

**SNDT Women's University**

**([www.sndt.ac.in](http://www.sndt.ac.in))**

**Syllabus for**

**Degree of Bachelor of Science**

**Early Childhood Education**

**(Home Science)**



**With effect from**

**Academic Year 2013-14**

**ShreematiNathibaiDamodarThackersey Women's University**

**1, NathiaiThackersey Road, Mumbai – 400020.**

**S.N.D.T.WOMEN'S UNIVERSITY, MUMBAI**

**LIST OF SUBJECTS BSC ECE**

Sem	Code No.	Course	TC	Th C	Pr C	U/C	Out Of		Passing		
							Int	Ext	Int	Ext	Total
<b>12 EARLY CHILDHOOD EDUCATION BATCH - 2013</b>											
I	9101	English I	4	3	1	C	25	75	10	30	40
	9102	Applied Science	4	2	2	C	25	75	10	30	40
	9103	Design & Aesthetics	4	2	2	C	25	75	10	30	40
	9104	Life Span Development	4	4	-	C	25	75	10	30	40
	9105	Environment Studies	4	4	-	C	25	75	10	30	40
II	9201	English II	4	3	1	C	25	75	10	30	40
	9202	Human Physiology	4	3	1	C	25	75	10	30	40
	9203	Textile Sc. & Apparel Design	4	2	2	C	25	75	10	30	40
	9204	Fundamental of Food Science & Nutrition	4	2	2	C	25	75	10	30	40
	9205	Extension & Communication	4	3	1	C	25	75	10	30	40
III	9301	Nutrition for Life Span	4	-	4	C	100	-	40	-	40
	9302	Consumer Studies	4	4	-	U	25	75	10	30	40
	9303	Family Dynamics	4	3	1	U	25	75	10	30	40
	9304	Media Skill Development	4	3	1	U	25	75	10	30	40
	9305	Fabric Ornamentation and Accessory Design	4	-	4	C	100	-	40	-	40
IV	1241	Growth & Development in Early years (0-8yrs)	4	4	-	U	25	75	10	30	40
	1242	Curriculum for Young Children (Th )	4	4	-	U	25	75	10	30	40
	1243	Curriculum for Young Children (Pr)	4	-	4	C	100	-	10	30	40
	1244	Child Health Nutrition	4	3	1	U	25	75	10	30	40

	1245	Working With Parents	4	4	-	U	25	75	10	30	40
V	1251	Early Childhood Education I (Th)	4	4	-	U	25	75	10	30	40
	1252	Early Childhood Education II (Pr)	4	-	4	C	100	-	40	-	40
	1253	Administration & Management of Centers	4	4	-	U	25	75	10	30	40
	1254	Trends in ECE	4	4	-	U	25	75	10	30	40
	1255	Recent Advances in ECCE (Seminar) and Women's Issues	4	2	2	C & U	50	50	20	20	40
VI	1261	Children with special Needs	4	4	-	U	25	75	10	30	40
	1262	Basics of Guidance and Counseling	4	4	-	U	25	75	10	30	40
	1263	Management of Centers for children (Pr)	4	-	4	C	100	-	40	-	40
	1264	Professional Application in ECCE (Internship)	8	-	8	U	100	100	40	40	80

## FRAMEWORK OF SEMESTERS I, II, III

### SEMESTER I

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9101	English I (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
	<b>TOTAL</b>	<b>20</b>					<b>500</b>

### SEMESTER II

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9201	English II (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	Fundamental of Food Science & Nutrition (b)	4	2	2	25	75	100
9205	Extension & Communication (b)	4	3	1	25	75	100
	<b>TOTAL</b>	<b>20</b>					<b>500</b>

### 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
	<b>TOTAL</b>	<b>20</b>					<b>500</b>

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**

**PROGRAMME: B.Sc. in Home Science**

**Semester I**

**English I ( Higher Level)**

**OBJECTIVES:**

The student will learn how to

1. Read with fluency while simultaneously comprehending passages in English
2. Develop skills to participate independently in conversations and discussions conducted in English
3. Develop written communication skills for personal and professional communication
4. Express ideas descriptively and creatively.

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

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

Module No.	Objective	Content	Evaluation

2	<p>The learner will be able to -</p> <ul style="list-style-type: none"> <li>• identify different types of reports</li> <li>• understand sequencing in a project report</li> <li>• use the correct tense while writing a report</li> <li>• effectively present a report verbally</li> </ul>	<p><b>Report Writing</b></p> <p>Kinds of reports</p> <ol style="list-style-type: none"> <li>1. Sequencing</li> <li>2. Use of correct tense</li> <li>3. Reporting an event</li> <li>4. Structure of a project report</li> </ol> <p><b>Assignments :</b></p> <ol style="list-style-type: none"> <li>1. Preparing a simple project report based on class assignment</li> <li>2. Presenting the same as group of 3-4 students</li> </ol>	<p>Assign.1:(structure/outline) - 5 marks</p> <p>(delivery) - 5 marks = 10 marks</p> <p>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"> <li>• read the narrative with understanding and enjoyment</li> <li>• enhance their vocabulary</li> <li>• express their personal responses</li> </ul>	<p><b>Enhancing Comprehension skills</b></p> <p>Exercises based on Selections from prescribed text <i>Insight: A course in English Literature and Language</i>.By K. Elango. (Orient Black Swan).</p> <p>Unit IV (life stories) and</p> <p>Unit VII (Mass media)</p> <ol style="list-style-type: none"> <li>1. Comprehending narratives</li> <li>2. Articulating ideas /critical analysis using descriptive language</li> <li>3. Expressing personal responses creatively</li> <li>4. Vocabulary enhancement</li> </ol>	

	<p>descriptively</p> <ul style="list-style-type: none"> <li>express ideas lucidly</li> </ul>	<p><b>Assignments :</b></p> <ol style="list-style-type: none"> <li>1. Comprehension</li> <li>2. Articulating ideas/critical analysis</li> <li>3. Expressing personal response to the select narratives</li> </ol>	<p>Assign.1 (comprehension - 5 marks)</p> <p>Assign.2: (Critical analysi - 10 marks)</p> <p>Assign.3:( Response to narratives -10 marks)</p>
--	--	---	--

Module No.	Objective	Content	Evaluation
4	<p>The learner will be able to -</p> <ul style="list-style-type: none"> <li>participate independently in conversations and discussions conducted in English</li> <li>familiarize them with formal and non-formal modes of conversation</li> <li>develop questioning skills</li> </ul>	<p><b>Interpersonal communication skills:</b></p> <p>Conventions of Social Interaction</p> <ol style="list-style-type: none"> <li>1. Greetings</li> <li>2. Starting a conversation</li> <li>3. Introducing self and others</li> <li>4. Asking questions</li> <li>5. Requesting</li> <li>6. Apologizing</li> <li>7. Thanking</li> <li>8. Inviting</li> <li>9. Accepting</li> <li>10. Ending a conversation</li> </ol> <p><b>Conventions of public speaking:</b></p>	



		<p>Hints on effective delivery (verbal and non-verbal)</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Pair work for dialogue writing</li> <li>2. Oral presentation on an everyday situation</li> <li>3. Descriptive question on conventions of public speaking</li> </ol>	<ol style="list-style-type: none"> <li>1. Written dialogue 10 + delivery of dialogue 5 = 15 marks</li> <li>2. Oral presentation on everyday situation - 5 marks</li> <li>3. Descriptive question - 5 marks</li> </ol>
--	--	---	---

**EVALUATION :**

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

**English I (Lower Level)**

**OBJECTIVES:**

1. The student will learn how to
2. Read with fluency while simultaneously comprehending passages in English
3. Develop skills to participate independently in conversations and discussions conducted in English
4. Develop written communication skills for everyday and professional communication
5. Express ideas descriptively and creatively.

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

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

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

	reporting an event	<b>Assignments:</b> Letter writing. Any 3 of the following: 1 Invitation <b>or</b> Request <b>or</b> Apology <b>or</b> Thank you <b>or</b> enquiry <b>or</b> Complaint 2. Reporting an event in college	Assign.2: 5 marks per letter 2x 5= 10 marks
--	--------------------	--	---

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

Module No.	Objective	Content	Evaluation
------------	-----------	---------	------------

4	<p>The learners will be able to -</p> <ul style="list-style-type: none"> <li>• familiarize themselves with formal and informal modes of social interaction</li> <li>• confidently converse in English</li> <li>• confidently make short presentations in English</li> </ul>	<p><b>Conventions of Social Interaction</b></p> <p>Conventions of Social Interaction</p> <ol style="list-style-type: none"> <li>1. Starting a conversation</li> <li>2. Greetings</li> <li>3. Introducing self and others</li> <li>4. Asking questions</li> <li>5. Requesting</li> <li>6. Apologizing</li> <li>7. Thanking</li> <li>8. Inviting</li> <li>9. Accepting</li> <li>10. Ending a conversation</li> </ol> <p>Conventions of public speaking : Hints on effective delivery (verbal and non-verbal)</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Pair work-dialogue writing</li> <li>2. Oral presentation on an everyday situation</li> </ol>	<p><b>Assign 1:</b> Written script =10 marks + Oral presentation = 5 marks</p> <p><b>Assign 2:</b> Written outline = 5 marks + Delivery =5 marks</p>
---	---	--	--

**EVALUATION :**

Internal (Continuous Evaluation based on Modules 1 & 4) = 25 marks

External - 75 marks

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

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

KeertiRamachandran. 1996 (rpt 2010).YuvakathaVol 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:**

Asoka Rani, T. (1989).*English for career development: A course in functional English*. Hyderabad: Orient Longman Ltd.

Baker, Joanna (2003). *Essential speaking skills.A handbook for English language teachers*.Westrup, Heaths: London Continuum.

Das, Susmita (2004). *English language and grammar a resource book of ideas and activities for teachers*. Jaipur: Mangal Deep Publications.

David, A. (2005). *Teaching English as a second language*. New Delhi: Commonwealth Publishers.

Gibson, Miiiko Tan (2003). *Creative English - a comprehensive approach: 6*. Singapore: Singapore Federal Publications.

McArthur, Tom (1983). *A Foundation course for language teachers*. Cambridge: Cambridge University Press.

Nagaraj, Geetha (1996). *English language teaching: Approaches, methods, techniques*. Hyderabad: Orient Longman Ltd.

Reutten, Mary K. (2004). *Focus on writing: 1: developing composition skills through instruction and practice*. Singapore: Singapore Learners Publishing.

Sood, S.C.(ed) et al. (1991). *Developing language skills: 1: oral communication and reading comprehension, writing skills and words*. New Delhi: Manohar.

Ur, Penny and Wright, Andre (1996).*Five-minute activities*. Cambridge: Cambridge University Press.

### **APPLIED SCIENCE**

#### **OBJECTIVES:**

The course will enable the students :

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 in different fields

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

(Theory)

Module No.	Objectives	Content	Evaluation
1	<p>This will enable students to:</p> <p>1) Inculcate scientific temper in the students and develop scientific, analytical attitude.</p> <p>2) Develop to understand the importance of knowledge of chemistry with respect to food, textiles, medicine, harmful chemicals &amp; industries.</p> <p>3) Understand the use and importance of chemistry in day to day life.</p>	<p><b>Applied Chemistry</b></p> <p><b>1) Review of Basic Chemistry</b></p> <ul style="list-style-type: none"> <li>• Important definitions</li> <li>• Difference between Organic &amp; Inorganic compounds</li> <li>• Functional groups</li> <li>• Bohr's model of atom</li> <li>• Atomic number &amp; electronic configuration</li> </ul> <p><b>2) Soaps &amp; Detergents</b></p> <ul style="list-style-type: none"> <li>• Saponification reaction</li> <li>• Cold and hot process of soap making</li> <li>• Difference between soaps and detergents</li> <li>• Cleansing action</li> </ul> <p><b>3) Drugs and Pharmaceuticals</b></p> <ul style="list-style-type: none"> <li>• Properties of good drug</li> <li>• Meaning of important terms with e.g. Analgesic, Antipyretic, Antacid, Antibiotic, Diuretic, anti-inflammatory, Laxatives, Sulfa drugs</li> <li>• Common drugs- use and side effects of Aspirin, Paracetamol, Sulphanilamide</li> </ul>	<p>Assignment / Quiz</p> <p>(1) Multiple Choice Questions (MCQs)</p> <p>2) Objective</p> <p>3) Descriptive</p> <p>= 25 marks</p>

		<p><b>4) Dyes</b></p> <ul style="list-style-type: none"> <li>• Definition, important terms like chromophore, Auxochrome, chromogen</li> <li>• Classification based on application</li> <li>• e.g. and uses of different dyes in food, textile, medicine, laboratory, etc. &amp; their hazards</li> </ul> <p><b>5) Polymers</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Define-monomer, polymer, polymerization</li> </ul> <p>Some important polymers and their structure &amp; uses polyethylene, polyester, polyvinyl chloride</p>	
<b>Module No.</b>	<b>Objective</b>	<b>Content</b>	<b>Evaluation</b>
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><b>Cell</b></p> <ul style="list-style-type: none"> <li>• As the basic unit of life</li> <li>• Types of cells</li> <li>• Salient features of animal cell</li> </ul> <p><b>Introduction to Micro-organism</b></p> <ul style="list-style-type: none"> <li>• Bacteria-Structure, Classification based on response to O<sub>2</sub>, nutrition, Importance of bacteria</li> <li>• Fungi- Morphology of molds and yeasts, classification, beneficial and harmful aspects</li> <li>• Virus- Morphology, Classification based on nucleic acid content and hosts</li> </ul> <p><b>Genetics and Heredity</b></p> <ul style="list-style-type: none"> <li>• Origin of the term gene</li> </ul>	<p>Assignment / Quiz</p> <p>1 MultipleChoice Questions (MCQs)</p> <p>2 Objective</p> <p>3 Descriptive</p> <p>25 marks</p>

		<ul style="list-style-type: none"> <li>• Chemical basis of heredity- organization of human genome, sex determination, monogenic and polygenic traits, patterns of inheritance- autosomal, recessive and sex-linked inheritance</li> <li>• Mutation and its type, abnormalities in chromosome number</li> </ul> <p><b>Genetic Engineering and Biotechnology</b></p> <ul style="list-style-type: none"> <li>• Definition of the terms</li> <li>• Methodology of gene cloning-in brief</li> </ul> <ol style="list-style-type: none"> <li>1. Application of genetic engineering in plants- insects &amp; virus resistant plants, plants with improved characters.</li> <li>2. Application in human medicine- pharmaceuticals, thallemia oncogenes, interferon, production of growth hormone, human insulin ELISA.</li> </ol>	
--	--	--	--

**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 Livingstone, Edinburgh, 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, sevk 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	<p>This will enable student to:</p> <p>1) Develop in students the ability to work systematically in laboratory.</p> <p>2) Develop in them the skill for simple chemical procedures</p>	<p><b>Applied Chemistry</b></p> <ol style="list-style-type: none"> <li>1) Introduction to chemistry lab &amp; apparatus.</li> <li>2) Neutralization of strong acid with strong base (HCl&amp;NaOH)</li> <li>3) Neutralization of weak base with strong acid (Na<sub>2</sub>CO<sub>3</sub>&amp; H<sub>2</sub>SO<sub>4</sub>)</li> <li>4) Neutralization of weak acid with strong base (Oxalic acid &amp;NaOH)</li> <li>5) Oxidation- reduction reaction (Oxalic acid &amp; KMnO<sub>4</sub>)</li> <li>6) pH determination of various solutions: acid, base and neutral (two household example for each)</li> <li>7) Preparation of soap bar</li> <li>8) Viscosity measurement: water, oil, shampoo by Oswald's viscometer</li> </ol>	<p>Daily work</p> <p>Journal</p> <p>Performing experiment</p> <p>25marks</p>

Module No.	Objective	Content	Evaluation
------------	-----------	---------	------------

4	<p>This will enable student to:</p> <ol style="list-style-type: none"> <li>1) Acquire knowledge of various micro-organisms and the required skills to study them.</li> <li>2) Apply this knowledge in day to day life</li> </ol>	<p><b>Applied Biology</b></p> <ol style="list-style-type: none"> <li>1) Study and care of microscope</li> <li>2) Observation of motility of bacteria by Hanging drop method (<i>E.coli/ Proteus</i>)</li> <li>3) Observation of bacteria by the simple: monochrome staining method (Hay infusion culture or milk)</li> <li>4) Gram staining of bacteria in buttermilk</li> <li>5) To observe common pathogenic bacteria (any 6 – permanent slides)</li> <li>6) Observation of fungi on different food materials</li> <li>7) To observe common pathogenic protozoa (permanent slides of <i>Entamoebahistololytica</i> and <i>Plasmodium vivax</i>)</li> <li>8) Study of medicinally important plants (projects)</li> </ol>	<p>Daily work</p> <p>Journal</p> <p>Performing experiment</p> <p>25marks</p>
---	--	---	--

## DESIGN & AESTHETICS

### OBJECTIVES:

- The course will enable the students :
- To understand the elements and principles of design.
- To develop the skills to appreciate the aesthetics of art and design.
- To develop an understanding of the application of art principles in various areas of Home Science.
- To promote group learning in the study of arts and crafts.

