

SNDT Women's University

(www.sndt.ac.in)

Syllabus for Degree of Bachelor of Science Human Ecology and Consumer Services (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.**

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COURSE STRUCTURE

I Nomenclature :

Bachelor of Science in Human Ecology and Consumer Services

a. Bachelor of Science in **Human Ecology and Consumer Services**

Note : *The Degree offered is B.Sc. in Human Ecology and Consumer Services*

II Duration : Three years degree programme divided into 6 Semesters

- 1 Semester Duration – 15 weeks approx.
- No. of teaching days in 1 Semester – 90; 180 / year
- No. of working days in a year - 220
- 1 Credit Theory - 1 period of 50 minutes/week
- 1 Credit Practical - 2 periods of 50 mins. each (100 mins.)/week
- Total No. of Credits – 120
- University Examinations : University will conduct the exam for Semester V & VI i.e. for 40 credits.

III Eligibility for Admission to the Degree Course :

- 1 a) The students passing Higher Secondary Examinations in Home Science from any recognized Board, with one paper of English
b) Students passing MCVC (Minimum Competency Vocational Course) are also eligible.
- 2 Admission to B.Sc. Part II
A student who has passed B.Sc. Part I from this University or any other recognized University would be eligible for admission to B.Sc. Part II of this University.
- 3 Permission to do B.Sc. in other areas of specialization:
A student who has obtained B.Sc. degree of this university in one Specialization would be permitted to secure admission for another Specialization/sub-specialization. In such cases, a Degree would be awarded in the second specialization provided she completes all requirements, i.e. 40 Credits are for the University exam. However, exemption will be given to the Courses already completed in the first Specialization.

IV Promotion to Various Semesters

- a. Standard of Passing will be 40% in each subject and overall. Separate passing will be necessary for internal and external exams.
- b. The College will conduct the First Year and Second Year external examinations (Semesters I, II, III & IV) in Theory as well as Practical subjects.
- c. In the Third Year, SNDT Women's University will conduct the Theory and Practical examinations for the prescribed subjects.

V Grading System :

Grade	Grade Points	Percentage Equivalent
'O' = Outstanding	6.00	80-100
'A+' = Very Good	5.00 - 5.99	70-79
'A' = Good	4.00 - 4.99	60-69
'B' = Average	3.00 - 3.99	50-59
'C' = Below Average	2.00 - 2.99	45-49
'D' = Poor	1.00 - 1.99	40-44
'F' = Fail	0 - 0.99	<=39

VI. Structure of Home Science Curricula:

A.Total Credits for Semesters I-VI

a.	Core Courses	60
b.	Applied Courses	40
c.	Foundation Courses	16
d.	Inter & Intra Discipline Course	4
		120

B. Detailed Division of each Component:

	Core Course a.	Applied Course b.	Foundation Coursec.	Inter & Intra disciplineCourse d.	Total
Sem I	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 Specializations under B.Sc. Home Science programme except FSQC & FAD (Voc).

COURSE DETAILS

SPECIALIZATION COURSES IV-VI SEMESTERS (60 Credits)

APPLIED COURSES (40 Credits)

Code No.	Course	Credits	Internal Marks	External Marks	Total
	Consumer Studies (b)	4	25	75	100
	Media Skill Development (b)	4	25	75	100
	Fabric Ornamentation and Accessory Design (b)	4	100	-	100
	6 Specialization related subjects (b)	24	*	*	600
	Recent Advances in respective Specialization (b)	4	100	-	100

* As per each Specialization

FOUNDATION COURSES (16 Credits)

Code No.	Course	Credits	Internal Marks	External Marks	Total
	English I (c)	4	25	75	100
	Applied Science (c)	4	25	75	100
	English II (c)	4	25	75	100
	Human Physiology (c)	4	25	75	100

INTER & INTRA DISCIPLINE COURSE (4 Credits)

Code No.	Course	Credits	Internal Marks	External Marks	Total
	Environmental Studies (d)	4	25	75	100

SEMESTER I

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9101 9101(A)	English I (H.L.) English I (L.L.)	(d) 4	3	1	25	75	100
9102	Applied Science	(d) 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	05	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.) English II (L.L.)	(d) 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 & Nutrition	(b) 4	2	2	25	75	100
9205	Extension & Communication	(b) 4	3	1	25	75	100
	TOTAL	20	13	07	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	(d) 4	3	1	25	75	100
9305	Fabric Ornamentation and Accessory Design	(b) 4	-	4	100	-	100
	TOTAL	20	10	10	275	225	500

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

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

SEMESTER IV

Code No.	Course	TC	Th C	Pr C	Int M	ExtM	Total
0745	Food Preservation	04	03	01	25	75	100
0544	Traditional Textiles and Embroideries of India	04	03	01	25	75	100
0145	Community Dynamics	04	04	--	25	75	100
0545	Soft Skill Development	04	04	--	100	--	100
0441	Child and Youth Development (b)	04	03	01	25	75	100
	TOTAL	20	17	03	125	375	500

SEMESTER V

Code No.	Course	TC	Th C	Pr C	Int M	ExtM	Total
0351	Front Office Operations and Accommodation (RM-HM)	04	02	02	25	75	100
0152	Social Entrepreneurship (Extension)	04	02	02	25	75	100
1152	Dyeing and Printing (TSAD)	04	03	01	25	75	100
0153	Programme Planning and Management	04	04	--	25	75	100
0655	Recent Advances in HECS (b)	02	--	02	50	--	50
9356	Women's Studies	02	02	--	50	--	50
	TOTAL	20	13	07	200	300	500

SEMESTER VI

Code No.	Course	TC	Th C	Pr C	Int M	ExtM	Total
0361	Event Management	04	02	02	25	75	100
0761	Community Nutrition	04	02	02	25	75	100
0462	Basics of Guidance and Counseling	04	04	-	25	75	100
0664	Professional Applications in HECS (Internship)	08	--	08	100	100	200
	TOTAL	20	08	12	175	325	500

TC = Total Credits, Th C = Theory Credits, Pr C = Practical Credits

Int M = Internal Marks, Ext M = External Marks

PROGRAMME: B.Sc. in Home Science

**Semester I
English I (Higher Level)**

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.

Course	TC	Th C	Pr C	Int M	Ext M	Total
English I (Higher Level)	4	3	1	25	75	100

Module No.	Objective	Content	Evaluation
1	The learners will be able - <ul style="list-style-type: none">• To understand the structure of different types of letter patterns• To write social and business letters effectively	Written communication skills <ol style="list-style-type: none">1. Types of layout2. Social correspondence: Request/apology/ thank you3. Letters of enquiry/ complaints (both personal and social)4. Letters to the editor / Appeals (social/ civic issues) Assignment: <ol style="list-style-type: none">1 Writing a letter to the editor on a relevant social issue2. Invitation letter (formal)3. Thank you letter (formal)4. Consumer complaint letter5. Request letter (formal)	(5 marks per letter) 25 marks

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 Kinds of reports</p> <ol style="list-style-type: none"> 1. Sequencing 2. Use of correct tense 3. Reporting an event 4. Structure of a project report <p>Assignments :</p> <ol style="list-style-type: none"> 1. Preparing a simple project report based on class assignment 2. 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)</p> <ol style="list-style-type: none"> 1. Comprehending narratives 2. Articulating ideas /critical analysis using descriptive language 3. Expressing personal responses creatively 4. Vocabulary enhancement <p>Assignments :</p> <ol style="list-style-type: none"> 1. Comprehension 2. Articulating ideas/critical analysis 3. Expressing personal response to the select narratives 	<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</p> <ol style="list-style-type: none"> Greetings Starting a conversation 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 for dialogue writing Oral presentation on an everyday situation Descriptive question on conventions of public speaking 	<ol style="list-style-type: none"> (written dialogue 10 + delivery of dialogue 5) = 15 marks 5 marks 5 marks

EVALUATION :

- Internal (Continuous Evaluation based on Modules 2 & 4) = 25 marks
- External - 75 marks
- Total : Internal – 25 + External – 75 = 100 marks

Semester I
English I (Lower Level)

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

Course	TC	Th C	Pr C	Int M	Ext M	Total
English I (Lower Level)	4	3	1	25	75	100

Module No.	Objective	Content	Evaluation
1	The learners will be able to : <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 	1. Skimming and Scanning 2. Note taking 3. Note Making 4. Summary Assignments: 1. Passages for note taking 2. Exercises on note making 3. Passage for summarization 4. Passage for skimming and scanning	1. 5 marks 2. 10 marks 3. 5 marks 4. 5 marks

Module No.	Objective	Content	Evaluation
2	The learner will be able to - <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 	Written Communication Skills Basic Letter patterns (i) Invitation/request/ apology / thank you (ii) Letters of enquiry/complaints/ Report writing 1. Types of reports 2. Reporting an event 3. Linking devices Assignments: Letter writing. Any 3 of the following: 1 Invitation or Request or Apology or Thank you or enquiry or Complaint 2. Reporting an event in college	Assign.1: (Written -10 marks + oral delivery - 5 marks) = 15 marks Assign.2: 5 marks per letter 2x 5= 10 marks

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>

EVALUATION :

- Internal (Continuous Evaluation based on Modules & 4) = 25 marks
- External - 75 marks
- Total : Internal – 25 + External – 75 = 100 marks

Prescribed Texts: (Lower Level)

Keerti Ramachandran. 1996 (rpt 2010). Yuvakatha Vol 7. Katha Books. New Delhi. (

Higher Level English.

(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.

