopt different techniques of presentations • be competent enough to give an effective presentation in English 	<p>Presentation Skills Structure of a presentation</p> <ol style="list-style-type: none"> 1. How to prepare the outline of a presentation 2. Commonly used verbs and connectors 3. Use of signaling, signposting and listing techniques 4. Use of visual and electronic aids (OHP/PPT etc.) <p>Assignments:</p> <ol style="list-style-type: none"> 1. Exercise based on use of signposting and listing techniques 2. Preparing outline of presentation 3. Presentation on given topic (oral) 	<p>Assign.</p> <ol style="list-style-type: none"> 1. 5 marks 2. 10 marks 3. 10 marks

Module No.	Objective	Content	Evaluation
2	<p>The learners will -</p> <ul style="list-style-type: none"> • be familiar with the requirements of a job application letter • be able to write an effective resume 	<p>Job Applications</p> <ol style="list-style-type: none"> 1. How to respond to an advertisement and write job applications 2. How to write an effective resume 3. Electronic formats for resumes <p>Assignments:</p> <ol style="list-style-type: none"> 1. Job Application Letters in response to an advertisement 2. Writing a student's resume : 	<p>Assign.</p> <ol style="list-style-type: none"> 1. (2 x 5)= 10 marks 2.15 marks

Module No.	Objective	Content	Evaluation
3	<p>The learner will learn how to -</p> <ul style="list-style-type: none"> • read with emphasis on fluency, tone and voice modulation • enhance their vocabulary • express themselves creatively • be able to connect the narrative to the larger society and their lives 	<p>Reading and comprehension skills: 3rd and 4th stories from Prescribed Text ‘YuvaKatha 7’</p> <ol style="list-style-type: none"> 1. Comprehension Skills 2. Reading a passage with fluency, tone, modulation, fluency 3. Personal responses to the prescribed stories 4. Vocabulary building 5. Expressing ideas creatively <p>Assignment:</p> <ol style="list-style-type: none"> 1. Comprehension Skills 2. Reading a passage with - fluency, tone, modulation 3. Personal responses to the prescribed stories 	<p>Assign.</p> <p>1. 10 marks</p> <p>2. 5 marks</p> <p>3. 10 marks</p>

Module No.	Objective	Content	Evaluation
4	<p>The learner will be able to-</p> <ul style="list-style-type: none"> • verbally describe objects, images and pictures • use appropriate words and sentence structures to seek information, give replies, instructions etc. • confidently appear for an interview 	<p>Verbal communication skills for interpersonal communication</p> <ol style="list-style-type: none"> 1. Asking for information and replying 2. Giving instructions and replying 3. Visual to verbal communication : interpreting pictures 4. Describing objects 5. Verbal skills required during an interview <p>Assignments:</p> <ol style="list-style-type: none"> 1. Visual to verbal interpretation 2. Writing instructions/asking for information 3. Describing objects 4. Mock Interview <p>References (for all module):</p>	<p>Assign.</p> <p>1. 5 marks</p> <p>2. 5 marks</p> <p>3. 5 marks</p> <p>4. 10 marks</p>

Prescribed Texts: (Lower Level)

1. Yuvakatha 7

(Higher Level)

1. Mukherjee, Meenakshi (ed.), Let's Go Home and Other Stories.

REFERENCE BOOKS:

- Asoka Rani, T. English for career development A course in functional English, Hyderabad Orient Longman Ltd. 1989 104p.:ill.
- Baker, Joanna Westrup, Heaths. London Essential speaking skills a handbook for English language teachers, Continuum 2003 vi, 170p.
- Brown, Gillian Yule, George Cambridge Teaching the spoken language An approach based on the analysis of conversational English, Cambridge University Press 1983 xi,162p.
- Das, Susmita English language and grammar a resource book of ideas and activities for teachers, Jaipur Mangal Deep Publications 2004 240p
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- Hardfield, Charles Hardfield, Jill Walton-on-Thames, Writing games, Thomson Nelson and Sons Ltd. 1990 viii,22+80p.:ill.
- Hornby, A.S. The Teaching of structural words and sentence patterns Stages I & II Delhi Oxford University Press 1964 Lii,162p.
- Horsburgh, David Hyderabad How to use the blackboard in teaching English Orient Longman Ltd. 1967 3p.,60plate+2p.:ill.
- McArthur, Tom Cambridge A Foundation course for language teachers Cambridge University Press 1983 183p.
- Soundararaj, Francis Teaching spoken English and Communication skills Some suggestions to teachers of English, Madras T.R.PublicationsPvt.Ltd. 1995 141p.:ill
- Tickoo, M. L. Teaching and Learning English A sourcebook for teachers and teacher trainers, Hyderabad Orient Blackswan 2011 457p.
- Ur, Penny Wright, Andre (Jt. auth) Five-minute activities Cambridge University Press 1996 xii, 105p

Semester II Human Physiology

OBJECTIVES:

1. The students will understand the basic structure and functions of the human body
2. Student will be acquainted with common diseases/disorders of each system

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9202	Human Physiology	4	3	1	25	75	100

Human Physiology Theory

Module No.	Objective	Content	Evaluation
1	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1. Introduce students to basic terminologies 2. Understand the basic structure of human body 3. Understand the functioning of cardio vascular, respiratory , gastro intestinal 4. Brief knowledge about common diseases affecting each system. 5. To create awareness about interdependence and co-ordination between different systems of the body for normal functioning. 	<p><u>INTRODUCTION</u></p> <ul style="list-style-type: none"> • General terms- anatomy, physiology, symmetrical arrangement, anatomical position. Median plane / lateral plane, internal/ external, superficial /deep, superior/ inferior, anterior/posterior. • Basic human tissues. • Introduction to human skeleton. • Structure of bone and cartilage. • Classification of various types of muscle. <p><u>BLOOD AND LYMPHATIC SYSTEM</u></p> <ul style="list-style-type: none"> • Physical characteristics of blood • Blood volume, composition of plasma and functions of plasma protein • RBC formation and functions • Information about anaemia and thalassemia. • Blood groups, their importance , Rh-incompatibility. • WBC- types, functions, importance of CBC • Platelets and mechanism of coagulation • Lymph and lymphatic system, spleen and its functions. <p><u>HEART</u></p> <ul style="list-style-type: none"> • Its structure and circulation of blood. • Cardiac cycle • Information about hypertension & ischemic heart disease <p><u>RESPIRATORY SYSTEM</u></p> <p>Respiratory organs-nose, sinuses, larynx, trachea, bronchi lung brief structure and functions. Mechanism of respiration, factors affecting efficacy of respiration. Various</p>	<ul style="list-style-type: none"> • Multiple choice questions • Short notes • Display • Quiz <p>5 marks</p>

		<p>lung volumes and capacities. Common diseases- TB, asthma, bronchitis, cough, pneumonia sinusitis.</p> <p><u>GASTRO - INTESTINAL SYSTEM</u></p> <p>Oral cavity, tonsils, pharynx, oesophagus, stomach small and large intestine - brief structure and functions. Liver, gall bladder, pancreas structure and functions. Common disorders- Dental caries, vomiting, diarrhoea, constipation. Hyperacidity, diabetes.</p>	
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Module No.	Objective	Content	Evaluation
2	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1. understand the functioning of excretory system and brief knowledge about common diseases affecting this system. 2. know more about the nervous system 	<p><u>EXCRETORY SYSTEM</u></p> <ul style="list-style-type: none"> • Structure and function of organs of urinary system (in brief). • Mechanism of urine formation • Common diseases- urinary tract infection and renal stones. • Structure and function of skin • Regulation of body temperature • Common disorders - acne dandruff and burns. <p><u>NERVOUS SYSTEM</u></p> <ul style="list-style-type: none"> • Classification of nervous system • Structure and functions of different parts of brain, spinal cord and reflex action. • Eye - structure and mechanism of vision • Common problems - conjunctivitis, cataract. • Ear - structure and mechanism of hearing • Common problems - deafness, vertigo, motion sickness 	<ul style="list-style-type: none"> • Multiple choice questions. • Short notes. • Display. • Quiz. • PPT presentation <p>5 marks</p>

Module No.	Objective	Content	Evaluation
3	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1. know more about the endocrine system 2. Have knowledge of reproductive system and importance of 	<p><u>ENDOCRINE SYSTEM</u></p> <ul style="list-style-type: none"> • Listing of endocrine glands and their location • Functions of pituitary, thyroid, parathyroid and adrenal. <p><u>REPRODUCTIVE SYSTEM</u></p> <p><u>FEMALE REPRODUCTIVE SYSTEM</u></p> <ul style="list-style-type: none"> • Structure • Menstrual cycle • Fertilization • Breast- Structure, function, importance of breast hygiene and breast feeding 	<ul style="list-style-type: none"> • Multiple choice questions. • Short notes. • Display. • Quiz. • PPT presentation <p>5 marks</p>

	reproductive health	<ul style="list-style-type: none"> • Physiological changes in pregnancy • Importance of ante-natal care. <p><u>MALE REPRODUCTIVE SYSTEM</u></p> <ul style="list-style-type: none"> • Structure • Sex education • Contraception and infertility • Sexually transmitted diseases-syphilis, gonorrhoea, AIDS 	
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EVALUATION:

- 1) Internal – Theory 15 marks + Practical 10 marks = 25 marks
- 2) External : Theory 50 marks + Practical 25 marks = 75 marks
- 3) Total : Internal -25 + External - 75 = 100marks

REFERENCES:

- 1) Guyton, A.C., Hall J.E.- Textbook of Medical Physiology - Prism Books Pvt Ltd., Bangalore.
- 2) Concise Medical Physiology - Chaudhari.
- 3) API Text Book of Medicine.
- 4) Textbook of Gynaecology - Datta.
- 5) Winwood - Sear's Anatomy and Physiology for Nurses - London, Edward Arnold .
- 6) Wilson -Anatomy and Physiology in Health and Illness, Edinburgh, Churchill Livingstone.
- 7)ChatterjeeChandiCharan -Textbook of Medical Physiology - London. W.B. Saunder's company.

Human Physiology Practical

Module No.	Objective	Content	Evaluation
4	<p>This will enable students to:</p> <p>1- Introduce the students to human skeleton and enable them to identify various bones in the body</p> <p>2- perform simple clinical tests like estimation of haemoglobin and blood group and blood pressure</p> <p>3- Utilize the knowledge learnt to administer first aid for common emergency situations.</p> <p>4- Acquaint the students with the basic principles of home nursing.</p>	<p>1. Study of human skeleton and identification of bones.</p> <p>2. Estimation of haemoglobin</p> <p>3. Estimation of blood groups,</p> <p>4. Demonstration of peripheral blood smear. Importance of complete blood count.</p> <p>5. Measurement of pulse rate and blood pressure.</p> <p>6. Discussion of normal components of urine. Test for abnormal components like sugar, albumin and acetone and discussion on diseases in which they are found.</p> <p>7. FIRST AID -Definition, aims, qualities of first aider, contents of first aid box. -Different types of bandages and bandaging techniques. WOUNDS -Classification, dressing and management of haemorrhage- basic principles and discussion about bleeding from various parts of body. FRACTURE -Types, symptoms, management. Sprain and dislocation First Aid for- foreign bodies in eye, ear, nose, skin. First Aid for - fainting, burns, heat stroke, asthma, convulsions, electric shock and heart attack. First Aid for - common poisoning, dog bite, snake bite, bee-sting and scorpion bite. BASIC PRINCIPLES OF HOME NURSING- Measuring body temperature, steam inhalation, body sponging, taking care of bed ridden patient and enema. 8) Cardio pulmonary resuscitation</p>	10 marks

External : Practical exam - 25 marks + Theory - 50 marks = 75 marks

REFERENCES :

S. No.	Title of the Book	Author
1.	Book of Clinical Medicine	Hutchinson's
2.	First Aid	St .John's Ambulance Association

Semester II

Textile Science and Apparel Design

Code No.	Subject	TC	Th C	Pr C	Int M	Ext M	Total
9203	Textile Science and Apparel Design	4	2	2	25	75	100

OBJECTIVES: (THEORY)

1. Students gain knowledge of nomenclature and classification of Fibers, yarns, and fabrics in pure and blended form.
2. Students learn about general principles of clothing construction, selection, use and scope.
3. Makes the students wise and responsible consumer with good values.
4. Students to get knowledge and information related to legislation, labeling, and standards to enhance the consumer's understanding of textiles and clothing.