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

Module no	Objective	Content	Evaluation, Assignments and Marks
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><b>ELEMENTS OF DESIGN</b></p> <p><b>Basic Elements</b></p> <p>Introduction, types, importance, application and psychological effects of each element.</p> <ul style="list-style-type: none"> <li>- Point</li> <li>- Line</li> <li>- Shape</li> <li>- Form</li> <li>- Texture</li> <li>- Light</li> <li>- Space</li> </ul> <p><b>Introduction to Colour</b></p> <ul style="list-style-type: none"> <li>- Color wheel (Primary, Secondary and Intermediate colors)</li> <li>- Introduction to Various Color Schemes (Color Harmonies)</li> <li>- Dimensions of color</li> <li>- Classification of colors (warm &amp; Cool color and Advancing and Receding Colours)</li> </ul> <p><b>Principles of Design</b></p>	<p>Collect pictures of all the basic elements from nature as well manmade objects</p> <p>(Marks 05)</p> <p>Journal work for the entire color chapter (Marks 10)</p> <p>Journal work on all the</p>

		Introduction, types and application <ul style="list-style-type: none"> <li>- Harmony</li> <li>- Balance</li> <li>- Rhythm</li> <li>- Scale and Proportion</li> <li>- Emphasis</li> </ul>	principles (Marks 10)
--	--	--	-----------------------------

Module no	Objective	Content	Evaluation
2	<p>To help students understand good and better design concepts</p> <p>To enable the students to develop the skills to appreciate aesthetics of art and design.</p> <p>To develop in the students an understanding of the application of art principles in various areas of Home Science.</p>	<p><b>Concept of Designing</b></p> <ul style="list-style-type: none"> <li>- Meaning of structural design and decorative design</li> <li>- Requirements of structural design and decorative design</li> </ul> <p><b>Aesthetics of Art and Design</b></p> <ul style="list-style-type: none"> <li>- Understanding of aesthetics and art</li> <li>- Optical illusion</li> </ul> <p><b>Application of Art Elements and Principles of Design</b></p> <p>Related to Interior Design/hospitality, Textile Design, Food Decoration, Visual Communication, curriculum planning</p>	<p>Group Presentation (Charts, pictures) (Marks 10)</p> <p>Optical Illusions Collect3 Pictures (Marks 05)</p> <p>Group Activity (Article Making) (Marks 10)</p>

**Practical**

Module no	Objective	Content	Evaluation
3	<p>To develop students with various drawing skills.</p> <p>To help students learn different colour combination and its visual effects.</p> <p>To promote group learning in the study of arts and crafts.</p> <p>To develop skill in making different crafts.</p>	<p><b>Use of Various Medium to Create Designs</b></p> <ul style="list-style-type: none"> <li>- Pencil</li> <li>- Pen &amp; ink</li> <li>- Color</li> </ul> <p><b>Creating Textures</b></p> <p>Fabric, Paper, Sticks, Saw dust, pearls etc.</p> <p><b>Color Schemes</b></p> <p>Color harmony, Monochromatic, Achromatic, Chromatic color schemes.</p> <p><b>ACCESSORY DESIGN</b></p> <p>Paintings / pot painting / 3D murals/Stain Glass Painting (INNOVATIVE WORK) etc</p>	<p>Journal Work (5 marks)</p> <p>Accessory Design (Marks 10)</p> <p>Concept (Marks 02)</p> <p>Creativity (Marks 03)</p> <p>Workmanship (Marks 03)</p> <p>Overall presentation (Marks 02)</p>

Module no	Objective	Content	Evaluation
4	<p>To enable the students to create concept designing with themes</p> <p>To understand</p>	<p><b>Scale drawing</b></p> <ul style="list-style-type: none"> <li>- Understanding Scales</li> <li>- Enlargement</li> <li>- Reduction</li> </ul>	<p>Scale drawing and Geometric work</p> <p>(Mark</p>

	<p>the basic principle of geometry and shapes; and the concept of form follows function with the help of 3D modeling.</p>	<p><b>Geometrical Design Pattern</b></p> <ul style="list-style-type: none"> <li>- Symmetry and asymmetrical designs</li> <li>- Abstract pattern</li> </ul> <p><b>APPLICATION OF ART IN DESIGN</b></p> <ul style="list-style-type: none"> <li>- Flower Arrangement</li> <li>- Fabric design/Embroidery</li> <li>- Salad carving/Food presentation</li> <li>- Flash cards/puppets</li> </ul> <p><b>Best out Waste</b></p> <p>Paper bags / Paper collage etc.</p>	<p>s 10)</p> <p>3 D form object (5 marks)</p> <p>(Marks 10)</p> <p>Making any one of them (10 marks)</p> <p>Best out of waste (10 marks)</p> <p>(Marks 05)</p>
--	---	--	--

Module 1	Module 2	Module 3	Module 4	Internal	External		
25 Marks	25 Marks	25 Marks	25 Marks	100/4=25 Marks	Theory Final Exam 50 Marks (Module 1 and 2) Time 2 hrs	Practical 25 Marks (Making of final Portfolio)	Total 75 marks

## **REFERENCES: -**

- Agan T. (1970.) The Houses, Its Plan Use. Oxford and IBM, New Delhi.
- Ahmed K. (1995). Interior Design-An Introduction to Art, Craft, Science, Techniques and Profession. Ingra Publications Pvt. Ltd., Mumbai.
- Bevlin, M.E. (1985). Design through discovery, Rinchart and Winston, New York.
- Bhatt N.D. (1985). Elementary drawing, AnanCharotar Publishing House.
- Bhatt P. &Shamita G. (1990).Foundation of Art and Design.Lakhani Book Depot, Mumbai.
- Collingwood R.G. (1958). The principles if Art, Oxford University Press, London.
- Craig &Rush. (1966). Homes with character, D.C. Health & Co. New York.
- Dandekar H.D. and Krishnamurti C.E. (1960).Machine drawing. Oxford University Press, London.
- Donald Anderson. (1961). Elements of Design. Holt, Rinchat and Winston, NewYork.
- Dorothy S. (1952). Introduction to Home Furnishing. The McMillan Company, NewYork.
- Faulker R. &FaulkerS.(1964). Inside Today's Home. Holt, Rinchat and Winston, NewYork.
- Faulker, Ziegfeld, and Hill.(1956). Art Today, ltenry Holt.
- Frances O. (1921). Art and Design in Home Living, McMillan Company, New York.
- GarrestonFrouz. (1967)Theory and Practice of Colour.Studio Vista Publishers, London.
- Goldstein and Goldstein. (1953). Art in Everyday Life, McMillan Company, New York.
- Grames M. (1951). The Art of Colour and Design.McGraw Hill Book Co., New York.
- Lewis D.S., Jean O.B and Ester F.S. (1969).Housing and Home Management. The McMillan Company, New York.
- Morris W. (1989).Design and Patterns.Bracker Books, London
- Morton R. (1970). The Home and its Furnishing.McGraw Hill Book Company, Inc., New York.
- Morton G. M. (1964). The arts of costume and personal appearance, John Wiley and Sons, New York.
- Mueller C. G., Mae Rudolf et.al. (1967). Light and Vision – Life Science and Library, Time life International, Netherlands.
- Rowland K. (1965). The Shapes We Need. Vol. 2/3, Grind Co., London.

Rutt A. H. (1974). Home Furnishing. Wiley Eastern Pvt. Ltd., New Delhi.

Shah M. G., Kale G. M. & Patki S. Y. (1993). Building Drawing with an Integrated Approach to Build Environment. Tata McGraw Hill Publishing Company Ltd., New Delhi.

### LIFE SPAN DEVELOPMENT

#### OBJECTIVES:

This course will enable the students:

1. To create awareness about important aspects of development throughout the life span.
2. To become acquainted with different development stages from birth to old age.
3. To understand the problems and hazards faced by an individual throughout the life span.

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

Module No.	Objective	Content	Evaluation
1	<p>This will enable students to:-</p> <ol style="list-style-type: none"> <li>1. To know and comprehend the meaning of life span development.</li> <li>2. To develop awareness of advancements in the stage of pre natal and infancy</li> </ol>	<p><b>Introduction to Life Span Development</b></p> <p><b>0-2 years</b></p> <ol style="list-style-type: none"> <li>1. Meaning and definition of life span development and various stages in life span development.</li> <li>2. Conception and development during pre-natal stage.</li> <li>3. Neonatal stage               <ol style="list-style-type: none"> <li>a) Physical appearance</li> <li>b) Reflexes</li> <li>c) Perceptual Skills</li> </ol> </li> <li>4. Infancy</li> </ol>	<p>Practical Component:</p> <p>Project on Child rearing practices 25 marks</p> <ul style="list-style-type: none"> <li>- Finding information 10 marks</li> <li>- Presentation 10 marks</li> <li>- Submission of file 5 marks</li> </ul>



		a) Physical & Motor Development b) Developmental Task	
--	--	--	--

Module No.	Objective	Content	Evaluation
2	<p>This will enable students to-</p> <ol style="list-style-type: none"> <li>1. Acquaint student with the developmental changes during early &amp; middle childhood.</li> <li>2. Develop understanding about significance of preschool and school in the process of development.</li> </ol>	<p><b>Childhood</b></p> <ol style="list-style-type: none"> <li>1. Early &amp; Late childhood – Definition &amp; Developmental tasks</li> <li>2. Physical, Social &amp; Emotional development</li> </ol>	<p>Practical Component: Visit to a preschool &amp; Group presentation in class 25 marks - Report on observation 15 marks - Presentation and submission of file 10 marks</p>

Module No	Objective	Content	Evaluation
3	<p>This will enable students to:</p> <ol style="list-style-type: none"> <li>1. To gain deeper knowledge of various domains of adolescent development.</li> <li>2. Develop awareness about career planning/sex education during adolescence.</li> </ol>	<p><b>Adolescence</b></p> <ol style="list-style-type: none"> <li>1. Definition and characteristics of adolescence.</li> <li>2. Physical, Social &amp; Emotional development.</li> </ol>	<p>Practical Component: Guest Lecture on career choice/sex education, report on it 25 marks - Report and file submission 15 marks - Presentation 10</p>

			marks
--	--	--	-------

Module No	Objective	Content	Evaluation
4	<p>This will enable students to:</p> <ol style="list-style-type: none"> <li>1. Develop awareness about characteristics of early, middle &amp; late adulthood.</li> <li>2. Create awareness about problems &amp; issues of middle &amp; late adulthood.</li> </ol>	<p><b>Adulthood</b></p> <ol style="list-style-type: none"> <li>1. Definition of young, middle &amp; late adulthood &amp; development tasks of each stage.</li> <li>2. Physical, Social &amp; Emotional Development</li> </ol>	<p>Practical Component: Visit &amp; write a report on old age home 25 marks</p> <p>- Report on observation 15 marks -Presentation and submission of file 10 marks</p>

**EVALUATION:**

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

**REFERENCES:**

Berk L. E. (1989): Child Development, Prentice Hall Inc. India, New Delhi.

Chakravarty M (2000). Child Psychology. Common Wealth Publishers, New Delhi.

Craig, G.J. (1979): Child Development, Prentice Hall Inc. Englewood cliffs, New Jersey.

Hawkes and Pease (1976). "Behavior and Development from 5-12 years". Harper and Row, New York.

Hurlock, E.B. (1970): Child Development, Tata MacGraw Hill, Delhi.

Hurlock E.B. (1997): Child Development, Tata MacGraw Hill, Delhi.

Jafar M (2004). Developmental Psychology. APH Publishing Corporation, New Delhi.

Mussen, Conger, Kagan and Huston (1984): Child Development and Personality, Harper and Row, Publishers. Inc. New York.

Papalia D.E & Olds S. W. (1975): A Child's world, Macgraw Hill publication, New York.

Shrivastava.A.K (2004). Advance Child Psychology. ABC Publications. Jaipur. India.

Tara Chand (1993). Modern Child Psychology. Amol Publication, New Delhi.

Child Development, Std XII, Maharashtra State Board of Secondary and Higher Secondary Education, Pune.

### ENVIRONMENTAL STUDIES

#### OBJECTIVES:

The course will enable the students to:

1. Understand the importance and current situation of natural resources and the need to conserve them.
2. Familiarize with the concept and types of various ecosystems.
3. The student will be aware about biodiversity, and need of conservation.
4. Sensitize about social issues and their role.

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
9105	Environmental Studies	4	4	0	25	75	100

Every module will have weightage of 25%

Module No.	Objective	Content	Evaluation
	This will enable students to: 1. Get	The Multidisciplinary Nature of Environmental Studies <ul style="list-style-type: none"><li>• Definition, Scope and Importance, Need</li></ul>	<ul style="list-style-type: none"><li>• Short Questions/Multiple Choice Questions</li></ul>

<p>1</p>	<p>acquainted with physical environment and its components</p> <p>2. Know various natural resources, their importance, over use</p> <p>3. Develop the concept of sustainable development</p>	<p>for public awareness</p> <p>Natural Resources</p> <ul style="list-style-type: none"> <li>• Renewable and Non-Renewable Resources</li> <li>• Natural Resources and Associated Problem</li> </ul> <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:</p> <p>Use and exploitation, environmental effects of extracting and using mineral resources, case studies.</p> <p>Food Resources:</p> <p>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:</p> <p>Growing energy needs, renewable and non-renewable energy sources and use of alternate energy sources, case studies.</p> <p>Land Resources:</p> <p>Land as a resources, land degradation, man induced landslides, soil erosion and desertification</p>	<p>Assignment or display on ecosystems</p> <p>10 marks</p>
----------	--	--	--

		<ul style="list-style-type: none"> <li>• Role of individual in conservation of natural resources</li> <li>• Equitable use of resources for sustainable lifestyles</li> </ul> <p>Ecosystems</p> <p>Concept of ecosystem</p> <p>Structure and function of ecosystem</p> <p>Producers, consumers and decomposers</p> <p>Energy flow in the ecosystem</p>	
2	<ol style="list-style-type: none"> <li>1. Develop the concept of ecology and its components</li> <li>2. Study the impact of human activities and ecology and need to conserve the resources</li> </ol>	<p>Biodiversity and its Conservation</p> <ul style="list-style-type: none"> <li>• Introduction-Definition: Genetic, Species and Ecosystem Diversity</li> <li>• Bio-geographical classification of India</li> <li>• Value of biodiversity, consumptive use, productive use, social, ethical, aesthetic and option values</li> <li>• India as a mega-diversity nation</li> <li>• Hot-spots of biodiversity</li> <li>• Threats to biodiversity: habitat, loss, poaching of wild life, man wildlife conflicts</li> <li>• Endangered and endemic species of India</li> <li>• Conservation of bio-diversity: <i>In-situ</i> and <i>Ex-situ</i> conservation of biodiversity.</li> </ul>	<p>Display/ Assignment</p> <p>5 marks</p>

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

		<ul style="list-style-type: none"> <li>• Issues involved in enforcement of environmental legislation</li> <li>• Public awareness</li> </ul>	
--	--	---	--

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

**EVALUATION:**

- 1) On Four Modules, 1 or 2 assignments = 25 marks

- 2) External - 75 marks
- 3) Total : Internal - 25 + External - 75 = 100 marks

**REFERENCES:**

Agarwal, K.C. (2001) Environmental Biology, Nidi Publication Ltd. Bikaner.