Course	TC	Th C	Pr C	Int M	Ext M	Total
Applied Science	4	2	2	25	75	100

(Theory)

Module No.	Objectives	Content	Evaluation
1	This will enable students to: 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.	Applied Chemistry 1) Review of Basic Chemistry <ul style="list-style-type: none"> • Important definitions • Difference between Organic & Inorganic compounds • Functional groups • Bohr's model of atom • Atomic number & electronic configuration 2) Soaps & Detergents <ul style="list-style-type: none"> • Saponification reaction • Cold and hot process of soap making • Difference between soaps and detergents • Cleansing action 3) Drugs and Pharmaceuticals <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 4) Dyes <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 5) Polymers <ul style="list-style-type: none"> • Introduction • Define-monomer, polymer, polymerization • Some important polymers and their structure & uses polyethylene, polyester, polyvinyl chloride 	Assignment / Quiz (1) Multiple Choice Questions (MCQs) 2) Objective 3) Descriptive = 10 marks

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, ontogenesis, 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.

(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>Entamoeba histolytica</i> and <i>Plasmodium vivax</i>) 8) Study of medicinally important plants (projects)	Daily work Journal Performing experiment 7 marks

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.

Course	TC	Th C	Pr C	Int M	Ext M	Total
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><u>ELEMENTS OF DESIGN</u></p> <p>1.1. BASIC ELEMENTS Introduction, types, importance, application and psychological effects of each element.</p> <p>a. Point b. Line c. Shape d. Form e. Texture f. Light g. Space</p> <p>1.2. INTRODUCTION TO COLOUR</p> <p>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 Colors)</p> <p>1.3. PRINCIPLES OF DESIGN Introduction, types and application</p> <p>a. Harmony b. Balance c. Rhythm d. Scale and Proportion e. Emphasis</p>	<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 3D modeling.	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 4.3.3 Salad carving/Food presentation 4.3.4 Flash cards/puppets 4.4 BEST OUT WASTE 4.4.1 Paper bags / Paper collage etc.	Scale drawing and Geometric work (Marks 10) 3 D form object (Marks 10) • Best out of waste <u>(Marks 05)</u>

EVALUATION:

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

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- 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.
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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.

Course	TC	Th C	Pr C	Int M	Ext M	Total
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 = 100 marks

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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.

Course	TC	Th C	Pr C	Int M	Ext M	Total
Environment Studies	4	4	0	25	75	100

Module No.	Objective	Content	Evaluation
1	This will enable students to: 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"> Short Questions/Multiple Choice Questions <p>Assignment or display on ecosystems</p> <p>10 marks</p>

		<ul style="list-style-type: none"> • Role of individual in conservation of natural resources • Equitable use of resources for sustainable lifestyles Ecosystems Concept of ecosystem Structure and function of ecosystem Producers, consumers and decomposers Energy flow in the ecosystem	
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 • Forest Conservation Act • Issues involved in enforcement of environmental legislation • Public awareness 	Assignment on local problems 5 marks

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:

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- 6) De A. K., Environmental Chemistry, Wileely Eastem Ltd.
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SEMESTER II
English II (Higher Level)

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

Course	TC	Th C	Pr C	Int M	Ext M	Total
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 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 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 :

- 1) Internal(Continuous Evaluation based on Modules 1 & 4) = 25 marks
- 2) External = 75 marks
- 3) Total : Internal = 25 + External =75 = 100 marks

SEMESTER II
English II (Lower Level)

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

Subject	TC	Th C	Pr C	Int M	Ext M	Total
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 'Yuva Katha 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>

EVALUATION :

1. Internal (Continuous Evaluation based on Modules 1 & 4) = 25 marks
2. External - 75 marks
3. Total : Internal – 25 + External – 75 = 100 marks

REFERENCE BOOKS:**Prescribed Texts:** (Lower Level English)

Keerti Ramachandran. 1996 (rpt 2010). *Yuvakatha Vol 7*. Katha Books. New Delhi.

(Higher Level English)

Meenakshi Mukherjee (ed.) (2009 rpt). *Lets Go Home and Other Stories*. : Orient Longman, New Delhi.

Prescribed Texts: (Higher Level)**REFERENCE BOOKS:**

Semester II

1. Agrawal, Deepak (2011). *Group discussion: theory and technique*. Jaipur: Yking.
2. Bentley, T.J. (2004). *Report writing in business the effective communication of information*. New Delhi: Viva Books Pvt. Ltd.
3. Corfield, Rebecca (2010). *Preparing the perfect CV : How to make a great impression and get the job you want*. New Delhi: Kogan Page.
4. Forsyth, Patrick (1997). *Thirty minutes ... before a presentation*. New Delhi: Kogan Page India Pvt. Ltd.
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8. Sharma, B.L. (2011). *Latest interview techniques: modern trends and practices*. Jaipur: Shree Niwas Publications.
9. Siddons, Suzy (2000). *Presentation skills* (2nd ed.). Hyderabad Universities Press (India) Ltd.
10. Singh, O.P. (2012). *Art of effective communication in group discussion and interview for competitive examinations*. New Delhi: S.Chand & Co Ltd.

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

Course	TC	Th C	Pr C	Int M	Ext M	Total
Human Physiology	4	3	1	25	75	100

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 	<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 lung volumes and capacities.</p> <p>Common diseases- TB, asthma, bronchitis, cough, pneumonia sinusitis.</p> <p><u>GASTRO - INTESTINAL SYSTEM</u></p>	<ul style="list-style-type: none"> • Multiple choice questions • Short notes • Display • Quiz <p>5 marks</p>

	normal functioning.	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.	
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Module No.	Objective	Content	Evaluation
2	This will enable students to: 1. understand the functioning of excretory system and brief knowledge about common diseases affecting this system. 2. know more about the nervous system	<u>EXCRETORY SYSTEM</u> <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. <u>NERVOUS SYSTEM</u> <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 5 marks

Module No.	Objective	Content	Evaluation
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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 reproductive health 	<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 • 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 	<ul style="list-style-type: none"> • Multiple choice questions. • Short notes. • Display. • Quiz. • PPT presentation <p>5 marks</p>
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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 = 100 marks

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) Chatterjee Chandi Charan -Textbook of Medical Physiology - London. W.B. Saunder's company.

Module No.	Objective	Content	Evaluation
(Practical)	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1. Introduce the students to human skeleton and enable them to identify 	<ol style="list-style-type: none"> 1. Study of human skeleton and identification of bones. 2. Estimation of hemoglobin 3. Estimation of blood groups, 4. Demonstration of peripheral blood smears. Importance of complete blood count. 	

4	<p>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>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.</p> <p>WOUNDS -Classification, dressing and management of hemorrhage- basic principles and discussion about bleeding from various parts of body.</p> <p>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.</p> <p>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
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External: Practical exam - 25 marks + Theory - 50 marks = 75 marks

REFERENCES:

1. Glynn M. (2013) Hutchinson's Book of Clinical Medicine (23rd ed). Saunders Ltd.
2. (2002) First Aid St .John's Ambulance Association (8th Revised edition). Dorling Kindersley Publishers Ltd

Semester II

Textile Science and Apparel Design

Subject	TC	Th C	Pr C	Int M	Ext M	Total
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	<p>The learner will</p> <p>-</p> <ol style="list-style-type: none"> 1. Become wise and a responsible consumer with good values. 2. Understand the essentials of textile terms and concepts 	<p><u>Understanding basics of textiles</u></p> <p>Introduction to textiles:</p> <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 <p>Yarn Construction:</p> <ul style="list-style-type: none"> • Types of yarns-single, ply, cable and cord & texturized yarns 	<p>Individual Assignment</p> <p>-</p> <p>10 marks</p>

Module No.	Objective	Content	Evaluation
2	<p>The learner will:</p> <ol style="list-style-type: none"> 1. Get acquainted with general principles of clothing construction, their selection use and care. 2. Understand different factors affecting selection of clothing. 	<p><u>Textiles: Construction, clothing and selection</u></p> <p><u>Fabric construction</u></p> <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. <p><u>Selection of clothing.</u></p> <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) 	<p>Group Assignment –</p> <p>15 marks</p>

EVALUATION:

Credit	Credit	Internal	Internal	External	External	Total
TH	PR	TH	PR	TH	PR	
2	2	25	25	50	25	100
		25+25=50/2=25				

- 1) Internal: Theory Modules 1 & 2 = 25 marks + Practical 25 marks= 50/2= 25 marks
- 2) External - Theory examination on 1 and 2 modules = 50 marks(Final)
- 3) Total : Internal - 25 + External - 75 (50 final Theory + 25 Practical exam) = 100 marks

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.

[illegible]

Module No.	Objective	Content	Evaluation
4	<p>The learner will-</p> <ol style="list-style-type: none"> 1. Learn the method of taking Body Measurements for garment stitching. 2. Develop skill in stitching the garments with good finishing 	<p><u>Personal clothing construction & stitching</u></p> <ul style="list-style-type: none"> • Stitching of the following garment <ol style="list-style-type: none"> 1. Skirt (As per trend) Without yoke -Simple pattern 2. Simple Top (As per trend). Simple pattern, without darts, Simple sleeves Without placket Side slits – as per choice No collar 	<p>Skirt -10 Marks</p> <p>Top-15 Marks</p>

Practical: Evaluation of Module 3 + Module 4 (25 marks each) = 50 /2= 25 marks

Unit Test (Practical): Stitching of one neckline (10 marks) and 2 seams (10 marks), 5 marks for journal.