Module No.	Objective	Content	Evaluation
1	The learner will - 1. Become wise and a responsible consumer with good values. 2. Understand the essentials of textile terms and concepts	<u>Understanding basics of textiles</u> Introduction to textiles: <ul style="list-style-type: none"> • Scope & importance of textiles & Clothing, general properties and classification of textile fibers by Textile Fiber Product Identification Act. Concept of green fibers & Eco friendly textiles. (Definition-Importance Any three symbols) • Care labels, Silk mark, Wool mark, and Handloom mark Yarn Construction: <ul style="list-style-type: none"> • Types of yarns-single, ply, cable and cord & texturized yarns 	Individual Assignment – 10 marks

Module No.	Objective	Content	Evaluation
2	The learner will: 1. Get acquainted with general principles of clothing construction, their selection use and care. 2. Understand different factors affecting selection of clothing.	<u>Textiles: Construction, clothing and selection</u> <u>Fabric construction</u> <ul style="list-style-type: none"> • Introduction to fabric construction & basic weaves. (Concept of weaving, knitting and non woven to be explained.) • Definitions, uses, advantages and disadvantages of unions & blends. <u>Selection of clothing.</u> <ul style="list-style-type: none"> • Buying points for readymade garments – size, suitability, durability, aesthetic appeal, fiber content, labels (basic information & care labels), brand, purchasing power, socio economic – conditions, location etc. • Selection of clothing based on silhouette & occasional wear (casual, party, sports, travel, corporate) 	Group Assignment – 15 marks

EVALUATION:

1. Internal: Theory Modules 1 & 2 = 25 marks + Practical 50 marks = 75/3 = 25 marks
2. External - Theory examination on all 4 modules = 75 marks
3. Total: Internal - 25 + External - 75 = 100 marks

OBJECTIVES: PRACTICAL

1. Make students aware of the use and care of sewing machine.
2. Learn the drafting, placement and cutting of basic garments.
3. Develop skill in stitching the garments with good finishing in stipulated time.
4. Generate awareness regarding different fabrics available in the market.

Module No.	Objective	Content	Evaluation
3	The learner will..... 1.learn the use and care of sewing. 2.Generate awareness regarding different fabrics available in the market.	<u>Basics of clothing construction</u> 1. Introduction to sewing machine. • Basics of clothing- Basic seams -Plain, French, Flat & fell, Lap- plain & with gathers), Bias strip cutting-joining, Neckline finishing (round, square, V neck)	10 Marks
		2. Definition, terms and uses of 25 fabrics namely – • For Personal Clothing-Lawn, poplin, cambric, 2 x 2, organdy, voile, denim, drill, seer sucker, jute, khadi& other handloom fabrics. • Home Textiles-Casement, terry cloth, jacquard, cut pile, knitted, bonded, laminated, embossed, linen • Fashion Fabrics- Satin, tissue, crape, georgette, chiffon, knitted, knotted, braided, narrow fabrics, wrinkled, brasso, and suede.	10 Marks

Module No.	Objective	Content	Evaluation
4	The learner will- 1. Learn the method of taking Body measurements for garment stitching. 2.Develop skill in stitching the garments with good finishing	<u>Personal clothing construction & stitching</u> • Stitching of the following garment 1. Skirt (As per trend) Without yoke -Simple pattern 2. Simple Top (As per trend). Simple pattern, without darts, Simple sleeves Without <i>placket</i> Side slits – as per choice No collar	Skirt -10 Marks Top-15 Marks

Practical: Evaluation of Module 1 + Module 2 (25 marks each) = 50 /2= 25 marks

Unit Test (Practical): Stitching of one neckline (10 marks) and 2 seams (10 marks)

REFERENCES:

S. No.	Title of the Book	Author
1	Creative clothing Construction New York: McGraw hill Book Co., 1956	Bane A :
2	Ready to Wear Apparel Analysis, 2nd edition Prentices Hall, 1998	Brown Rice
3	How you look to dress St.Louis. McGraw Hill, 1969.	Carson
4	Basic Processes & Clothing Construction.	Doongaji S. &Deshpande R
5	Textiles : properties &behaviour in clothing use London: B.T. Bradsford, 1992	Edward Miller
6	Fashion from Concept to Consumer 7th Ed New Jersey Prentice Hall Inc 2002	Gin StiphensFrings
7	Textile Science Melbourne: Longman Cheshire Pvt.Ltd.,1983	Gohl E.P. and Velensky L.D
8	Handbooks of American Association of Home Economics.	
9	Textiles, 16th Edition New York, Macmillan publishing Co, 1998	Hollan, Norma & Saddler
10	Essentials of Textiles Holt, Rinehart & Winston, New York, 1976.	Joseph M.
11	Introductory Textile Science. – 6th Ed. Fort WorthHarcourt Brace Jovanovich College Publishers. 1993	Joseph M. –
12	Khadi, The fabric of freedom, AmrVastraKosh Trust Publication 2002.	
13	Individuality in clothing Selection & Personal Appearance – a guide for the consumer,:Specht& Mac Million publication, Upper Saddle River, Prentice Hall Inc., 2000.	Kefgan& Phyllis T
14	Performance of Textile for Testing New York: John Wiley & Sons,1977.	Lyle Dorothy
15	Clothing for Moderns, 3rd edition New York: Mac Million publication	Mabel D.E. & A.K.
16	Clothing – A study in Human Behavior	Mary R.S.:
17	Art in clothing selection New York: Harper & Row, 1963	Mc. Jimsey
18	Textile – Fiber to Fabric, 6th edition New York: McGraw hill Book Co., 1983.	Potter &Corbman
19	Introduction to Textiles New York: John Wiley & Sons,1970	Stout E
20	Family Clothing New York: John Wiley, 1961	Tate &Glisson
21	Textile Fabrics and their selection (8th Ed.) Engle wood cliffe	Wingate I.B., Mohler J.F
22	Fairchild's Dictionary, 6th edition New Delhi: Universal Pub. Corporation, 1988.	Wingate Isable B.:
23	Understanding Textiles – Upper Saddle River, Merill Publishing – 5th Edition. Prentice Hall Inc, 1985	Tortora, Phyllis G.

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|----|--|--|
| 24 | Textiles – motivates series
London , Macmillan Education Ltd. 1997 | Wynne A |
| 25 | Sewing Fabrics
London: Mitchell Beazley International, Ltd., 1978 | Ann Ladbury |
| 26 | Designing Patterns
A. E. Press Melberne, 1985. | Campbell H. & Davies M. |
| 27 | Clothing for Moderns III and V Editions
New York, McMillan. | Ervin M.D. Knichen L.A. and
Peters K: |
| 28 | Singer sewing Book
London: Hamlyn, 1972 | Hultin J.C. |
| 29 | Performance of textile for testing
New York: John Wiley & Sons, 1977. | Lyle D. |

Semester II

Fundamentals of Food Science and Nutrition

Objectives:

The course will enable the students to:

1. Understand the inter-relationship between food, nutrition and health
2. Know the methods and principles involved in cooking.
3. Understand the knowledge of food science and the changes occurring during food preparation
4. Know the methods and principles involved in cooking.
5. Learn to relate foods with their nutrient content

Code No.	Course	T C	Pr C	Th C	Int M	Ext M	Total
9204	Fundamentals of Food Science and Nutrition	4	2	2	25	75	100

Fundamentals of Food Science and Nutrition Theory

Module No.	Objectives	Content	Assessment
1	This will enable students to: 1. Know nutritional aspects of foods and their functions. 2. Understand the importance and role of macronutrients in health 3. Identify food sources 4. Understand the principles of food science and discuss the relation between Food Science and Nutrition	Introduction to Nutrition 1: Terms used in Nutrition and Health. Definitions - Health, Nutrition, Nutrients, Foods, Diet, R.D.A., Balanced diet, Malnutrition, Under nutrition, Over nutrition, Optimum nutrition. 2: Five Food Groups and Food guide, relationship between food and nutrition, functions of food, classification of nutrients, factors affecting food consumption and food acceptance. Macronutrients 1. Carbohydrates 2. Proteins 3. Fats 4. Water - Classification, functions, sources, requirements, deficiencies - Digestion, Absorption, Transport - Food Science principles	25 Marks Quiz / assignments
2	This will enable students to: 1. Know the role of Vitamins and minerals in health 2. Identify the color pigments in foods 3. Understand the changes in color pigments	Micronutrients: Classification of Vitamins: A, D, E, K, Thiamin, Riboflavin, Niacin, Ascorbic Acid and Minerals: Calcium, Iron and Iodine - Functions, deficiencies sources, requirements - Digestion, Absorption, transport - Conservation of nutrients Color Pigments	25 Marks Quiz / assignments

Fundamentals of Food Science and Nutrition Practical

Objectives:

The course will enable the students to:

1. Relate weight and measures of raw foods with cooked amounts and associate them with serving size.
2. Apply the knowledge of food science and observe the changes occurring during food preparation.
3. List rich food sources of various nutrients and plan and prepare recipes

Module No.	Objectives	Content	Assessment
1	This will enable students to: <ol style="list-style-type: none"> 1. Understand the concept of portion size 2. Know the specified amounts and proportion of ingredients used in the recipe 3. Understand the basic scientific principles and the preparation of food 4. Learn the preparation methods to optimize nutrient content and conserve nutrients 	Basics of Food Preparation <ol style="list-style-type: none"> 1. Cereal, pulse, milk, egg and vegetable and fruit preparation - Weights and measures - Standardization, portion size - Methods of food preparation - Food Science principles - Calculation of nutrients - Conservation of nutrients 	25 marks Quiz
2	This will enable students to: <ol style="list-style-type: none"> 1. Plan recipes and calculate nutrients 2. Understand and relate the principles of food science to the preparation and methods to conserve nutrients 	Plan and Prepare Recipes for One Serving: <ul style="list-style-type: none"> - Energy: high and low calorie - Proteins - Calcium - Iron - Vitamin C - Vitamin A B- complex vitamins	25 marks Planning and Cooking

References:

1. Mudambi, S.R. and Rajgopal, M.V. (2012), *Fundamentals of Foods and Nutrition* New Age International Pvt. Ltd.
2. Food Science 1st Edition (2012) Sheth Publications. Maharashtra State Board of Secondary and Higher Secondary education Pune.
3. Roday S. (2012) *Food Science and Nutrition* (2nd Ed.) Oxford University Press.
4. Joshi S. (2009) *Nutrition and Dietetics* McGraw Hill Higher Education
5. Robinson, and Lawler (1990) *Normal and Therapeutic Nutrition* (17th Edn) Macmillan Pub. Co.
6. Guthrie Helen (1986) *Introductory Nutrition*, Mosby College Publishing. Times Mirror
7. Wardlaw G.M (1997) *Contemporary Nutrition, Issues and Insights*, 3rd Edition Tata McGrawHill Inc. Boston.
8. Guthrie H. A. and Frances M. (1994) *Human Nutrition* William C Brown Pub.

Semester II

Extension and Communication ()

Objectives:

1. To develop understanding about the concept of Extension Education.
2. To comprehend the role and importance of communication in Extension.
3. To be able to understand the needs of the community by using enquiry techniques.
4. To be able to plan, prepare and use the different communication methods.