BharuchaErach, The Biodiversity of India, MapinPublising Pvt. Ltd., Ahamadabad-380013, India, Email: mapin@icenet.net(R)

Brunner R. C. (1989), Hazardous Waste Incineration, McGraw Hill Inc. 480p

Clark R. S. Marine Pollution, Clanderson Press Oxford (TP)

Cuningham W. P. Cooper, T. H. Gorhani, E & Hepworth, M. T. (2001), Environmental Encyclopedia, Jaico Publ. House Mumbai, 1196p

De A. K., Environmental Chemistry, WileelyEastem Ltd.

Down to Earth, Center for Science and Environment(R)

Gleick, H. P. (1993), Water in Crisis, Pacifics Institute for Studies in dev., Environment & Security, Stockholm Env. Institute, Oxford University, Press. 473p

**SEMESTER II**

**English II ( Higher Level)**

**OBJECTIVES:**

The student will learn how to -

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

Code No.	Course	TC	Th	Pr	Int	Ext	Total
----------	--------	----	----	----	-----	-----	-------



					<b>M</b>	<b>M</b>	
<b>9201</b>	<b>English II (Higher Level)</b>	4	3	1	25	75	100

Every module will have weightage of 25%

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

<b>Module No.</b>	<b>Objective</b>	<b>Content</b>	<b>Evaluation</b>
2	<p>The learners will -</p> <ul style="list-style-type: none"> <li>• familiarize themselves with basic norms of</li> </ul>	<p><b>Job Applications</b></p> <ol style="list-style-type: none"> <li>1. How to write applications for jobs in response to advertisements</li> </ol>	

	business correspondence <ul style="list-style-type: none"> <li>produce effective resumes in accordance with various contexts</li> </ul>	2. Types of resume 3. Electronic formats for resumes <b>Assignments:</b> 1. Job Application Letters in response to advertisement 2. Writing a student's resume	<b>Assign.1:</b> 2 x 5 = 10 marks <b>Assign.2</b> 15 marks
--	---	--	--

Module No.	Objective	Content	Evaluation
3	The learners will - <ul style="list-style-type: none"> <li>develop skills of literary appreciation</li> <li>enhance their descriptive writing skills</li> <li>enrich their vocabulary</li> </ul>	<b>Literary Appreciation</b> 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" <b>Assignments:</b> 1. 2 Questions on expressing personal responses 2. 2 Character sketches 3. Vocabulary enhancement exercises	<b>Assign.</b> <b>1:</b> (2 x 5) = 10 marks <b>2.</b> (2 x 5) =10 <b>3.</b> 5 marks

Module No.	Objective	Content	Evaluation
------------	-----------	---------	------------

4	<p>The learners will -</p> <ul style="list-style-type: none"> <li>• be competent enough to appear for an interview process</li> <li>• confidently participate in a group discussion</li> </ul>	<p><b>Soft skills enhancement through effective communication in English</b></p> <ol style="list-style-type: none"> <li>1. Types of Interviews</li> <li>2. How to prepare for an interview</li> <li>3. Language and Etiquette</li> <li>4. Role play/mock interviews</li> <li>5. Methods and Procedures of Group Discussions</li> <li>6. Practice sessions in Group Discussions</li> </ol> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Descriptive question on how to prepare for an interview</li> <li>2. Mock Interview</li> <li>3. Mock Group Discussion</li> </ol>	<p><b>Assign.</b></p> <ol style="list-style-type: none"> <li>1. 5 marks</li> <li>2. 10 marks</li> <li>3. 10 marks</li> </ol>
---	--	--	--

**EVALUATION :**

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

## 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

Every module will have weightage of 25%

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
9201	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"> <li>• use appropriate technical words, tense and linking devices</li> <li>• adopt different techniques of presentations</li> <li>• be competent enough to give an effective presentation in English</li> </ul>	<p><b>Presentation Skills</b></p> <p>Structure of a presentation</p> <ol style="list-style-type: none"> <li>1. How to prepare the outline of a presentation</li> <li>2. Commonly used verbs and connectors</li> <li>3. Use of signaling, signposting and listing techniques</li> <li>4. Use of visual and electronic aids (OHP/PPT etc.)</li> </ol> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Exercise based on use of signposting and listing techniques</li> <li>2. Preparing outline of presentation</li> </ol>	

		3. Presentation on given topic (oral)	<b>Assign.</b> 1. 5 marks 2. 10 marks 3. 10 marks
--	--	---------------------------------------	--

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

Module No.	Objective	Content	Evaluation
3	The learner will learn how to - <ul style="list-style-type: none"> <li>read with emphasis on fluency, tone and voice modulation</li> <li>enhance their vocabulary</li> <li>express</li> </ul>	<b>Reading and comprehension skills:</b> <b>3<sup>rd</sup> and 4th stories from Prescribed Text 'YuvaKatha 7'</b> <ol style="list-style-type: none"> <li>Comprehension Skills</li> <li>Reading a passage with fluency, tone, modulation, fluency</li> <li>Personal responses to the prescribed stories</li> </ol>	

	<p>themselves creatively</p> <ul style="list-style-type: none"> <li>• be able to connect the narrative to the larger society and their lives</li> </ul>	<p>4. Vocabulary building</p> <p>5. Expressing ideas creatively</p> <p><b>Assignment:</b></p> <p>1. Comprehension Skills</p> <p>2. Reading a passage with - fluency, tone, modulation</p> <p>3. Personal responses to the prescribed stories</p>	<p><b>Assign.</b></p> <p><b>1.</b> 10 marks</p> <p><b>2.</b> 5 marks</p> <p><b>3.</b>10 marks</p>
--	---	--	---

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

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

(Higher Level English)

### **Prescribed Texts:** (Higher Level)

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

## **REFERENCE BOOKS:**

Agrawal, Deepak (2011). *Group discussion: theory and technique.* Jaipur: Yking.

Bentley, T.J. (2004). *Report writing in business the effective communication of information.* New Delhi: Viva Books Pvt. Ltd.

Corfield, Rebecca (2010). *Preparing the perfect CV : How to make a great impression and get the job you want.* New Delhi: Kogan Page.

Forsyth, Patrick (1997). *Thirty minutes ... before a presentation.* New Delhi: Kogan Page India Pvt. Ltd.

Lines, June (1997). *Thirty minutes ... before your job interview.* New Delhi: Kogan Page India Pvt. Ltd.

Neogy, Jayant (2003). *Winning resume: how to write an impressivecurriculum vitae [CV] that guarantees an interview call.* New Delhi: Unicorn books.

Oka, Milind M. (2001). *Guidelines for preparing student's projects reports.* Pune: Everest Publishing House.

Sharma, B.L. (2011). *Latest interview techniques: modern trends and practices.* Jaipur: Shree Niwas Publications.

Siddons, Suzy (2000). *Presentation skills* (2nd ed.). Hyderabad Universities Press (India) Ltd.

Singh, O.P. (2012). *Art of effective communication in group discussion and interview for competitive examinations.* New Delhi: S.Chand& Co Ltd.

## HUMAN PHYSIOLOGY

### OBJECTIVES:

The course will enable the students to:

1. Know the basic structure and functions of the human body
2. Acquaint with common diseases/disorders of different system

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
9202	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"> <li>1. Introduce students to basic terminologies</li> <li>2. Understand the basic structure of human body</li> <li>3. Understand the functioning of cardio vascular, respiratory , gastro intestinal</li> <li>4. Brief knowledge</li> </ol>	<p><b><u>INTRODUCTION</u></b></p> <ul style="list-style-type: none"> <li>• General terms- anatomy, physiology, symmetrical arrangement, anatomical position. Median plane / lateral plane, internal/ external, superficial /deep, superior/ inferior, anterior/posterior.</li> <li>• Basic human tissues.</li> <li>• Introduction to human skeleton.</li> <li>• Structure of bone and cartilage.</li> <li>• Classification of various types of muscle.</li> </ul> <p><b><u>BLOOD AND LYMPHATIC SYSTEM</u></b></p> <ul style="list-style-type: none"> <li>• Physical characteristics of blood</li> <li>• Blood volume, composition of plasma and functions of</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short notes</li> <li>• Display</li> <li>• Quiz</li> </ul> <p style="text-align: right;">25 marks</p>



	<p>about common diseases affecting each system.</p> <p>5. To create awareness about interdependence and coordination between different systems of the body for normal functioning.</p>	<p>plasma protein</p> <ul style="list-style-type: none"> <li>• RBC formation and functions</li> <li>• Information about anemia and thalassemia.</li> <li>• Blood groups, their importance , Rh-incompatibility.</li> <li>• WBC- types, functions, importance of CBC</li> <li>• Platelets and mechanism of coagulation</li> <li>• Lymph and lymphatic system, spleen and its functions.</li> </ul> <p><b><u>HEART</u></b></p> <ul style="list-style-type: none"> <li>• Its structure and circulation of blood.</li> <li>• Cardiac cycle</li> <li>• Information about hypertension &amp; ischemic heart disease</li> </ul> <p><b><u>RESPIRATORY SYSTEM</u></b></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><b><u>GASTRO - INTESTINAL SYSTEM</u></b></p> <p>Oral cavity, tonsils, pharynx, oesophagus, stomach small and large intestine - brief structure and functions.</p> <p>Liver, gall bladder, pancreas structure and functions.</p> <p>Common disorders- Dental caries, vomiting. diarrhoea, constipation. Hyperacidity, diabetes.</p>	
--	--	--	--

Module No.	Objective	Content	Evaluation
2	<p>This will enable students to:</p> <ol style="list-style-type: none"> <li>1. understand the functioning of excretory system and brief knowledge about common diseases affecting this system.</li> <li>2. know more about the nervous system</li> </ol>	<p><b><u>EXCRETORY SYSTEM</u></b></p> <ul style="list-style-type: none"> <li>• Structure and function of organs of urinary system (in brief).</li> <li>• Mechanism of urine formation</li> <li>• Common diseases- urinary tract infection and renal stones.</li> <li>• Structure and function of skin</li> <li>• Regulation of body temperature</li> <li>• Common disorders - acne dandruff and burns.</li> </ul> <p><b><u>NERVOUS SYSTEM</u></b></p> <ul style="list-style-type: none"> <li>• Classification of nervous system</li> <li>• Structure and functions of different parts of brain, spinal cord and reflex action.</li> <li>• Eye - structure and mechanism of vision</li> <li>• Common problems - conjunctivitis, cataract.</li> <li>• Ear - structure and mechanism of hearing</li> <li>• Common problems - deafness, vertigo, motion sickness</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple choice questions.</li> <li>• Short notes.</li> <li>• Display.</li> <li>• Quiz.</li> <li>• PPT presentation</li> </ul> <p>25 marks</p>

Module No.	Objective	Content	Evaluation
3	<p>This will enable students to:</p> <ol style="list-style-type: none"> <li>1. know more about the endocrine system</li> <li>2. Have knowledge of reproductive system and importance of reproductive health</li> </ol>	<p><b><u>ENDOCRINE SYSTEM</u></b></p> <ul style="list-style-type: none"> <li>• Listing of endocrine glands and their location</li> <li>• Functions of pituitary, thyroid, parathyroid and adrenal.</li> </ul> <p><b><u>REPRODUCTIVE SYSTEM</u></b></p> <p><b><u>FEMALE REPRODUCTIVE SYSTEM</u></b></p> <ul style="list-style-type: none"> <li>• Structure</li> <li>• Menstrual cycle</li> <li>• Fertilization</li> <li>• Breast- Structure, function, importance of breast hygiene and breast feeding</li> <li>• Physiological changes in pregnancy</li> <li>• Importance of ante-natal care.</li> </ul> <p><b><u>MALE REPRODUCTIVE SYSTEM</u></b></p> <ul style="list-style-type: none"> <li>• Structure</li> <li>• Sex education</li> <li>• Contraception and infertility</li> <li>• Sexually transmitted diseases-syphilis, gonorrhoea, AIDS</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple choice questions.</li> <li>• Short notes.</li> <li>• Display.</li> <li>• Quiz.</li> <li>• PPT presentation</li> </ul> <p>25 marks</p>

**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 :**

API Text Book of Medicine., Y.PMunjal, JPB Publishers, 2012

ChatterjeeChandiCharan -Textbook of Medical Physiology - London.W.B. Saunder's company. 1985

Concise Medical Physiology - Chaudhari., Mumbai: Vikas& CO. 2007

Guyton, A.C., Hall J.E.- Textbook of Medical Physiology - Prism Books Pvt Ltd., Bangalore.20125

Ross and Wilson Anatomy and Physiology in Health and Illness: Edinburgh, Churchill Livingstone.,2010

Textbook of Gynaecology –J.C Dutta. New Central Book Agency; 6th Revised edition , 2008

Winwood - Sear's Anatomy and Physiology for Nurses - London, Edward Arnold .1985

Module No.	Objective	Content	Evaluation
4	<p><b>(Practical)</b></p> <p>This will enable students to:</p> <ol style="list-style-type: none"> <li>1. Introduce the students to human skeleton and enable them to identify various bones in the body</li> <li>2. perform simple clinical tests like estimation of haemoglobin and blood group and blood pressure</li> <li>3. Utilize the knowledge learnt to administer first aid for common emergency situations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Study of human skeleton and identification of bones.</li> <li>2. Estimation of haemoglobin</li> <li>3. Estimation of blood groups,</li> <li>4. Demonstration of peripheral blood smear. Importance of complete blood count.</li> <li>5. Measurement of pulse rate and blood pressure.</li> <li>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.</li> <li>7. <b>FIRST AID</b> -Definition, aims, qualities of first aider, contents of first aid box. -Different types of bandages and bandaging techniques.</li> </ol> <p><b>WOUNDS</b></p> <p>-Classification, dressing and management of haemorrhage-basic principles and discussion about bleeding from various parts of body.</p> <p><b>FRACTURE</b></p> <p>-Types, symptoms, management.</p>	25 marks

	4. Acquaint the students with the basic principles of home nursing.	Sprain and dislocation <i><b>First Aid for-</b></i> foreign bodies in eye, ear, nose, skin. <i><b>First Aid for -</b></i> fainting, burns, heat stroke, asthma, convulsions, electric shock and heart attack. <i><b>First Aid for -</b></i> common poisoning, dog bite, snake bite, bee-sting and scorpion bite.  <b>BASIC PRINCIPLES OF HOME NURSING-</b> Measuring body temperature, steam inhalation, body sponging, taking care of bed ridden patient and enema.  8) Cardio pulmonary resuscitation	
--	---	---	--

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

**REFERENCES :**

**Michael Glynn Hutchison's Clinical Methods: An Integrated Approach to Clinical Practice, Elsevier, 2012**

First Aid :St .John’s Ambulance Association Dorling Kindersley Publishers Ltd; 8th ed., 2003

**TEXTILE SCIENCE AND APPAREL DESIGN**

**OBJECTIVES: (THEORY)**

The course will enable the students:

- 1 To understand the basics and importance of textile science and apparel design.
- 2 To get students acquainted with the characteristics of wise and responsible consumer.
- 2 To make them aware about the legislation, labeling, and standards of textiles and clothing.