REFERENCES:

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22. Wynne A (1997). *Textiles – motivates series*, Macmillan Education Ltd. London.
23. Campbell H. & Davies M (1985) *Designing Patterns*. A. E. Press Melbourne.
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Semester II

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

Course	T C	Pr C	Th C	Int M	Ext M	Total
Fundamentals of Food Science and Nutrition	4	2	2	25	75	100

Module No.	Objectives	Content	Assessment
1	<p>This will enable students to:</p> <ol style="list-style-type: none"> 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 	<p>Introduction to Nutrition</p> <ol style="list-style-type: none"> 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. <p>Macronutrients</p> <ol style="list-style-type: none"> 1. Carbohydrates 2. Proteins 3. Fats 4. Water <ul style="list-style-type: none"> - Classification, functions, sources, requirements, deficiencies - Digestion, Absorption, Transport - Food Science principles 	<p>Quiz / assignments</p> <p>25 Marks</p>

Module No.	Objectives	Content	Assessment
2	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1. Know the role of Vitamins and minerals in health 2. Identify the color pigments in foods 3. Understand the change in color pigments 	<p>Micronutrients:</p> <p>Classification of Vitamins: A, D, E, K, Thiamin, Riboflavin, Niacin, Ascorbic Acid and Minerals: Calcium, Iron and Iodine</p> <ul style="list-style-type: none"> - Functions, deficiencies sources, requirements - Digestion, Absorption, transport - Conservation of nutrients - Color Pigments 	<p>Quiz / Assignments</p> <p>Fat Soluble Vitamins: 10 Marks</p> <p>Water Soluble Vitamins: 8 Marks</p> <p>Minerals: 7 Marks</p>

Objectives: (Practical)

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
3	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 <ul style="list-style-type: none"> - Weights and measures - Standardization, portion size - Methods of food preparation - Food Science principles - Calculation of nutrients - Conservation of nutrients 	Quiz 25 marks

Module No.	Objectives	Content	Assessment
4	This will enable students to: <ol style="list-style-type: none"> 1. Plan recipes and calculate nutrients 2. Evaluate the principles of food science applicable 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 	Planning and Cooking 25 marks

EVALUATION:

Credit	Credit	Internal	Internal	External	External	Total
TH	PR	TH	PR	TH	PR	
2	2	25	25	50	25	100
		25+25=50/2=25				

References:

1. Mudambi, S.R. and Rajgopal, M.V. (2012), *Fundamentals of Foods and Nutrition* New Age International Pvt. Ltd.
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6. Introductory Nutrition (1986). Mosby College Publishing. Guthrie Helen 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.

Course	TC	Th C	Pr C	Int M	Ext M	Total
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 –Edgardales 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

Practical:

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:

- 1) Continuous Evaluation = 25 Marks per Module
- 2) Internal: (Theory -15 + Practical - 10) = 25 marks
- 3) External: (Theory -50 + Practical – 25) =75 marks
- 4) 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*, Naya Prakash, Calcutta Development, Oxford and IBH Publication, New Delhi. Ray, G. L. (1991)

Semester III
Nutrition for Life span

Objectives:

The course enables students to -

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

Course	TC	Th C	Pr C	Int M	Ext M	Total
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

Module No.	Objectives	Content	Assessment
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

Module No.	Objectives	Content	Assessment
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3	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1. Learn the physiological changes during pregnancy and lactation 2. Understand the effect of physiological changes on nutritional requirements 3. Understand the role of nutrition in pregnancy outcome and during lactation 	<p>Nutrition during Pregnancy and Lactation</p> <p>Planning meals for various physiological conditions</p> <ul style="list-style-type: none"> - Pregnancy - Lactation 	<p>Quiz Planning and Cooking Practical</p>
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Module No.	Objectives	Content	Assessment
4	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1. Understand the physiological changes during growth, development and ageing and their effect on nutritional needs 	<p>Nutrition during Life cycle</p> <ol style="list-style-type: none"> 1. Planning meals for different age groups <ul style="list-style-type: none"> - Infancy - Childhood - Adolescence - Old age 	<p>Quiz Planning Cooking Practical</p>

EVALUATION: Continuous Evaluation

- **Planning = 50 marks**
(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** (all four modules)
- **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.
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5. I.C.M.R. Publications 2010, Nutrient requirement and recommended Dietary Allowances for Indians.
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9. Wardlaw G.M, (1997), Contemporary Nutrition, Issues and Insights, 3rd Edition Tata Mc GrawHill 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

Course	TC	Th C	Pr C	Int M	Ext M	Total
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</p> <p>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, McMillan India Ltd, New Delhi, 1997.

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

Course	TC	Th C	Pr C	Int M	Ext M	Total
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	This will enable students to:- 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 & 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.	Marriage 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 7. Marriage rituals & Court marriage 8. Honeymoon 9. Annulment & Divorce & Marriage Counselling	Group presentation on any above topics, 10 marks

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 lecturer and resource person. 4. seminar and workshops on counseling	5marks 5marks 5marks 10marks

REFERENCES:

1. Benokraitis, V. N. (2011). Marriages and Families: Changes, Choices and Constraints, 7th edition, prentice hall, New Jersey.
2. Blood, Robert and Wolfe (1960). Husband and Wife: Dynamics of Married Life, Free Press, New York.
3. Coleman, C.J. (1988) Intimate Relationships, Marriage & Family (2nd Ed.). New York: Macmillan Publishing Company.
4. Duvall, E.M. (1977). Marriage and Family Development, 5th edition, Lippincott Co. Philadelphia.
5. Dyer, E.D. (1983). Courtship, Marriage and Family, American Style, the Dorsey Press, Illinois.
6. Edward, N.J. & Demo, H.D. (1991). Marriage and family transition. London: Allyn & Bacon.
7. Gore, (1969). Urbanization and Family Change, Popular Prakashan, Bombay.
8. 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

Course	TC	Th C	Pr C	Int M	Ext M	Total
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:

- 1) Internal: Continuous evaluation - 25 Marks
- 2) External: 75 Marks
- 3) Total : Internal - 25 + External - 75 = 100 marks

Module No.	Objectives	Content:	Evaluation
3	This module will enable students to: 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	<u>Forms of Media:</u> 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.	5 marks 5 marks 10 marks

Module No.	Objectives	Content:	Evaluation
4	This will enable students to: 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.	<u>Media Skills:</u> 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.	7 marks 8 marks 15 marks

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.

Course	TC	ThC	PrC	IntM	ExtM	Total
Fabric Ornamentation & Accessory Design	4	-	4	100	-	100

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

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:

1. Anchor-educational service-(2007 & 2008 series)
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4. Caroline Ollard,1988, The complete book of needle craft. Macdonald Publisher.
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Semester IV

Food Preservation

Objectives

The course enables students to:

1. understand the basic principles of food preservation.
2. learn the various preservation techniques and their applications.

Course	TC	Th	Pr	Int	Ext	Total
Food Preservation	04	03	01	25	75	100

Modules	Objectives	Content	Assessment
I	This enables the students to: <ol style="list-style-type: none"> 1. understand the need and scope for food preservation 2. understand the basic principles underlying food preservation 	<ol style="list-style-type: none"> 1. Introduction to Food Preservation Importance and objectives of food preservation and traditional methods of food preservation. 2. Factors affecting post-harvest storage stability of foods. 3. Basic principles of Food Preservation 4. Causes of food spoilage-growth and activity of microorganisms and insects. 5. Action of enzymes and chemical reactions. 6. Physical changes in cereals, pulses, fruits and vegetables. 	25 marks One Test / assignment
II	This enables the students to: <ol style="list-style-type: none"> 1. understand the various methods of food preservation involving temperatures 	Methods of Food Preservation involving temperatures- <ol style="list-style-type: none"> a. Asepsis and removal of micro-Organisms b. Use of high temperature Factors affecting heat resistance, TDT and Pasteurization Canning and its use in food industry c. Use of low temperature- Freezing, frozen storage, blanching, changes during storage and 	25 marks One Test / assignment

		thawing. d. Drying or dehydration- factors affecting dehydration, pretreatments and post treatments, different techniques of dehydration.	
III	This enables the students to: 1. understand the methods or combination of methods for preserving different kinds of foods	Other Methods of Food Preservation- a. Use of preservatives PFA classification of food preservatives- class I and class II preservatives, developed preservatives. b. Irradiation and applications in for various foods, advantages and disadvantages. Other methods- microwave heating, hurdle technology, wax emulsion	25 marks One Test / assignment

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Semester IV

Food Preservation Practicals

Objectives:

The course will enable students to:

1. apply principles of food preservation.
2. prepare preserved products using different preservation methods.

Module No	Objectives	Content	Evaluation
IV	<p>This module will enable students to:</p> <ol style="list-style-type: none"> 1. understand and observe the role and mode of action of sugar as a preservative. 2. understand and observe the role and mode of action of other preservatives and other techniques of preservation. 3. get hands-on experience in preparation of various preserved products. 	<p>Introduction to Food Preservation – aseptic handling in lab.</p> <p>Preparation of products using sugar as the main preservative:</p> <p>Preparation of products using other preservatives:</p> <p>Pickles</p> <p>Tomato Products</p> <p>Other Sauces</p> <p>Masalas and dry chutney</p> <p>Freezing of fruits and vegetables</p> <p>Dehydrated foods</p> <p>Visit to canning, cold storage plants and various industries</p>	<p>25 Marks</p> <p>Continuous Evaluation</p> <p>Report on visit to food processing industry</p>

Semester IV

Traditional Textiles & Embroideries of India

Objectives:

1. to acquire knowledge of different textiles produced in different states of India.
2. to acquaint the students with the different motifs, colors and weaving techniques used in the textiles along with their significance.
3. to acquire knowledge of various embroideries done in India with the historical background of each.
4. to learn different types of stitches, motifs, colors and materials used in the embroideries and their significance
5. to acquaint the students with the work of handloom board, khadi board in India.