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9205	Extension and Communication	4	3	1	25	75	100

Module No.	Objectives	Content	Evaluation
1	The students will learn to: 1. Develop an understanding about the concept of Extension. 2. Become aware of the significance of Home Science Extension. 3. Develop an understanding of different Audio-Visual Aids available for Extension and Communication.	Concept of Extension: 1. Concept, Need and Scope of Extension. 2. Principles, philosophy and trends of Extension Education. 3. Home Science Extension- Need and Significance. 4. Qualities of an extension worker 5. Introduction to Right to information Act (RTI).	Assignment 25 marks

Module No.	Objectives	Content	Evaluation
2	This will enable students to: 1. Understand concept and importance of communication. 2. Comprehend the different models of communication. 3. Identify and use different methods of communication.	Communication for Extension: 1. Concepts, Nature (Upward, Downward and Horizontal), elements, functions, barriers of communication. 2. Importance of communication for Extension Work. 3. Models of communication. 4. Communication Methods: Individual Methods- Interview, home and farm visits. Group Methods- Demonstration, Lecture, Workshop and Discussions. Mass Methods- Campaign, Exhibitions and Radio programme.	Project on methods of communication 25 marks

Module No.	Objectives	Content	Evaluation
3	This will enable students to: 1. Develop an understanding of different audio visual aids available for communication and extension	Audio visual aids 1. Audiovisual aids-Meaning, importance and selection 2. Classification –Edgards cone of experience 3. Importance of the cone of experience in learning	Brain storming on the different topics and innovative ways of making audio visual aids 25 marks

Module No.	Objectives	Content	Evaluation
4	This will enable students to: 1 Develop an understanding of community for Extension activities. 2 Get acquainted with Extension Work. 3 Explore community opinions and field conditions 4 Develop skills in preparing graphic aids.	Need Assessments of Community Assessing prevailing conditions of community focusing on aspects such as Health, Population, Housing, Education, Sanitation, etc. Compilation of data collected utilizing it for preparing Community Contact Methods 1. Preparation of Graphic Aids- Posters, Charts, Leaflets etc. for selected target group.	Conducting a survey on different issues and preparing a report Planning and preparing - Different teaching aids 25 marks

EVALUATION:

Continuous Evaluation = 25 Marks per Module

Internal : (Theory -15 +Practical - 10)= 25 marks

External: (Theory -50+Practical – 25) =75 marks

Total :Internal - 25 +External– 75 = 100 marks

REFERENCES:

1. Chandra, A., A. Shah, U. Joshi (1989) Fundamentals of Teaching Home Science, Sterling Publication, New Delhi.
2. Dahama, O.P., O. P. Bhatnagar (1995) Education and Communication for Extension, Communication and Management, NayaPrakash, Calcutta Development, Oxford and IBH Publication, New Delhi. Ray, G. L. (1991)

Semester III

Nutrition for Life span

Objectives:

The course will enable students to -

- Understand the physiological changes, special needs and health concerns of people at different stages of life
- Understand the importance of nutrition to physical, psychological growth and development and ageing.

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9301	Nutrition for Life span	4	-	4	100	-	100

Module No.	Objectives	Content	Assessment
1	This will enable students to: 1. Know the nutritional requirements and understand the concept of RDA 2. Comprehend the concept of food guide and translate the same into planning	Basics of Meal Planning 1. Overview of nutritional requirements 2. Food Guide/ Food Pyramid and its use 3. Food Exchange List 4. Balanced diet 5. Factors affecting meal planning 6. Maintaining a dietary record	Quiz/ Assignments / Projects Viva
2	This will enable students to: 1. Plan balanced diets for individuals keeping in mind their physical activity, income group, social and cultural background 2. Suggest dietary modifications for common ailments	Nutrition in Adulthood 1. Planning meals for sedentary, moderate and heavy workers 2. Dietary modifications for common ailments: diarrhea, constipation, Underweight, obesity and fever	Quiz Planning and Cooking Practical Viva
3	This will enable students to: 1. Learn the physiological changes during pregnancy and lactation 2. Understand the effect of physiological changes on nutritional requirements Understand the role of nutrition in pregnancy outcome and during lactation	Nutrition during Pregnancy and Lactation Planning meals for various physiological conditions - Pregnancy - Lactation	Quiz Planning and Cooking Practical Viva
4	This will enable students to: Understand the physiological changes during growth, development and ageing and their effect on nutritional needs	Nutrition during Life cycle 1. Planning meals for different age groups - Infancy - Childhood - Adolescence - Old age	Quiz Planning and Cooking Practical Viva

Evaluation:

- **Planning = 50 marks** (including projects and assignments)
(Each plan to be evaluated out of 10 marks and average to be taken)
- **Cooking practical = 30 marks**
(Each cooking practical to be evaluated out of 10 marks and average to be taken)
- **Quiz = 20 marks** (including viva)
- **Total = 100 marks.**

REFERENCES:

1. Mudambi, S.R., Rajgopal, M.V.(2012), Fundamentals of Foods and Nutrition, New Age International Pvt. Ltd.
2. Food Science (2012), Maharashtra State Board of Secondary and Higher Secondary education Pune, 1st Edition, Sheth Publications.
3. RodaySunetra, (2012), Food Science and Nutrition, 2nd Edition, Oxford University Press.
4. Joshi, Shubhangini (2009), Nutrition and Dietetics ,Mcgraw Hill Higher Education.
5. I.C.M.R. Publications 2010, Nutrient requirement and recommended Dietary Allowances for Indians.
6. C. Gopalan, B.V. Rama Sastriand S.C. Balasubramanium, Nutritive Value of Indian Foods, NIN, ICMR, Hyderabad.
7. Robinson, and Lawler, (1990), Normal and Therapeutic Nutrition 17th Edition MacMillan Pub. Co.
8. Guthrie Helen (1986). Introductory Nutrition, Times Mirror/ Mosby College Publishing.
9. Wardlaw G.M, (1997), Contemporary Nutrition, Issues and Insights, 3rd Edition Tata McGrawHill Inc. Boston.
10. Guthrie, Helen (1994), Human Nutrition, William C Brown Pub.

Semester III Consumer Studies

OBJECTIVES:

1. The overall goal of consumer studies is to create awareness about consumer problems in the market.
2. To impart knowledge regarding the role of consumer guides and agencies.
3. To enable the students to develop good buymanship skills in the selection of goods and services in the market.
4. To help the students to realize their rights and responsibilities as informed consumers

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9302	Consumer Studies	4	4	-	25	75	100

Module No.	Objectives	Content	Evaluation
1	<p>The learner understands the term consumer and can define it.</p> <p>To provide information regarding the need for consumer education.</p> <p>To create awareness regarding consumer problems.</p>	<p>CONSUMER AND CONSUMER PROBLEMS</p> <p>1.1 DEFINITION AND NEED OF CONSUMER EDUCATION</p> <ul style="list-style-type: none"> • Introduction to Consumer Problems related to goods and services • Meaning and Objectives of Consumer Education <p>1.1. CONSUMER MOVEMENT</p> <ul style="list-style-type: none"> • Background/History of Consumer Movement • Emergence of Consumer Movement in India • Causes for slow growth of Consumer Movement in India <p>1.2. CONSUMER PROBLEMS</p> <ul style="list-style-type: none"> • Adulteration • Faulty Weights and Measures • Misleading Advertisements • Other Malpractices such as lack of safety and quality control regulations, sales gimmicks, unfair warranties, massive profiteering and illegal trading. 	<p>Identify 5 consumer problems related to food adulteration/ faulty weights and measures/ sales gimmicks.</p> <p>Interview a consumer who has faced some problem related to any one of the areas mentioned above, in the market and document the same.</p> <p>10 Marks</p> <p>Presentation of the report 15 Marks</p>

Module No.	Objectives	Content	Evaluation
2	To provide knowledge regarding various consumer guides To create an understanding of different brands, labels and grading and standardization.	CONSUMER GUIDES 2.1 BRANDS <ul style="list-style-type: none"> • Meaning • Types of brands such as Individual, Family, Umbrella, Combination device and Private or Middleman's brand. 2.2. LABELS <ul style="list-style-type: none"> • Meaning and types of labels • Essentials of labels 2.3 GRADING AND STANDARDIZATION <ul style="list-style-type: none"> • Meaning and types (Qualitative and Quantitative) • Standardization process - grading, sampling, sorting and packaging 2.4 ADVERTISEMENTS <ul style="list-style-type: none"> • Influence of advertisements on consumers • Usefulness of advertisements to consumers • Misleading advertisements 2.5 ROLE OF CONSUMER AGENCIES <ul style="list-style-type: none"> • Role of BIS, AGMARK, FPO and ECO MARKS 	Collect 5 samples for labels from various products such as food/ medicines/cosmetics/clothing. 10Marks Write a detailed report regarding the information given to the Consumers through these labels followed by a discussion in the class regarding the positive and negative points of the labels. 5 Marks Observe and critically analyze 5 advertisements from any media like Television/ radio / print media and write a detailed report followed by a discussion in the class. 10 Marks

Module No.	Objectives	Content	Evaluation
3	To help students make better decisions in the market as a wise consumer.	CONSUMER DECISION MAKING 3.1 CONSUMER DECISIONS Decision making process <ul style="list-style-type: none"> • Problem recognition • Information seeking • Equation of alternatives • Buying decisions • Post purchase evaluation 3.2 GOOD BUYMANSHIP	Observe how decision making process is used, in your own family for the purchase of some consumer product like refrigerator/television/ food processor/ washing machine and write a report 25 Marks

Module No.	Objectives	Content	Evaluation
4	<p>To make the learners aware about their protection from the malpractices in the market.</p> <p>To create an understanding about different rights and responsibilities among the students.</p> <p>To inform the students regarding various Acts and Agencies</p>	<p>CONSUMER PROTECTION</p> <p>4.1 NEED FOR CONSUMER PROTECTION</p> <p>4.2 CONSUMER RIGHTS</p> <ul style="list-style-type: none"> • Right to be heard • Right to choose • Right to be informed • Right to seek redressal • Right for Protection • Right to Basic needs • Right to Consumer Education • Right to secure ecological balance <p>4.3 CONSUMER RESPONSIBILITIES</p> <p>4.4 CONSUMER ACTS AND AGENCIES</p> <ul style="list-style-type: none"> • Acts: COPRA, Agencies: CGSI, CERC, CFBP 	<p>A written report on Role of Consumer Agencies like CGSI/ CERC/CFBP in consumer protection. 10 Marks</p> <p>Procedure for Redressal for a consumer problem. 15Marks</p>

EVALUATION:

- 1) On Four Modules of 25 marks
- 2) External examination - 75 marks
- 3) Total : Internal - 25 + External - 75 = 100 marks

REFERENCES:

1. Aggarwal Anju D. – “A practical Handbook for Consumers”, 1989, India Book House (Pvt) Ltd. Mumbai, India.
2. C.N.Sontakki, R.G. Deshpande – “Marketing, Salesmanship and Advertising” – Kalyani Publishers, New Delhi – Ludhiana, 1984.
3. Dr. S.C.Saxena – “Business Administration and Management”.
4. Kotler Philip – Principles of Marketing – Prentice Hall of India Pvt. Ltd, New Delhi, 1985.
5. Nair Suja – “consumer Behaviour” – Text and Cases – Himalaya Publishing House, 1999.
6. Niraj Kumar – “Consumer Protection in India” – Himalaya Publishing House, New Delhi.
7. S.A. Chunawala – “Commentary on consumer Behaviour” – Himalaya Publishing House, New Delhi.
8. S. A. Sherlekar, P.N. Reddy, H.R. Appannaiah – “Essentials of Marketing Management” - Himalaya Publishing House, Mumbai, 1995.
9. S.S. Gulshan – “Consumer Protection and Satisfaction” – wileyEastem Ltd, New Delhi, 1996.
10. Sheth J.N. – “Model of Industrial Behaviour”. Journal of Marketing 1973, 37 [4].
11. Sundaram I.S. – “Consumer Protection in India” – B.R. Publishing Corporation, Delhi, 1985.
12. V.S. Ramaswamy, S.Namakumari, - “Marketing Management”, Second Edition, McMillian India Ltd, New Delhi, 1997.
- 13.