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

Module No.	Objective	Content	Evaluation
1	<p>This will enable students to -</p> <ol style="list-style-type: none"> <li>1. Assess the characteristics of wise and responsible consumer</li> <li>2. Understand the essential terms and concepts of textiles</li> </ol>	<p><u>Understanding basics of textiles</u></p> <p>Introduction to textiles:</p> <p>Scope &amp; importance of textiles &amp; Clothing, general properties and classification of textile fibers by Textile Fiber Product Identification Act. Concept of green fibers &amp; Eco friendly textiles. (Definition-Importance Any three symbols)</p> <ul style="list-style-type: none"> <li>• Care labels, Silk mark, Wool mark, and Handloom mark</li> </ul> <p>Yarn Construction:</p> <ul style="list-style-type: none"> <li>• Types of yarns-single, ply, cable and cord &amp; texturized yarns</li> </ul>	<p>Individual Assignment 25 marks</p> <p>-Content and information 15 marks</p> <p>-presentation 10 marks</p>

Module No.	Objective	Content	Evaluation
2	<p>This will enable students to</p> <ol style="list-style-type: none"> <li>1. Get acquainted with general principles of clothing construction, their selection use and care.</li> <li>2. Understand different factors affecting selection of clothing.</li> </ol>	<p><b><u>Textiles: Construction, clothing and selection</u></b></p> <p><b><u>Fabric construction</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to fabric construction &amp; basic weaves. (Concept of weaving, knitting and non woven to be explained.)</li> <li>• Definitions, uses, advantages and disadvantages of unions &amp; blends.</li> </ul> <p><b><u>Selection of clothing.</u></b></p> <ul style="list-style-type: none"> <li>• Buying points for readymade garments – size, suitability, durability, aesthetic appeal, fiber content, labels (basic information &amp; care labels), brand, purchasing power, socio</li> </ul>	<p>Group Assignment 25 marks</p> <p>-Collecting Information 10 Marks</p> <p>-Presentation and file submission 15</p>

		<p>economic – conditions, location etc.</p> <ul style="list-style-type: none"> <li>• Selection of clothing based on silhouette &amp; occasional wear (casual, party, sports, travel, corporate)</li> </ul>	marks
--	--	--	-------

**OBJECTIVES: PRACTICAL**

1. To generate the awareness of the use and care of sewing machine.
2. To understand the procedures of drafting, placement and cutting of basic garments.
3. To develop skills in stitching the garments with good finishing in stipulated time.
4. To generate awareness regarding different fabrics available in the market.

Module No.	Objective	Content	Evaluation
3	<p>This will enable students to</p> <ol style="list-style-type: none"> <li>1. Understand the use and care of sewing machine</li> <li>2. Gain knowledge and be aware of different fabrics available in the market.</li> </ol>	<p><b><u>Basics of clothing construction</u></b></p> <p><b>1. Introduction to sewing machine.</b></p> <ul style="list-style-type: none"> <li>• Basics of clothing- Basic seams -Plain, French, Flat &amp; fell, Lap- plain &amp; with gathers), Bias strip cutting-joining, Neckline finishing (round, square, V neck)</li> </ul> <p><b>2. Definition, terms and uses of 25 fabrics namely –</b></p> <ul style="list-style-type: none"> <li>• For Personal Clothing-Lawn, poplin, cambric, 2 x 2, organdy, voile, denim, drill, seer sucker, jute, khadi&amp; other handloom fabrics.</li> <li>• Home Textiles-Casement, terrycloth, jacquard, cut pile, knitted, bonded, laminated, embossed, linen</li> <li>• Fashion Fabrics- Satin, tissue, crape, georgette, chiffon, knitted, knotted, braided, narrow fabrics, wrinkled, brasso, and suede.</li> </ul>	<p>25 Marks</p> <p>-Stitching10</p> <p>-Neatness10</p> <p>-Finishing 5</p>

Module No.	Objective	Content	Evaluation
4	<p>This will enable students to</p> <ol style="list-style-type: none"> <li>Gain Knowledge of how to take Body Measurements for garment stitching.</li> <li>Develop skill in stitching the garments with good finishing</li> </ol>	<p><b><u>Personal clothing construction &amp; stitching</u></b></p> <ul style="list-style-type: none"> <li>Stitching of the following garment</li> </ul> <ol style="list-style-type: none"> <li><b>Skirt (As per trend)</b> Without yoke -Simple pattern</li> <li><b>Simple Top (As per trend).</b> Simple pattern, without darts, Simple sleeves Without placket Side slits – as per choice. No collar</li> </ol>	<p>25 marks</p> <p>Skirt -10 Marks</p> <p>Top-15 Marks</p>

#### EVALUATION:

Module 1	Module 2	Module 3	Module 4	Internal	External		
25 Marks	25 Marks	25 Marks	25 Marks	100/4=25 Marks	Theory Final Exam 50 Marks (Module 1 and 2) Time 2 hrs	Practical 25 Marks (Project on collection of 25 fabrics from module 3)	Total 75 marks

#### REFERENCES:

Bane A. (1956) Creative clothing Construction: McGraw hill Book Co New York



Bradsford B.T (1992) Textiles: properties & behavior in clothing use Edward Miller. London

Brown P. and Rice J. (2000) Ready to Wear Apparel Analysis, (3<sup>rd</sup> edition) Prentices Hall.

Campbell H. & Davies M (1985) Designing Patterns. A. E. Press Melbourne.

Gini S.F. (2007). Fashion from Concept to Consumer (9th Ed) Prentice Hall Inc New Jersey

Gohl E.P. and Velensky L.D (1983). Textile Science, Longman Cheshire Pvt.Ltd, Melbourne:  
Handbooks of American Association of Home Economics.

Harriet T. and Jimsey (1963). Art in clothing selection. Harper & Row, New York

Joseph M. (1984). Essentials of Textiles, Holt, Rinehart & Winston, New York.

Joseph M. (1993) Introductory Textile Science. (6th Ed). Fort Worth Harcourt Brace Jovanovich College Publishers. New York

Lyle D. (1977) Performance of textile for testing, John Wiley & Sons New York.

Mabel D.E. & Erwin (1974) Clothing for Moderns ( 3rd edition) MacMillan publication, New York.

Mary R.S. Clothing – A study in Human Behavior

Norma & Sandler (1998) Textiles, (16th Edition) New York, Macmillan publishing Co, Holland.

Potter & Corbman (1983) Textile – Fiber to Fabric (6th edition): McGraw hill Book Co. New York

Stout E. (1970). Introduction to Textiles. John Wiley & Sons New York.

Tate & Glisson (1961) Family Clothing, John Wiley, New York.

Tortora and Phyllis G. (1985) Understanding Textiles 5th Edition) Upper Saddle River, Merrill Publishing, Prentice Hall Inc.

Wingate I. B. (1988) Fairchild's Dictionary, 6th edition, New Delhi: Universal Pub. Corporation.

Wynne A (1997). Textiles – motivates series, Macmillan Education Ltd. London.

## **FUNDAMENTALS OF FOOD SCIENCE AND NUTRITION(THEORY)**

### **Objectives:**

The course will enable the students to:

1. Understand the inter-relationship between food, nutrition and health

2. Know the methods and principles involved in cooking.
3. Understand the knowledge of food science and the changes occurring during food preparation
4. Know the methods and principles involved in cooking.
5. Learn to relate foods with their nutrient content

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
9204	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"> <li>1. Know nutritional aspects of foods and their functions.</li> <li>2. Understand the importance and role of macronutrients in health</li> <li>3. Identify food sources</li> <li>4. Understand the principles of food science and discuss the relation between Food Science and</li> </ol>	<p><b>Introduction to Nutrition</b></p> <p>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.</p> <p>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> <p><b>Macronutrients</b></p> <ol style="list-style-type: none"> <li>1. Carbohydrates</li> <li>2. Proteins</li> <li>3. Fats</li> <li>4. Water</li> </ol> <ul style="list-style-type: none"> <li>- Classification, functions, sources, requirements, deficiencies</li> <li>- Digestion, Absorption, Transport</li> </ul>	<p>5 Marks</p> <p>Objective questions like quiz / assignments</p> <p>4 Marks</p> <p>8 Marks</p> <p>6 Marks</p> <p>2 Marks</p>

	Nutrition	- Food Science principles	
--	-----------	---------------------------	--

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

**EVALUATION:**

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

**FUNDAMENTALS OF FOOD SCIENCE AND NUTRITION (PRACTICAL)**

**Objectives:** Relate weight and measures of raw foods with cooked amounts and associate them with serving size.

1. Apply the knowledge of food science and observe the changes occurring during food preparation.
2. List rich food sources of various nutrients and plan and prepare recipes

<b>Module No.</b>	<b>Objectives</b>	<b>Content</b>	<b>Assessment</b>
3	<p>This will enable students to:</p> <ol style="list-style-type: none"> <li>1. Understand the concept of portion size</li> <li>2. Know the specified amounts and proportion of ingredients used in the recipe</li> <li>3. Understand the basic scientific principles and the preparation of food</li> <li>4. Learn the preparation methods to optimize nutrient content and conserve nutrients</li> </ol>	<p><b>Basics of Food Preparation</b></p> <ol style="list-style-type: none"> <li>1. Cereal, pulse, milk, egg and vegetable and fruit preparation</li> </ol> <ul style="list-style-type: none"> <li>- Weights and measures</li> <li>- Standardization, portion size</li> <li>- Methods of food preparation</li> <li>- Food Science principles</li> <li>- Calculation of nutrients</li> <li>- Conservation of nutrients</li> </ul>	<p><b>Quiz</b> 25 marks</p>

<b>Module No.</b>	<b>Objectives</b>	<b>Content</b>	<b>Assessment</b>
4	<p>This will enable students to:</p> <ol style="list-style-type: none"> <li>1. Plan recipes and calculate nutrients</li> <li>2. Evaluate the principles of food science applicable to the preparation and methods to conserve nutrients</li> </ol>	<p><b>Plan and Prepare Recipes Adequate in One Serving:</b></p> <ul style="list-style-type: none"> <li>- Energy: high and low calorie</li> <li>- Proteins</li> <li>- Calcium</li> <li>- Iron</li> <li>- Vitamin C</li> <li>- Vitamin A</li> <li>- B- complex vitamins</li> </ul>	<p><b>Planning and Cooking</b> 25 marks</p>

## **References:**

### **Basic:**

Joshi, Shubhangini ,(2009), Nutrition and Dietetics, Mcgraw Hill Higher Education

Maharashtra State Board of Secondary and Higher Secondary education Pune, (2012) Food Science 1<sup>st</sup>Edition ,Sheth Publications.

Mudambi, S.R., Rajgopal, M.V,(2012), Fundamentals of Foods and Nutrition.,New Age International Pvt. Ltd.

SunetraRoday, (2012), Food Science and Nutrition, 2<sup>nd</sup> Ed. Oxford University Press.

### **Advance References:**

Guthrie Helen Times Mirror (1986). Introductory Nutrition ,Mosby College Publishing.

Guthrie, Helen, William C. (1994) , Human Nutrition Brown Pub.

Robinson, and Lawler (1990), Normal and Therapeutic Nutrition 17<sup>th</sup> Edition Macmillan Pub. Co.

Wardlaw G.M, (1997), Contemporary Nutrition, Issues and Insights, 3<sup>rd</sup> Edition Tata ,McGrawHill Inc. Boston.

## **EXTENSION & COMMUNICATION**

### **Objectives:**

The course will enable the students to:

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.

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

<b>Module No.</b>	<b>Objectives</b>	<b>Content</b>	<b>Evaluation</b>
1	<p>The students will learn to:</p> <ol style="list-style-type: none"> <li>1. Develop an understanding about the concept of Extension.</li> <li>2. Become aware of the significance of Home Science Extension.</li> <li>3. Develop an understanding of different Audio-Visual Aids available for Extension and Communication.</li> </ol>	<p><b>Concept of Extension:</b></p> <ol style="list-style-type: none"> <li>1. Concept, Need and Scope of Extension.</li> <li>2. Principles, philosophy and trends of Extension Education.</li> <li>3. Home Science Extension- Need and Significance.</li> <li>4. Qualities of an extension worker</li> <li>5. Introduction to Right to information Act (RTI).</li> </ol>	<p><b>Assignment</b> 25 marks</p>

<b>Module No.</b>	<b>Objectives</b>	<b>Content</b>	<b>Evaluation</b>
2	<p>This will enable students to:</p> <ol style="list-style-type: none"> <li>1. Understand concept and importance of communication.</li> <li>2. Comprehend the different models of communication.</li> <li>3. Identify and use different methods of communication.</li> </ol>	<p><b>Communication for Extension:</b></p> <ol style="list-style-type: none"> <li>1. Concepts, Nature (Upward, Downward and Horizontal), elements, functions, barriers of communication.</li> <li>2. Importance of communication for Extension Work.</li> <li>3. Models of communication.</li> <li>4. Communication Methods:  Individual Methods- Interview, home and farm visits.  Group Methods- Demonstration, Lecture, Workshop and Discussions.  Mass Methods- Campaign, Exhibitions and Radio programme.</li> </ol>	<p><b>Project</b> on methods of communication 25 marks</p>

Module No.	Objectives	Content	Evaluation
3	<p>This will enable students to:</p> <ol style="list-style-type: none"> <li>1. Develop an understanding of different audio visual aids available for communication and extension</li> </ol>	<p><b>Audio visual aids</b></p> <ol style="list-style-type: none"> <li>1. Audiovisual aids-Meaning, importance and selection</li> <li>2. Classification –Edgardales cone of experience</li> <li>3. Importance of the cone of experience in learning</li> </ol>	<p>Brain storming on the different topics and innovative ways of making audio visual aids</p> <p>25 marks</p>

**Practical:**

Module No.	Objectives	Content	Evaluation
4	<p>This will enable students to:</p> <ol style="list-style-type: none"> <li>1 Develop an understanding of community for Extension activities.</li> <li>2 Get acquainted with Extension Work.</li> <li>3 Explore community opinions and field conditions</li> <li>4 Develop skills in preparing graphic aids.</li> </ol>	<p><b>Need Assessments of Community</b></p> <p>Assessing prevailing conditions of community focusing on aspects such as Health, Population, Housing, Education, Sanitation, etc.</p> <p>Compilation of data collected utilizing it for preparing</p> <p><b>Community Contact Methods</b></p> <ol style="list-style-type: none"> <li>1. Preparation of Graphic Aids- Posters, Charts, Leaflets etc. for selected target group.</li> </ol>	<p>Conducting a survey on different issues and preparing a report</p> <p>Planning and preparing</p> <p>- Different teaching aids</p> <p>25 marks</p>

**EVALUATION:**

- 1) Continuous Evaluation = 25 Marks per Module
- 2) Internal: (Theory -15 + Practical - 10) = 25 marks

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

### REFERENCES

Chandra, A., A. Shah, U. Joshi (1989) Fundamentals of Teaching Home Science, Sterling Publication, New Delhi.