Course	TC	Th C	Pr C	Int M	Ext M	Total
Traditional Textiles & Embroideries of India	04	02	02	25	75	100

Module No.	Objectives	Content	Evaluation
I	<p>1. to acquire knowledge of different textiles produced in different states of India.</p> <p>2. to acquaint the students with the different motifs, colors and weaving techniques used in the textiles along with their significance.</p>	<p>1. Introduction in brief about the Traditional Textiles and Embroideries in India.</p> <ul style="list-style-type: none"> • Influence of foreign countries on Indian Embroidery. <p>2. Textiles of the following States listed below:</p> <p>Fiber used colors, motifs and weaving techniques used for the producing traditional textiles.</p> <p>Maharashtra, West Bengal, Andhra Pradesh, Gujarat, Saurashtra, Kutch, Rajasthan, Uttar Pradesh, Orissa, Karnataka, Kerala, Madhya Pradesh, Tamil Nadu, Assam, Jammu & Kashmir, Punjab, Manipur.</p>	<p>10 marks</p> <p>Traditional textiles -state wise</p> <p>(Group project)</p>

II	<ol style="list-style-type: none"> 1. to acquire knowledge of various embroideries done in India with the historical background of each. 2. to learn different types of stitches, motifs, colors and materials used in the embroideries and their significance 	<p>1. Embroideries of the following states listed below.</p> <ul style="list-style-type: none"> • Embroidery of the following States regarding history, materials used, stitches, motifs, colors, their significance and descriptive terms used per motifs. <ol style="list-style-type: none"> 1. Kasturi of Karanataka 2. Embroidery of Sindh, Kutch and Kathiawar 3. Kashida of Kashmir 4. Kantha of Bengal 5. Chikankari of Uttar Pradesh 6. Manipuri Embroidery 7. Applique work of Bihar and Orissa 8. Phulkari of Punjab 9. Chamba Rumal 10. Gold and silver 	<p>15 marks</p> <p>Collection of designs State wise</p>
III	<ol style="list-style-type: none"> 1. to acquaint the students with the work of handloom board, khadi board in India. 	<p>Handloom Industry of India</p> <ol style="list-style-type: none"> 1 History of Handloom Board 2 Functions of Handloom Board 3 Weaver's service centers <p>Khadi Board</p> <ol style="list-style-type: none"> 1 Structure of Khadi Board 2 Functions of Khadi Board 	<p>5 marks</p> <p>Visit any sector and report presentation on it.</p> <p>Visit an Industrial & small scale embroidery unit</p>
IV	<ol style="list-style-type: none"> 1. to learn the stitches used in the Embroidery of different states. 2. to acquire knowledge of different motifs and colors used in the Indian Embroidery with their significance. 	<ol style="list-style-type: none"> 1. Frame and prepare a samples with Traditional embroidery motifs. Any 5 embroidery <i>motifs</i> to be done on the sample 2. Plan and design any one article/garment by application of the traditional embroidery stitches. 	<p>10 marks</p> <p>Application of embroidery on garment</p> <p>Or Samples</p> <p>10 marks</p>

EVALUATION:

- 1] Internal assessment for Th. 25 Marks and for Pr. 25 Marks.
- 2] Take the average of Theory and Practical internal Marks $(25+25=50/2= 25 \text{ Marks})$
- 3] Theory External Marks = 50 4) Practical External Marks = 25

References:

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- 13) Lynton L. (1995). *The Sari* London: Thames and Hudson Ltd.
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Community Dynamics

Objectives:

The course will enable students to

1. understand and analyze community as a dynamic entity.
2. analyze the interrelation between issues and sustainable development of communities.
3. comprehend the concept, context and strategies of community work.
4. develop competencies to use the method in practice while working in community.

Course	TC	Th C	Pr C	Int M	Ext M	Total
Community Dynamics	04	04	---	25	75	100

Module no.	Objectives	Content	Evaluation
I	<p>This module will enable students to:</p> <ol style="list-style-type: none"> 1. develop an understanding about the concept of community and community dynamics. 2. gain knowledge about various types of communities. 	<p>Concept of community and community dynamics</p> <ol style="list-style-type: none"> 1. Concept of community - meaning, definition, characteristics of community 2. Characteristics of different communities – tribal, rural, urban, semi urban, semi rural and migrant community 3. Social structure of community 4. Concept of community dynamics 	<p>Assignment on - - characteristics of different communities</p> <p>- Social structure of selective communities (25 Marks)</p>
II	<p>This module will enable students to:</p> <ol style="list-style-type: none"> 1. develop an understanding about issues affecting the community. 2. comprehend the interrelation between the different community issues. 3. become aware of strategies to deal with community issues. 	<p>Issues of community:</p> <ol style="list-style-type: none"> 1. Issues, implications and challenges <ol style="list-style-type: none"> a) Economic issues b) Environmental issues c) Socio-cultural issues d) Infrastructure and amenities e) Displacement 2. Strategies to deal with Community issues 	<p>Situational analysis of issues and problems of selected communities (25 Marks)</p>

III	This module will enable students to : <ol style="list-style-type: none"> 1. develop understanding about the dynamics of the community 2. gain knowledge about the process of developing sustainable communities. 3. understand the role of government and NGOs in extension activities. 	Dynamics of Community: <ol style="list-style-type: none"> 1. Methods to understand community dynamics. 2. Factors affecting community dynamics. 3. Developing communities for sustainability. 4. Role of government and NGOs in extension activities. 	Written assignment on methods to study community dynamics - Study of an NGO to understand practices to work with communities (25 Marks)	-
IV	This module will enable students to : <ol style="list-style-type: none"> 1. be able to know the role of community in developmental work. 2. develop an understanding of the concept of community work. 3. be able to comprehend different approaches of community work. 	Community Work: <ol style="list-style-type: none"> 1. Concept of community work-meaning and importance 2. Group dynamics and community organization 3. Approaches to community work 4. Community participation 	- Group discussion on role of community organizers - Presentation of success stories with approaches (25 Marks)	

Evaluation:

Continuous evaluation : 25 marks

Final examination : 75 marks

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

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Semester IV

Soft Skills Development

Objectives:

1. to improve confidence level of students by enhancing their communication skills
2. to equip students with employability skills so as to enhance career opportunities
3. to enable students to make timely and productive decisions so as to enable their career advancement
4. to train students on how to project a professional image at workplace

Course	TC	Th C	Pr C	Int M	Ext M	Total
Soft Skills Development	04	04	-	100	-	100

Module No.	Objective	Content	Evaluation
I	The learners will be able- <ol style="list-style-type: none"> to understand the processes of both interpersonal and public communication to prepare for, and deliver an effective formal presentation 	Effective Communication skills <ol style="list-style-type: none"> Processes of Communication Barriers to Communication- external and psychological Hints for effective verbal delivery Preparing an outline for a formal presentation 	Assignments Students must prepare the outline/ structure of a given topic - 15 marks And present the same in a short 10 min. presentation with visual aids -10 marks
II	The learners will be able - <ol style="list-style-type: none"> to understand the correlation between self-esteem and image building to enhance self-confidence through improved body language to understand the importance of etiquette in professional interactions to learn techniques of stress management 	Image building Self-Esteem <ol style="list-style-type: none"> Impact of Body Language Power dressing/grooming Etiquette/Cross cultural interactions Managing Stress Students are required to convey the required etiquette in given professional /cross cultural situations Stress management techniques of student's choice	Assignments Role play 15 marks Presentation 10 marks
III	The learners will be able- <ol style="list-style-type: none"> to prepare effectively for an interview 	Enhancing Employability <ol style="list-style-type: none"> Preparing for an interview Appearing for an interview 	Assignments

	2. to participate in a group discussion with confidence 3. to prepare a professional resume	3. Writing an effective resume 4. Methods and procedures in group discussions 5. Assessment Criteria <ul style="list-style-type: none"> preferably conducted by an expert from the industry Students must submit it in stipulated format. A group of 10 students are asked to discuss a given topic for duration of 15 minutes. The remaining students will act as evaluators 	Mock interview 10 marks Personal Resume 10 marks Group Discussion 5 marks
IV	The student will be able - 1. to understand the processes wherein one can arrive at a decision 2. to set their personal short term and long term goals 3. to understand techniques of problem solving	Decision Making 1. Goals - short term and long term 2. Setting personal goals 3. Importance of Time Management in achieving goals 4. Steps towards making an effective decision <ul style="list-style-type: none"> Analytical skills and potential problem analysis Students will be given a case study wherein they will have to come to root cause/ arrive at a situational analysis. 	Assignment 25 marks 15 Marks for written analysis + 10 marks for presentation

EVALUATION:Continuous evaluation of 100 marks on all four Modules

References

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 - 2) Atkinson, Jacqueline. (1993). Better time management New Delhi: Indus.
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 - 12) Mitra, Barun K. (2011). Personality Development and Soft Skills. New Delhi: Oxford.
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 - 14) Onkar, R.M. (2010). Managing career by discovering your personality a pragmatic perspective of soft skills New Delhi: S.Chand & Co. Ltd.
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 - 16) Singh, O.P . (2012). . Art of effective communication in group discussion and interview for competitive examinations New Delhi: S.Chand & Co Ltd.
- Sharma, B.L. (2011) .Latest interview techniques: modern trends and practices Jaipur: Shree Niwas Publications.Singh,

Semester IV

Child & Youth Development

Objectives:

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

Course	TC	Th C	Pr C	Int M	Ext M	Total
Child & Youth Development	04	04	--	25	75	100