Semester III Family Dynamics

OBJECTIVES:

1. To sensitize the student towards marriage and family life.
2. To understand the traditional and changing norms of the institution of the family with reference to its social environment.
3. To get familiar with the concept of marriage and the areas of adjustments within the family
4. To become aware about dynamics of family interactions and developmental tasks through family life
5. To become aware of problems in families and ways of coping

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9303	Family Dynamics	4	3	1	25	75	100

(THEORY)

Module No	Objective	Content	Evaluation
1	<p>This will enable students to:-</p> <ol style="list-style-type: none"> 1. To analyze the traditional and changing norms of institution of family. 2. Be sensitive to variations in family practices of different ethnic groups. 3. Understand stages of family life cycle. 4. Create insight about the types of family. 5. Identify alternate family patterns. 6. Explore the dyadic relationships in family. 7. Analyze the areas & patterns of adjustments 8. Bring awareness & sensitize oneself about crisis in family life. 	<p>Family & its structure</p> <ol style="list-style-type: none"> 1. Meaning of the term family <ul style="list-style-type: none"> • Family composition & structure • Practices & Patterns of family • Changing family patterns 2. Family life cycle: meanings, definition & stages. 3. Types of family 4. Alternate family patterns: Causes, characteristics & implications. 5. Dyadic relationships <p>Family Responsibilities</p> <p>Adjustments & Crises within the family</p> <ol style="list-style-type: none"> 1. Areas & patterns of Adjustment 2. Meaning of crisis ; Types of family crises & ways of coping 	<p>Use of experiential method by students: Role play, skit. etc. 5 marks</p> <p>Poster making and exhibition 5 marks</p>

Module No.	Objective	Content	Evaluation
2	<p>This will enable students to:-</p> <ol style="list-style-type: none"> 1. To understand the institute of marriage 2. Develop awareness in mate selection process. 3. Understand the goals of modern marriage. 4. Know and realize the importance and need for pre & 	<p>Marriage</p> <ol style="list-style-type: none"> 1. To understand the concept of "Marriage as an Institution" 2. Mate Selection 3. Goals of modern marriage 4. Preparing oneself for marriage 5. Pre marital and post marital counseling 6. Engagement 	<p>Group presentation on any above topics, 10 marks</p>

	post marital counseling. 5. Create deeper insight into the concept of engagement. 6. Understand the functions of traditional marriage. 7. Gain knowledge about types of marriage.	7. Marriage rituals & Court marriage 8. Honeymoon 9. Annulment & Divorce & Marriage Counselling	
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Module No.	Objective	Content	Evaluation
3	This will enable students to:- 1. Understand know how of Planned Parenthood. 2. Get acquainted with family planning methods.	Planned Parenthood 1. Concept & significance of Planned Parenthood. 2. Joys and hazards of parenting 3. Birth control 4. Parenthood (parenting at different ages)	Guest Lecture on family planning methods followed by objective test. 5 marks

EVALUATION:

- 1) Internal : Continuous evaluation on Four Modules = 25 marks
- 2) External examination -75 marks
- 3) Total : Internal - 25 + External - 75 = 100 marks

(PRACTICAL)

Module No.	Objectives	Content	Evaluation
4	This will enable students to - 1. understand and become aware about different alternate families 2. have an exposure through media 3. get acquainted with different family planning methods 4. get knowledge and aware about pre and post marital counseling	Family and its structure 1a. Survey report: different alternate families. 1b. Role play and skits 2. Films ,Movies, Review of the tele-series presenting/ focusing families 3. Guest lecture and resource person. 4. seminar and workshops on counseling	5marks 5marks 5marks 10marks

REFERENCES :

- Benokraitis, V. N. (2011). Marriages and Families: Changes, Choices and Constraints, 7th edition, Prentice hall, New Jersey.
- Blood, Robert and Wolfe (1960). Husband and Wife: Dynamics of Married Life, Free Press, New York.
- Coleman, C.J. (1988) Intimate Relationships, Marriage & Family (2nd Ed.). New York: Macmillan Publishing Company.
- Duvall, E.M. (1977). Marriage and Family Development, 5th edition, Lippincott Co. Philadelphia.
- Dyer, E.D. (1983). Courtship, Marriage and Family, American Style, the Dorsey Press, Illinois.
- Edward, N.J. & Demo, H.D. (1991). Marriage and family transition. London: Allyn& Bacon.
- Gore, (1969). Urbanization and Family Change, Popular Prakashan, Bombay.
- Henslin, J. M. (ed.) (1989). Marriage and Family in a Changing Society, The free press, U.S.A.

Semester III

Media Skill Development

Objectives:

1. To develop awareness about various forms of mass media.
2. To analyze the role of media in educating the masses.
3. To acquire the skills to design messages for communication
4. To develop skills in preparing and presentation of the different forms of media

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9304	Media Skill Development	4	3	1	25	75	100

Module No.	Objectives	Content	Evaluation
1	<ol style="list-style-type: none"> 1. Develop awareness of the need and importance of Mass-Media. 2. Analyze the relationship between media and message. 3. Learn writing for different media. 	<p><u>Mass Media:</u></p> <ol style="list-style-type: none"> 1. Concept of Mass Media, its importance and its role in development of society. 2. Relationship of Medium and Message. 3. Writing for different Media. 	Continuous assessment and project 25 marks

Module No.	Objectives	Content	Evaluation
2	<ol style="list-style-type: none"> 1. Become aware of different forms of media. 2. Understand the role and importance of print, electronic, new and traditional media for development. 3. Be able to select the appropriate form of media for Extension activities. 	<p><u>Forms of Media:</u></p> <ol style="list-style-type: none"> 1. Print Media- Newspapers, Magazines, Periodicals. 2. Electronic Media- Television, Radio, films. 3. New Media- Cell phones and Internet. 4. Traditional Media- Folk Media including puppetry. 	Continuous assessment 25 marks

EVALUATION:

Internal :Continuous evaluation - 25 Marks

External :75 Marks

Total : Internal - 25 + External - 75 = 100 marks

Module No.	Objectives	Content:	Evaluation
3	<p>This module will enable students to:</p> <ol style="list-style-type: none"> 1. Understand how to identify and analyze articles on social issues in print media. 2. Be able to analyze the content and form of electronic media. 3. Develop the skill of preparing A.V. clipping 	<p><u>Forms of Media:</u></p> <ol style="list-style-type: none"> 1. Identify and analyze articles on social issues in Newspapers, Periodicals and Magazines. 2. Analysis of the content and form of Television Programmes. 3. Preparation of clippings on contemporary issues. 	<p>5 marks</p> <p>5 marks</p> <p>10 marks</p>

Module No.	Objectives	Content:	Evaluation
4	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1. Develop skills in writing for print media. 2. Be able to develop programme for radio. 3. Acquire skills in preparing the different forms of traditional media. 	<p><u>Media Skills:</u></p> <ol style="list-style-type: none"> 1. Planning and writing an article for Newspapers, Magazines on developmental issues. 2. Preparing a format for radio programme. 3. Preparation and presentation of traditional media- puppets and Street plays. 	<p>7 marks</p> <p>8 marks</p> <p>15 marks</p>

REFERENCES:

1. Kumar, K. J. (2001) Mass Communication in India, Jayco Publishing House, Mumbai
2. Modi, Bella (1991) Designing Messages for Development Communication- audience participation based approach, Sage Publication, New Delhi
3. Raidu C.S. (1993) Media and Communication Management, Himalaya Publishing House, New Delhi

Semester III

Fabric Ornamentation & Accessory Design

OBJECTIVES:

- 1.To familiarize the student with the role and application of various types of accessories used in Fashion Business.
- 2.To get acquainted with various materials used as accessories.
- 3.To learn to mix match different materials and accessories to suit.

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9305	Fabric Ornamentation & Accessory Design	4	-	4	100	-	100

Module No.	Objective	Content	Evaluation
1	1.To learn various embroidery stitches 2.To learn various painting techniques 3.To learn application of beads, sequences etc.	Fabric ornamentation by Embroidery/ fabric painting. To make any two articles with given techniques. 1. Kantha / Kasuti embroidery on dupatta/stole. OR 2. Satin embroidery on dupatta/ stole. 1. Fabric painting on handkerchiefs/ Table cover/ Apparel OR 2. Tie and dye on scarf/ dupatta/ stole	For any two articles or applications 15+10 marks (25 Marks)

Module No.	Objective	Content	Evaluation
2	1. To learn various knots of macramé. 2.To learn various techniques of crochet 3. To learn technique of appliqué/patch work.	Ornamentation To make any two articles with suitable techniques. 1. Smocking technique on cushion cover OR 2. Bag/ purse with appliqué work/patch work. OR 3.Waist belt by Macrame OR 4. Edgings with crochet dupatta/ handkerchief/ sleeve/neck lines.	25 Marks For any two articles or applications 15+10 marks (25 Marks)

Module No.	Objective	Content	Evaluation
3	1. To learn various methods of making jewelry. 2. To learn finishing techniques. 3. To learn to use various materials for making jewelry	Fashion Jewelry/Shoe decoration To make any one set of jewelry (necklace, bangle/bracelet, earrings) with suitable material. (Traditional or funky type) OR Shoe decoration with suitable technique.	25 Marks For any one article or application

Module No.	Objective	Content	Evaluation
4	To apply learned technique to make the article	Best of waste Any article by using textile material. For example - borders /jean fabrics, dupatta, left over fabric pieces, etc. to make wall hangings or decorative pieces, etc.	25 Marks For selection of article and application

EVALUATION:

1. Continuous internal evaluation of 100 marks (each module 25 marks)
2. No Externals to be conducted.

REFERENCES:

S. No.	Title of the Book	Author
1	Anchor-educational service-(2007 & 2008 series)	
2	Anchor needle & thread (2007 & 08 series)	
3	The step by step Art of Ribbon work	Anita Aarrison
4	The complete book of needle craft	Caroline Ollard
5	Making leather handbags	Ellen Goldstein Lyrich Sarah, &Micole Malone
6	The new needle craft project book	Lucinda Ganderton
7	Creative crochet	Locias Calder's
8	Fabulous Fabrics	Mary Jo Hinely
9	Making handbags—Retro/Chic/Luxurious	
10	Complete guide to crochet	Pam Dawson

Semester IV Advanced Chemistry

OBJECTIVES:

The course will enable students to:

1. Lay the foundation of biological chemistry.
2. Give insights about the chemical reactions that occur in biological systems.
3. Impart knowledge about the structures of the principle components present in biological systems.