Dahama, O.P., O. P. Bhatnagar(1995) Education and Communication for Extension, Communication and Management, NayaPrakash, Calcutta

Ray, G.L. (1991): Extension Communication and Management, NayaPrakash, Calcutta

Reddy, A. (1987): Extension Education, Sree Lakshmi Press Bapatia, India

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

### SEMESTER III

#### NUTRITION FOR LIFE SPAN

#### Objectives:

The course enables students to –

1. Understand Importance of nutrition throughout lifespan.
2. Understand the physiological changes, special needs and health concerns at different stages of life cycle.

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



Module No.	Objectives	Content	Assessment
1	<p>This will enable students to:</p> <ol style="list-style-type: none"> <li>1. Know the nutritional requirements and understand the concept of RDA</li> <li>2. Comprehend the concept of food guide and translate the same into planning</li> </ol>	<p><b>Basics of Meal Planning</b></p> <ol style="list-style-type: none"> <li>1. Overview of nutritional requirements</li> <li>2. Food Guide/ Food Pyramid and its use</li> <li>3. Food Exchange List</li> <li>4. Balanced diet</li> <li>5. Factors affecting meal planning</li> <li>6. Maintaining a dietary record</li> </ol>	<p>Quiz- 5 marks.</p> <p>Assignments Projects</p>

Module No.	Objectives	Content	Assessment
2	<p>This will enable students to:</p> <ol style="list-style-type: none"> <li>1. Plan balanced diets for individuals keeping in mind their physical activity, income group, social and cultural background</li> <li>2. Suggest dietary modifications for common ailments</li> </ol>	<p><b>Nutrition in Adulthood</b></p> <ol style="list-style-type: none"> <li>1. Planning meals for sedentary, moderate and heavy workers</li> <li>2. Dietary modifications for common ailments: diarrhea, constipation, underweight, obesity and fever</li> </ol>	<ol style="list-style-type: none"> <li>1. Quiz- 5 marks.</li> <li>2.Planning and Cooking Practical</li> <li>3.Each plan to be evaluated out of 10 marks</li> <li>4. Each cooking practical to be evaluated out of 10 marks .</li> </ol>

Module No.	Objectives	Content	Assessment
3	<p>This will enable students to:</p> <ol style="list-style-type: none"> <li>1. Learn the physiological changes during pregnancy</li> </ol>	<p><b>Nutrition during Pregnancy and Lactation</b></p> <ol style="list-style-type: none"> <li>1. Planning meals for various physiological</li> </ol>	<p>Quiz- 5 marks.</p> <p>2.Planning and Cooking Practical</p>

	<p>and lactation</p> <p>2. Understand the effect of physiological changes on nutritional requirements</p> <p>3. Understand the role of nutrition in pregnancy outcome and during lactation</p>	<p>conditions</p> <p>- Pregnancy</p> <p>- Lactation</p>	<p>3. Each plan to be evaluated out of 10</p> <p>4. Each cooking practical to be evaluated out of 10 marks.</p>
--	--	---	---

Module No.	Objectives	Content	Assessment
4	<p>This will enable students to:</p> <p>1. Understand the physiological changes during growth, development and ageing and their effect on nutritional needs</p>	<p><b>Nutrition during Life cycle</b></p> <p>1. Planning meals for different age groups</p> <p>- Infancy</p> <p>- Childhood</p> <p>- Adolescence</p> <p>- Old age</p>	<p>Quiz- 5 marks.</p> <p>2. Planning and Cooking Practical</p> <p>3. Each plan to be evaluated out of 10 marks</p> <p>4. Each cooking practical to be evaluated out of 10 marks</p>

EVALUATION: Continuous Evaluation

Total Planning and Assignments and Projects = 50 marks

(Each plan to be evaluated out of 10 marks and average to be taken)

- Total 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:

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

## CONSUMER STUDIES

### OBJECTIVES:

The course will enable the students:

1. To create awareness about problems faced by consumer in the market.
2. To impart knowledge regarding the role of consumer guides and agencies.
3. To develop good buymanship skills in the selection of goods and services in the market.
4. To realize their rights and responsibilities as informed consumers.

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
9302	Consumer Studies (b)	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><b>CONSUMER AND CONSUMER PROBLEMS</b></p> <p><b>1.1 Definition and Need of Consumer Education</b></p> <ul style="list-style-type: none"> <li>• Introduction to Consumer Problems related to goods and services</li> <li>• Meaning and Objectives of Consumer Education</li> </ul> <p><b>1.1. Consumer Movement</b></p> <ul style="list-style-type: none"> <li>• Background/History of Consumer Movement</li> <li>• Emergence of Consumer Movement in India</li> <li>• Causes for slow growth of Consumer Movement in India</li> </ul> <p><b>1.2. Consumer Problems</b></p> <ul style="list-style-type: none"> <li>• Adulteration</li> </ul>	<p>Identify 5 consumer problems related to food adulteration/faulty weights and measures/ sales gimmicks. 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>(10Marks)</p> <p>Presentation of the report</p> <p>(15Marks)</p>

		<ul style="list-style-type: none"> <li>• Faulty Weights and Measures</li> <li>• Misleading Advertisements</li> <li>• Other Malpractices such as lack of safety and quality control regulations, sales gimmicks, unfair warranties, massive profiteering and illegal trading.</li> </ul>	
--	--	---	--

Module no	Objectives	Content	Evaluation
2	<p>To provide knowledge regarding various consumer guides</p> <p>To create an understanding of different brands, labels and grading and standardization.</p>	<p><b>CONSUMER GUIDES</b></p> <p><b>2.1 Brands</b></p> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Types of brands such as Individual, Family, Umbrella, Combination device and Private or Middleman’s brand.</li> </ul> <p><b>2.2. Labels</b></p> <ul style="list-style-type: none"> <li>• Meaning and types of labels</li> <li>• Essentials of labels</li> </ul> <p><b>2.3 Grading and Standardization</b></p> <ul style="list-style-type: none"> <li>• Meaning and types (Qualitative and Quantitative)</li> </ul>	<p>Collect 5 samples for labels from various products such as food/medicines/cosmetics/clothing.</p> <p>(10Marks)</p> <p>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.</p> <p>(5Marks)</p> <p>Observe and critically analyze 5 advertisements from any media like radio/ Television/ print media and write a detailed report followed by a discussion in the class. (10 Marks)</p>

		<ul style="list-style-type: none"> <li>Standardization process - grading, sampling, sorting and packaging</li> </ul> <p><b>2.4 Advertisements</b></p> <ul style="list-style-type: none"> <li>Influence of advertisements on consumers</li> <li>Usefulness of advertisements to consumers</li> <li>Misleading advertisements</li> </ul> <p><b>2.5 Role of consumer agencies</b></p> <ul style="list-style-type: none"> <li>Role of BIS, AGMARK, FPO and ECO MARKS</li> </ul>	
--	--	---	--

Module no	Objectives	Content	Evaluation
3	To help students make better decisions in the market as a wise consumer.	<p><b>CONSUMER DECISION MAKING</b></p> <p><b>3.1 Consumer decisions</b></p> <p>Decision making process</p> <ul style="list-style-type: none"> <li>Problem recognition</li> <li>Information seeking</li> <li>Equation of alternatives</li> </ul>	Observe how decision making process is used, in your own family for the purchase of some consumer product like refrigerator/ television/food processor/

		<ul style="list-style-type: none"> <li>• Buying decisions</li> <li>• Post purchase evaluation</li> </ul> <p><b>3.2 Good Buyman ship</b></p>	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><b>CONSUMER PROTECTION</b></p> <p><b>4.1 Need for Consumer Protection</b></p> <p><b>4.2 Consumer Rights</b></p> <ul style="list-style-type: none"> <li>• Right to be heard</li> <li>• Right to choose</li> <li>• Right to be informed</li> <li>• Right to seek redressal</li> <li>• Right for Protection</li> <li>• Right to Basic needs</li> <li>• Right to Consumer Education</li> <li>• Right to secure ecological balance</li> </ul> <p><b>4.3 Consumer Responsibilities</b></p> <p><b>4.4 Consumer Acts and Agencies</b></p> <ul style="list-style-type: none"> <li>• Acts: COPRA,</li> </ul>	<p>A written report on Role of Consumer Agencies like CGSI/CERC/CFBP in consumer protection. (10Marks)</p> <p>Procedure for Redressal for a consumer problem. (15Marks)</p>

		<ul style="list-style-type: none"> <li>Agencies: CGSI, CERC, CFBP</li> </ul>	
--	--	--	--

**EVALUATION:**

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

**REFERENCE BOOKS:**

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



## FAMILY DYNAMICS

### Objectives:

The course will enable the students to:

1. Sensitize students towards marriage and family life.
2. Understand the traditional and changing norms of the institution of the family with reference to its social environment .
3. Get acquainted with the concept of marriage and the areas of adjustments within the family.
4. Become aware about dynamics of family interactions and developmental tasks through family life

### SEMESTER III

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

Module No	Objectives	Content	Evaluation
			25 Marks
1: Family & its structure	<p>This module will enable students to:-</p> <ol style="list-style-type: none"> <li>1. Be sensitive to variations in family practices of different ethnic groups.</li> <li>2. Understand stages of family life cycle.</li> <li>3. Create insight about the types of family.</li> </ol>	<ol style="list-style-type: none"> <li>1. Meaning of the term family <ul style="list-style-type: none"> <li>• Family composition &amp; structure</li> <li>• Practices &amp; Patterns of family</li> <li>• Changing family patterns</li> </ul> </li> <li>2. Family life cycle: meanings, definition &amp; stages.</li> </ol>	<p>Use of experiential method by students: Role play, skit. etc 15 marks.</p> <p>Discussion 10 marks</p>

	<ul style="list-style-type: none"> <li>4. Identify alternate family patterns.</li> <li>5. Explore the dyadic relationships in family.</li> <li>6. Analyze the traditional and changing norms of institution of family.</li> </ul>	<ul style="list-style-type: none"> <li>3. Types of family</li> <li>4. Alternate family patterns: Causes, characteristics &amp; implications.</li> <li>5. Dyadic relationships</li> <li>6. Family Responsibilities</li> </ul>	
--	---	--	--

Module No	Objectives	Content	Evaluation
			25 Marks
2: Marriage and Planned Parenthood	<p>This module will enable students to:-</p> <ul style="list-style-type: none"> <li>1. Understand the institute of marriage <ul style="list-style-type: none"> <li>1. Develop awareness in mate selection process and planned parenthood.</li> </ul> </li> <li>2. Understand the goals of modern marriage.</li> </ul>	<ul style="list-style-type: none"> <li>1. To understand the concept of "Marriage as an Institution".</li> <li>2. Mate Selection</li> <li>3. Goals of modern marriage</li> <li>4. Preparing oneself for marriage</li> <li>5. Pre marital and post marital counseling</li> </ul>	<p>Group presentation on any topic from this module. 15 marks</p> <p>Guest Lecture on family planning methods followed by objective test. 10 marks.</p>

	<p>3. Know and realize the importance and need for pre &amp; post marital counseling.</p> <p>4. Create deeper insight into the concept of engagement.</p> <p>5. Understand the functions of traditional marriage.</p> <p>6. Gain knowledge about types of marriage.</p> <p>7. Get acquainted with family planning methods.</p>	<p>6. Engagement</p> <p>7. Marriage rituals &amp; Court marriage</p> <p>8. Honeymoon</p> <p>9. Annulment &amp; Divorce &amp; Marriage Counseling.</p> <p>10. Concept &amp; significance of Planned Parenthood.</p> <p>11. Joys and hazards of parenting</p> <p>12. Birth control</p> <p>Parenthood (parenting at different ages)</p>	
--	--	--	--

Module No	Objectives	Content	Evaluation
			25 Marks
3 : Adjustments & Crisis within the	This module will enable students to:-	1. Areas & patterns of Adjustment	Poster making and exhibition. 25 marks

family	<ol style="list-style-type: none"> <li>1. Create awareness about the areas &amp; patterns of adjustments</li> <li>2. Sensitize and analyze about crisis in family life.</li> </ol>	<ol style="list-style-type: none"> <li>2. Meaning of crisis</li> <li>3. Types of family crisis &amp; ways of coping</li> </ol>	
--------	--	--	--

Module No	Objectives	Content	Evaluation
			25 Marks
4. Family Dynamics (Practical)	<p>This module will enable students to :-</p> <ol style="list-style-type: none"> <li>1. Understand and become aware about different alternate families</li> <li>2. Have an exposure through media</li> <li>3. Get acquainted with different family planning methods</li> <li>4. Get knowledge and be aware about pre and post marital counseling</li> </ol>	<p>Family and its structure</p> <ol style="list-style-type: none"> <li>1. Survey report: different alternate families.</li> <li>2. Role play and skits</li> <li>3. Films ,Movies, Review of the teleserials presenting/ focusing families</li> <li>4. Seminar/ Panel Discussion/ workshops / Guest lectures on family counseling</li> </ol>	<p>5marks</p> <p>5marks</p> <p>5marks</p> <p>10marks</p>

**References:**

- Benokraitis ,V. N. (1989): Marriages and Families : Changes, choices and constraints – Prentice hall, New Jersey.
- Blood, Robert and Wolfe (1960): Husband and Wife dynamics of married life. Free Press, New York.
- Duvall E. M. (1977): Marriage and family development. Lippincott Co. Philadelphia.
- Dyer E. D. (1983): Courtship, marriage and family, American style, The Dorsey Press – Illinois.
- Gore, (1969): Urbanization and family change. Popular Prakashan, Bombay.
- Henslin J. M. (ed.) (1989): Marriage and Family in a changing society. The free press, U.S.A.
- Kapur P. (1974): Marriage and the working women in India, Vikas Publications, New Delhi.
- Leslie G.R. and Leslie (1977) : Marriage in a changing world, John Wiley.
- Saxton L. (1982): The individual, marriage and the family, Wadsworth Publishing Co., U.S.A.
- Smart S. and Smart M.S. (1980): families – developing relationship, MacMillan Publications, New York.
- The Indian Journal of Social work, special issue – family development, vol. IV no. 1, Jan. 1993.

**EVALUATION:**

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

**MEDIA SKILL DEVELOPMENT****Objectives:**

The course will enable the students:

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

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

Module No.	Objectives	Content	Evaluation
1	<ol style="list-style-type: none"> <li>2. Develop awareness of the need and importance of Mass-Media.</li> <li>3. Analyze the relationship between media and message.</li> <li>4. Learn writing for different media.</li> </ol>	<p><b>Mass Media:</b></p> <ol style="list-style-type: none"> <li>1. Concept of Mass Media, its importance and its role in development of society.</li> <li>2. Relationship of Medium and Message.</li> <li>3. Writing for different Media.</li> </ol>	Continuous assessment and project 25 marks

Module No.	Objectives	Content	Evaluation
2	<ol style="list-style-type: none"> <li>1. Become aware of different forms of media.</li> <li>2. Understand the role and importance of print, electronic, new and traditional media for development.</li> <li>3. Be able to select the appropriate form of media for Extension activities.</li> </ol>	<p><b>Forms of Media:</b></p> <ol style="list-style-type: none"> <li>2. Print Media- Newspapers, Magazines, Periodicals.</li> <li>3. Electronic Media- Television, Radio, films.</li> <li>4. New Media- Cell phones and Internet.</li> <li>5. Traditional Media- Folk Media including puppetry.</li> </ol>	Continuous assessment 25 marks

3	This module will enable students to: <ol style="list-style-type: none"> <li>1. Understand how to identify and analyze articles on social issues in print media.</li> <li>2. Be able to analyze the content and form of electronic media.</li> <li>3. Develop the skill of preparing A.V. clipping</li> </ol>	<u><b>Forms of Media:</b></u> <ol style="list-style-type: none"> <li>1. Identify and analyze articles on social issues in Newspapers, Periodicals and Magazines.</li> </ol>	5 marks
		<ol style="list-style-type: none"> <li>2. Analysis of the content and form of Television Programmes.</li> </ol>	5 marks
		<ol style="list-style-type: none"> <li>3. Preparation of clippings on contemporary issues.</li> </ol>	10 marks

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

Kumar, K. J. (2001) Mass Communication in India, Jayco Publishing House, Mumbai.