Module No	Objectives	Content	Evaluation
I: Physical & Motor Development	This module will enable students to:- 1. gain knowledge of development & its principles. 2. understand physical & motor development.	1. Meaning, Importance & Characteristics of Development <ul style="list-style-type: none">• Principles of Development• Concept of Development• Components of Motor Ability & Laterality• Factors affecting physical & motor development	25 Marks Practical Component: Plan activities for physical & motor development (group assignment) (5 marks)
II: Emotional Development	This module will enable students to:- 1. develop insight into emotional development from 2 – 18 years 2. become aware of emotional intelligence.	1. Meaning, definition of emotional development 2. Emotional Development <ul style="list-style-type: none">• Understanding emotions – Characteristics of emotions of preschool children, emotional expressiveness.• Terms – Catharsis, Heightened Emotionality (meaning, causes, expressions) Emotional Maturity. Positive & Negative emotions, Emotional Intelligence	Evaluation of Practical Component: Role play, skit, dramatization(group assignment) (5 marks)

III: Social 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)
IV: Language Development	This module will enable students to:- 1. analyze the functions & process of language development. 2. get acquainted with aspects such as bilingualism, multilingualism.	1. Meaning & functions of language 2. Process involved in language learning 3. Development of language 4. Factors affecting language development 5. Bilingualism, multilingualism. 6. Speech defects	Evaluation of Practical Component: Write and assignment on issues in multilingual families. (5 marks)

REFERENCES:

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2. Dacey, J.S. (1979) "Adolescent Today", Food year Publishing Co., Inc. California.
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4. Hurlock, F.B. (1997) "Child Development", Tata MacGraw Hill, Delhi.
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Semester V

Front Office Operations and Accommodation

Objectives:

1. to study the front office operations practices applicable to the hospitality industry.
2. to understand the concepts of various sections of front office and their duties and responsibilities.
3. to enable the students to understand that front office is an integral part of guest contact cycle and services provided in the industry.

Courses	TC	Th C	Pr C	Int M	Ext M	Total
Front office Operations and Accommodation	04	02	02	25	75	100

Module no 1	Objective	Content	Evaluation
I	<ol style="list-style-type: none">1. to understand the classification of the lodging industry and different types of accommodation provided to guests.2. to study the organization structure of the front office, personnel and their duties and responsibilities.	<p>FRONT OFFICE OPERATIONS-BASICS.</p> <p>1.1 Introduction to front office operations.</p> <ul style="list-style-type: none">• Introduction to hospitality industry-Origin, classification and types of hospitality industry.• Classification of hotels, hotel services, various departments and sub departments.• Organization and staffing needs for the areas of operation.• Introduction to lobby, front office equipments, functions of front office staff, qualities of front office staff.• Importance of communication and co-ordination with the various other departments.	<p>1.Survey on the 5 star, 4 star and 3 star properties (5 in number) in your city/ locality and tabulate the facilities and services offered . Prepare a presentation of the same.</p> <p>(10Marks)</p>

	<p>3. to enable the student to learn the basis of charging the rooms.</p> <p>4. to study the basic functions of reservations, registration and accounting process</p>	<ul style="list-style-type: none"> • Different types of guests. • Types of front office software used for front office operations- property management system. <p>1.2 Reservation.</p> <ul style="list-style-type: none"> • Guest cycle- pre arrival stage. • Types of rooms. • Basis of tariffs- how the rate for the room is calculated. • Different types, functions and modes of reservation. • Channels of reservation, handling reservation request, systems of reservation. • Types of discounts and allowances. • Group reservations. • Room forecasting. • Over bookings and Cancellations • Guest history. • Forms, formats and reports for reservations. 	<p>2. Interview 10 customers and find out what modes of reservations have they used and how comfortable they felt when doing reservations using the modes and identify the problems if they faced any. Prepare a report for the same.</p> <p>(5 Marks)</p>
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1.3 Registration and reception.

- Guest arrival cycle.
- Preparing for guest arrival and pre registration.
- Duties of staff- morning and night.
- Receiving and welcoming and assigning rooms.
- Concept of registration.
- Registration methods and procedure.
- VIP procedures.
- Groups and crew arrivals.
- Room key control.
- Changing rooms.
- Departure procedure.
- Forms, formats and reports of reception.

1.4 Front office accounting.

- Guest departure cycle.
- Guest and non guest accounts.
- Check out process.
- Hotel credit policies.
- Maintaining guest folio.
- Presentation and settlement of bills.
- Modes of payment.
- Foreign currency encashment.
- Allowances and paid outs.
- Night audit process.

Forms, formats and reports of the accounts maintained.

3.Prepare a report on the process of group registrations followed by details. Explain the facts to be considered when doing group registration by the front office reception.

(5 Marks)

4.Prepare a presentation on the various credit policies and procedures generally followed in front office accounting.

(5 Marks)

II	<p>1.to understand various guest services and complaint handling procedures</p> <p>2. to study the statistics, budgeting and yield management process for earning revenues in front office.</p>	<p>FRONT OFFICE GUEST SERVICES AND REVENUE SYSTEMS</p> <p>1.1 Lobby and telephones.</p> <ul style="list-style-type: none"> • Importance of lobby, organization, staff and functions. • Bell desk, equipments and functions. • Control of bell boys. • Scanty baggage, wake call, discrepancy report. • Concierge and valet. • Forms, formats and reports of lobby. • Role of telephones. • Equipments in use. • Qualities for staff in telephones. • Co-ordination with other departments. • Forms, formats and reports maintained <p>1.2 Guest services- complaint handling procedures.</p> <ul style="list-style-type: none"> • Club services. • Business centre. • Left luggage, message handling, safe deposit lockers. • Handling guest complaints. • Hotel, guest security and emergency systems. <p>1.3 Front office revenue accommodation statistics.</p> <ul style="list-style-type: none"> • Introduction to yield management. • Occupancy ratios. • Forecasting techniques. • Average room revenue. • Statistical reports. <p>1.4 Front office budgeting.</p> <ul style="list-style-type: none"> • Making front office budget. • Costs, profits and sales. • Break even analysis. • Forecasting room revenue. 	<p>(10 Marks)</p> <p>1.Prepare a scrapbook showing various lobby layout of hotels of the world (National/ International hotels)</p> <p>2.Prepare a presentation on the importance of coordination of front office with other departments in hotel.</p> <p>3. Prepare a report on the various equipments of hotel security and emergency systems used in hotels.</p> <p>(10 Marks)</p> <p>4. Present on the various room revenue forecasting techniques used to increase revenue in front office.</p> <p>(5Marks)</p>
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EVALUATION:

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

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2. Bhatnagar, S.K. (2002), 'Front Office Management', Frank Bros and Co. India
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4. Sue Baker, Pam Bradley, Jeremy Huyton (2001), 'Principles of Hotel Front Office Operations', Cengage Learning, Singapore
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6. Sudhir Andrews (2008), 'Text book of Front Office Management and Operations', , Tata McGraw -Hill, India

Semester V

Front Office Operations and Accommodation(Practical)

Objectives:

1. to practice the procedures seen in the front office.
2. to understand the functions of the components of reservation, registration and accounting duties in detail.
3. to enable the students to design various formats and do role plays of the process followed in front office
4. to maintain a journal for recording all the exercises done in the practical for ready reference.

Course	TC	Th C	Pr C	Int M	Ext M	Total
Front office Operations and Accommodation	04	02	02	25	75	100

Module no	Objective	Content	Evaluation
III	<ol style="list-style-type: none">1. to understand the classification of the lodging industry and different types of accommodation provided to guests.2. to study the organisation structure of the front	<p>FRONT OFFICE OPERATIONS-BASICS.</p> <p>1.1 Introduction to front office operations.</p> <ul style="list-style-type: none">• Introduction to hospitality industry-Origin, classification and types of hospitality industry.• Classification of hotels, hotel services, various departments and sub departments.• Organisation and staffing needs for the areas of operation.	<p>All exercises done in the practical will be recorded in the journal.</p> <p>1.Draw the classification of hospitality Industry and the various departments of a very large, large,</p>

	<p>office, personnel and their duties and responsibilities.</p> <p>3. to enable the student to learn the basis of charging the rooms.</p> <p>4. to study the basic functions of reservations, registration and accounting process</p>	<ul style="list-style-type: none"> • Introduction to lobby, front office equipments, functions of front office staff, qualities of front office staff. • Importance of communication and co-ordination with the various other departments. • Different types of guests. • Types of front office software used for front office operations- property management system. <p>1.2 Reservation.</p> <ul style="list-style-type: none"> • Guest cycle- pre arrival stage. • Types of rooms. • Basis of tariffs- how the rate for the room is calculated. • Different types, functions and modes of reservation. • Channels of reservation, handling reservation request, systems of reservation. • Types of discounts and allowances. • Group reservations. • Room forecasting. • Over bookings and Cancellations • Guest history. • Forms, formats and reports for reservations. 	<p>medium and small hotel in the journal.</p> <p>2. Write the organization chart of the front office and the job description and duties performed by the front office staff.</p> <p>(5 Marks)</p> <p>3. Prepare a format for reservation .</p> <p>4. Write the dialogues and do a role play between a customer wanting to reserve a room for stay and a reservation assistant of the hotel.</p> <p>(10 Marks)</p>
		<p>1.3 Registration and reception.</p> <ul style="list-style-type: none"> • Guest arrival cycle. • Preparing for guest arrival and pre registration. • Duties of staff- morning and night. • Receiving and welcoming and assigning rooms. • Concept of registration. • Registration methods and procedure. • VIP procedures. 	<p>5. Draw a registration form amendment and cancellation forms.</p> <p>6. Do role play for handling guest complaints for various situations like- theft in the room, engineering problem, change of room, guest who has a confirmed</p>