Code No.	Course	TC	Th	Pr.	Int	Ext	Total
0741	Advanced Chemistry	4	2	2	25	75	100

Advanced Chemistry Theory

Module No	Objectives	Content	Evaluation
1	<p>This module will enable students to:</p> <ol style="list-style-type: none"> 1) Understand the fundamentals of carbohydrates and their importance in metabolism. 2) Understand importance of lipids and their role in biological systems. 	<p>Carbohydrates:</p> <ul style="list-style-type: none"> • General formula, Classification, Structure, properties and uses of monosaccharides (Glucose, Fructose), disaccharides (Lactose, Maltose and Sucrose), oligosaccharides, and polysaccharides (Starch, Glycogen). • Introduction to the structure of D & L forms. Optical and stereo isomers. Anomers. Cyclic forms of monosaccharides of glucose and fructose including structures. • Reactions of Monosaccharids- Oxidation and reduction reactions, esterification reaction, osazone formation <p>Lipids:</p> <ul style="list-style-type: none"> • Definition and Introduction, Structural formula and difference between saturated and unsaturated fatty acids, • Chemical Constants of fats-iodine value, saponification value, acid value and Richert- Miesel numbers. • Rancidity <p>Sterols-Structure and function of cholesterol, 7 dehydro- cholesterol and ergosterol.</p>	25 Marks Assignments Quiz
2	<ol style="list-style-type: none"> 1) Understand the fundamentals of proteins and nucleic acid chemistry. 2) Know the role of enzymes and 	<p>Proteins:</p> <ul style="list-style-type: none"> • Classification of amino acids with structure. • Zwitter ionic form. • Peptide bond. • Structure of proteins (primary, secondary, tertiary and quaternary 	25 Marks Assignments Quiz

	factors that affect enzyme actions.	<p>structure.</p> <ul style="list-style-type: none"> • Denaturation of proteins. • Salting out of proteins and isoelectric precipitation. <p>Nucleic Acid Structure:</p> <p>Enzymes:</p> <ul style="list-style-type: none"> • Definition, general properties, Nomenclature, classifications and specificity. • Mechanism of enzyme action. • Factors affecting enzyme activity. • Enzyme inhibition-competitive and non competitive. <p>Coenzymes and isoenzymes and their role in metabolism.</p>	
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References : 3, 4, 6, 7 & 9

Advanced Chemistry Practical

OBJECTIVES:

The course will enable students to:

1. Impart practical training in chemistry.
2. Develop understanding of the fundamentals of chemical reactions through hands on training.
3. Impart the necessary knowledge in identification of important compounds in biological systems.

Module No	Objectives	Content	Evaluation
1	This module will enable students to: Apply the basic knowledge of chemical reactions.	Preparations of basic solutions for titration: 1. Preparation of standard solution of NaOH and H ₂ SO ₄ (Strength of 1N – 0.1N or 0.25N or 0.5N etc.), Calculations for normality, molarity and g/l concentration. 2. Oxidation reduction titration- A) Ferrous ammonium sulphate with K ₂ Cr ₂ O ₇ B) KMnO ₄ with oxalic acid. Using a standard solution of KMnO ₄ and NaOH determine the strength of a mixture of H ₂ SO ₄ and H ₂ C ₂ O ₄ . 2H ₂ O.	25 Marks Practical test
2	This module will enable students to: Apply theoretical knowledge of carbohydrate, proteins and lipid chemistry.	1. Qualitative analysis of carbohydrates, Glucose, fructose, sucrose, lactose, maltose, starch. 2. Estimation of glucose by DNSA (colorimetric method) 3. Estimation of sucrose using Benedict's Quantitative method. 4. Qualitative tests for proteins (colour reactions and precipitation reactions) Qualitative tests for fats.	25 Marks Practical test

References : 1, 2 and 3

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- 12) Voet D, and Voet J.G "Biochemistry" 4th Edition. (2011), John Wiley & Sons.
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- 14) Berg J.M. Tymoczko J.L., and Stryer. L. "Biochemistry", 5th edition, (2002). W.H. Freeman.
- 15) Mendham J., RC Denney - Vogel's textbook of quantitative chemical analysis – Pearson education ltd.
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Semester IV Food Microbiology

Objectives

The course enables the students to-

1. To understand the nature and the role of microorganisms in food.
2. To have a knowledge of the basic principles of food sanitation and safety.
3. To acquire a perspective of the importance of microorganisms in environmental microbiology.

Code No.	Subject	TC	Th	Pr	Int	Ext	Total
0742	Food Microbiology	4	2	2	25	75	100

Food Microbiology Theory

Module No	Objectives	Content	Evaluation
1	<p>This module will enable the students to :</p> <ol style="list-style-type: none"> 1. To be acquainted with microorganisms important in food 2. To understand their characteristics in relation to preservation and spoilage of food 3. To have a knowledge of the various sources of contamination 	<p>Food Microbiology –Basic concepts and History in brief</p> <p>General characteristics</p> <ul style="list-style-type: none"> • Morphological Characteristics • Reproductive characteristics • Physiological characteristics • Molds of industrial importance <p>Molds, Yeasts and Bacteria</p> <p>Brief introduction to the following: Viruses,Algae and Parasites</p> <p>Sources And Types Of Contamination</p> <p>Water</p> <ul style="list-style-type: none"> • Microbial flora-(types of micro organisms) • Water -As a source of contamination • Water purification • Microbial examination • Indicator organisms • Water borne illnesses- (names) • Microbial flora • Sources of contamination <p>Sewage</p> <ul style="list-style-type: none"> • Introduction Sewage as a source of contamination • Sewage treatment (brief) <p>Air</p> <ul style="list-style-type: none"> • Air micro flora • Air as a source of contamination <p>Other Sources of contamination</p> <ul style="list-style-type: none"> • Humans, Pests, Animals, Birds and Inanimate objects 	25 Marks Assignments / Presentations

		Food safety Basic concepts of Physical, Chemical and Biological hazards associated with foods. Sanitation in Food Service Establishment 1. Cleansing agents, Disinfectants & sanitizers used in Food service Establishment. 2. Personal hygiene <ul style="list-style-type: none"> • The food handler • Cleanliness with regard to hand, habits, working attire/cloths, jewellery, • Health of a food handler 3. HACCP Principles, Need and benefits	
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Module No	Objectives	Content	Evaluation
2	This module will enable the students to : 1. Understand the beneficial effects of micro-organisms 2. Food Spoilage and pathogenesis of micro-organisms	Micro Organisms and Food: Beneficial effects of microorganisms. Microorganisms responsible for commercial production of acid, alcohols, solvents, antibiotics, vitamins, hormones, enzymes, amino acid etc. 1. Microbial fermentation and role of micro organisms in Food fermentations <ul style="list-style-type: none"> • Beer, Wine, Bread • Indian pickles • Fermented dairy products - curd, yoghurt and cheese • Vinegar Indian fermented products –idli, dhokla and khaman. 2. Food Spoilage And Food Borne Diseases (1) Contamination and spoilage of cereals, grains and cereal products. (2) Contamination and spoilage of meat and meat products. (3) Contamination and spoilage of milk and milk products. Food Poisoning and Infections: Definitions and differentiation between: <ul style="list-style-type: none"> ➤ Food poisoning and infections. ➤ Salmonella and Botulism ➤ E.coli and S. aureus 	25 Marks New research developments in fermentation technology Assignments / Presentations

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1. Frazier,W. C. and Westhoff,D. (1988) Food Microbiology .Tata McGraw-Hill
2. Guthrie,R. K. (1972) Food sanitation Inc.Eaglewood Cliff,N.J
3. Jay,1978.Modern food microbiology.Van Nostr and Reinhold Company,New York
4. Marriot. N.G. (1995)Principles of Food Sanitation .4th edition Edward Arnold
5. Pelczar,M. L. and R.D Reid (1972)Microbiology. McGraw &Hill,New York
6. Reid,G.[ed]1982.Prescott and Dunn's industrial microbiology AVI Publishing Co.,Inc ., Westport ,Conn
7. Stanier,R.Y.,E.A.Adelbergand Ingraham .1976 .The microbial world .4th ed.Prentice Hall.

Food Microbiology Practical

Objectives

This course will enable students to:

1. To understand the principles, working and use of various equipments.
2. To have knowledge of the underlying principles in practical food microbiology.
3. To develop awareness about the different techniques used for isolation and primary identification of microorganisms.

Module No	Objectives	Contents	Evaluaiton
1	<p>The module will enable the student to:</p> <ol style="list-style-type: none"> 1. To have a knowledge of the commonly used staining techniques. 2. To make the student familiar with the various culture media 	<p>Study of laboratory equipments- Principle, working and use of Microscope, Autoclave, Incubator, Refrigerator, colony counter.</p> <ol style="list-style-type: none"> 1. Study of motility: Hanging drop preparation. 2. Staining techniques: Simple staining Gram staining Spore staining <p>Capsule staining</p> <ol style="list-style-type: none"> 3. Preparation of culture media composition and uses. 	Performing Practical 15 marks
2	<p>The module will enable the student to:</p> <ol style="list-style-type: none"> 1. To enable students to isolate micro-organisms fro different soures. 2. To make a preliminary identification of some micro-organisms 	<p>Isolation and observation of fungi</p> <ol style="list-style-type: none"> 1. Isolation of bacteria: Using serial dilution streak plate and pour plate techniques: <ul style="list-style-type: none"> • From air • From soil 2. Bacteriological Analysis of Water. 3. Bacteriological analysis of milk. 4. Test for surface sanitation. 5. Permanent slides of pathogenic micro organisms 	Performing practical 10 marks

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2. Guthrie,R.K.[ed] (1972)Food sanitation Inc. Eaglewood Cliff, N. J
3. Jay,1978.Modern food microbiology. Van Nostrand Reinhold Company ,New York
4. Marriot. N.G. (1995)Principles of Food Sanitation .4th edition Edward Arnold
5. Pelczar, M.L. and R.D Reid -1972 Microbiology, Mc. Graw and Hill, New York
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7. Stanier R.Y., E. A. Adelberg and Ingraham .1976 .The microbial world 4th ed. Prentice Hal

CODE NO: 04Specialization : **Human Development**

Sub

Specialization:

Human Development**SEMESTER IV**

Code No.	Course	TC	Th C	Pr C	Int M	ExtM	Total
0441	Child and Youth Development (b)	4	3	1	25	75	100
0442	Curriculum for Young Children (a)	4	4	-	25	75	100
0443	Curriculum for Young Children b)	4	-	4	100	-	100
0444	Adulthood and Ageing (a)	4	4	-	25	75	100
0445	Working with Parents (a)	4	4	-	25	75	100
	Total	20	15	5	200	300	500

SEMESTER V

Code No.	Course	TC	Th C	Pr C	Int M	ExtM	Total
0451	Early Childhood Education I (a)	4	4	-	25	75	100
0452	Early Childhood Education II (a)	4	-	4	100	-	100
0453	Child Psychology (a)	4	4	-	25	75	100
0454	Community Development Programme (b)	4	-	4	100	-	100
0455	Recent Advances in Human Development (Seminar) (b)	2	-	2	50	-	50
9356	Women's Studies (c)	2	2	-	50	-	50
	Total	20	10	10	350	150	500

SEMESTER VI

Code No.	Course	TC	Th C	Pr C	Int M	ExtM	Total
0461	Children with Special Needs (a)	4	4	-	25	75	100
0462	Basics of Guidance & Counseling (a)	4	4	-	25	75	100
0463	Management of Centers for Children & Youth (b)	4	-	4	100	-	100
0464	Professional Application in Human Development (Internship) (b)	8	-	8	100	100	200
	Total	20	8	12	250	250	500

TC = Total Credits, Th C = Theory Credits, Pr C = Practical Credits**Int M = Internal Marks, Ext M = External Mar****SEMESTER IV**

CHILD & YOUTH DEVELOPMENT

Objectives:

1. To acquaint students with the developmental phases from early childhood to adolescence.
2. To develop in students an awareness of certain important aspects of development during early childhood, middle childhood and adolescence.