Modi, Bella. (1991) Designing Messages for Development Communication- audience participation based approach, Sage Publication, New Delhi

Raidu C.S. (1993) Media and Communication Management, Himalaya Publishing House, New Delhi

**EVALUATION:**

- 1) Internal: Continuous evaluation - 25 Marks

2) External: 75 Marks

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

### FABRIC ORNAMENTATION & ACCESSORY DESIGN

#### OBJECTIVES:

This course will enable the students :

1. To get acquainted with the role and application of various types of accessories used in Fashion Business.
2. To develop skills in selection and application of various materials used for making accessories.
3. To gain understanding about different materials and accessories for its best suitability.

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

Module No.	Objective	Content	Evaluation
1	This will enable students to  1. Gain knowledge of various embroidery stitches  2. Understand the various techniques of fabric painting  3. Get acquainted with the techniques of tie and dye	Fabric ornamentation by  Embroidery/ fabric painting.  To make any two articles with given techniques.  1. Kantha / Kasuti embroidery on dupatta/stole. <b>OR</b>  2. Satin embroidery on dupatta/ stole.  1. Fabric painting on handkerchiefs/ Table cover/ Apparel <b>OR</b>  2. Tie and dye on scarf/ dupatta/ stole	25 marks  For any two articles or applications  15+10 marks(25 Marks)



Module No.	Objective	Content	Evaluation
2	<p>This will enable students to</p> <ol style="list-style-type: none"> <li>1. Understand various knots of macramé.</li> <li>2. Understand various techniques of crochet</li> <li>3. Gain knowledge of various techniques of appliqué/patch work.</li> </ol>	<p><b>Ornamentation</b></p> <p>To make any two articles with suitable techniques.</p> <ol style="list-style-type: none"> <li>1. Smocking technique on cushion cover OR</li> <li>2. Bag/ purse with appliqué work/patch work. OR</li> <li>3. Waist belt by Macrame OR</li> <li>4. Edgings with crochet dupatta/ handkerchief/ sleeve/neck lines.</li> </ol>	<p>25 Marks</p> <p>For any two articles or applications</p> <p>15+10 marks (25 Marks)</p>

Module No.	Objective	Content	Evaluation
3	<p>This will enable students to</p> <ol style="list-style-type: none"> <li>1. Develop the various methods of making jewelry</li> <li>2. Gain knowledge of decoration of shoes using different materials</li> </ol>	<p><b>Fashion Jewelry/Shoe decoration</b></p> <p>To make any one set of jewelry (Necklace, bangle/bracelet, earrings) with suitable material.</p> <p>(Traditional or funky type) OR</p> <p>Shoe decoration with suitable technique.</p>	<p>25 Marks</p> <p>Any 1 article</p> <p>-Selection of article and raw material 15 marks</p> <p>-Application 10 marks</p>

Module No.	Objective	Content	Evaluation

4	<p>This will enable students to</p> <p>1. Understand how to make use of leftover /waste materials of textiles for new creations</p>	<p><b>Best of waste</b></p> <p>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.</p>	<p>25 Marks</p> <p>-For selection of article 15 marks</p> <p>-Application 10 marks</p>
---	---	--	--

**EVALUATION:**

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

**REFERENCES:**

Anchor-educational service-(2007 & 2008 series)

Anchor needle & thread (2007 & 2008 series)

Anita Aarrison (1994), The step by step Art of Ribbon work, Chartwell Books Inc.

Caroline Ollard, (1988) The complete book of needle craft. Macdonald Publisher.

Pam Dawson, (1985) Complete guide to crochet-Marshall Cavensidh Books.

## Education

### SEMESTER IV

Code No.	Course	TC	Th C	Pr C	Int M	ExtM	Total
1241	Growth & Development in Early years (0-8yrs) (a)	4	4	-	25	75	100
1242	Curriculum for Young Children (Th) (a)	4	4	-	25	75	100
1243	Curriculum for Young Children (Pr) (a)	4	-	4	100	-	100
1244	Child Health Nutrition (b)	4	3	1	25	75	100
1245	Working With Parents (b)	4	4	-	25	75	100
	<b>TOTAL</b>	<b>20</b>					<b>500</b>

### SEMESTER V

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
1251	Early Childhood Education I (Th) (a)	4	4	-	25	75	100
1252	Early Childhood Education II (Pr) (b)	4	-	4	100	-	100
1253	Administration & Management of Centers (a)	4	4	-	25	75	100
1254	Trends in ECE (a)	4	4	-	25	75	100
1255	Recent Advances in ECCE (Seminar) and Women's Issues (b)	4	2	2	50	50	100
	<b>TOTAL</b>	<b>20</b>					<b>500</b>

### SEMESTER VI

Code No.	Course	TC	Th C	Pr C	Int M	Ext	Total
----------	--------	----	------	------	-------	-----	-------

						<b>M</b>	
1261	Children with special Needs (a)	4	4	-	25	75	100
1262	Basics of Guidance and Counseling (a)	4	4	-	25	75	100
1263	Management of Centers for children (Practicals) (b)	4	-	4	100	-	100
1264	Professional Application in ECCE (Internship) (b)	8	-	8	100	100	200
	<b>TOTAL</b>	<b>20</b>					<b>500</b>

#### SEMESTER IV

#### GROWTH AND DEVELOPMENT IN EARLY YEARS (0-8 YRS)

##### Objectives:

1. To acquaint the students with the developmental phases from conception to early childhood.
2. To develop an awareness of certain important aspects of development during prenatal period to early childhood.
3. To impart factual knowledge about some significant aspects of language and cognitive development.
4. To develop an understanding of the multiple interactive forces and socializing agents during early childhood.

#### SEMESTER IV

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
1241	Growth and Development in Early Years (0-8 yrs)	4	4	-	25	75	100

Module No	Objectives	Content	Evaluation
			25 Marks
1.Prenatal Development (overview)	<p>This module will enable students to:-</p> <ol style="list-style-type: none"> <li>1. Develop awareness understanding about prenatal development.</li> <li>2. Develop understanding about different stages of prenatal development and the impact of heredity and prenatal development on the child.</li> <li>3. To explore prenatal influences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Factors influencing prenatal development.</li> <li>2. Stages of prenatal development.</li> <li>3. Theories of attachment</li> </ol>	<p>Project 15 marks</p> <p>Group discussion 10 marks</p>

Module No	Objectives	Content	Evaluation
			25 Marks
2: Physical and Motor Development	<p>This module will enable students to:-</p> <ol style="list-style-type: none"> <li>1. Develop a comprehensive view of Physical and Motor Development</li> </ol>	<ol style="list-style-type: none"> <li>1. Meaning and importance.</li> <li>2. Components of motor ability, laterality.</li> <li>3. Factors affecting physical and motor development</li> </ol>	<p>Individual presentation 10 marks</p> <p>Assignments 15 marks</p>

Module No	Objectives	Content	Evaluation
			25 Marks
3: Language and Cognitive Development	<p>This module will enable students to:-</p> <ol style="list-style-type: none"> <li>1. Understand how children learn language.</li> <li>2. Develop a comprehensive view of cognitive development.</li> <li>3. Evaluate Piaget's Cognitive Development and Language Development Theories.</li> </ol>	<ol style="list-style-type: none"> <li>1. Meaning and functions of language.</li> <li>2. Factors affecting language development.</li> <li>3. Bilingualism, Speech defects .</li> <li>4. Piaget's first four stages of cognitive development.</li> </ol>	<p>Group discussion, 10 marks</p> <p>Individual presentation.15 marks</p>

Module No	Objectives	Content	Evaluation
			25 Marks
4: Psychosocial and Socio-emotional Development	<p>This module will enable students to:-</p> <ol style="list-style-type: none"> <li>1. Understand Erikson's Psychosocial theory.</li> <li>2. Create insights about emotional development.</li> </ol>	<ol style="list-style-type: none"> <li>1. Erikson's first four stages of psychosocial development.</li> <li>2. Social development in early years.</li> <li>3. Understanding emotions – characteristics of emotions of preschool children, emotional expressiveness and EQ</li> </ol>	Individual presentations

**References:**

Berk L. E. (1989): Child Development, Allyn and Bacon, U.S.A.

Dacey J.S. (1979): Adolescent Today, Food year Publishing Co., Inc. California.

Hawkes and Pease (1976): Behaviour and development from 5-12 years. Harper and Row, New York.

Hurlock E.B. (1997): Child Development, 6<sup>th</sup> edition, Tata MacGraw Hill, Delhi.

Hurlock E.B. (1978): Developmental Psychology, 4<sup>th</sup> edition, McGraw Hill Book Co.

Mussen, Conger, Kagan and Huston (1984): Child Development and Personality, 4<sup>th</sup> edition, Harper and Row, Publishers. Inc. New York.

Papalia D.E & Olds S. W. (1975): A Child's world, 3<sup>rd</sup> edition, Macgraw Hill publication, New York.

Smart M.S & Smart R.C. (1972): Children, 2<sup>nd</sup> edition, Mac-Millan Co., New York.

Stone L.J. & Church J. (1984): Childhood and Adolescence, 3<sup>rd</sup> edition, Random House, New York.

**CURRICULUM FOR YOUNG CHILDREN (THEORY)****Objectives:**

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

**SEMESTER IV**

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
1242	Curriculum for young children (Theory)	4	4	-	25	75	100

Module no	Objective	Content	Evaluation
			25 Marks
1: Curriculum Planning: Fundamentals and types	<p>This module will enable students to:-</p> <ol style="list-style-type: none"> <li>1. Be aware of planning &amp; implementing curriculum for preschool.</li> </ol>	<ol style="list-style-type: none"> <li>1. Curriculum planning – definition, principles, factors influencing &amp; types.</li> <li>2. Learning – principles &amp; types.</li> <li>3. Play – definition, theories, types, stages &amp; values.</li> </ol>	<p>Objective test 10 marks</p> <p>Quiz 15 marks</p>

Module	Objective	Content	Evaluation
			25 Marks
2: Components of Curriculum	<p>This module will enable students to:-</p> <ol style="list-style-type: none"> <li>1. Develop knowledge &amp; skills in developing curriculum of various components.</li> <li>2. Enhance knowledge for various methods of language development.</li> <li>3. Enable understanding of various activities related to music &amp; movement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Language – function, goals, types of listening skills, and methods of promoting language.</li> <li>2. Social Studies – values, objectives, content, methods of planning &amp; teaching, special celebrations &amp; festivals.</li> <li>3. Science – meaning, objectives, characteristics of adequate science programs, methods or strategies for planning &amp; teaching science.</li> <li>4. Music &amp; Movement – values, importance activities.</li> </ol>	<p>Written Assignment 15 marks</p> <p>Presentation 10 marks</p>



Module	Objective	Content	Evaluation
			25 Marks
3:Readiness	This module will enable students to:- 1. Get an insight in assessing various activities in different areas of readiness.	1. Creative activities for readiness – Importance, different creative activities, teacher’s role. 2. Readiness for 3 R’s – Definition of readiness, reading readiness, writing readiness & math’s readiness.	Classroom demonstration of creative activities (15 marks) and Readiness activities (10 marks)

Module	Objective	Content	Evaluation
			25 Marks
4 Preschool Management	This module will enable students to:- 1. Develop insight into management of preschool.	1. Project method – meaning, content, unit plan 2. Classroom management – Meaning, components. 3. Evaluation & assessment – Program, children.	Observation & checklist of program/class (15 marks) room management/ children. (10 marks)

#### References:

Anderson P. & Lapp D. (1988): Language Skills in Elementary Education, Macmillan Company, New York.

Anderson R.H. & Shane H.G. As a Twig is Bent, Houghton Mifflin Co., Boston.

Cazden. C.B. (1982): Language in Early Childhood Education, NAEYC, Washington.

Desai A. & Apte V, Learning through the Environment A Handbook for parents & teachers, Bhartiya Vidya Bhavan, Pune.

Frost J.L. (1973): Early Childhood Education, Holt Rinehart, Winston Inc., New York.

Hartley R. and Goldenson F (1967): Understanding children's play, B.I. Publications, Bombay.

Henderson A. & Lucas J. (1983): *Preschool Playgroups - A handbook*, George Allen & Unwin, London.

Hendrick J. (1980): *Total Learning for the whole child: Holistic curriculum for children age 2 to 5*, C.V. Mosby, St. Louis.

Hildebrand V. (1991): *Introduction to Early childhood Education*, Macmillan Publishing Company, New York.

Hirsch E.S. (1981): *The Block Book*, NAEYC, Washington.

Hughes F. (1975): *Reading and Writing before School*, Paa Book Ltd., London.

Kasin L.J. (1984): *Curriculum & Instructional methods for Elementary Schools*, Macmillan Company, New York.

Lasky and Mukerji (1982): *Art - Basic for young children*, NAEYC, Washington.

Leeper, Skipper, Witherspoon (1970): *Good schools for young children*, Macmillan Publishers, New York.

McDonald D.T., *Music in our lives - The Early Years*, NAEYC, Washington.

Menon A & Jain N (2000): *Art for fun 'N' Learn*, Uttam publishers, Mumbai.

Michaclis J.U. (1976): *Social Studies for Children in a Democracy - Recent Trends & Development*, Prentic Hall, Englewood Cliffs.

Murlidharan R. and Banerji U. (1973): *A Guide for Nursery School Teacher*, NCERT, Delhi.

NIPCCD, *Play and Child Development*, NIPCCD Publication, New Delhi.

Rajyalakshmi K.N. (1989): *Non Formal Education*, Discovery Public House, New Delhi.

Robert G. (1966): *Music in Childhood Education*, Appleton Century Crofts, New York.

Robison H. (1983): *Exploring Teaching in Early Childhood Education*, Allyn & Bacon Inc, Boston.

Rowen B. and Byrne J. (1980): *"The Learning Match - A Developmental Guide to Teaching Young Children"*, Prentice Hall, Englewood Cliffs.

Sourveie (1982): *Mainstreaming Ideas for Teaching Young Children*, NAEYC, Washington.

Sponseller D. (1974): *Play As a Learning Medium*, NAEYC, Washington D.C..

Spodek B. (1982): *Teaching in Early years*, The Free Press, New York.

Spodek B. (1980): *Early Childhood Education* The Free Press, New York.

Taylor J. (1976): *Reading, Writing in first school*, George, Allen & Unwin, London.

Todd and Heffernon (1977): The years before school, Collier Macmillan Publishers, London.

Tough J. (1976): Talk for Teaching and Learning, Drake Educational Associates, Great Britain.