		<ul style="list-style-type: none"> • Co-ordination with other departments. • Forms, formats and reports maintained <p>4.2 Guest services- complaint handling procedures.</p> <ul style="list-style-type: none"> • Club services. • Business centre. • Left luggage, message handling, safe deposit lockers. • Handling guest complaints. • Hotel, guest security and emergency systems. <p>4.3 Front office revenue accommodation statistics.</p> <ul style="list-style-type: none"> • Introduction to yield management. • Occupancy ratios. • Forecasting techniques. • Average room revenue. • Statistical reports. <p>4.4 Front office budgeting.</p> <ul style="list-style-type: none"> • Making front office budget. • Costs, profits and sales. • Break even analysis. • Forecasting room revenue. 	<p>2. Write the procedures for Left luggage, safe deposit lockers, changing rooms (Room transfer).</p> <p>3. Draw a format for maintaining guest history record.</p> <p>(5 Marks)</p> <p>4. Solve the problems to calculate occupancy percentages, average room rate</p> <p>(10 Marks).</p>
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EVALUATION:

- 5) On Four Modules of 25 marks
- 6) Final examination of 75 marks
- 7) Total marks = Internal 25 + External 75 = 100

REFERENCE BOOKS:

1. Sudhir Andrews (2004), 'Hotel Front Office Training Manual', Tata McGraw- Hill Company India.
2. Bhatnagar, S.K. (2002), 'Front Office Management', Frank Bros and Co. India
3. James. A. Bardi (2006), 'Hotel Front Office Management', John Wiley and sons.
4. Sue Baker, Pam Bradley, Jeremy Huyton (2001), 'Principles of Hotel Front Office Operations', Cengage Learning, Singapore
5. Ahmed Ismail (2002), 'Front Office Operations and Management', Thomson and Delmar, ISBN : 0768 2343-1

6. Sudhir Andrews (2008), ‘ Text book of Front Office Management and Operations’, , Tata McGraw -Hill, India

Objectives:

The course enables the students to-

1. understand the concept of entrepreneurship
2. acquire knowledge about the world of entrepreneurs
3. understand and inculcate entrepreneurial values, attitudes, qualities and desires.
4. sow the seed of entrepreneurship in fertile mind

Course	TC	Th C	Pr C	Int M	Ext M	Total
Entrepreneurship Development	4	-	4	100	-	100

Module No	Objectives	Content	Assessment
I	This module will enable the student to <ol style="list-style-type: none"> 1. understand the market and develop new ideas as per market demands 2. understand the types of entrepreneurship. 3. know available techniques for opportunity development, 	Introduction to Entrepreneurship: <ul style="list-style-type: none"> - Definition, Concept and Need for entrepreneurship. - Types of entrepreneurs: Spontaneous, Motivated and Induced. - Kinds of Entrepreneurship: Proprietary, Partnership and Group Entrepreneurship. Exploring the World of Entrepreneurs: <ul style="list-style-type: none"> - Legendary, Business, Social and Environmental, Artistic and Aesthetic Entrepreneurs - Entrepreneurs in Shadows, failed entrepreneurship - New Internet Entrepreneurs. 	case studies presentations using different audiovisual aids individual or group activity Quiz 7 marks
II	This module will enable the student to <ol style="list-style-type: none"> 1. understand the characteristics of an entrepreneur 2. assess ones readiness to be an entrepreneur, 3. know available techniques for opportunity development 4. understand the elements of a 	Entrepreneurial Assets <ul style="list-style-type: none"> - Entrepreneurial Values and attitudes. - Entrepreneurial Qualities. - Role demands and Requirements of Entrepreneurs. Entrepreneurial Motivation <ul style="list-style-type: none"> - Definition and Meaning of Achievement Motivation. - Need for Achievement Motivation Unit 3- Motivating Factors: Internal and External	case studies projects presentations using different audiovisual aids individual or group activity Quiz 6 marks

	successful business venture		
III	<p>This module will enable the student to</p> <ol style="list-style-type: none"> 1. develop effective communication skills required to be a successful entrepreneur. 2. able to develop and appreciate theories that have been proposed to explain entry and success in business 	<p>Gaining Personal Focus and Developing Skills</p> <ul style="list-style-type: none"> - Communication Skills: Written and verbal communication. - Barriers to communication. - Developing Listening skills. - Personality Development: experts in the field to take sessions with students. - Gaining Personal Focus: Defining ones own Intentions, goals and purpose. <p><u>Internal Intentions:</u> <u>External Intentions</u></p>	<p>case studies presentations using different audiovisual aids individual or group activity Quiz 6 marks</p>
IV	<p>This module will enable the student to</p> <ol style="list-style-type: none"> 1. prepare a project report. 2. apply all fundamentals required to write a well-structured business plan 3. understand the development of a formal business plan 4. gain experience in developing key components of the business plan into an executive summary 	<p>Entrepreneurial Ideas</p> <ul style="list-style-type: none"> - Creativity and Idea Generation- Searching and selecting Entrepreneurial Ideas. -Dynamics of project Identification. - Matching Project and enterprise. - Gather Information on what works, How to succeed and Mistakes to avoid. (Students to interact with particular business persons related to their identified project/ field of interest, have Brainstorming sessions and share Ideas and Strategies in class) - Research select articles written about the industry related to their product or service. <p>Organize Visits to Industries and Organizations helping entrepreneurship.</p>	<p>case studies presentations using different audiovisual aids individual or group activity Quiz 6 marks</p>

References:

1. Bolton, B. & Thompson, J (2001): Entrepreneurs: Talent, Temperament, Technique, Replika Press Private Ltd, Delhi, 110 040, India.
2. Taneja, S. & Gupta, S.L. (1992) Entrepreneurship Development, New Venture Creation, Galgotia Publishing Company, New Delhi
3. Hisrich, R.D. & Peters, M.P. (1995) Entrepreneurship: Starting, Developing and Managing a New Enterprise, Richard, D. USA, Irwin, INC
4. Desai, V. (1991, 97, 99, Vol I & II,) Entrepreneurial Development, Himalaya Publishing House. Mumbai.

Semester V

Dyeing and Printing

Objectives:

1. students acquire knowledge on classification of dyes.
2. students learn about various dyes
3. learner learns methods and procedures of application of dyes
4. they understand the preparatory processes

Course	TC	Th C	Pr C	Int Th Pr	Ext Th Pr	Total
Dyeing and Printing	04	03	01	15 10	60 15	100

Module no	Objective	Content	Evaluation
I: <u>PREPARATORY AND POST-PROCESS FOR DYEING AND PRINTING</u>	1) the learner will know the different preparatory and post processes of textile fabrics. 2) the learner will know about the chemicals used on textile fabrics during these processes.	<u>Unit-1</u> :- Singeing, De-sizing, Scouring, Bleaching(H ₂ O ₂), Mercerization.(All Processes for cotton only and to be taught in brief). <u>Unit-2</u> :- Post process for dyed and printed fabrics -Soaping, Steaming, Ageing, Curing (in brief).	25 marks
II: <u>DYES AND METHODS OF DYEING</u>	1) the learner will acquire knowledge of various dyes used on textile fibers. 2) the learner will learn the procedure of dyeing different textile materials. 3) the learner will get knowledge of the different machinery used for the same.	<u>Unit-1</u> :- Classification of dyes. <u>Unit-2</u> :- Process of dyeing 1) After learning this the learners will understand the classification of dyes. and fibers dyed by the following-Basic dyes, Acid dyes, Direct dyes, Azoic dyes, Disperse dyes, Reactive dye & Vat dyes. (in short) <u>Unit-3</u> :- Cross dyeing, Solution dyeing, Union dyeing <u>Unit-4</u> :- Stock dyeing, Top dyeing, Yarn dyeing, Piece dyeing (winch, jigger and padding mangle).	25 marks

III: <u>PRINTING:-</u>	1)to learn different styles and methods of printing	Introduction to Styles of Printing – Unit-1Direct Printing –Different methods of printing – Block Printing, Stencil Printing, Duplex Printing, Warp Printing, Screen Printing (hand and flat-bed), Transfer Printing. Unit-2 Discharge Printing Unit-3 Resist Printing –History of Tie and Dye. History of Batik (Methods to be taught in module 4)	25 marks
IV:<u>TIE AND DYE & BATIK</u>	1) to learn different techniques of Tie and Dye. 2) to learn different techniques of batik.	Unit-1 Different methods of Tie and Dye :- –Different methods of Tie and Dye - Marbling, Folding, Knotting, Stitching, Binding, Laheria, Rutching, Chevron, Batik effect, Pleating with pegs, Twisting and Coiling . Assignment: 1) These samples to be made by each student. 2. Internal assessment of these samples out of 25 marks. Unit-2 Batik :- Crack, scratch, splash, batik painting and combination (Demonstration of these methods to be shown to students)	25 marks

EVALUATION:

Note:- Each module carries 25 marks.

[1] Internal marks out of 75 to be converted out of 15 marks.

[2] Module 4 to be completed as practical course of internal evaluation of 10 marks.

[3] 15 marks Internal practical exam to be conducted at college level.

[4] University external theory examination of 60 marks.

[5] Total 100 marks.