Semester IV

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
0441	Child & Youth Development	4	3	1	25	75	100

Module No	Objectives	Content	Evaluation
			25 Marks
1: Physical & Motor Development	<p>This module will enable students to:-</p> <ol style="list-style-type: none"> 1. Gain knowledge of development & its principles. 2. Understand physical & motor development. 	<p>1. Meaning, Importance & Characteristics of Development</p> <ul style="list-style-type: none"> •Principles of Development •Concept of Development •Components of Motor Ability & Laterality •Factors affecting physical & motor development 	<p>Practical Component:</p> <p>Plan activities for physical & motor development (group assignment) (5 marks)</p>

Module No	Objectives	Content	Evaluation
			25 Marks
2: Emotional Development	<p>This module will enable students to:-</p> <ol style="list-style-type: none"> 3. Develop insight into emotional 	<p>3. Meaning, definition of emotional development</p>	<p>Evaluation of Practical Component:</p> <p>Role play, skit, dramatization(group assignment) (5</p>

	development from 2 – 18 years 4. Become aware of emotional intelligence.	4. Emotional Development •Understanding emotions – Characteristics of emotions of preschool children, emotional expressiveness. •Terms – Catharsis, Heightened Emotionality (meaning, causes, expressions) Emotional Maturity. Positive & Negative emotions, Emotional Intelligence	marks)
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Module No	Objectives	Content	Evaluation
			25 Marks
3 Social Development and Language Development	This module will enable students to:- 1. Develop an understanding of the multiple interactive forces in Social development. 2. Understand the socializing agents during Childhood & Adolescence.	1. Meaning & importance, process of socialization agents & gender differences. 2. Interpersonal relationship with parents 3. Leadership, Friendship 4. Types of peer group	Evaluation of Practical Component: Animated PPT presentation on components of social development (individual project). (10 marks)

	<p>3. Analyze the functions & process of language development.</p> <p>4. Get acquainted with aspects such as bilingualism, multilingualism.</p>	<p>1. Meaning & functions of language</p> <p>2. Process involved in language learning</p> <p>3. Development of language</p> <p>4. Factors affecting language development</p> <p>5. Bilingualism, multilingualism.</p> <p>6. Speech defects</p>	<p>Evaluation of Practical Component:</p> <p>Write and assignment on issues in multilingual families. (5 marks)</p>
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Module No	Objectives	Content	Evaluation
			25 Marks
4. Child and Youth Development Practicals	<p>This module will enable students to:-</p> <p>1. Develop skills to display</p> <p>2. understand the method of survey</p> <p>3. Gain knowledge about media and sex and its education</p>	<p>1. Bulletin Boards</p> <p>2. Survey</p> <p>3. Sex Education</p> <p>4. Media Review</p>	<p>5</p> <p>10</p> <p>5</p> <p>5</p>

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CURRICULUM FOR YOUNG CHILDREN (THEORY)

Objectives:

1. To help students to become aware of needs of children.
2. To help students to develop an insight into various activities thorough which needs of children can be met.
3. To help students to develop an understanding of curriculum planning.
4. To help students to become aware of an integrated approach and its importance in young children's curriculum

SEMESTER IV

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
0442	Curriculum for young children (Theory)	4	4	-	25	75	100

Module no	Objective	Content	Evaluation
			25 Marks
1: Curriculum Planning: Fundamentals and types	This module will enable students to:- 1. Be aware of planning & implementing curriculum for preschool.	1. Curriculum planning – definition, principles, factors influencing & types. 2. Learning – principles & types. 3. Play – definition, theories, types, stages & values.	Objective test 10 marks Quiz 15 marks

Module	Objective	Content	Evaluation
			25 Marks
2: Components of Curriculum	This module will enable students to:- 1. Develop knowledge & skills in developing curriculum of various components. 2. Enhance knowledge for various methods of language development. 3. Enable understanding of various activities related to music & movement.	1. Language – function, goals, types of listening skills, and methods of promoting language. 2. Social Studies – values, objectives, content, methods of planning & teaching, special celebrations & festivals. 3. Science – meaning, objectives, characteristics of adequate science programs, methods or strategies for planning & teaching science. 4. Music & Movement – values, importance activities.	Written Assignment 15 marks Presentation 10 marks

Module	Objective	Content	Evaluation
			25 Marks
3:Readiness	This module will enable students to:- 1. Get an insight in assessing various activities in different areas of readiness.	1. Creative activities for readiness – Importance, different creative activities, teacher's role. 2. Readiness for 3 R's – Definition of readiness, reading readiness, writing readiness & math's readiness.	Classroom demonstration

Module	Objective	Content	Evaluation
			25 Marks
4 Preschool Management	This module will enable students to:- 1. To develop insight into management of preschool.	1. Project method – meaning, content, unit plan 2. Classroom management – Meaning, components. 3. Evaluation & assessment – Program, children.	Observation & checklist of program/class room management/ children.

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CURRICULUM PLANNING FOR YOUNG CHILDREN (PRACTICALS)

Objectives:

1. To help students to develop an ability to use waste materials in creative way for preparation of teaching aids and activities for children.
2. To help students to develop skills for conducting various aspects of curriculum.
3. To help students to prepare materials for promoting learning in children.

SEMESTER IV

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
0443	Curriculum for young children (Practicals)	4	-	4	100	-	100

Module No	Objectives	Content	Evaluation
			25 Marks
1. Visit, Observation & Presentation	This module will enable students to- 1. Develop skills of observation and presentation.	1. Visit To The Nursery Schools. 2. Presentation of observation	Observation Report – 10 Marks Presentation – 15 Marks

Module No	Objectives	Content	Evaluation
			25 Marks
2. Promoting Creativity, Language and science	This module will enable students to:- 1. Develop an ability to use waste materials in creative ways for preparation of teaching aids and activities for preschool children 2. Prepare materials for promoting	1. Creative Activities 2. Teaching Materials 3. Skills For Promoting Language 4. Skills for	5 marks each for materials prepared for creative, language activities, science activities .and teaching aids

	learning in preschool children. 3.Develop skills for conducting language and Science activities.	promoting Science	
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Module No	Objectives	Content	Evaluation
			25 Marks
3.Promoting Music and Movement Activities & Games	This module will enable students to:- 1., To develop skills for conducting music and movement activities and Games for preschool children	1. Music And Movement Activities 2. Games (making games for children)	5 marks each for the materials prepared for music and movement activities & Games.

Module No	Objectives	Content	Evaluation
			25 Marks
4. 3R's and Resource Unit	This module will enable students to:- 1.Develop skills for conducting activities for 3R's and Games for preschool children.	1. Mathematical readiness 2. Reading readiness 3. Writing readiness 4. Making Project/ Resource Unit 5.Application of computer aided teaching and learning materials	5 marks each for the materials prepared for Mathematical readiness Reading readiness Writing readiness Resource Unit -10 marks

ADULTHOOD AND AGEING

Objectives:

This course will enable students to:

1. Be aware of the last stage of life cycle: adulthood and aging.
2. Understand the biological, social and economical issues involved in elders
3. Identify the common problems faced by elders and how to cope with them.

Semester: IV

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
0444	Adulthood And Ageing	4	4		25	75	100

Module No	Objectives	Content	Evaluation
			25 Marks
1 : Introduction and Overview	<p>This module will enable students to:-</p> <ol style="list-style-type: none"> 1. Understand meaning of ageing population 2. Know The societal implications of aging population 3. Understand the factors that affect the ageing population 	<p>Introduction</p> <ol style="list-style-type: none"> 1: Central Concepts <ol style="list-style-type: none"> a. Young Adulthood b. Middle Adulthood c. Old Age d. Gerontology 2: Demography Of Ageing <ol style="list-style-type: none"> a. Trends in life expectancy and mortality b. Factors influencing the current trends 3: Successful Ageing <ol style="list-style-type: none"> a. Meaning and Determinants of successful ageing 	<p>Assignment on getting current demographic data (5 marks)</p> <p>1 Group Presentations 10 marks</p> <p>1 Individual presentation 10 marks</p>

Module No	Objectives	Content	Evaluation
			25 Marks
2: Physiological and Psychological bases of ageing	<p>This module will enable students to:-</p> <p>1. Identify the normal biological and physiological changes that happens during the aging process.</p>	<p>Physiological Bases of ageing</p> <p>A)Physical Development At Young adulthood Middle Adulthood Old age</p> <p>B)Motor Preferences</p> <p>Psychological Bases of ageing</p> <p>*Cognitive development (Memory, problem solving ,wisdom, dementing illness e.g. Dementia Alzheimer's disease)</p> <p>*Psychological Wellbeing (Life Satisfaction, happiness. self esteem , stress and coping }</p> <p>*End of life issues (death , dying , bereavement and euthanasia)</p>	<p>Objective test (15 marks)</p> <p>Quiz (15 marks)</p>

Module No	Objectives	Content	Evaluation
			25 Marks
3:Social economic challenges and ageing	<p>This module will enable students to:-</p> <ol style="list-style-type: none"> 1. Understand the Social Status of elderly. 2. Identify the economic Challenges faced by aged. 	<ol style="list-style-type: none"> 1. Relationships: love, intimacy and sexuality (Erikson's Stages) 2. Family Relationship and Social Support (Intergenerational relationships, grandparenthood.) 3. Work status , (Employment ,unemployment, retirement and second careers) 4. Other social issues: Religion and spirituality, Elder migration Older abuse. 	<ol style="list-style-type: none"> 1. Students in group will prepare a checklist/ guideline for evaluating a center. Observe one such center and will use the checklist written report to be submitted. (10marks) 2. Make a list of all kind of resources. (5 marks) 3. Evaluate any 2 or 3 play materials as per the criteria. (10marks)

Module No	Objectives	Content	Evaluation
			25 Marks
4. Ageing Health	<p>This module will enables students to:</p> <ol style="list-style-type: none"> 1. Describe health patterns and diseases 	<ol style="list-style-type: none"> 1. Chronic and acute disease other age related diseases. 	<p>Visit to any institute providing services to old and writing report. (15 Marks).</p>

	<p>affecting elders.</p> <p>2. Differentiate between acute and chronic diseases.</p> <p>3 .Identify the care and services available for old.</p>	<p>2. Exercise, Nutrition and Recreational activities</p> <p>3. Home Care/Hospice</p> <p>4. Old age Homes</p>	<p>Assignment 10 marks</p>
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WORKING WITH PARENTS

Objectives:

1. To develop awareness in students to the needs for parent education.
2. To acquaint student with techniques of communicating with parents of normal children and children with special needs.
3. To sensitize students regarding various skills necessary for working with parents.

SEMESTER IV

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
0445	Working With Parents.	4	4	-	25	75	100

Module No	Objectives	Content	Evaluation
			25 Marks
1: Introduction to the need and importance of working with parents	<p>This module will enable students to:-</p> <ol style="list-style-type: none"> 1. Be aware of the need for working with parents. 2. Understand the concept of parent education. 	<ol style="list-style-type: none"> 1. Need and importance of working with parents. 2. Goals of working with parents. 3. Understanding parents. 4. Concept of parent education. 	<p>Discussion 10 marks</p> <p>2 Assignments 15 marks</p>

Module No	Objectives	Content	Evaluation
			25 Marks
2: Approaches	<p>This module will enable students to:-</p> <ol style="list-style-type: none"> 1. Create awareness about various approach of communication 	<p>Approaches Of Communicating With Parents.</p> <p>1: Commuynicating techniques for groups and individuals</p>	<p>2 Assignments on any topic from the content</p>

and techniques of communication with parents.	<p>with parent of preschool children.</p> <p>2. Get acquainted with various techniques of working with parents of preschool setting.</p> <p>3. Know how to maintain professional behavior with parents.</p>	<p>a. Mass group techniques</p> <p>b. Individual approach</p> <p>c. Multimedia approach.</p> <p>2: Techniques of working with parents in preschool settings.</p> <p>3: Maintaining Professional behavior with parents.</p>	
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Module No	Objectives	Content	Evaluation
			25 Marks
3: Parent Involvement	<p>This module will enable students to-</p> <p>1. Know the meaning of parent education program.</p> <p>2. Understand levels of parent involvement.</p> <p>3. Apply advantages of Parent Involvement</p>	<p>Parent Involvement</p> <p>1: Meaning and concept</p> <p>2: Levels of parent involvement</p> <p>3: Advantages of parent involvement</p>	<p>Evaluation- Assignment on “How parents are involved in school activities” at different levels . Information to be collected from 3 preschool.</p>

Module No	Objectives	Content	Evaluation
			25 Marks
4. Working with parents of children with special needs	<p>This module will enables students to:</p> <ol style="list-style-type: none"> 1. Get acquainted with status of handicapped children. 2. Understand difficulties faced by parents of disables children. 3. Create awareness and knowledge about different approaches of communication with such parents. 	<p>Working With Parents Of Children With Special Needs</p> <p>1: Introduction</p> <p>2: Categories of parents.</p>	<p>Conducting/organizing parents meet during internship (if in special children's school), conduct session & submit report.</p>

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SEMESTER V
EARLY CHILDHOOD EDUCATION

Objectives:

1. To help students to become aware of the importance of pre-school years.
2. To help students to recognize the influence of various philosophers, educators and theorists on early childhood education.
3. To help students to become acquainted with essential requirements for conducting educational programs for pre-school children.
4. To help students to know about some selected programs for preschool children.
5. To help students to become aware of the functional pre-requisites of any centre for children
6. To help students to understand the role of a preschool teachers.