Venita K. (1991): Early Childhood Education Programs, NCERT, New Delhi.

Victor E. (1970): Science For Elementary School, Macmillan Company, New York.

Wortham, S. C. (1995): Measurement and Evaluation in Early Childhood Education, Merrill, Prentice Hall, Englewood Cliffs, New Jersey.

### **CURRICULUM PLANNING FOR YOUNG CHILDREN (PRACTICALS)**

#### **Objectives:**

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

#### **SEMESTER IV**

<b>Code No.</b>	<b>Course</b>	<b>TC</b>	<b>Th</b>	<b>Pr</b>	<b>Int M</b>	<b>Ext M</b>	<b>Total</b>
<b>1243</b>	<b>Curriculum for young children (Practicals)</b>	<b>4</b>	<b>-</b>	<b>4</b>	<b>100</b>	<b>-</b>	<b>100</b>

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

	presentation.		
--	---------------	--	--

Module No	Objectives	Content	Evaluation
			25 Marks
2. Promoting Creativity, Language and science	<p>This module will enable students to:-</p> <ol style="list-style-type: none"> <li>1. Develop an ability to use waste materials in creative ways for preparation of teaching aids and activities for preschool children</li> <li>2. Prepare materials for promoting learning in preschool children.</li> <li>3. Develop skills for conducting language and Science activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Creative Activities</li> <li>2. Teaching Materials</li> <li>3. Skills For Promoting Language</li> <li>4. Skills for promoting Science</li> </ol>	5 marks each for materials prepared for creative, language activities, science activities .and teaching aids

Module No	Objectives	Content	Evaluation
			25 Marks
3.Promoting Music and Movement Activities & Games	<p>This module will enable students to:-</p> <ol style="list-style-type: none"> <li>1.,Develop skills for conducting music and movement activities and Games for</li> </ol>	<ol style="list-style-type: none"> <li>1. Music And Movement Activities</li> <li>2. Games (making games for children)</li> </ol>	5 marks each for the materials prepared for music and movement activities & Games.

	preschool children		
--	--------------------	--	--

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

### CHILD HEALTH AND NUTRITION

#### Objectives:

1. To introduce students to health and nutrition needs of pregnant and lactating women, infants and preschoolers.
2. To help students identify common childhood illnesses.
3. To help student plan balanced diet for pregnant and lactating women, infants and preschoolers.
4. To help students know about nutritional diseases and nutrition and health programs in the country.

5. To explore different ways of providing information to parents about health and nutrition.

**SEMESTER IV**

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
1244	Child Health and Nutrition	4	3	1	25	75	100

Module No	Objectives	Content	Evaluation
			25 Marks
1: Introduction to health and nutrition	<p>This module will enable students to:-</p> <ol style="list-style-type: none"> <li>1. Create awareness about health and nutrition.</li> <li>2. Develop understanding about Nutrition and health programs in the country.</li> </ol>	<ol style="list-style-type: none"> <li>1. Meaning of nutrition and Balanced Diet.</li> <li>2. Concept of health.</li> <li>3. Indicators of health.</li> <li>4. Nutrition and health programs in the country.</li> </ol>	<p>Quiz,10 marks</p> <p>Group discussion 15 marks</p>

Module No	Objectives	Content	Evaluation
			25 Marks
2: Nutrition and health care during pregnancy and lactation, infancy	<p>This module will enable students to:-</p>	<ol style="list-style-type: none"> <li>1. Meal planning for pregnant and lactating</li> </ol>	Individual presentation

and early childhood	<p>1. Understand the concept of meal planning.</p> <p>2. Learn to plan meals for pregnant and lactating mothers, infants and children.</p>	<p>women, infants and preschoolers.</p> <p>2. Health care during pregnancy.</p> <p>3. Nutrition during infancy.</p> <p>4. Nutrition during early childhood.</p>	
---------------------	--	---	--

Module No	Objectives	Content	Evaluation
			25 Marks
3: Nutrition related disorders and common illnesses in early childhood.	<p>This module will enable students to:-</p> <p>1. Gain knowledge about causes and prevention of deficiency diseases and communicable diseases in pre- school children.</p>	<p>1. Major deficiency diseases</p> <p>2. Other nutritive disorders.</p> <p>3. Causes and prevention of Communicable diseases</p>	<p>Group discussion, 15 marks</p> <p>Quiz. 10 marks</p>

Module No	Objectives	Content	Evaluation
			25 Marks
4: Practical	This module will enable	1. Preparing hand outs/	1. Individual

	<p>students to:-</p> <p>1. Explore different ways of providing information to parents about health and nutrition.</p>	<p>bulletin boards/ charts for parents on various issues of health &amp; nutrition.</p> <p>2. Media review on food advertisements.</p> <p>3. Visit to pediatric ward/ ICDS centre.</p> <p>4. Preparing a booklet on nutritive recipes for pregnant/ lactating mothers, preschool children.</p>	<p>presentations, and Report writing of the visit 10 marks</p> <p>2. Preparation of booklets, charts, handouts, bulletin boards (any one). 15 marks</p>
--	---	--	---

## References

- Chowdhry, D.P (1995): Child Welfare and Development. 4<sup>th</sup> edition, Atma Ram and Sons, Delhi.
- Ebrahim, G.J. (1980): Practical Mother and Child Health in Developing Countries. 2<sup>nd</sup> edition, Macmillan Publishing Co., USA.
- Goel, S.L (2004): Health Care Policies and Programs. 3<sup>rd</sup> edition, Deep and Deep Publications, Delhi.
- Srilakshmi, B. (2011) : Dietetics, 6th edition, New Age International Publishers. Delhi.
- Samour, P.Q., Helm, k.k., & Lang, C.E. (2004): Handbook of Pediatric Nutrition, 2nd edition, Jones & Bartlett Publishers. Boston.
- Sharma, P. & Gairola, L. (1990): Fundamentals of Child Development & Child Care. 2<sup>nd</sup> edition, Sterling Publishers. Delhi.
- Sizer, F.S. & Whitney, E.N. (2003) . Nutrition Concepts & Controversies. 9<sup>th</sup> edition, Thomson Wadworth. Singapore.
- Taitz, L.Z. & Wardley, B. (1989): Handbook of Child Nutrition. 5<sup>th</sup> edition, Oxford University Press, Oxford.
- Venkat, V. (1998): The Health Awareness Centre, Mumbai. 1<sup>st</sup> edition, Private Circulation Booklet.



## WORKING WITH PARENTS

### Objectives:

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

### SEMESTER IV

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
1245	Working With Parents.	4	4	-	25	75	100

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

Module No	Objectives	Content	Evaluation
			25 Marks
	<p>This module will enable students to:-</p>	Approaches Of Communicating With Parents.	2 Assignments on any topic from the

<p>2: Approaches and techniques of communication with parents.</p>	<p>1. Create awareness about various approach of communication with parent of preschool children.</p> <p>2. Get acquainted with various techniques of working with parents of preschool setting.</p> <p>3. Know how to maintain professional behavior with parents.</p>	<p>1:Communicating techniques for groups and individuals</p> <p>a. Mass group techniques</p> <p>b. Individual approach</p> <p>c. Multimedia approach.</p> <p>2: Techniques of working with parents in preschool settings.</p> <p>3: Maintaining Professional behavior with parents.</p>	<p>content</p>
--	---	---	----------------

Module No	Objectives	Content	Evaluation
			25 Marks
<p>3: Parent Involvement</p>	<p>This module will enable students to-</p> <p>1. Know the meaning of parent education program.</p> <p>2. Understand levels of parent involvement.</p>	<p>Parent Involvement</p> <p>1: Meaning and concept</p> <p>2: Levels of parent involvement</p> <p>3: Advantages of parent involvement</p>	<p>Assignment on “How parents are involved in school activities” at different levels . Information to be collected from 3 preschool.</p>

	3. Apply advantages of Parent Involvement		
--	---	--	--

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

**References:**

Burke R.V and Herron R.W (2005), “Common Sense Parenting”. Pentagon Press, New Delhi.

Kulkarni S. (1988). “Parent Education Perspectives and Approaches.Rawat Publications, Jaipur.

Palmiter, D.J (2011). “Working Parents, Thriving Families: 10 Strategies That Make”. Sunrise River Press; 1 edition, USA.

Rao V.K and Reddy R.S. (2008):”Parent Education”. Commonwealth Publishers, New Delhi.

Read, K (1967).” The Nursery School”.Oxford IBH Publishing Co.Uk.

**SEMESTER V**

**EARLY CHILDHOOD EDUCATION 1 (THEORY)**

**Objectives:**

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

**SEMESTER V**

<b>Code No.</b>	<b>Course</b>	<b>TC</b>	<b>Th</b>	<b>Pr</b>	<b>Int M</b>	<b>Ext M</b>	<b>Total</b>
<b>1251</b>	<b>Early Childhood Education (Theory)</b>	<b>4</b>	<b>4</b>	<b>-</b>	<b>25</b>	<b>75</b>	<b>100</b>

<b>Module</b>	<b>Objectives</b>	<b>Content</b>	<b>Evaluation</b>
			25 Marks

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

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

Module	Objectives	Content	Evaluation
			25 Marks

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

Module	Objectives	Content	Evaluation
			25 Marks
4 Guidance and Handling	<p>This module will enable students to:-</p> <ol style="list-style-type: none"> <li>1. Understand and accept children.</li> </ol>	<ol style="list-style-type: none"> <li>1. Guidance in speech and action.</li> <li>2. Helping children adjust to new experiences</li> <li>3. Routine situations</li> </ol>	Give varied situations, students to write causes, handling, and guidance. 10

	2. Guide their behavior in different situations.	4. Building feelings of security and adequacy 5. Handling feelings of hostility and aggression. Maintaining limits.	marks 1 Assignment 15 marks
--	--	---	-----------------------------------

**References:**

Cole L (1982): A History of Education, Holt Rinchart, Winston Inc, New York.

Evans E.D (1975): Contemporary Influences in Early Childhood Education, Holt Rinchart Winston Inc, New York.

Frost J.L (1973): Revisiting Early Childhood Education, Holt, Rinchart Winston Inc, New York.

Heward W.L. &Orlansky M.D (1998): Exceptional Children, Merrill Publishing Co.

Hildebrand V (1991): Introduction to Early Childhood Education, Macmillan Publishing Co., New York.

IAPE Report, (1967): Significance of parent child relationships with special reference to preschool education.

IAPE Report (1996): Preschool Education in India.

IGNOU (1991): Organizing Child Care Services, No. 1.

Kulkarni S., (1998): Parent Education, Perspectives and approaches. Rawat Publications, Jaipur.

Lawton J.T. (1988): Introduction to Child Care and Early Childhood Education, Scott, Foreman & Co., London.

Read, K(1967): The Nursery School, Oxford I BH Publishing Co. Dales.

Skipper, Witherspoon (1897): Good schools for young children, Macmillan Publishing Co., New York.

Wagh A (1998): Parent and Community participation in the Preschool Program, New Delhi, NCERT.

Muralidharan R (1967): A Guide for Nursery School Teachers, NCERT, New Delhi.

Naik C (1978): Growing up at Kosbad, Kosbad Gram Balshikshan Kendra.

Phyllis C. (1990): Administration of Schools for Young Children, Delmar Thomson Learning, U.S.A.

Rajyalakshmi K.N (1989): Non-formal Education, Discovery Publishing House, New Delhi.

Robison H (1983): Exploring Teaching in Early Childhood Education, Allyn and Bacon Inc., Boston.

Rowen B (1980): The learning match, Eaglewood Cliffs, Prentice Hall, U.S.A.

Spodek B (1973): Early Childhood Education, Prentice Hall, New Jersey.

### EARLY CHILDHOOD EDUCATION II (PRACTICALS)

#### Objectives:

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

#### SEMESTER V

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
1252	Early Childhood Education II (Practicals)	4	-	4	100	-	100

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

Module No	Objectives	Content	Evaluation
			25 Marks



2. Observation and report writing	This module will help students to:  1. Provide opportunities for observations of physical set up, teaching- learning & children in the class room.	1. Observation of physical set up.  2. Observation of classroom dynamics( teaching pupil interaction & teaching – learning)	Observation reports 15 marks  Presentations 10 Marks
-----------------------------------	--	---	--

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

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

## ADMINISTRATION AND MANAGEMENT OF CENTERS (THEORY)

### Objectives:

1. To make students aware about existing centers for children.
2. To create in students awareness of quality centers.
3. To help students to open and maintain a center.
4. To help students develop critical analytical skills to evaluate centers.

### SEMESTER V

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
1253	Administration and Management of Centers (Theory)	4	4	-	25	75	100

Module No	Objectives	Content	Evaluation
			25 Marks
1. Importance and need of centers for children.	This module will help students to:  1. Be aware of the existing centers for children; and the need and objectives of running these centers.	1. Need of center.  2. Objectives of running the center.  3. Different types of center.	Discussion 10 Marks  Assignment 15 marks

Module No	Objectives	Content	Evaluation
			25 Marks
2. Developing and equipping a	This module will help students to:	1. Space requirement.	2 Presentations on relevant

center.	1. Open and maintain a center.	2. Equipment and material: criteria for selection.  3. Personnel  4. Balancing income and expenditure (budgeting).  5. Enrollment  6. Publicizing policy	topics 25 marks
---------	--------------------------------	--	-----------------

Module No	Objectives	Content	Evaluation
			25 Marks
3.Maintaining standards	This module will help students to:  1.Create awareness of quality centers	1. Health and safety program.  2. Quality control and licensing/ accreditation.	Report on the mentioned aspects of different centers.  25 marks

Module No	Objectives	Content	Evaluation
			25 Marks
4.Evaluation	This module will help students to:  1. Develop critical analytical skills to	1. Staff evaluation  2. Child evaluation	Individual presentation  10 marks  Preparation of

	evaluate centers.	3. Program evaluation	sample reports and evaluation forms.  15 marks
--	-------------------	-----------------------	--

**References:**

Essa, E.L. (1999): Introduction to Early Childhood Education. 3<sup>rd</sup> edition, Delmer Publishers, New York.

Evans E.D (1975): Contemporary Influences in Early Childhood Education,3<sup>rd</sup> edition, Holt, Rinchart Winston Inc, New York.

Frost J.L (1973): Revisiting Early Childhood Education,2<sup>nd</sup> edition, Holt, Rinchart Winston Inc, New York.

Sciarra, D.J and Dorsey, A.G. (1998): Development and Administration of Child Care Centre. 4<sup>th</sup> edition, Delmer Publication, Canada.

Leeper, S.H, Witherspoon, R.C and Day, B. (1984): Good Schools for Young Children. Macmillan Publishing Co, USA.

Muralidharan R (1967): A Guide for Nursery School Teachers, 2<sup>nd</sup> edition, NCERT, New Delhi.

Naik C (1978): Growing up at Kosbad, Kosbad Gram Balshikshan Kendra.

Pankajam, G (2005): Preprimary Education, Philosophy and Practice. 2<sup>nd</sup> edition, Concept Publishing Company, New Delhi.

Phyllis C. (1990): Administration of Schools for Young Children, 2<sup>nd</sup> edition, Delmar Thomson Learning, U.S.A.

Rajyalakshmi K.N (1989): Non-formal Education, 3<sup>rd</sup> edition, Discovery Publishing House, New Delhi.

**TRENDS IN ECCE**

**Objectives:**

1. To introduce students to the current status of ECCE in India and the world.
2. To orient students to the XI five year plan and various policies and challenges in implementing these policies.
3. To help students understand various approaches to ECCE in the current context.