REFERENCE BOOKS:

- [1] Barbhaya B; (1968) .Batik for Beginners, M.S. University, Baroda.
- [2] Shenai V.A. ; Technology of dyeing ,Vol. VI. Sevak publication, Bombay- 400 031. [3] Shenai V.A.; Technology of printing ,Vol. IV . Sevak publication, Bombay- 400 031.
- [4] Prayag R.S.; Dyeing for wool, silk and man – made Fibers , Court press, Salem , Dharwad.
- [5] Joseph M.L; (1993) Introductory Textile Science , 6th Edition, Fort WorthHarcourtBrace Jovanovich College Publ..
- [6] Trotman E.R.:Bleaching & Dyeing & Chemical Technology of Textile Fibers, 5th Edition, London, Griffin and Co.
- [7] Marsh J.T.; An Introduction to Textile finishing, Chapman and Hall Ltd .
- [8] Kale D.G.; Calico Printing
- [9] Prayag R.S.;Technology of Dyeing , Court press, Salem Dharwad.
- [10] Prayag R.S.:(1989), Technology of Printing” Court press, Salem Dharwad.
- [11] Peters R.H; (1975)Textile Chemistry , Vol II Elsevier Publishing Co. New York, America.

Programme Planning and Management

Objectives:

The course will enable the students to

1. understand the importance and process of programme planning & management in extension
2. develop an ability to plan, implement, monitor and evaluate extension programmes.

Course	TC	Th C	Pr M	Int M	Ext M	Total
Programme Planning and Management	04	04	---	25	75	100

Module no.	Objectives	Content	Evaluation
I	This module will enable students to: <ol style="list-style-type: none"> 1. know the concept philosophy and need of programme planning. 2. understand the methods & approaches to programme planning 	Concept of programme planning <ol style="list-style-type: none"> 1. Meaning, philosophy and need of programme planning in extension 2. Principles of programme planning 3. Methods and approaches to programme planning for extension work. 	Group discussion on approaches of programme planning/principles of programme planning (25 Marks)
II	This module will enable students to: <ol style="list-style-type: none"> 1. understand the importance of management in programme planning 2. know the management process 	Management of programmes: <ol style="list-style-type: none"> 1. Definition and concept of management, management process 2. Significance of management for extension programmes 3. Need of management in programme planning and implementation 	Role play on process and task of management. (25 Marks)
III	This module will enable students to ; <ol style="list-style-type: none"> 1. develop an ability to plan a programme 2. be able to identify & mobilize resources for programmes 	Programme planning: <ol style="list-style-type: none"> 1. Meaning, Importance, components of plan of work 2. Pre-requisites for developing a plan 3. Developing the plan of work and calendar of operations 4. Mobilizing resources 5. Planning for monitoring and evaluation 	Written assignment on mobilization of resources for a programme (25 Marks)

IV	This module will enable students to : <ol style="list-style-type: none"> 1. understand the process of programme implementation & management 2. design monitoring & evaluation process of programmes 	Programme implementation and management: <ol style="list-style-type: none"> 1. Follow through plan of work and calendar of operations 2. Administration, management, monitoring extension-programmes 3. Programme evaluation -meaning, types, phases, tools of evaluation 4. Follow up, reconsideration and revision of programme 5. Importance of people participation in extension programmes 	Written assignment on developing a plan of work keeping in mind the principles of planning and management (25 Marks)
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Evaluation:

Continuous evaluation of 25 marks

Final examination of 75 marks

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

References:

Chekki D.A. (1979) Theory and Methods of Planned 'Change, Vikas Publishing House Pvt.ltd New Delhi

Dhama O.P, O.P. Bhatnagar (1995) Education & Communication for development, Oxford & IBH publishing, Co.Pvt.Ltd.New Delhi.

Goel S.L. & Jain R.K.Social welfare Administration, Vol 1, Theory & Practice, Deep & Deep publication, New Delhi

Mcgrath, E.H. (1978): Basic Managerial Skills for All, Xavier Labour Relations Institutes, Jamshedpur 4,

Ray, G.L., (1999) Extension Communication and Management, Naya Prakash, Calcutta.

Supe S.V. (1992) An introduction to Extension education, Oxford & IBH publishing. Co.Pvt Ltd New Delhi.

United Nations Asian & Pacific Centre for Women and Development (1979): Manual on Project Development. ESCAP, Thailand.

Waghmare S.K., (1989), Teaching Extension Education; Federal Extension Service, U.S. Department Agriculture of, New Delhi ...

White, Shirley, A., (Ed), (1999) Art of Facilitating Participation: Releasing the Power of Grass Root Communication, Sage Publication, and New Delhi.

JOURNALS:

- Indian Journal of Extension Education, the Indian Society of Extension Education, New Delhi.

Semester V

Recent Advances in Human Ecology and Consumer Services

Objectives :

1. to train students to find reference material.

2. to train student to analyze, condense and evaluate articles/report.
3. to provide experience in group discussion in the subject.
4. to help students develop an ability to make effective presentation.
5. to help students develop ability to prepare and present reviews of articles.

Course	TC	Th C	Pr M	Int M	Ext M	Total
Recent advances in HE & CS	02	--	02	50	--	50

The student has to select a current topic related to the subject, collect information from literature, industry, library and other sources, compile it and present it in class.

EVALUATION:

Student's presentation to be evaluated as follows –

Language/ Body language	-	5 marks
Audio Visual Aids	-	5 marks
References / Bibliography	-	10 marks
Overall presentation	-	10 marks
Presentation of text	-	10 marks
Explanation of topic	-	5 marks
Ability to answer the audience's queries	-	<u>5 marks</u>
Total	-	50 marks

Note: Only internal evaluation, no examination

Semester V

Women's Issues

Objectives:

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

Course	TC	Th C	Pr M	Int M	Ext M	Total
Women's Issues	02	--	02	50	--	50

Module No	Objectives	Content	Evaluation
1.Demographic profile of women in India and towards change	<p>This module will enable students to:</p> <ol style="list-style-type: none"> 1. understand the demographic profile of women in India 2. to create awareness about the role and importance of media portraying women 	<ol style="list-style-type: none"> 1.Sex Ratio 2.Health 3.Education 4.Employment 5.National Policy of Empowerment of women 2001 6.The role and importance of media portraying women 	25 Marks Debate Discussion Presentation
2.Women, work and development	<ol style="list-style-type: none"> 1.to understand the present situation and changes in the status of women. 2.to create awareness about Governmental policies and strategies for women's development and role of voluntary organizations and NGO's in women's development. 	<ol style="list-style-type: none"> 1.Women in the unorganized sector. 2.Women in the Organized sector. 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 	25 Marks Discussion Presentation

References:

- Bansal S. (2007): Women in Developing Countries, Sumit Enterprises, New Delhi.
- Bhadauria M (1997): Women in India (Some Issues), APH Publication, New Delhi.
- Chaudhuri M (ed.) (2004): Feminism In India, Women Unlimited, New Delhi.
- Ghadially Rehana (ed.) *1998): Women In Indian Society: A Reader Sage Publications, New Delhi.
- Gopalan S.(2002): Towards Equality- The Unfinished Agenda, Status of Women in India. National Commission for Women, New Delhi.
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- Kumar S.A (2007): Women in the face of Globalization, Serial Publication, New Delhi.
- Mishra R.B (1992):Indian Women Challenges and Change., Commonwealth Publishers, New Delhi.
- MadunuriLaxmipatti R (ed.) (2007):Women Empowerment: Challenges and Strategies,, Mayur Enterprises, New Delhi.
- Panday R. (2008): Women Welfare and Empowerment in India, New Delhi, India.
- Panday R. (2008): Women Welfare and Empowerment in India Vision for 21 century. New Century Publications,New Delhi.
- Patel v (2002): Women's Challenges in the New Millennium. Gyan Publishing House, New Delhi.
- Sapru R.K.(1989): Women and Development. Ashish Publication House, New Delhi.
- Singh K.V (2007): Women Issues- Empowerment and Gender Discrimination. Vista International Publishing House, Delhi,
- Tandon R.K. (1994): Women in Modern Indi. Indian Publication Distributors. Delhi.

Semester VI**Event Management(Theory)****Objectives:**

1. to understand the importance of events, event management and its role in the hospitality industry

2. to understand the basic functioning of the event industry in respect with its feasibility, marketing and promotion
3. to study various Human Resource functions in event management
4. to learn various methods of budgeting and account keeping in event management.
5. to understand and design event proposals and projects

Course	TC	Th C	Pr C	Int M	Ext M	Total
Event Management–Theory	04	02	02	25	75	100

Module no	Objective	Content	Evaluation
I	<ol style="list-style-type: none"> 1. to understand event management in detail. 2. to study the scope and different types of events. 3. to enable the students to understand the keys to success of event management 	<p>Introduction to Event Management</p> <p>1.1 Definition and Types of events</p> <ul style="list-style-type: none"> • Introduction- Meaning and Definition, Scope and Importance of event management • Size of events - Mega, major and minor events • Types of events – Religion, Personal, Sports, Entertainment, Academic, Professional etc. • Qualities of an Event Manager <p>1.2 Success to Event Management</p> <ul style="list-style-type: none"> • Keys to success • SWOT Analysis – Strengths, Weaknesses, Opportunities and Threats of an event project, Advantage and Disadvantages of SWOT Analysis 	<ul style="list-style-type: none"> • List five events for Mega, Major and Minor events and explain any 1 in detail (15 marks) • Do the SWOT Analysis for the same. (5 marks) • Choose an on going event happening in your city and write a report on it. (5 marks)
II	<ol style="list-style-type: none"> 1. to study the event marketing process in detail 2. to study the different methods of budgeting and account keeping in event management 	<p>Event Marketing and Budgeting</p> <p>a. Event Marketing</p> <ul style="list-style-type: none"> • Introduction to Event Marketing • Nature of Event Marketing • Process of Event Marketing - Establish the features of the product, Identify Customers (segmentation), Plan to meet Audience needs, Analyze consumer decision making process, Establish price 	<ul style="list-style-type: none"> • Make a proposal for an event which includes budget, theme, concept, lighting, food, decoration etc. including the promotional plan using different kinds

		<p>and ticket program, promote the event and evaluation.</p> <ul style="list-style-type: none"> • 5 P's of event Marketing or Marketing Mix – Product, Price, Place, Public Relation and Positioning. <p>2.2Event Budgeting</p> <ul style="list-style-type: none"> • Meaning and need of Budgeting • Making an event budget • Importance of Account keeping • Types of account keeping 	of media (25 marks).
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References:

1. David Allen, (1983): "Accommodation & Cleaning Services" vol-1& 2, London, Hutchinson
2. Dr. C.B. Memoria, (2005): "Principles & Practices of Marketing in India", KitabMahal.
3. Getz D Cognizant, (2011): "Event Management and Event Tourism", Communication Corporation.
4. Gold Blatt, (1996): "Best Practices in Modern Event Management", Published by John Wiley & Sons.
5. J.M. Math, (2005): "Hospitality Marketing & Management", Avishkar Publications
6. Rayudu, (2008): "Media & Communications Management", Himalaya Publishing House.
7. Sanjaya Singh Gaur, Sanjay V. Saggere, (2003): "Event Marketing & Management", Frank Bros & Co.
8. Walker John R, (2012): "Introduction to Hospitality Management"
9. Watt D. Longman, (1998): "Leisure & Tourism Events Management & Organizational Management"
10. Weaver D. John, (2007): "Tourism Management", Wiley & Sons, London.