Semester V

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
0451	Early Childhood Education	4	4	-	25	75	100

Module	Objectives	Content	Evaluation
			25 Marks
1: Introduction to Early Childhood Education	<p>This module will enable students to:-</p> <ol style="list-style-type: none"> 1. Become aware of significance and importance of early years. 2. Help understand objectives of Early Childhood Education. 3. Understand and analyze the status of children in India. 4. Get acquainted with types of preschools. 	<ol style="list-style-type: none"> 1. Early Childhood years and Early childhood Education 2. Status of pre-school children in India – Needs and problems of children from different background. 3. Objectives of Early Childhood Education 4. Centers for preschool education – play group, nursery, kindergarten, laboratory school, balwadi, anganwadi, day care centre. 5. UN convention of Child's Rights. 	<p>Observation of centers and report in the class 15 marks</p> <p>A written assignment on centers. 10 marks</p>

Module	Objectives	Content	Evaluation
			25 Marks
2: Historical Perspective	<p>This module will enable students to:-</p> <ol style="list-style-type: none"> 1. Become aware and know the contribution of various educators. 2. Get acquainted with different approaches in Early Childhood Education 	<ol style="list-style-type: none"> 1. Contribution of Western Educators 2. Contribution of Indian Educators 3. Approaches in ECE – Project head start, cognitively oriented curriculum, Reggio Emilia Approach, Emergent Literacy Program. 4. Contribution of G.O and N.G.O in India. 	<p>Quiz 10 marks</p> <p>Presentation 15 marks</p>

Module	Objectives	Content	Evaluation
			25 Marks
3 Functional pre-requisites of a centre	<p>This module will enable students to:-</p> <ol style="list-style-type: none"> 1. Understand the pre-requisites essential to start and run the preschool center. 2. Understand administrative aspect of a centre 3. Observe and evaluate the center 	<ol style="list-style-type: none"> 1. Space- location, indoor, outdoor. 2. Equipment and material. 3. Staff – teaching and support staff. 4. Evaluation of a centre. 5. Record and reports 6. Management of resources 7. Planning of budget. 	<p>Students in group will prepare a checklist/ guideline for evaluating a center. 5 marks</p> <p>b. Observe one such center and will use the checklist written report to be submitted. 5 marks</p> <p>c. Make a list of all kind of resources. 5 marks</p> <p>d. Evaluate any 2 or 3 play materials as per the criteria. 10 marks</p>

Module	Objectives	Content	Evaluation
			25 Marks
4 Guidance and Handling	This module will enable students to:- <ol style="list-style-type: none"> 1. Understand and accept children. 2. Guide their behavior in different situations. 	<ol style="list-style-type: none"> 1. Guidance in speech and action. 2. Helping children adjust to new experiences 3. Routine situations 4. Building feelings of security and adequacy 5. Handling feelings of hostility and aggression. Maintaining limits.	Give varied situations, students to write causes, handling, and guidance. 10 marks 1 Assignment 15 marks

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EARLY CHILDHOOD EDUCATION II (PRACTICALS)

Objectives:

1. To help students understand individual difference in children's behavior and develop ability to work with them and guide them.
2. To help students develop skills and competencies required for conducting nursery school program.
3. To help students acquire the skills of observing and interpreting behavior and development of the child.

SEMESTER V

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
0452	Early Childhood Education II (Practicals)	4	-	4	100	-	100

Module No	Objectives	Content	Evaluation
			25 Marks
1. Lesson planning & Practice teaching	This module will help students to: 1. Learn skills of lesson planning for various age groups	1. Workshops on planning different types of lessons based on topics, age appropriate & skills of writing a lesson plan	Lesson plans Practice teaching in the college 5 marks for each lesson plan

Module No	Objectives	Content	Evaluation
			25 Marks
2. Observation and report writing	This module will help students to: 1. Provide opportunities for observations of physical set up, teaching- learning & children in the class room.	1. Observation of physical set up. 2. Observation of classroom dynamics(teaching pupil interaction & teaching – learning)	Observation reports 15 marks Presentations 10 Marks

Module No	Objectives	Content	Evaluation
			25 Marks
3. Conducting lessons	<p>This module will help students to:</p> <p>1. Provide opportunities to implement/ conduct lessons in the class</p>	1. Students will be placed in pre-primary schools where they will conduct minimum of 10 lessons	<p>Lessons in the school</p> <p>5 Marks per lesson</p>

Module No	Objectives	Content	Evaluation
			25 Marks
4. Journal writing & submission	<p>This module will help students to:</p> <p>1. Develop skills of maintaining lesson plan journal</p>	The students will present the journal with all the lesson plans & activities with appropriate illustrations	<p>Journal submission.</p> <p>25 marks</p>

CHILD PSYCHOLOGY

Objectives:

1. To help students develop a comprehensive view of the child's behavior.
2. To help students become aware of the impact of different influences on the child's psychology.
3. To help students develop an understanding about some selected theories in child psychology.
4. To help students develop an awareness about some new concepts in the field.

Semester: V

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
0453	Child Psychology	4	4	-	25	75	100

Modules	Objectives	Content	Evaluation
Module 1: Historical Perspectives of Child Psychology	<p>This module will help students to:-</p> <p>1. Develop an awareness about the 16th & 17th century philosophers.</p> <p>2. Understand the different methods of child study.</p>	<p>1. Main contributors in the field of child psychology.</p> <p>2. Different methods of child study.</p> <p>3. Ethics in research.</p>	<p>Individual presentations on contributors in the field of child psychology and different methods of child study. (15 marks)</p> <p>Assignment 10 marks</p>

Modules	Objectives	Content	Evaluation
Module 2: Genetic basis of development, mothering and attachment	<p>This module will help students to:-</p> <p>1. Investigate the impact of heredity and prenatal development on the child.</p> <p>2. Explore prenatal influences.</p> <p>3. Understand the concept of mothering and attachment.</p>	<p>1. Approaches explaining importance of heredity.</p> <p>2. Prenatal influence on development.</p> <p>3. Prematurity and low birth weight.</p> <p>4. Mothering and attachment</p>	<p>Quiz, 10 marks)</p> <p>Debate (15 marks)</p>

Modules	Objectives	Content	Evaluation
Module 3: Cognitive & Language Development	<p>This module will help students to :-</p> <ol style="list-style-type: none"> 1. Develop a comprehensive view of cognitive development. 2. Develop awareness about a few concepts related to cognition. 3. Gain knowledge about Piaget's Cognitive Development and Language Development Theories. 4. Understand how children learn language. 	<ol style="list-style-type: none"> 1. Overview of Piaget's Theory of Cognitive Development. 2. Information processing approach. 3. Meta Cognition 4. Social Cognition 5. Intelligence 6. Theories of language development. 7. Cognition and Language. 	<p>Group discussion on Information processing approach, Meta Cognition and Social Cognition (15 marks)</p> <p>Individual presentation (10 marks)</p>

Modules	Objectives	Content	Evaluation
Module 4: Moral & Personality Development	<p>This module will help students to :-</p> <ol style="list-style-type: none"> 1. Create insight about morality and moral development. 2. Understand theories of personality. 	<ol style="list-style-type: none"> 1. Introduction to Morality and moral concepts. 2. Kohlberg's theory of moral development 3. Definition and meaning of personality. 4. Theories of personality. 	<p>Individual presentations on Kohlberg's theory 10 marks</p> <p>Group presentation on Theories of personality. (15 marks)</p>

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COMMUNITY DEVELOPMENT PROGRAMME (FIELD WORK)

Objectives:

This course will enable students:

- 1) Opportunities for practical experience in organization and administration of agency services, and/or various program areas and to increase their knowledge and skills in areas consistent with career goals and philosophy.
- 2) Determine their professional strength and weakness.
- 3) To further enhance a student understanding and conceptualization of professionalism.
- 4) To appreciate the need to build healthy, productive relationship (with agency supervisor, staff and client).
- 5) To develop and enhance capacity of students to relate theory to practice.

Semester V

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
0454	Community Development Program(Field Work)	4	-	4	100	-	100

Modules	Objectives	Content	Evaluation 25 marks
Module 1 : Observation	<p>This module will help students to :-</p> <ol style="list-style-type: none"> 1. Identify the organization for field work 2. Gather relevant information by observing the place of field work. 	<ol style="list-style-type: none"> 1. Orphanages, Balwadi, Old age home and others 2. Observation of the institute 3. State and prioritize course of action in collaboration with field work educators 4. Duration one week x 6 hours 	Recording the observation and presenting in classroom situation 25 Marks

Modules	Objectives	Content	Evaluation 25 marks
Module 2 : Planning and Implementation	<p>This module will help students to :-</p> <p>1. Plan and execute the need based program in community</p>	<p>1. Integrate the ability to identify and utilize oral and non verbal communication methods with clients, their families and caregivers, colleagues and other professionals</p> <p>2. Duration 3 weeks x 6 hours 4 times a week</p>	<p>Preparing lesson plans on day to day basis</p> <p>Innovative aids and activities</p> <p>Mega project (dramatization, puppet show, field work, any other) 25 marks</p>

Modules	Objectives	Content	Evaluation 25 marks
Module 3 : Documentation	<p>This module will help students to :-</p> <p>1. Develop skills in handling and working with children and other strata of society</p>	<p>2. Writing the report of field work with relevant documents (children's work, activity sample, aids, teachers work etc) Duration 2 weeks</p>	<p>Writing the report 25 marks</p>

Modules	Objectives	Content	Evaluation 25 marks
Module : Evaluation	<p>This module will help students to :-</p> <p>1. Collate information, write and present</p> <p>2. Develop confidence to present and develop skills of presentation</p>	<p>1. Learning skills for presentation</p>	<p>Journal submission 15 marks</p> <p>Individual presentations of the activities conducted 10 marks</p>

**RECENT ADVANCES IN HUMAN DEVELOPMENT (SEMINAR) AND
WOMEN'S ISSUES**
RECENT ADVANCES IN HUMAN DEVELOPMENT (SEMINAR)

Objectives :

1. To train students to find reference material.
2. To train student to analyze, condense and evaluate articles/report.
3. To help students develop an ability to effectively present a research paper /report.
4. To help students develop ability to prepare and present reviews of articles.

SEMESTER V

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
0455	Recent Advances in Human Development (Seminar)and Women's Issues (b)	2	-	2	50	-	50

Module No	Objectives	Content	Evaluation
			25 Marks
1. Book review and Presentation	<p>This module will enables students to:</p> <ol style="list-style-type: none"> 1. To raise awareness about different issues in Human Development 2. To develop confidence to speak. 3. To learn to collate the information and present 	<ol style="list-style-type: none"> 1. To review chapter from book in Human Development 2. To review article from Child Development journals. 3. To review articles from good magazines and journals. 4. A research topic has to be decided by the student, and presented. 	<p>Book review - Individual presentations 10 marks.</p> <p>Research topic presentation 15 marks</p>

Module No	Objectives	Content	Evaluation
			25 Marks
2. Conducting Surveys and Group Discussion	<p>This module will enable students to:</p> <p>1. Learn and share knowledge about new developments in the field of Human Development</p> <p>2. Analyze and critique various schools.</p>	<p>1. Selecting problem related to current issues, collecting information through observation and interview Questionnaires.</p> <p>1. Preparing report and interview schedules.</p> <p>2. Students have to observe Various Nursery schools for a week and present reports.</p>	<p>Individual presentation of survey reports. 15 marks</p> <p>Group Discussion 10 marks</p>

WOMEN'S STUDIES

Objectives:

1. To help students to know the demographic profile of women in India.
2. To help students to understand the present situation and changes in the status of women.