4. To create awareness in students about different types of ECCE centers.

**SEMESTER V**

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
1254	Trends in ECCE	4	4	-	25	75	100

Module No	Objectives	Content	Evaluation
			25 Marks
1. Current Trends in ECCE	This module will enables students to:  1. Understand the current status of ECCE in India and the world.	1. Understanding the present scenario of ECCE in India.  2. Current status of ECCE around the world.	Group discussion  10 marks  Assignment  15 marks

Module No	Objectives	Content	Evaluation
			25 Marks
2. Policies and practices related to ECCE in India.	This module will enables students to:  1. Orient students to the XI five year plan and various policies.  2. Create awareness about the issues and challenges in implementing the	1. Policies and programs for young children  2. Issues and challenges in Implementation.  3. Policies related to teacher training (NCTE).	Group discussion.  5 marks  Debate 10 marks  Report of the interaction with the resource person.

	policies.		10 marks
--	-----------	--	----------

Module No	Objectives	Content	Evaluation
			25 Marks
3. Development and Approaches to ECCE	<p>This module will enable students to:</p> <p>1. Understand various approaches to ECCE in the current context.</p>	<p>1. Developmentally Appropriate curriculum.</p> <p>2. Emergent Literacy/ Whole Language Approach.</p> <p>3. Reggio Emilia Approach.</p> <p>4. Creative Curriculum.</p> <p>5. Thematic Approach.</p> <p>6. Integrated Methodologies</p>	<p>Project on any one approach</p> <p>25 marks</p>

Module No	Objectives	Content	Evaluation
			25 Marks
4. Preschool / ECCE Centers in the current context.	<p>This module will enable students to:</p> <p>1. Create awareness about different types of ECCE centers.</p>	<p>1. Stand alone pre schools (Non attached)</p> <p>2. Pre schools attached to High schools</p>	<p>Group discussion and group presentation.</p> <p>10 marks</p> <p>Report writing 15 marks</p>

	2. Visit various centers and write reports.	3. Branded / Franchise schools.  4. Preschools in urban/rural/tribal settings.  5. Anganwadi/ Balwadi  6. NGO's run pre schools.  7. NAEYC.	
--	---	---	--

**References:**

Cole L (1982): A History of Education, 1<sup>st</sup> edition, Holt, Richard, Winston Inc, New York.

Essa, E.L. (1999): Introduction to Early Childhood Education. 3<sup>rd</sup> edition, Delmer Publishers, New York.

Evans E.D (1975): Contemporary Influences in Early Childhood Education, 3<sup>rd</sup> edition, Holt, Rinchart Winston Inc, New York.

Frost J.L (1973): Revisiting Early Childhood Education, 2<sup>nd</sup> edition, Holt, Richard Winston Inc, New York.

Goffin, S.G, Wilson, C.S. (2001): Curriculum Models and Early Childhood Education; Appraising the Relationship. 2<sup>nd</sup> edition, Merill Prentice Hall, New Jersey.

Hildebrand V (1991): Introduction to Early Childhood Education, 4<sup>th</sup> edition, Macmillan Publishing Co, New York.

IAPE Report (1996): Preschool Education in India.

IAPE Report, (1967): Significance of parent child relationships with special reference to preschool education.

Lawton J.T. (1988): Introduction to Child Care and Early Childhood Education, 2<sup>nd</sup> edition, Scott, Foreman & Co., London.

Morrison, G.S (1998): Early Childhood Education Today. 7<sup>th</sup> edition, Merill Prentice Hall, New Jersey.

Muralidharan R (1967): A Guide for Nursery School Teachers, 2<sup>nd</sup> edition, NCERT, New Delhi.

Naik C (1978): Growing up at Kosbad, Kosbad Gram Balshikshan Kendra.

Phyllis C. (1990): Administration of Schools for Young Children, 2<sup>nd</sup> edition, Delmar Thomson Learning, U.S.A.

Rajyalakshmi K.N (1989): Non-formal Education, 3<sup>rd</sup> edition, Discovery Publishing House, New Delhi.

Read, K (1967): The Nursery School, 1<sup>st</sup> edition, Oxford I BH Publishing Co. Dales.

Robison H (1983): Exploring Teaching in Early Childhood Education, 2<sup>nd</sup> edition, Allyn and Bacon Inc., Boston.

Rowen B (1980): The learning match, 1<sup>st</sup> edition, Eaglewood Cliffs, Prentice Hall, U.S.A.

Skipper, Witherspoon (1897): Good schools for young children.3<sup>rd</sup> edition, Macmillan Publishing Co., New York.

Spodek B (1973): Early Childhood Education, 2<sup>nd</sup> edition, Prentice Hall, New Jersey

Wagh A (1998): Parent and Community participation in the Preschool Program, New Delhi, NCERT.

### **RECENT ADVANCES IN ECCE (SEMINAR) AND WOMEN'S ISSUES**

#### **Recent Advances In ECCE (Seminar)**

#### **Objectives :**

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

#### **SEMESTER V**

<b>Code No.</b>	<b>Course</b>	<b>TC</b>	<b>Th</b>	<b>Pr</b>	<b>Int M</b>	<b>Ext M</b>	<b>Total</b>
<b>1255</b>	<b>Recent Advances in ECCE (Seminar)and Women's Issues (b)</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>50</b>	<b>50</b>	<b>100</b>



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

Module No	Objectives	Content	Evaluation
			25 Marks
2. Conducting Surveys and Group Discussion	<p>This module will enable students to:</p> <ol style="list-style-type: none"> <li>1. Learn and share knowledge about new developments in the field of ECCE.</li> </ol>	<ol style="list-style-type: none"> <li>1. Selecting problem related to current issues, collecting information through observation and interview Questionnaires.</li> <li>1. Preparing report</li> </ol>	<p>Individual presentation of survey reports. 15 marks</p> <p>Group Discussion 10 marks</p>

	2. Analyze and critique various schools.	and interview schedules.  2. Students have to observe Various Nursery schools for a week and present reports.	
--	--	---	--

## WOMEN'S ISSUES

### Objectives:

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

Module No	Objectives	Content	Evaluation
			25 Marks
3. Demographic profile of women in India and towards change	<p>This module will enable students to:</p> <ol style="list-style-type: none"> <li>1. Understand the demographic profile of women in India</li> <li>2. To create awareness about the role and importance of media portraying women</li> </ol>	<ol style="list-style-type: none"> <li>1. Sex Ratio</li> <li>2. Health</li> <li>3. Education</li> <li>4. Employment</li> <li>5. National Policy of Empowerment of women 2001</li> <li>6. The role and importance of media portraying women</li> </ol>	<p>Debate 5 marks</p> <p>Discussion 10 marks</p> <p>Presentation 10 marks</p>

Module No	Objectives	Content	Evaluation
			25 Marks
4.Women, work and development	<p>This module will enable students to:</p> <ol style="list-style-type: none"> <li>1. Understand the present situation and changes in the status of women.</li> <li>2. Create awareness about Governmental policies and strategies for women's development and role of voluntary organizations and NGO's in women's development.</li> </ol>	<ol style="list-style-type: none"> <li>1. Women in the unorganized sector.</li> <li>2. Women in the Organized sector.</li> <li>3. Legal provision for the protection of working women</li> <li>4. Governmental policies and strategies for women's development</li> <li>5. Role of voluntary organizations and NGO's in women's development</li> </ol>	<p>Discussion 10 marks</p> <p>Presentation 15 marks</p>

#### 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.

GhadiallyRehana (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.

Iyer P (2007): women and Social Revolution: Strategies and Policy, Insights from India, Women's Press. New Delhi.

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.

SapruR.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

### CHILDREN WITH SPECIAL NEEDS

#### Objectives:

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

#### SEMESTER VI

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
1261	Children With Special Needs	4	4	-	25	75	100

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

Module No	Objectives	Content	Evaluation
			25 Marks
2: Physically Handicapped and Impaired	<p>This Module will enable students to –</p> <ol style="list-style-type: none"> <li>1. Be aware of nature,</li> </ol>	<ol style="list-style-type: none"> <li>1. Orthopedic Handicap</li> <li>2. Neurological handicap</li> </ol>	<p>Evaluation of Practical Component. 15 marks</p>

	<p>type, causes and characteristics of various physical handicap.</p> <p>2. Help identify some of the impairments.</p> <p>3. Apply methods of detection.</p>	<p>3. Visual handicap</p> <p>4. Auditory handicap</p> <p>Definition, nature, causes, types, detection/ identification, characteristics of all the above.)</p>	<p>Project on any one of the above handicap</p> <p>OR</p> <p>Visit to a school for any one of the above handicap and group presentation</p> <p>10 marks</p>
--	--	---	---

Module No	Objectives	Content	Evaluation
			25 Marks
3: Intellectual and Behavioral Deviation	<p>This module will enable students to –</p> <p>1. Be aware of nature, type, causes and characteristics of Intellectually and Behaviorally deviant children.</p> <p>2. Compare methods of detection.</p>	<p>1. Mentally challenged - Definition, nature, causes, levels, detection/ identification, characteristics.</p> <p>2. Learning disabilities - Definition, Causes, Types, Detection and Characteristics.</p> <p>3. Gifted children- Definition, identification, Characteristics.</p> <p>4. Autism - Definition, causes, characteristics.</p>	<p>Evaluation of Practical Component.</p> <p>15 marks</p> <p>1 case study</p> <p>OR</p> <p>Preparation of one teaching-learning material.</p> <p>10 marks</p>

		5. Attention Deficit Disorder and Attention Deficit, Hyper activity Disorder- Definition, characteristics, Criteria.	
--	--	--	--

Module No	Objectives	Content	Evaluation
			25 Marks
4:Rehabilitation	<p>This module will enable students to-</p> <p>1. Be aware of the services available for children in need of special help.</p>	<p>1. Meaning and definition of rehabilitation.</p> <p>2. Vocational rehabilitation - sheltered workshop, vocational training centre.</p> <p>3. Integration and mainstreaming- definition, need, advantages and ways of integration.</p> <p>4. Services available by GOVT/NGO</p>	<p>Evaluation of Practical Component. 15 marks</p> <p>Visit to rehabilitation centre and report writing.</p> <p>OR</p> <p>Guest lecture by any GOVT/ NGO representative and report writing.</p> <p>10 marks</p>

**References:**

Kirk S.A. (1970): Educating Exceptional Children, Oxford & IBH Publishing co., India Ed.

Bhargava M. (1994): "Introduction to Exceptional Children: Their Nature and Educational Provisions." Sterling Publishing, Mumbai.

Guilford R (1971): Special Educational Needs, Routledg and Kangan Press, London.

Mehta D.S (1983): Handbook of disabled in India, Allied Publishers, New Delhi.

Heward W.L. &Orlansky M.D (1988): Exceptional Children, Merill Publishing Co., U.S.A.

### BASICS OF GUIDANCE AND COUNSELING

**Objectives:**

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

**SEMESTER VI**

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
1262	Basics of Guidance and Counseling	4	4	-	25	75	100

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



	characteristics of a good counselor.		
--	--------------------------------------	--	--

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

Module No	Objectives	Content	Evaluation
			25 Marks
3: Introduction to Psychological tests	<p>This module will enable students to:-</p> <ol style="list-style-type: none"> <li>1. Understand the need for using Measurement</li> </ol>	<ol style="list-style-type: none"> <li>1. Purpose of Measurement&amp; Evaluation</li> <li>2. Meaning &amp; characteristics of a good.</li> <li>3. Classification of tests.</li> </ol>	<p>Individual Presentations 10 marks</p> <p>Group project</p>

	<p>&amp;Evaluation Techniques</p> <p>2. Understand meaning &amp; characteristics of good test.</p> <p>3. Analyze the formal techniques of Assessment &amp; its classification.</p>	<p>4. Types of psychological tests</p> <ul style="list-style-type: none"> <li>• Cognitive test</li> <li>• Developmental test</li> <li>• Personality test</li> <li>• Projective techniques</li> </ul>	15 marks
--	--	--	----------

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

**References:**

Bakshi I. (1999): Understanding children and their problems, Vakils, Feffer& Simons Ltd., Mumbai.

- Bhatnagar A. & Gupta (1999): Guidance and counseling vol. I: A Theoretical Perspective, N.Vikas Publishing House Pvt. Ltd., NCERT, New Delhi.
- Chauhan, S.S (1982): Principles and Techniques of Guidance, Vikas Publishing House Pvt. Ltd., New Delhi.
- Dave, I.(1991) "The Basic Essentials of Counseling", Sterling Publishers Pvt. Ltd.
- Gelso , C. and Fretz, B. (1995) "Counseling Psychology", William James Centennial Series.
- Kapur M (1995): Mental Health of Indian Children, Sage Publications, New Delhi.
- Kochchar S.K (1979): Guidance in Indian Education, Sterling Publishers Pvt. Ltd.
- K.S. Lakshmi (2000): Encyclopedia of Guidance & Counseling, Mittal Publications, New Delhi.
- Rao S. N. (1991): Counseling & Guidance, Tata McGraw – Hill Publishing Co. Pvt. Ltd., New Delhi.
- Rothenberg R. E (1996): The New Illustrated Child Care Encyclopedia (12 volumes) Ed., Dell Publishing Co., Inc.
- Schor E.L (1997): Caring for your school age child-ages 5-12 years, Oxford University press, New Delhi.
- Singh, R. (1994) "Educational and Vocational Guidance", Common Wealth Publisher, New Delhi.
- Wortham, S.C (1995): Measurement and Evaluation in Early Childhood Education, Prentice Hall, Inc, New Jersey.

### **MANAGEMENT OF CENTERS FOR CHILDREN (PRACTICALS)**

#### **Objectives:**

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

**SEMESTER VI**

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
1263	Management Of Centers For Children (Practicals)	4	-	4	100	-	100

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

Module No	Objectives	Content	Evaluation
			<b>25 Marks</b>
2. Planning and executing programs individually	This module will enable students to –  1. Gain purposeful learning experience through placement in different organizations for children, under supervisory guidance.  2. Enhance their knowledge, skills and attitudes.	1. Students should be placed in different centers to plan and execute the need based programs individually.	5 Individual activities  5 marks each

Module No	Objectives	Content	Evaluation
			<b>25 Marks</b>
Planning and executing need based programs in the group	This module will enable students to –  1. Plan recreational and educational programs in groups for children in different centers.	1. Students should be placed in different centers and should plan and execute programs for the group.	1 group activity 15 marks  Presentation of the activity 10marks

Module No	Objectives	Content	Evaluation
			<b>25 Marks</b>
Presentation & file submission	This module will enable students to  1. Develop confidence to speak.  2. Learn to collate the information and present.  3. Write and present a proposal to open a centre.	1. Individual activity presentations in the class  Group activity presentation in the class	Presentation 5 marks  File submission 15 marks  Proposal- 10 marks

### **PROFESSIONAL APPLICATION IN ECCE (INTERNSHIP)**

**Objectives:**

1. To acquaint students to the overall working of Institutions- Enrollment, Administration, Academic program etc.
2. To help students to develop skills in the application of theory to practical work situations.

3. To provide students with an in-depth knowledge of the formal functional activities of an organization.

**SEMESTER VI**

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
1264	Professional application in ECCE (Internship)	8	8	-	100	100	200

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

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

			10 marks
--	--	--	----------

Module No	Objectives	Content	Evaluation
			25 Marks
3.Executing the planned program	<p>This module will enable students to:-</p> <p>1. Give lessons on the activities planned.</p>	2. Executing the planned activities.	<p>Activities to be taken in the centre placed</p> <p>15 marks</p> <p>Individual presentation</p> <p>10 marks</p>

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