Event Management (Practicals)

Objectives

1. to understand the importance of events and its role in the hospitality industry
2. to understand the basic functioning of the event industry in respect with its feasibility, marketing and promotion
3. to study various Human Resource functions in event management.
4. to learn various methods for event promotion and media functions.
5. to understand and design event proposals and projects.

Module no	Course	Content	Evaluation
III	1. to learn the concept and designing an event. 2. to study various Human Resource functions in event management.	Basics of Event Management. 1.1 Process of Event Management <ul style="list-style-type: none"> • 5 C's of event management • Planning, Organizing, Controlling and Evaluating 3.2 Designing of an Event <ul style="list-style-type: none"> • Process of event management: site and sight, staging, theme, rehearsals services and catering. • Protocol – Titles, Dress for formal occasions, protocol for speakers. 3.3 Human Resource Functions in Event Management: <ul style="list-style-type: none"> • Interpersonal skills & Public relations • Communication Skills – Tips for communication, Communication process, Types of communication, Presentation as an effective tool, • Need for Human Resource management & human relationship. 1.1 Pre Event Preparations <ul style="list-style-type: none"> • Checklist • Feedback forms • Drafts of Invitations • Designing of Banners, Logos, Brochures of the Event • Preparing PPT's for the event 	<ul style="list-style-type: none"> • List examples for 5 C's of event • Design a plan for a mega, major or minor event plan using the entire process • Design a plan for different occasions considering its site, theme, service and catering. • Dressing as per the occasion and protocol • Developing inter personal skill and public relations through mock presentation • Explain the communication process for planning an event • Developing the communication skill through presentations • Giving examples for each type of communication used in planning an event • Explain the need for human resource management in an event planning • Need and importance of

			<p>human relationship in event planning.</p> <ul style="list-style-type: none"> • Interview 1 Event Manager/Company • Interview 1 client with the help of designing questionnaire.
IV	<p>1. to know various methods for event promotion and media functions.</p> <p>2. to design event proposals and projects.</p>	<p>Promotion and Media</p> <p>4.1 Promotion & Media:</p> <ul style="list-style-type: none"> • Need for promotion <p>4.2Media used in event promotion: Print media, Networking Components, Radio, T.V, Internet, cable, Outdoor media, sponsorships at venues</p> <p>4.3Effective factors for promoting event</p> <p>4.4 Event Proposal & Project:</p> <ul style="list-style-type: none"> • Making a proposal and project considering the type of event 	<p>Explain the need and process of promotion in event management</p> <p>Make a plan for promotion of an event through use of different medias</p> <p>Print media</p> <ul style="list-style-type: none"> • Paid • Non paid <p>Networking component Radio Television Internet Cable Outdoor media Sponsorships at venues</p> <p>Giving examples, discuss the effective factors for promoting event</p> <p>Make a proposal considering the type of event</p> <p>Make a project plan considering the type of event.</p> <p>Brainstorming sessions with students on the events they have participate in and also carry a small event on a small scale and discuss in the class.</p>

EVALUATION:

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

Community Nutrition(Theory)**Objectives:**

The course will enable the students to:

1. know the major nutrition related problems India is currently facing and the reasons contributing to the situation.
2. understand the sampling techniques and principles of various methods of assessment of nutritional status in the community
3. know the intervention strategies and programmes undertaken by the Governmental and certain National and International agencies to combat malnutrition
4. understand the principles underlying the strategies and methods that can be used to plan nutrition education programmes for at-risk populations.

Course	Total Credits	Th	Pr	Int	Ext	Total
Community Nutrition	04	02	02	25	75	100

Module	Objectives	Content	Evaluation
I	<p>This module will enable students to:</p> <ol style="list-style-type: none"> 1. understand the major nutritional problems & the vicious poverty-malnutrition interaction contributing to it 2. know the different methods of assessment of nutritional status of a community 	<p>Introduction to Nutrition-</p> <p>1: Definition & characteristics of a community</p> <p>2: Major Nutritional problems in India & factors contributing to it (PEM,nutritional anaemia, IDD,Vit A & D deficiency, metabolic syndrome)-explain the paradox of malnutrition.</p> <p>3:Anthropometric</p> <p>Biochemical</p> <p>Clinical & Dietary surveys (including sampling techniques in brief)</p> <p>Vital statistics</p>	<p>Quiz</p> <p>Assignments</p> <p>Projects</p> <p>MCQ</p>

II	<p>This module will enable students to:</p> <ol style="list-style-type: none"> 1. know about the intervention strategies & programmes undertaken by the Governmental & certain National & International agencies to combat malnutrition 2. understand principles of the strategies & methods that can be used to plan nutrition education programmes for select population 	<ol style="list-style-type: none"> 1. Supplementary feeding programmes(MDMP, school lunch programmes,ICDS,NNAPP,NI DDCP,Vit A prophylaxis programme) 2. Green and white revolution 3. Agencies and their role in nutrition programmes – NIN,ICMR,ICAR,FAO WHO,UNICEF,CARE 4. Individual strategies – woman-woman,child to child 5. Community strategies- community contact,rural school system 6. Principles of.Nutrition & health education techniques 7. Exhibition,demonstration and dramatisation 	<p>Quiz</p> <p>Assignments</p> <p>Projects</p> <p>MCQ</p>
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References

1. Rosalind.S, Gibson (2005) Principles of Nutritional Assessment Oxford University Press 2nd Edition.

Isobel Contento(2011) Nutrition Education: Linking Research, Theory, and Practice:2nd edition. Jones and Bartlett Publishers International.

2. J E Park and K Park (1991)Textbook of preventive and social medicine.

Community Nutrition (Practical)

Objectives

The course enables the students to:

1. Be aware of various vulnerable groups in society.
2. Design the questionnaire and conducting for Diet Surveys emphasizing diet pattern, Food habits, cooking practices, hygiene and environment.
3. Planning and organizing Nutrition Education in community.
4. Plan and prepare appropriate teaching aids and how to use them.
5. Identify various health related problems in various vulnerable sections

Module	Objectives	Content	Assessment
III	This module will enable students to : 1. Practically assess and interpret nutritional status of an individual or small group	1. Anthropometry: Weight and height measurements-Interpretation using NCHS standards and IAP classification for children Growth chart for an infant BMI for adults 2. Interpret a mock biochemical report of a malnourished child 3. Clinical signs (Group 1 –WHO classification) 4. Visit to aanganwadi, ANC, Hospital for practical observations 5. Dietary survey-24-hr recall, calculations and interpretation	25 Marks - Taking Anthropometric measurements - case study - PPT group presentation - Report on Visits to ANC and Anganwadi
IV	This module will enable students to: 1. Plan, conduct and evaluate a nutrition education programme in the community	1. Conduct a baseline survey or interview to find out the need and gap in knowledge. 2. Plan and conduct an appropriate nutrition education programme 3. Evaluate the programme through a feedback mechanism	25 Marks - Conduct Diet Survey - Conducting lectures and demonstrations - case study - PPT group presentation

Basic of Guidance and Counseling

Objectives:

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

Course	TC	Th	Pr	Int M	Ext M	Total
Basic of Guidance and Counseling	04	04	-	25	75	100

Module No	Objectives	Content	Evaluation
1. Fundamentals of Guidance and Counseling	This module will enable students to:- <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. 	25 Marks Discussion 15 marks Group presentations 10 marks
2: Therapies of counseling	This module will enable students to:- <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. 	<ol style="list-style-type: none"> 1. Therapies used in counseling – Meaning & Importance of therapy <ul style="list-style-type: none"> • Play therapy • Art & Music therapy • Group therapy • Family therapy 2. School Counseling <ul style="list-style-type: none"> • Education counseling • Vocational counseling • Counseling for exceptional children • Counseling for special areas. 	25 Marks Visit to counseling clinic & report writing 15 marks Individual presentation on therapies 10 marks
3: Introduction to Psychological tests	This module will enable students to:- <ol style="list-style-type: none"> 1. Understand the need for using Measurement & Evaluation Techniques 	<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 	25 Marks Individual Presentations 10 marks Group project 15 marks

	<p>2. Understand meaning & characteristics of good test.</p> <p>3. Analyze the formal techniques of Assessment & its classification.</p>	<ul style="list-style-type: none"> • Developmental test • Personality test • Projective techniques 	
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>25 Marks</p> <p>Presentation-10 marks</p> <p>Assignments 15 marks</p>

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