SEMESTER V

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
9356	Women's Studies	2	2	-	50	-	50

Module No	Objectives	Content	Evaluation
			25 Marks
1.Demographic profile of women in India and towards change	<p>This module will enable students to:</p> <p>1. Understand the demographic profile of women in India.</p> <p>2. To create awareness about the role and importance of media portraying women</p>	<p>1.Sex Ratio</p> <p>2.Health</p> <p>3.Education</p> <p>4.Employment</p> <p>5.National Policy of Empowerment of women 2001</p> <p>6.The role and importance of media portraying women</p>	<p>Debate 5 marks</p> <p>Discussion 10 marks</p> <p>Presentation 10 marks</p>

Module No	Objectives	Content	Evaluation
			25 Marks
2.Women, work and development	<p>This module will enable students to:</p> <p>1. Understand the present situation</p>	<p>1. Women in the unorganized sector.</p> <p>2. Women in the</p>	<p>Discussion 10 marks</p> <p>Presentation 15 marks</p>

	and changes in the status of women.	Organized sector.	
	2. Create awareness about Governmental policies and strategies for women's development and role of voluntary organizations and NGO's in women's development.	3. Legal provision for the protection of working women 4. Governmental policies and strategies for women's development 5. Role of voluntary organizations and NGO's in women's development	

References:

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CHILDREN WITH SPECIAL NEEDS

Objectives:

1. To help students recognize and understand the needs of special children.
2. To help students be aware of the nature of some disabilities in children.
3. To help students understand the importance of detecting disabilities.
4. To make students aware of the methods of detection, as well as the types and characteristics of each disability.
5. To help students become aware of the services available for children in need of special help.

SEMESTER VI

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
0461	Children With Special Needs	4	4	-	25	75	100

Module No	Objectives	Content	Evaluation
			25 Marks
1: Introduction to Children with Special Needs	<p>This Module will enable students to –</p> <ol style="list-style-type: none"> 1. Be aware of meaning of disability, impairment and handicap. 2. Recognize and understand the needs of special children. 3. Understand rights of the disabled. 	<ol style="list-style-type: none"> 1. Nature and definition of disability, impairment & handicap. 2. Classification of children with special needs. 3. Intensity of problem with special reference to India. 4. Needs of special children. 5. Rights of the disabled. 6. Need and importance of early 	<p>Evaluation of Practical Component.</p> <p>15 marks</p> <p>A guest lecturer and report writing</p> <p>10 marks</p>

	<p>4. Comprehend the importance of early detection and intervention.</p> <p>5. Be aware of children at risk.</p>	detection and intervention.	
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Module No	Objectives	Content	Evaluation
			25 Marks
2: Physically Handicapped and Impaired	<p>This Module will enable students to –</p> <p>1. Be aware of nature, type, causes and characteristics of various physical handicap.</p> <p>2. Help identify some of the impairments.</p> <p>3. Apply methods of detection.</p>	<p>1. Orthopedic Handicap</p> <p>2. Neurological handicap</p> <p>3. Visual handicap</p> <p>4. Auditory handicap</p> <p>Definition, nature, causes, types, detection/ identification, characteristics of all the above.)</p>	<p>Evaluation of Practical Component. 15 marks</p> <p>Project on any one of the above handicap</p> <p>OR</p> <p>Visit to a school for any one of the above handicap and group presentation</p> <p>10 marks</p>

Module No	Objectives	Content	Evaluation
			25 Marks
3: Intellectual and Behavioral Deviation	<p>This module will enable students to –</p> <ol style="list-style-type: none"> 1. Be aware of nature, type, causes and characteristics of Intellectually and Behaviorally deviant children. 2. Compare methods of detection. 	<ol style="list-style-type: none"> 1. Mentally challenged - Definition, nature, causes, levels, detection/ identification, characteristics. 2. Learning disabilities - Definition, Causes, Types, Detection and Characteristics. 3. Gifted children- Definition, identification, Characteristics. 4. Autism - Definition, causes, characteristics. 5. Attention Deficit Disorder and Attention Deficit, Hyper activity Disorder- Definition, characteristics, Criteria. 	<p>Evaluation of Practical Component. 15 marks</p> <p>1 case study OR Preparation of one teaching-learning material. 10 marks</p>

Module No	Objectives	Content	Evaluation
			25 Marks
4: Rehabilitation	<p>This module will enable students to-</p> <ol style="list-style-type: none"> 1. Be aware of the services available for children in need of special help. 	<ol style="list-style-type: none"> 1. Meaning and definition of rehabilitation. 2. Vocational rehabilitation - sheltered workshop, vocational training centre. 	<p>Evaluation of Practical Component. 15 marks</p> <p>Visit to rehabilitation centre and</p>

		<p>3. Integration and mainstreaming-definition, need, advantages and ways of integration.</p> <p>4. Services available by GOVT/NGO</p>	<p>report writing.</p> <p>OR</p> <p>Guest lecture by any GOVT/ NGO representative and report writing.</p> <p>10 marks</p>
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References:

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BASICS OF GUIDANCE AND COUNSELING

Objectives

1. To help students to develop an understanding of principles of guidance.
2. To acquaint students with the major/important psychological assessments.
3. To help students to develop an insight into children's behaviors and behavior problems
4. To sensitize students with the ways of handling and managing various problems.

Semester: VI

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
0462	Basic of Guidance and Counseling	4	4	-	25	75	100

Module No	Objectives	Content	Evaluation
			25 Marks
1. Fundamentals of Guidance and Counseling	<p>This module will enable students to:-</p> <ol style="list-style-type: none"> 1. Understand meaning and need for guidance and counseling. 2. Get acquainted with objectives, philosophy and process of guidance and counseling. 3. Understand characteristics of a good counselor. 	<ol style="list-style-type: none"> 1. Meaning and need of guidance and counseling. 2. Objectives and basic concepts of guidance and counseling. 3. Basic principles and philosophy of guidance and counseling. 4. Stages of counseling and their process. 5. Characteristics of a good counselor. 	<p>Discussion 15 marks</p> <p>Group presentations 10 marks</p>

Module No	Objectives	Content	Evaluation
			25 Marks
2:Therapies of counseling	<p>This module will enable students to:-</p> <ol style="list-style-type: none"> 1. Understand various approaches used in counseling. 2. Gain deeper knowledge about therapies. 3. Get acquainted with process of school counseling. 	<p>1. Therapies used in counseling – Meaning & Importance of therapy</p> <ul style="list-style-type: none"> •Play therapy •Art & Music therapy •Group therapy •Family therapy <p>2. School Counseling</p> <ul style="list-style-type: none"> • Education counseling • Vocational counseling • Counseling for exceptional children • Counseling for special areas. 	<p>Visit to counseling clinic & report writing 15 marks</p> <p>Individual presentation on therapies 10 marks</p>

Module No	Objectives	Content	Evaluation
			25 Marks
3: Introduction to Psychological tests	<p>This module will enable students to:-</p> <ol style="list-style-type: none"> 1. Understand the need for using Measurement & Evaluation Techniques 2. Understand meaning & characteristics of good test. 3. Analyze the formal techniques of Assessment & its classification. 	<ol style="list-style-type: none"> 1. Purpose of Measurement & Evaluation 2. Meaning & characteristics of a good. 3. Classification of tests. 4. Types of psychological tests <ul style="list-style-type: none"> • Cognitive test • Developmental test • Personality test • Projective techniques 	<p>Individual Presentations 10 marks</p> <p>Group project 15 marks</p>

Module No	Objectives	Content	Evaluation
			25 Marks
4: Problems of children- infancy to school age	<p>This module will enable students to:-</p> <p>1. Understand meaning , nature & classification of Problems of children.</p> <p>2. Identify problems & its causes.</p> <p>3. Learn handling of each problem.</p>	<p>1. Meaning , nature & classification of Problems of children</p> <p>2. Behavioral Problems of children:</p> <ul style="list-style-type: none"> •Nature •Expression •Causes •Characteristics <p>3. Handling of each problem</p>	<p>Presentation- 10 marks</p> <p>Assignments 15 marks</p>

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MANAGEMENT OF CENTERS FOR CHILDREN AND YOUTH (PRACTICALS)

Objectives:

1. To offer purposeful learning experience to students through placement in different organizations for children, under supervisory guidance to enhance their knowledge, skills and attitude.
2. To enable students plan recreational and educational programs for children in different centers.
3. To help students to develop skills in handling and working with children belonging to various age group and strata of the society.
4. To help students to get a clear understanding and identification of their role and future profession and make attempts to integrate values and goals of their future profession.

SEMESTER VI

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
0463	Management Of Centers For Children (Practicals)	4	-	4	100	-	100

Module No	Objectives	Content	Evaluation
			25 Marks
1. Visit to different centers	This module will enable students to: 1. Get a clear understanding of different centers	1. Visit and Observation of centers 2. Report writing and presentation.	1. Observation report – 10 marks 2. Presentation -15 marks

Module No	Objectives	Content	Evaluation
			25 Marks
2.Planning and executing programs individually	This module will enable students to – 1. Gain purposeful learning	1. Students should be placed in different centers to plan and execute the need based programs	5 Individual activities 5 marks each

	experience through placement in different organizations for children, under supervisory guidance.	individually.	
	2. Enhance their knowledge, skills and attitudes.		

Module No	Objectives	Content	Evaluation
			15 Marks
3. Planning and executing need based programs in the group	This module will enable students to – 1. Plan recreational and educational programs in groups for children in different centers.	1. Students should be placed in different centers and should plan and execute programs for the group.	1 group activity 15 marks Presentation of the activity 10marks

Module No	Objectives	Content	Evaluation
			35 Marks
4. Presentation & file submission	This module will enable students to; 1. Develop confidence to speak. 2. Learn to collate the information and present. 3. Write and present a proposal to open a centre.	1. Individual activity presentations in the class Group activity presentation in the class	Presentation 5 marks File submission 15 marks Proposal- 10 marks

PROFESSIONAL APPLICATION IN HUMAN DEVELOPMENT (INTERNSHIP)

Objectives:

1. To provide students with an in-depth knowledge of the formal functional activities of a participating organization.
2. To acquaint students to the overall working of Institutions- Enrollment, Administration, Academic program etc.
3. To help students to develop skills in the application of theory to practical work situations.
4. To provide students with an in-depth knowledge of the formal functional activities of an organization.

Semester: VI

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
0464	Professional Application in Human Development (Internship)	8	-	8	100	100	200

Module No	Objectives	Content	Evaluation
			25 Marks
1.Observation	This module will enable students to; 1.Learn techniques of observation 2. Learn to write a report	1. Observation of the Institution. 2. Report writing	Group presentation of their observation of the institution 25 Marks.

Module No	Objectives	Content	Evaluation
			25 Marks
2. Planning the program	This module will enable students to; 1. Plan activities according to the needs of the Institution.	1. Planning activities according the need.	Planning activities 15 marks Individual presentation 10 marks

Module No	Objectives	Content	Evaluation
			25 Marks
3.Executing the planned program	This module will enable students to; 1. Give lessons on the activities planned.	1. Executing the planned activities.	Activities to be taken in the centre placed 15 marks Individual presentation 10 marks

Module No	Objectives	Content	Evaluation
			25 Marks
4: Report writing and Presentation	This module will enable students to; 1. Systematically write reports. 2. Gather their experiences and present.	1. Detailed report of their participation should be written by the student and submitted to the college supervisor every week. 2. Students will present in detail their activities in the school / centre they were placed.	Journal Submission 15 marks Individual presentations 10 marks

External Evaluation: 100 marks

Viva: 30 marks

File/ Journal: 20 marks

Planning an activity: 50 Marks